Gender-Analysis Manual
Framework and tools
(Work in progress)

Source: leru.org

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1. Definition

CIDA (Canadian International Development Agency) describes gender analysis as:

"The variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures (CIDA)."

2. Purpose

Promoting gender equality and sustainable development is only possible if we know where and why gender inequalities appear. Thus, the starting point of any intervention is a gender analysis to understand its implications for women and men[1], and the obstacles and opportunities to promote gender equality and women's rights. A gender analysis is a key tool to achieve meaningful gender outcomes and promote sustainable development and peace. It is the base for a gender-transformative approach – that is important for all cfd projects.

A gender analysis helps to understand where a project can make the biggest impact or address the most immediate needs.

2.1. Key questions

1. What are gender inequalities and obstacles in your context?

2. What needs to change, what is the goal?

3. How can the goal be addressed in the project?

4. How can this goal be monitored, measured?

→ *Gender is a social variable, which crosscuts with other social variables such as age, ethnicity, class, religion, disability, sexual orientation and others.*

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[1] If we talk about women and men, this includes all the different age groups of woman and men (boys and girls, adolescent youth, elderly people). Depending on the specific context of the project, categories like sexual orientation, transgender, with disabilities or minority group belonging, need special consideration.

3. Theoretical Approach

As a basis for its gender analysis, cfd takes into account different theoretical and structural approaches:

3.1. Different analytical frameworks

- **The Harvard analytical framework:** helps us to measure economic empowerment at the household / local / family level.

- **The Moser analytical framework:** helps us to differentiate between the achievement of basic needs and strategic interests as well as the level of gender equality measured through the balance of productive tasks, reproductive tasks and community work.

- **The Good Practices Framework (developed by CARE):** helps to analyse the core areas of inquiry within the individual (agency), relational, and structural domain of women empowerment. (Therefore to capture gender transformative change on those three levels.)

- ## 3.2. The 7 core areas of inquiry

In reference to the CARE framework (CARE, 2012) cfd has selected 7 core thematic areas to be examined for the gender analysis. Due to limited resources, it will not be possible to fully analyse all areas. Depending on the focus, dimension and the level, on which the respective project is located, the central areas for the specific project need to be selected and concretised.

strategic and practical Goals

1. Division of Labor
2. Decision on household level
3. control over ressources and assets
4. access to public places and institutions
5. participation
6. control over ones own body
7. Power and Justice

context analyses / background research

3.3. Dimensions of Empowerment: Agency, structure, relations

With its conceptualization of power and social change, CARE describes empowerment as both, process and outcome that includes three dimensions – agency, structure and relationships. Each core area of inquiry plays a role within a personal (agency), structural and relational domain and can be analysed accordingly (Care, 2006).
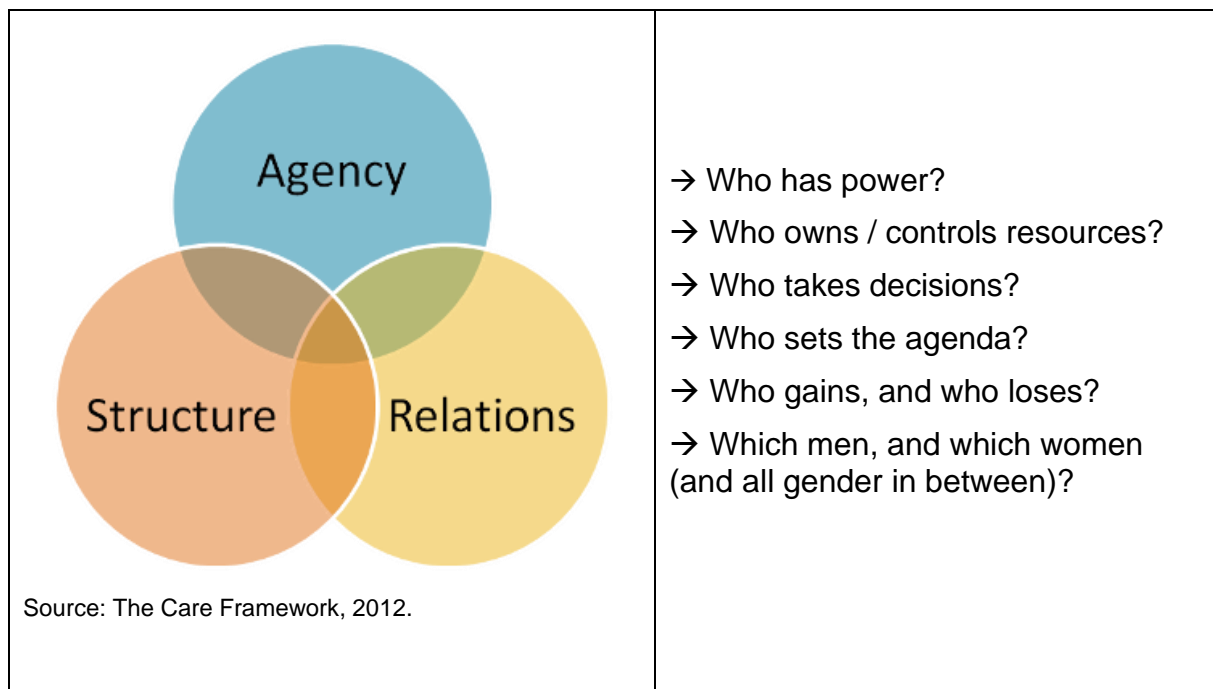
→*As these three dimensions are related to each other, they are also influencing each other. So no fixed lines can be drawn between the dimensions.*

Agency: a person's own aspirations and capabilities (self-Image, self-esteem, legal and rights awareness, information and skills, education, employment/control of own labour, mobility in public space, decision influence in household, group membership and activism, material assets owned, body health and bodily integrity)
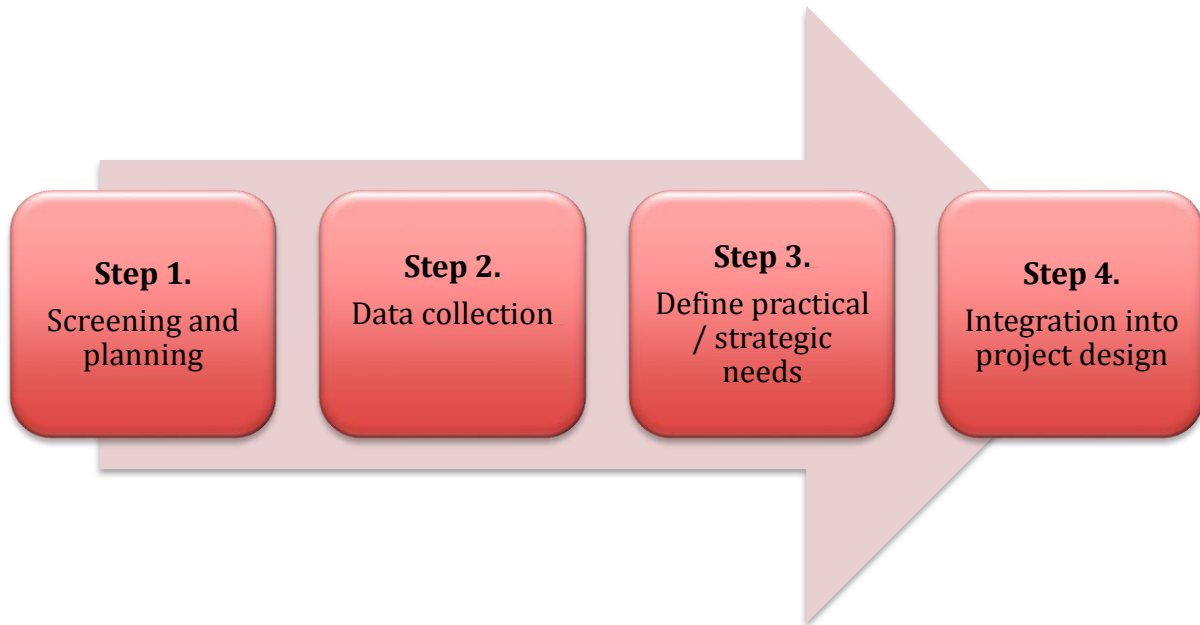
Structure: the environment that surrounds and conditions a person's choices (marriage and kinship rules, norms and processes, laws and practices of citizenship, information and access to services, access to justice, enforceability of rights, market accessibility, political representation, state budgeting practices, civil society representation)

Relations: the power relations through which a person negotiates her path (consciousness of self and others as interdependent, negotiation accommodation habits, alliance and coalition habits, pursuit, acceptance of accountability, new social forms: altered relationships and behaviours)

In all these aspects, there are some basic questions to ask:

Source: The Care Framework, 2012.

→ Who has power?

→ Who owns / controls resources?

→ Who takes decisions?

→ Who sets the agenda?

→ Who gains, and who loses?

→ Which men, and which women (and all gender in between)?

4. Process overview

4.1. Step 1. Screening and planning

Scope: The scope of a gender-analysis varies depending on the context of the project. It can be done on different levels (the micro, meso or macro), depending on the setting and the priorities of the project. Therefore, it is important to identify the relevant gender issues at the specific level when designing the analysis and to specify the target group to be analysed.

Resources: The depth and breadth of a study will be influenced by the time available, the project/program budget as well as human resources.

Timing: Ideally, a gender analysis will inform programmatic design. In some instances, however, gender analysis will be conducted after the design phase.

Broader Context Analysis: To get an overall understanding of the given context/country/community of the project, it is important to collect and analyse as much information as possible.

Examine the information that is accessible or what has been done before. In most countries, there is a wide variety of analyses by independent researchers, other donors and multilaterals, governments and NGOs. This includes policies and laws related to human rights as well as cultural norms, values, and practices related to gender. Make yourself aware of other influencing factors like ethnicity, religion, clan belongings, class, etc.

Core areas of inquiry: According to the scope, the resources, the timing and the broader context analysis it may not be feasible or necessary to touch on all 7 core thematic areas. The GA-Consultants/Team have to select the most important and most viable ones for their inquiry.

→ *For every gender analysis, it is important to be aware of potential risks to participants or community members linked to this study. It needs to be ensured that there will be no harm done*. *"Do No Harm", unintended results*

4.2. Step 2. Data collection

To collect empirical data, cfd uses and combines different methods. All methods are participatory and are chosen and adapted based on the availability of time and human resources as well as the specific target groups for data collection.

→ *The way the questions are formulated will define what answers are given.*

4.2.1. Methodological toolbox

- **Focus groups**

Focus groups are a cost effective way to collect qualitative information depending on the approach and methodology. Usually small in size, 7-12 people, focus groups are a moderator-lead discussion about the participants' experiences, feelings and preferences about an issue (USAID, 1996).

Groups are usually conducted in single-sex settings, often also disaggregated by age, socio-economic status and other relevant demographics, in order to better facilitate responses and gather different views among genders and other population groups (NDI, 2012).

The facilitator should be well experienced in collecting qualitative data to lead Focus Group Discussions. Moreover, the local consultant team leader should ensure that the facilitator has the know-how for how to facilitate equal participation from all its participants. If not, the discussion may get monopolized by a few participants. An average Focus Group Discussion should ideally last between 2 and 2,5 hours. Care should be taken not to increase the duration of Focus Group Discussions over 3 hours as participants tend to lose their concentration (World Bank, a).

- **Social mapping**

Social Mapping is a visual method to identify the relative location of households and the distribution of different types of people (e.g. women, men, girls, boys, landed, landless, educated and uneducated) as well as the social structure and institutions of an area. The tool provides data on community layout, infrastructure, demography, ethno-linguistic groups, health pattern, wealth, etc. and shows different social groups using locally defined criteria. Furthermore, Social Mapping is used to assess the distribution of assets and inequities across social groups and gender. The participatory drawing method enables a learning process about the social institutions and the different views local people might have concerning those institutions.
Social mapping is easier when communities are small, but the process becomes much more complex when household numbers are high (World Bank, b).

Maps can be drawn on the ground or on regular paper by the participants. If on the ground, the participants could use different objects like stones, twigs, leaves, etc to distinguish various types of resources, and if on regular paper, the participants could use colour markers to differentiate various types of resources (World Bank, a).

→ *This tool can be carried out as part of the Focus Group Discussion.*

Example: *The illustration shows the results of social mapping describing and identifying young women who sell sex in Zimbabwe.*

Source: https://doi.org/10.1371/journal.pone.0194301.g001
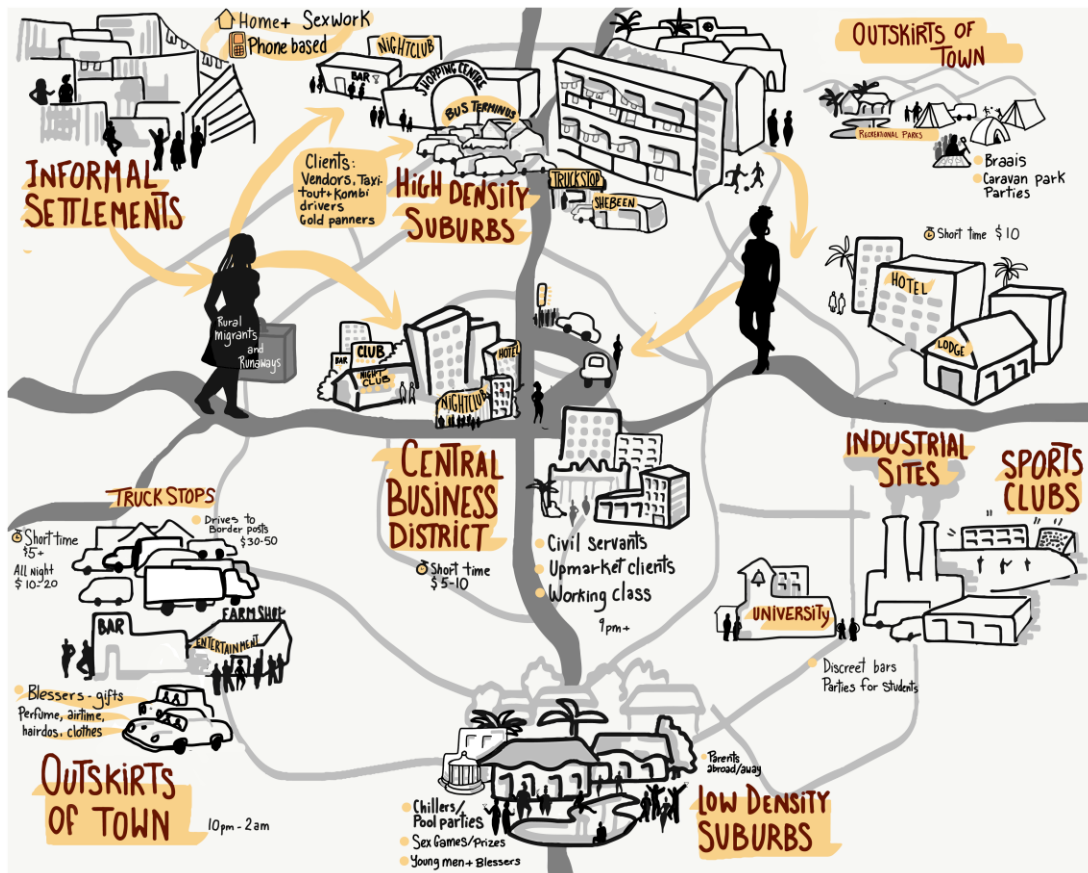
- **Interviews (structured, semi-structured)**

Interviews with a fixed set of open questions are a good way of helping causes and results to emerge, of illuminating the context, and of organising subject areas. This type of interview can record subjective assessments, wishes, expectations, fears etc. The important thing is that the selected interview partners are able to provide well-founded information due to their specific expertise or experience (NADEL).

- **Daily Activity Calendar**

The aim of an Activity Calendar is to understand the difference in workloads for male and female in a day, to identify imbalances in the distribution of household responsibilities and the differences between low and middle income homes; rural and urban settings. Important Questions to ask (Ramšak, 2017):
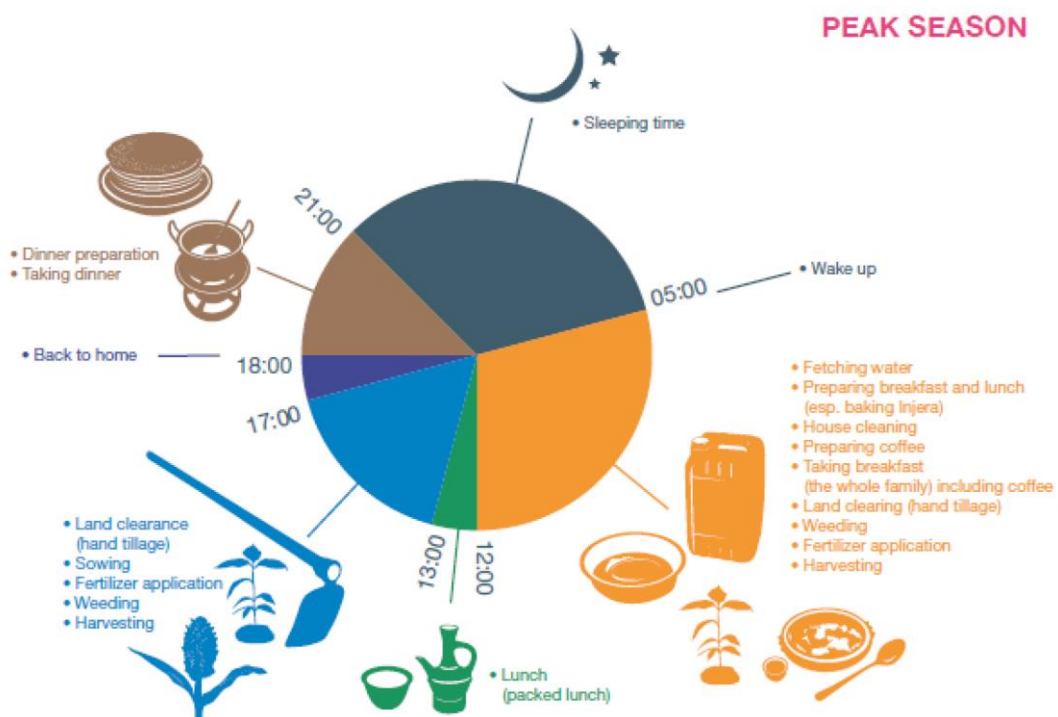
- What is the significance of who does what in your household profile?

- How do the perspective of men and women differ towards each other's activities, roles and responsibilities?

- How do the schedules and workloads of men and women differ in a typical urban household? How do they differ in a rural setting?

- Do you perceive any implication – from the gender workload difference – in your programme's planning and implementation of interventions? Which ones?

→ *This tool can be carried out as part of the Focus Group Discussion.*

Example: *Illustration shows daily activities within a smallholder community in Mekelle, Ethiopia.*

PEAK SEASON

- Sleeping time
- Dinner preparation
- Taking dinner
- Back to home
- Wake up
- Fetching water
- Preparing breakfast and lunch (esp. baking Injera)
- House cleaning
- Preparing coffee
- Taking breakfast (the whole family) including coffee
- Land clearing (hand tillage)
- Weeding
- Fertilizer application
- Harvesting
- Land clearance (hand tillage)
- Sowing
- Fertilizer application
- Weeding
- Harvesting
- Lunch (packed lunch)

05:00 12:00 13:00 17:00 18:00 21:00

Source: Assefa et al., 2014.

- **Key Informant Interviews**

Key Informant Interviews are qualitative in-depth interviews with people who know what is going on in the community. The purpose of key informant interviews is to collect information from a wide range of people, including community leaders, professionals, or residents, who have first hand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions. Therefore, Key Informant Interviews provide detailed and comprehensive data on an issue in a relatively simple and cost-effective way, allow interviewers to establish rapport with the respondent and clarify questions, provide an opportunity to build or strengthen relationships with important community informants and stakeholders, can raise awareness, interest, and enthusiasm around an issue and can contact informants to clarify issues as needed (UCLA).

The interviewer has to be aware that selecting the "right" key informants may be difficult so they represent diverse backgrounds and viewpoints. Moreover, to reach and schedule interviews with busy and/or hard-to-reach respondents may be challenging and the generalization of results to the larger population is difficult, unless interviewing many key informants (UCLA).

- **Wage Analysis**

Gender and racial biases and discrimination remain widespread in the workplace all over the world. Women are still undervalued for the work they do, are more likely to hold lower-level, lower-paying jobs and they tend to stagnate in their careers. Besides, women's experiences in the workforce vary vastly by race. Women of color often face additional barriers to advancement compared to white women. They start out their careers in lower paying positions, and are even less likely than white women to make it to management position. Furthermore, salary decisions do not reflect a merit-based culture. Employers do not value education/degrees equally among men and women (PayScale, 2019).

Therefore, a Wage Analysis examines the income gap between women and men as well as among different ethnicities and provides a comprehensive overview on discrimination. Besides, this analysis is an effective monetary measure with undeniable quantitative numbers to exert pressure on companies, community leaders and government officials concerning equal pay for equal work.

Example: *Average pay and gender pay gap in Switzerland, 2016*

Explained and unexplained share, total economy

Average wages per month

18.3%
Gender pay gap

44.1%

55.9%

explained share
in gender pay gap[1]

unexplained share
in gender pay gap
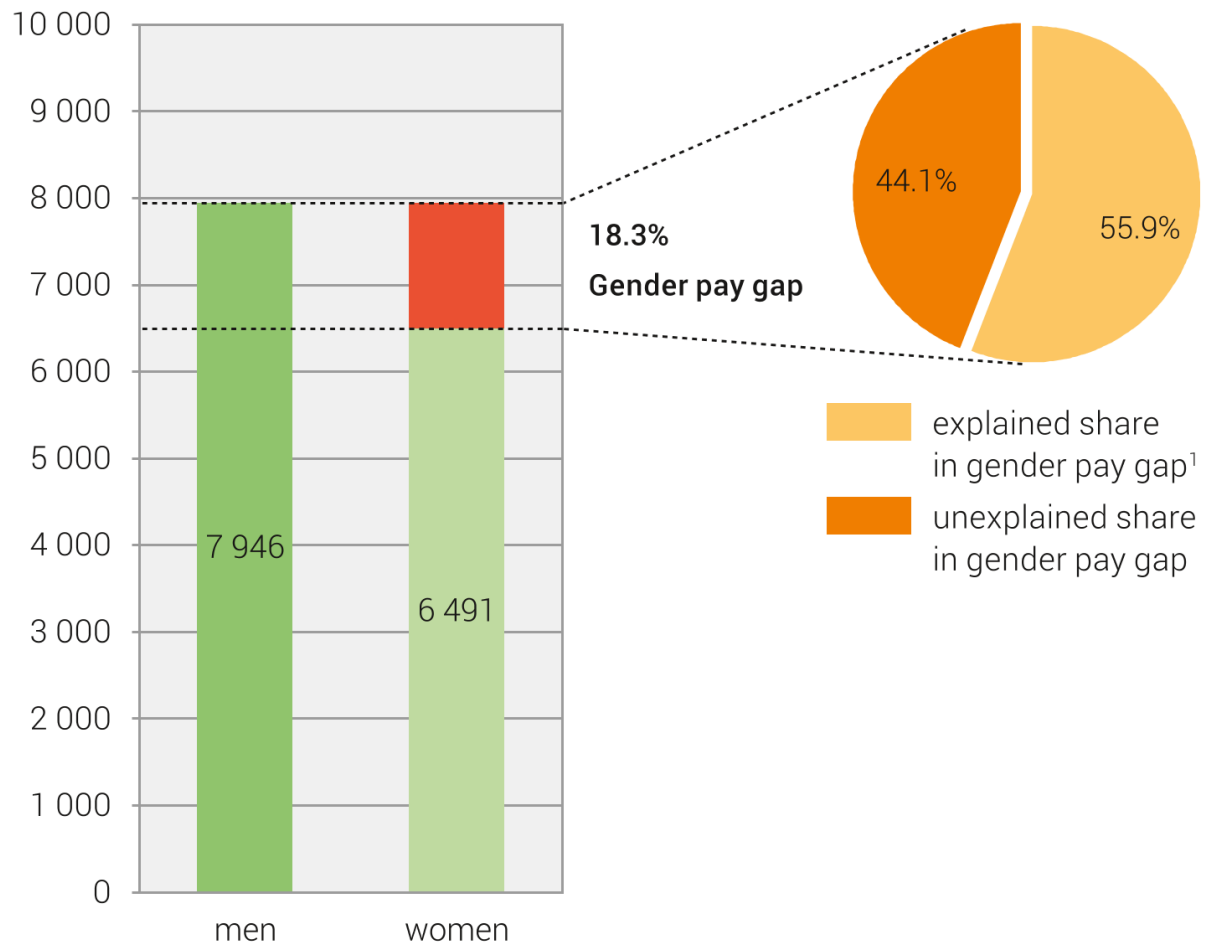
[1] objective factors: professional position, education, economic branch and other factors

4.2.2. Overview Guiding Questions

Once the core thematic area of inquiry has been identified, each of these need to be assessed under a personal (agency), structural and relational dimension as mentioned under 4.1. The following section gives an overview of Key Questions for all three dimensions. Nevertheless, the questions should be understood as guidelines. From these questions, consultants can adapt leading and concrete analysis questions based on what makes sense for their interests, resources, time and context.

- **Control over One's Body**

In gender relations, one of the most important areas of struggle has been an individual's ability to take control over his/her own body and sexuality. This may concern marriage decisions; negotiation over sexual relations and family planning and freedom from sexual and physical abuse and exploitation (e.g. trafficking). Projects working to promote sustainable livelihoods, equal human rights and community development should consider: What are social, cultural, political, environmental and economic conditions that affect individuals' control over their own bodies? And how do interventions affect these dynamics (Care, 2012)?

Agency	- How do women and men negotiate sex, family size or marital status? With whom? - What do women and men, boys and girls know about sex? - What is "appropriate" behaviour for a man or a woman? What is an ideal woman? What is an ideal man? To whom?
Structures	- How do norms, laws and institutions enable or prevent sexual and reproductive health rights? Violence? Harassment? Sexual abuse or exploitation? Marriage rights? - Is sex work legal? Socially acceptable? How is consensual transactional sex viewed in your context? How common is it? - How do policies enable or prevent personal choice about marriage/ sex? What are the rights within marriage, divorce, and abandonment? - What status does a woman have, when she is living alone? (unmarried, widow) Is it socially accepted? How common is it? - What do people know about HIV? How does it affect HIV protection or risk? Is homosexuality illegal? Polygamy for men/women? - What are the social beliefs and perceptions that condition women and men's expectations and aspirations for dating relationships? For marriage? For multiple partners?
Relations	- What relationships (e.g. in-laws, parents, neighbours, relatives, tribal relations, etc.) affect women and men's decision-making on marital status, choice of marital partner, family planning/sexual relations? - How do these relationships influence these choices? - How are domestic conflicts being solved? Who serves as mediator/facilitator in conflict situations? What are the social beliefs and perceptions that condition women and men's expectations and aspirations? (For marriage, family, education)
Tools	- One-to-one interviews - Key informant interviews - Role-Playing and Storytelling scenarios - Questionnaires

- **Sexual/Gendered Division of Labour**

Work is part of all parts of people's lives – in public and domestic spheres. In many societies, gender norms influence who is allowed to do certain types of work, and who is expected to complete certain tasks. Specific household duties and types of work may confer specific sets of opportunities, constraints and status for individuals. This differentiation may reinforce or transform gender inequalities. Our programming needs to take these dynamics into account not only to avoid reinforcing gender inequalities and unintentional harms (e.g. women gain employment in the formal sector but remain fully responsible for all household duties), but also to seek opportunities to loosen rigid gender norms about what an individual is "allowed to" and "capable of" doing based on their gender. Gendered divisions of labour can exist in all realms of work – whether paid or unpaid, informal or formal, productive or reproductive. Thinking about your project activities, how are they affected by and affect the gendered division of labour? Are there shifts in the household division of labour? Are these shifts shared equitably (Care, 2012)?

Agency	- What types of roles do women or men play within the local community or broader family networks? - What types of positions or sectors do women or men occupy at the national level? - Respectively, how do men and women spend their time? - How is the burden of care for the young and old distributed between men and women?
Structures	- Are working conditions safe for both men and women? Do they account for pregnant or breastfeeding women? - How do customs and norms shape women's options for productive (paid) work compared with men? What is the value given to such work? Are wages for men and women equal? - What employment opportunities are open to men? What to women? - What kinds of civil society organizations are advocating for change in gendered division of labour? What changes are they seeking?
Relations	- How do women, men, girls or boys interact/negotiate in household management? - What are the positive and negative consequences for women who successfully control assets? - What networks (clan, cooperatives, labour groups) do women benefit from or contribute to?
Tools	- Key informant interviews - Daily Time Use - Field Observation - Social Map / Rich Picture - Social Map - Activity Calendar

- **Household decision-making**

In many societies, the household comprises the heart of private life. Within households, access to decision-making and resources can be variable although all members are affected by these decisions and practices. In many places, for example, issues of sexual relations, family planning and household spending are under the control of the male household head. Patterns of decision-making vary by place, class, caste, tribe and ethnicity. Within a given group, decision-making will vary from household to household. To ensure effective programming, it is critical to understand how decisions are made within a household and how these processes have evolved across time. It is also important to understand how programs might affect household decision-making processes in ways that may pave the way toward more equitable relationships or reinforce gender inequalities at the household level (Care, 2012).

→ *Here it is important to note that household does not always mean husband and wife. For example, it is often the mothers-in-law who make many household decisions.*

Agency	- In what kind of decisions do women in the household participate? Or decide on their own? (Household management, schooling for children, family decision-making, etc.) - What information or competencies does this require? - What kind of decisions do men take or participate in within the household?
Structures	- What are household norms and community expectations in terms of decision-making processes? - How do policies or customs enable or prevent decision making of men and women (e.g. decisions on divorce, dowry, inheritance etc.)
Relations	- In typical households in your target group, how and by whom are household decisions (i.e. income and expenses, family planning, education, food allocation within the household, etc.) made? - How is household decision-making influenced by other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)?
Tools	Key informant interviews

- **Control of productive assets / resources**

Ownership and control over productive assets / resources have important implications on how individuals or groups can pursue their aspirations. It is essential to understand how gender influences who has control over and benefits from various productive assets – in terms of ownership of household assets, inheritance claims, livelihood opportunities and financial capital. Gaining control and ownership over productive assets is critical to secure collateral for a loan, and strengthen resilience following natural disasters, conflict, death of a household head, or separation from a spouse (Care, 2017).

Productive / Reproductive assets

Agency	• What do women own? What do men own? What do they own together?
	• What personal skills, abilities, information, knowledge or attitudes will a man or woman need to be able to get control over productive assets?
	• What have women done collectively to promote equality in control over productive assets?
Structures	• How do livelihood options favour men or women?
	• Which civil society groups are working to support equal access and control over productive assets?
	• How does inheritance law influence the regulation of ownership among women and men? Is dowry common practise?
Relations	• What are the positive and negative consequences for women who successfully control assets? What for men, when women successfully control assets?
Tools	• Key informant interviews
	• Questionnaires?

- **Access to Public Spaces and Services**

Fulfilling basic rights like health, education, security and citizenship, all depends on an individual's ability to enter public spaces and access the services he/she requires. This means that all individuals in a community should have the mobility to access public spaces safely. To ensure that project initiatives are inclusive and accountable, it will be critical to understand barriers and opportunities in relation to mobility as well as access to services. One part of this is to understand what risks women and men, girls and boys take when entering public spaces and accessing services. What are barriers they face in accessing quality services that are accountable, transparent and responsive to their needs and interests (Care, 2012)?

Agency	- How do men and women navigate in public spaces? What are reasons for this? - What personal skills, abilities, information, knowledge will a man or woman need to be able to access services and rights? - Spatially, within the community and beyond, where are men's and women's activities located?
Structures	- Do men or women have restrictions on their mobility? What restrictions? How do they influence women's access to services? - What happens to women or girls who are seen in public spaces? What are the consequences for safety and security or reputation? - What are policies, programs that promote women's and children's access to public services and spaces?
Relations	- Do family members or neighbours encourage or support women's and girls' access to services and rights? - What key relationships control women's and girl's ability to move within and beyond the community? What are conditions surrounding their mobility? - Do women support one another across classes or caste or ethnicity regarding this? Have marginalized groups the same access? - What types of activities, meetings, associations, and groups do women engage in? Which women? (age, family, status, etc.)
Tools	- Key informant interviews - Social mapping / mobility mapping / rich picture - Field observation - Focal groups

- **Participation**

As equal members within a community, it is important that groups and individuals have the space and the chance to be able to participate meaningfully in public decision-making without fear of backlash. These spaces may include village committees, government administration and political offices, forums, etc. The ability to claim one's rights goes beyond quotas for under-represented groups within an association/institution. Meaningful participation involves environments where individuals may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in leadership or decision-making (Care, 2012).

Agency	• What specific information, skills and capacity are necessary to participate in public spaces and community decision- making? How do men and women compare? • What roles are women taking in village, regional, or national levels of decision-making in institutions (both formal and non- formal)? Are women in leadership positions? Why or why not?
Structures	• What are policies, programs that promote women's participation in public policy, planning and decision-making? • How are school and home settings fostering the developmental skills necessary for participation in community discussions? • What types of leadership roles do men and women play? • Respectively, what kind of media do woman and men, (e.g. adolescent) boys and girls have access to? • What are community attitudes toward adolescent girls or boys having access to cell phones?
Relations	• Do family members or neighbours encourage or support participation? Do husbands support wives? Do parents support daughters? • How do power dynamics in the household or community prevent or facilitate meaningful participation in community forums? Do women support one another across classes or caste or ethnicity? • Which social support networks facilitate meaningful participation and leadership opportunities in public forums by members of the marginalized group?
Tools	• Key informant interviews • Social mapping • Field observation • Focal groups • Network analysis

- **Violence and restorative justice**

Violence is an expression of systems, structures and relationships under stress – an instrument of social control and an extreme reaction to the promise of change. In work that aims explicitly to shift gendered power relations at interpersonal or institutional levels, NGO workers need to be prepared to address violence, both as a common feature of people's lives and as a potential consequence of NGO efforts to support individuals' empowerment. Violence can come in a multitude of forms and affects women, men, girls and boys. In seeking to understand violence and justice, it is important to keep in mind that acts of violence may take a number of forms (Care 2012).

Agency	• How are individuals – or collective groups – already acting to prevent and respond to violence in this setting? • What attitudes, information, knowledge or skills will an individual need to prevent or address violence? • What choices do individuals have when faced with violence (as a victim, or faced with pressure to behave violently)?
Structures	• What are the forms and characteristics of violence by sex and age group (how are boys, girls, men and women affected differently)? • What are current types and rates of (domestic) violence, trafficking, child marriage or other related rights abuses within the context? • What are men's and women's attitudes or beliefs toward violence, and what is considered "normal" in this context? • What are responses to different forms of violence by community and justice mechanisms? What care/support is available for survivors of violence? How does custom compare with law in the case of community response to sexual violence? • How accessible and sensitive to survivors are the local health, psychosocial, legal or protective services in providing information and services, whether government-sponsored or private? • What discrimination or stigma do survivors of violence face? How does the community react when survivors seek restorative justice?
Relations	• How do women, girls, boys or men negotiate to avoid violence, or seek protection? And with whom? • What groups exist to support survivors of violence and prevent future violence? • How do family and other extended networks monitor and influence violent behaviours in the household, family, communities or schools? • Collectively – how do women and men mobilize or advocate around this issue and with whom? • How does the community enforce gender norms and punish people when they do not conform to appropriate gender norms? How does this kind of social control affect men/ women? • How do these practices also stigmatize some men?
Tools	• Key informant interviews

4.3. Step 3. Define practical and strategic needs

Gender-needs arise because the needs of men and women are different, i.e. men and women have different degrees of access to services and resources, and they experience unequal relations.

A Gender Analysis aims - after the careful examination of all the primary and secondary data - to detect immediate basic/practical needs and strategic interests.

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4.3.1. Basic/practical needs

Key question:

- What immediate practical needs should be addressed to improve women's livelihood conditions?

Basic necessities include adequate living conditions, water provision, health care and employment. They are short term needs and have to be met regularly on a day-to-day basis. Such needs are relatively easy to identify as they often relate to day-to-day living conditions. Basic/practical needs are addressed through direct actions, such as installing water pumps and building schools or health facilities (Ramšak, 2017).

→ *Meeting women's practical gender needs is necessary in order to improve living conditions, but in itself it will not change the prevailing disadvantaged (subordinate) position of women. It may in fact reinforce the gender division of labour.*

4.3.2. Strategic interest

Key question:

- What can be done to enable a transformation in structures and relations to pursue gender equality?

Strategic interests are required to overcome women`s unequal status and are related to issues of power and control, sexual division of labour, physical violence, restricted legal protection and other resources such as education. They are thought for a longer term, which involves a gradual process of changing societal attitudes, including the attitudes of women and men themselves. Furthermore, such interests require changes in the gender division of labour (women to take on work not traditionally seen as women's work; men to take on more domestic responsibility), the strengthening of legal rights, the achievement of equal wages and the securing of women's control over their own bodies. Strategic interests are not so easy to identify and may be best detected in cooperation with Partner Organisations (Ramšak, 2017).

4.4. Step 4. Analysis and Integration in Project design

Source: Care, 2012

Based on the analysis and identification of key practical gender-related rights and strategic interests, the following questions can be considered in the project design:

What are the gender issues and inequalities identified in the analysis?

Based on these findings, what are the changes and objectives that can be achieved through the project?

How can these objectives be integrated in the project design and result framework?

Where can the project make to most impact? What is important? How can the needs be addressed best? How can a transformation process be enabled?

5. Lessons learnt

The following section provides the lessons learnt from two Gender Analysis in Marrakesh (Project Chams) and Gaza (Project Saida):

- Always check the latest political and security situation on site before conducting a gender analysis. An unstable political environment may lead to an adaption of the inquiry design or even to a postponement or a cancelation of the gender analysis. Make sure to schedule enough puffer time to scope with the unexpected.

- Be aware of strict permit regimes at all levels (local, regional and national), which may limit the scope and feasibility of a gender analysis.

- Internal and external facilitators / interviewers may affect the respondents in different (emotional, reliable) ways which results in more superficial or more substantial answers or even to a refusal of certain questions. Clarify whether the interviewer is suitable for a survey with regard to gender, age, religion, personal relations etc.

- Communication in foreign languages by skype may lead to misunderstandings between research and facilitating teams. Questions may be translated in an unclear way or completely re-drafted. Be aware of several language and thematic barriers. In order to avoid misunderstandings a written comparison of the questionnaires should be made after the skype discussion.

- Local gender realities may pose organizational difficulties. Gender segregation is taken very seriously in the Bedouin culture. Gender-mixed, female or male focus group discussion may not be held at the same venue. This is a context limitation that has to be always considered and handled in the most sensitive way.

- Oral questions need to be simplified and discussions kept short to avoid loss of attention and interest. Individual work and written answers may not be as popular as group discussions or oral interviews.

- In general, anthropological research on what questions provoke is an important precondition of any gender analysis.

- Formulate adequate questions: Be aware of Taboos / red lines (relationship to the body, family relationships etc.).

- Be aware of the trivialization or legitimization of certain forms of violence. For instance, several forms of domestic violence can be taken for granted and my not be expressed in the interviews.

- Whenever possible, include comparison groups (non-beneficiaries such as male sex workers, men with HIV etc.).

- Be aware of the capability of the implementing partner organizations in terms of capacity (human resources and time available), knowledge, hierarchy (strong horizontal hierarchy may hinder the process and efficiency of a gender analysis) and priorities.

- False expectations / hopes of the interviewees despite clear communication. Always be as transparent as possible and clarify the purpose of an inquiry.

- Make sure to provide an adequate follow-up care for the interviewees and the facilitators. Discussions might be very emotional and mentally stressful.

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