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| **GENDER INTEGRATION GUIDANCE: NEEDS ASSESSMENT** |
| Why address gender issues at this stage? | Addressing gender issues at the needs assessment stage allows you to capture the needs and interests of different groups of people. This information will allow you to better understand what the problems to address are, their causes, and how different groups of people are affected in different ways by them. |
| Objective of addressing gender issues | * To understand the social dynamics in the community, region, or country in which a project will be implemented
* To identify the differing interests and needs of groups of people, e.g., men, women, girls, and boys
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| How to address gender issues | **Consult secondary data sources on gender issues in the targeted area and/or sector,** found for example in national statistics and reports, and gender analyses from other projects and donors. Consult secondary data sources on gender issues in the targeted area and/or sector, found for example in national statistics and reports, and gender analyses from other projects and donors. *For more information about secondary sources see the gender-related resources document.*C**onduct primary data collection in the target area from men, women, girls, and boys.** Individual, group and key informant interviews can all be used to collect primary data. We recommend you separate men and women for interviews where the objective is to capture differences between men and women. This allows you to more easily compare the responses from men and from women. If you want to understand the different constraints men and women face in participating in training, for example, it is helpful to interview them separately and then compare their response. Also, in some contexts, social norms restrict men and women from interacting together in public or they may feel uncomfortable expressing their ideas in front of others. It is, however, not always necessary to separate them. Some information, for example general information about the composition of communities or the composition of producer groups, can be gathered from mixed groups. Also, if you are interested in understanding how men and women interact with each other in public, you may wish to conduct a mixed-sex interview. Finally, you may wish to consider further disaggregation of groups where you want to understand the needs of groups of people based on other social characteristics, like age or ethnic group.**Organizing and triangulating primary and secondary.**You should describe your process for gathering gender-related information in the Needs Assessment Planning Tool and Needs Assessment Triangulation Table.  |
| How to use the Gender Dimensions Framework | **To guide your secondary data collection.**You can look for information about men and women in relation to the different dimensions as described below.*Practices and participation* * Women’s and men’s roles at different levels including the household, the community, and other groups or associations (what do people do)
* Men’s and women’s on-farm activities and tasks related to different crops or livestock
* Women’s and men’s decision-making roles in households and communities
* Women’s and men’s needs and interests

*Access to assets* * Women’s and men’s access to land and inputs
* Whether men or women meet the criteria to be a member of cooperatives or producer associations, savings and credit groups, self-help groups, etc.
* Women’s and men’s access to education
* Differences in women’s and men’s access to information from extension services, community leaders, or others

*Beliefs and perceptions** Norms that prevent women or men from participating in association, village or community groups
* Beliefs about men or women that limit their access to resources and assets
* Beliefs about men or women that determine how far they can travel and who they can speak to
* Beliefs about what tasks men or women can do or what crops they can grow

*Laws, policies, and institutions (LPI)** How laws, policies, and institutions establish (or not) an equitable environment for men and women
* Difference between men, women, girls, and boys in who has the right to own or inherit different assets, and whether these rights change with marriage, birth, or death
* The customary laws in the area and how these affect men’s and women’s access to resources

**To identify the types of questions you might use in your interviews.**The GDF provides you a sign post for what types of questions you can ask during a needs assessment. You can ask questions about people’s access to assets, what they do (practices and participation), what they believe, and the laws and policies that govern access to assets or membership into different organizations. The questions above provide some examples of different questions related to the GDF that might be useful. **To organize the data you collection.**When you have a critical mass of information about gender issues in your needs assessment, you can use Table 1 to organize the information. This organization allows you to compare the information you have about and from men with the information you have about and from women. You may begin to see differences that may be indications of problems that you can address when you design your project. |
| Checklist | * Have you collected data from all relevant subsets of the population (men, women, boys, girls; people of different ages, religions, vulnerabilities, wealth, ethnicities, etc.)?
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| Where to find additional information | * USAID Promoting Gender Equitable Opportunities in Agricultural Value Chains: A Handbook
* ACDI/VOCA’s Analysis, Assessment, and Audit Manual and Toolkit
* FAO SEAGA’s Field Level Handbook
	+ CRS Southern Africa Guidelines for Gender-Responsive Programming
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**Table 1 Organizing gender-related information using the Gender Dimension Framework**

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| **Dimension** | **Information about men** | **Information about women** |
|  | **Beliefs & Perceptions** |  | **Beliefs & Perceptions** |
| **Access (use, control, ownership) to assets** |  |  |  |  |
| **Practices & participation** |  |  |  |  |
| **Laws, policies, & institutions** |  |  |  |  |