



CONDUCTING A GENDER ANALYSIS IN ACTION AGAINST HUNGER INTERNATIONAL

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Photo on cover: A group of young Syrian refugees in one of the numerous informal settlements in Ghazze - Bekaa valley - Lebanon© Florian Serieux / ACF - 2016

INTRODUCTION & PURPOSE

Gender analysis is defined as a process used to identify and understand the different roles, activities, needs, vulnerabilities and capacities of women and men of all ages. Understanding these differences and subsequently designing, implementing and monitoring our interventions according to the findings, is vital to providing effective and impactful programs. While often seen to be a complex, time intensive, and requiring substantial resources, a gender analysis can be incorporated into a traditional needs assessment.

There are a variety of tools to prepare and conduct a gender analysis from a number of organizations and agencies including the Inter Agency Standing Committee (IASC), UN Women and CARE International.

Although gender analysis is referenced in Action Against Hunger's gender policy, there were a number of requests for standardized and practical guidelines for conducting a gender analysis across Action Against Hunger International. Providing clear and practical steps to conduct a gender analysis, this guidance is designed primarily for Action Against Hunger International staff. In addition to this guidance, please refer to the e-learning module the Gender Analysis e-learning module, available on the [Training Center website](#), or on your national e-learning platforms.

STEP BY STEP: CONDUCTING A GENDER ANALYSIS

Once we have decided to do a gender analysis many questions come to mind: How do we start? Where can we find the tools we need? Do we need to hire a gender expert to help us? We have some gender information produced by other agencies or organizations, can we rely primarily on this information?

The best way to answer these questions is to go through the process of conducting a gender analysis, step by step.

STEP 1: DEFINE THE OBJECTIVES

The first thing we need to do is define the objectives of our gender analysis. To do this we need to ask ourselves the following questions:

- Why do we want to do a gender analysis? Is it for a specific project, are we opening a new base?
- What sectors do we need to examine?
- What is the geographical scope of the gender analysis?
- Are we operating in an emergency context?

In other words, we need to define the **geographical scope**, **the sector(s)** of our intervention and if the gender analysis will be linked to a **specific intervention**.

The broader the scope we can take in our gender analysis, the better. For example, if we have the opportunity to produce a gender analysis for all the bases and sectors we aim to target in a country, we should do it. This will ensure our understanding of gender relations in our context, which will enhance the design and quality of our interventions, accountability to population and to humanitarian principles as a whole.

For example, our objectives may be:

- The production of a national contextual gender analysis in India in WASH and Nutrition.
- The production of a gender analysis in West Pokot, Kenya in Nutrition.

When defining the objectives, note that special attention should be given to specific aspects of the population from the area of intervention, mainly **ethnicity, Internally Displaced Persons (IDP), disability, and identity**. While conducting our gender analysis, gender and age characteristics of these groups should be considered separately (refugee women versus local women, for example).

Gender Analysis in Emergencies:

Conducting a gender analysis in an emergency may be challenging due to limited time, resources, or access to communities. The tools and methodology should be adapted to these circumstances, the same way we will do for the rest of the needs assessment.

Nevertheless, a gender analysis should be conducted in order to ensure our programs are effective. Apart from the core areas of inquiry (described in the following section), we must pay a special attention to how gender relations have been affected by the crisis as preexisting norms may have changed.

It is also encouraged that specific sectorial information is collected. To help us with this, the Inter-Agency Standing Committee (IASC) and CARE International developed tip sheets that outline key questions and information to collect specific sectorial information related to gender (*Tool 1: IASC Gender Marker Tip Sheets* and *Tool 2: CARE International's Key Sectoral Questions*).

STEP 2: DEFINE THE INFORMATION WE NEED TO COLLECT

Now that we have identified our core objectives for the gender analysis, we need to define the information that we need to collect. But, how?

Let's have a look at the core areas of inquiry (*Tool 3: Core Areas of Inquiry*).¹ These are the core areas of analysis that staff should explore when they want to understand how gender is impacting people's experiences, thus help to improve their programs.

Our core areas of inquiry, or the key information, for a gender analysis are:

Area 1: Roles and responsibilities

Here we want to know things like the household and community divisions of labor – who does what and how? We also want to know what different skills and capacities people have.

Area 2: Gender relations and decision making

Here our focus is on decision making, both at a household and community level, as well as the leadership and legal frameworks in place.

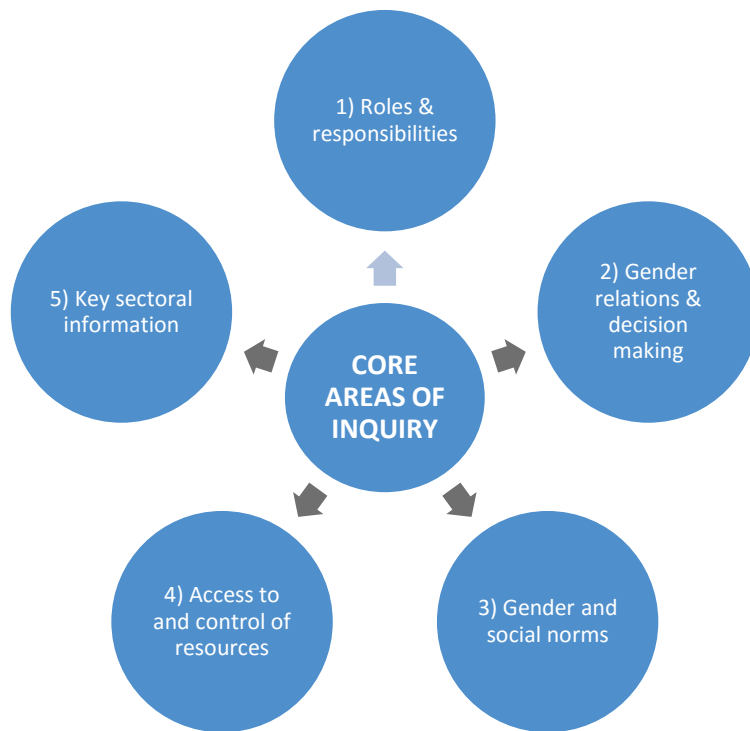
Area 3: Gender and social norms

Here we want to look at the social norms, mobility, and security including sexual and gender based violence (SGBV). It is recommended that there is an independent section for SGBV in your analysis. Do not forget to include men and boy's vulnerabilities at this point.

Area 4: Access to and control of resources

Here we want to look at who controls livelihoods and household resources? Who has access to services?

¹ All gender analysis tools and frameworks include these core areas, even though they can have different names, or categorizations. The main sources used for the production of these areas are Harvard's Analytical Framework and CARE International's Gender Toolkit.



Area 5: Key sectoral information

This area looks the basic sectorial information. However, it is recommended that we try to go deeper. In order to do so, please have a look at the sectorial tip sheets (*Tool 1: IASC gender marker sectorial tip sheets*). This tool contains specific guidance on key sectorial information and questions we should look at while doing the gender analysis. Please note that we may prefer to include some of the proposed questions into former sections of the core areas of inquiry, or to be more specific to our sector of intervention.

Remember that Action Against Hunger follows a gender and age approach, so all of the information we collect should include details about women and men of all ages (i.e. women, men, girls and boys). Sometimes, we may decide to increase the range of gender and age groups depending on the nature of our intervention and on the characteristics of our population. For example, to analyze the nutritional status of men and women all ages, we could look at: children under 5 (infant), 5-15 (children), 15-18 (youth), 18-60 (adults), over 60 (elderly).

In an emergency, be sure to use the last three steps of the core areas of inquiry; including changes over time (SADD): pre-crisis, during crisis, and post-crisis (*Tool 3: Core Areas of Inquiry*).

Do not forget to revise the questions you chose, double check if you are missing something, and ask a colleague to revise the information. This process will ensure we will get all the information we need!

STEP 3: SELECT TOOLS

Once we have defined the core objectives and the information we aim to collect, it is time to jump into our gender analysis. We had a look already at the core areas of inquiry, at the IASC gender marker tip sheets (*Tool 1*) and at CARE’s sector questions (*Tool 2*). There are a number of other tools to help us conduct a gender analysis.

The recommended tools for the Action Against Hunger International Network are:

- **Daily clocks:** This is often used to understand women’s and men’s availability and workload (*Tool 4: Daily Clock*).
- **Activity profile:** This is used to understand the division of work such as productive, reproductive and community work, if it is remunerated or not (*Tool 5: Activity Profile*).
- **Resources use, control (and benefit) profile:** This gives us a better understanding of how resources are used and controlled (*Tool 6: Resource Use and Control Profile*)

STEP 4: DEFINE METHODOLOGY

Once we define what information we need to collect, it is time to define our methodological approach. This means we have to ask ourselves, “what are our sources of information?” and “how will this information will be gathered?”.

There are many different ways to collect information to start a gender analysis, or the sources of information. These sources of information include:

1) Desk Review

- A desk review is an assessment of different policies and procedures that we have.
- For example, the main policy to review is Action Against Hunger's gender policy and toolkit.

2) Secondary Data

- Once we have done a desk review, we should look into secondary data produced by other agencies, governments, and research institutions to name a few.

3) Primary Data

- Now we can get into our gender analysis. We can collect primary data using focus groups, individual interviews, questionnaires and direct observation.

The first step of a gender analysis is to understand what information we already have. We can do this through a desk review and analysis of secondary data produced by other agencies, governments and research institutions. Then, in order to fill any gaps in knowledge we may have or questions that are left unanswered, we need to collect primary data through focus groups, interviews, questionnaires and/or direct observation.

Primary Data: What is the right sample size?

Although some quantitative information is obtained when conducting a gender analysis, this information is primarily qualitative. Good sampling is key in qualitative research and therefore we need to understand the demographic characteristics, behavior, attitudes and identity of different groups in the population. The basic criteria to define the sample size is that the sample includes people from all gender and age groups for each of the subgroups defined (for example, IDPs, local communities, different social identity groups, etc.).

Further, we should not focus on probability sampling but purposive sampling. In other words, the number of people we consult in focus groups, for example, is less important than the criteria we use to select them. We also need to look at the heterogeneous or homogeneous nature of the sample population. The more heterogeneous a population is, the more participants should be included.

In order to ensure effectiveness and efficiency in sampling, the frame must be comprehensive. This means that the full range of dimensions is covered. We should aim to reach between 20-50 people for one-on-one interviews and around 60-100 participants in a group interviews. See figure 2 for more.

For example:

In a context with host communities and Internally Displaced Populations (IDPs), we must ensure the participation of women and men from both communities. If LGTBQ are representative in the community, we will include them in our sample.

Primary Data: Methods to Collect Information

Now that we have defined our sample for primary data of our gender analysis, let's have a look at the main methodologies we can use to obtain the information we defined. Keep in mind that the time allocated for each of the methodologies will depend on many factors such as budget, time available, the context and our ability to access the population.

1) Focus groups:

Single-sex focus groups (homogeneous):

We can collect very valuable information through single-sex focus groups (*Tool 7: Single-Sex Focus Group Guidance*). Single-sex focus groups involve gathering small groups of homogeneous participants to discuss beliefs, ideas, perceptions and experiences. Depending on the size of the group of participants, we may want to have more than one facilitator. Generally speaking, each facilitator should not have more than 8 participants.

Mixed-sex focus group (heterogeneous):

As opposed to single-sex focus group, we can gather a heterogeneous group (women and men of different ages and from different identified groups such as IDPs, host communities and LGBTQ). This methodology can be very useful to understand gender roles, power and decision making and the relations between the different defined groups. It can give us an idea of the level of understanding or conflict and which groups dominate the others.

2) Individual interviews

Another option is to conduct individual interviews (*Tool 8: Individual Interviews Guidance*). Individual interviews are essentially conversations with a purpose. Interviews should be semi-structured, meaning that while we should work off a specific set of questions, we should ask additional follow-up questions as they come up in discussion. All questions should be open-ended and allow interviewees to answer at their own pace.

3) Questionnaires

Questionnaires are another great method to collect valuable information (*Tool 9: Questionnaire Guidance*). Questionnaires can also provide you with some quantitative information.

4) Direct observation

Lastly, another method to collect valuable information is through direct observation (*Tool 10: Direct Observation Guidance*). Direct observation can give you additional information and help to triangulate findings from other methods.



Do not forget to examine the community, households, local authorities, institutions and structures, community leaders, and other organizations working in the area of intervention.

STEP 5: PLANNING FOR YOUR GENDER ANALYSIS

Now, we need to create an action plan for the entire process. Our action plan should consider the following:

- Main activities and related sub-activities
- Resources for each activity (e.g. budget lines, personnel required, hiring of consultants or service providers, transportation, etc.)
- Responsibilities for each sub-activity
- Deadlines

The action plan should include every step starting from the definition of objectives to the production of the final report (*Tool 10: Final Report Template*). Important considerations are also: outlining staff responsibilities and tasks; allocating time to organize focus groups, interviews and other field visits; and being flexible. Remember that conducting a gender analysis is a means for creating effective programming, not an end.

STEP 6: CONDUCTING FIELDWORK

Fieldwork is a key step in conducting a gender analysis. It is vital that we consider information management and ethics before starting, which will also help us triangulate the data we gather.

Information management and resources:

It is important that we collect, document and store the information we obtain during our field work in an organized way. Choose the system and data collection tools that work best for your gender analysis and interviewers.

Remember, fieldwork and data collection takes time and different resources. We should ask ourselves: Will we need interpreters? Will we need someone to take notes during focus group discussions? Are we using digital data collection? How will we put all of the information together once we are done?

Ensure you record the date, location and specifications of every person/group consulted and it is recommended that we record discussions so we can complete our notes. In the case that we will be filming, recording or photographing during the exercise, ensure we seek permission, as some sensitive and/or personal topics may be discussed.

Ethical Considerations:

There are some ethical considerations that should be recognized for the gender analysis. It is important that you and your team are aware and committed to:

- **Respect for informants:** Make sure to have informed consent before you begin the fieldwork.
- **Minimizing harm:** Protect participants and ensure confidentiality of data. Safety of participants and of the research teams should guide all decisions.
- **Maximizing benefits:** Gender analysis fieldwork can lead to important processes of self-reflection and empowerment. Where possible, gender analysis findings should result in interventions that work towards gender equality.

This manual is aligned with Action Against Hunger Ethical Research Guidelines (*Tool 11: Ethical Considerations*), and recommends the following principles when conducting a gender analysis:

1. Our research is responsive to the needs of vulnerable people
2. Our research is ethically justified and scientifically valid
3. Our research is culturally sensitive in its research undertakings

4. Our research promotes the strengthening of national and local organizations responsible for research in target communities
5. Our research makes an effort to ensure the availability of any knowledge generated and product developed locally and promotes a wide sharing of research results
6. Our research ensures by all means possible, avoidance of research bias due to conflict of interest with other stakeholders and that research is not profit-driven

These are some tips on how to apply these principles in a gender analysis:

Avoid:	Instead we should:
<ul style="list-style-type: none"> • Make assumptions based on external perceptions of gender and age groups. 	<ul style="list-style-type: none"> • Ensure the participation of all gender and age groups.
<ul style="list-style-type: none"> • Not informing local authorities and population of the purpose of conducting a gender analysis. 	<ul style="list-style-type: none"> • Be transparent about the information we are collecting and the purpose behind it.
<ul style="list-style-type: none"> • Disclose all information from the gender analysis. 	<ul style="list-style-type: none"> • Handle sensitive information very carefully (i.e. instances of sex and gender based violence). If disclosed, share the information in a way that respects confidentiality and does not have negative repercussions on participants.

Expectations should be managed with the people we are interviewing when conducting this type of study. For example, if we are not sure if there will be a project financed after the analysis, we have to be very clear and transparent about it.

In the event that a participant discloses an illegal activity, such as under-age marriage or the practice of female genital mutilation, we should be very careful about handling this information. We should never use the information in a way that it can cause serious damage to participant or the community.

When a consensus is not reached amongst a group of participants, there may be differences and conflict. We must be careful and prevent physical or other types of violence. If this happens, we can decide to stop or pause fieldwork and/or use conflict resolution techniques.

Conducting a gender analysis often seeks to obtain information on very sensitive topics such as sexual and gender based violence (SGBV). Conflicts may arise if a participant's partner finds out intimate information about their relationship being shared. Likewise, a community may also feel as though their way of life and culture is under threat when information identified may empower participants, specifically in relation to decision making, power and control over resources.

See Tool 11: Ethical Considerations for more on ethical considerations for researching violence against women.

STEP 7: ANALYZING THE DATA

It is recommended that we analyze the data throughout the gender analysis and avoid leaving it all for the end. This creates more work and valuable information could be overlooked.

Be sure to choose a data analysis system that works best for the entire team, including those collecting the data, the interviewers and those analyzing. (*Tool 12: Data Analysis*).

STEP 8: MAKE A GENDER ANALYSIS REPORT

Now that we have the data collected and analyzed, it is time to write our gender analysis report. It is important that we produce a comprehensive document that serves for future programming. Remember to write it clear enough so that anyone in the organization can understand the main findings and recommendations from the report.

The report should be organized as follows (*Tool 13: Final Report Template*):

Title Page
Acknowledgements
Table of Contents
Acronyms
Introduction
a) Context and statistics
b) Geography
c) Objectives
Methodology and Approach
a) Gender Analysis Approach
b) Gender Analysis Tools
c) Sources of Information and Data
d) Sampling
e) Data Analysis
f) Challenges
Gender Analysis Results
a) Roles, Responsibilities and Division of work
b) Access and Control Over Resources
c) Participation and Power in Decision Making
d) Gender and Social norms
e) Sexual and Gender Based Violence
f) Key Sectorial Information
Main conclusions
Recommendations
Annexes

The most important section of the report is our recommendations.

Recommendations should focus on HOW to do things rather than WHAT to do.

USING THE INFORMATION IN OUR PROGRAMMING

Now that we have a gender analysis report with main conclusions and recommendations, it is time to use the information and apply it to our programs. Our gender analysis can give us information that we may or may not already know.

Below is an example of how real findings from a gender analysis were integrated into a program at Action Against Hunger India.

USING FINDINGS FROM A GENDER ANALYSIS: DHAR DISTRICT, INDIA

1) Decisions on household activities like what shall be cooked, what needs to be purchased from the market and what treatment will come from a doctor are taken collaboratively by both men and women. However, final decisions in matters such as sending a severely malnourished child and their mother to the nutrition rehabilitation center (NRC) is taken by head of the family, normally a man.

2) A woman relies on a man (in the case of a husband-wife relationship) or other males in the family (brother, father) when it comes to her mobility outside of the village circle. There are mixed issues of protection and security which makes a woman seek permission from family members before deciding on her own to go out anywhere. Even though she may be seeking medical treatment at a health clinic, she must to be accompanied by a male from the family. On the other hand, groups of community women going out together are allowed without restrictions.

3) Women are found to manage their time well, though they feel pressure with a heavy workload looking after children, cooking, and household chores. Men get more time to relax after a morning of working in the field. They hardly spend time with children or engage in housekeeping and cleaning.

In the current Nutrition-Care Practices integrated program, it is important to strategically involve men in awareness raising sessions. Special emphasis can be placed on the importance of care for women, promotion of safe birth deliveries, reproductive rights through appropriate birth-spacing, importance of equal access to health services for all including referral of severe acute malnourished children and their mothers to appropriate services.

Special responsive care programs can be designed to involve fathers in psychosocial care of children, their engagement in child play and stimulation, and enhanced contribution in household chores to allow pregnant and lactating women to rest.

These actions should also be combined with gender indicators (*Tool 14: Guide to Gender Indicators*). Action Against Hunger will predominantly use *gender sensitive* indicators, rather than *gender transformative* indicators. Gender sensitive indicators consider gender and avoid causing harm to existing imbalances but their final aim is not to achieve gender equality. Gender sensitive indicators are normally condition indicators and they refer to women's and men's practical conditions and practical needs such as water and shelter.

On the other hand, gender transformative indicators consider gender and seek to transform gender imbalances to achieve gender equality. Gender transformative indicators are normally position indicators and refer to women's and men's status in society and their specific interests (decision making, power, etc.).

An example of gender sensitive indicators for a water and sanitation program are:

Condition: % Women have increased access to sufficient quality water

Position: % Women report that they are active members of water and sanitation committees whose opinions are heard and respected

The condition indicator represents a change in women's practical situation in an intervention where Action Against Hunger is addressing a specific need; whereas the position indicator indicates a change in previously unequal gender relations where women now have more decision-making power and respect than they did previously.

GLOSSARY

Gender: The social differences between female and males throughout the life cycle that are learned, and though deeply rooted in every culture, are changeable over time and have wide variations both within and between cultures. (*IASC Gender Handbook*).

Gender analysis: Gender analysis is a process to identify and understand the different roles, activities, need, vulnerabilities and capacities of women and men of all ages.

Gender equality refers to the equal enjoyment of rights, opportunities, resources and rewards by women, girls, boys and men. Equality does not mean that women, girls, boys and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

Gender equity is the process of being fair to women, girls, boys and men. To ensure fairness, strategies and measures must often be available to compensate for women's and girls' historical and social disadvantages that prevent them from otherwise operating on the same playing field with men and boys.

Gender sensitive vs gender transformative: The gender transformative approach is defined as program approaches or activities that actively seek to build equitable social norms and structures in addition to individual gender-equitable behaviour. Its final aim is to change power dynamics and balance gender relations generally speaking. Through a gender-sensitive approach programmes or activities respond to the different needs and vulnerabilities of individuals based on their gender. These activities significantly improve women's, girls', boys' or men's access to protection, treatment, or care. By themselves they do little to change the larger contextual issues that lie at the root of gender inequities, but they do not contribute to perpetuate gender imbalances. While it is essential for programming to be gender-sensitive, this is not sufficient to fundamentally alter the balance of power in gender relations and to reach gender equity.

Heterogeneous: A heterogeneous community is a society or group that includes individuals from different ethnicities, cultural backgrounds, sexes and/or ages.

Homogeneous: A homogeneous community is a society or group that has similar characteristics. For instance, male farmers are seen as a homogeneous group.

Identity: Characteristics and personal conception that make a person or a group.

LGBTQ: An acronym that stands for Lesbian, Gay, Bisexual, Trans, and/or Queer used to designate a community of people whose sexual or gender identities can create shared political and social concerns.

Probability Sampling: Any method of sampling that utilizes some form of random selection.

Purposive Sampling: A method of sampling that is selective and/or subjective.

Qualitative Research: Research that is used to gain an understanding of underlying reasons, opinions, and motivations. Or in other words, is primarily exploratory.

Quantitative Research: Research used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics.

Sampling: A process of selecting units from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen

Sexual and Gender Based Violence (SGBV): Sexual and gender based violence is any harm of suffering that is perpetrated against a women, girl, man or boy that has a negative impact on the physical, sexual or psychological health, development or identity of the person and is founded in gender-based power inequalities and gender-based discrimination.

TOOLS

Tool	Overview
Tool 1: IASC Gender Marker Tip Sheets	The Inter-Agency Stating Committee (IASC) developed tip sheets to help partners integrate gender issues in their projects. The sectors include CCCM, Child Protection, Coordination, Education, Food Security, Health, GBV, Mine Action, Nutrition, Protection, Early Recovery, Shelter & NFIs and WASH.
Tool 2: CARE International Key Sectoral Questions	CARE International developed key sectoral questions to ask during a gender analysis. These sectors include WASH, Nutrition and Food Security and Livelihoods.
Tool 3: Core Areas of Inquiry	This specific tool which is a summary of the Harvard's Analytical Framework and CARE International's Gender Toolkit.
Tool 4: Daily Clocks	Taken from Action Against Hunger's gender policy and toolkit, this document provides an overview of the purpose and process of the daily activity clock.
Tool 5: Activity Profile	This is a specific tool to help understand the different roles and activities done in a community.
Tool 6: Resource Use and Control Profile	This is a specific tool to help understand how different resources are used and controlled in a community.
Tool 7: Single-Sex Focus Group Guidance	Taken from the ACDI-VOCA Gender Analysis, Assessment and Audit Toolkit, this document provides clear guidance on how to plan and run focus group discussions.
Tool 8: Individual Interview Guidance	Taken from the ACDI-VOCA Gender Analysis, Assessment and Audit Toolkit, this document provides clear guidance on how to plan and run individual interviews.
Tool 9: Questionnaires Guidance	Taken from the ACDI-VOCA Gender Analysis, Assessment and Audit Toolkit, this document provides clear guidance on how to plan and collect information from questionnaires and surveys.
Tool 10: Direct Observation Guidance	Taken from the ACDI-VOCA Gender Analysis, Assessment and Audit Toolkit, this document provides clear guidance on how to plan and conduct direct observation.
Tool 11: Ethical Considerations	Developed by PATH and the World Health Organization, this guide provides methods for performing surveys and qualitative research on gender-based violence in low-resource settings.
Tool 12: Data Analysis	Taken from the ACDI-VOCA Gender Analysis, Assessment and Audit Toolkit, this document provides clear steps on how to analyze data collected from a gender analysis.
Tool 13: Final Report Template	This is a template for the final gender analysis report.
Tool 14: Guide to gender indicators	This is tool specifically for Action Against Hunger that provides an overview of elements to consider when development gender indicators as well as examples.

ADDITIONAL RESOURCES:

- CARE International: [Gender Analysis toolkit](#)
- FAO: [Gender and forestry website](#)
- CARE International: [Rapid Gender Analysis for Emergencies Tool](#)
- CARE Austria: [Gender Analysis Guiding Notes](#)
- CARE International: [Guideline for doing a Gender Analysis in emergencies](#)
- Action Against Hunger International: [Ethical Research Guidelines](#)

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