



## *Gender Analysis Tool*



**USAID**  
FROM THE AMERICAN PEOPLE



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# Foreword

This Gender Analysis Tool, developed in 2022, was designed to address the SERVIR network's need for clear guidance on a foundational step for service design and programming, to contribute to SERVIR's goals of ensuring that women, along with men, are realizing equal benefits from SERVIR's geospatial services. The guidance contained within this tool was developed in partnership with [Advancing Gender in the Environment \(AGENT\)](#), a collaboration between the [International Union for the Conservation of Nature \(IUCN\)](#) and the [United States Agency for International Development \(USAID\)](#), and in close collaboration with SERVIR staff. The result is a tool that is tailored to SERVIR's processes and needs and that supports the implementation of SERVIR's commitment to gender equality and women's empowerment in its Hub services.

The Gender Analysis tool assists Hubs in the service design process to ensure the inclusion of women as co-developers, and to be responsive to the differentiated needs of women and men as beneficiaries of geospatial services. Our intention is for this tool to be used as a starting point in efforts to achieve SERVIR's goals of ensuring women have a seat at the table as services are co-developed and that their needs are given full consideration as a service is implemented.

We hope that, particularly when paired with existing tools like the [SERVIR Service Planning Toolkit](#), this tool will contribute to the development community's best practices in applying geospatial data and technologies, and that it will help us to better reflect, plan, and act on solutions that benefit all of society.

# The AGENT-SERVIR Partnership

This tool was developed by Advancing Gender in the Environment (AGENT), a collaboration between the International Union for the Conservation of Nature (IUCN) and the United States Agency for International Development (USAID). AGENT focuses specifically on the nexus of gender and environment issues, working across sectors, regions and platforms to improve environmental programming through robust gender integration—and to leverage the opportunity that environmental programming offers to advance and realize women’s empowerment and gender equality outcomes. AGENT works through three interlinked strategic interventions: identifying and filling knowledge gaps on gender and environment issues, making the case for gender integration, and providing tailored technical support to a wide range of both USAID and IUCN programs, projects, partnerships, and other mechanisms.

AGENT and SERVIR have been working together since early 2020. Since the partnership began AGENT has, among other support activities, reviewed SERVIR’s Service Planning Toolkit using a gender lens, guided one SERVIR Hub through the process of conducting a gender analysis, and responded to rapid technical assistance requests for gender integration. In doing so, AGENT has supported SERVIR in achieving its internal gender strategy objectives, strengthening gender integration throughout SERVIR programming and across Hubs through focused technical support.

For support integrating gender into work plans and efforts, SERVIR Hubs can request AGENT’s guidance through use of [this technical assistance request form](#).



# Glossary<sup>1</sup>

Below is a list of terms included in this tool, and their definitions. The terms are in italics in the document, to note whether they are included in this glossary.

**Bias:** Bias is a prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Bias can occur based on someone's gender identity, sexual orientation, age, race, ethnicity, religion, familial status, disability, and socioeconomic background.

**Gender and gender identity:** Distinct from biological sex (that is, male / female / intersex), gender is the sociocultural construct that distinguishes, describes and generally characterizes the roles, behaviors and activities that are expected and deemed acceptable for men and women and those of different genders, influencing the relationships between and among them. Generally thought of on a feminine-masculine spectrum, gender has bearing on power dynamics between individuals and groups. Gender is based on social, cultural, political, and economic values, beliefs and structures; and thus, gender roles and relationships are dynamic, change over time, and vary widely between and within cultures.

**Gender data:** Data that captures information on the lived realities of women and men and those of diverse genders. Gender data can be both qualitative and quantitative, and is data that is developed through collection methods that take into account stereotypes and social and cultural factors and norms. For more information on what is gender data, refer to Annex 4: Additional resources.

**Gender equality:** Gender equality is the state in which all people, regardless of their gender, have equal rights, freedoms, conditions, and opportunities. It does not mean that people – for example women and men – become the same, but rather that they have equal life chances and are valued equally. This applies not only to equality of opportunity but also to equality of impact and benefits arising from economic, social, cultural, and political development – as well as opportunity to shape and influence those values, norms, and systems.

**Gender equity:** The process of being fair to individuals of all genders, including cisgender and transgender men and women, other transgender people, non-binary people, and people with

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<sup>1</sup> Useful glossaries of key terms include those embedded in IUCN's Gender Analysis Guide ([here](#)) and IOM's gender glossary ([here](#)).

other gender identities. Achieving gender equity may involve the use of temporary special measures to compensate for the historical and systemic bias and discrimination faced by cisgender and transgender women, other transgender people, non-binary people and people with other diverse gender identities. Equity is a means; equality is the result.

**Gender analysis (also defined as a gender assessment):**

A gender analysis is a socioeconomic and sociocultural analysis of gender data and gender dynamics in a given context or locale, typically conducted in order to better understand gendered power dynamics between groups and individuals and to inform a given project or program development and implementation. Gender analyses aim to gather and analyse data and information at multiple levels across key interlinking domains (see more below).

**Gender mainstreaming:** A strategy for assessing the gendered implications of any planned action, including policies, programming or legislation, and for ensuring gender concerns and experiences are an integral consideration in the design, formulation, implementation, analysis and monitoring of planned actions.

**Gender-responsive:** Gender responsiveness is identifying and understanding gender gaps and biases, and then acting on them, developing and implementing actions to overcome challenges and barriers toward improving and achieving gender equality. In comparison to gender-sensitive approaches, gender-responsiveness has come to mean more than “doing no harm”; it means “to do better”.

**Gender statistics:** Gender statistics include data disaggregated by sex or gender; data pertaining specifically to women or men, or those of diverse genders; and data that captures specific gender issues.

**Intersectionality/an Intersectional approach:** Intersectionality recognizes the interconnectedness of socially constructed categories, such as ethnicity, age, class, and gender, which inform a person’s or group’s relative privilege or disadvantage. An intersectional approach aims to understand the complex way in which the historical and ongoing effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect and attempts to recognize and improve the impact of these effects on the experiences of individuals.

**Power:** Power is the capacity of an individual to influence the actions, beliefs, or conduct (behavior) of others. The term authority is often used for power that is perceived as legitimate or socially approved by the social structure, though this legitimacy may not be explicit. An individual or group's "power" can be exhibited in different ways, for example through economic power or social power. The relationship between power is also complex, for example a group with political power may not have economic power, and be superseded by a group that does not have explicit/formal political power but does have economic power.

**Gender data (or gender statistics):** Gender data, or gender statistics, are data that capture information on the lived realities of women and men and those of diverse genders. Gender statistics include data disaggregated by sex or gender; data pertaining specifically to women or men, or those of diverse genders; and data that captures specific gender issues.

**Sex-disaggregated and gender-disaggregated data:**

Gender-disaggregated data is that which is broken down, tracked, and evaluated and communicated by gender (e.g., numbers of women and men receiving direct benefits) for the purposes of illuminating or overcoming gender gaps. Sex-disaggregated data breaks down data by sex (e.g., numbers of males and females in a population, or levels of primary school enrollment). These terms are often used interchangeably, but they are not the same. While the majority of governments collect binary sex-disaggregated data, for example in national household surveys, increasing attention to gender-disaggregation is slowly becoming norm.

**Sexual Orientation, Gender Identity and Expression, and Sexual Characteristics (SOGIESC):** An acronym for sexual orientation, gender identity, gender expression, and sex characteristics.

**Sexual orientation:** Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, other people. Encompasses hetero-, homo-, bi-, pan- and asexuality, as well as a wide range of other expressions of sexual orientation. This term is preferred over sexual preference, sexual behavior, lifestyle, and way of life when describing an individual's feelings for or attraction to other people.



# Acronyms

<b>ADS</b>	Automated Directives System
<b>CDCS</b>	Country Development Cooperation Strategy
<b>EO</b>	Earth Observation
<b>GBV</b>	Gender-based violence
<b>GIS</b>	Geospatial information systems
<b>HKH</b>	Hindu Kush Himalaya
<b>IUCN</b>	International Union for the Conservation of Nature
<b>NASA</b>	National Aeronautics and Space Administration
<b>ToC</b>	Theory of change
<b>USAID</b>	United States Agency for International Development

## CHAPTER

## 1

## Introduction

**SERVIR's 2020-2025 Strategic Plan identified integrating gender and social inclusion as a cross-cutting outcome for the first time.<sup>2</sup> Understanding the gender issues and gender power dynamics of any context in which SERVIR operates is critical for identifying and addressing gender inequalities and creating and ensuring opportunities for inclusion and empowerment of women and men, in all their diversity.**

A gender analysis is a key tool for understanding the diversity of needs and experiences within a service. The analysis is a process of collecting and interpreting information to identify, understand and describe gender dynamics with respect to different roles and norms among individuals and social groups within the geographic region impacted by a service (e.g., as related to class, age, disability, ethnicity, race, sexuality, etc.).<sup>3</sup> This analysis is then used to design recommendations for services that are context-specific. It is a tool that facilitates the integration of gender inclusion into planning and implementation. Without a gender analysis, service planners may not understand the full social context in which a service is being implemented, causing a service to run the risk of perpetuating, and potentially exacerbating or reinforcing, gender inequalities and inequities. Conducting a gender analysis and incorporating its recommendations into service design and delivery assists service planners in mitigating social risks and strengthens SERVIR's service delivery and impact.

**The purpose of this tool is to provide guidance to SERVIR Hubs on conducting a service-level gender analysis.** It is geared towards SERVIR staff, who have a wide range of practical knowledge on gender programming and implementation, particularly service design team members, to help understand the purpose of and methodology to conduct gender analyses. It is worthwhile to note that the intention of this tool is not to equip all SERVIR staff to fill the role of a social scientist. It is, however, presented as an opportunity for bringing gender into the SERVIR framework, and an opportunity to build expertise of SERVIR staff. A gender analysis should be one component of many to contribute to a coherent SERVIR strategy of ensuring gender and social inclusion is done effectively across SERVIR.

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2 [SERVIR \(2020\). SERVIR Strategic Plan 2020-2025.](#)

3 [IUCN \(2021\). Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers.](#) First edition. Gland, Switzerland: IUCN.

## Relevant SERVIR policies related to gender integration

Gender analysis is widely employed as a core part of a *gender-responsive approach*. USAID and other major donors and partners require gender analyses to ensure activities are developed and implemented in accordance with institution-wide policies regarding *gender equality* and women's empowerment.

As a joint initiative of the National Aeronautics and Space Administration (NASA), the U.S. Agency for International Development (USAID), and leading geospatial organizations in Asia, Africa, and Latin America, SERVIR co-develops innovative solutions through a network of regional hubs to improve resilience and sustainable resource management at local, national and regional scales. All these institutions and organizations have their own institutional policies in place, which their work is implemented within. SERVIR also has its own policy framework.

The table in [Annex 1](#) lists key policies and guidance from USAID and SERVIR that provide further information on the institutional and regulatory framework for gender analysis and gender-responsive programming. These policies, laws, and regulations indicate strong institutional support for gender analyses and the incorporation of gender into Hub services and can be leveraged to advance this work. It is important to also note that the host institutions of each Hub also have their own policies and guidelines which can link to gender integration, it is valuable for Hub staff and service team members to be aware of and fulfill those as well.



Photo: Reynaldo Vela

## CHAPTER

## 2

## What is a gender analysis? Core components

**A gender analysis is a process of collecting and interpreting information to identify, understand and describe gender norms and gender-related social dynamics among individuals and social groups within the geographic region impacted by a service.<sup>4, 5</sup> It examines how social, cultural, economic, and political dynamics shape how women, men and people of other gender identities access resources, services, and opportunities and how these dynamics are maintained (e.g., through cultural norms, beliefs, institutional systems and gaps, and more).**

A gender analysis is a socioeconomic, sociopolitical, and sociocultural framework that explores gendered power dynamics, opportunities, and constraints—all of which impact and provide a foundation for any activity or initiative—and makes a range of recommendations to inform action, recommendations specific to the needs of the project, service, or team conducting the analysis. A gender analysis uses existing literature and data, and may also generate new quantitative and/or qualitative data, including *gender data* and *gender statistics*. The team responsible for conducting the analysis may decide to make their analysis public or keep it internal. The gender analysis is first and foremost an internal document, intended for internal use. When written, the analysis should not be framed in a way that makes it useful for a public audience, particularly if that framing impacts how it will, or could, be used internally.

A gender analysis will assist SERVIR in gathering a more complete context of the geographic location in which a service is implemented. With a gender analysis, SERVIR Hubs can better visualize the diversity of populations and community members that exist in this location, their needs, how the service may impact said populations and community and how the service may be used (or even misused) by different members. Community members may include groups and leaders which may have previously been excluded from, or overlooked by GIS systems designed by GIS and data scientists, as well as the efforts and

**4** [IUCN \(2021\). Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers. First edition. Gland, Switzerland: IUCN.](#)

**5** Intersectional identities and subject positions to consider include class, age, persons with disabilities, ethnicity, race, and sexuality, among other identities. For a list see “Discrimination” in the Glossary above.



**Rights**



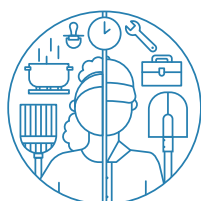
**Environment**



**Representation**



**Practice**



**Roles and responsibilities**



**Resources**

analyses of other research, programming, and decision-making stakeholders, including government systems. In its ideal form, a gender analysis is a mutual discovery process of learning who the end stakeholders are, their needs, potential unanticipated effects of a service and, in response, can inform SERVIR stakeholders and help to identify opportunities for collaboration. In short, it allows SERVIR and SERVIR's partners to better understand stakeholders, including otherwise excluded groups of stakeholders, and creates opportunities both to learn from stakeholders and empower them as agents of change.

A gender analysis consists of five parts:

- **Introduction:** This section provides an introduction to the purpose of the gender analysis and provides context for the service, geography, and social and technical considerations that motivated it, indicating the potential for the design and delivery of the service to be strengthened. The Service Concept document should be used to provide background on the service, if the analysis is being conducted for a service already in implementation.
- **Methodology:** This section should provide a brief discussion of the methods used to conduct the analysis (i.e., desk review, key informant interviews, focus groups, etc.), and the “sample” for these methods (i.e., how many people were interviewed? From what groups?, etc.).
- **Findings:** This section discusses the key findings of the gender analysis. It should include key data and other relevant information pertaining to gender considerations within a framework of the following six key, overlapping domains:
  - Rights:** legal and customary
  - Environment:** stressors and vulnerability
  - Representation:** participation, inclusion, and power
  - Practice:** attitudes, customs, and beliefs
  - Roles and responsibilities:** division of time, space, and labor
  - Resources:** access to and control of resources, and services
- **Analysis:** This section is a discussion and analysis of the key findings outlined in the previous section. It should address the significance of the analysis’ findings for how the service is designed, how it might impact the populations and communities (positively or negatively) in the impacted service area, and how it might impact service efficacy.
- **Recommendations:** This section is arguably the most important section of the whole analysis. It should articulate specific, actionable recommendations for service design and

**FIGURE 1 • The five domains of a gender analysis**

implementation, and can also include recommendations for monitoring and evaluation plans. These can be articulated at different scales of importance and/or urgency (i.e., actionable right now, long-term actions, “must haves,” “good to haves,” etc.), depending on findings from the analysis.

## Gender and social inclusion in SERVIR

According to [UN Women](#), gender “refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context.”

Though gender neutral language is used to describe the laws, policies, and social dynamics that underpin the societies and communities in which we live, in fact no law, social norm, business, infrastructure, or service is objective or gender neutral. All work is being done with gender *bias*, even though this *bias* may seem invisible. Understanding bias and the gendered implications of its work is crucial to SERVIR’s ability to design equitable and effective services. A gender analysis is a tool for identifying such *biases*. Failure to consider the gender dynamics of the geographic region impacted by a service may result in service implementation having harmful implications for project outcomes, for the success of the service and Hub activities, and at worst, of causing harm to women and girls, men and boys in the communities impacted. A gender analysis will support SERVIR, its staff and the services SERVIR designs and implements to fulfill ethical standards and goals, working towards further inclusion and stronger social impact and outcomes.

For example, in 2005, the Fisheries Administration of the Congo worked with the Makotipoko fishing community to establish new measures to protect resources along the Congo River. The process of developing these measures, however, did not include a gender analysis. Without an analysis the roles and impact of women’s harvesting and processing activities were not accounted for,



nor were women present in any of the community discussions. This omission resulted in the fishing practices used by women to be banned, and women were not informed of the new and promoted practices, which impacted their livelihoods. Makotipoko community members recognized this exclusion, which led to the design of a gender action plan to address problems of exclusion and advance a gender-sensitive approach to river conservation. The plan included assessment of regulations on fishing techniques, fish processing and the livelihoods of community members impacted. It also included trainings for women on new techniques, including aquaculture.<sup>6</sup> A gender analysis helps to generate information to fully understand context, helping to avoid and overcome overall risks and potential unintended consequences on community members.

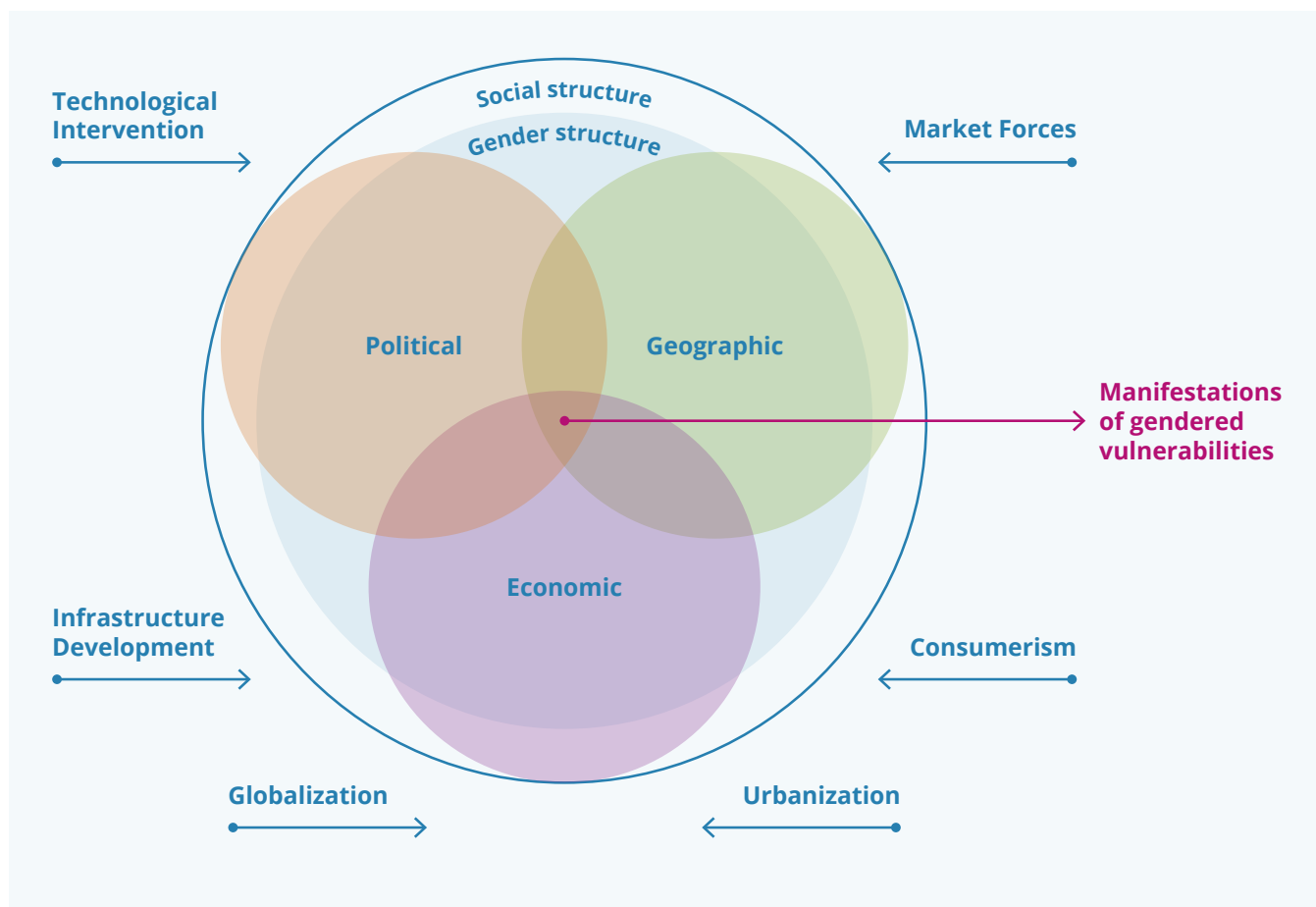
Good gender analyses consider how gender intersects with other social identities and dynamics, for example aiming to understand how ethnicity, indigeneity, economic class or security, disability, age, sexuality, and other factors affect a person's real life and how those factors influence their community. Such an *intersectional approach* moves beyond a framework that focuses on only one aspect of identity, specifically gender, to examine multiple categories of identity and the experiences of people at the intersection of these differences. A person is a bundle of intersecting identities, for example a woman who might also identify as young, Indigenous and/or of a certain socioeconomic class, where all these identities would shape and be shaped by her interpersonal and community-based social dynamics, including the discriminatory practices that may shape her access to rights and opportunities. An *intersectional approach* helps to better understand how multiple forms of inequality operate at the same time, and in practice makes findings more culturally appropriate and context sensitive.

ICIMOD, one of SERVIR's partners and lead of the SERVIR Hindu Kush Himalaya Hub, has designed an intersectional framework for understanding differential gendered vulnerabilities. This is a useful framework for understanding how gender dynamics are contextual, and are always intersecting with other conditions such as "social, political, geographical and economic structures and setting, and with socioeconomic drivers of change like globalization, urbanization, consumerism and other development

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<sup>6</sup> Food and Agriculture Organization of the United Nations (FAO). (2007). [Gender Policies for Responsible Fisheries](#).

like market, infrastructure and technology, to create conditions of vulnerability.”<sup>7</sup> This framework is designed to capture the “multiple and multi-layered ‘determinants that shape differentiated context specific vulnerabilities’ of individuals and groups.”<sup>8</sup>



**FIGURE 2 • Climate change and gendered vulnerabilities**

**SOURCE:** Reproduced from Gurung Goodrich, et al., *Conceptualizing gendered vulnerability to climate change in the Hindu Kush Himalaya: Contextual conditions and drivers of change*. *Environmental Development*, Volume 31, 2019. Pages 9-18. ISSN 2211-4645,

7 [Goodrich, Chanda & Udas, Pranita & Larrington-Spencer, Harriet. \(2019\). Conceptualizing gendered vulnerability to climate change in the Hindu Kush Himalaya: Contextual conditions and drivers of change. Environmental Development. 31. 10.1016/j.envdev.2018.11.003.](#)

8 Ibid.

A visualization of the framework within the context of climate vulnerability can be seen in the image in this box. SERVIR can use the framework captured in the image as a reminder to consider other identities when conducting a gender analysis. For example, in addition to asking questions and collecting information on gender, especially with regard to women in the geographic region impacted by a service, it is worthwhile also considering the age, marital status, religion, literacy level, class, and ethnicity of people in the region, in addition to their gender.

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## Roles and responsibilities of SERVIR Hub Staff

Across Hubs, SERVIR aims to increase the accessibility and technical capacity to develop, maintain, and use geospatial information through the design and implementation of services. These services are designed and implemented in accordance with SERVIR's Strategic Plan and using SERVIR's Service Planning Toolkit, both of which emphasize the value of gender inclusion. Conducting a gender analysis as part of service design helps Hubs fulfill the gender and inclusion priorities of the [Service Planning Tool](#) and [Strategic Plan](#).

SERVIR Capacity Building Leads and Teams can use this tool in their efforts to build the capacity of SERVIR teams, particularly as they implement activities aimed at building capacity amongst Hub staff for use of the Service Planning Toolkit. That being said, however, similar to effective service planning, effective planning for a gender analysis depends on the involvement of the entire Service Planning Team, and extends to other members of the Hub team and even the Science Coordination Office and Applied Sciences Team (AST). This tool contributes to the overarching purpose of SERVIR, for better design, delivery, and evaluation of Earth Observation (EO)-based services. Considering how gender and social inclusion interacts with a service and its potential impact will strengthen a service and make it more equitable. Building skills of gender integration, through use and understanding of this tool as an initial step, across SERVIR roles and staff will support SERVIR in its efforts to have stronger and more sustainable positive impact. This tool aims to support SERVIR practitioners at various levels of integration, as outlined below, understand how SERVIR can be more gender-aware in the scope of their unique role and position in SERVIR.

Ideally, Hub Teams should be involved to ensure thoughtful consideration of how the learning outcomes of a gender analysis link to their areas of expertise. As Hubs are staffed in different

ways, the teams should work together to determine exactly how to leverage their human resources in support of the gender analysis process. Hub and service staff without gender expertise, however, should be included, at minimum, in the design of recommendations, to encourage their interest in using learning outcomes in service design and implementation. There may be a need, depending on staffing and resource availability, to hire additional staff to conduct the gender analysis.

Below are suggested roles, both already existing within a Hub and to be established at the outset of the gender analysis process, and how these roles can contribute to each stage of a gender analysis.

**TABLE 1 • Suggested roles in a gender analysis process**

**Typical SERVIR Roles in a gender analysis process**

Establish gender analysis lead (GA Lead)	At minimum one person leads and coordinates the gender analysis process for a service. This does not necessarily need to be the Hub Gender Lead. This role will likely include conducting and managing secondary and primary data collection and analysis and drafting of the analysis itself, unless otherwise defined by the service team. At minimum the lead will be leading on each of the steps below, but will ideally have direct and continued support from the individuals listed below.
First step: defining the question	<ol style="list-style-type: none"> <li>1. Define the question: Service Design Lead</li> <li>2. Review and confirm questions: broader service team</li> </ol>
Stakeholder mapping	User Engagement Lead
Secondary data capture and gap identification	GA Lead conducts this data capture and gap identification, and could be supported by other service design team members in doing so. Suggested delineation of roles could be aligned with domain structure.
Primary data capture	GA Lead conducts this data capture, recognizing they have most familiarity with the gaps that must be filled by primary data capture. Suggested other team members could include, at minimum, User Engagement Lead and MEL Lead (appreciating understanding of defining questions and indicators to fill data gaps).
Applying the information gathered: Analyzing data and writing the analysis	First draft written by GA Lead.

### Typical SERVIR Roles in a gender analysis process

<p>Designing recommendations</p>	<p>First draft written by GA Lead. Entire service team must be involved in an iterative review and finalization of most useful recommendations for the service as a result of this analysis.</p> <p><i>Note: Not all recommendations will always be able to be acted upon in the scope of the service, but making note of an ideal scenario, even if just for future use such as stakeholder engagement is important.</i></p>
<p>Review and finalization of an analysis</p>	<p>First draft written by GA Lead. Review and finalization process done in coordination with the service design team.</p>

### When to conduct a gender analysis and how to align it with SERVIR’s Service Planning Approach

A gender analysis is ideally conducted to help inform design of a service. There are many opportunities to align the stages involved in a gender analysis with the stages involved in SERVIR service planning. For details on this alignment, see the table below.

**TABLE 2 • How to align a gender analysis process with SERVIR’s service planning**

Steps of SERVIR service planning	Steps of a gender analysis
<p><i>Consultation and needs assessment</i></p> <p>Engaging diverse stakeholders using an inclusive approach to identify and prioritize development challenges and SERVIR’s specific niche in helping address those challenges;</p> <p>The goals of consultation and needs assessment fall roughly into four categories:</p> <ul style="list-style-type: none"> <li>• Stakeholder identification;</li> <li>• Information sharing, both in promoting transparency and raising awareness;</li> <li>• Stock-taking of related activities and differentiated needs; and</li> <li>• Problem definition.</li> </ul> <p>This tool should enable SERVIR team members to emerge from the process with a clear sense of existing gaps, opportunities for SERVIR services, and basic knowledge of key stakeholders.</p>	<p><i>Identification of question</i></p> <p><i>Identification of key data to be collected</i></p> <p><i>Secondary data collection</i></p> <p>As the consultation and needs assessment is taking place as part of the service planning process, the service design team can ensure the consultations, stock-taking and problem definition include discussion on gender needs and identification of questions to be asked that link to gender inclusion to ensure the service is <i>gender-responsive</i>.</p> <p>Note: The methods suggested in the <a href="#">SERVIR Service Planning Toolkit</a> for consultation, particularly the workshops, can inspire the methods for conducting workshops and <i>focus group</i> discussions that come later as part of the gender analysis.</p>

**Steps of SERVIR service planning**

**Steps of a gender analysis**

*Stakeholder mapping*

Stakeholder mapping is a strategic planning activity used to analyze relationships and identify gaps and/or opportunities related to the achievement of a certain goal. Within SERVIR service planning, Stakeholder mapping is linked to understanding key players related to a service or service area.

A stakeholder map can be developed by following these four steps:

- Step 1: Organize and categorize initial stakeholder list
- Step 2: Expand stakeholder list
- Step 3: Visualize roles and relationships, including power relations, among stakeholders
- Step 4: Identify gaps and opportunities

*Stakeholder mapping*

As stakeholder mapping is part of the service planning process, the service design team can ensure that the stakeholders mapped include stakeholders who can address and speak to the questions and domains identified as part of the gender analysis. Make sure these stakeholders are tagged as specific to the gender analysis, to facilitate the gender analysis process. Stakeholder mapping will enable the process to identify stakeholders who are likely to be excluded and interests which may be ignored and can easily jeopardize the well intended purpose of the service.

This step is also an opportunity to better understand, and implement in alignment with, the socio-cultural context for stakeholder engagement. For example, in some cultures due to social norms, women may feel more free to share perspectives when being consulted separately from men.

*Primary data capture*

*Applying the information gathered: Analyzing data and writing the analysis*

*Designing recommendations*

*Review and Finalization of an analysis*

These steps of a gender analysis can be done independently from the steps of service planning.

*Service Design*

Design includes many layers of effort, including collaborating with implementing partners in an inclusive way on the design of a service, development of the component products, tools, data sets and required capacity building, and outreach to enable uptake. It is a critical phase at which a Hub and implementing partners come together to work out their vision of a service, beginning with a high-level Service Concept and evolving into detailed planning to make that concept a reality.

Recommendations from the analysis can be applied to the service design stage. Stakeholder mapping for the gender analysis can also feed into this step of service planning, as key stakeholders and potential partners will ideally now include partners that have gender expertise.

*Monitoring, Evaluation and Learning*

Recommendations from the analysis, specifically recommendations linked to data capture and evaluation of a service using a gender lens, can be applied to the monitoring, evaluation, and learning stage.



Though it is ideal to conduct a gender analysis to inform service design, it is still possible to conduct a gender analysis and integrate findings, if a service is already in the implementation stage. A gender analysis can function as a “stock taking” exercise and, depending on the Hub and the processes in place for monitoring and evaluation of a service, it can be smoothly integrated into monitoring and evaluation activities. If a Hub includes opportunities for revising and revisiting a service’s theory of change (ToC), as discussed in the case study in Box 8 of the Service Planning Toolkit, or “Enhancing a Theory of Change: SERVIR HKH’s Experience with their Climate Resilient Forest Management System,” this process of revisiting a ToC can also be an opportunity for conducting a gender analysis and integrating that analysis and recommendations into the ToC. SERVIR’s ToC framework is an especially aligned moment for including learning from a gender analysis, and presents a unique opportunity for embedding gender and social inclusion components in a service.

The timing of when a gender analysis is initiated will impact how findings and recommendations of a gender analysis are integrated into service design and implementation. Regardless of when it takes place, however, making gender analysis data, both quantitative and qualitative, generated by the gender analysis available to the whole service design team contributes to establishing a shared foundation of knowledge, and can help to raise awareness on key issues. Sharing these findings helps to build a common commitment to gender-responsive action. It is never too late to conduct a gender analysis and it is never too late to integrate attention to gender in a stage of service implementation.

Lessons learned from a gender analysis can also have a direct, and helpful, impact on the monitoring, evaluation, and learning (MEL) process, and can contribute to continued learning that occurs through MEL, using a gender lens. Learning gathered during a gender analysis process may illuminate new indicators for evaluation that a service team can gather, to better capture impact of a service on a social and community level. A service may also find it valuable and productive to conduct elements of a gender analysis more than once, acknowledging that new learning comes up during service implementation and at various stages of the service planning cycle, including during MEL processes. Efforts to gather information on impact using a gender lens can be done nimbly, depending on learning that arises during service implementation and depending on a Hub’s available resources, including staff availability, funds, and time.

Similar to a consultation and needs assessment (CNA), a gender analysis process requires participation from stakeholders. Like the stages of a CNA, Hub government ministry counterparts or service co-developers can also be involved in the design and implementation of a gender analysis, particularly when defining stakeholder mapping and questions to be answered. These counterparts and partners are key potential partners for a gender analysis, and can be used as experts on a national, regional and local context to consult with when designing any stage of a gender analysis. Involving these partners in any stage outlined above will strengthen the design and implementation of a gender analysis, and can also help further strengthen existing relationships with stakeholders and partners.



Photo: RCMRD Nairobi

## CHAPTER

## 3

## Key criteria and enabling conditions

A gender analysis as a component of the design and implementation of services that meet the needs and serve the priorities of all people. Conducting a gender analysis is a task which requires organization and resources. In an ideal context, it requires a dedicated expert consultant and/or staff time over the course of several months, depending on the scope. While there is no “one-size-fits all” approach for a gender analysis process, key enablers are necessary - including the following, which have been identified based on AGENT’s expertise and experience with a SERVIR Hub, include:

- **Staff leadership and roles:** It is important that roles of SERVIR team members are made clear at the start, including the lead on developing the methodology and data collection, and who will be writing the draft of the analysis.
- **Staff availability and resources:** Time and resource availability are required for each component and step of an analysis. Analysis components that can take large portions of time and resources include:
  - Conducting desk-based research that includes review of local and national policies
  - Designing questionnaires and conducting interviews, both individual and through focus groups and workshops
- **Internal mandates:** Are there any internal mandates relevant to the hub which align with (or impede) implementation of a gender analysis?
- **Leadership involvement:** At what stages does leadership expect to be involved in the gender analysis? There may be an interest on behalf of leadership to be involved in some of the following, for example:
  - Likely outreach to partners and community members for key informant interviews
  - Though not intended as a public document, the analysis will likely be shared externally- either to donors or other partner projects interested in outcomes. The document may also be shared publicly for the purposes of being useful for other services, projects or to inform policy, however it should not be framed or drafted with this goal superseding its purpose of being used for internal service design.
- **Opportunity for integrating learning:** Is there opportunity for learning outcomes of the analysis to be incorporated into the service theory of change and other stages of service design or implementation?

If the conditions listed above cannot be met, Hub staff can still gather information to be as informed as possible of the existing gender context. For example, conducting a light-touch analysis, using only secondary data and information and a few informational interviews and conversations is better than no gender analysis to inform service design. This is also a good alternative as services and hubs are currently working through the global COVID-19 pandemic.

## Potential constraints to anticipate and opportunities to overcome

Like any research and project implementation, conducting a gender analysis will not always go according to plan, though some potential constraints can be anticipated. These constraints include:

- **Accessibility to people/informants:** Not all stakeholders and key informants identified for a gender analysis will be available. To attempt to overcome this obstacle, more is more. Plan to have a comprehensive list of people / informants that build from the gender inclusive stakeholder map (see the Service Planning Toolkit), if some prove to be unavailable you still have valuable expertise from others.
- **Internal gender expertise available:** It may be that the SERVIR Hub does not have a Gender Lead or staff with gender expertise on-hand to lead or support the gender analysis process. Though having gender expertise on the team designing and implementing the gender analysis is strongly advised, it is not a requirement. This guide, and many others, exist to support service team members as they design and implement gender analyses to ensure services are *gender-responsive*. It is important, however, that those responsible for the gender analysis do familiarize themselves, using literature and tools available online at minimum, with gender inclusion as preparation for conducting the analysis.
- **Financial resources available:** A gender analysis can require significant staff time and, depending on the context and location of the service, might require additional financial costs such as paying honoraria to key informants or covering travel or child care costs of key informants and members of focus group discussions. When designing the gender analysis, service team members should consider in advance whether any additional costs are required and whether financial resources exist to cover staff time for each stage included. This will ideally take place at the annual work planning stage, to align with when budgets are defined and accounted for for each service.



- **Resources available for applying learning outcomes:** Once a gender analysis is done it is important that the learning outcomes and recommendations are used, either on behalf of SERVIR or SERVIR partners. Ensuring there is an enabling environment for implementation is key, to ensure the value of the gender analysis. To do so it is important to take stock of Hub resources in advance, asking Hub and Service leads what is available to support implementation once recommendations have been defined and whether there are opportunities within SERVIR or with partners for more resources to become available.
- **COVID-19:** As many have learned in 2020 and 2021 through the COVID-19 pandemic, certain challenges, and the extent of their impact, cannot be anticipated. One key requirement for gender analyses is that the health of staff and anyone interviewed be prioritized. A gender analysis should not ever be prioritized over the health and safety of people. It is helpful to design and establish a health and safety contingency plan in case an emergency does occur, noting in what context can activities be shifted to be conducted remotely and under what circumstances a process must be paused or canceled to ensure staff safety.

Flexibility is important, remaining open to adapting as challenges arise will aid in collecting information most relevant to service design and implementation.

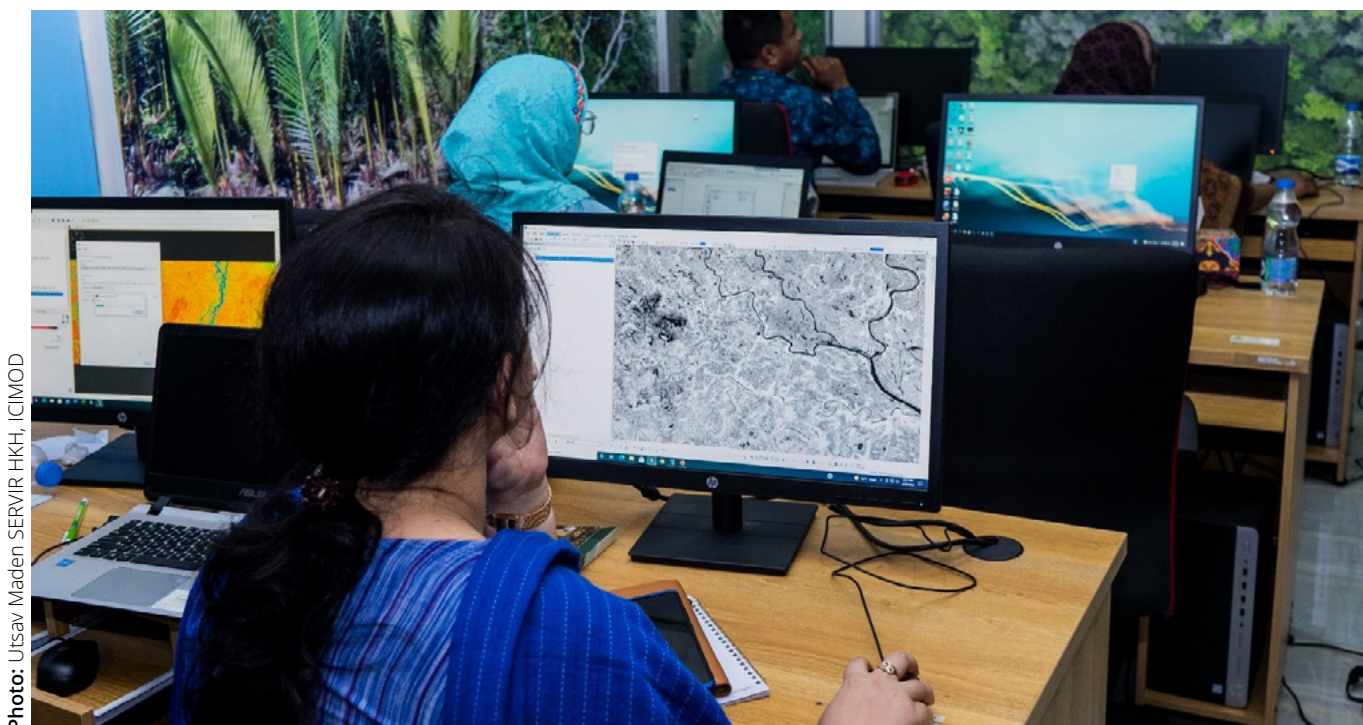


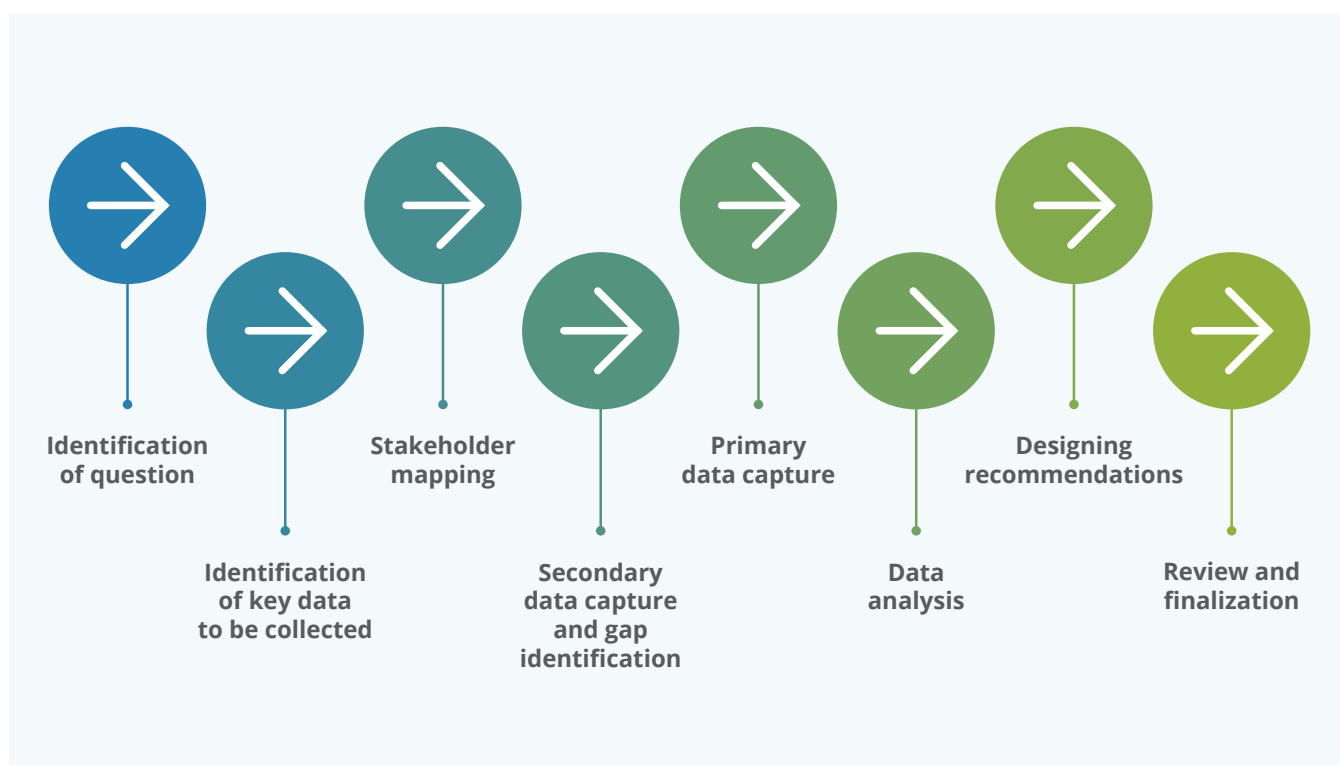
Photo: Utsav Maden SERVIR HKH, ICIMOD

## CHAPTER

## 4

## Gender analysis methodology

Below are the stages included in conducting a gender analysis once the analysis questions have been defined. They have been informed through AGENT's experience, including supporting and guiding a SERVIR Hub through a gender analysis, with some steps including a link to a guidance document or template designed by AGENT for use by SERVIR Hubs and partners.



**FIGURE 3 • Stages of a gender analysis**



Establishing and agreeing to a timeline of the gender analysis exercise among all implementers is a useful first step, though the timeline should not be restrictive. In general the process involves three overarching steps; design, data collection, and analysis. Completing each stage must be as inclusive as possible, with the service in question always being used to ground each step. The stages can also be complex, requiring different actors to be involved at different moments and various outputs at each step to contribute to the overarching process and purpose. [Annex 2](#) below provides a helpful overview of the entire gender analysis process and illustrates the timeline and process of each potential step involved in a gender analysis, with detail as specific as potential meeting agendas amongst the team conducting the gender analysis.

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## First step: defining the question

Like any research project or exercise, a gender analysis starts with identification of a question or questions. Identifying the purpose of the analysis and specific gender-related contextual questions relevant to the service. These questions, as with any other research project, will be important to reference continuously at every stage of the analysis, ensuring the gender analysis process and outcomes are grounded in the question identified.

The purpose of a gender analysis is to identify specific actions and pathways for the equitable participation, management, and benefit distribution for women and men within the service, and in doing so, to ensure the service is more effective, efficient, and sustainable. It is also a tool for identifying actions that minimize the possibility that a service could contribute to negative gender dynamics and gender inequalities. To determine the questions to be asked through a gender analysis and to ensure the guiding questions are specific and relevant to the service in mind, it is key that staff dedicated to the service design and implementation are included.<sup>9</sup>

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<sup>9</sup> For a list of potential guiding questions to consider, see a list on page 20 of [IUCN's Gender Analysis Guide](#).



## DEFINING THE QUESTIONS: USAID'S CLEAN AIR CATALYST CASE STUDY

An example of questions identified to inform a gender analysis is included below. The example comes from a gender analysis conducted on the transport sector's air pollution in India, which was conducted for USAID's Clean Air Catalyst (CAC) activity.<sup>10</sup>

This gender analysis focused on two core questions, namely:

1. How are women and girls impacted differently from men and boys by vehicle emissions (considering mobility patterns, street life, and street work) due to power dynamics, occupational differences, socioeconomics, and cultural barriers or political barriers?
2. What are the opportunities for and barriers to women's leadership, decision-making, entrepreneurship, employment, and meaningful participation in catalyzing clean air action?

Secondary questions were also defined, that were informed through interviews as part of the primary data collection process. These questions included:

1. What are the exposure differences among women, girls, men, and boys to air pollution from vehicle transport in Indore (or India)?
  - a. What social, political, and/or economic factors shape exposure differences (e.g., mobility patterns, transportation networks, division of labor, street life, and street work)?
  - b. What populations are most vulnerable to exposure from vehicle emissions in Indore (e.g., women, men, socio-economic class, caste, labor sector, etc.)?
  - c. What are the key data gaps at the intersection of gender and transportation emissions? What data should the CAC consider collecting to fill this gap and to improve the project's understanding of exposure differences in Indore?

2. What are the policies, laws, and regulations that shape transportation emission - both intended and unintended (e.g., designated transport corridors, economic growth policies that encourage more traffic, air pollution control regulations, etc.), and how might these legal instruments affect men and women's exposure differently?
  - a. What must governments and institutions consider when designing clean air solutions to equally protect women, girls, men, and boys from toxic vehicle emissions?
3. What high impact opportunities/actions should the CAC consider supporting to reduce vehicle emissions while advancing gender equality and women's empowerment?
  - a. What opportunities are present (or already in action) for women to be empowered as leaders in advancing clean air solutions in the vehicle transport sector in India?
  - b. What opportunities are there for CAC to partner with government institutions, the private sector, and/or other donors to advance clean air solutions and women's empowerment in the clean air sector?

**10** Information on USAID's Clean Air Catalyst Activity can be found [here](#).

## Identification of key data to be collected

Once the questions have been determined, where to start in terms of identifying the type of data to collect and associated questions to answer? IUCN recommends gathering data and analysis around six core themes, or “domains”. These domains help to guide the identification of key gender-differentiated barriers within society, serving as themes to guide information gathering that will provide a complete picture of the context. These domains are interconnected, and information from one may be applicable or influenced by another.

The separation of these domains also provides a helpful framework for organizing and collecting information. The questions defined at the outset of the process should align with the domains listed below, and the domains themselves can help function as a framework for thinking about how to strengthen and deepen the questions defined for the gender analysis. The domains also help to guide identification of data gaps in the secondary sources that exist when conducting desk-based research, these gaps then inform the design of questions to ask during primary data collection. The interrelationship between domains and research questions therefore helps to establish a format for the written gender analysis, and can function as headings and sections to organize the secondary and primary data collected. Though the structure of the domains may result in repeated information shared in the document, this is to be expected and emphasizes how interrelated social issues are in a geographic context. This format is also defined and provided by gender analysis experts to support the most important step of the gender analysis, defining recommendations. By collecting information on all domains a service will have a strong and holistic understanding of the context of a service, which will result in more informed recommendation design to strengthen service impact.

These six domains include the five domains referred to in USAID’s Automated Directives System, Chapter 205 (ADS 205) (see [Annex 4](#) below), plus an additional domain focused on the environment. In addition to the description and example questions for each domain listed below, Annex 3 also includes a template that can be used for gathering information and finalizing a gender analysis.



## 1. RIGHTS: legal and customary

A gender analysis should include statutory and customary laws, as well as formal and informal laws, policies, regulations, and institutional practices, which can include international and regional standards and policies. By collecting this information an analysis will better understand the rights available to women and men and how they are regarded (e.g., upheld and protected, or missing or minimized, etc.) by customary and state laws and policies. Ultimately, understanding the local and national legal framework and context may reveal the nature of commitments to *gender equality*, and can help a service team make an assessment as to whether rights in the context are substantive or superficial, helping to better understand obstacles or opportunities.

**Value and relevance of this information to SERVIR:** A service team should be aware of the existing, international, regional, and national commitments to gender equality and women's empowerment, and statutory and customary laws, formal and informal laws, policies, regulations, and institutional practices, in the geographic region impacted by a service. Knowing the international regional national and local commitments made to *gender equality* and women's empowerment can be an opportunity for *gender mainstreaming* in the service and across the Hub, supporting the Hub's efforts to mainstream gender across services and policy. Knowing the policy framework can also help identify enabling conditions and potential barriers for a service that aims to implement recommendations from a gender analysis, effectively understanding the legal and customary constraints that exist which could hinder service impact.

Photo: Reynaldo Vela



**TABLE 3 • Example questions for this domain<sup>11</sup>****RIGHTS: legal and customary**

1. Does the national constitution include nondiscrimination protections for marginalized groups? If so, which groups are included and which are not?
2. Which international and regional policies is the country committed to in terms of achieving gender equality and women's empowerment? What actions has it taken?
3. To what extent has the country integrated gender in its climate change policy?
4. Are there national policies, strategies, or action plans related to gender equality and women's empowerment?
5. What legal forms of marriage (e.g., polygamy, etc.) are recognized? How do these forms impact protections and what additional risk categories do they create?
6. How are gender issues and considerations included in laws, policies, and strategies related to the service?
7. Are gender focal points across environmental and mining ministries in place currently, or have they been in place before? What are the barriers or challenges to having gender focal points in ministries?
8. Does the country have laws that criminalize gender-based violence? To what extent are these laws enforced? What policies are in place to mitigate the risk of GBV?
9. Are there nondiscrimination laws at the national level? If so;
10. Which marginalized groups are included and which are not? Are these laws implemented or enforced?
11. Are there formal laws or institutional practices that are intended to, either explicitly or implicitly, exclude or penalize individuals from certain marginalized groups from society? Informal laws or practices?
12. Does the government have a formal protection mechanism for human rights defenders or for activists under threat?

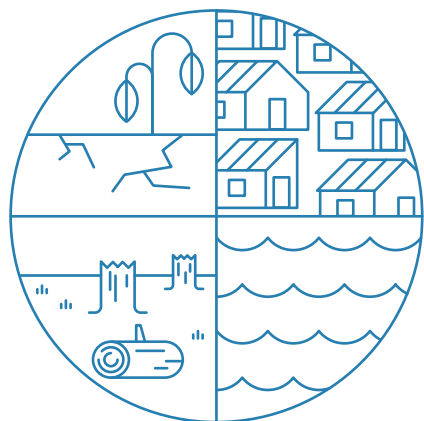
**EXAMPLE | WOMEN AND GIRLS EMPOWERED'S PRELIMINARY GENDER AND INCLUSION ANALYSIS FOR TIMOR-LESTE**

This gender analysis breaks down findings by similar domains of analysis, with the first section focusing on the laws, policies, and institutional practices in place in the country of focus, Timor-Leste. This section includes the following sub-sections: legal system, legal and policy frameworks for gender equality

and institutional framework for gender equality. The sub-section "Legal and Policy Frameworks for Gender Equality" includes the following sections: International and Regional Treaties and Domestic Gender Equality Provisions, Discriminatory Laws and Policy Gaps and Customary and Religious Laws.

<sup>11</sup> These questions were taken from or inspired by IUCN's Gender Analysis Guide, found [here](#).





## 2. ENVIRONMENT: stressors and vulnerability

It is important to understand the differentiated impact of issues related to the environment, such as climate change, urbanization, population growth, pollution, and unsustainable resource use, on communities. Asking questions that link to these issues will help to better understand how members of communities adapt and cope with changes to the environment. This information can then be used to inform equitable and sustainable solutions to these challenges.

**Value and relevance of this information to SERVIR:** A gender analysis can, and should, determine how degradation/climate change effects impact people differently, directly linking SERVIR's goals and work to *gender equity*. An analysis investigates how diverse individuals/groups perceive and manage risk and cope to climate effects, and how services and impacts of a service can contribute to mitigation or increased adaptation and resilience opportunities for women, men, and all groups. A gender analysis can also investigate how a service may have unintended negative impacts on certain sections of the population, and design recommendations which provide immediate remedial actions.

Photo: Jitendra Bajracharya, CIMOD





**TABLE 4 • Example questions for this domain<sup>12</sup>****ENVIRONMENT: stressors and vulnerability**

1. What are the major environmental issues? What are the impacts on ecosystems, natural resources and livelihoods?
2. Has this changed over the last 20 years? Do women and men in different communities have different views on these issues and impacts?
3. What are the causes of these problems (e.g., natural disasters, unsustainable resource use, migration, population increases, climate change, etc.)? Do women and men have different views on causes?
4. How does environmental degradation and resource scarcity affect the work, income, health, and wellbeing of women and men? How are they coping (e.g., migrating for work, finding new sources for income and food, etc.)?
5. In disaster mitigation planning or in preparation for oncoming disasters, how do women and men access disaster risk reduction resources and services? Is there differentiated access?
6. Are there any gender-based impacts, including violence and harassment, to anticipate in pre- and post-disaster situations (e.g., women experiencing increased risk of violence and harassment in refugee camps; disparities in access to anticipatory action benefits or payouts)?
7. Has resource scarcity or restricted access to resources impacted household and community dynamics? Is there information about resulting community conflict or GBV (including early and child marriage)?
8. What activities are required to improve environmental conditions? How do these activities align with the work and responsibilities of women and men?

**USEFUL RESOURCE**

CARE International's [Gender-sensitive Climate Vulnerability and Capacity Analysis \(GCVCA\) Practitioners Guide](#) outlines some methods and approaches for identifying and addressing gender-differentiated environmental changes and shocks. The guide provides a framework for analyzing vulnerability and capacity to adapt to climate change and build resilience to disasters at the community

level, with a particular focus on social and in particular gender dynamics, and on Mozambique. It provides an approach to CVCA which is focused on understanding how social dynamics, in particular those around gender, influence and distribute vulnerability to climate change and natural disasters in a community, or among a population.

<sup>12</sup> These questions were taken from or inspired by IUCN's Gender Analysis Guide, found [here](#).



### 3. REPRESENTATION: participation, inclusion and power

Linked to all domains, analyzing gender gaps and opportunities in political participation, inclusion, and power dynamics in decision-making at multiple levels is fundamental. This domain emphasizes an analysis and acknowledgement of the different spaces and situations where women and men from various social groups organize, share information, and socialize. To investigate this domain it can be helpful to identify the groups, organizations and information networks that exist in communities. Identifying these groups can help to promote initiatives and awareness on key issues among diverse stakeholders for inclusive participation and leadership throughout the service.

**Value and relevance of this information to SERVIR:** A SERVIR service is not implemented in vacuum, a service depends on local and national decision-making spaces to ensure the service is used by the relevant stakeholders and has impact on communities and households. A gender analysis should identify diverse groups and organizations, to understand how diverse women are involved in the processes of decision making and planning at the household and communal levels, their involvement in the value chain and in organizations, in governance processes, and also the constraints they face to fully and actively participate. These constraints and the involvement of these groups in partner, stakeholder, and community decision making impacts how a service is picked up and ultimately has an impact. Identifying and consulting with groups identified can also bring to light information regarding gender norms, roles, and challenges that people may be hesitant to bring up in larger, mixed groups of stakeholders.

Photo: RCMRD Nairobi



**TABLE 5 • Example questions for this domain<sup>13</sup>****REPRESENTATION: participation, inclusion and power**

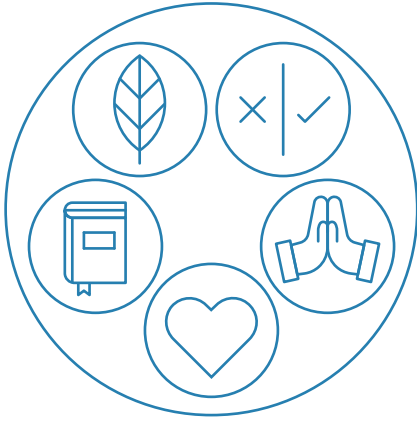
1. Can all individuals make and act on decisions about: acquiring resources; beliefs; children; occupations; affairs of the household, community, or state; voting; running for office; legislation; entering into contracts; and moving about and associating with others? If not, which identity groups are marginalized in their ability to make the aforementioned decisions? What are the factors that drive this marginalization?
2. Which are the indigenous groups and historically underserved communities that exist in the country? Are they recognized by the constitution? What strategies are in place to ensure that they have rights to participate in national development?
3. Who holds the power within the society at both the local and national level? Are individuals from an identity group(s) restricted from, for example, voting, running for office, or representation in senior level-decision making positions?
4. How are decisions made within the geographic region impacted by a service? Which identity groups are most and least involved and why?
5. What are some pathways that individuals from marginalized groups have taken to acquire greater power or influence within their communities? Within the majority society?
6. How do women and men receive and communicate information (e.g., radio, social groups, community/village meetings, burials, political gatherings, school announcements, mobile phones, newspapers, etc.)? Can networks, groups and systems to communicate information be utilized to raise awareness on topics or initiatives and generate stakeholder input?
7. Are there any social and/or mutual networks that help to strengthen the community's organizational processes? How do men and women participate in these networks, and what are their roles?

**EXAMPLE | USAID MEKONG SAFEGUARD ACTIVITY'S GENDER EQUALITY AND SOCIAL INCLUSION ANALYSIS**

This analysis includes a subsection on Gaps and Barriers, which breaks down by domain. It breaks down information in this way to “identify the gaps and barriers that exacerbate inequalities and impede the best social outcomes, including practices that prevent or hinder women’s and socially excluded groups’ views and voices in the infrastructure decision-making and development process at multiple levels.”

One domain included within the “Gaps and Barriers” section is “Participation in Decision Making,” which includes rich detail on women’s representation in public offices and in private sector leadership positions in the region. The section is helpfully broken down into Overview, Barriers to Inclusive Participation, Benefits of Inclusive Participation in EIAs, Women’s Participation in Infrastructure Governance, and GESI in Infrastructure Decision-Making Processes.

<sup>13</sup> These questions were taken from or inspired by IUCN’s Gender Analysis Guide, found [here](#).



#### 4. PRACTICE: attitudes, customs and beliefs

Understanding the attitudes, customs, and beliefs will contribute to understanding the gendered power dynamics and issues within a society. This can be identified through literature review and through secondary data sources, but is best identified through direct engagement with communities, to learn and gather information by exploring primary data collection methods, including workshops, key informant interviews, and focus group discussions. Information regarding attitudes, customs, and beliefs supports efforts to respect local customs, helping build trust with stakeholders and ground approaches within the local context, ensuring impact and sustainability. Understanding local power dynamics and views on gender norms can also help to identify situations that may contribute to conflict, and opportunities to advance rights in meaningful and constructive ways, this can include information that helps to formulate appropriate safeguards for mitigating risks of GBV, community conflict, and other unintended consequences.

**Value and relevance of this information to SERVIR:** A gender analysis should identify cultural norms and beliefs about what the community perceives to be the appropriate qualities, life goals and aspirations for women, men, boys, girls, and other gender identities. The way a service is designed can take these cultural norms and beliefs into account, particularly in a theory of change stage and when conducting stakeholder mapping and stakeholder engagement. Acknowledging such beliefs in service design can actively address any beliefs and customs which are harmful to certain groups within the geographic region impacted by a service, ensuring that SERVIR's goals of improving resilience and sustainable resource management are attained. A gender analysis can also instruct a service on how to take into consideration certain norms and beliefs when engaging with stakeholders. For example, in highly patriarchal communities women are not allowed to speak in the presence of men or in public, and having separate meetings for women when conducting certain steps of service implementation may provide women with an opportunity to contribute their views or needs on a particular service, needs which may not have been accounted for otherwise.

**TABLE 6 • Example questions for this domain<sup>14</sup>****PRACTICE: attitudes, customs and beliefs**

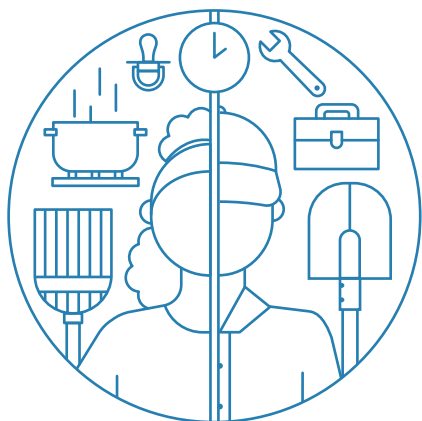
1. Is there a diversity of cultural norms and beliefs within the geographic region impacted by a service? If so, are there cultural norms or beliefs of majority populations or other minority populations towards a particular identity group(s) that restricts their ability to participate in society?
2. Are there cultural stereotypes about the characteristics of individuals from a particular identity group? How are these individuals perceived in society (for example, in social, economic, and political roles)? Are some groups stigmatized?
3. Do cultural norms, beliefs, and perceptions about individuals of certain identity groups affect the other domains (for example, do cultural norms impact the following: Roles and responsibilities in a community? Who has decision-making authority? Who can control assets and resources? Who can live a life free of discrimination?)
4. What are the cultural norms and beliefs of the marginalized groups that have been identified? How do they perceive the majority population?
5. How is it possible to identify the marginalized group?
6. How does the marginalized group(s) define “development” for their families or communities? What are their development priorities?
7. What are other challenges and priorities identified by marginalized communities?
8. Which are those cultural norms, beliefs and practices that might be relevant, even useful, to climate risk resilience and adaptation efforts?

**EXAMPLE | USAID JORDAN'S GENDER ANALYSIS AND ASSESSMENT**

This analysis, designed using the ADS framework to identify gender disparities in households, communities, and the nation and the impact of gender norms, power relations, and legal systems on gender issues in Jordan, includes an explicit section titled “Five Domains of Gender Analysis and Capabilities,” with subsections listed by domain.

The “Cultural Norms and Beliefs” subsection presents secondary and primary data to clarify social expectations of men and women in Jordanian culture. It includes explicit details on the cultural norms surrounding GBV, and a section describing attitudes towards programs designed to address gender issues.

<sup>14</sup> These questions were taken from or inspired by IUCN's Gender Analysis Guide, found [here](#).



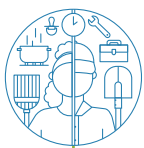
## 5. ROLES AND RESPONSIBILITIES: division of time, space and labor

The division of time, space, and labor varies considerably by gender, and can be very specific from one society to another. The way people spend their time, the way they occupy certain spaces and how they work also modifies over time, and is flexible and adapts to the constant transformations taking place within and outside of the household. It is common for policies, projects, and data to ignore, or not take into account, the time spent on and the importance of unpaid labor, particularly towards maintaining households and communities. Appreciating that women often hold the primary responsibility of maintaining and caring for the household, and filling roles traditionally unpaid, their work is therefore masked and overlooked. This domain investigates the division of tasks and time for productive, reproductive and community work, to better understand their roles and responsibilities. Capturing information in this domain helps to emphasize how important it is to recognize that women and men are not homogenous groups, and roles and responsibilities for women and men should also be analyzed from an intersectional lens, taking into consideration class, age, (dis) ability, ethnicity and sexuality, among other identities.

### **Value and relevance of this information to SERVIR:**

Understanding how people spend their time performing different kinds of labor, leisure, or accessing different spaces can help a SERVIR service team identify potential avenues for communication and engagement, and also helps a service team understand how the information generated through a service can be used by diverse stakeholders and partners to impact the roles and responsibilities different community members in the geographic region impacted by a service hold. Gender-differentiated use of time, space and labor is also important to understand to ensure that work with partners and community members does not inadvertently add to the workload of women and men, and that the service does not disrupt access to resources and spaces needed to complete their various forms of labor. A gender analysis will investigate the roles filled by women, men, and other genders, to understand time usage during paid, unpaid, and community service work. It also helps understand groups that are excluded from participating in certain community activities.



**TABLE 7 • Example questions for this domain<sup>15</sup>**

### ROLES AND RESPONSIBILITIES: division of time, space and labor

1. What are the traditional roles and responsibilities for different identity groups (ex: women, men, female and male, youth, indigenous women, indigenous men)? Do these roles and responsibilities affect whether an individual is included or marginalized from, for example, participating in society or benefiting from social programs? Are there differentiated roles for single headed and mixed households?
2. What are new roles which exist due to dynamics happening within the geographic region impacted by a service?
3. Do an individual's roles and responsibilities in the community influence their ability to participate in or be the beneficiary of (in terms of access to information or recipient of support) the SERVIR service?
4. Is there a differential burden of time for paid and unpaid work for a particular marginalized identity group compared to an included group?
5. Because of the burden of an assigned role/ responsibility, are individuals from an identity group restricted in their autonomy and freedom of movement within a community? If so, do these restrictions affect access to social, economic, and political benefits and/or participation in SERVIR services?
6. Are there opportunities for the marginalized group(s) to contribute their knowledge to the design of activities (e.g., do they have local knowledge from which the activity may benefit or which can be shared with service partners)?



#### EXAMPLE | USAID'S SMALL AND MEDIUM ENTERPRISE ACTIVITY'S (SMEA) GENDER ANALYSIS AND INTEGRATION PLAN

The SMEA project conducted this analysis to enhance women's participation within target sectors, recognizing the USAID gender analysis framework "allows a better understanding of the existing business environment in Pakistan and identifies influences that limit, or encourage, participation of women."

The analysis is broken down by domain, including a section titled "Gender Roles, Responsibilities and Time Use." The section includes a table which presents findings that fit within the domain, broken down by sector. The section concludes with a summary of relevant findings.

<sup>15</sup> These questions were taken from or inspired by IUCN's Gender Analysis Guide, found [here](#).



## 6. RESOURCES: access to and control of resources and services

Similar and related to USAID's domain 5, all community members interact with and use resources in their work to generate benefits for themselves, their households and their communities in different ways. It is useful to identify and understand differentiated reliance on and use of various resources for "cultural values, social relationships and livelihood benefits, such as food, clothing, shelter and income."<sup>16</sup> By capturing this type of information, a service will be working towards ensuring implementation does not take away from livelihoods, erode traditional and cultural resource use, or exacerbate barriers to resources and services. These resources can include natural resources, human and political resources, and capital resources (these can include materials needed to produce benefits, such as tools, finance, safety equipment, transportation, and machinery).

### **Value and relevance of this information to SERVIR:**

This domain is closely linked to all domains, and can be significantly restricted by numerous economic, social, and cultural factors and barriers. Knowing these barriers and restrictions is important to a SERVIR service, to better understand how information gathered through a service can prepare the geographic region impacted by a service for climate shocks and implement resilience-building activities. A gender analysis will guide the collection of information showing the differences in diverse women's and men's access to and control over assets (land, housing), income, social benefits, public services (health, water, energy), technology and information, all resources that are important for individual, household, and community resilience.

<sup>16</sup> IUCN (2021). [Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers](#). First edition. Gland, Switzerland: IUCN.

**TABLE 8 • Example questions for this domain<sup>17</sup>**

### RESOURCES: access to and control of assets and services

1. Who has access to, control over, or ability to use productive resources: assets (land, housing, mining production resources such as tools), income, social benefits (social insurance, pensions, education, community networks), public services (health, water), technology, and information?
2. Who has control over assets or resources in the family? In the community?
3. Are women involved in decision making at all levels (household community and institution)?
4. How does identity group (ex: women, men, indigenous women, indigenous men, widows, widowers, single men, single women, elderly men and women, youth) define or impact control over community assets and social benefits? Do all identity groups have equal access to social benefits (for example, social insurance, pensions) and public services (for example, health care, water)?



#### EXAMPLE | CARE'S RAPID GENDER ANALYSIS MENA - TURKEY PROGRAM

This Rapid Gender Analysis is an update to a gender analysis conducted in 2019. The update was done in an effort to “understand the differentiated needs and capacities of the vulnerable Syrian refugee groups affected by the Syrian Crisis residing in Southeast Turkey. The analysis includes information across many of the domains, including a section on

“Access.” The Access chapter includes information on education, health, shelter/WASH and humanitarian assistance. When listing recommendations, recommendations are broken down into sectors and included recommendations linked to health, shelter/WASH and humanitarian assistance, among others.

<sup>17</sup> These questions were taken from or inspired by IUCN's Gender Analysis Guide, found [here](#).

## Stakeholder mapping

A suggested template for capturing stakeholder mapping can be found [here](#).

The [SERVIR Service Planning Toolkit](#) notes that it is valuable to conduct stakeholder mapping to “analyze relationships and identify gaps and/or opportunities related to the achievement of a certain goal.” According to the SPT, “The main output is a stakeholder “map” that represents stakeholder relationships and provides analysis of how to leverage those relationships to catalyze success. This map should help Hubs visualize a community of practitioners that can be mobilized to support, implement, and sustain services, as well as provide feedback on use and impact.”<sup>18</sup>

This is also true of stakeholder mapping for a gender analysis. SERVIR services that are conducting a gender analysis mid-implementation can use the existing stakeholder map already defined for the service as a starting point, reviewing stakeholders listed to identify stakeholders who can be included in the analysis and identifying gaps in terms of stakeholders not listed who have the potential to provide information that responds to the analysis question and domains. For services that are designing and implementing a gender analysis at the start of service design, stakeholder mapping for a gender analysis can be integrated into the stakeholder mapping that is conducted as part of the service design.

When mapping, it is helpful to include partners and stakeholders which exist in, or impact, the geographic location in which a service is being implemented, as a preliminary step to understand who can be accessed and contacted for the key informant interviews and focus group discussions during primary data capture. This exercise will aid in the identification of new stakeholders for other elements of service design and implementation, or stakeholders the Hub was originally unaware of. These stakeholders can then be called upon during primary data collection, and interviewed, either as key informants or as part of focus group discussions, to inform the gender analysis and fill data gaps. Certain stakeholders can also be used as members of a review team or group of reviewers, depending on their relationship with the SERVIR Hub.

As seen in the suggested template in the link above, stakeholders included in the mapping should be interviewed based on their relevance and ability to fill information gaps identified in the secondary data gathering phase of a gender analysis, as described in the next section.

<sup>18</sup> Find SERVIR’s Service Planning Toolkit [here](#).



## STAKEHOLDER MAPPING CASE STUDY: USAID/GUATEMALA GENDER ANALYSIS<sup>19</sup>

Using the key research questions identified for the gender analysis, the research team designed a matrix that connected the research questions to potential sources of information (both primary/stakeholders and secondary/documents). They also identified the instruments to be used for collecting this information, using both qualitative and quantitative instruments such as online surveys, individual and group interviews, focus groups, and workshops. Stakeholders were mapped and identified using the researchers' expertise and knowledge, with

the support of partners, and using a literature review. This mapping resulted in a list of stakeholders that included: USAID staff; USAID/Guatemala partners' staff (both central and at project sites); gender equality and women's empowerment (GEWE); civil society organizations (CSOs) at the national and local levels; national and local government and senior judiciary officials connected to USAID/Guatemala programming; international donors; and USAID/Guatemala project participants.

<sup>19</sup> Landa Ugarte, Ana; Salazar, Elizabeth; Quintana, Magali; Herrera, Molina Raul. [USAID/Guatemala Gender Analysis Report](#). Prepared by Banyan Global, 2018.

## Secondary data capture and gap identification

A suggested template for capturing data gaps can be found [here](#).

Often, significant written material already exists that can be used to inform a gender analysis. To respond to analysis questions, a first step in data collection is to review this existing literature, or secondary documents, to then identify gaps in information that can be filled through interviews and focus group discussions. It is important to collect information and data from diverse secondary sources, using the domains listed above and associated questions as a guide for source identification and use. Potential secondary sources include:

- Policies (laws, strategies, action plans, and commitments at the national, regional, state, and community levels). A starting point for finding these documents can be national ministry web pages. The International Justice Resource Center also provides country factsheets, which can be found [here](#).
- Existing regional or sectoral gender analyses. USAID, IUCN, and intergovernmental organizations such as UNEP, UN Women, FAO and others, are a helpful place to start, as gender analyses for specific countries or sectors may have already been conducted by these institutions.
- Official national and regional-level data and statistics. Countries often have national statistics ministries or bureaus that collect relevant data to be used as a starting point. Alternatively, sources such as OECD's Social Institutions and Gender Index (SIGI), the World Bank's Gender Data Portal ([linked here](#)) and

UN Women’s Data Hub ([linked here](#)) are also helpful statistics-gathering starting points.

- Relevant public data and reports from existing projects, such as USAID, United Nations organizations, intergovernmental organizations, non-governmental organizations (NGOs), civil society organizations, and implementers.
- For some examples of legal analyses in gender and environment frameworks for several countries, see the Climate Change and Gender Action Plans (ccGAPs) from IUCN’s Human Rights in Conservation [here](#).
- For more information on reviews of reporting to multilateral environmental agreements, see work conducted with IUCN’s Environment and Gender Information ([EGI](#)) methodology.

### OPPORTUNITIES FOR GENDER DATA, INCLUDING SEX AND GENDER-DISAGGREGATED DATA, CAPTURE

In the “Service Indicators” template the Service Planning Toolkit mentions “Each service should provide data for reporting under one or many indicators from the respective monitoring, evaluation, and learning (MEL) frameworks because of the SERVIR program design.”<sup>21</sup> Though not specific to a gender analysis, a service is highly encouraged to include gender indicators in their monitoring, evaluation, and learning activities.

<sup>21</sup> SERVIR (2021). [SERVIR Service Planning Toolkit](#).

### Use of sex-disaggregated and gender-disaggregated data

*Sex-disaggregated*, or data disaggregated by male and female, and gender-disaggregated, data disaggregated by gender identities, data are quantitative types of data that make up **gender data**. When possible, use *sex-disaggregated* and gender-disaggregated data as part of the secondary data collection. Available data can reveal gender gaps in the geographic region impacted by a service, opportunities for engagement with stakeholders working in the region, and can be key for informing service design and re-design.

If data are not available on certain indicators, it is valuable to make note of these data gaps. Gender data gaps “mask the gender-differentiated roles, responsibilities, knowledge, priorities and needs of women and men, which can result in decisions and actions that are gender-neutral or ignore gender-based discrimination and access, with risks for exacerbating inequality.”<sup>20</sup> Not only can these data gaps be potentially filled through the primary data collection stage of a gender analysis, SERVIR can also leverage its key role in geospatial data generation to contribute significantly to filling *gender data* gaps using innovative methods.

<sup>20</sup> IUCN (2021). [Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN members, partners and peers](#). First edition. Gland, Switzerland: IUCN.





## SECONDARY DATA CAPTURE AND GAP IDENTIFICATION CASE STUDY: SERVIR-AMAZONIA

SERVIR-Amazonia is in the process of conducting a gender analysis for a service focused on monitoring illegal gold mining in Madre de Dios, Peru. Once their main questions for analysis were defined, the team used a framework to identify secondary and primary data sources that could contribute to answering the questions and align responses with the domains of a gender analysis (see example template for this framework linked in the box above). This framework was very thorough, requiring the team to first consider what question they plan to answer, and in response what sources of information could be used to respond to the question. These secondary data sources could include policies, legal instruments,

research papers, and resources and tools designed and written by service partners. The team then extracted information from each source in a process of identifying existing information gaps. When gaps in information were confirmed, through review of many secondary data sources, these gaps were then re-framed as potential questions to be asked through primary data gathering methods, contributing to the next stage of a gender analysis, namely primary data collection. The framework also encouraged the team to consider primary data sources who could be consulted and included in primary data methods to inform and fill these knowledge gaps.

## Primary data capture

A suggested template for capturing questions to ask of stakeholders can be found [here](#).

Once secondary sources have been consulted and data have been gathered, there may still be information gaps. To fill these information gaps specific questions can be defined to then be asked of primary sources identified in the stakeholder mapping. To gather this information from stakeholders the SERVIR gender analysis team can conduct either key informant interviews, focus group discussions, and/or workshops.

When engaging directly with people, the safety and security of communities is priority. This is especially true when engaging with Indigenous Peoples and marginalized communities. Working with, and learning from, these groups require established relationships and mutual trust, and consent from these groups must be formally requested and, if granted, recorded. At minimum direct engagement should be established through transparency regarding the purpose of engagement and expectations around how communities will be engaged with. This requires a free and prior informed consent ( F P I C ) process.

Engagement might require getting creative with the tools to be used to collect primary information, communication platforms such as Zoom, Whatsapp, or other virtual communications may be helpful. In this context as well it is also important to acknowledge and consider the differentiated access to these platforms by different groups, including women, men, and other gender identities. This is also true of the scale of the analysis and

data collection, whether data is being collected with national-level stakeholders, such as government staff, or with local-level stakeholders, such as a local women's collective.

This tool cannot provide specific direction on how to engage with stakeholders, as each service is context-specific. That being said, AGENT is available to support service teams in answering these types of questions.

### Key considerations for interviews, focus group discussions and workshops

When planning and implementing an interview, focus group discussion, and/or workshop it is important to consider the following, while of course always prioritizing the health and safety of participants in any group or in-person context:

- Who will the respondents feel most comfortable speaking with (man, woman, older woman, younger woman, etc.)
- Timing of interview: Will the timing be inconvenient or disrupt the roles and responsibilities (professional and personal) of the stakeholder?
- Location of interview: Where should the discussion take place? Is it safe to conduct the meeting in person? Make sure the venue is located within the community and accessible for persons with disabilities.
- Confidentiality and protection: Ensure that the stakeholders are aware of the subject of the interview, and the potential sensitivity of the questions. Also make sure there are systems in place to ensure that, if requested, the identity of stakeholders interviewed remains confidential, and inform potential stakeholders that confidentiality is an option in advance. Questions asked of individuals will likely touch on sensitive topics, is there opportunity and space made for an interviewee to request the interview stops, is not recorded, or is completely taken out of the analysis, if the interviewee so requests?
- Budgetary constraints: What costs should be covered to respectfully include this stakeholder? Do they require an honoraria or travel costs, for example?
- Language: Do you have the translation capabilities to ensure inclusion of all potential stakeholders? This is particularly relevant when a service is taking place in a region with Indigenous Peoples.

- **Gender balance:** Make sure that the gender of those interviewed is known by organizers, and make deliberate and conscious decisions around ensuring there is a balance of genders interviewed. As noted above, it is also helpful to consider, particularly if the subject of some of the interview questions are sensitive, the gender of the person interviewed and the gender of the person conducting the interview.

### **Additional key considerations when setting up a focus group discussion**

When planning and implementing a focus group discussion it is important to consider the following, while of course always prioritizing the health and safety of participants in any group or in-person context:

- **Number of participants:** Suggest that the ratio between facilitator and participants be no bigger than 1:5, and group size not reaching larger than 12 people in a group, to ensure everyone in the group has time and space to share perspectives and experiences.
- **Who can be in the same group:** Are there existing tensions, customs or friendships that exist amongst stakeholders in the geographic region impacted by a service which could mean that certain people should or should not be in the same group?
  - This can include considerations such as gender, professional, and power hierarchies and institutional representation.
- **Confidentiality:** Will certain group members likely not share certain information considering they are in a group space? If so, is it worthwhile to also interview these stakeholders individually?
- **Budgeting:** What costs should be covered to respectfully include these stakeholders? Do they require an honoraria or travel costs, for example? Does including them in a group discussion likely mean a meeting room will need to be rented, with associated meeting costs? When conducting a workshop it is also important to include people, particularly women, from communities. When doing so it should be assumed that women are allowed to bring children, so the budget must include costs for childcare.

## Additional key considerations when setting up a workshop

When planning and implementing a workshop it is important to consider the following, while of course always prioritizing the health and safety of participants in any group or in-person context:

- Gender balance and dynamics in groups: make sure that the gender of those invited is known by organizers, and make deliberate and conscious decisions around gender representation when including and inviting participants (for example: did you only invite men? Why? There must be an explicit reason). Also ensure that in breakout group activities gender balance is explicitly considered.
- Participatory and inclusive methodology: what exercises will encourage participants to both engage and participate, as well as feel comfortable sharing their personal experiences?
- Obtain free and prior informed consent especially for Indigenous Peoples and historically underserved groups.
- Budgeting: what costs should be covered to respectfully include these stakeholders? Do they require an honoraria or travel costs, for example? Does including them in a group discussion likely mean a meeting room will need to be rented, with associated meeting costs? When conducting a workshop it is also important to include people, particularly women, from communities. When doing so it should be assumed that women are allowed to bring children, so the budget must include costs for childcare.



Photo: Reynaldo Vela



## PRIMARY DATA CAPTURE CASE STUDY: FAO'S COUNTRY GENDER ASSESSMENT OF AGRICULTURE AND THE RURAL SECTOR IN INDONESIA<sup>22</sup>

The FAO conducted a gender assessment of Indonesia's agriculture and rural sectors, to identify gender inequalities in access to critical productive resources, assets, services, and opportunities at the policy, institutional, community, and household levels. It was conducted with the expectation that it could be a tool for officers to better mainstream the perspective of gender and the empowerment of rural women in future projects and programs in the country.

The assessment relied on primary data gathered from a large range of stakeholders through a variety of methods, including a series of focus group discussions and interviews. To gather information from the national policy level, in-depth interviews were conducted with representatives of the Ministry of Agriculture (Division of Food Security and Gender Mainstreaming Working Group), the Ministry of Marine Affairs and Fisheries (Division of Fish Consumption) and the Ministry of Women's Empowerment and Child

Protection (Division of Gender Equality in Economic Development Sector). Focus group discussions and interviews were also conducted with national NGOs involved in gender and agrarian reform in Indonesia. At the regency level, the team met with and interviewed the Office of Marine Affairs and Fisheries, the Office of Community and Village Empowerment, the Office of Trading (Division of Cooperatives), the Office of Women's Empowerment, the District Development and Planning Body (Bappeda), local NGOs that FAO was already working with, and a government-owned seaweed factory. In addition to interviews and focus group discussions, the team also conducted field trips to an FAO programme intervention area, where interviews and focus group discussions were conducted. Interviews included the village secretary and male and female seaweed producers and processors. Focus group discussions were also conducted, and were designed to encourage participation through separation of genders.

<sup>22</sup> FAO. 2019. [Country Gender Assessment of Agriculture and the Rural Sector in Indonesia](#). Jakarta.

## Applying the information gathered: analyzing data and writing the analysis

A suggested structure for a gender analysis can be found [here](#).

Annex 3 (below) also includes a suggested template for writing the gender analysis.

It is important to remember is that the primary audience for a gender analysis is the service design team, and that gender analyses can, and should, directly inform all aspects of a service cycle.

Analysis of data captured through secondary and primary information gathering can be structured according to the domains of analysis. Content in the analysis should include findings from secondary data gathering, interviews and focus group discussions which respond to questions relevant to the service. To determine what is relevant, and what information will be used, it is key that the team conducting and writing the analysis include staff dedicated to the service design and implementation.<sup>23</sup>

<sup>23</sup> For a list of potential guiding questions to consider when framing the analysis document, see a list on page 20 of [IUCN's Gender Analysis Guide](#).



The analysis should then conclude with a recommendations section, which includes recommendations for the service team to consider in service design. These recommendations can serve as a key input in the development of the Service Concept, a key component of service design aimed to “capture the vision and approach for the service and its intended impact in helping address a pressing development problem,” as outlined in the SERVIR Service Planning Toolkit. A Service Concept should put equal effort “into the thinking about how the service will answer the needs of differentiated beneficiaries in relation to the development problem, and to incorporate social and gender considerations into the vision and approach for the service.”<sup>24</sup>

The process of defining a Service Concept includes multiple opportunities for integrating learning from a gender analysis, whether that be by implementing the recommendations defined through a gender analysis or considering opportunities for formatting and presenting key learning outcomes of the analysis. The milestones of Service Concept design, and how learning outcomes from a gender analysis are related to each, include the following:

- 1. Agreement with users on service:** A gender analysis provides clarity on *who users of a service could be*, particularly in the stakeholder mapping stage of a gender analysis and through understanding who is living and working in the geographic region impacted by a service and how they engage with resources, how they understand a service to impact or be useful to them, decision making spaces and other components of livelihoods in the service region.
- 2. Collaboration on Service Concept and TOC:** Here again a gender analysis process can help a service understand who to be included in collaboration and definition of a service concept and its associated theory of change, ensuring representative inclusion of potential beneficiaries of a service in the service design.
- 3. Consolidated baseline, technical, capacity info:** Learning from a gender analysis can be a key component or module of capacity building provided to service team members. If service team members have a more holistic understanding and perspective of the geographic region impacted by a service and potential impact of the service on this region a service can be designed more thoughtfully and with more potential for impact.

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<sup>24</sup> SERVIR (2021). [SERVIR Service Planning Toolkit](#).

- 4. Final service concept and TOC:** A gender analysis helps to identify constraints and opportunities for strengthening services and increasing service impact, the final service concept can use learning outcomes and recommendations to show how a service will remove barriers and fill opportunities for enhanced service impact. The Service Concept Template includes a specific section on “Gender considerations”, an explicit opportunity for gender analysis outcomes to be included. A TOC will support illustrating this process of removing barriers and leveraging opportunities, showing the gaps highlighted by a gender analysis and steps taken to address them. The TOC design process includes many opportunities for including learning outcomes of a gender analysis, with the Service Planning Toolkit including guidance and example case studies and IUCN’s Gender Analysis Guide including an Annex on examples of a *gender-responsive* TOC and results chain.
- 5. Transition to detailed planning:** Detailed planning of a service is guided by the use of three definition documents (Product Definition Document, Data Management Definition Document and the Capacity Building and Training Definition Document) each of which includes a “gender considerations” section. Each template includes specific guiding questions in this section, which can be responded to through learning from the gender analysis.

Of course, this is assuming a gender analysis is conducted at the outset of service design. If a gender analysis is being conducted at a different point in design or implementation of a service, there are other opportunities for integrating the learning outcomes of an analysis. For example, if a Hub includes opportunities for revising and revisiting a service’s Theory of Change, as referenced in the case study in Box 8 of the Service Planning Toolkit, or “Enhancing a Theory of Change: SERVIR HKH’s Experience with their Climate Resilient Forest Management System.”

As mentioned above, the main outcome of a gender analysis are recommendations that can then be integrated into elements of a Service Concept. That being said, Hubs can also get creative in the format of how key findings and data are presented to the service team. For example, information and data can be mapped to illustrate where certain gender dynamics are occurring in the geographic region impacted by the service. Learning outcomes can also be used to generate communication tools to be shared with stakeholders, for example to catalyze new partnerships or build capacity and understanding of existing partners.

## Designing recommendations

Designing recommendations is the most important output of a gender analysis. Analyzing the key findings and information gathered through a gender analysis allows a service to determine potential gender gaps and barriers, and can also help to define opportunities to address those gaps and barriers in the project. This process of identification contributes to efforts to ensure services are *gender-responsive*, with recommendations acting as the bridge between analysis and application of the analysis in the design and implementation of the service in question.

These recommendations should be defined with the intention of informing all aspects of a service, from design to team cooperation and methods of implementation. Recommendations can result in new activities, or in activities being adjusted to ensure the service is more *gender-responsive*. Conducting a gender analysis produces recommendations to do the following:

1. Generate knowledge that informs the answers to the questions defined at the outset of the analysis process
2. Support efforts to develop a *gender-responsive* theory of change and impact the service design process
3. Include gender considerations within the scope of service implementation
4. Make any necessary changes to the monitoring and evaluation system, including impacts indicators for measurement

Recommendations can be drafted by the team conducting the gender analysis, however the process of finalizing recommendations must include members of the service team, as people most informed with the purpose and design, or potential design, of the service. This is important to ensure recommendations are useful and applied. Collecting input from these stakeholders can be done through focus group discussions and workshops, through a method of sharing key findings and collecting feedback on how these findings can be used in service design and implementation. Stakeholders interviewed for primary data collection can also be consulted, serving as reviewers of draft recommendations to provide feedback on feasibility or how appropriate a recommendation is. The process of designing recommendations will result in building common awareness, capacity and commitment of the service team and even the Hub. They can also lead to new ideas for partnering and other critical considerations.



## DESIGNING RECOMMENDATIONS CASE STUDY: USAID/GHANA GENDER ANALYSIS REPORT<sup>25</sup>

USAID/Ghana conducted a gender analysis to define recommendations to inform USAID/Ghana's Country Development Cooperation Strategy (CDCS) for 2020-2025. To ensure that the findings and recommendations would be useful, the research team submitted a detailed list of gender-related findings and proposed recommendations for each of the mission's draft behavior profiles, which form part of CDCS creation. These findings and recommendations were based on the literature review and primary data collected. After submitting these findings and recommendations to the Mission the team then provided an on-site presentation to Mission staff, showing how the findings had been analyzed according to the objectives of the gender analysis.

The team also applied a behavioral lens to support the identification of priority behavioral outcomes and highlight areas for collaborating, learning, and adapting.

The team submitted a final report after receiving initial feedback from the presentation and on a draft report from the Mission management. The findings and recommendations included were designed to support the mission's focus on addressing Ghana's existing gender gaps, needs, assets, and opportunities to identify potential interventions that will change citizens' views and behaviors related to gender inequality and women's empowerment.

<sup>25</sup> Britt, Charla, Ivankovich, Megan, Essah, Samuel, and Fiscian, Vivian (2020). [USAID/Ghana Gender Analysis Report](#). Prepared by Banyan Global.

## Review and finalization of an analysis

Once the analysis has been drafted, it is worthwhile to consider conducting rounds of review, to validate the information collected and ensure the final output is relevant and useful for the SERVIR service and Hub. As mentioned above, review can be conducted by review teams or groups. These groups can include certain identified stakeholders, depending on their relationship with the SERVIR Hub.

Those tasked to review the draft analysis should also include SERVIR hub staff and service scientists and designers, members of the service design team who know the service and who would benefit from the learning outcomes of the gender analysis. These individuals are the key audience for the analysis, as it is up to them to use the learning identified to impact service design and implementation. For this reason it is helpful to include them throughout the analysis design and implementation, and particularly in the last stage of analysis review and finalization. Once they have provided guidance on useful information and potential recommendations to include or exclude, the analysis is at a stage where it can be used.

## CHAPTER

## 5

## Conclusions

A gender analysis can give visibility and voice to historically marginalized and underrepresented groups, a vital exercise to address unequal power dynamics and build towards ensuring equitable decision-making spaces and more sustainable services. SERVIR policy and service design documents establish a foundation for many opportunities to use learning outcomes and recommendations identified through a gender analysis. Multiple staff and team members also exist within Hubs to pick up and use this tool to work towards fulfilling SERVIR programming and policy, such as Gender Experts, Gender Points of Contact, and Capacity Building Leads. The gender analysis process and resulting learning outcomes can be useful tools to build common awareness, understanding, capacities, and commitments of SERVIR Hubs and service teams.

This tool supports SERVIR Hubs in their efforts to deliver geospatial solutions and ensure work is done in an equitable way, addressing inequitable dynamics occurring in the geographic regions impacted by services while simultaneously designing services in the most efficient and impactful way. It is never too late to integrate attention to gender, integrating and illuminating opportunities for all members of a Hub and service team to serve as change agents.



Photo: SERVIR

## ANNEX

## 1

**TABLE 9 • SERVIR-relevant policies and link to gender**

<b>Institution (SERVIR, NASA or USAID)</b>	<b>Policy, plan or strategy (hyperlinked)</b>	<b>Attention to gender/ Gender analysis requirement</b>
SERVIR	<a href="#">SERVIR Service Planning Toolkit</a>	SERVIR's Service Planning Toolkit provides guidance on the usefulness of a gender analysis at various points. Throughout the Toolkit there are also examples of opportunities for gender-responsive practices, including how gender analyses are used for services at specific hubs. The Service Concept Template in the Toolkit includes a section titled "Gender considerations," noting "Outline how gender specialists will be engaged in this service and opportunities to conduct a gender analysis."
SERVIR	<a href="#">SERVIR's Strategic Plan 2020-2025</a>	SERVIR's Strategic Plan outlines the following outcomes in its theory of change: "Improved capacity of regional, national and local partners to use Earth observation data and technologies, including institutional, human, and gender dimensions," and "Gender and social inclusion and promoting a culture of science for society are cross-cutting outcomes." A gender analysis will contribute to delivering on these outcomes.
USAID	<a href="#">2020 Gender Equality and Women's Empowerment Policy</a>	USAID Strategies, Projects and Activities require a gender analysis to "inform all strategies, projects (where applicable), and activities. Technical teams and Program Offices in all USAID's Bureaus, Missions, and Independent Offices must reflect the findings of these analyses in Country Development Cooperation Strategies and Strategic Frameworks, Project Development Documents (PDDs) or their successors, Action Memoranda, and solicitations."



Institution (SERVIR, NASA or USAID)	Policy, plan or strategy (hyperlinked)	Attention to gender/ Gender analysis requirement
USAID	<a href="#">Automated Directives System (ADS) Chapter 205 Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle</a>	<p>USAID has adopted comprehensive and interlinked policies and strategies to reduce gender inequality and to enable girls and women to realize their rights, determine their life outcomes, influence decision-making, and become change agents in households, communities, and societies. This ADS chapter explains how to implement these policies and strategies across the Program Cycle. A gender analysis is required for both country strategies and projects, and in some cases for activities as well. This chapter provides guidance on what a gender analysis is and how to conduct one.</p>
USAID	<a href="#">S.3247 - Women’s Entrepreneurship and Economic Empowerment Act of 2018 (WEEE Act)</a>	<p>This Bill modified USAID programs to provide targeted assistance for women. It includes a definition of a gender analysis, and emphasizes that USAID strategies, projects, and activities are shaped by a gender analysis to ensure gender equality and female empowerment are integrated throughout Agency programming.</p>

## ANNEX

## 2

## Suggested gender analysis process and timeline

**Focus:** Understanding gender dynamics in the service and service area toward future gender-responsive, socially inclusive and sustainable programming

**Use:** To gather contextual data on how gender interacts with the service context and site to then inform future SERVIR service implementation to ensure a gender-responsive service tool and service tool use

**Key considerations:** Who in the SERVIR service team will be implementing and leading each stage of the gender analysis? Assignment of roles and responsibilities.

**TABLE 10 • Gender analysis process and timeline**

Stage	Details	In practice	Timeframe	Outcomes
Kick-off of gender analysis		<p>Design overarching process and timeline and discuss:</p> <ul style="list-style-type: none"> <li>Roles and responsibilities (including identification of individuals to review draft analysis)</li> <li>Potential to engage with communities who respond to survey, and how to engage with them as survey data is collected</li> <li>Structure of initial scoping/research on gender context to identify data gaps to address</li> <li>Key COVID-19/health considerations (if relevant)</li> </ul>	Week 1	<p>Established roles, process, and associated timeline</p> <p>Note: For anyone identified to form part of the review team, inform individuals in advance to request their review and provide them with expected date of receipt. This team should include staff involved in service design and stakeholders in service area, including stakeholders who work on gender and social inclusion.</p>

Stage	Details	In practice	Timeframe	Outcomes
Gather information on context- what are the gender gaps? Using secondary and primary sources of data	<p>Conduct initial scoping/research on the gender context to identify data gaps.</p> <p>Gather secondary data (existing research, surveys, laws) on service focus, women and other marginalized groups in service area</p> <p>Organize the data gathered into the domains of analysis</p> <p>Result: identified data gaps to be explored through interviews conducted with communities and stakeholders</p>	Meet to confirm type of information/data to collect and design initial outline for research	Week 1 or 2 (can be the same meeting as kickoff/plan review)	<p>Secondary data sources identified</p> <p>Secondary data collected and organized to identify which data gaps exist, to inform design of interviews.</p>
		Meet to review progress on secondary data gathering and initial results on data gaps to address through survey	Week 4 or 5	<p>Secondary Data Gathering Lead to meet with team and provide an update and any requests for feedback on direction of data gathering</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Are there significant data gaps for certain domains?</li> <li>What type of data does it seem will be necessary to gather through interviews?</li> <li>Are there stakeholders not currently considered service partners working in the service area who have generated information on the area and would be useful to interview?</li> </ul>
		Meet to finalize secondary data and confirm data gaps to capture in interviews	Week 7 or 8	Secondary Data Gathering Lead leads discussion on final data gaps identified through research process, and resulting interview needs.

Stage	Details	In practice	Timeframe	Outcomes
Gather information on context- what are the gender gaps? Using secondary and primary sources of data	Design interviews informed by data gaps	Meet to discuss: <ul style="list-style-type: none"> <li>Stakeholders to interview</li> <li>Format of the interviews</li> <li>Content of the interviews</li> <li>COVID-19/health considerations</li> </ul>	Week 7 or 8 (can be same as meeting finalizing data and identifying gaps)	Stakeholder mapping conducted  Stakeholder interview plan defined (timing and which stakeholders should be key informant interviews [KII] and which can be focus group discussions [FGD])
		Meet to present: <ul style="list-style-type: none"> <li>Stakeholder interview plan</li> <li>Drafted questions per interview</li> </ul>	Week 9 or 10	Stakeholder plan presented and confirmed (who will be interviewed, when and in what format)  Stakeholder interview questions defined
	Capture data using survey	Collect data through interviews (KII or FGD) with identified stakeholders	Week 10 - Week 14	Data collected through KIIs and FGDS
Write analysis and include recommendations section	Analyze data	Meet to discuss: <ul style="list-style-type: none"> <li>Initial results of interviews</li> <li>Opportunities for use of results</li> <li>Recommendations which flow from results that will inform SERVIR work and service design and implementation</li> </ul>	Week 15	Definition of: <ul style="list-style-type: none"> <li>Experience of data collection</li> <li>Any key takeaways that came up (in terms of process and initial findings)</li> <li>Initial thoughts on potential recommendations</li> <li>Lessons learned regarding GA process through KIIs and FGDS</li> </ul>
		First draft of analysis written using secondary and primary data collection and results	Week 15-17	First draft of analysis, with service recommendations defined, shared with review team

Stage	Details	In practice	Timeframe	Outcomes
Write analysis and include recommendations section	Finalize gender analysis (with recommendations)	Meet to present finalized gender analysis report, appreciating feedback from review team (potential for meeting between Week 15 and Week 20 to discuss feedback on first draft)	Week 20	Final gender analysis

**TABLE 11 • Meeting schedule**

Date	Agenda
Week 1	<ol style="list-style-type: none"> <li>1. Kickoff</li> <li>2. Meet to confirm type of information/data to collect and design initial outline for research</li> </ol>
Week 4 or 5	Meet to review progress on secondary data gathering and initial results on data gaps to address through survey
Week 7 or 8	<ol style="list-style-type: none"> <li>1. Meet to finalize secondary data and confirm data gaps to capture in interviews</li> <li>2. Meet to discuss: <ul style="list-style-type: none"> <li>• Stakeholders to interview</li> <li>• Format of the interviews</li> <li>• Content of the interviews</li> <li>• COVID-19/health considerations</li> </ul> </li> </ol>
Week 9 or 10	<p>Meet to present:</p> <ul style="list-style-type: none"> <li>• Stakeholder interview plan</li> <li>• Drafted questions per interview</li> </ul>
Week 15	<p>Meet to discuss:</p> <ul style="list-style-type: none"> <li>• Initial results of interviews</li> <li>• Opportunities for use of results</li> <li>• Recommendations to inform SERVIR work, service design and implementation</li> </ul>
Week 20	Meet to present finalized gender analysis report, appreciating feedback from review team (potential for meeting between Week 15 and Week 20 to discuss feedback on first draft)

ANNEX

# 3

## Gender analysis template

**Gender analysis for** *(insert Service Name)*

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**Acronyms** *(to be completed last)*

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**Executive summary** *(to be completed last)*

---

**Background:**

- Details on the Service
- 
- Details on expected relevance and use of a gender analysis
- 

**Primary question identified**

---

**Secondary questions identified**

---

**Methodology**

---

**Limitations**

---

**Background of the geographic context**

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**Considerations for Indigenous Populations and local communities** (in terms of context of service and analysis methodology) (If not part of primary or secondary questions)

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**Findings (primary and secondary data combined)**

Suggest to include sub-sections by each primary and secondary question relevant to each domain

- **RIGHTS: legal and customary**

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- **PRACTICE: attitudes, customs and beliefs**

---
- **RESOURCES: access to and control of resources and services**

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- **ROLES AND RESPONSIBILITIES: division of time, space and labor**

---
- **REPRESENTATION: participation, inclusion and power**

---
- **ENVIRONMENT: stressors and vulnerability**

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**Remaining gaps and questions**

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**Recommendations for service**

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**References**

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## ANNEX

## 4

Key  
resources

Gender analysis frameworks that exist which are helpful tools for better understanding the components of a gender analysis and the value of conducting a gender analysis are:

- [Harvard analytical framework](#)
- [Moser conceptual framework](#)
- [Capacity and Vulnerability approach](#)

These tools are not specific to gender analyses happening within an environment, climate change, or geospatial context, however they can be adapted to obtain useful information and to guide any analysis. It is worthwhile noting that gender analyses happening within SERVIR must often add a layer of analysis relevant to the environment and climate change to ensure learning outcomes are relevant for services.

Other gender analysis frameworks and gender analysis tools specifically relevant to SERVIR:

- [USAID ADS Gender Analysis Framework and Domains](#)

USAID's ADS Chapter 205, Integrating Gender Equality and Female Empowerment in USAID's Program Cycle, includes three sub-sections, 205.3.2., 205.3.4, and 205.3.5., focused on gender analysis. These sections provide general detail the value of a gender analysis, the information to be gathered, and steps involved.

- [IUCN Gender Analysis Tool](#)

IUCN's Gender Analysis Guide builds on the content in USAID's ADS Chapter 205, providing additional specific detail on the value of a gender analysis and tips and tools for conducting and applying an analysis, for a specific environment and conservation audience. For example, it includes a list of guiding domains of analysis for a gender analysis, with guiding questions for each. These domains include focus on rights, environment, representation, practice, roles and responsibilities, and resources.

The guide also includes a dedicated section on GBV considerations in gender analyses and templates for many common actions (for example recruiting a gender expert and developing an action plan) with other recommended guidance tools and resources embedded throughout.

- [SERVIR Service Planning Toolkit](#)

SERVIR designed the Service Planning Toolkit (SPT) to be used as a resource for SERVIR Hubs as they design, deliver and implement services. It includes service design and implementation guidance with corresponding tools and example case studies. The SPT references gender analyses throughout, with links to gender analysis tools on page 61 and mention of a gender analysis to define gender considerations in the “Service Overview” section and serve as a potential output within the “Theory of change” section in the Service Concept Template.

## ANNEX

## 5

## Additional resources

**TABLE 12 • Additional resources**

Source	Title	Use/Relevance
IUCN and UNEP	<a href="#">Gender and environment statistics: unlocking information for action and measuring the SDGs</a>	Gender data
OECD	<a href="#">Gender and Environmental Statistics</a>	Gender data
World Bank	<a href="#">World Bank Gender Data Portal</a>	Gender data
IUCN	<a href="#">Environment and Gender Information</a>	Gender data
UN Women	<a href="#">UN Women's Women Count Data Hub</a>	Gender data
UN Economic Commission for Latin America and the Caribbean (ECLAC)	<a href="#">UN Economic Commission for Latin America and the Caribbean (ECLAC) Gender Statistics</a>	Gender data
WEF	<a href="#">WEF Global Gender Gap Report</a>	Gender data
IUCN	<a href="#">GBV-ENV Center</a>	
AGENT (IUCN and USAID)	<a href="#">Triple Nexus</a>	Gender data

### Alternative approaches to gender analyses

MercyCorps	<a href="#">Gender and Resilience Assessment Toolkit</a>	Gender analysis
CARE	<a href="#">Rapid Gender Analysis Toolkit</a>	Gender analysis
OXFAM	<a href="#">Quick Guide to Gender Analysis</a>	Gender analysis

**SERVIR** 

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*Gender Analysis Tool*

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