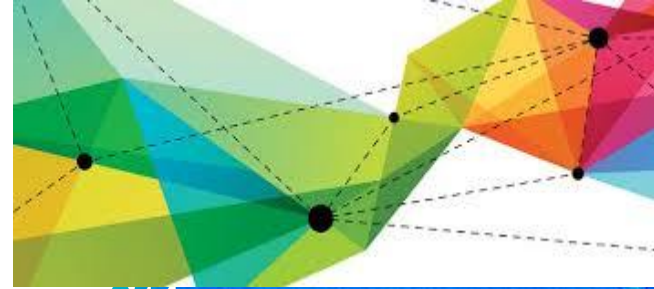


# Undertaking a gender analysis with an intersectional perspective: Humanitarian Examples



# Segment 2

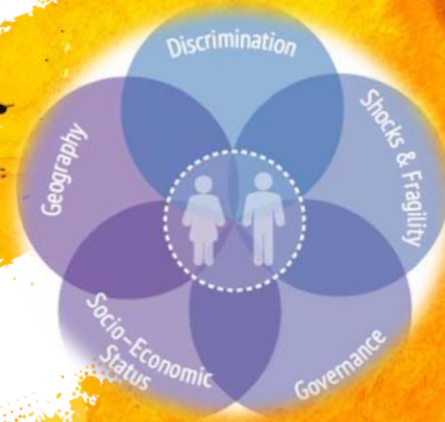
- I. Examples: UNDP, Christian Aid, Islamic Relief Worldwide
- II. Key Questions for Discussion





# UNDP- Who is being left behind and why: 5 key factors

1. **Discrimination:** What biases, exclusion or mistreatment do people face based on one or more aspect of their identity (ascribed or assumed), including prominently gender as well as ethnicity, age, class, disability, sexual orientation, religion, nationality, indigenous, migratory status etc.?
2. **Geography:** Who endures isolation, vulnerability, missing or inferior public services, transportation, internet or other infrastructure gaps due to their place of residence?
3. **Governance:** Where do people face disadvantage due to ineffective, unjust, unaccountable or unresponsive global, national and/or sub-national institutions? Who is affected by inequitable, inadequate or unjust laws, policies, processes or budgets? Who is less or unable to gain influence or participate meaningfully in the decisions that impact them?





## UNDP cont'd...

4. **Socio-economic status:** Who faces deprivation or disadvantages in terms of income, life expectancy and educational attainment? Who has less chances to stay healthy, be nourished and educated? Compete in the labour market? Acquire wealth and/or benefit from quality health care, clean water, sanitation, energy, social protection and financial services?
5. **Shocks and fragility:** Who is more exposed and/or vulnerable to setbacks due to the impacts of climate change, natural hazards, violence, conflict, displacement, health emergencies, economic downturns, price or other shocks?

\* People at the intersection of these factors face reinforcing and compounding disadvantage and deprivation making them likely among the furthest behind





# Christian Aid (2017) *Leave no Woman Behind Lessons from Asia and the Middle East*

- In your programme geography - who holds power? Who are the powerless and the most vulnerable? What are their social identities? Within these groups - who is most vulnerable to violence? How are the different groups affected by violence?
- Among the poorest, what identities intersect and become the cause for multiple burdens for those identified social groups? What are the identity-related barriers to accessing their human rights and services meant for them?





# Christian Aid (2017) cont'd

- If your programmes are to address these issues, what strategies would you consider for addressing their practical and strategic needs?
- In what ways can civil society at large address both the power inequalities between different social groups and the power of gender in policies and programmes?
- How can programmes work with powerful actors to help them to realise that discriminatory practices and power inequalities are self-destructive and harmful for social and economic development?



# Islamic Relief Worldwide (IRW) Intersectionality Framework (2018)





# Islamic Relief Worldwide (IRW)

## Intersectionality Framework (2018)

6 A's: Analysis, Adapted Assistance, Attention to Negative Effects, Adequate Participation, Accountability, and Adequate Capacity = **Inclusive Humanitarian Programming**

**Analysis:** Does the proposal contain an adequate age, gender and diversity analysis (see below), and has sex, age and disability-disaggregated data been collected throughout the project lifecycle?

**Adapted Assistance:** Is the assistance adapted to the specific needs and capacities of different gender, age, disability and ethnic groups?





**Attention to Negative Effects:** Does the action prevent or mitigate potential negative effects on different groups in the community?

**Adequate Participation:** Does the project adopt a participatory approach by ensuring men, women, girls and boys of all ages and abilities enjoy adequate and equal participation?

**Accountability:** Does the programme consider safe and accessible complaints mechanisms, accessible information, and systems to consider the differentiated needs of women, men, girls and boys of all ages, abilities and diversities? Does the organisation reflect on its own practices, policies, and code of conduct to ensure enhanced accountability?

**Adequate Capacity:** Does the organisation have staff trained on inclusive, protective and accountable approaches to programming





# IRW Age, Gender and Diversity Analysis

6 core steps throughout duration of a programme/project, from design, through implementation, to monitoring and evaluation.

1. **Identify situation, issue or problem to be addressed.**
2. **Identify sources of information (seeking diversity)** that include:
  - Individuals from the target population
  - Groups from the target population
  - Institutions or organisations
  - Experts.
3. **Gather information that is disaggregated by sex, age and disability if possible (and other pertinent variables such as ethnicity, religion, educational level, employment status, etc.).**



# Age, Gender and Diversity Analysis cont'd

4. Examine data gathered from women, men, girls, and boys, of all ages and abilities. Using an intersectional lens, address the following (where applicable):

- Roles and responsibilities;
- Relations between girls and boys, women and men;
- Access to, and control of, resources;
- Productive and reproductive activities;
- Obstacles and constraints (individual, social, economic, legal, political, cultural) to the participation of girls, boys, women and men;
- Vulnerabilities;
- Capacities;
- Practical needs and strategic interests;
- The potential (positive and negative) impacts on boys and girls, women and men, of an intervention.



# Age, Gender and Diversity Analysis cont'd

## 5. During the planning stage:

- Ensure that data (where possible) is disaggregated by sex, age and disability (as well as other relevant factors);
- Establish a baseline from which outcomes, outputs and indicators can be determined;
- Determine desired results (outcomes/outputs);
- Identify the action(s) to be taken, making sure that participation is evident and planned for at all stages of implementation;
- Specify age, gender and disability-sensitive indicators;
- List possible risks to realising the stated results and devise strategies for mitigating these risks.



# Age, Gender and Diversity Analysis cont'd

6. During implementation, constantly review the age, gender and disability dimensions of a programme or project, recalling the baseline data, desired results and indicators of achievement.

- Methods of data collection or information-gathering should be both quantitative and qualitative.

\*Where information is sought from groups it is important to consider both single-sex and mixed groups. When scheduling meetings with individuals and groups, consideration should also be given to the time, day, location etc. Men should not be consulted on women's behalf. You can also consider conducting different focus group discussions with girls, boys, older men, older women, men with disability, and women with disability. Make sure to include their care givers and ensure grouping is culturally appropriate. Make sure they are gender and culturally sensitive



# Key Questions

- What can be strategic entry points ?
- What new questions can be asked about the context of a situation and or problem?
- What questions can be asked to ensure that differences within groups are captured, that gender is understood as intersecting with other factors?
- What 3 things can you do differently?

