* **Population Sex Disaggregation: X% male to X% female[[1]](#endnote-1)**
* **Population Age Disaggregation: <5yrs X%; 5-18yrs X%; 19-64yrs X%; >65yrs X%[[2]](#endnote-2)**
* **Average household size: X[[3]](#endnote-3)**
* **Female headed households: X%[[4]](#endnote-4)**
* **Literacy Rates 15-24 yrs: male X%; female X%[[5]](#endnote-5)**
* **Infant Mortality rates: X per 1000 live births** [[6]](#endnote-6)
* **Maternal Mortality rate: X per 1000 live births [[7]](#endnote-7)**
* **Rate of Domestic Violence: X% (physical violence against women > 15 years)[[8]](#endnote-8)**
* **Proportion of the population with a disability:**

# Gender in Brief

1. **Imagine giving a gender briefing to someone coming to work in this country for the first time. This Gender in Brief should provide them with the key information they need to know about gender to work and programme effectively in this context?**
2. **Please amend or complete the statistics above, ensuring that you have referenced this information. References should be included throughout the text as endnotes; remember to always reference statistics.**
3. **Complete the information below using the headings and guiding questions to form paragraphs. You do not have to answer all of the provided questions only those relevant to understanding the context.**
4. **Additional gender information can be included, especially if it is relevant to understanding the context. However, remember this document cannot exceed two pages.**
5. **The intended audience is non-gender specialists who will likely have limited or no knowledge of gender equality or gender relations within the country context; try to keep it simple and succinct.**
6. **Take a look at the example** [**Gender in Briefs.**](http://gender.care2share.wikispaces.net/Gender%2Bin%2BBriefs)
7. **Please delete all instructions from the final version.**

***Paragraph 1. Introduction:[[9]](#endnote-9)***

* *Include a general introduction of the population, demographics and diversity within the context of the country.*
* *Provide a general comment on gender equality, gender relations, and the major challenges that undermine gender equality in the context of the country.*
* *This is a good place to include surprising and important information that new-comers should to be aware of.*

***Paragraph 2. Gender Roles and Responsibilities****:[[10]](#endnote-10)*

* *What are the traditional and current roles, responsibilities and practices that women, men, girls and boys are supposed to adhere to, particularly in the household?*
* *How have things changed in recent times? If appropriate, add a sentence stating why this has changed.*
* *Are there issues of access and mobility that need to be taken into account especially for women, girls and vulnerable people?*
* *Are there notable differences between urban and rural areas that need to be considered?*
* *How does age affect gender roles and responsibilities?*
* *What do we know about decision-making and the control of assets and resources at a household level? Include statistics on this if available for the Demographic and Health Survey.*

***Paragraph 3. Education and Economic Empowerment:[[11]](#endnote-11)***

* *What do we know about women, men, girls and boys literacy rates and access to primary, secondary and tertiary education and are there any major differences between genders, for example, are there high illiteracy rates for older women, older men, younger women and younger men?*
* *How do women and men earn income generally?*
* *What are the key issues on division of labour, for example, what types of work do women, men, boys and girls undertake and how does this affect them differently?*
* *Are there urban and rural differences?*
* *Are there child and bonded issues that programmers should be aware of?*

***Paragraph 4.* Participation and Policy:[[12]](#endnote-12)**

* *Summarise any legislation and government policies that are important to understanding gender equality? Please include those that relate to gender-based violence and protection issues.*
* *How are gender equality laws implemented, or not implemented in practice?*
* *How do women and men participate in national, local and community level decision-making?*
* *Can women participate equally in local and community level decision-making? Please explain in what context this takes place, the roles they tend to play and the challenges they often face.*
* *What is the role of women’s groups and organisations in this context?*

***Paragraph 5. Gender Based Violence and Protection:[[13]](#endnote-13)***

* *Provide a statement on the major gender-based violence and protection concerns facing women, men, girls and boys, particular the risks facing women and girls. For example, is female genital mutilation/ cutting, trafficking, forced prostitution, illegal marriage and child marriage, or HIV a major concern within this context?*
* *What is the nature, prevalence and impact of violence against women? Are there any demographic or regional differences?*
* *What are the gender-based violence and protection concerns that disproportionately affect marginalised groups, including but not limited to lesbian, gay, bisexual, transsexual people, people with a disability, sex-workers, migrants?*

*Note: please include risks facing men and boys too.*

***Paragraph 6. Gender in Emergencies****:[[14]](#endnote-14)*

*This short section summarises how previous emergencies impacted women, men, boys and girls differently.*

*For example, what demographic changes relating to women, men, girls and boys have been found in previous emergencies?*

* *During previous emergencies, were there trends about who stayed and who left the area to seek work or assistance elsewhere? If migration occurred, where did they go and for how long?*
* *What were the main lessons learned about delivering a gender sensitive response? I.e. how to collect sex and age disaggregated data, ensuring women’s participation, strong accountability systems that monitor of protection risks*
1. Insert source [↑](#endnote-ref-1)
2. Ibid [↑](#endnote-ref-2)
3. [↑](#endnote-ref-3)
4. [↑](#endnote-ref-4)
5. [↑](#endnote-ref-5)
6. [↑](#endnote-ref-6)
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13. [↑](#endnote-ref-13)
14. [↑](#endnote-ref-14)