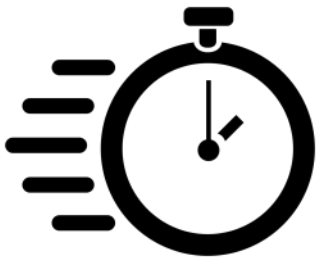
Rapid Gender and Age Analysis in Emergencies

A WFP Tool

This tool has been adapted from CARE International's Gender Toolkit and the IASC Gender Handbook for Humanitarian Action. It is designed to assist any WFP staff, who are part of the first wave of response in an emergency and who needs to do a rapid gender and age analysis. The tool aims to answer to frequent requests from staff in the field to come up with some 'quick and easy' approaches to gender analysis in those busy times of first response. The Gender Office looks forward to maintaining two-way communication so that we can continue improving the support documents and guidelines you need.

Gender and age analysis is a tool that examines how differences in gender roles, activities, needs, opportunities, rights, participation, access and control affect women, men, girls and boys in specific contexts. For WFP, this tool helps ensure that all food assistance is adopted to the different needs and capacities of the people whom it serves.



How detailed a gender and age analysis is depends on the situation and can be challenging in sudden-onset and acute emergencies. To maximize early and effective impact and overcome these challenges at the outset of a crisis, WFP and partner organizations: i) provide gender- and age- disaggregated estimates; ii) identify the main vulnerabilities, needs and capacities of women and men of all ages and backgrounds; and iii) undertake more detailed analysis as soon as possible.



The following section provides a series of questions that will help you to identify how sex and age can change a person's needs and how power relations within a household/family group affect individuals' vulnerability and access to food. Targeting the right people requires the right information. A gender and age analysis is only as affective as how we use the ensuing information.

Quick Tip:

Sometimes it's a matter of adapting existing standard needs assessment questions to put greater emphasis on gender and age. For example:

Name of interviewee?	*Name, age and sex of interviewee?*
How many meals did people in this household eat yesterday?	*How many meals and what kind of food did infants, girls, boys, women, men and older people in this household eat yesterday?*
Are there latrines at the site?	*Are there separate, lockable and well-lit latrines at the site, that are assigned to women, men, younger girls and boys?*

Guiding Questions for a Gender and Age Analysis

These questions are for you to ask yourselves as a team, or directly to the people we are assisting. Out of the all of the questions suggested, you and your team can put together a few very important ones that will guide response in each phase of the humanitarian programming cycle. It is important to decide which questions will give you the information necessary to provide urgent assistance to people in need. All WFP assistance should take into account an affected persons' circumstances in terms of access to information, power and decision making.

Who is affected?	
What is the breakdown by sex and age of the disaster-affected population/?	
What percentage of households are headed by a women/man/single person or child?	
What is the number of pregnant and breastfeeding women?	
What is the average family size and structure, before and after the crisis?	
Impact of Emergency	
Are there ways to identify how the crisis or emergency has affected different people differently, say by sex and age groups?	
What were social, political, cultural and security conditions like before the emergency? What has changed since and for whom?	
What specific risks has the emergency caused and for whom?	
Vulnerabilities	
What specific needs do women, girls, boys and men of different ages have for assistance and protection?	
Are there any specifically vulnerable groups that should be targeted for certain types of assistance?	
If you are planning a specific intervention is the action intended to target specific gender and age groups?	
What other groups might need to be involved as well and what would be the consequences of now involving them (e.g. tensions, stigmatization, failure of objectives, etc.)?	
Capacities and Coping Mechanisms	
How capable of coping and responding are women and men?	
Can you see evidence of negative coping strategies? Positive ones? Can you breakdown the positive and negative by the women, men, boys and girls who are using them? What resources or support are they relying on? How can your programme support the best coping mechanisms?	
Gender Roles and Responsibilities	
What were the different gender roles and responsibilities before the emergency? Have they changed since?	
Who does what work? (Household chores, care-giving, farming, earning cash income etc.)	
Who controls resources and family assets?	
Who makes decisions (formally and informally)?	
Access and participation	
Do women, men, boys and girls have enough access to humanitarian assistance?	
Who has been consulted about the humanitarian response and how? Are women and men both participating in assessment and programmes?	
Social Organization and Cultural Context	
What social/ cultural structures does the community use to make decisions? How do women and men participate in these?	
What is the role of religious and cultural practices, beliefs and institutions in the community? How do they affect gender roles?	

Sector Specific Questions

The following section provides a series of questions that are linked to sector specific responses. They are included as a suggested guideline on the kind of gender analysis that should make the services we provide more efficient and effective, but more importantly, will make sure that those people we are assisting are aware of that fact that we can see the different needs that have and that we will do our level best to respond to those needs in a way that is mindful of their rights as human beings and that seeks to ensure that their dignity is preserved. The sector specific questions will also ensure that we are aware of how different sectors respond and how we can do more joined up thinking around our mandated functions

Nutrition	
How does nutritional status (< -2 z-score weight for height) break down by sex and age? Is any group (e.g. girls or boys) disproportionately affected? Why?	
What is the nutritional status of women of childbearing age? What are the levels of anemia?	
How are gender and social positions connected to malnutrition?	
What are the special nutritional needs of pregnant and breastfeeding women? Are there people with HIV/AIDS and other vulnerable groups present in the affected populations you are assisting?	
Are there any beliefs or practices that may affect the nutritional status of women, men, girls and boys differently?	
Are there some/a lot of women having trouble breastfeeding? Are male and female infants breastfeeding differently?	
Do boys and men have the skills to prepare food for themselves?	
How are children fed when they are at school?	
Can households get sources of micronutrients?	
Health	
How has the health of the population changed since the crisis? Are women and men affected differently by diseases or other health problems?	
What is the breakdown by sex and age of the crude mortality rate? Is there a disproportionate number of deaths among women, men, girls or boys? If so, why?	
Who provides health care to whom? For example, do local beliefs and practices let male health workers care for women?	
What are the local beliefs and practices on pregnancy and birth, disposal of dead bodies, washing, water use, cooking and animal care? Do any of these have bad consequences for women, men, girls or boys?	
Do women and men talk about and/ or get information about health differently? What cultural and religious practices affect health care?	
Shelter	
Who builds shelters? How are women, men, girls and boys involved? Which groups (gender and age) may not be able to build their own shelters?	
How are shelter materials shared? How does this affect women and girls?	
What are the community's cooking, washing and house cleaning practices?	
Do the toilet, washing, bathing and sleeping areas have latches and locks?	
Do households have materials for partitions to allow privacy?	
What are shelters for girls and boys without parents like? Are they safe/ culturally appropriate?	
Do single women have separate and safe shelters? Is this culturally correct, or should they be with a male relative?	
Who owns land and property? What protection (laws, customs etc.) do women, men, girls and boys have for their land and property rights?	

Education	
How has the emergency affected girls' and boys' access to education?	
How many adolescent girls and boys are out of school?	
What safety and access problems do schools have?	
Do girls and boys have equal access to school locations? Do they have equal access to all levels of schooling?	
In the case of war are some girls and boys stigmatized by their experiences (e.g. being raped or being a child soldier)? Does this stop them from going to school?	
What are the direct and indirect costs for girls and boys attending school?	
Do parents think the school is close enough for girls to get to? For boys? Is the way to school to and from home safe for girls and boys?	
Are the school's toilets accessible and safe? Are there enough? Do girls and boys have separate toilets? Do those toilets have functioning locks? Adequate lighting? Is water available?	
Does the school have male and female teachers? At all grade levels? What are their qualifications and experience?	
Do school staff know how to report and follow up harassment and SGBV? Do they have suitable materials and services to help boys and girls recover from SGBV?	
Protection	
What are the specific protection needs of women, men, boys and girls? What are the continued risk for each group (e.g. vulnerability and conscription)?	
What factors increase tensions and civilian casualty numbers, and how do they affect women, men, boys and girls differently? How does the spread of weapons affect women, men, boys and girls?	
How do human rights and humanitarian law violations affect women men, boys, and girls differently?	
How does military presence affect the risks of SGBV for women, men boys and girls?	
Can people safely report and seek redress from violations of humanitarian law? (this includes SEA by peacekeepers and humanitarian workers)	
What are the community's laws and customs on abductions, trafficking in humans, sex work, slave-like practices, SGBV, early/forced marriages and property rights? How do these affect women, men, boys and girls differently?	

Further Resources

The IASC Gender Handbook in Humanitarian Action (2006): Women, Girls, Boys and Men – Different Needs, Equal Opportunities

Guidelines for Gender-based Violence Interventions in Humanitarian Settings

FAO in Emergencies (2013): Guidance Note "Striving for Gender Equality in Emergencies

GenCap – The IASC Gender Standby Capacity Project

"Sex and Age Matter: Improving Humanitarian Response in Emergencies"