BRIGE GENDER AND RESILIENCE ASSESSMENT PROCESS AND TOOLKIT

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MERCY CORPS

Acknowledgments

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Overview: About the Gender and Resilience Assessment Toolkit

Launched in 2015, the Building Resilience through the Integration of Gender and Empowerment (BRIGE) Program aimed to build upon Mercy Corps' efforts to strengthen household and community resilience by increasing the organization's capacity and that of the broader development community to better respond to gender-specific needs and vulnerabilities during complex and chronic crises. BRIGE aimed to empower women and other marginalized groups as agents of resilience, therefore increasing the coping capacities of households and communities to manage the impacts of natural disasters and climate-related shocks and stresses.

In each of the three countries where it was implemented – Indonesia, Nepal, and Niger – BRIGE partnered with two Mercy Corps resilience-focused programs in order to improve gender integration. During the first phase of the program, BRIGE implemented this Gender and Resilience Assessment Toolkit in five programs across these three countries. This document presents the overall process and toolkit that BRIGE utilized to conduct program gender assessments, revised based on the pilot experience in the three BRIGE countries.

The Gender and Resilience Assessment Toolkit applies a resilience layer to the existing Mercy Corps gender analysis framework[1] and may be used as a guide or template for future gender assessments in resilience-focused Mercy Corps programs. This toolkit may be used in full or in part to augment resilience assessments such as the STRESS process and/or gender assessments. **By implementing this toolkit, programs will be able to determine through a gender and resilience lens specific gaps which can be addressed and how to improve upon resilience programming.**

The remainder of this overview section will provide a suggested timeframe in which your program might use this toolkit, including a description of the processes and a layout of each tool. Each step will then be discussed in further detail throughout the remainder of this toolkit, concluding with suggestions for information dissemination upon completion of this assessment. Figure 1 contains a layout of the steps required to complete the gender and resilience assessment, including a brief description of the work required, and an estimated amount of time necessary to complete each step.

FIGURE 1: OUTLINE AND TIMELINE OF GENDER AND RESILIENCE ASSESSMENT STEPS

	Steps	Estimated Time Commitment	Brief Description of Step
Step 1	Desk Review and Initial Gender Analysis	1-2 weeks	• Review of available literature • Complete Gender and Resilience Analysis framework and worksheet
Step 2	Planning Community Assessments	1 week	• Define key assessment questions based on desk review findings • Decide which assessment methods/tools are

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[1] Links within this document point to Mercy Corps' internal digital library. They may be available upon request.

Steps		Estimated Time Commitment	Brief Description of Step
			appropriate for your questions
Step 3	Conducting Community Assessments	3-4 weeks (may vary based on number and location of target communities)	• Use of tools #1-9 (see Figure 2 for more detail)
Step 4	Stakeholder Organizational Mapping	4-6 weeks (may overlap with assessment process)	• Generate list of organizations through secondary data (see Tool 1) • Validate and update list with Key Informant Interviews (see Tool 8) • Contact organizations and distribute survey • Analyze survey responses
Step 5	Analysis and Dissemination of Data	1-2 weeks	• Analyze data collected from gender and resilience assessment • Disseminate findings with key program stakeholders and determine opportunities for addressing identified gaps and strengthening integration of gender and/or resilience in program design

Included in this toolkit under Conducting Community Assessments are nine tools with an accompanying step-by-step guide on how they are to be used in a gender and resilience context. The following list contains each tool and its purpose organized by target group (either to be used with community members or with organizational staff):

FIGURE 2: OVERVIEW OF GENDER AND RESILIENCE TOOLS

Target Participants	Tools	Purpose
Organization/ Partner Staff	Tool 1: Mapping Formal and Informal Organizations and Influential Individuals	To gain program staff perceptions and opinions about the most important actors in the community, including local and external organizations, both formal and informal, and key individuals, and how they interact.
	Tool 2: Tool for Assessment of Gender Integration into Resilience Program Management, and Program Design,	To survey the staff of your program and collaborating programs that have been operating for at least a year or in an earlier phase, to gather their perspectives on the level of gender integration in the program and their input on capacity needs.

Target Participants	Tools	Purpose
	Implementation and Results	
Community Members	**Tool 3:** Daily Activity Clocks	To explore women's and men's relative use of time over the course of the day based on their respective roles and responsibilities and how that time is affected by specific shocks or stresses.
	Tool 4: Access to/Control over Livelihood Resources	To gain diverse community members' different perceptions of their most important resources and their access to and control over these resources.
	Tool 5: Vulnerabilities and Capacities	To assess men's and women's perception of the vulnerability of their major resources in the face of natural disasters, or weather-related shocks and stresses, as well as to assess the direct impact on their lives and their responses.
	Tool 6: Gender Roles and Capacities in Disaster Preparedness, Response and Recovery	To look at male/female differences in disaster preparedness, response, and recovery in order to reveal gaps to address through program interventions.
	Tool 7: Decision-making in the Home and in the Community	To assess the degree of decision-making between men and women in the home and the community, or between marginalized and non-marginalized groups in the community.
	Tool 8: Key Informant Interviews	1) To generate knowledge and information around the gender and social inclusion situation as it affects individual and community resilience in the village, and 2) To identify other stakeholders who can also provide insights and information, some of whom might potentially serve as partners in program activities to increase gender and social inclusion.
	Tool 9: Information Flow Map	To track how information flows through a community, key information dissemination points, who tends to receive information, and who tends to be left out of information networks.

The tools listed do not necessarily need to all be used, nor do they need to be used in the order presented. We would recommend, however, using Tool 1 as a guide to inform the remainder of your focus with the community-based tools. The timeframe above reflects an approximate time commitment of between 10-15

weeks, although this could change and adapt to the scope and scale of your program. Tools can additionally be changed and adapted based on your assessment questions and the context in which your program is based. Ultimately, the gender and resilience assessment is meant to be an informative foundation with which to guide resilience-focused programming through a gendered lens.

Upon completion of this toolkit, your team's final product should include:

- Organization and stakeholder analysis
- Gender and social inclusion data analysis
- Identification of gaps in program design
- Opportunities to strengthen existing and future programming
- Discussion or presentation with internal stakeholders

STEP 1: Desk Review and Initial Gender Analysis

A gender and social inclusion assessment should begin with a review of available literature, including relevant academic literature, data sets, and existing program documents. To the extent possible, identify and review literature that is directly relevant to the gender and social inclusion issues of the target group in the specific geographic region of the program with which your organization is working.

A list of online gender resources, including data at the country level as well as specific sectoral information, can be found at Mercy Corps' website here.

After reviewing the secondary literature and data, organize key information in the Gender and Resilience Analysis worksheet matrix described below. This tool will be an initial attempt to analyze any issues, and the table should be regularly revised throughout the assessment process to incorporate new findings or information, particularly those gathered at the community level.

Gender and Resilience Analysis Framework

Mercy Corps' Gender and Resilience Analysis Framework is a tool to help teams identify and organize the gender-specific information needed to design and deliver smart, targeted program activities that meet the needs of men, women, boys, and girls in the context of resilience to shocks and stresses. The framework is intended to be used with organizational teams and partners.

Like the gender analysis framework already used by Mercy Corps, the Gender and Resilience Analysis Framework outlines categories of information that we want to consider in the design process with regards to gender across a range of program sectors: 1) roles and responsibilities; 2) access to resources; 3) decision-making; 4) time and space; 5) cultural and social norms; 6) legal, policy and institutional context; and 7) gender-based violence. Indeed, the Gender and Resilience Analysis layers a resilience lens over these existing gender domains found within the gender analysis structure. In the context of resilience, the gender analysis should take additional steps to consider the largest shocks and stresses affecting the program target communities and their impact or effect on men, women, boys, or girls across the different categories.

The gender and resilience framework can be expanded to address issues of social differentiation beyond gender and age – by caste, religion, ethnicity, or geography, for example. In such cases, the gender analysis table should add rows in the vertical axis that specify the specific social group.

When do I use the Gender and Resilience Analysis Framework?

The Gender and Resilience Analysis Framework is useful any time the team is trying to understand gender and social dynamics in their context. It should always be used during the program design process but can also be a great tool to help check program progress during implementation. It can be applied at all stages of the program cycle. Additionally, the framework is beneficial before and after field data collection.

Before field data collection the framework can be used to assess information teams already have and what teams need to collect. The key guiding questions for integrating gender into program design can be incorporated into targeted data collection methods such as focus group discussions at the community level.

After field data collection the matrix can be used to present, synthesize and organize data gathered. Organizing the data can help to identify and plan responses to gender gaps and constraints that will affect the project's impact women, men, boys, and girls.

Gender and Resilience Analysis Worksheet Matrix

Community or region: _____

Complete the following matrix based on existing information or data. Indicate missing information or data in red or a separate color.

Sex and Age Group[2]	Roles and Responsibilities	Access to Resources	Decision-making and Influence	Time and Space	Cultural and Social Norms	Laws, Policies and Institutions	Gender Based Violence
	Who does what?	Who has/ can use what?	Who makes decisions?	How is time used? Who can go where?	What unwritten rules guide attitudes and behavior?	What is the influencing context?	What are potential GBV risks?
Adult Men Ages 24 +							
Adult Women Ages 24+							
Male Children and Youth Ages 0-24							
Female Children and Youth Ages 0-24							

Identify in detail the key shocks and stresses that affect the community and households, the frequency that they occur and general trends.

Type of periodic shock or chronic stress	Specific shock/stress that affects community and/or household	Frequency that they occur (exposure)	General trends and level of sensitivity
Natural disasters			
Climate changes			
Conflict, economic shocks, and other manmade crises			

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[2] Age brackets can be further disaggregated as applicable. See Mercy Corps' SADD Data Collection Guidelines. Additionally, male/female categories can be subdivided by other significant social differences – e.g. ethnic or indigenous groups, castes, people with disabilities, etc.

Gender and Resilience Analysis: Potential Questions to Explore in Each Gender Domain

Roles and Responsibilities *Who does what?*	What are men's and women's different responsibilities in the home? How might these responsibilities make them more vulnerable to a given stress or shock? *Examples: (1) Women responsible for collecting water or fuelwood must spend much more time on these duties during times of drought or spend scarce resources to purchase them. (2) After a hurricane, men spend their time repairing or reconstructing their home rather than on generating income.* What are men's and women's different livelihood activities? How might these be affected by a given shock or stress given its frequency or severity? *Example: Systems do not function due to infrastructure damage or information systems breakdown, leading to loss of income for male and female market activities, or food or cash crops might be destroyed.* Does a given shock or stress increase risks for the roles of specific gender or age groups? *Example: Marrying off girls young or withdrawing children from school during economic or food crisis, pregnant women and those with young children are at greater risk due to inability to move quickly or easily.* Does a shock or stress create new opportunities for shifting gender roles? Are these positive, negative, or mixed?
Access to Resources *Who has what? Who can use what?* ***Note: Resources may include income, credit, financial services, employment, property, land, natural resources, agricultural inputs, education, knowledge, skills and information, as well as social support networks***	What are the major resources that men, women, boys, and girls have access to, covering the range of physical, natural, financial, human, social, and political resources? To what extent do men, women, boys, and girls have control over these resources – that is, the power to decide whether and how to use that resource? Are men, women, boys, and girls (or other relevant gender and age groups) using the resources available to them skillfully to build resilience? Are there differences between men's and women's use of resources (e.g. investing profits in savings or insurance, establishing food stock reserves, or diversifying livelihoods to reduce risk)? What are the major gender gaps in access to and control over the range of physical, natural, financial, human, social, and political resources? Do men, women, boys, and girls own or inherit property or assets? How do gender gaps in access to resources make some groups more sensitive to the impacts of shocks and stresses (e.g. women's lack of land or property rights undermine a female-headed household's ability and willingness to repair or improve a house against flooding, or to invest in land management techniques)? Do women and men have equal access to information, education, training, capacity building, etc. to better prepare for or respond to a given shock or stress? Are there gender-specific constraints that prevent men or women from accessing information or resources that would help them be more resilient (e.g. low literacy, low participation in community meetings due to household work, limited social networks)? Are certain resources only accessible to or controlled by certain gender groups at certain times? What are the restrictions and why? What organizations exist to organize men, women, or youth around specific needs or self-interests? How effective are they? What is their gender composition in terms of membership and leadership (e.g. women's savings and loans associations, farmer's associations, or other producer associations)?
Decision-making	When a shock or stress occurs, who in a household makes decisions related to how to

Gender and Resilience Analysis: Potential Questions to Explore in Each Gender Domain

Who decides?	respond, both in the immediate term and in the longer term? Consider the range of relevant responses (e.g. food consumption, health, migration for employment, education, resources to recover assets or livelihood). Who in the community makes decisions about community preparation for a shock or stress? About community response when a crisis occurs? About efforts to mitigate the worst effects of the shock or stress in the future? Do both males and females of different age groups participate in decision-making? Do they have leadership in community groups that make such decisions? Who makes decisions about use of income in the household? When facing a shock or stress, who decides on priorities for spending or use of other resources (e.g. whether to sell off livestock or use savings)? For which types of resources can men, women, boys, or girls make decisions? What is the representation of men, women, and youth in relevant community groups? Civil society organizations and NGOS? Government? Private sector organizations? Are they in leadership for any of these levels? What are the barriers that prevent people from participating in decision-making in the household? In the community? Are these barriers different for women, men, boys, and girls?
Time and Space *How is time used? Who can go where?*	How do men, women, boys, and girls spend time in a typical day? Has a shock or stress affected the time that they spend on activities? How much time do men and women spend on non-income vs. income-generating work? Do men, women, boys, and girls have similar amounts of free or leisure time? How do they spend their leisure time? Is there a large imbalance in workloads between men, women, boys, and girls? Does this vary by economic bracket, livelihood, marital status, caste, or other variables? Who can go where? Why? Do women and girls need to ask permission? Are there safety concerns? Are there mobility restrictions on certain groups in the home or community (e.g. market areas, health centers, schools)? Why? Do mobility restrictions on women or specific groups (e.g. physically disabled people, elderly, or children) impede their ability to respond to a disaster or emergency?

Gender and Resilience Analysis: Potential Questions to Explore in Each Gender Domain

Cultural and Social Norms *What are common gender beliefs, attitudes and perceptions?*	What are the cultural perceptions, norms and attitudes or religious beliefs that influence the behavior of men and women? Boys and girls (e.g. be quiet, be obedient, be submissive or aggressive, or be strong, be a hero)? What are the social expectations regarding male or female behavior (e.g. age of marriage, types of employment, family roles, leisure time activities, dress and appearance)? How do perceptions, norms, attitudes, beliefs or social expectations constrain social changes that might bring about greater gender equality? How do schools, religious structures, and the media influence the attitudes, norms and behavior of males and females? What is their role in helping men, women, boys or girls respond to a shock or stress? Do cultural and social norms inhibit or constrain the ways that men or women, boys or girls can positively cope with a shock or stress? Has a shock or stress shifted social expectations about male or female behavior (e.g. opened non-traditional opportunities for livelihoods to either men or women, created new leadership opportunities for men or women)?
Legal and Policy Context *Do government laws, policies, programs, and institutions promote gender equity?*	Is there an existing national, regional or local legal or policy framework for gender equality and social inclusion? What does that framework imply for programs and government structures that are responding a given shock or stress? Were men, women, and specific groups of vulnerable people separately consulted in the design of the policy or program? How did their input shape the policy or program? To what extent is a policy or program designed, implemented, and evaluated with adequate attention to gender differences? Is there adequate gender balance in decision-making and planning structures that are addressing the stress or shock? Do decision-making and planning structures collect adequate sex- and age-disaggregated data in their risk and vulnerability assessments? Does such data adequately inform policy, programs, and contingency plans? Have decision-makers planned for social protection and safety nets and key social services for groups that are vulnerable to disasters or hazards because of sex or age, such as pregnant women, children, and the elderly? Do campaigns to raise awareness about response to a shock or stress consider gender differences in literacy, languages, and primary channels of information? Have decision-makers allocated adequate budget for designing and implementing a gender-responsive law, policy, or programs?
Gender-based violence and	Who commits violence against whom?

Gender and Resilience Analysis: Potential Questions to Explore in Each Gender Domain

security	What cultural norms related to gender or masculinity drive GBV?
	Does a given shock or stress increase risk of various forms of GBV?
	Which security and social protection systems exist to prevent and respond to cases of GBV, particularly in disaster or emergency situations?
	Are women and girls more exposed to domestic violence in response to changing gender roles?
	What do communities do to counter GBV?
	Are there any potential risks (including backlash to changing gender norms) resulting from program interventions?

STEP 2: Planning Community Assessments

Planning for field work

Gender assessment leads should work in close coordination with country program teams to plan community assessments that will generate information and data about gender and social inclusion differences likely to affect the outcomes and impact of a resilience program.

Following an initial review of relevant literature, gender assessment leads can review information with country program teams to highlight findings that are pertinent to the program, as well as to identify missing information that the program needs to design appropriate program interventions. Such missing information should guide the plan for community-level assessments.

The next and most essential step in the process is to define the key assessment questions based on what is known about gender and social inclusion from the literature review and what is not yet known but is relevant to the project objectives and outcomes. Gender assessment and program staff should spend sufficient time to define detailed assessment questions.

Once questions are determined, the gender assessment and program teams should decide on assessment methods and tools to fill the knowledge gaps, the specific dates and locations for assessment activities, the persons responsible, and resources needed. Following is a planning template for recording detailed plans which is to be shared with all relevant program and partner staff.

Key Assessment Questions	Specific Assessment Methods (# of KIIs, FGs, Surveys)	Location	Timeline	Person(s) Responsible	Resources Needed

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General Guidelines for Conducting Gender-sensitive Field Research

- Visit village leaders or other community gatekeepers and inform them of your plans to conduct field research.
- Ensure men and women are equitably represented in the sample population (unless the research is focused on only one sex). Similarly, if relevant to the project activities, ensure that male or female youth or children are also equitably represented.
- Use gender-balanced data collection teams. In situations where sensitive questions will be addressed, the researcher/enumerator should be the same sex as the respondent(s).
- Whenever possible, hold separate focus group discussions with men and women. If youth or elderly people are important to the program, consider holding separate focus groups with male and female youth or male and female elderly people.
- Ensure the respondents that their contributions will be kept confidential and take necessary steps to protect the confidentiality of respondents.
- When facilitating mixed-sex focus groups, make special efforts to engage women as active participants in discussions and leaders in any activities.
- Be sensitive to the time burden research places upon respondents in general, and more specifically, women. To maximize women's participation in assessments and research, schedule interviews or focus groups at times and locations that take their time and mobility constraints into account.
- Consider allowing women to bring children to the interviews or discussions or providing childcare so that they can more easily participate.
- Where language, culture, class, or other social distinctions are a barrier to the researcher's communication with respondents, engage a trusted local individual as a facilitator of the interview discussion.
- Ensure that questions and data collection methods are appropriate for the literacy level of respondents. Adapt the questions and methods to education levels.
- Produce data or notes recording separate responses by males/females and older/younger respondents and use these to further analyze gender gaps.
- Include questions that explore particular situations experienced by women (e.g. reproductive health issues, gender-based violence, etc.).
- If research is exploring the potential impacts of new policies, programs, or practices on men and women, anticipate how men and women will benefit and what the impact will be on their activities and relationships.
- Use gender-sensitive language in the research report, making visible the different experiences and perspectives of men and women.
- Less traditional questions and techniques may be useful in certain contexts. Asking hypothetical questions may help get more truthful answers to ownership rights questions (e.g. asking "What would happen to your plot of land if your husband died?" instead of "Who owns the plot?").

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Step 3: Conducting Community Assessments

Tools for Gendered Community Assessment of Resilience

Introduction

The following pages present a series of tools to use in communities to explore differences and issues between men and women, and between marginalized and non-marginalized groups. They explore a range of different issues that are likely to differ by gender or other issues of power in the community, from daily time allocation and workloads, to access and control over resources, to roles and capacities in the event of a disaster, to decision-making power within the household, to gender norms and attitudes. In conjunction with key informant interviews, they are instruments to produce qualitative information about gender and inclusion gaps.

The tools are not necessarily intended to be used together, and they are presented in no particular order. They represent a menu of different options to use according to the specific needs of the gender assessment. There is some repetition of lines of inquiry among the tools, so choose the ones that are most appropriate for your contexts. Feel free to revise or adapt the tools to suit your schedule and your main assessment questions. If you would like to use several of these tools, but do not anticipate having sufficient time to use them with one group of men or women, consider using different tools with different groups of either men or women; however, to look at gender or social inclusion gaps, the same tools should be used with roughly the same number of men and women or marginalized and non-marginalized groups.

In general, these community assessment tools are intended to be used with separate groups of men and women or marginalized and non-marginalized people, so that each group has an opportunity to express themselves freely. In one or more cases, a tool presents a brief survey to be conducted with individual men and women in the community.

Community assessments conducted with the help of these tools can be performed either before or after key informant interviews with stakeholders in or outside the community. However, Tool 1, "Mapping Formal and Informal Organizations and Influential Individuals," can help identify stakeholder organizations or individuals with whom you might request an interview.

Following are general guidelines for focus group discussions held in the following activities:
- Keep focus groups to 12 people or less to maximize opportunities for each person to participate.
- Keep interview/discussion sessions to 90 minutes or less, unless prior arrangements have been for a longer session and participants are compensated for their time. Provide refreshments for participants.
- Ask a person who is known and trusted by the community to facilitate your introduction to the group.
- Take notes on discussion points or comments during the session or conduct the session with someone who will take notes. Alternatively, make an audio recording of the session (with participant consent) and take photographs of flipcharts or materials representing the input of participants.
- Write up a brief report soon after the session to capture key points of discussion while they are still fresh in your memory.

Tool 1: Mapping Formal and Informal Organizations and Influential Individuals[3]

> **Objective**: To gain the perceptions and opinions of organizational staff, both men and women, about the most important actors in a target community, including local and external organizations, both formal and informal, and key individuals, and how they interact. Mapping key actors, especially those relevant to gender, will help identify organizations for key informant interviews as well as potential partners for future program work.

Participants – Program/Partner Staff: Men and women of mixed age and at multiple levels in the organization, separated into two groups by sex of 8-12 people each

Duration: 60-80 minutes	**Method: Group work, discussion**

Materials:
- Flip chart paper
- Notebook for notetaking
- Markers
- Scissors
- Refreshments for participants

Pre-Activity Preparation:
- Cut 20-25 circles out of paper in small, medium and large sizes.
- On flip chart paper, make three separate columns listing "Organizations," "Groups," and "individuals."
- Set up your notebook as shown below to make note-taking easier:

Program Community: _____

Name	# years in the community	Activities in the community	Greatest perceived benefit	Conflicts	Who relies most on the organization?
			Organization		
			Informal Groups		
			Key Individuals		

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3 Source: Adapted from C. Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark. Available online at: www.ccafs.cgiar.org

Note: Keep the total list of organizations, groups and individuals to 12 or fewer to keep the exercise manageable. Youth groups, women's groups, agricultural associations, and financing groups are often operating in communities. If they do not come up naturally in the discussion, it might be helpful to ask about these.

Activity Procedure:

- Ask participants to sit in a circle.
- Introduce yourself and the team and then the activity. Ask participants to introduce themselves, and write down note any special observations about them (youth, elderly, disabled, ethnic group, etc.).

Part I – Identifying Organizations
15-20 minutes

- Ask the participants to identify the most effective organizations, local and external, that provide services related to your area of focus (for example, projects and activities that address climate change, reduce the risk of disaster, or improve livelihoods). Follow up by asking for a list of organizations that are not related to the area of focus but that they consider important in their community (for example, healthcare, women's empowerment, youth sports groups, etc.).
- Repeat for "informal groups" and "individuals".

> **CHECKLIST 1**
> ✓ *What are the objectives of the organization?*
> ✓ *How long has the organization existed in the village?*
> ✓ *What has been its most successful project in the village? Why? Who benefited?*
> ✓ *Does it have links with outside organizations? For what purpose?*
> ✓ *Who are the main beneficiaries? Men, women, young, elderly?*
> ✓ *Does one group (social and/or gender) rely more on the organization than others?*

Part II – Organization Activity
20-30 minutes

- Once list is complete, ask questions about the work of the organizations, groups, and individuals in the community. Refer to Checklist 1 for potential probing questions.
- Repeat for the "Groups" and "Individual" categories as applies.

Part III – Circle Placement
10 minutes

- Explain to the group that through discussion you will transfer all of the organizations, groups, and individuals on to circles. The participants should decide which list item deserves a small, medium, or large circle to represent its relative importance to your area of focus (e.g. disaster risk reduction or improved livelihoods).
- Ask the participants if the organizations work together or have overlapping memberships. The circles should be placed as follows:

(two separated circles)	**= no contact**
(two separated circles)	= information passes between organizations
(two adjacent touching circles)	= some cooperation in decision-making, planning, and/or implementation
(two overlapping circles)	= a lot of co-operation in decision-making, planning, and/or implementation

Part IV – Discussion
15-20 minutes

- Who holds decision-making roles in the organization?
- Does the organization have both men and women participating? If so, in what ways are they participating? Do marginalized groups participate?
- Do women provide input in this organization? If so, how do the men react to it?
- Does the organization work specifically with any target groups (e.g. women/men/marginalized groups) in program focus area (e.g. disaster risk reduction, livelihood improvement, financial services)?
- Does the organization provide information related to the program focus area? If yes, what is the nature of this information? Do you receive this information regularly?
- Who accesses the information provided by the organization? Men? Women? How do they access it?
- Are the specific needs of young and older adults and/or marginalized groups are taken into account by the institution? If so, how?

Variations

Elements can be added to Venn Diagrams to represent more information than simply the importance of an organization and the degree of its relationship with other organizations. For example:

- Lines can be added to create a network diagram that shows formal relationships; for instance, organizations that meet once a month to discuss and plan for food security in the village. Different types of lines (dotted, dashed, solid) or different colors can be used for different networks.
- Arrows can be added to show the direction of information flow related to your area of focus within the network. The usefulness of information can be indicated by the strength of the arrow (e.g. its thickness) or the frequency of communication.
- Different colored circles can be used to indicate perceptions regarding groups of organizations.

For example, green can be used to indicate organizations that the participants perceive to be friendly and easy to work with, while red is used for those that use too much scientific language or that do not seem to respect farmers.

- Try doing this exercise with key informants from the organizations themselves so that you gain an idea of how the perceptions of research/development workers correspond to the perceptions of community members.

Tool 2: Assessment of Gender Integration into Resilience Program Management, Technical Training, and Program Design, Implementation and Results

Objective: To survey staff of resilience-focused programs that have been operating for at least a year or in an earlier program phase, to gather their perspectives on the level of gender integration in the program and their input on capacity needs.	
Participants – Program/Partner Staff: The program and implementing partner staff (and consultants, if they are working in a major capacity in the project) for a program that has already been implemented with a similar strategy in an earlier phase.	
Duration: 40 minutes for individual survey completion, 60 minutes for group discussion	**Method: Survey completion, discussion**
Materials: • Printed surveys and pens OR online survey tool (e.g. Survey Monkey)	

Pre-Activity Preparation:
- Make sufficient paper copies of Part 1 and Part 2 of the survey (seven pages total) for all staff members of the collaborating program, including management.

Activity Procedure:

Parts I and II: Give a copy of the program assessment tool to each member of the collaborating program team (staff and others such as consultants who regularly work on the program), including program management. Ask each person to respond individually—but anonymously—to Part I and Part II (the first seven pages), informing them that it should take 30-40 minutes to complete the survey. Ask the staff to return the sheet/survey by a specified date (if maintaining anonymity is important, put a box or envelope in the collaborating program office where individuals can return the forms). Ask the program manager to encourage all staff to respond by the deadline. Gender assessment staff should tally up the scores using the Tally Sheet (only the multiple-choice questions are included in the tally). The final score for a given question should be the average calculated from all the responses. For example, if six people completed the survey and four of them responded to a question with "sometimes" (1) and two responded "always" (3), then the average value would be $((4*1)+(2*3))/6 = 10/6 = 1.7$.

Part III and discussion: Gender Assessment staff work with the Program Manager of the collaborating program on Part III of the survey tool, cutting and pasting the country-level results detailed in the most recent Annual Report or program evaluation for the past 12 months. The Gender Assessment point person and the Program Manager of the collaborating program should convene a meeting with all the survey respondents as well as with the Director of Programs. Each person should have a copy of the Tally Sheet with the summary of the team's responses. The Director of Programs and Gender Assessment staff will lead a review of the questions and help the team reach consensus on each question, including Part III of the index. The discussion should also be used to identify and prioritize staff needs for technical assistance clearly.

Survey: Gender Integration in Programs

Name of Program:

Date:

For the following questions, please respond with never, sometimes, often, always, or not applicable (N/A). (Please circle the number in the appropriate box.)

Part 1: Assessing Gender Equity of Project Management Practices

Internal Policies and Procedures	Never	Sometimes	Often	Always	N/A or do not know
Does your program office…					
Have a system in place for staff to voice concerns over internal workplace practices they perceive as gender inequitable?	0	1	2	3	
Provide both women and men staff with equal *access* to training activities and education opportunities to facilitate professional development?	0	1	2	3	
Encourage women and men program or partner staff to participate equally in planning and implementing project activities?	0	1	2	3	
Support gender awareness among staff and partners?	0	1	2	3	
Promote awareness of Mercy Corps' gender policy, gender procedures and gender minimum standards?	0	1	2	3	

Please respond to the following questions with yes, no, not applicable (N/A), or do not know.

Does program office employ both men and women in a variety of positions at all employment levels?

YES _____   NO _____   N/A _____

If yes, then fill in the number of women and men in each position:

	Women	Men	N/A	Don't Know
Program Director/Manager	_____	_____	_____	_____
Senior technical staff	_____	_____	_____	_____
Consultants	_____	_____	_____	_____
Program officers	_____	_____	_____	_____
Field Agents	_____	_____	_____	_____
Administrative/logistical staff	_____	_____	_____	_____
Finance staff	_____	_____	_____	_____

Does your office provide a *gender-responsive and family-friendly workplace* (for example, make accommodations for bringing children and nannies when staff must travel for field work or take into account security risks for women in certain settings)?

YES _____   NO _____   N/A _____   Do not know _____

Please provide additional comments, including any needs for technical assistance:

Gender Technical Competency of Staff

To successfully integrate gender into program activities, staff must have skills relevant to this area. Often, projects that do not value gender analysis and planning skills do not have staff responsible for gender issues and/or staff who know how to address gender issues in their project activities. Where programs do have staff responsible for gender integration, their positions may vary at different levels, reflecting the program's prioritization of these issues. Ideally, the staff at all levels will be responsible for gender integration, with access to relevant training opportunities.

For the following questions, please respond with never, sometimes, often, always, or not applicable (N/A)/do not know. (Please circle the number in the appropriate box.)

Technical Competency of Staff	Never	Sometimes	Often	Always	N/A or do not know
Are gender skills a required skill area when hiring new technical staff?	0	1	2	3	
Do position descriptions for full-time staff	0	1	2	3	

Technical Competency of Staff	Never	Sometimes	Often	Always	N/A or do not know
include responsibility for gender integration?					
Do annual performance evaluations take into account staff performance on gender integration?	0	1	2	3	
Are consultants required to have training on gender or experience with gender?	0	1	2	3	
Have technical staff received skills-building training on gender integration or social inclusion?	0	1	2	3	

Who is responsible for ensuring gender integration in program activities? Indicate with a check (√). For offices with more than five staff/regular consultants, please indicate number of responsible staff at each level:

Position	Check box if position includes responsibilities for gender integration	For programs with 5+ employees, enter # at each level responsible for gender integration
Program director/ program manager		
Senior technical staff/advisors		
Senior consultants		
Program officers		
Field agents		
Administrative/logistical staff		

What is the technical staff's **level of gender knowledge** as it relates to the sectors or issues addressed by the program? Indicate number of staff with gender knowledge at each level:

	None	Some	Proficient	Expert
Full-time staff (working 50% or more on the project)				
Consultants				

Please provide additional comments, including any needs for technical assistance

Part 2. Designing and Implementing Activities

To ensure gender differences and inequalities are addressed appropriately in program activities, gender analysis and planning must occur throughout the activity design and implementation processes. This activity includes conducting a gender analysis, which allows you to identify gender-related constraints and opportunities for improving program outcomes. We use gender-analysis dimensions to present a framework for examining how gender affects the achievement of results in different areas of social activity, and how the proposed results will affect the relative status of women and men. Gender integration includes addressing these constraints and opportunities in activity design and implementation. Strategies used vary but may include a focus on equitable participation—ensuring that relevant data are sex disaggregated—and on communication activities examining power relations.

Please respond to the following questions with never, sometimes, often, always, or not applicable (N/A)/do not know. (Please circle the number in the appropriate box.)

Design and Implementation of Activities	Never	Sometimes	Often	Always	N/A or do not know
Did the program consult separately with men and women (or marginalized and non-marginalized groups) prior to designing program activities?	0	1	2	3	
Did the program conduct a gender or social inclusion analysis before designing a work plan or specific activities?	0	1	2	3	
If so, were activities developed to address identified constraints and opportunities?	0	1	2	3	
Of program activities or processes developed, were the following gender dimensions addressed?					
Access to resources, services, or information —	0	1	2	3	

Design and Implementation of Activities	Never	Sometimes	Often	Always	N/A or do not know
Ways in which women/men may face constraints and/or opportunities to accessing resources, services and information relevant to the resilience program					
Roles and responsibilities—Different roles and responsibilities women/men have in the home, in the community, and in income generation, and how this affects their participation in or benefit from resilience program activities	0	1	2	3	
Decision-making power—Men's and women's different abilities to make decisions in their household or in the community (e.g. their power to decide how to use household income, their voice, participation and leadership in producer groups), and how this affects their voice in program-related decisions	0	1	2	3	
Norms, beliefs and perceptions—How cultural and social norms, beliefs, and perceptions affect the way women/men conduct their lives, thus influencing their behavior, choices and opportunities related to resilience (e.g. married women should remain at home as much as possible, men should be family providers)	0	1	2	3	
Time and Space—Differences in women's and men's time availability and their mobility (e.g. their ability to travel far from home or at night)	0	1	2	3	

Design and Implementation of Activities	Never	Sometimes	Often	Always	N/A or do not know
Laws, Policies and Institutions—Work with political leaders, government officials, or policymakers to support policies and programs to increase equity in gender relations and outcomes?	0	1	2	3	
Does the program measure the impact of gender activities on resilience outcomes?	0	1	2	3	
Were sex-disaggregated data collected for program activities during:					
Design?	0	1	2	3	
Implementation?	0	1	2	3	
Monitoring and evaluation?	0	1	2	3	
Have women or girl beneficiaries been actively involved in:					
Activity planning?	0	1	2	3	
Activity implementation?	0	1	2	3	
Leadership in management structures set up by the program (committees, groups, etc.)?	0	1	2	3	
Have men or boy beneficiaries been actively involved in:					
Activity planning?	0	1	2	3	
Activity implementation?	0	1	2	3	
Leadership in management structures set up by the program (committees, groups, etc.)?	0	1	2	3	

Design and Implementation of Activities	Never	Sometimes	Often	Always	N/A or do not know
Does the project establish consistent mechanisms to ensure that women and men have equal access to and participate in program activities (except where it is appropriate for single-sex issues) as speakers, chairpersons, decision-makers, etc.?	0	1	2	3	
Do activities use *participatory approaches*?	0	1	2	3	
When you partner with other organizations on activities, do they have expertise in gender or social inclusion?	0	1	2	3	
Are gender components/modules included in program-supported training, workshops, and events?	0	1	2	3	
As part of its activities, does the project:					
Encourage discussion about socially assigned gender roles affecting women, men, girls, and boys?	0	1	2	3	
Encourage discussion about how gender can affect resilience outcomes?	0	1	2	3	
Encourage discussion about gender-based power?	0	1	2	3	
Consider imbalances between women and men, girls**,** and boys and how these imbalances affect their resilience?	0	1	2	3	
Work to eliminate these gender-based power imbalances?	0	1	2	3	
Does your staff ensure that written and visual meeting/workshop/event background materials, PowerPoint presentations, and discussions…					
Address the gender dimensions of the issue/event at hand?	0	1	2	3	

Design and Implementation of Activities	Never	Sometimes	Often	Always	N/A or do not know
Avoid gender stereotypes in images, representations, graphics, etc., and use a range of gender equitable images instead?	0	1	2	3	
Is there a designated amount in the annual program budget specifically for gender activities and gender integration (e.g. gender training, research on gender issues)?	0	1	2	3	

Please provide additional comments here, including any needs for technical assistance:

PART 3. Achieving Gender-Equitable Results (*to be completed by program staff and Program Manager of participating program).[4]*

In this section, we would like you to reflect on your program results at the goal, outcome, or output level. After filling in the timeframe of the result (a year or multi-year period) and indicator number, please copy all your results from either the most recent annual report or a program completion/evaluation report and paste them in the third column. Indicate in the fourth column if the result integrated gender by writing either "yes" or "no." In the last column, elaborate on the gender components, if any, for each result. These would include activities that specifically took gender-based norms and inequities into account and adjusted project activities accordingly, thus achieving gender-equitable results. By asking you to articulate the gender components of your results, we aim to take stock of program activities and the project's ability to achieve gender results.

Enter time period covered by the report:				
Month, Year	Indicator Number	Result Reported (paste from annual report or appropriate evaluation reports)	Does the result integrate gender? (yes or no)	If yes, what were the gender components?

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4 Tool adapted from: Gender Integration Index, USAID Health Policy Initiative, March 2010.   http://pdf.usaid.gov/pdf_docs/PNADP917.pdf

Tool 3: Daily Activity Clocks

Objective: To explore women's and men's relative use of time over the course of the day based on their respective roles and responsibilities and how that time is affected by specific shocks or stresses.

Participants – Community Members: Men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.

Duration: 40-60 minutes	**Method:** Plenary, group work, share-out discussion

Materials:
- Flip chart paper with blank activity clock drawn on one sheet
- Markers
- (If needed for low-literacy participants) Several copies of cards with pre-drawn daily activities (e.g. sleeping, fetching water, farming)
- Refreshments for participants

Pre-Activity Preparation:

For this activity, you will need to prepare two charts; 1. A time commitment clock, and 2. A time dedication change table.

1. *Time commitment clock*

Either print the clock attached at the end of this tool or with your flip chart paper and markers, prepare one clock divided into 24 hours as shown below. If flipchart paper and markers are not available, you may make these on the ground or in some other form with which participants are able to write and/or draw portions on the clocks.
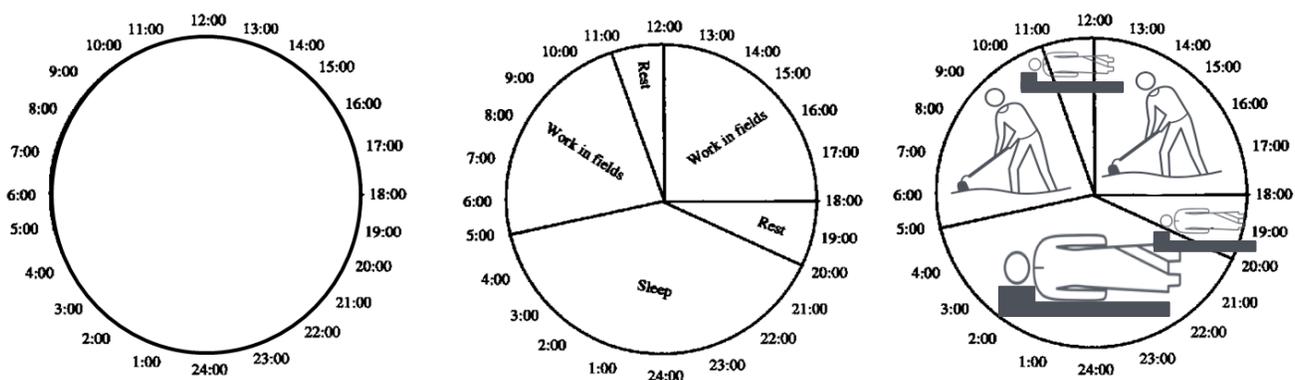
Note: See the section entitled "By Visual Representation" under "Variations" at the end of this tool for more ideas on how to represent time allocation during this activity.

2. *Time dedication change table*

On your flip chart paper, draw the following outline for a time change table as seen below. The time dedication change table will be adjusted according to the time allocation shown from the daily activity clocks.

Activity affected by drought	Time increased (+) or decreased (-)	Reason	Shift in gender roles?
Example: water collection	++	Need to travel much farther to gather water	No

Activity Procedure:

Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** **Male ____ Female ____**
Date:	**Approximate number in each age Range:** **Youth (16-29 years) _____**
Focus Group Facilitator:	**Adult (29-49 years) _____** **Elderly (50 years+) _____**

Part I – Time Commitment Clock Mapping
20-30 minutes
Setup

- Introduce yourself, your team, and explain that through this activity, you want to learn what participants do in a typical day during the period in which their workload is highest.
- Arrange participants in a circle and clear the ground in the middle.
- Distribute printed blank time allocation clocks or lay out your pre-drawn activity clock in the middle of the circle.
- Ask participants to introduce themselves, and make a note of anything special about them (youth, elderly, disabled, etc.)

Procedure
Example

Checklist 1
- ✓ *Do men have any household tasks? Cleaning? Cooking? Childcare? Fetching water?*
- ✓ *Do you think this is changing or will ever change?*
- ✓ *What are the main roles men or women ONLY perform to generate income?*
- ✓ *What are the shared roles in generating income?*
- ✓ *Have any changes resulted in conflicts within the household?*
- ✓ *Are daily activities different for any certain group of men or women in the community? If so, how?*
- ✓ *[In context of program] How do program activities affect your daily workload? Are you taking time from other activities in order to participate in the program?*

- Ask the participants to identify the month or period in which their workload is the highest
- Ask the group what time they wake up and the first thing they do in that period.
- Let them discuss and come up with an "average."
- With your blank time allocation clock, draw a line from the central dot to the hour mentioned for the start of that activity, and a second line from the central dot to the hour mentioned for the end of that activity.
- Write and/or draw the activity into the pie space created.

Group Work

- Ask volunteers from the group to take over the drawing and writing and to continue showing their activities during all 24 hours of the day.
- For simultaneous activities that both require significant attention, for example, weeding and caring for children, write them on the same piece of the circle. For activities that overlap but are not equitable in required attention, write or draw the main activity in the circle and use an arch outside of the circle for the secondary activity.

Review

- Use your probing questions to discuss household and agricultural labor roles for men and women, for example, or refer to Checklist 1 above for some suggested questions.

Part II – Time Dedication Change Table
20-30 minutes

- Now ask the participants to consider the impact of a specific natural disasters or longer-term stresses such as climate change on their daily schedule. Ask them if the time devoted to any specific task(s) has increased/decreased as a result of the disaster or stress.
- On a flipchart with your time-dedication change table, make a list of the activities that have demanded more or less time as a result of shocks and stresses. If the time devoted to the activity has increased moderately, indicate this with one plus symbol, "+", and if it has increased significantly, indicate this with two plus symbols "++." Conversely, if the time devoted to the activity has decreased moderately, indicate this with a single minus symbol, "-", and decreased significantly with two minus symbols, "–". Note these in the second column on the flip chart.
- Explore with the participants the reason for the increase or decrease in time devoted to a particular activity as a result of a shock or stress. If some tasks have demanded considerably more time, explore which activity the time has been coming from.
- Finally, ask the participants if any of these activities demonstrate a shift in gender roles. Is the time devoted to a specific task decreasing because their spouse or someone else in the family is taking up the additional labor, or increasing because the spouse who used to perform the task has taken up other responsibilities?

Example: Changes in time women and girls spend on activities as a result of drought

Activity affected by drought	Time increased (+) or decreased (-)	Reason	Shift in gender roles?
For example: water collection	++	Need to travel much farther to gather water	No
Studying for school (girls)	-	More time devoted to water collection and chores	No
Crop cultivation	+	Men migrated out for employment	Yes

Variations

By Job

You may want to divide the focus groups into smaller clusters for this activity. More variations in labor may be recorded if you choose this method, which can better represent the reality of socially differentiated groups. It can be interesting to do this exercise by livelihood group. What does a pastoralist's day look like compared to a farmer's?

By Season

You can ask the group/s to perform the same exercise for a different season. You may be interested in, for example, what a group's workload looks like during a relatively labor-free part of the year.

By Opposite Gender

In addition, you can ask the women's group to create a clock for the average man and ask the men's group to create a clock for the average woman. This way you can compare at a later stage men's and women's perceptions of each other's activities.

By Age

Also try disaggregating groups by age and asking the adult men to draw a clock for adolescent boys and/or adolescent girls, or adult women to draw a clock for adolescent boys and girls. This will help you understand the importance of children's labor relative to education and household livelihood and may give you some insight into how much leniency household decision-makers are willing to give for education.

By Visual Representation

Be creative in how you use the different spaces (pieces of pie) to visually represent information. For example, once the clock is complete give the participants a pile of 100 beans to show the activities they feel are relatively more demanding or labor intensive compared to others. Or they can show the activities they find relatively enjoyable and rewarding compared to others. Or you can ask them to place a stone or other marker to show activities during which they obtain other benefits, like sharing information with others.
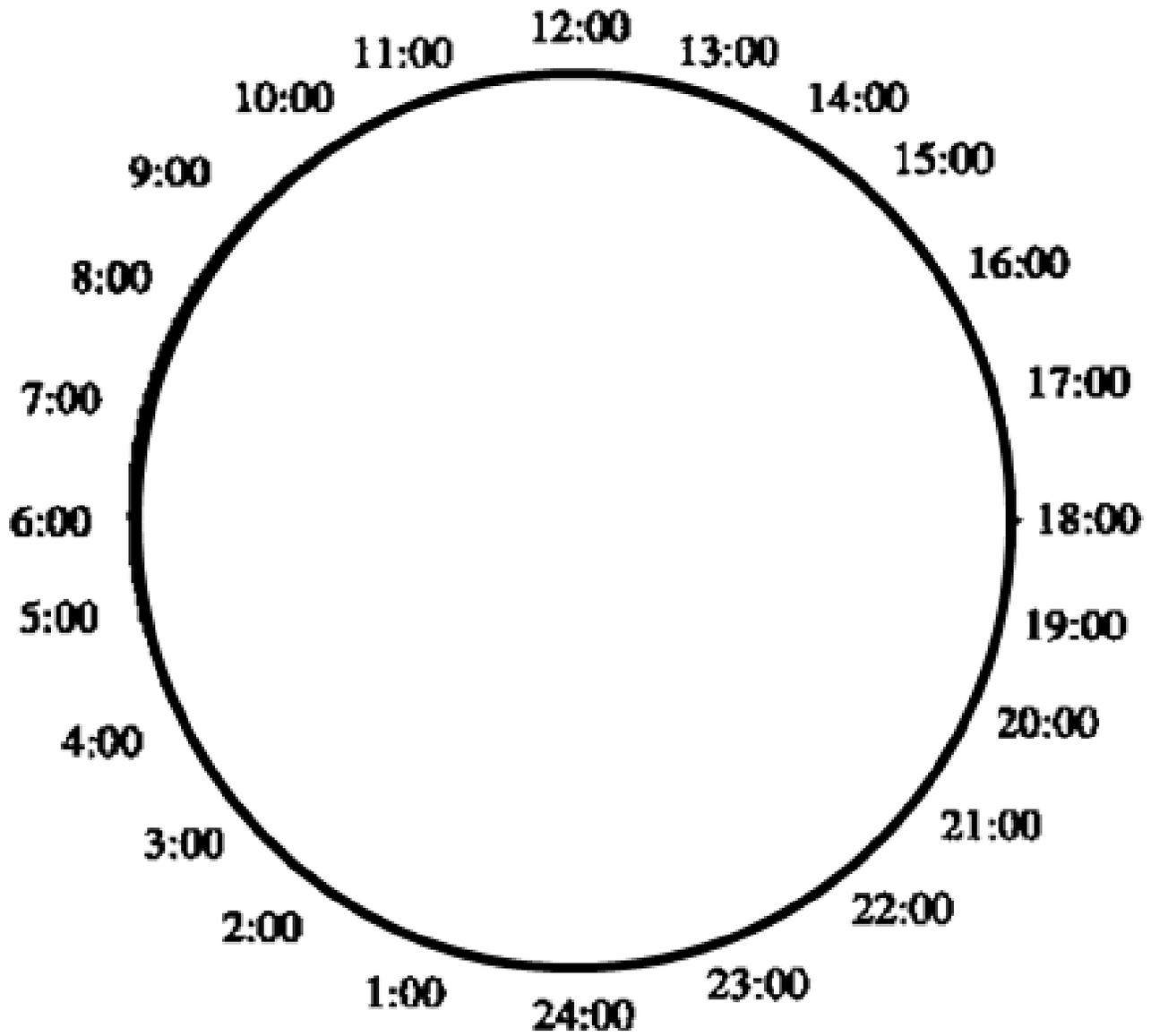
12:00
11:00   13:00
10:00   14:00
9:00   15:00
8:00   16:00
7:00   17:00
6:00   18:00
5:00   19:00
4:00   20:00
3:00   21:00
2:00   22:00
1:00   23:00
24:00
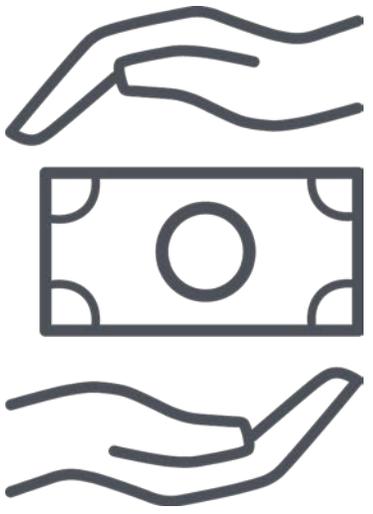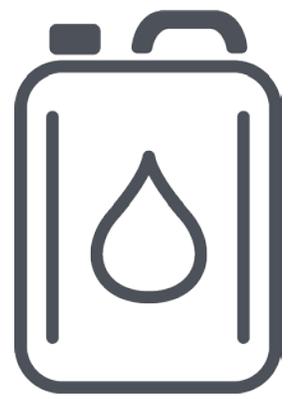
Tool 4: Access to/Control over Livelihood Resources

Objective: To gain different perceptions of what resources are most important and what kind of access to and control over those resources exist for men/boys and women/girls at the community level, or other significant social groups such as marginalized castes or ethnic groups.	
Participants – Community Members: Men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.	

Duration: 45-60 minutes	**Method:** Brainstorming, group work, share-out and discussion

Materials:
- Markers
- Flip chart
- Either yellow, green and red colored pens OR yellow, green and red paper cards
- Glue sticks or tape
- Camera for recording key outcomes
- Refreshments for participants

Pre-Activity Preparation:

For this activity, you will need to prepare a matrix with which you will use your yellow, green, and red paper cards. A blank matrix has been provided at the end of this tool for printing purposes, otherwise, you will need to make this matrix on flip chart paper.

Draw a matrix with five columns and eight rows, and complete column headings according to the nature of the focus group (e.g. Women and Girls for the female focus group, Men and Boys for the male focus group). There should be two columns under each demographic group; Access and Control. See the below example and blank template at the end of this activity plan.

Key	**Complete Control**	**Some Control**	**No Control**	
	Women		**Girls**	
Key Resource (No more than 6)	**Access** The right or opportunity to use or benefit from something	**Control** The right or opportunity to decide how something is used	**Access**	**Control**
Example: Clean water	[green]	[yellow]	[green]	[red]

Note on Variations:

Marginalized Groups

If conducting this exercise with focus groups segregated by factors other than sex or age, e.g. marginalized vs. non-marginalized castes, substitute the "women" and "girls" columns with the name of the marginalized group(s).

Youth

If exploring livelihood issues relevant to youth, substitute "female/male youth, ages 16-29" for the girls'/boys/ columns, and "adult women/men, ages 29-49" as the column heads. You can additionally break this down further to more specific age brackets, such as female/male young adolescents (ages 10-14), female/male older adolescents (ages 15-18), female/male youth (ages 19-29), female/male adults (ages 30-59), and female/male elderly (ages 60+). Resource access and control and resources deemed most important to livelihoods could vary widely depending on age range.

Activity Procedure:

Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** **Male ___ Female ___**
Date:	**Approximate number in each age range (adjust age categories as needed):**
Focus Group Facilitator:	**Youth (16-29 years) ____** **Adult (29-49 years) ____** **Elderly (50 years+) ____**

Part I – Matrix Activity
20-30 minutes

- Introduce yourself, your team, and explain the activity. Ask participants to introduce themselves, and make note of anything special about them (youth, elderly, disabled, etc.)
- Ask the group to identify their most important resources for their quality of life. Remind participants that resources can be tangible or intangible and can include:
    - Natural (land, water, forests etc.)
    - Physical (food reserves, agricultural inputs, houses, motorcycle or car, mobile phones, other personal property)
    - Financial (income, savings, credit, insurance, etc.)
    - Human (labor, health, education, skills, knowledge)
    - Social (social networks, churches or religious groups, VSLAs or SACCOs, etc.)

- o   Political (representation on local decision-making bodies or close ties to influential people)
- List all these resources on a separate flip chart sheet.
- Ask the group to come to an agreement on the 4-6 resources that they consider to be MOST important in achieving well-being. Put these priority resources down the left side of the matrix (vertical).
- Ask participants to decide who has access to each resource and who controls/makes decisions about each resource by placing a colored card on each demographic group.

Part II – Discussion
25-30 minutes

Reflecting on the results from the matrix activity, guide the group to share out and discuss some of the following questions. Be sure to note any key discussion points.

1. Why do members indicate that they have "no control" over those resources marked with red?
2. What are differences between men's and women's access to and control over resources?
3. Do certain members of the community have much less access over and control of resources than others? If so, who are they and why?
4. Has access and control by women/men/marginalized groups over important resources has shifted in the recent past (5-10 years)? Which groups/resources and why?
5. Are there resources that you have no access to or control over that would significantly improve your quality of life? What are they?
6. To what extent has a specific weather-related shock or stress (e.g. natural disasters such as earthquakes, landslides, fires or longer-term changes in climate leading to drought, flooding, etc.) affected your access to or control over resources?
7. Does your household manage risk by planning for and investing resources in the future (For example, by keeping savings in case of emergency, by diversifying sources of income, by keeping food reserves)? Who in your household does this/wants to do this?

MATERIALS: ACCESS/CONTROL OVER RESOURCES MATRIX

Key	Complete Control	Some Control	No Control

WOMEN/GIRLS FOCUS GROUP

Key Resource (No more than 6)	Women		Girls	
	Access The right or opportunity to use or benefit from something	**Control** The right or opportunity to decide how something is used	**Access**	**Control**
For example: Clean water	🟩	🟨	🟩	🟥
Animals				
Land				
Income				
Food Reserves				
Credit				

MEN/BOYS FOCUS GROUP

Key Resource (No more than 6)	Men		Boys	
	Access The right or opportunity to use or benefit from something	**Control** The right or opportunity to decide how something in used	**Access**	**Control**
For example: Clean water	🟩	🟩	🟩	🟥
Animals				
Land				
Income				
Food Reserves				
Credit				

Tool 5: Vulnerabilities and Capacities

Objective: To assess men's and women's perception of the vulnerability of their major resources in the face of natural disasters, or weather-related shocks and stresses, as well as to assess the direct impact on their lives and their responses.

Participants - Community Members: Men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.

Duration: 65-70 minutes	**Method:** Group work, discussion

Materials:
- Flip chart paper
- Markers
- Refreshments for participants

Pre-Activity Preparation:

For this activity, you will need to two charts; 1. Vulnerability matrix, and 2. Human vulnerabilities chart

1. Vulnerability Matrix

Either print the vulnerability matrix or with your flip chart paper and markers, prepare one vulnerability matrix as shown below. Participants will score how hazards impact their priority livelihood resources using the following ranking system:

> 3 = significant adverse impact on the resource
> 2 = medium adverse impact on the resource
> 1 = low adverse impact on the resource
> 0 = no impact on the resource

Example: Vulnerability Matrix

Key Livelihood Resources   **Impact on Resource**

	Drought	Flood	Animal Disease	Landslides
Clean Water *(example)*	*3*	*3*	*0*	*1*
Animals				
Land				
Income				
Food Reserves				
Credit				

2. Human Vulnerabilities Chart

Either print the vulnerability matrix or with your flip chart paper and markers, prepare one vulnerability matrix as shown below.

Example: Impact of Shocks and Stresses on Males and Females, Capacities and Coping Strategies

Type of shock or stress	Impact on Women/Girls (or Men/Boys)	Positive or Negative Coping Strategies
Drought	For example: With crop failure, male farmers migrate to cities or overseas to earn income Women assume some of men's farm tasks after they migrate	Children drop out of school to assume more responsibility for productive work and house work while mother takes on increased tasks
Flood	Men stop or reduce productive work in order to rebuild their house or shelter	Sell off poultry or goats to make up for income lost, depleting women of some of the few resources they control

A Note on Variation:

Marginalized Groups

You can also separate groups into men/boys and women/girls of marginalized and non-marginalized status, adjusting the table headers for the vulnerability matrix and chart accordingly.

Activity Procedure:

Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** **Male ___ Female ___**
Date:	**Approximate number in each age range (adjust age categories as needed):**
Focus Group Facilitator:	**Youth (16-29 years) ____** **Adult (29-49 years) ____** **Elderly (50 years+) ____**

PART I – Vulnerabilities
25 minutes

- Introduce yourself, your team, and explain the activity. Ask participants to introduce themselves, and make note of anything special about them (youth, elderly, disabled, etc.)
- Ask each focus group to identify the greatest disasters or weather-related hazards/shocks to their livelihoods and their daily life (e.g. drought, floods, earthquakes, animal disease, landslides).
- List the 4-5 most important hazards/shocks horizontally across the top of the matrix. If you completed Tool 4, Access to/Control Over Resources (see page 38), use the 4-5 priority resources identified and list them on the left (vertical) side of the matrix.
- Ask participants to "score" how the hazards impact the priority livelihood resources using the following system:

> 3 = significant adverse impact on the resource
> 2 = medium adverse impact on the resource
> 1 = low adverse impact on the resource
> 0 = no impact on the resource

EXAMPLE: VULNERABILITY MATRIX

Key Livelihood Resources	Impact on Resource			
	Drought	**Flood**	**Animal Disease**	**Landslides**
Clean Water *(example)*	*3*	*3*	*0*	*1*
Animals				
Land				
Income				
Food Reserves				
Credit				

PART II – Human Vulnerabilities
25 minutes

- Explain to the participants that you want to take the analysis further by examining the impact of the shocks and stresses on them personally, and how they can respond when a shock or stress hits them.
- For every score of 2 or 3 in the previous exercise – those that have a significant impact on the resource – ask participants to reflect on the impact on the resource directly affects them as individual women, men, and/or marginalized people, and some of the positive and negative ways they cope with the hazard. Ask them to
  - o **Offer examples**, such as:
    - ▪ Poultry disease that results in sick or dying chickens can have a severe impact on the amount of time women spend maintaining the animals and could deprive them of income earned from the sale of the eggs or chickens.
    - ▪ Drought can lead to crop failure, causing men to migrate to cities or overseas to earn

income for their families.
- ▪ Women might have traditional knowledge of food crops or cash crops that are drought-resistant, allowing an alternative income-earning or subsistence strategy during times of drought.
- o **Organize their answers** on a separate flip chart with the names of the shock or stress for the column header. Ask them to consider how the hazard affects them: what they do, what resources they have and control, what decisions they make, how they spend their time and where they go, and any safety/security risks.
- o **Describe any strategies** for coping with the hazard.

EXAMPLE: IMPACT OF SHOCKS AND STRESSES ON MALES AND FEMALES, CAPACITIES AND COPING STRATEGIES

Type of shock or stress	Impact on Women/Girls (or Men/Boys)	Positive or Negative Coping Strategies
Drought	For example: With crop failure, male farmers migrate to cities or overseas to earn income Women assume some of men's farm tasks after they migrate	Children drop out of school to assume more responsibility for productive work and house work while mother takes on increased tasks
Flood	Men stop or reduce productive work in order to rebuild house or shelter	Sell off poultry or goats to make up for income lost, depleting women of some of the few resources they control

Part III – Discussion
15-20 minutes

Ask the group to review the flip charts completed during this activity. Lead a discussion with the following questions:

Vulnerability:

- ● Do disasters/stresses impact different members of your community in different ways? How?
- ● Do different household roles or responsibilities put some members of your household at increased risk during hazards (e.g. women at greater risk of gender-based violence or animal attacks during the longer walk to collect water, men at greater risk during search and rescue missions, women spend more time securing and preparing food after food stores, and cooking materials are lost or damaged)?
- ● Are there certain factors that make some people within your community more vulnerable to hazards than others? Do these vulnerable groups have any influence over these factors?
- ● Does anyone in your household or community have reduced mobility? If so, why? Do you think this has an impact on their ability to respond to hazards? If so, how?

Capacities:

- ● Do you believe your family is worse off or about the same as a result of the shock or stress?

Describe why.
- What strategies do you rely on most in the event of a shock or stress (e.g. savings, food reserves, outside assistance)? How effective are these strategies?
- How well prepared are you to cope with a future shock or stress?
- What additional resources would you need in order to be able to better cope with a shock or stress, and more quickly recover?
- What additional knowledge or skills would you need to be able to better cope with a shock or stress, to recover better, and thrive?

Tool 6: Gender Roles and Capacities in Disaster Preparedness, Response, and Recovery

Objective: To look at male/female differences in disaster preparedness, response, and recovery in order to reveal gaps that can be addressed through program interventions.

Participants - Community Members: Men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.

Duration: 50-70 minutes	**Method:** Group work, discussion

Materials:
- Flip chart paper
- Markers
- Refreshments for participants

Pre-Activity Preparation:

- Prepare 3 flipchart sheets, each with three columns. The left-hand column should read "Disaster Preparedness" for the first sheet, "Disaster Response" for the second sheet, and "Disaster Recovery" for the third sheet. Make the left-hand column wide compared to the other two columns. The middle and right-hand column for each sheet should read "Women/girls" and "Men/boys."

EXAMPLE, DISASTER PREPAREDNESS, RESPONSE, AND RECOVERY SHEETS COMBINED WOMEN'S AND MEN'S ROLES AND ACTIONS IN DISASTER

Disaster PREPAREDNESS *Roles and Capacities*	Women/ girls	Men/ boys	Disaster RESPONSE *Roles and Capacities*	Women/ girls	Men/ boys	Disaster RECOVERY *Roles and Capacities*	Women/ girls	Men/ boys
Establish food reserves	X	X	Participate in search and rescue missions		X	Repair or reconstruct home	X	X
Participate in disaster management committee planning		X	Care for sick or injured family members	X		Migrate abroad for employment		X

A Note on Variation:

Marginalized Groups

You can also separate groups into men/boys and women/girls of marginalized and non-marginalized member status, adjusting the table headers for the vulnerability matrix and chart accordingly.

Activity Procedure:

Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** **Male** ___ **Female** ___
Date:	**Approximate number in each age range (adjust age categories as needed):**
Focus Group Facilitator:	**Youth (16-29 years)** ____ **Adult (29-49 years)** ____ **Elderly (50 years+)** ____

Part I – Disaster Preparedness, Response, and Recovery
30-40 minutes

- Introduce yourself, your team, and explain the activity. Ask participants to introduce themselves, and make a note of anything special about them (youth, elderly, disabled, etc.)
- Ask the group to brainstorm on the specific resources and actions – skills, information, knowledge, labor -- needed for disaster preparedness in the community. List these on the first sheet.
- If the group doesn't naturally bring up some of the following roles and capacities, prompt them by asking about some of the following:
    - o Secure key household assets
    - o Establish food reserves
    - o Participate in disaster management committee planning
    - o Understand early warning system and evacuation routes and participate in practice sessions
    - o Reinforce local infrastructure (homes, retaining walls) to minimize damage of disasters
    - o Accumulate savings and/or buy insurance to protect against disaster
- Ask the group to indicate whether the roles and capacities listed are performed by women (or girls) or men (or boys). Put a mark into the appropriate column.
- Repeat the same process for the "Disaster Response" and "Disaster Recovery" sheets. If the group doesn't naturally bring up some of the following roles and responsibilities, prompt them:
    - o *Disaster Response*
        - ▪ Activate early warning system
        - ▪ Participate in search and rescue missions
        - ▪ Evacuate family to emergency shelter (if necessary)
        - ▪ Organize to distribute and obtain relief supplies
        - ▪ Care for family members sick or injured from disaster
    - o *Disaster Recovery*
        - ▪ Participate in home repair or reconstruction
        - ▪ Organize to obtain recovery resources or opportunities
        - ▪ Restore livelihoods, drawing upon savings, insurance, or loans for finance

Part II – Discussion

20-30 minutes

- Ask the group to review the flip charts. Lead a discussion, drawing upon the following questions:
    - o For those roles and capacities that are clearly segregated between men and women, why are these roles played only by men or by women?
    - o Are there any shifts in roles between men and women during disasters? For example, men take care of children or cook; women participate in home reconstruction. What brought about this change?
    - o Are there any specific barriers for women, men, or marginalized groups to use their capacities or gain new capacities at different stages of the disaster, to protect themselves and their family, or to regain their livelihoods?
    - o What greater capacities would you like to have to be better able to cope with and recover from disasters?

Tool 7: Decision-making in the Home and in the Community

Objective: To assess the degree of decision-making between men and women in the home and the community, or between marginalized and non-marginalized groups in the community.

Participants - Community Members: Men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each OR into two groups by marginalized and non-marginalized status of mixed gender and age. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.

Duration: 90-110 minutes	**Method:** Group work, discussion

Materials:
- Flip chart paper
- Markers
- Green, yellow and red colored cards
- Glue sticks
- Refreshments for participants

Pre-Activity Preparation:

- Draw in advance three or four flipcharts with a three-columned grid and as many rows as needed. Title the flip chart: ***Decision-making in the household*** and label the columns, "Type of Decision", "Level of Decision-Making Power", and "Main Decision-Maker." In the column titled "type of decision", list the key household decisions relevant to the context, and relevant to the particular project, for example:
  - How money you earn will be used or spent
  - How money your spouse earns will be used or spent
  - Whether to make large household purchases
  - Whether to sell a key asset
  - Whether to borrow money from a formal credit institution
  - Whether to borrow money from an informal savings or credit group
  - Whether to send children to school, pay school fees
  - Health care costs for family members
  - Other relevant decisions

EXAMPLE: DECISION MAKING IN THE HOUSEHOLD

Key	Sole or primary power to make decisions	Make decisions equally with one or more family members	Little or no power to make decisions

Type of Decision	Level of decision-making power	Main decision-maker(s) (if not yourself)
How money you earn will be used or spent	🟩	
How money earned by your spouse or the main household income earner will be used or spent	🟥	(e.g. husband and father-in-law)
Whether to make a large household purchase (land, large livestock, motorbike, or household item such as refrigerator, TV)		
Whether to sell a key asset (e.g. land, livestock, jewelry, etc.)		
Whether to borrow money through a formal credit institution (bank)		
Whether to borrow money through informal credit (VSLA, SACCO)		
Children's school fees		
Health care services for family members		
Whether to visit relatives or friends outside of the community		
Add your own		

- Draw in advance three or four separate flipcharts with a three-columned grid and as many rows as needed. Title the flip chart: ***Decision-making in the community,*** and label the columns, "Type of Decision", "Level of Decision-Making Power", and "Main Decision-Makers." In the column titled "type of decision", list the key community decision-making structures relevant to the context, and relevant to the particular project, for example:
    - o Local government bodies (e.g. Village Development Committee)
    - o Producers or marketing groups
    - o Resources users' groups (e.g. water, forest resources)
    - o Credit or microfinance group
    - o Religious Groups
    - o Civic groups (e.g. charitable organizations)

Key	Strong voice or leadership in decisions	Some voice or input into decisions	Little or no voice in decisions

Type of Decision	Level of decision-making power	Main decision-makers
Local government body (e.g. Village Development Committee)		
Producers or marketing group		
Resource users group (e.g. water, forest resources)		
Credit or microfinance group (VSLA, SACCO)		
Business or trade associations		
Civic groups (charitable groups)		
Whether to visit relatives or friends outside of the community		
Add your own		

Note: *Preparing a list of types of decisions in advance will save time spent with the group and could also ensure that you include decisions that are especially important for the program. However, it is possible to develop the list in a participatory way with the group, to identify the decisions that they perceive as very important.*

Activity Procedure:

Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** Male ____ Female ____
Date:	**Approximate number in each age Range:** Youth (16-29 years) ____ Adult (29-49 years) ____ Elderly (50 years+) ____
Focus Group Facilitator:	

Part I – Group Formation
5-10 minutes

- Introduce yourself, your team, and explain the activity. Ask participants to introduce themselves, and make a note of anything special about them (youth, elderly, disabled, etc.)
- For the women's group only, ask the group if any participants represent the head of household (e.g. they are without a spouse and represent the main income earner). If there is more than one, ask them to form one small group. Similarly, if there are any other significant social distinctions in the community (e.g. between different ethnic groups) ask them to form separate groups.
- Divide the remaining groups into small groups of 3-4 people each, allowing them to self-select.

Part II – Decision-Making in the Household
30-35 minutes

- Distribute the household decision-making matrix to each group along with a handful of green, yellow, and red cards. Ask each group to come to an agreement on the degree of decision-making power that they have in their households.
- Ask them to first focus on the middle column for each of the decisions in the left column. They should indicate whether they have primary or sole decision-making power (green), equal decision-making power with someone in the family (yellow), or little/no decision-making power (red) by pasting the appropriate color in the column.
- Once they have completed the middle column, ask them to indicate in the right column for all categories where they placed a red card who is the main decision-maker: husband/wife, mother, father, mother-in-law, father-in-law, etc.
- Post the flipcharts on one side of the room.

Break
15 minutes

Part III – Decision-Making in the Community
30-35 minutes

- Distribute the flipchart with the community decision-making power to each group, along with a handful of green, yellow, and red cards. Ask each group to come to an agreement on the degree of decision-making power that **their group** (men, women, marginalized groups) has in various communities. As with the first exercise, they should concentrate on the middle column and indicate whether they have a strong voice or leadership power in decisions (green), some voice and input into decisions (yellow), or little to no voice in decisions (red).
- Once they have completed the middle column, ask them to indicate in the right column for all categories where they placed a red card who is the group that makes the main decisions (e.g. men of a certain caste or ethnic group, traditional chiefs, etc.). **Important: ask them not to identify individuals, but rather groups or types of people who have the power in the community to make the decision.**

Part IV – follow-up discussion
10-15 minutes

- Direct the participants' attention to household decision-making flipcharts and ask them to notice any patterns between the charts about the level of decision making power for the different type of decisions among members of the group (women, men, marginalized groups). Also ask them to notice any significant differences. Do the same for the community decision-making flipcharts.
- Where participants indicated that they had no or very little decision-making power, why do they believe that is the case?
- *(Note: Make sure to ask the following question)* Has community decision-making power between men and women or marginalized and non-marginalized groups shifted in the home or in the community over the past 5-10 years? If so, how? Are there any groups or forces that are responsible for shifting decision-making power (e.g. male out-migration leaving women in charge of the home, or youth who might resist traditional roles)? Have there been positive or negative consequences resulting from shifts in decision-making power?
- How do women/men/marginalized groups feel about their decision-making power relative to those who have more (or less) decision-making power? What does it mean for their individual and collective choices and opportunities?
- If decision-making power was shared more equally in their households, what would it mean for their lives? What about at the community level?

Tool 8: Key Informant Interviews

Objective: 1) To generate knowledge and information around the gender and social inclusion situation as it affects individual and community resilience in the particular village, and 2) To identify other stakeholders who can also provide insights and information, some of whom might potentially serve as partners in program activities to increase gender and social inclusion.

Participants – Key informants/Formal and informal stakeholders: Key informant interviews should be sought with formal and informal stakeholders who can provide information, insights, and suggestions related to gender and social inclusion in the communities, particularly, though not exclusively, related to resilience in the face of shocks and stresses. Key informants may include the following stakeholders:
- traditional, religious, or community leaders
- influential individuals in the community
- representatives from community-based organizations
- representatives from relevant national and international NGOs
- government officials at various levels
- representatives from research organizations

Duration: 90 minutes per interview	**Method:** Interview

Materials:
- Contextualized interview guide
- Recorder (with consent of interviewee)
- Notebook and pen to take notes

The following steps are recommended for conducting key informant interviews

1. Compile an initial list of potential stakeholders and contact information through program colleagues, as well as through the community assessment process. Be sure to select a range of stakeholders representing different spheres of influence.
2. A list of sample questions for different audiences appears in the following pages. Select the most appropriate questions for your assessments in advance, or draft your own, according to your specific assessments needs and interests. Try to keep the interview to 60-90 minutes to be respectful of the interviewee's time.
3. List questions in order of priority, to maximize your chance of getting the most important information in the limited time.
4. Contact the stakeholder in advance, explain your purpose, and request a time and place to meet that is convenient to the stakeholder.
5. When you meet your informant, explain how the information you collect will be used. It is advisable to keep interviews to no more than one hour. Be sure to get consent for participating in the interview and/or recording the interview if desired.
6. Make sure that you collect complete information about the stakeholder, including name, title, organization, contact information at the beginning of the interview.
7. Transcribe the key points of the interview soon afterward, while your memory is fresh.
8. Thank your informant through a follow-up e-mail or other communication.

Sample Interview Questions:

General Information:

Name of Interviewer:	**Informant's mobile number:**
Name of Informant:	**Informant's E-mail (if applicable):**
Title and Organization:	**Location:**
Date:	

District and provincial government officials (general)

- Do you have gender and social inclusion policies in place? If yes, what are they and how are they being implemented?
- What steps have been taken to learn about the diverse needs of the community in your planning processes, especially those of women or marginalized groups? To what extent do they have a voice in planning processes?
- What strategies have been developed to promote inclusion of women and marginalized people in your policies and programs?
- How do you know that the diverse needs of your community are being met? Can you cite any positive or negative outcomes or impacts for women and marginalized groups as a result of your strategies or programs?
- Do you collect data disaggregated by sex, age, and other social factors (e.g. disability, caste, etc.)? If so, how do you use this data to inform your policies or programs?
- What are any issues or difficulties working on or addressing issues of women and marginalized caste/ethnic groups in the district? In your opinion, what are some key barriers that these groups face in accessing services and benefits?
- How do you understand "vulnerability" to [specific shock or stress relevant to this community]?
- Are there safety net programs for those who are especially vulnerable to [specific shock and stress]? Please describe.
- In your view, which groups or organizations, either formal or informal, are influencing the implementation of a [disaster risk reduction/climate change] agenda to benefit women and marginalized groups in this community or region?

Additional questions for local government DRR office or environment office

- Can you please describe the different impact previous disasters have had on women, men, and marginalized groups? For example, were there more female casualties? Were mostly male livelihoods affected? Did gender roles change? Were girls and women more exposed to violence or trafficking as a result of the disaster? Did men have to migrate?
- In your opinion, what roles do women play before, during, and after a disaster? What roles do men play before, during, and after a disaster?

- What are the most important sources of information for the community during disasters? How do you know whether these channels of information are effective?
- Who are the people in this community who are usually left out of information channels, or who are the last to receive information? What can be done to improve their information access?
- If a woman's husband is away from home when she hears about a disaster, what does she do? Do you know any families where women make the decision to go to the disaster shelter with the children before the husband's decision?
- What are the provisions/legal frameworks in the planning process of local bodies to ensure that disaster risk management or climate change adaptation responds to the needs and experiences of gender and vulnerable groups?
- To what extent are government supports for disaster risk reduction or climate change adaptation or mitigation differentiated for women, men, boys, and girls? What are any constraints for adopting these measures?
- What are the key lessons of community resilience disaster preparedness planning and implementation that considers gender and vulnerable groups' issues?
- Are there some people in this community who have greater mobility than others? Who are they? How is this greater mobility an advantage/disadvantage for them in the face of natural disaster or climate change?
- In your view, which groups or organizations, either formal or informal, are influencing the implementation of a [disaster risk reduction/climate change] agenda to benefit women and marginalized groups in this community or region?

Additional questions for local government offices addressing livelihoods (e.g. agricultural office, labor, or employment offices)

- Have you investigated the likely impacts of a [shock/stress] on current livelihood strategies? Are certain sectors or groups of people more or less vulnerable? Why? What are perceptions of women and men on these?
- Do you have specific policies and programs for targeting women or marginalized groups for livelihood activities? In particular, are any programs designed in response to disasters or climate change impacts?
- How diversified are the livelihood activities of men and women? To what extent does the government promote livelihood diversification for men and women?
- What are the patterns for use and control of key resources? By sex? By age? By socioeconomic group? How does the [shock/stress] affect the use of resources for men and women?
- What are the most important sources of income? What are the most important expenditures for each socio-economic group, including women and men? Other marginalized groups (by caste, ethnicity, religion, age, disability, etc.)?
- In your view, which groups or organizations, either formal or informal, are most important in working to build the resilience of women and marginalized groups to disasters or climate change through livelihood strategies?

Additional questions for local government women's (or social inclusion) office

- To what extent does your office cooperate with other local government offices to promote gender and social inclusion in strategies that strengthen household or community resilience to disasters or climate change? Can you describe any specific efforts?
- What would you consider the main barriers or constraints for building greater resilience of women and marginalized groups toward disasters and climate change?

- Can you point to any particular initiatives that are effectively working to strengthen resilience among women, men, and marginalized groups in this community? This can include agriculture or non-agriculture livelihood initiatives, financial services initiatives, disaster risk reduction, empowerment initiatives, and more.
- What activities have you or other stakeholders done to date that challenges existing gender norms, or that challenge norms on who makes decisions in the household and the community? What has been the response and result?
- In your view, which groups or organizations, either formal or informal, are most important in working to build the resilience of women and marginalized groups to disasters or climate change through livelihood strategies?

Local or national civil society organizations

- How are you defining vulnerability to shocks and stresses?
- In your organization's view, does inequality influence vulnerabilities? If so, how? What about gender inequality or social exclusion, in particular? Do you have examples or evidence?
- Has your organization implemented activities that are intended to address vulnerabilities to shocks/stresses?
- Do any of these activities use a gender-integrated or socially inclusive approach or specifically target certain gender or excluded groups? How effective are they?
- Has your organization encountered examples where gender equality (or the empowerment of women and girls) has contributed to households or communities being better able to cope with to shocks/stresses?
- Do you know of examples of how different gender groups (women, men, boys, and girls) or marginalized groups have used different coping mechanisms?
- Do you know of examples of communities coming together to take some sort to action to respond to shocks or stresses? To what extent are women or marginalized groups involved?
- In your view, which groups or organizations, either formal or informal, are influencing the implementation of a [disaster risk reduction/climate change] agenda to benefit women and marginalized groups in this community or region?

Private Sector and Market Actors

- What are the specific challenges for women and marginalized groups in entering markets and getting higher up the value chain?
- What value-chain research and market activities have you started with women and marginalized groups? What have you done to take into account women's and men's roles and benefits, or those of marginalized and non-marginalized groups along the value chain? What was the result? What worked and what did not and why?
- What income-generating activities do women and marginalized groups mostly like or are comfortable with in your areas? Why are they comfortable with these? How profitable are they?
- How do you think the community values production by women? What would you like to change about this current picture?
- What is your role in facilitating income-generating activities operated by women and marginalized groups?

- How can market promoters (being mostly men and advantaged groups) offer or support role models for women and marginalized groups to become confident and engaged in entrepreneurship?
- How do women and marginalized groups currently get business information (especially about price, demand for products)?
- What types of social difficulties do women and marginalized groups face to operate income-generating activities (family, community, business community, and other areas)? Among them, what are the key barriers relevant to their involvement in production and marketing?
- What type of financial difficulties do women and marginalized groups face to operate income-generating activities (loan, savings, etc.)? Among them, what are the key barriers relevant to their involvement in production and marketing?
- Are you working to help them overcome these barriers?
- Do you work with the husbands of the beneficiaries? What do you think should be the role of husbands in women's entrepreneurship and why?
- Do men and women in marginalized castes or ethnic groups hold different types of jobs in the formal economy? How about in the informal economy?
- Are there jobs that men should avoid? Are there jobs that women should avoid?

Financial Institutions

- What types of credit or other financial services from your institutions do male/female and social group members in your coverage areas have access to?
- What are the different constraints/challenges that men, women, and marginalized groups face when accessing these types of financial services? Why?
- Can women and marginalized groups take loans or borrow cash from formal lenders? Informal lenders? If there is any difference in the requirements for a man or a woman to obtain a loan, or for a person from a marginalized group? If so, why?
- Do loan products specifically target women and marginalized groups? Are there positive/discriminatory terms and conditions of collateral substitutes and other means for the target beneficiaries?
- Has the financial institution secured individual credit counseling or individual financial counseling to the targeted beneficiaries?
- How has the type of credit and level of accessibility by men/women and marginalized groups changed from 10 years back? How and why? Explain.
- Who can have a bank account? Are there specialized savings products for the women, youth, and other disadvantaged groups?
- Have you devised any system to offer financial services to women and marginalized groups using an alternative delivery mechanism?
- What are the key barriers that financial institutions face in providing effective information to women and marginalized groups?
- In your opinion, what are the key challenges (individual to system levels) for financial institutions to support and remain responsive to the different needs and issues of women and marginalized groups as with other groups?

Tool 9: Information Flow Map

Objective: To track how information flows through a community, key information dissemination points, who tends to receive information, and who tends to be left out of information networks.

Participants - Community Members: Community members: men/boys and women/girls of mixed age and socio-economic status, separated into two groups by sex of 8-12 people each. If available and relevant, conduct the activity in separate groups for adolescent girls, adolescent boys, women, and men.

Duration: 75-105 minutes	**Method:** Group work, discussion

Materials:
- Flip chart paper
- Markers
- Refreshments for participants

Pre-Activity Preparation:

Consider the following questions:

- What sort of information will your project aim to communicate?
- Will you use specific communication technology (e.g. mobile phones) or specific social networks to communicate information?
- Who (men, women, youth, most marginalized, landless?) will your project seek to focus on?
- Based on your project's audience and needs, you and your team should prepare one or two specific scenarios to map with the community (example below).

Sample Scenarios:

Information Types	Scenario Statements
Long-term seasonal information	"The national meteorological service predicts a very long dry period this season"
Information targeting women of child bearing age.	"The health clinic will hold a workshop on nutrition, child, and maternal health."
Specialized, time sensitive	"Oh, no! The water level is up to the limit of emergency. Families need to be evacuated!"
Training from disaster agencies/organizations	"There are community meetings and training opportunities concerning savings and insurance for disasters and emergencies"
Make your own based on the relevant shock or stress	*Make your own based upon the relevant shock or stress*

Activity Procedure:

- Arrange participants in a circle and clear the ground so that a large area can be seen and used by all.
- Introduce yourself (or team) and then the activity.
- Ask the participants to introduce themselves and note the name and any special information for each individual (for example youth, elderly, disabled). Collect the following background information:

Program Name:	**Country:**
Village or Community Name:	**Caste or Ethnicity (if relevant):**
District:	**No. of participants by sex:** **Male ___ Female ___**
Date:	**Approximate number in each age range (adjust age brackets as relevant):**
Focus Group Facilitator:	**Youth (16-29 years) ____** **Adult (29-49 years) ____** **Elderly (50 years+) ____**

Part I – Information Mapping
30-45 minutes

- Explain that you will be playing a game to understand how news travels through the village.
- Begin by reading out your scenario statement, and then consider prompting a discussion by first asking, "How does this information enter a community?" Then, "From that starting point, how does the information flow between different people?" and so on.
- As you are discussing each scenario, draw a map of all the actors, technologies, places, and meetings involved. **Each scenario should be mapped on its poster, like so:**
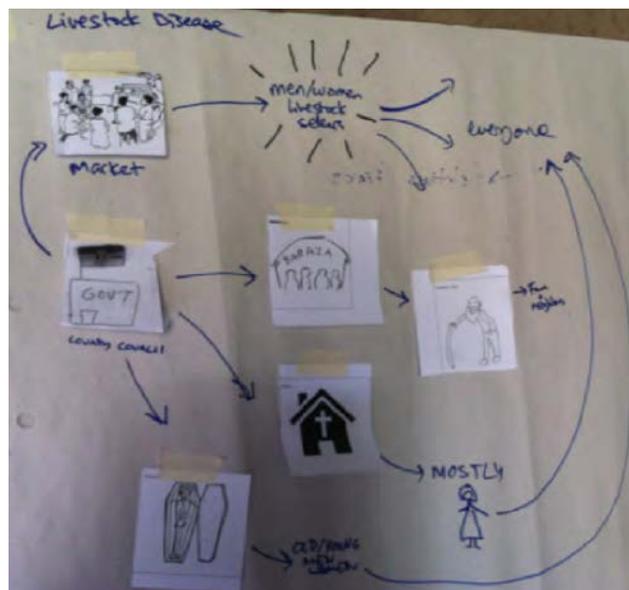
Note: There will be much information gathered during this game outside the parameters of the questions posed. Note down information such as perception, use, and access to information specific to different social groups in additional columns as needed.

Part II – Discussion
45-60 minutes

After reading out your scenarios, present your map back to the focus group. Use your own probing questions or those provided in Checklist 1 for more information of interest.

Checklist 1

1. Who hears first about it (men, women, wealthy, poor?), why?
2. Are women or men the first ones to receive information? Why?
3. Who or what group in the village is usually left out or hears last about this information and why?
4. In your opinion, is access to important information equal or unequal between different people in the village? Why or why not?
     a   If it is unequal, how can it be improved?

Technology-Specific Questions:

If your project is focusing on specific technologies or platforms for information sharing, consider using the questions in Checklist 2 to better understand issues of information access, use, and control.

Checklist 2

Technology:

- Who has access to this technology?
- Who owns it? Is it shared? Who does not own it? Why?
- Do [men/women/youth] need permission to use it? From whom? Are there those who are not allowed to use it? Who? Why?
- How often do [men/women/youth] use it? Why?
- Is it easy or difficult to use? Why?

Meetings/Platforms:

- Who attends meetings? Who does not? Why?
- Do [men/women/youth] need permission to attend? Can they go alone? Are there those who are not allowed to attend? Why?
- Is it easy or difficult to attend? Why?
- If you attend, do you get to speak or contribute to discussion?

Tips:

It is important to capture the information being discussed as a picture of a network. We often think of information flow as being linear, either from a source at the "top" to recipients at the "bottom", or up and down in the form of a feedback loop. But in a community, information most often travels through a network of

places and people as nodes in that network. By visualizing that network, facilitators and participants can see how rich and complex it is, and who helps spread information and why.

Go through one scenario at a time, starting with one "starting point" at a time. If "radio" is one starting point, map radios before moving on to "NGO meeting" or "newspaper".

Also, it is very important to understand WHO – men, women, children, wealthy men, or poor women – gets information and when. Make sure to show how different actors overlap. If women are contacted first, and then re-occur as information sharers or recipients later, make sure to loop your lines back to women every time they come up.

STEP 4: Stakeholder Organization Mapping

Purpose: To gather information from stakeholders at various levels (community, district, national, etc.) who have an interest in promoting gender-responsive resilience to the shock or stress addressed by your organization's particular program. Some of these stakeholders have the potential to become partners in program activities in the future; however, be sure to manage expectations and not promise any partnerships at this stage.

Rationale: Efforts to integrate gender into resilience approaches will be enhanced not just by similar approaches, but by those who might bring other strengths and expertise to the program's effort. Furthermore, stakeholders, particularly those based in the community, can ensure sustainability of such approaches in the future.

Estimated Time: 4-6 weeks
Inclusive of planning, reaching out to stakeholders, receiving survey responses, and compiling answers

Preparation:
- Generate an initial list of stakeholders in various ways:
    - o Use the focus group exercise, "Mapping Formal and Informal Organizations and Influential Individuals," (see Tool 1 on page 17) to generate a list of key organizations
    - o Use the key informant interviews to identify organizations at various levels that can help to respond to men's and women's different needs and capacities related to resilience
    - o Ask existing partners for suggestions of stakeholders
- Review the sample Stakeholder Mapping Survey below and contextualize for your program, deciding whether to add or subtract items.
- Prepare the survey through an online platform such as Survey Monkey. Paper surveys may be used for representatives from organizations that do not regularly use email or the internet.

❯ ## CRITERIA FOR POTENTIAL PARTNERSHIPS

Trust and visibility – Do the target audience of women, men or marginalized groups trust the potential partner?

Reach and scale – Does the partner have a significant presence in target areas?

Sustainability of relationships – Does the potential partner have an ongoing and long-term relationship with the target audience of women, men or marginalized groups?

Financial expectations – If there will be a financial arrangement with the partner, are the partner's financial expectations in line with program resources?

Partnership vehicle – What form of partnership will create the most value for all partners (e.g. implementing partner, consultancy, supplier/distributor of goods or services, etc.)?

Process: Circulate the survey link to representatives from key organizations, asking for participation in the survey. A sample email is below. Be sure to allow 2-4 weeks for organizations to respond, and send friendly reminders throughout the time period.

Sample Email:

"My name is _____, and I represent [Organization Name]. We are in the early stages of launching a program called [Program Name]. The program will work to ensure that all members of the communities – women,

men, boys, and girls, particularly the most marginalized – have greater capacity to cope with [name the relevant stress or shock, recurring droughts or floods, food security, natural disasters such as earthquakes, landslides, etc.]. As part of our planning phase, we want to briefly survey potential stakeholders for the program. We would like to ask for your input through a 20-minute survey about your organization such as its mission, its objectives, and functions, the size and budget of the organization, its geographic focus, its strengths, and weaknesses, etc. You can choose to skip any question that you would not like to answer. We kindly request your input by [date]. See the link for the survey below."

Stakeholder Mapping Survey

1. Organization name:

2. Individual contact details:
   a. Name:
   b. Address:
   c. Telephone:
   d. E-mail (if applicable):

3. Type of organization (select one)
   a. Community-based organization (informal)
   b. Civil Society Organization (formal)
   c. Faith-based organization
   d. Local Government (all levels below national)
   e. National government
   f. International NGO
   g. Research organization, think tank, or university
   h. Public or private donor organization
   i. Business or private sector organization

4. Level of organization:
   a. Local (community or several communities)
   b. District or province
   c. National
   d. International

5. Organization's mission or purpose and major objectives:

6. Are there specific categories of people that your organization focuses on (e.g. women, youth, farmers, indigenous tribes, landless, etc.)?
   a. No
   b. Yes. If yes, describe the primary target group:

7. Is gender equity an explicit objective of the organization?
   a. No
   b. Yes. If yes, describe the objective and programs that support it:

8. To what extent does your organization work to build resilience of households and communities to disasters or longer-term stresses such climate change? Please describe your activities.

9. Functions of the organization (check all that apply):
    a. Delivering direct services to people
    b. Promoting cultural or religious practices
    c. Developing or implementing policy
    d. Conducting research or evaluation
    e. Mobilizing community members to demand rights or services
    f. Watchdog organization monitoring government or private sector activities
    g. Advocacy with decision-makers
    h. Promoting collaboration through a network or federation
    i. Providing financial support to national or local organizations (e.g. donor organizations)
    j. Producing goods or services for the market
    k. Other (please describe):

10. Number of years of operation:

11. Annual budget (approximate):

12. Source of funding:

13. Staffing: Number of paid staff:
                  Number of volunteers:
                  Gender composition of staff:
                  Gender composition of leadership:

14. Geographical area of operation:

15. Are you a membership organization?
    a. No
    b. Yes.   If yes,
              i. Number of members:
             ii. Description of members:
            iii. Gender balance of membership (approximate):
             iv. How does the organization engage its members?

16. Examples of successful initiatives:

17. Organization's assessment of its primary strengths:

18. Organization's assessment of its primary weaknesses or challenges:

19. Organization's self-rating of its ability to address gender issues and inclusion of marginalized groups, on a scale of 1 – 10, where 1 is very low and 10 is very high:
    a. Number:
    b. Reason for score:

20. **To be completed by interviewer:** What could the organization bring to a partnership with your organization on gender and resilience? Check all that apply:
    a. Trusted relationships with local communities
    b. Ability to mobilize marginalized individuals and groups (women, men, youth, members of marginalized castes, or ethnic groups)
    c. Capacity to analyze and develop programs to address gender and inclusion issues
    d. Other technical expertise
    e. Research expertise
    f. Greater access to better quality services
    g. Advocacy with key decision makers
    h. Ability to develop or implement government policy
    i. Other (describe):

21. Any additional comments by interviewer:

STEP 5: Analysis of Gender and Social Inclusion Data

The tools and stakeholder analysis are intended to help yield information that points out differences between men/boys and women/girls that are largely based upon their culturally or socially prescribed roles – thus "gender" differences rather than "sex" differences based upon male and female biological characteristics. These gender differences are often taken for granted by people and communities themselves and frequently go unquestioned even though they might imply unfair treatment of one category (e.g., women and girls, persons with disabilities, ethnic minorities, etc.).   The job of the gender specialists carrying out the assessment is to make some of these invisible differences more visible.

Although there is no single blueprint for gender analysis, the following are some general steps for the process:

1) Look for common trends and similarities in the information gathered from focus groups and key informant interviews across sites to synthesize gender differences relevant to the program. At the same time, be alert to variations across different sites that might arise due to social, economic, or ecological conditions specific to a particular location. Also, be alert to situations that depart from the norm – e.g. men or women, or marginalized groups, who recognize and question gender inequality or social exclusion. Such "positive deviance" might represent opportunities for social change approaches in future programming.

2) To the extent helpful, use Mercy Corps' gender analysis framework to organize these gender differences by category (roles and responsibilities, access to resources, decision-making, time, and space, etc.). However, don't be overly concerned about which category to place gender differences since many gender differences span several categories. In addition, not all categories will be equally relevant to the questions being probed throughout the assessment, so it is not necessary to apply the framework comprehensively.

3) Having identified and organized key gender differences, analyze the differences through the lenses of vulnerability to shocks and stresses and capacities to cope and recover from them.

   Vulnerabilities: How will a particular gender difference make a woman (or girl, or man, or boy) more vulnerable to the specific shock or stress the program is trying to address? What about their situation makes them more vulnerable, either in terms of their level of exposure to the shock or stress or regarding their level of sensitivity? What are men's and women's self-perceptions of their vulnerabilities? What are the community's perceptions of these vulnerabilities?

   Capacities: What capacities of individuals, groups, and households are needed to reduce these vulnerabilities? Which capacities will help cushion the immediate impact of the shock or stress (absorptive capacity), help individuals, groups, or household make changes to better protect them from the shock or stress in the future (adaptive capacity), or make fundamental changes in formal or informal systems to bring about more sustainable solutions (transformative capacity)? What are the self-perceptions of individuals, groups, or communities of their capacities? What is their motivation and interest in strengthening their capacities?

4) One way to think about capacities is the degree to which men and women have access to and skilled use of the five capitals – physical capital, natural capital, human capital, financial capital, and

social/political capital (see Tool 4). To what extent do women/girls or men/boys have access to and make skillful use of these capitals? What are any obstacles or constraints in obtaining access to or skillfully using the capitals?

Next, examine the **options – and opportunities – for strengthening these capacities** through your program. Propose broad program approaches that might help disadvantaged individuals and groups to strengthen and therefore be better placed to fully make use of these capacities.

5) Reflect on the various stakeholders at the different levels (community, district, sub-national, or national) that were mapped as part of the community assessment. Are there any that can play an important role in the approaches proposed? Describe their role and the support – technical, operational, training, or financial -- that your program would have to provide to them.

6) Share and discuss your findings with staff, via a workshop or by other means, to get their input in validating your findings and discussing options for integrating these findings into program design or the revision process.

Three Categories of Resilience Capacities

Capacities	Time-Frame	Examples
ABSORPTIVE: Ability to minimize sensitivity to shocks and stresses	**Short-term**	Informal savings and loan groups, hazard insurance, disaster preparedness
ADAPTIVE: Ability to proactively modify conditions and practices in anticipation of or as a reaction to shocks and stresses	**Medium-term**	Livelihood diversification, access to weather or market information, asset ownership, access to technical training opportunities
TRANSFORMATIVE: Creates the conditions to facilitate systemic change and create a positive environment in which people are willing and able to invest and innovate while managing risk. This category is focused on governance systems and institutions at all scales.	**Long-term**	Shifts in social or cultural norms toward gender equality or social inclusion of marginalized groups. Formal safety nets, access to markets, access to infrastructure, access to basic services, changes in laws and policies. The ability of government agencies to deploy mechanisms for planning adaptation activities.

*Source: "*Stress: Strategic Resilience Assessment Guidelines document." Mercy Corps, February 2016

Example

Gender issues identified through assessment: Women in a rural village engage in collective small business activities and then reinvest some of their earnings in an informal savings fund. The fund sets aside savings for women members of the collective to use in the event of flooding or landslides, which frequently happen in the community. Unlike men involved in economic activities, women rely on men to decide on what small business activities to engage in, how to market their products, and what price to demand. They also rely on men to transport their goods to the market and bring back the earnings because they are reluctant to travel far from their home and families. Some women worry that they are not getting a fair price for their

products. Furthermore, women's husbands will often reduce their contribution to the household if they believe that their wives are earning more.

Analysis: Social and cultural norms dictate that men make decisions in the household and community related to business production and marketing, and most women do not challenge this arrangement. The level of self-organization among the women for income generation seems to be weak; a problem reinforced by the limited time that women have to devote to the activities given their heavy time burden from household responsibilities. Furthermore, women lack the confidence and some of the skills to assert more leadership and control over their income-generation activities.

Potential program responses:
- Strengthen women's business skills and capacity to make business decisions
- Strengthen women's self-confidence, leadership, and negotiation skills
- Make arrangements for some of the business collective members to provide child and family care so that at least one woman from the community can travel to market the goods
- Cultivate support for women to control their own business decisions among key male leaders in the community
- Coach couples in joint financial decision-making in the household
- Arrange for childcare so that women can participate in program activities that address the above

Potential key stakeholders:
- Informal women's savings club
- Local NGO specialized in strengthening capacity through training and community mobilization
- Male community leaders

Tips for Gender Analysis

- **Capture key informants or community members' views about gender differences in their own words**, demonstrating how they understand social categories.

- **Move beyond capturing the most interesting quotations**. Seek to interpret community input in the wider context of the social, economic and ecological systems. For example, how do economic systems that require property ownership for credit affect men's and women's self-perceptions about their own choices? What opportunities for diversification of income does women's traditional knowledge of plant systems present?

- **Pay attention to how men and women understand words and concepts**. For example, when women talked about "controlling" income in one qualitative gender study, they meant that they consulted their husbands before making purchases, while men did not refer to any similar processes of consultation.

- **Probe findings deeply and avoid making assumptions**. For example, if women do not speak up at meetings in the presence of men in community meetings, do not immediately conclude that women's views are not represented. Perhaps these women shared their views with their husbands in advance and agreed that men's higher social standing justified their speaking out. Perhaps they agree with the men and have nothing to add.

- **Do not assume that**, in all cases, **what community members tell you is the "truth."** There might be diversions between what they say or profess to believe and the actual practice. Therefore, check responses against other information available to you.

ANNEX: ADDITIONAL TOOLS

The following tool may be used to complement the gender and resilience assessment as needed.

Annex A: Access to Social Networks

Collect the following information:

Name of respondent (optional):	Caste or Ethnicity (if applicable):
Date:	Sex: Male ____ Female ____
Community, District, Province:	Age Range: Youth (16-29 years) ____ Adult (29-49 years) ____ Elderly (50 years+) ____

Friendships and social relationships Q: Do you have:	Yes	No	Not Sure	Comment
Five non-family friends?				
A place to meet friends at least once a week?				
Someone from whom you can borrow money?				
Someone to turn to if you have a sensitive personal problem?				
Someone to turn to if you have an economic problem?				
Someone to turn to if you have a health problem?				
A safe place to stay for the night?				
Would you say you know your neighbors well?				
Community Groups **Q: Do you belong to:**	**Yes**	**No**	**Not Sure**	**Comment**
Any group that provide support to families in times				

of crisis or need?				
A community savings or credit group?				
A local community organization?				
Any group that engages with the local government?				
A producers group or cooperative?				
A business or traders group?				
A sports or other recreational group?				
A cultural or ethnic association?				
A religious group?				
Any other group?				

Of all the groups mentioned, which two are most important to you and why?

Social Cohesion **Q: In general, would you agree that:**	**Yes**	**No**	**Not Sure**	**Comment**
Most people in your community can be trusted?				
People in this community are willing to help if you need it?				
Local government officials can be trusted?				

Annex B: Knowledge, Attitudes, and Practices (KAP) Survey Tool

The following survey is designed to be circulated to organization and partner staff to assess gender and resilience knowledge, attitudes, and practices. The tool may be used to assess change in knowledge, attitudes, and practices over time, although it is not designed to be an evaluation tool but rather to gain a general understanding of staff knowledge, attitudes, and practices and to spark conversation around gender and resilience issues.

Process: The survey should be adapted for the organization and country context. An online survey platform such as Survey Monkey may be used. Questions marked with a * are recommended to be mandatory, while other questions may be skipped if the participant wishes. Be sure to allow 2-4 weeks for participants to respond, and send friendly reminders throughout the time period.

Survey of Gender and Resilience Knowledge, Attitude, Practices, and Needs

Introduction: This survey is intended to measure the gender knowledge, attitudes and practices of Mercy Corps staff and staff of implementing partners who are working with programs that are participating in the BRIGE program. We urge all Mercy Corps staff and implementing partner staff of these programs to take this survey. Please note that the survey does not ask you to identify yourself by name, and all individual responses will be kept confidential. We will compile the answers and present the aggregated results for the country.

We encourage you to answer the survey questions as honestly as possible. If you do not know that answer to a question, please answer "don't know."

I.   Background information

* Position Level:

*Country:

*Mercy Corps program:

*Mercy Corps employee: ___ Yes   ___ No

>   If Mercy Corps employee, length of time with Mercy Corps: ___ years.   If less than one year: ___ months.   ___ Not applicable

*Mercy Corps implementing partner: ___ Yes ___ No

*Sex: ___ Male   ___ Female

*Age: ___ 18-24   ___25-29   ___ 30-35   ___ 35-49   ___ 49 and above

Marital Status: ____ Married   ____Single

Number of children: ____

II.   Survey

1. * **Men and women's roles and responsibilities are changing over time.**

   - True   False   Don't know

2. * **Which of the following best describes gender analysis for a resilience program:**
   - A study of biological differences between men and women that lead to their different experiences in dealing with a shock or stress
   - A tool used to identify and understand the social and economic differences between women and men, and the way these influence how they are able to cope with shocks or stresses
   - Counting the number and percentage of men and women beneficiaries in a resilience project or program
   - An examination of how women or girls are vulnerable to shocks or stresses
   - Don't know

3. **At what point in a program cycle is it best to conduct gender analysis?**
   - At the proposal stage, in order to inform the problem statement and the proposed goal and objective to address the problem
   - At the initiation of a program, once specific program sites are selected, in order to inform program design and M&E approaches
   - During program implementation, if gender gaps start to emerge through the program monitoring
   - All of the above
   - Don't know

4. * **Which are key steps in conducting a gender analysis for a program? Check all that apply**

   - Conduct field research with men, women, boys and girls in the program communities
   - Review secondary literature and sex-disaggregated data relevant to gender in the country as well as relevant to the specific program
   - Investigate women's biological issues, such as family planning, maternal and reproductive health, nutrition for pregnant women, etc.
   - Organize findings from secondary and primary research, using the gender analysis framework.
   - Assess the capacity of the program staff and implementing partners to address gender
   - Don't know

5. * **A gender-sensitive program tries to help men and women by treating them exactly the same way.**

   True   ✓ False   Don't know

6. * **What does gender mainstreaming mean in programming? Select all that apply.**
   - Targeting women and girls only
   - Designing and implementing program activities to close gaps between men's and women's access to and control over resources
   - Monitoring how different groups of men, women, boys and girls benefit from programs
   - Designing programs that allow men, women, boys and girls to fulfill their expected roles in their homes and communities
   - Creating opportunities for men, women, boys and girls to have greater voice in the decisions that affect them in their homes and in their communities

7.   *** To overcome gender inequalities, it is sometimes necessary to have programs and projects that focus on women and girls.**

- Strongly Agree   ✓ Agree   No opinion   Disagree   Strongly Disagree   Don't know

8.   *** Which of the following are examples of data collection disaggregated both by sex and by age? Select all that apply.**
- Post-distribution monitoring survey (PDM), which asks people interviewed their sex and age
- Count only the number of households headed by women
- Data on the total number of male and female beneficiaries
- Information and data from separate focus groups with men, women, boys and girls
- Don't know

9.   **Is it important to have a balanced representation of men and women on a program team? Select all that apply.**
- No, this is not important. It is only important to have team members that understand gender differences.
- Yes, because it allows the team to integrate different perspectives
- Yes, because it might help us better reach men, women, boys and girls
- Yes, because it models gender equality to partners and communities and promotes gender balance in practice
- No, this is not possible in my country, because of cultural and educational barriers

10.   *** Typical activities to reduce the risk of disaster – mapping places that might be affected , establishing systems to give communities early warnings, building physical structures, and helping communities to prepare for disasters – can be considered gender neutral because they are primarily technical exercises.**

Strongly Agree   Agree   No opinion   ✓ Disagree   ✓ Strongly Disagree

11.   *** Which of the following can be considered causes of vulnerabilities to disasters or to severe climate change effects? Select all that apply**
- Little or no power to make decisions in the home or in the community
- Limited access to income, savings, credit and other financial assets
- Lack of physical skills such as swimming, climbing trees
- Limited mobility beyond the area of home
- A weak social network
- Low literacy and education levels
- Limited access to information
- Lack of confidence to challenge social norms, such as obedience to male authority
- Being pregnant or having recently given birth
- Expectations that you must be a hero by rescuing or protecting people

Survey administrators please note: Items 12 - 30 measure attitudes, and items 31-37 measure practices, therefore there is no "right" answer to these questions.

12. **When disaster strikes, we should focus on life-saving activities. Gender issues are not life-saving, therefore should not be a priority in disaster preparedness or response.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

13. **It is important to consider an individual's level of knowledge and skill related to gender when hiring them, even if their position is not focused on gender equity or social inclusion.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

14. * To successfully build people's ability to absorb the impacts of disasters or climate change and to adapt in order to minimize their effects in the future, it is necessary to address gender and social inequalities.

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

15. **It is important to consider an organization's track record on gender equity or social inclusion when collaborating with them on a project or activity, even if the project or activity is not specifically focused on gender equity or inclusion outcomes**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

16. *** It would concern me to have a female boss**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

17. **Meetings in my organization tend to be dominated by male staff.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

18. **I would be hesitant to hire a female staff person who is pregnant or might get pregnant**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

19. **My organization has friendly policies toward women staff, such as maternity leave policies, support for women to engage in field work, protection from harassment by male colleagues**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

20. *** Gender issues are taken seriously and discussed openly by men and women in my organization.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

21. *** The senior management in my organization shows respect for diversity in work and management styles among people of different genders, ages, ethnic background, educational background, etc.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

22. *** Gender-disaggregated data provides useful information for program/project monitoring and evaluation and subsequent project or activity design, and therefore is worth additional time and effort to collect and analyze.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

23. *** My organization's programs/projects contribute to the meaningful participation and empowerment of women and girls and to changing unequal gender relations.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

24. **In my own home, an adult man in the household (husband, father, or yourself) participates in the following activities:**

	Frequently	Sometimes	Hardly ever	Never
Cooking				
Cleaning				
Washing clothes				
Taking care of children				

25. **In my own home, the final say in the following types of decisions is made by:**

Me   My husband   My wife   My husband/wife and me jointly

My mother   My father   My mother-in-law   My father-in-law

    Buying clothes or food

    Buying a large asset, such as a car, motorcycle, land

    Children's education or health expenses

    How much to save and use of savings

26. **In my own home, who pays for household expenses?**
    Husband   Wife   Both contribute   Husband's family contributes   Wife's family contributes

27. **If a man earns the money to pay household bills and expenses, he has the right to make decisions for the family.**

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

28. **My view of women working is (select all that apply):**
- Women should have equal access to employment as men.

- A husband and wife who both work outside the home should share in housekeeping activities (cooking, cleaning, childcare).
- Women can work, but married women should put their family first.
- A husband's job is more important than his wife's, because he is the main breadwinner.
- I don't believe women should work outside the household, as it is the man's role to earn money.

29.   When there is dispute between husband and wife, it is the wife who must make peace.

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree

30.   * Which of the following statements best describes you:
- I am not concerned with gender issues – I am content with our culture and the roles of men, women, boys and girls.
- I am concerned that there is too much focus on women and girls in our society today, and men and boys are not getting enough opportunities.
- I am concerned that our society gives men power over women, and I would like to see that change in the future for my children.
- I am very concerned about gender-based discrimination in our society today and would like to see this change rapidly.

31.   In our resilience programs, there is an analysis of gender differences in vulnerabilities to shocks and stresses as well as the capacities to be able to cope with and recover from shocks and stresses

Yes   In most cases   In very few cases   No   Don't know

32.   * Our programs regularly seek to identify and partner with local groups led by women, youth or marginalized groups.

Yes   In most cases   In very few cases   No   Don't know

33.   * Is gender disaggregated data collected for all programs activities that involve people?

Yes   In most cases   In very few cases   No   Don't know

34.   * Is gender-disaggregated data regularly analyzed to identify gender and social inclusion gaps and specific efforts made to try to address the gaps?

Yes   In most cases   In very few cases   No   Don't know

35.   * There is adequate training of program staff in gender analysis, planning based on the analysis, and monitoring and evaluation

Strongly Agree   Agree   No opinion   Disagree   Strongly Disagree Don't Know

36.   When I need assistance related to gender or social inclusion in my program work, I know whom to ask

Strongly Agree   Agree No opinion   Disagree   Strongly Disagree Don't Know

37.   * There is adequate budget allocation in my program to allow a gender or socially inclusive approach, including any gender training for staff and implementing partners

Strongly Agree   Agree   Disagree   Strongly Disagree Don't Know

38.   * Please elaborate on any specific needs that you have, or your program has, regarding strengthening knowledge, beliefs or practices related to gender integration in your program.

39.   * Please elaborate on any changes you would like to see in the organization or program management, internal policies, or internal procedures that contribute to gender equity and social inclusion.

40.   If you are interested in additional training and support to become a gender champion within your team, please email…"

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In disaster, in hardship, in more than 40 countries
around the world, we partner to put bold solutions into
action — helping people triumph over adversity and
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