

# Joint Needs Assessment and Gender Analysis

## Guidance Note 2020 RMRP Planning Process

*Ensuring gender equality and women’s empowerment into response is central to provide an effective and comprehensive response to mixed flows from Venezuela. Integrating a gender approach guarantees women, girls, boys and men differences and human rights will be understood and considered into national and regional response in a comprehensive manner.*

In this sense, this guidance note briefly draws the participants of the Regional Platform’s attention to include key gender elements into the 2020 Regional Refugee and Migrant Response Plan (RMRP). Based on the IASC [Gender Handbook](#) and [Gender with Age Marker \(GAM\)](#), it recommends basic optional measures and questions in order to promote a gender perspective as part of the planning process, focused on needs assessment and analysis by each RMRP sector.

***“We will ensure that our responses to large movements of refugees and migrants mainstream a gender perspective, promote gender equality and the empowerment of all women and girls and fully respect and protect the human rights of women and girls”.***

[New York Declaration for Refugees and Migrants](#)

### Incorporating a Gender Perspective in 2020 RMRP Planning Process

Gender analysis must be integrated at all stages of response planning and programing, including joint needs assessment and analysis. In consequence, joint needs analysis requires response actors to identify and understand the needs, roles and dynamics of women, girls, boys and men in a differentiated manner. Including gender analysis in the assessment phase implies to identify how human mobility dynamics impact women, girls, boys and men, as well as how the envisaged response considers their needs and priorities.

#### Joint needs assessment & Analysis

Collect information already available on gender context and sex-and-age disaggregated data, whenever possible.

Identify and include a gender component into core problems-needs and by each sector needs.

Ensure equal participation of women and men, and organizations working on gender and GBV issues.

#### People in Need (PiN)

Disaggregate population projections and the estimation of people in need by sex and age in the country and per sector, whenever possible.

Provide estimations of people in need based on different sources, including official ones, when obtaining sex-and-age disaggregated data is difficult.

Identify gaps in information related to gender and age aspects and specific population groups (LGBTI persons e.g.)

#### Planning 2020

Include indicators that can be disaggregated to the greatest extent possible.

Include objectives and activities aimed to respond to gender inequalities, including gender-based violence needs identified.

Disaggregate target population by sex and age, and include women, girls and LGBTI persons explicitly, whenever possible.

National gender equality mechanisms, institutes of statistics, migration offices, and NGOs are some sources of information. Here some examples:

- [Care \(2019\). CARE Rapid Gender Analysis Latin America & Caribbean: Venezuelan Migrants & Refugees in Colombia](#)
- [Refugees International \(2019\). Searching for Safety. CONFRONTING SEXUAL EXPLOITATION AND TRAFFICKING OF VENEZUELAN WOMEN AND GIRLS](#)

Key questions during the joint needs assessment and analysis session:

1. What are the needs, roles, capacities and priorities of women, girls, men, boys and LGBTI persons refugees and migrants and in host communities?
2. Is there sex-and-age-disaggregated information (quantitative and qualitative) available about needs of women, girls, men and boys? What are the information gaps?
3. How have women, girls, men and boys been affected in each sector?
4. What risk do different groups of women, girls, men, boys and LGBTI persons face in each sector?
5. What services provide differentiated multi-sectoral assistance to women girls, men, boys and LGBTI persons in each sector?

Understanding different access to, needs and expectations of women, girls, men and boys allows responders to provide solutions that meet their basic needs and deliver equal benefit to affected people. The following section provides a basic **list of questions per sector** to better incorporate gender analysis into the joint inter-sectorial analysis session<sup>1</sup>:

### Shelter / NFI / humanitarian transportation



1. How do gender and age affect the individual's ability to access and/or maintain shelter/NFI/transportation? What barriers exist for specific groups?
2. What are the roles of women, girls, men and boys related to shelter/NFI/transportation construction, management, delivery, decision-making? How do they interact?
3. Does the shelter design allow for privacy and safety with dignity? Do women, girls, men and boys have access to safe spaces?
4. What steps are taken to reduce the risk of gender-based violence in shelters, NFI delivery and humanitarian transportation?

### Food security



1. Do certain groups or households or individuals find it more difficult to access food, distributions sites or registration points?
2. What are the roles of women, girls, men and boys in food production, selection, collection and preparation?
3. In the household, who makes decisions about food purchasing, procuring and use of productive resources?
4. Is food insecurity contributing to early marriage or transactional sex?
5. What are the consumption trends? How do women and men use their incomes?

<sup>1</sup> Based on IASC [Gender Handbook](#) and [GAM Tip Sheets](#).

### Nutrition



1. How does the crisis affect nutritional well-being of women, men, girls and boys? Who is most at risk of poor nutrition and health?
2. Do sex-and-age-disaggregated data on nutritional status or mortality data indicate that women, girls, boys or men are disproportionately affected by poor nutrition?
3. Who eats first or more and who eats last or less in the household?
4. Is poor nutrition contributing to early marriage or transactional sex?

### WASH



1. How does the crisis affect access to water, hygiene and sanitation of women, men, girls and boys?
2. Is there information on relative rates of access to water and/or hygiene practices, e.g. hand-washing, sex-and-age-disaggregated?
3. What are the roles of women, girls, men and boys in collecting, handling, managing, storing, treating and using water?
4. Do any groups face barriers and protection risks in relation to water & sanitation?
5. What are menstruation needs of women and girls and how is it impacting their access to services?

### Health



1. Are pathologies seen in similar rates in different gender and age groups?
2. Are there disproportionate disease or death rates in certain groups? If so, why?
3. What are the roles and responsibilities of women, girls, men and boys for health care at household and communitarian level?
4. How does the crisis affect respective abilities to access health and rehabilitation services? Are there barriers to women's, girls', men's and boys' access to health services or health information, including around safe hygiene practices?
5. Are there reproductive and sexual health services and appropriate clinical management of gender-based violence cases?

### Education



1. What are the relative rates of school attendance? How do access rates vary?
2. What are the numbers of out-of-school girls and boys?
3. What are the literacy rates for women and men?
4. How do gender and age affect ability to access education?
5. Are there barriers to women's, girls', men's and boys' access to education?

### Protection



1. What distinct protection risks has the crisis caused or heightened? (E.g. identify documents expired, sexual violence, child labour, early marriage, trafficking)
2. Which gender/age groups are most affected by these risks and how?
3. What are the rates of violence? How do rates of violence vary by gender and age?
4. Are women and girls included in registration and identification efforts? What obstacles do women and girls face in establishing their identity if documentation is lost, expired or previously did not exist?
5. What survival needs are putting people at risk of harassment, abuse, exploitation or violence due to their vulnerability, lack of documentation and register, or the means of service provision/distribution, etc.?

### Integration - Livelihoods



1. Is disaggregated data on skills, education levels, work experience, coping strategies, market access, opportunities available at community, household and individual levels?
2. What gender barriers exist to accessing available livelihood opportunities?
3. Are women, men and female, male and LGBTI youth participating in the market as vendors, suppliers, wholesalers and consumers?
4. Who (women, men, girls and boys) participate in unpaid care work? What roles and responsibilities do they have?
5. What are the jobs available for women? What particular barriers to working do women face?

### Cash-based Initiatives (CBI)



1. What are the CBI-related needs, capacities and aspirations of women, girls, men and boys?
2. What additional support, such as childcare and transit, do women need to engage in work activities?
3. Which factors (e.g., amount, duration, frequency, transfer mechanism) are essential to ensure safer cash transfers to women and men?
4. What potential activities could women undertake to sustain an income after the cash assistance is over (vocational training)?
5. What are the household attitudes towards women handling cash and deciding on its use? Do women have experience handling cash or is financial training support required?