

GENDER ANALYSIS FRAMEWORK (REVISED)



CARE BANGLADESH



March 2005

Foreword:

CARE Bangladesh is committed to institutionalizing gender equity at both the organizational and programmatic levels. This commitment is strongly outlined in its Long Range Strategic Plan, Human Resource Manual, and many policy statements. To increase staff effectiveness in gender analysis at each stage of the project/program process, CARE Bangladesh introduced its first Gender Analysis Framework (GAF) in 2001. Since then, a number of projects and programs have used the GAF in study, assessment, monitoring etc. and have obtained positive results. For instance, it enabled staff to understand and present gender issues more convincingly, using data and statistics to support their arguments.

Despite its usefulness, the first GAF was found to be somewhat complicated in the area of data collection and analysis, as well as in its guidance on how to use gender as a lens for analysing rights, governance, and education issues. As a result, the GAF was revised on March 2005.

The objective of the GAF is to enable CARE staff and partners to develop and implement programs that work towards equal benefit, empowerment, status and rights to women and men in targeted communities. We believe that the revised GAF will enable CARE Bangladesh and Partner staff to be more systematic in analyzing gender relations and issues in the communities in which they work. It will also guide them in understanding how gender can best be incorporated in our programs in order to achieve CARE Bangladesh's development objectives.

Drawing on her widespread experience in this area, Ms. Linda Moffat was asked to execute the GAF review study on the behalf of CARE Bangladesh. As a part of the process, she studied the original GAF, as well as gender analyses of other organizations and M&E tools/documents of different projects/programs of CARE Bangladesh. She also held discussions with relevant staff of CARE and other organizations. We heartily thank Ms. Moffat for her excellent work.

Finally, special thanks to the Gender Unit, and particularly to Ms. Anna Minj and Ms. Majeda Haq, for their work in coordinating and supporting the study.



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TABLE OF CONTENTS

	Page
1. Definitions	4
2. Purpose	5
3. Gender Equity Strategic Directions	6
4. Key Areas of gender information and Analysis	6
5. Structure of the Framework	9
6. Adaptation of the GAF to Projects	10
7. Data Collection and Analysis Plan	11
8. Gender equity Action Plan	11
9. Notes on GAF Questions	11
Summary Outline	13
1. Poverty Reduction	
1.a Target population and diversity analysis	14
1.b Household and livelihood roles	15
1.c Resources and services	16
1.d Health issues	17
2. Empowerment	
2.a Mobility	18
2.b Decision-making and influence	19
2.c Participation, association and leadership	20
3. Rights and Social Justice	
3.a Rights and legal issues	21
3.b Understanding and community action	22
3.c Violence against women and girls	23
3.d Social protection from crisis	23
4. Governance	
4.a Participation and capacity	24
4.b Accountability and responsiveness	25
4.c Macro level policy and advocacy	26
5. Education	27
6. Institutional Gender Mainstreaming	28
Annex 1 Background	29
Annex 2 GAF as a Multiple Purpose Tool	32
Annex 3 Steps to Using the GAF	33
Annex 4 Data Collection and Analysis Plan	34
Annex 5 Gender equity Action Plan	35

1. DEFINITIONS

What is Gender Analysis?

Gender analysis is the collection and examination of information about:

- the different roles of women and men
- the relationship and inequities between them
- their different experience, capacities, needs, constraints, rights issues and priorities
- the reasons for these differences
- the need, strategies and opportunities for change

Gender analysis is part of the wider situational analysis required for every project. It is essential if project teams are to understand the complexities of social and economic relations in communities where they are trying to bring about change. The analysis of information is used to design projects in which:

- both women and men participate in, influence and benefit equally from the project
- women become empowered and experience less discrimination in society
- gender-related constraints to poverty reduction are reduced

What is Gender Planning?

Gender planning is part of wider program / project planning. It involves decisions and resource allocation, based on gender analysis, that ensure that programs and projects are gender equitable. This means taking into account the unequal relations of women and men in the target communities, their different roles and needs, and the particular constraints that women face.

Gender planning involves identifying special measures that will challenge these unequal relations – so that women become more empowered, men become more accepting, and both can participate and benefit fully from projects. Gender planning includes deciding gender equity approaches, objectives, indicators, activities, technical supports and monitoring and evaluation processes. These may form a Gender Equity Plan.

What is Empowerment?

Empowerment is the process of marginalized people - both women and men - gaining resources, confidence and opportunity to take control over their lives. Empowerment means being able to negotiate with and influence people and institutions with power. It can be important as an individual process, but it is most powerful as a collective, social and political process involving solidarity and collective action. Women's empowerment is essential to end gender discrimination and reduce poverty. Some indicators of empowerment include:

- self-worth, self-confidence and self-reliance
- solidarity, voice and action with like-minded people to demand rights and needs
- economic independence with control over resources and assets
- leadership and influence over decisions; freedom of mobility and association
- knowledge - and its effective use and communication
- ability to ensure the healthy development of children (girls and boys)
- being listened to and treated with respect within and outside the family
- freedom from violence, abuse and exploitation

CARE BANGLADESH GENDER ANALYSIS FRAMEWORK

2. PURPOSE

The Gender Analysis Framework is an important gender mainstreaming and programming tool. It enables CARE Bangladesh and partner staff to do a systematic analysis of gender relations and issues in the communities in which they work. The GAF sets out the key factors that need to be considered in programs and projects in order to achieve CARE Bangladesh's development objectives as outlined in the Long Range Strategic Plan (LRSP) and Gender Policy. It is a tool that can guide planning, monitoring, review / assessment and evaluation processes. Its use can help project teams plan and implement gender equitable projects that:

- are based on a sound understanding of social relations and dynamics, roles, position and condition of women, and differential constraints, needs and interests in target communities
- empower women as well as men
- reduce gender discrimination and other rights violations
- achieve planned impacts of equal benefit for women and men

The GAF is also a learning tool. The application of the GAF helps project teams to understand, in a very practical way, what gender issues and relations are, how they affect development problems and CARE projects, what changes are desirable and possible, and how this change can take place.

The Objective of the Gender Analysis Framework is to enable CARE staff and partners to develop and implement programs and projects that bring equal benefit, empowerment, status and rights realisation to women and men in targeted communities.

Annex I provides information on the background of the development of this revised Gender Analysis Framework, the GAF review exercise in January 2005, and lessons learned and recommendations from the use of the previous GAF which have been incorporated into this document.

Annex 2 shows how the GAF can be a multi-purpose analysis, planning, monitoring, learning, empowerment and influencing tool.

The Gender Analysis Framework appears on pages 12 - 26. The following sections 2 – 8 provide an orientation to its format, content and use.

3. GENDER EQUITY STRATEGIC DIRECTIONS

The structure of the Gender Analysis Framework is based on six Gender Equity Strategic Directions. These are derived from the institutional priorities described in the LRSP 2004 – 2006, the Programming Principles, and the Gender Policy. The priorities have been restated from a gender equity perspective. The six statements represent the gender equity expectations that CARE Bangladesh has of all its programs and projects. They also form the key categories of gender analysis in the framework.

This direct link between gender analysis and institutional priorities ensures that the information collected and applied to projects will help to achieve CARE Bangladesh goals.

The Gender Equity Strategic Directions that all programs / projects should contribute to or achieve, as appropriate, are:

1. **Poverty reduction:** Equal social and economic benefit for women and men in target populations in terms of secure livelihoods, human development and dignity
2. **Empowerment:** Equal participation, decision-making, and influence of women and men in project, household and community structures to have greater control over their lives
3. **Rights and social justice:** Solidarity and collective action by community members and action by duty bearers towards realizing the rights of women and men and reducing gender discrimination, exploitation and violence against women and girls
4. **Governance:** Equitable participation and influence of women and men in local governance structures, and accountability and responsiveness of those structures to the needs of women and men
5. **Education:** Increased involvement of women and men to ensure the enrolment and retention of girls in school, and increased access of women and men to life management education required for secure livelihoods and personal development
6. **Institutional gender mainstreaming:** Strengthened processes, capacity and accountability of CARE staff, project partners and other stakeholders involved in project implementation to achieve and learn from the above

4. KEY AREAS OF GENDER INFORMATION AND ANALYSIS

In the GAF, each of the Gender Equity Strategic Directions forms an area of data collection, analysis and action under the headings of Poverty Reduction, Empowerment, Rights and Social Justice, Governance, Education and Institutional Gender Mainstreaming. For each of these categories, guidelines are given for the types of information that may be needed, questions that might be useful to ask, analysis to be done, actions that could be taken and results that could be achieved in projects. Some of these areas of analysis have been broken down into sub-categories as shown in the chart below. A description of the focus of gender analysis for each category follows.

Poverty Reduction

Gender analysis (pages 12 – 15) focuses on understanding:

- the diverse social and economic groups of women and men in target communities; issues and causes of discrimination; constraints and opportunities for including more marginalised groups of women and men, and avoiding discrimination, in the project
- the different social and economic roles and workloads that women and men have; implications for the project; opportunities to increase gender equity
- what resources and services women and men each have (and do not have) access to and control over; implications for the project; opportunities in the project to enhance women's access and control
- the health status of women, children, youth and men in the target community; opportunities within the project to address health concerns

AREAS OF GENDER INFORMATION AND ANALYSIS NEEDED
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1. Poverty Reduction 1.a Target population diversity analysis 1.b Household livelihood roles and work 1.c Resources and services 1.d Health issues	4. Governance 4.a Representation and capacity 4.b Responsiveness of services 4.c Macro-level policy and advocacy
2. Empowerment 2.a Mobility 2.b Decision-making 2.c Participation, association and leadership	5. Education
5. Rights and Social Justice 3.a Rights and legal issues 3.b Understanding and community action 3.c Violence against women and girls 3.d Social protection from crisis	6. Institutional Gender Mainstreaming

Empowerment

Gender analysis (pages 16 – 18) focuses on understanding:

- the extent of and constraints to women's mobility; implications for women's participation and empowerment in the project; opportunities to increase mobility
- what decisions women and men are able or not able to make at different levels; implications for the project and women's empowerment; constraints and opportunities to strengthen women's decision-making capacity and experience
- the extent and nature of women and men's participation and leadership at different levels; the extent of women's interaction and solidarity; implications for the project and women's empowerment; constraints and opportunities to enable greater participation of women in civil society and the project



Rights and Social Justice

Gender analysis (pages 19 – 21) focuses on understanding:

- the relevant rights and rights violations of women and men in target communities; how violations affect women; the status of enforcement of government policies and laws intended to protect these rights; implications for the project and gender equity; constraints and opportunities for addressing rights issues within the project
- women's and men's awareness of their rights and reasons for violations; their capacity and experience in rights advocacy within CSOs; the risks involved; the awareness and constraints of duty bearers to fulfill their responsibilities
- the experience and vulnerability of girls and women to violence and abuse; the causes and perpetrators; the extent of women's access to protection, support and justice; opportunities to increase protection and support for women victims of violence and to reduce practices of violence against women
- the role and capacities of women and men in preparing for and coping with family crises and natural disasters; opportunities to increase women's and community capacity to better prepare and manage crises and disasters

Governance

Gender analysis (pages 22 – 24) focuses on understanding:

- the extent of women's capacity and participation in local governance, including election processes, local government bodies and civil society organizations; the constraints they face in participating in and influencing these structures; the extent of collaboration among these structures to address the issues of poor women and men
- the extent of accountability and responsiveness of government officials, services and programs at various levels to the priorities of poor women and men; gaps in services for women; other locations of power in the community; the ability of women and men to interact with these bodies; opportunities within the project to increase the capacity and responsiveness of government service delivery to women and men, and to increase the capacity of women and men to advocate for desired change
- the extent of gender discrimination that exists in national level attitudes, structures, policies and services that are relevant to the project, and the potential to contribute to reducing this within the project



Education



Institutional Gender Mainstreaming

Gender analysis (page 26) focuses on:

- the understanding, capacity and confidence of CARE Bangladesh and partner staff to use this Gender Analysis Framework, to plan and monitor gender equitable projects and to achieve strategic gender equity results

Gender analysis (page 25) focuses on:

- the status of girls' enrolment and retention in schools, constraints to girls' education and social and economic implications for girls and women
- the extent of women and men's involvement in school and education committees
- the status of womens' and mens' literacy, numeracy and non-formal / vocational training; their respective priorities for on-going "life management" training; appropriate ways these interests can be addressed



5. STRUCTURE OF THE FRAMEWORK

On pages 12 - 26, each of the key strategic categories and sub-categories described above is presented on a single page. These pages are divided into four sections that are described below. This format guides staff in the full process of gender analysis including the collection of data, data analysis, documentation, incorporation of findings in project objectives and activities, and identification of expected results and monitoring indicators.

A. Gender Information and Analysis Needed: This section suggests a set of questions that might be asked in order to collect and analyze gender information relevant to the category at the top of the page. Examples are provided to further clarify the type of information required. Some questions relate to quantitative and qualitative data (*what social divisions, roles, rights, constraints? etc.*) and some relate to the analysis of data (*what causes, implications, opportunities? etc.*). Each page includes a question about the views of women and men stakeholders.

B. Findings (to be documented): Gender data should be documented in some way for reference, sharing or inclusion in reports. The GAF does not prescribe how this should be done – this would be up to the needs of project teams. This section lists examples of the type of findings and information that should be documented as a result of answers to the questions in section A. These can serve as a guideline for documentation.

C. Implications and Actions for the Project: The findings of gender data collection and analysis should be used to inform project actions. This section suggests the types of strategies and actions that might be included in the project as a result of gender analysis. These might be women-specific (*e.g. women's capacity building or advocacy on women's rights*), or might involve a gender-sensitive approach (*e.g. women's increased involvement in food security and farmers' training*). Suggestions given are only examples. Actual actions

would have to be determined through a careful planning process. Not all of the data and analysis will lead to project actions. Actions should ensure, however, that the project contributes to the relevant Gender Equality Strategic Direction. Actions can be incorporated into project objectives, outcomes and activities.

D. Expected Project Results and Indicators: The GAF encourages project teams to think about the gender equity results or impacts they expect from their project actions. *What change will take place in terms of improved gender equity and poverty reduction as a result of these actions?* This section provides examples of the types of results that will be realized if the actions in C are taken. The examples given are very broad (actual impacts would be much more specific). Results/impacts should contribute to the achievement of the six Gender Equity Strategic Directions.

This section ends with a question about what indicators will be used to monitor the progress and achievement of each expected result. Examples of indicators are not given but these should be identified by project teams. Some of the more important results and indicators identified in this section can be incorporated into project logframes and monitoring, reporting and evaluation formats.

6. ADAPTATION OF THE GAF TO PROJECTS

The categories of information, questions, actions, results and examples provided in the GAF are generic guidelines only. It is critical that project teams (ideally, including partners and key stakeholders) take the time to adapt the GAF to the specific context of the project, sector and communities. This means choosing:

- which key gender analysis categories and sub-categories are relevant to the project
- what specific information is required and what questions need to be asked
- what sources and methodologies should be used, when, and by whom.

Adaptation of the GAF for each project is likely to require a re-writing of most questions and the completion of a data collection and analysis plan (see section 6 below). Once the data is collected, project teams will need to analyze the information, determine the implications for the project, and identify specific gender-focused actions, expected results and indicators. Effective use of the GAF will require the experience, effort and professional judgement of project team members, supported with some technical assistance as required.

Annex 3 provides a step-by-step guide for using the GAF.

7. DATA COLLECTION AND ANALYSIS PLAN

The process of gender data collection and analysis should be as efficient and cost effective as possible. There are many sources of information and many ways to collect it. Much of it may be available in existing documents (reports, research papers, evaluations, etc. - both internal and external). Some information may be known from previous project experience or by front line staff who live and work in target areas. This information may have to be verified, updated or supplemented. Some information may be quickly available through individual or focus group discussions with key informants in the target communities, government departments, institutions, NGOs or INGOs. Other information may have to be collected “from scratch” using more rigorous processes, including through formal social research.

Not all gender data will be required at the same time. A significant amount will be needed at the project design stage in order to develop gender equitable objectives and approaches. Other data may be required at later stages and can be collected in the course of project

implementation. Some project initiatives such as group work with women or training programs provide excellent opportunities for on-going data collection.

It is important that information needs are identified as early in the project cycle as possible, that it is planned and collected in a systematic rather than ad hoc manner, and that time and resources are set aside both for collecting and analyzing the data.

It may be useful to develop a Data Collection and Analysis Plan using the framework in Annex 4. This will help project teams plan what information is needed, from what sources, how it will be collected, when and by whom. Suggestions are given for sources of information and methodologies of collecting it. A key principle in developing this plan is to minimize cost and effort without sacrificing the validity, completeness and value of information. Important questions are *“What do we already know? What needs updating and validation? What can we find out quickly and easily? What can be found out from other projects and organizations? What can be collected in the course of project activity (e.g. as part of work with women’s groups, or in training sessions) that can be used at a later stage in the project?”*

8. GENDER EQUITY ACTION PLAN

At the start of the project, once the initial gender information is collected and analysed, and decisions are made about how findings will be incorporated into the project objectives, activities, expected results and indicators, project teams may find it useful to develop a Gender Equity (GE) Action Plan for the project. This would bring together all the thinking and planning concerning gender in the project in one place. It could be a useful document to share with partners and stakeholders, with other CARE project teams and with donors. The GE Plan may be revised/updated during the project. A guideline for developing the Plan is provided in Annex 5.

9. NOTES ON GAF QUESTIONS

The Gender Analysis Framework for the six gender equity strategic directions appears on the next pages. For quick reference, page 11 shows a one-page Summary Outline of the Gender equity Strategic Directions, the Areas of Information and Analysis Needed and the Gender Analysis and Action Process

Information relevant to the Project: The questions on each page refer primarily to information relating to the project. This phrase is used in some questions but not in most. Project teams should guard against collecting a large amount of information that does not directly relate to the project.

Focus on women and men: Most questions refer to women and men. Some questions refer only to women. The GAF is a gender equity, not a women-focused, tool. It is important to look at the situation of both women and men and the relationship between them. There is an emphasis, however, on the particular inequality experienced by women and how to overcome that. Questions will have to look at the different situation, experience and views of women and men. Many project actions may be women-specific, but men must be part of the change process.

Which women?: All questions refer to women, but women are not a homogeneous group. For each question, it is important to consider and document the different situation, experiences and needs of different social and economic groups of women in the target

community. This will help to ensure that projects are as inclusive and non-discriminatory as possible.

What other important questions?: This question appears at the end of most of the “Gender Information and Analysis Needed” sections. It is intended as a reminder that the questions provided are guidelines and samples. Project teams may identify additional important areas of questioning.

Women and men’s views: This phrase appears in most of the “Findings” sections. It is intended to remind project teams that women and men stakeholders themselves should provide their views on most of the questions. This will ensure that project actions will address the real needs of women and men.

Progress is made towards reducing poverty: This phrase appears at the end of every section on “Expected Project Results and Indicators”. It is intended to help project teams consider to what extent each set of gender results or impacts can and should contribute to the most important goal of CARE Bangladesh – poverty reduction.

CARE BANGLADESH GENDER ANALYSIS FRAMEWORK

SUMMARY OUTLINE

GENDER EQUITY STRATEGIC DIRECTIONS

(Expectation that all programs/projects should aim towards, contribute to and achieve as appropriate)

1. **Poverty reduction:** Equal social and economic benefit for women and men in target populations in terms of secure livelihoods, human development and dignity
2. **Empowerment:** Equal participation, decision-making, and influence of women and men in project, household and community structures to have greater control over their lives
3. **Rights and social justice:** Solidarity and collective action by community members and action by duty bearers towards realizing the rights of women and men and reducing gender discrimination, exploitation and violence against women and girls
4. **Governance:** Equitable participation and influence of women and men in local governance structures, and accountability and responsiveness of those structures to the needs of women and men
5. **Education:** Increased involvement of women and men to ensure the enrolment and retention of girls in school, and increased access of women and men to life management education required for secure livelihoods and personal development
6. **Institutional gender mainstreaming:** Strengthened processes, capacity and accountability of CARE staff, project partners and other stakeholders involved in project implementation to achieve and learn from the above

AREAS OF GENDER INFORMATION AND ANALYSIS NEEDED

(to be customized to individual program/project contexts)

1. **Poverty Reduction**
 - 1.a Target population diversity analysis
 - 1.b Household livelihood roles and work
 - 1.c Resources and services
 - 1.d Health issues

4. **Governance**
 - 4.a Representation and capacity
 - 4.b Responsiveness of services
 - 4.c Macro level policy and advocacy

2. **Empowerment**
 - 2.a Mobility
 - 2.b Decision-making
 - 2.c Participation, association and leadership

5. Education

3. **Rights and Social Justice**
 - 3.a Rights and legal issues
 - 3.b Understanding and community action
 - 3.c Violence against women and girls
 - 3.d Social protection from crises

6. Institutional Gender Mainstreaming

GENDER ANALYSIS AND ACTION PROCESS

- Gender Information and Analysis Needed (*adaptation to each project context*)
- Data Collection and Analysis Plan (Annex 4)
- Implications and Actions
- Expected Results and Indicators
- Gender Equity Action Plan (Annex 5)

1. Poverty Reduction: equal social and economic benefit for women and men in terms of secure livelihoods and human development and dignity			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
1.a Target population diversity analysis <ul style="list-style-type: none"> What divisions of women and men exist in the targeted communities? <ul style="list-style-type: none"> - <u>social/cultural divisions</u> of women and men? <i>e.g religious, ethnic minorities, elderly, youth, disabled, female headed households, widows, migrants, etc.</i> - <u>economic divisions</u> of women and men? <i>e.g landowners, sharecroppers, labourers, bonded labourers, hard core poor, business owners, types of employees, rickshaw/truck drivers, different income levels, etc.</i> - <u>geographic divisions of women and men</u>? <i>e.g. rural, cities, town, remote, char, hills, etc.</i> - divisions with different levels of power/control? <i>e.g land/business owners, Union Parishad members, school teachers, educated, elite families, etc</i> What type of <u>discrimination</u> do women and men in different groups face? What is the <u>relationship and interaction</u> between women and men in these groups? What are the <u>views and priorities</u> of the women and men in these groups concerning the project focus? What are the <u>constraints and opportunities</u> for the inclusion of women and men from different groups in the project? <i>e.g. discrimination, different levels of capacity, different needs, different access to resources, different levels of power, special measures and activities required, etc.</i> What are other important questions? 		e.g. - Different types of divisions and groupings of people - Numbers: women/men - Issues about interaction, discrimination, inequities within and among different groups - Constraints to inclusion and benefit from project - Views, priorities of women and men - Opportunities for inclusion and benefit	
C. Implications and Actions for the Project		D. Expected Project Results and Indicators	
e.g. <ul style="list-style-type: none"> Specify <u>all social/economic groups</u> of women and men that will be included in the project (<i>note reasons why some groups will not be included</i>) Identify the <u>processes</u> that will be taken to: <ul style="list-style-type: none"> - reduce discrimination - promote interaction, harmony among groups - reduce inequality of capacity, resources, power - ensure inclusion - ensure equal benefit 		e.g. <ul style="list-style-type: none"> Diverse groups within the target communities will participate and benefit Diverse poor and marginalized groups will become empowered Progress will be made towards poverty reduction What indicators for each to monitor progress and achievement? 	

A. Gender Information and Analysis Needed		B. Findings (to be documented)
1.b Household and livelihood roles <ul style="list-style-type: none"> What every day household care roles do women and men each have that relate to the project? How much <u>time</u> do these activities take? How have these roles <u>changed</u> in the last several years? <i>e.g. childcare, cooking, cleaning, water collection, food production, purchase of items, health management, care of elderly and sick, family events (funerals, weddings, visits), etc.</i> What economic roles (income or resource-generating) do women and men each have that relate to the project? How much time do these activities take? How have these roles <u>changed</u> in the last several years? - <u>in the household</u>: <i>e.g. homestead gardening, animal rearing, IGA activities, etc.</i> - <u>outside the household</u>: <i>production of cash crops, fish farming, sale of labour, IGAs, employment (local, elsewhere in the country, outside of the country), banking, purchasing supplies, sale of produce, etc.</i> What external roles, responsibilities and activities do women and men have <u>within and outside the community</u> that relate to the project? <i>e.g. community committees (e.g. CBO, user group, school), meetings, religious practices, festivals, use of community services, socializing, weddings and funerals, meetings and activities in other parts of the country, etc.</i> What are the <u>concerns and priorities</u> of women and men relating to their respective household and economic roles and work? <i>e.g. too much work, not enough time, not enough resources / services / support, not enough control, etc.</i> What is the need and potential to <u>shift and/or strengthen women and men's roles</u> in order to: <ul style="list-style-type: none"> - improve family care and well-being - increase productivity and income - reduce women's workload - achieve project objectives What are other important questions? 		e.g. <ul style="list-style-type: none"> - different household care responsibilities of women and men and time required - different income or resource-generating responsibilities of women and men - different external community-based responsibilities of women and men - women and men's workload - constraints, concerns and priorities regarding this division of roles for women and men, and for the project - potential to change and strengthen roles
C. Implications and Actions for the Project		D. Expected Project Results and Indicators
e.g. <ul style="list-style-type: none"> activities with women to strengthen their economic capacities and community development roles activities with men to <u>change attitudes</u> and support women as: <ul style="list-style-type: none"> - stakeholders / change agents in improving family nutrition, hygiene, health - productive homestead managers - micro-entrepreneurs, income-earners/ labourers, employees - loan and savings managers, etc. support men's shared role in household activities 		e.g. <ul style="list-style-type: none"> women and men will both participate as effective stakeholders the roles of women and men will shift women and men will both increase their capacity and contribution to livelihood security women and men will benefit equally progress towards reducing poverty What indicators for each to monitor progress and achievement?

A. Gender Information and Analysis Needed		B. Findings (to be documented)
1.c Resources and services <ul style="list-style-type: none"> What resources do women and men each have <u>access to and use</u> that relate to the project? What resources do they have <u>little or no access to</u>? - for <u>household care</u>: e.g. <i>rented or own house, income, savings, nutritious food, clean water, latrines, fuel, healthy cooking facilities, electricity, household goods, animals, radio, telephone, etc.</i> - for <u>productive and economic use</u>: e.g. <i>land, pond, tools/equipment, livestock, agricultural/fishing inputs, raw materials, markets, transport, credit, etc.</i> - for <u>personal</u> use: e.g. <i>income, savings, clothing, jewelry, personal purchases, etc.</i> Which of these resources do women and men each have <u>decision-making control</u> over (can decide when and how to use)? Which do they have <u>little or no control</u> over? e.g. <i>can decide or cannot decide how land or ponds can be used, how savings and loans can be spent, what items can be purchased and sold, etc.</i> What are the <u>reasons</u> for women's and men's lack of control over certain resources? What is the <u>need and potential</u> to increase their control over resources related to the project? What community, public and private services do women and men each have <u>good access to and use</u> that relate to the project? Which do they have <u>limited or no access to</u>? e.g. <i>services relating to: loan/savings/banking; agricultural, livestock, poultry extension; health; child care; non-formal education; legal support; transportation; marketing, NGO programs, etc.</i> What are the <u>reasons</u> for women's and men's lack of access to needed services? What is the <u>need and potential</u> to increase their access in the project? What are women's and men's <u>concerns and priorities</u> about control of resources and access to services? What are other important questions? 		e.g. <u>Resources</u> that women and men each have: - access to and use - limited/no access to - control over - limited/ no control over Constraints, need and potential to increase women and men's control over certain resources <u>Services</u> that women and men each have: - access to and use - limited/no access to Constraints, need and potential to increase women and men's access to needed services Views and priorities of women and men
C. Implications and Actions for Projects	D. Expected Project Results and Indicators	
e.g. <ul style="list-style-type: none"> Activities to increase women's and men's control over needed resources Activities to increase women's and men's access to needed services Capacity building of women and men to advocate for change Dialogue with decision-makers (including male family heads) about mutual benefit of change Demonstration by women and men of value and mutual benefit of changed practices 	e.g. <ul style="list-style-type: none"> Productivity of women and livelihood and food security are increased Women and men are both empowered to have more control of their lives Women's status is enhanced; reduced gender discrimination as a result of their contribution to household livelihood and well-being Progress is made towards reducing poverty What indicators for each to monitor progress and achievement? 	

A. Gender Information and Analysis Needed		B. Findings (to be documented)
1.d Health issues <i>(Education issues are covered in 4.)</i> <ul style="list-style-type: none"> • What is the <u>health status</u> of women, infants and children, e.g. relating to safe motherhood, reproductive health, nutrition, family planning, nutrition, hygiene, diseases, sanitation, knowledge, access to quality health education and services? • What opportunities exist in the project to address women, men and children's health issues, directly or indirectly? • To what extent are women, men and youth (girls and boys) in the target community affected by or vulnerable to <u>HIV/AIDS</u>? • What opportunities exist in the project to reduce the vulnerability of women, men and youth to HIV/AIDS? • What are the health and HIV/AIDS-related concerns and priorities of women and men? • What are other important questions? 		e.g. <ul style="list-style-type: none"> - the general health situation of women, men and children - affect on gender equity aspects of the project and opportunities for improving the situation for women and children - the prevalence and vulnerability to HIV/AIDS for women, men, youth - opportunities for reducing vulnerability in the project
C. Implications and Actions for the Project		D. Expected Project Results and Indicators
e.g. <ul style="list-style-type: none"> • Initiatives that will increase women's access to health information, resources (latrines, water, vegetables, etc.) and services • Initiatives that will reduce the vulnerability of women, men and youth to HIV/AIDS 		e.g. <ul style="list-style-type: none"> • productivity of women and well-being of women, children and families is increased • women are empowered as more effective managers of family health • vulnerability and prevalence of HIV/AIDS is reduced • progress is made towards reducing poverty • What indicators for each to monitor progress and achievement?

2. Empowerment: equal participation, decision-making, and influence of women and men in project, household and community structures to have greater control over their lives			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
2.a Mobility <ul style="list-style-type: none"> Where are women <u>able and not able to walk or travel</u> to outside of the household? <i>(e.g. to market, place of work or employment, children's school, clinic, meetings training programs, visit to friends or own family, to Upazila/District/Division/Dhaka)</i> Which of these places can women travel to <u>alone or accompanied</u>? For which do they need the <u>permission</u> of their husbands, fathers or other family members? Which groups of women are more or less mobile than others? Why? What mobility <u>constraints</u> do women face? <i>e.g. traditional attitudes and practices, limited movement in public or knowledge of public places/services, lack of transport, harassment, lack of funds, lack of time to travel, etc.</i> How will these constraints affect women's <u>ability to participate</u> in the project? What <u>opportunities</u> are there for overcoming women's mobility constraints? What are women's and men's <u>concerns and priorities</u> about women's mobility? What are other important questions? 		e.g. - the extent of women's ability to travel in and outside the community - the implications of women's mobility on their project participation - ideas for project activities to overcome these mobility constraints - women's and men's views	
C. Implications and Actions for the Project		D. Expected Project Results and Indicators	
e.g. <ul style="list-style-type: none"> Strategies and activities that: <ul style="list-style-type: none"> - enable women's full participation in the project, at household, community, Upazila, district and national levels as required - increase women's mobility - change traditional attitudes and practices - ensure women's safety and respect 		e.g. <ul style="list-style-type: none"> women are participating freely and effectively as family and community change agents women have increased their contribution to secure family livelihood, health and well being women are empowered with greater freedom and control over their lives progress is made towards reducing poverty What indicators for each to monitor progress and achievement? 	

A. Gender Information and Analysis Needed	B. Findings (to be documented)
<p>2.b Decision-making and influence</p> <ul style="list-style-type: none"> What decisions are women <u>able and not able</u> to make or influence at the household level that are relevant to the project? What are the constraints? <ul style="list-style-type: none"> - <u>household care decisions</u> e.g. <i>relating to children's care/upbringing/schooling, family nutrition, health and hygiene practices, food consumption, family events (weddings, funeral, festivals), house repair, latrine-building, etc.</i> - <u>household economic decisions</u> e.g. <i>relating to livelihood and production activities, family assets/resources, use of household income, purchase and selling of household goods/products/food/resources, loan and savings activities, etc.</i> - <u>personal decisions</u> relating to family planning, personal health care, use of personal income, participation in women's/NGO/community events outside the home, seeking further education, socializing, etc. What decisions are women <u>able and not able</u> to make or influence at the community level that are relevant to the project? What are the constraints? e.g. <i>relating to community group/committee activity, salish, CBO/NGO activity, community advocacy activity, community festivals/events, schools, local government, etc.</i> What decisions are women able or not able to make or influence at the district, regional or national levels that are relevant to the project? What constraints? e.g. <i>relating to institutional, government, private sector, INGO, donor policies and practices</i> Within the <u>project</u>, where will women's participation in decision-making be useful and important? e.g. <i>decisions relating to household care, household economy, personal choices, community, CBO/NGOs, local or other levels of government, project, etc.</i> What processes will help women have more <u>capacity, opportunity, credibility and influence</u> over these decisions? What are women and men's <u>views and interests</u> concerning women's involvement in decision-making at various levels, including in the project? 	<p>e.g. Women's ability and constraints to make and influence decisions at the levels of:</p> <ul style="list-style-type: none"> - household - community - district, regional and national <p>- areas of women's decision-making and influence that will be important in the project</p> <p>- opportunities and processes to overcome them</p> <p>- women's and men's views</p>
C. Implications and Actions for the Project	D. Expected Project Results and Indicators
<p>e.g.</p> <ul style="list-style-type: none"> activities to increase women's: <ul style="list-style-type: none"> - knowledge, capacity, experience, group solidarity, confidence and credibility to make and influence decisions at different levels - negotiation and conflict resolution skills activities that demonstrate women's decision-making capacity and convince men of the importance and value of women's views structures / processes and attitudes to ensure women's influence in project decisions 	<p>e.g.</p> <ul style="list-style-type: none"> women are empowered as recognized stakeholders, advocates and decision-makers at different levels women's influence have contributed to: <ul style="list-style-type: none"> - appropriate, effective project initiatives - increased livelihood security/ family well-being gender discrimination is reduced progress is made towards reducing poverty What indicators for each to monitor progress and achievement?

A. Gender Information and Analysis Needed		B. Findings (to be documented)
2.c Participation, association and leadership <ul style="list-style-type: none"> What <u>local, regional or national groups</u> do women and men stakeholders each participate in? What is the <u>nature and frequency</u> of their participation? <i>e.g. formal and informal community groups, producer groups, committees, women's groups, users groups, loan fund groups, NGOs, CBOs, networks, etc.</i> What is the <u>function</u> of these groups? What <u>value</u> do they bring to their women and men members? What <u>changes</u> have they brought about in the community? What is the extent of <u>women's leadership and organization/management activity</u> in these groups? Who are the women leaders and "<u>role models</u>"? What kind of <u>interaction</u>, mutual support and collective action takes place <u>among women</u>? Which groups of women are involved? Which are not? <i>e.g. informal discussions among friends/co-workers, with health care workers/teachers, joint activity relating to childcare, IGAs/loans schemes, etc.</i> What <u>constraints</u> do women face in participating effectively in community groups and activities, in women's groups, and interacting with other women generally? What is the extent and nature of women's participation (individual and collective) and leadership that is desired <u>in the project</u>? Which women should participate? <i>e.g. in what activities, training programs, committees, community structures, women's groups, networks, leadership positions, etc.?</i> What <u>opportunities</u> are there to overcome constraints to women's effective participation and leadership? What are women's and men's <u>concerns and interests</u> concerning women's participation? What are other important questions? 		e.g. <ul style="list-style-type: none"> - informal and formal civil society groups that exist in the community and the role they have played - the extent and nature of women's and men's and men's participation in these groups and in community activities - identification of women leaders, collective activity and interaction - expectations, constraints and opportunities regarding women's participation, association and leadership in the project - women's and men's views
C. Implications and Actions for the Project	D. Expected Project Results and Indicators	
e.g. Strategies and activities to: <ul style="list-style-type: none"> increase women's knowledge, experience and other capacities to enable effective participation increase interaction among women strengthen women's groups to provide mutual support and take collective action promote role models and mentors develop women's leadership skills and experience ensure women's equal and effective participation in project structures and activities change men's attitudes to be more receptive to and respect women's participation 	e.g. <ul style="list-style-type: none"> women's active participation in civil society has increased: <ul style="list-style-type: none"> - gender-sensitive community development - project effectiveness and sustainability women are empowered with solidarity, a stronger voice and collective action to address their concerns and interests gender discrimination is reduced progress is made towards reducing poverty What indicators for each to monitor progress and achievement? 	

3. Rights and Social Justice: Solidarity and collective action by community members and action by duty bearers towards realizing the rights of women and men and reducing gender discrimination, exploitation and violence against women and girls			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
3.a Rights and legal issues <ul style="list-style-type: none"> What rights, entitlements and other legal violations of women and men stakeholders are relevant to the project? <ul style="list-style-type: none"> - <u>asset-based and economic rights</u>: e.g. <i>land rights, water/irrigation rights, property rights, slum dwellers rights, salary/labour rights, etc.</i> - <u>women's rights and legal issues</u>: e.g. <i>inheritance, property, guardianship, divorce, separation, reproductive control, family law, early marriage, dowry, marriage registration, violence and abuse, trafficking, legal aid, justice system, etc.</i> - <u>other human rights and legal issues</u>: e.g. <i>citizenship rights, minority rights and discrimination, religious / customary laws, right to education, personal safety, etc.</i> How do these rights violations affect women? How do they affect men? How do/will they affect the project? What <u>GOB policies and laws</u> are in place to address these rights? What <u>duty-bearers</u> are responsible for enforcement at various levels of government? What is the status of and <u>constraints to enforcement</u>? What rights violations are of the <u>greatest concern</u> to women and to men? What are women and men's perceived <u>constraints</u> to realizing these rights? What rights issues can be <u>addressed in the project</u> directly (<i>through project activity</i>) or indirectly (<i>through linkage with other organizations</i>)? Should this involve working towards developing <u>new policy, reforming existing policy or improving enforcement</u>? What other important questions? 		e.g. <ul style="list-style-type: none"> - rights violation issues relevant to the project and to women/men project stakeholders - relevant policies and laws, responsible duty bearers, and status of / constraints to enforcement - women's and men's views about priorities and constraints to realizing these rights - information to determine to what extent the project can address rights issues directly and indirectly, and with what approach 	
C. Implications and Actions for the Project		D. Expected Project Results and Indicators	
e.g. <p>Conduct and document research and consultations required to understand:</p> <ul style="list-style-type: none"> - the rights issues relevant to the project at the level of rights holders (extent of violations, implications for women and men, etc.) - the policies, laws, programs, processes and duty bearers that are meant to be addressing rights; gaps and reforms needed - the reasons why implementation is not happening - key alliances in government and other players and networks working on rights issues - strategies for effectively addressing rights issues in the project 		e.g. <ul style="list-style-type: none"> - an effective strategy to carry out rights-focused capacity building, support and advocacy in the project (<i>including adequate staff and partners skills, resources and technical expertise as required</i>) - CARE Bangladesh and partner credibility with government, rights networks and others as significant advocates on rights and policy reform - What indicators for each to monitor progress and achievement? 	

A. Gender Information and Analysis Needed		B. Findings (to be documented)
3.b Understanding and community action <ul style="list-style-type: none"> What is the level of <u>understanding</u> of affected women and men stakeholders about these rights, entitlements and reasons for violations (<i>identified in 3.a</i>)? What kind of <u>action</u> (at community, district/regional or national levels), involving women and/or men, has taken place concerning any of these rights? What women's or other CSOs/CBOs/NGOs were involved? What were the results? What <u>capacity</u> exists among women and men in the target communities to take collective action and <u>advocate for rights change</u>? How can these capacities be strengthened? <i>e.g. capacity to collect and analyze information, mobilize community members, organize as groups, take leadership, plan activities and messages, link with other like-minded groups or NGOs, contact and meet with duty bearers, etc.</i> What like-minded local, national and international <u>rights-focused organizations</u>, networks, coalitions could the project link with? What <u>risks</u> do women and men each face in trying to address their rights? What are women's and men's views on <u>constraints, concerns, risks and willingness</u> regarding taking action on specific rights? What is the <u>understanding</u> of duty bearers (at all levels) on specific rights violations, enforcement and impact on women and on men? What <u>constraints</u> do they face at different levels to increasing enforcement? <i>e.g. knowledge, mandate, resources, support, structures, social values, etc.</i> What <u>opportunities</u> exist within the project to support women and men in CSOs, and duty bearers, to work towards rights realization (<i>including women's rights</i>)? What other important questions? 		e.g. <ul style="list-style-type: none"> women's and man's understanding of rights issues extent of experience, capacity, structures and capacity needs for community action / advocacy potential linkages with rights-based organizations women's and men's views and willingness to take action and risk on rights understanding and constraints of duty bearers to address rights of women and men opportunities to address rights issues in the project
C. Implications and Actions for the Project		D. Expected Project Results and Indicators
e.g. Strategies and activities to: <ul style="list-style-type: none"> increase the awareness of women and men about their rights, relevant policies and laws, and reasons for lack of enforcement / realization strengthen solidarity, organization, networking and advocacy capacity among affected women / men ensure protection and support for women / men to mitigate risks of rights-based advocacy engage duty bearers in dialogue with affected women and men and in improving enforcement 		e.g. <ul style="list-style-type: none"> concrete progress made towards realizing rights and justice for marginalized women and men women and men are empowerment through successful advocacy on rights local (and national) governance processes are strengthened progress is made towards reducing poverty What indicators for each to monitor progress and achievement?

A. Gender Information and Analysis Needed	B. Findings (to be documented)
<p>3.c Violence against women and girls</p> <ul style="list-style-type: none"> What is the extent of vulnerability of women and girls to violence and other forms of abuse in the target communities, including: <ul style="list-style-type: none"> - <u>domestic violence</u> e.g. <i>beatings, rape, verbal and psychological abuse, acid throwing, murder, etc.</i> - <u>violence, abuse, harassment in the community</u> e.g. <i>in markets, public transport, streets, schools and other institutions, fields, workplaces, etc.</i> - <u>social and economic exploitation</u> e.g. <i>early marriage, trafficking, bonded labour including sex work, child domestic workers, etc.</i> What are the <u>causes</u> of this violence and abuse? Who is <u>responsible</u>? What access do women and girls have to <u>protective and responsive support</u>? e.g. <i>solidarity with other women, family/community protection, shelter, counseling, legal aid services, supportive NGOs, women-supportive police/justice system, etc.</i> What are <u>constraints</u> to increasing women/girls' protection and reducing violence? What are <u>opportunities within the project</u> to reduce the vulnerability of women/girls, increase support services, and change the behaviour of perpetrators? <p>3.d Social protection from crisis</p> <ul style="list-style-type: none"> What are the roles, capacities and constraints of women and men in crisis preparedness and management, including in: <ul style="list-style-type: none"> - <u>family crises</u> e.g. <i>death, sickness, loss of job or /source of income, violent acts by or to family members, debt crisis, etc.</i> - <u>natural disasters</u> e.g. <i>floods, draught, cyclone, water contamination, etc.</i> What is the potential for project activities to help women and men to be better prepared and able to cope in crisis situations? What are women's and men's <u>views and priorities</u> regarding violence against women and crisis management issues? What are other important questions? 	<p>e.g.</p> <ul style="list-style-type: none"> - women and girls' vulnerability to and experience of violence and abuse - causes and perpetrators - existence of protection and support structures - constraints to increasing protection and reducing violence - roles, capacity and constraints of women and men to prepare for and cope with crisis - potential for the project to contribute to: <ul style="list-style-type: none"> - reduced violence against women - reduced family / community vulnerability to crisis - women's/men's views
C. Implications and Actions for the Project	D. Expected Project Results and Indicators
<p>e.g.</p> <p>Strategies and activities that:</p> <ul style="list-style-type: none"> - enable women to talk about and report violence experience and issues - provide solidarity, support, legal aid and protection - make violence and abuse of women more visible and unacceptable - contribute to improving women-supportive justice and policy enforcement - work with perpetrators to change behaviours - strengthen family safety nets, collective community action, access to resources, options and alternatives to prevent and deal with crisis 	<p>e.g.</p> <ul style="list-style-type: none"> - women and girls are experiencing less violence and abuse and greater respect - women are empowered with greater control over their rights, safety and crisis situations - governance and justice systems are strengthened and more gender-equitable - crises have a less devastating impact on families and communities - progress is made to reducing poverty - What indicators for each to monitor progress and achievement?

4. Governance: Equitable participation and influence of women and men in local governance structures, and accountability and responsiveness of those structures to the needs of women and men			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
4.a Participation and capacity <ul style="list-style-type: none"> In target communities, to what extent do women <u>participate</u> in local government elections and functions at Gram Sarkar, Union Parishad, Upazila Parishad and Municipal levels? <i>e.g. in running as candidates, selection of candidates, involvement in political parties, election campaigns and lobbying, understanding election issues, independent voting, as effective elected representatives, etc.</i> What non-government institutions and civil society structures exist in the targeted communities that may relate to the project? To what extent do women and men stakeholders participate in and influence these structures? <i>e.g. village / community committees, salish, women's groups, CBOs, NGOs, schools, private-sector organizations, etc.</i> What <u>constraints</u> do women face in participating in and influencing these structures and processes? What are the <u>reasons</u> for these constraints? <i>e.g. lack of: information and experience, education, mobility, independent decisions, permission, confidence, credibility, solidarity with women; power relations in the household and community, used by men, etc.</i> What <u>linkages, alliances and interaction</u> is there between and among these civil society and local government structures? Has there been any <u>joint or coordinated action</u> to address the needs of women or the poor? Was it successful? What are women's and men's <u>views and concerns</u> about women's representation and effective participation in local governance structures? What are other important questions? 		e.g. - extent of women's participation in local civic and government processes, including as elected representatives - extent of women's capacity, participation and influence in civil society structures - constraints that women face in being involved and influencing local governance - linkages, networks, joint action among organizations on behalf of women - women's and men's views	
C. Implications and Actions for the Project		D. Expected Project Results and Indicators	
e.g. Strategies and activities that increase women's capacity, participation in and influence of: - civic processes and as effective elected representatives - in other civil society community institutions Strengthen women's solidarity, organization, voice, credibility and leadership Promote local governance networks and collaboration		e.g. - local governance structures (<i>government bodies and civil society organizations</i>) equitably represent and take action on the interests of women and men - women are empowered as effective change agents and leaders in local governance structures - gender discrimination is reduced - What indicators for each to monitor progress and achievement?	

A. Gender Information and Analysis Needed		B. Findings (to be documented)
4.b Accountability and responsiveness <ul style="list-style-type: none"> To what extent are <u>local government services and programs</u> (especially those that are relevant to the project) accessible to and addressing the needs of women and men stakeholders? What are the key <u>gaps</u>, according to women and to men? What are the reasons? <i>e.g. lack of representation of women/men in government decision-making, remoteness of communities, lack of interest of local officials, power relations of elites and duty bearers, weak accountability and transparency systems, traditional views about the position of women</i> To what extent have the <u>programs and activities of local NGOs, CBOs</u>, women's groups and other civil society groups effectively addressed the needs of women and men stakeholders? Why have these initiatives been successful, or not successful? <i>e.g. existence or lack of: representation of poor women and men as members and decision-makers, participatory processes, pro-poor/women mandates, weak organization, voice and advocacy skills of poor women and men, lack of transparency and accountability of official, etc.</i> What is the <u>capacity and experience of women and men</u> stakeholders in claiming their entitlements, making their needs known, and advocating to local government and civil society bodies? How can these capacities be strengthened? <i>e.g. increase awareness of entitlements and government services, organization and solidarity, opportunities for dialogue, advocacy experience, time, mobility, etc.</i> Where does <u>decision-making power</u> lie in the target communities? (<i>In what structures, institutions, families and individuals?</i>) What is the potential for these power-holders to become involved in addressing the interests of the poor and women in particular? What other important questions? 		e.g. <ul style="list-style-type: none"> - ability and willingness of elected representatives and community structures to respond to the needs of women and men - accessibility, appropriateness and gaps in government services for women and men - capacity of women and men to claim their rights - power-holders in the community and potential to support women and the poor
C. Implications and Actions for the Project		D. Expected Project Results and Indicators
e.g. Strategies and activities that increase the capacity of: <ul style="list-style-type: none"> - local governance structures (gov't and civil society), to interact with poor women and men and respond to their respective needs - local governance organizations to adopt more participatory, accountable and transparent practices - poor women to interact effectively with Union Parishads and gov't departments - government line departments to deliver pro-poor and pro-women services 		e.g. <ul style="list-style-type: none"> - elected representatives and government services are more accountable to poor women and men and are addressing their respective needs - needs of women and men are being addressed in a sustainable way by democratically run civil society organizations - women and men are empowered through solidarity and effective interaction with local governance bodies - progress is made towards reducing poverty

A. Gender Information and Analysis Needed		B. Findings (to be documented)
4.c Macro level policy and advocacy <ul style="list-style-type: none"> What <u>national structures, policies, and services</u> ((government and non-government) are relevant to the project? <i>e.g. government ministries and departments, international conventions, policies, laws, institutions, national NGOs, private sector corporations, institutions, etc</i> In these structures, policies and services, what <u>biases</u> exist against women? <i>e.g. in terms of representation, discriminatory attitudes, relevance and access to services, attention to women's specific interests, etc.</i> What are the bottlenecks that prevent the <u>enforcement of existing national policies</u> and laws intended to protect women and address their rights? <i>e.g. concerning dowry, family law, violence, etc?</i> What are the <u>attitudes</u> about women and gender equality of the higher level officials (government and non-government) that will be connected to the project? What high-level <u>pro-gender equity allies</u> and "<u>champions</u>" exist? What organizations and individuals can have influence on gender equity at a national level? What is the potential in the project to engage with higher level officials to increase gender sensitivity, to increase gender equity and women-friendliness in national structures, policies and services, and to remove bottlenecks to policy enforcement that address women's rights? In what way can the project contribute to <u>changing public opinion</u> and practices and reducing the deeply rooted gender discrimination in Bangladeshi society? What other important questions? 		e.g. - gender discrimination in national level structures, policies and services - bottlenecks to enforcing existing laws to protect women's rights - attitudes of high level officials - gender equity allies and champions - potential in the project to address macro-level gender discrimination in attitudes, policies and practices - potential in the project to contribute to changing societal attitudes about women and gender relations
C. Implications and Actions for the Project		D. Expected Project Results and Indicators
e.g. Research and documentation about: - gender biases in relevant national structures, policies and services - bottlenecks in enforcement of policies and laws to protect women's rights - influential, national level gender equity / women's rights allies, champions, advocates Consultations and strategy development with allies to develop strategy to work at national policy level in project		e.g. - concrete progress is made towards a reduction of gender discrimination in national level attitudes, structures, policies, and services

5. Education: Increased involvement of women and men to ensure the enrolment and retention of girls in school, and increased access of women and men to life management education required for secure livelihoods and personal development			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
<ul style="list-style-type: none"> What is the <u>education status</u> of women/men and boys/girls in the target population in terms of : <ul style="list-style-type: none"> - primary and secondary education (enrolment and retention rates) - literacy and numeracy - non-formal education and training - vocational/technical training What are <u>constraints</u> concerning women and girls' education and training? <i>e.g. attitudes about girls' education, access, mobility, timing, lack of female teachers, lack of facilities for girls, harassment and safety issues, early marriage, quality of education issues, ineffective delivery of girls' stipend program, etc.</i> What are the differences in the <u>social and economic situation and opportunities</u> for girls who have no, partial or completed education? What involvement and influence have women and men each had in <u>school management or community/UP education committees</u>? What need and opportunity is there to strengthen this influence? What are the <u>concerns and priorities</u> of women and men about their own and girls'/boys' education? What on-going "<u>life management</u>" <u>education</u> priorities do women and men have? <i>e.g. literacy/numeracy, technical agricultural or IGA skills, skills to provide community services (birth attendants, poultry inoculation, etc.), savings/loan management, small business management, negotiation/conflict resolution, advocacy, civic education, group/CBO organization, health/nutrition/hygiene education, computer skills, communication skills, etc.</i> How could this training be provided in ways that are <u>accessible and appropriate</u> to women and men? What organizations could best provide this training? What <u>opportunities</u> are there in the project to promote: <ul style="list-style-type: none"> - increased support for girls' enrolment, retention and protection in schools? - access of women and men to appropriate life management education/training? 		<p>e.g.</p> <ul style="list-style-type: none"> - school enrolment, retention and completion rates - literacy/numeracy rates - extent of non-formal/ vocational education - constraints to women/girls' education/training - women/men's involvement on school/education committees - women's and men's views about girls' education - women and men's interest in life management education/training - opportunities in the project to promote girls' education and facilitate life management training 	
C. Implications and Actions for the Project		D. Expected Project Results and Indicators	
<p>e.g.</p> <p>Strategies and activities to promote:</p> <ul style="list-style-type: none"> - a positive attitude about girls' education - increased participation of women and men on school/education committees - effective delivery of girls' stipend program - increased completion of girls' education - increased access of women to desired life management education and training 		<p>e.g.</p> <ul style="list-style-type: none"> - increased number of girls are enrolled and completing school - gender discrimination is reduced - women/girls are empowered with more life options - community governance and quality of education is strengthened <p>What indicators for each to monitor progress and achievement?</p>	

6. Institutional Gender Mainstreaming: Strengthened processes, capacity and accountability of CARE staff, project partners and other stakeholders involved in project implementation to achieve and learn from the five previous strategic directions			
A. Gender Information and Analysis Needed		B. Findings (to be documented)	
<ul style="list-style-type: none"> Do CARE project staff have adequate understanding, confidence and <u>capacity</u> to <ul style="list-style-type: none"> - develop a Gender Data Collection and Analysis Plan? - adapt and apply this Gender Analysis Framework to the project context? - facilitate participatory processes with women and men in target communities to collect information? - analyze the information collected and identify the implications for the project? - decide what objectives to develop and actions to take in the project based on the analysis? - anticipate what the impact / results and indicators of those actions might be? - monitor and report on gender equity activities and changes? Do the project staff of CARE partners have adequate understanding, confidence and capacity to do the above? How can these <u>capacities be developed</u> in ways that do not require workshops or significant inputs from Gender Unit staff? <i>e.g. by dialogue/reflection among team members; including and learning from front line workers and community women; incorporating gender analysis within social/situational analysis; using participatory processes with women and men to determine areas of gender change, objectives, actions, expected results and indicators; include gender equity indicators in project monitoring format and process; involve community women in monitoring, etc.</i> What technical support from the <u>Gender Unit or external consultants</u> might be required, at what stage? (<i>e.g. gender analysis, project planning, implementation</i>) Will project teams plan time, resources and processes to: <ul style="list-style-type: none"> - plan and collect gender analysis information at the project design stage? - develop a Gender Data Collection and Analysis Plan? - involve women / men stakeholders in information collection and interpretation? - document the data and analysis? - conduct team reflection and analysis sessions to determine implications, strategies and actions for the project? - anticipate results of these actions and identify monitoring indicators? - use and report on these indicators as part of the project monitoring process? - review and report the progress of gender equity change on a regular basis? - conduct an annual team reflection, learning and report on the gender equity aspects of the project? - include attention to the Gender Analysis, actions and expected results in the TORs of all consultants? - ensure gender equity change is a significant aspect of project evaluations? 		e.g. - CARE staff capacities to comfortably identify, incorporate and address gender equality issues in the project - CARE partner staff capacities to do the same - Strategies for gender equity capacity development - Technical supports required from Gender Unit or consultants - Time resources and processes required to mainstream gender equity into project design, planning and implementation	
C. Implications/Actions for CARE / Partners		D. Expected Results and Indicators	
<ul style="list-style-type: none"> - staff and partner capacity building, reflection and learning processes - resources, time and process for gender equity mainstreaming - use of gender expertise to train staff as required 		<ul style="list-style-type: none"> - professional, capable CARE and partner staff - effective projects that achieve CARE Bangladesh strategic objectives - What indicators to monitor progress / achievement? 	

BACKGROUND

The objectives of the Care Bangladesh Gender Policy are to guide the planning, resource allocation and implementation of programs and projects in a gender equitable manner and to ensure a gender sensitive work environment for all staff. The policy specifies that projects should:

- involve women and men equally in design and implementation
- address women's specific needs and interests – both practical and strategic
- bring equal benefit to women and men, and
- contribute to women's empowerment and reduced gender discrimination.

One of the mechanisms to implement the Gender Policy was the use of a Gender Analysis Framework (GAF), developed in 2001. The GAF was an empowerment-based framework that guided the collection of data under the headings of Mobility, Participation, Level of Knowledge, Level of Life Management Skills and Linkage to External Organizations. The development and use of the framework was mandated in the Gender Policy Operationalisation Guidelines and the Gender Policy Monitoring Indicators. There was an expectation that project teams would be responsible for applying the tool to all projects.

In a GAF review exercise undertaken in January 2005, the experience and lessons learned in applying this original framework contributed to the revised Gender Analysis Framework in this document. The review was facilitated by consultant, Linda Moffat, in close collaboration with the Gender Unit team. It involved discussions with selected project teams, Senior Management Team members, Gender Unit staff and some national gender experts with experience in institutional gender analysis frameworks.

LESSONS LEARNED AND FEEDBACK

The Gender Analysis Framework was most often applied in projects that were already being implemented. Staff felt that although some adjustments could be made within existing objectives, there was limited scope for making significant changes based on findings. In some cases the GAF was used in baseline exercises for new phases of projects and gender equity approaches were strengthened as result. Focus group discussions were the most common



methodology used, but many staff thought this was an unreliable source of information. Overall, users felt the empowerment-based categories were useful and comprehensive but did not cover all the areas of information needed (e.g. gender roles and division of labour, health and education issues). The main value was the increased understanding of gender issues by staff, who are still somewhat intimidated and mystified about working on gender issues.

The application of the GAF was most effective when efforts were made to customise the framework to the specific project context, and when project stakeholders were involved in collecting and analyzing data (an empowering process in itself). Staff in some projects felt

they were better able to describe the gender situation with data and statistics and present it in a convincing way to colleagues, partners, donors and CARE management.

Training in the use of the GAF was provided to Gender Technical Persons (GTP) in May 2004.

RECOMMENDATIONS

The following suggestions for improving the Gender Analysis Framework were received during the GTP training and in the course of the GAF review:

- Capacity: increase staff capacity to use the GAF, to customize it to the project context, to facilitate community / FGD dialogue, to analyze results, and to determine responsive actions in projects
- Relevance: relate framework categories and questions to specific project sectors and contexts, and also to Care Bangladesh strategic objectives
- Social analysis: present gender analysis as part of the larger social / economic / problem analysis that must be done for every project - it should not be viewed as an isolated initiative
- Methodology: provide more guidance on the various and most appropriate ways of collecting information, on sources, and on options for timing within the project cycle
- Team ownership: emphasize the need for project teams (ideally, including partners and key stakeholders) to develop a sense of ownership of the GAF and to agree on the importance of the information, the analysis and use of findings
- Process: emphasize that gender analysis should include a process of reflection and action as well as data collection; it should be carried out throughout the life of projects rather than as a one-off exercise with no follow-up
- Rights-based: ensure and explain that the GAF is a rights-based framework
- Include additional areas of information and analysis in the GAF:
 - diversity/social division analysis of target population (i.e. women and men in different economic, livelihood, minority, class, geographic, urban/rural, educational situations)
 - division of roles, work, responsibilities in the household and community
 - rights and justice issues including capacity for solidarity and collective action and action by duty bearers
 - governance: participation in, services accessible from and responsiveness of local governance bodies
 - education, particularly of girls, and health issues
- Institutional issues: include an analysis of organizational issues of CARE and partners (capacity, processes, resources, etc) related to staff ability to achieve gender equitable projects and results
- Type of data: specify the need for both quantitative and qualitative data
- Project cycle functions: provide guidance for the use of GAF as a tool for design, baseline, monitoring, review, reporting and assessment/evaluation and learning
- Terminology: provide definitions or examples to promote a common understanding of concepts and terms used (e.g. gender analysis, resources, control, empowerment, governance)
- Use of information: provide guidance on how to analyze and apply the information collected
- User-friendly: make the GAF simpler and more user-friendly

Most of these valuable and practical suggestions have been incorporated into the revised Gender Analysis Framework that follows.

GENDER ANALYSIS FRAMEWORK AS A MULTIPLE PURPOSE TOOL

The Gender Analysis Framework is not simply a tool for data collection and analysis. As the following list indicates, the GAF can have several functions.

Rights-based, integrated tool: The GAF includes the cross-cutting theme of rights and social justice as one of the categories of information and analysis. Rights-base questions concerning participation, influence and duty bearers are also asked under other categories. The GAF also includes other CARE cross-cutting themes of governance and education. This highlights the importance of gender equity across these issues and linkages among them as approaches to reducing poverty.

Results-based planning, monitoring, review and evaluation tool: The GAF guides a process of gender-based planning towards results. Project teams are encouraged to identify project objectives, activities, results and indicators, based on sound data and analysis. These can be transferred into project logframes and monitoring, reporting and evaluation formats.

Baseline tool: Once project objectives are identified, the GAF can be used to plan and conduct baseline studies.

Teaching and learning tool: The application of the GAF will help to build staff capacity and confidence to work on gender issues. The process enables staff to examine (and de-mystify) practical gender issues in their own projects and target communities, to reflect on what changes and actions are possible, to monitor the changes taking place, and be accountable for that change. It may be useful to maximize the learning opportunities that the GAF presents by:

- sharing the project-specific adaptations of the GAF among projects
- ensuring adequate time for team reflection and analysis, for monitoring and tracking changes, and for learning about the gender equity approaches of other projects
- sharing lessons learned, impacts and case studies

An empowerment and attitude-changing tool: Knowledge and understanding is power. Experience with the original GAF, and a great deal of CARE experience with participatory processes has shown how empowering it can be for communities, and women in particular, to participate in their own analysis processes. The GAF can be adapted for this purpose with women and men helping to set questions, collect and analyze information and contribute to strategies. The involvement of women and men in examining their gender differences and the effect on family well-being can also help to change attitudes and practices.

A policy/practice-influencing tool: The involvement of local or higher-level government and institutional officials in some gender analysis processes (*e.g. collecting and analyzing data on service delivery, rights violations or women's exclusion*) may help with their buy-in and support of the project and may be an entry point to eventual changes in policies or practices.

STEPS TO USING THE GENDER ANALYSIS FRAMEWORK

Planning and Data Collection

1. Review each page of the GAF (pages 12 – 26)
2. Decide what strategic categories (1 – 6) and sub-categories are relevant to the project
3. Using the questions on each page as a guideline, decide what types of information and what specific questions are required for the project and why (*project team members should understand and agree on why the information is important so that only necessary information is collected, the findings will be used, and time/resources will not be wasted*)
4. Revise and re-write the questions to suit the context of the project
5. Decide what information is already known or easily available, from what sources, and how it will be collected and documented
6. Decide what information is available but needs to be verified or updated – and how this can most easily and quickly be done
7. Decide what information is not known and needs to be collected “from scratch”, from what sources
8. If information needs to be collected from key informants and stakeholders, decide what sample size is needed to provide accurate and reliable information, and how this can be collected most easily and quickly
9. Decide when various types of information are needed and can be collected during the life of the project (*what is needed at the design stage, for baseline, for specific initiatives, etc?*) and what opportunities will exist in the project to collect information
10. Decide how partners and key stakeholders will participate in the data collection and analysis
11. Decide how the information will be documented (briefly but adequately)
12. Decide who will be involved and have responsibility for the various parts of data collection and analysis
13. Complete the Data Collection and Analysis Plan (Annex 4)
14. Carry out the data collection and documentation work

Data Analysis and Application of Findings

15. Collate and synthesize the data into a form that can be shared among staff, partners and stakeholders
16. Bring key CARE B and partner staff (and stakeholders if possible and appropriate) together to review and analyze findings, determine what the implications are for the project, and what objectives and actions will be built into the project
17. Identify the gender-related results or impacts that are expected and the indicators that will be used to monitor and track progress and results
18. Complete a Gender Equity Action Plan if useful (Annex 5)
19. Incorporate gender aspects into project objectives, outcomes, activities, workplans, monitoring and reporting formats, review and evaluation guidelines and consultants TORs
20. Identify capacity building needs of CARE and partner staff and develop/implement a plan, in collaboration with the Gender Unit, to address these needs

**CARE BANGLADESH GENDER ANALYSIS FRAMEWORK
DATA COLLECTION AND ANALYSIS PLAN**

ANNEX 4

Information Required	Availability / Source	Sample Size	Methodology	When Needed / Timing	Responsibility / Involvement
1. Poverty Reduction 1.a Target population diversity analysis 1.b Household livelihood roles and work 1.c Resources and services 1.d Health issues 2. Empowerment 2.a Mobility 2.b Decision-making 2.c Participation, association and leadership 3. Rights and Social Justice 3.a Rights and legal issues 3.b Understanding and community action 3.c Social protection from violence and crisis 4. Governance 4.a Representation and capacity 4.b Responsiveness of services 5. Education 6. Institutional Gender Mainstreaming	e.g. - previous/existing project experience - lessons learned - needs updating - needs validation - secondary reports / research materials - key informants in: <i>government institutions community NGOs</i> - front line CARE staff - women/men in households - women HHs - women groups - women workers - men in community - men workers - elected officials - teachers - Imams - business owners - etc.	large enough to be: representative participatory as accurate and reliable as possible	e.g. - document review - discussions with staff/partners - community consultations - focus group discussions - face to face interviews with key informants - PRA/reflect processes - survey - discussions overtime with women's groups - discussions as part of training programs - discussions in clinics, schools - school profiles - Union Parishad meetings - full research project - joint collection / research with other organizationa, - etc.	e.g. a. At what stage? - conceptualization - situational analysis - designing - setting objectives and indicators - baseline - at certain points of implementation process b. When collected? What time required? c. When documents reported, discussed, analyzed	e.g. for: - developing GE Data Collection and Analysis Plan - developing instruments - collecting data - facilitating processes - documentation - presentation - reflection / analysis - objective / action setting - writing Gender Action Plan - Which CARE project team staff? - Which partner NGO staff?

GENDER EQUITY ACTION PLAN

ANNEX 5

Project :		Date:		Revisions:		
Gender Equality Strategic Directions	Stakeholder Group	Objectives (explicit or dimension of other objectives)	Activities	Time Period	Impacts	Indicators
1. Poverty Reduction - Target group diversity/inclusion - Household livelihood roles / work - Resources and services - Health issues						
2. Empowerment - Mobility - Decision-making - Participation, association and leadership						
6. Rights and Social Justice - Rights and legal issues - Understanding and community action - violence against women -social protection from crisis						
7. Governance - Representation and capacity - Responsiveness of services - macro policy and advocacy						
5. Education						
6. Institutional Gender Mainstreaming						