Guide to Conducting a Participatory Gender Analysis for projects supported by UNDP with GEF financing

When: A gender analysis must be carried out during the PPG phase to inform the design of the project. The findings should be fully incorporated into the project document, including into the project’s theory of change and results framework.

Who: A gender expert (with specialized expertise in gender issues and/or sector-specific and region/country expertise) – in the form of an external consultant or internal expert – should work as part of the project document development team to carry out the gender analysis and integrate gender considerations into the project document.

What: Gender analysis is a fundamental component of gender mainstreaming and is used to fully consider the different needs, roles, benefits, impacts, risks and access to/control over resources of women and men (including considerations of intersecting categories of identity such as age, social status, ethnicity, marital status, etc.) given a project’s context, and appropriate measures taken to address and these and promote gender equality and women’s empowerment, when relevant.

Why: A gender analysis helps ensure women’s and men’s equal opportunities to participate in, contribute to, and benefit from project resources, activities and results. A gender analysis provides concrete approaches to address gender inequalities and identifies strategies to advance women’s and other marginalized groups’ participation and empowerment. It can reveal the linkages between inequalities at different societal levels and how these inequalities may impact the participation of women and other vulnerable social groups in the project. Since neither women nor men form a homogeneous group and gender relations intersect with many categories of social identities, such as religion, political affiliation, ethnicity, social status, age, and sexual orientation, if we don’t make those linkages we run the risk to reinforce the existing imbalances and limit meaningful participation of women and other vulnerable social groups.

How: Use the guiding questions in the gender analysis template below to analyse the national and local context, and understand issues around gendered division of labour and time use, access and control, power and decision making, and knowledge and capacities. A review of national gender statistics, time-use surveys, national action plans, and qualitative data generated through policy and academic research and participation assessments should be used to inform the analysis. Information from stakeholder consultations and interviews should be incorporated into the analysis. A site visit to the proposed projects sites may also be necessary depending on the project context and availability of data.

Gender Analysis Template

<table>
<thead>
<tr>
<th>1. What is the context?</th>
<th><strong>To help better understand:</strong> legal rights and status; the status of women and gender relations in the local and national context and project substantive technical area; relevant background information.</th>
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<tbody>
<tr>
<td><strong>Guiding questions:</strong></td>
<td>What is the legal status of women in the country of intervention? Are there national policies, plans or commitments on gender equality and women’s empowerment? How are women and men regarded and treated by customary and formal legal codes and the judiciary system (this includes an assessment of state issued documentation such as identification cards, voter registration, and property titles, the right to land, inheritance, employment, atonement of wrongs, and legal</td>
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1 This guide aligns the latest requirements to meet UNDP and GEF standards on conducting a gender analysis as of August 2016. For more information on gender mainstreaming requirements see the UNDP-GEF gender toolkit available here: [https://intranet.undp.org/unit/bpps/sdev/gef/SitePages/Gender.aspx](https://intranet.undp.org/unit/bpps/sdev/gef/SitePages/Gender.aspx)
| 2. Who does what? | To help better understand: Time use and the gendered division of labour. How the gender division of labour and patterns of decision-making effect the project, and vice versa, how the projects effects the gender division of labour and decision-making. Information on time use and decision making recognizes gender differences surrounding various needs of availability and allotment of time. It examines the implications that gender differences have on commitments and in turn the effect on poverty and work-life balance and acknowledges the division of productive and reproductive work. We can infer how this determines the contribution of men and women to the welfare of the family, community, and society. 

**Guiding questions:** What is the division of labour among women and men? What is the participation of women and men in the formal and informal economy? Who makes decisions and manages household time and resources? Who takes responsibility for the care of children and the elderly? Are there certain tasks that only women or men are expected to perform? Are there shifts in the household division of labour? Are these shifts shared equitably? Discuss the gendered division of labour relevant to the project’s interventions including how the gendered division of labour and patterns of decision-making effect the project, and vice versa how the project could affect the gendered division of labour and decision-making. Include an assessment of the gender differences surrounding various needs, availability and allotment of time examining the implications that gender differences have on commitments and in turn the effects on poverty and work-life balance. What is the gendered division of productive and reproductive work; how do women and men spend their time throughout the day, week, month, and/or year, and during the seasons? Identify and analyze any additional issues related to who does what in the specific areas of work and types of intervention related to the project. |

| 3. Who has access and controls what? | To help better understand: Activities surrounding access to control over resources. It includes a perception of gender differentials of access to and control over resources, income, time, technologies and services. In addition, it helps us identify who has the better means to opportunities. 

**Guiding questions:** Who has access to and control over resources? Do women and men benefit equally from resources and are women and men likely to benefit equally from the resources, products or activities proposed by the project during its different phases? Identify who benefits from opportunities, for example in regards to land, livestock, financial services, health and education, employment, information and communication. What are the barriers and opportunities in relation to mobility, as well as in access to services? Part of this is understanding the risks and barriers that women and men, and girls and boys take when entering public or private sector spaces and accessing services. What are the barriers they face in accessing quality services that are accountable, transparent and responsive to their needs and interests? Identify and analyze any additional issues related to meaningful access, |
participation and control in the specific areas of proposed project work/types of interventions.

| 4. Who decides? | **To help better understand:** Power and decision-making; women’s priorities, restraints and motivations. This set of information refers to people’s ability to decide, influence, control, and enforce individual and governmental power. It examines the capacities of existing institutions and the mechanisms in place to reach out equitably to girls and boys, women and men, and to promote gender equality among target groups. It also refers to one’s capacity to make decisions freely, and to exercise power over one’s body, whether in one’s household, community, municipality, and state. This category also includes a review of the different, but equally significant, needs and interests of women and men; depictions of the barriers faced by women in seeking to meet their practical and strategic gender interests; an identification of opportunities for greater equality and empowerment for women and other vulnerable social groups in the contexts of the proposed project.

**Guiding questions:** Who participates in the decision-making in the household, the public sector and the private sector? Are the bargaining positions of women and men different? Are women involved in making economic decisions? What are the decision making structures related to the proposed project? Who is likely to participate in the proposed decision making structures at the different levels or phases of the project? What are women’s and men’s capacities to make decisions freely, and to exercise power over one’s body, whether in one’s household, community, municipality, and state. In what kinds of decisions do women in the household participate? Or which ones do they decide on their own (household management, schooling for children, family decision-making, family planning, etc.)? In what avenues or strategies do women engage to influence household decisions? What barriers do women and other vulnerable social groups face in meeting their practical needs and interests? Identify and analyze any additional issues related to decision-making in the specific areas of work and types of intervention related to the project.

| 5. Who knows what? | **To help better understand:** capacity needs, skills, knowledge level and the value associated women’s and men’s knowledge and capacity. This can help identify practical and strategic needs and constraints related to knowledge and capacity.

**Guiding questions:** What are the training, education and literacy levels of women, men and other social groups in relation to the proposed project? Do women and men have equal access to education, technical knowledge and/or skill upgrading? Do men and women have different skills and capacities and face different constraints? What is the value associated with women’s and men’s respective knowledge and skills? Are women’s or men’s knowledge or skills in specific areas valued differently? Identify and analyze any additional issues related to knowledge and capacity in the specific areas of work and types of intervention related to the project.

The results of the gender analysis are the foundation for taking gender into account in all steps of a project cycle. Conducting a gender analysis should provide the basis to:

1. Respond to gender issues within the scope of project interventions;
2. Answer questions in regard to the baseline situation;
3. Develop a gender-responsive theory of change;
4. Develop a gender responsive results framework;
5. Develop a Gender Action Plan with outputs and activities that respond to the gender analysis.
6. Develop a gender responsive budget.
7. Comply with UNDP’s project quality assurance standards.