BUILDING EQUITABLE COMMUNITIES:
A GENDER TOOLKIT

CDB
CARIBBEAN DEVELOPMENT BANK

BNTF
BASIC NEEDS TRUST FUND

ACKNOWLEDGEMENTS

ACRONYMS

BMCs	Borrowing Member Countries
BNTF	Basic Needs Trust Fund
CARICOM	The Caribbean Community
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CGA	Country Gender Assessment
CLOs	Community Liaison Officers
CNAA	Community Profile and Community Needs and Assets Assessment
ECLAC	Economic Commission for Latin America and the Caribbean (*known as CEPAL in Spanish*)
GBV	Gender Based Violence
LBGTIQ	Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning
NGMs	National Gender Machineries
ONA	Organisational Needs Assessment
OHCHR	Office of the United Nations High Commissioner for Human Rights
PSEA	Protection against Sexual Exploitation and Abuse
SGBV	Sexual and Gender Based Violence
SEAH	Sexual Exploitation, Abuse, and Harassment
UNICEF	United Nations Children's Fund
WASH	Water Sanitation and Hygiene

TABLE OF CONTENTS

Introduction to Gender Equality in Community Development Toolkit

Purpose of this toolkit

This toolkit is a practical resource to help you design community development interventions that are both safe and transformative. It supports the integration of gender equality and inclusion into all stages of project planning, whether through gender-mainstreamed or targeted actions, across diverse Caribbean contexts. Regardless of a project's primary focus, every initiative should aim to be gender-responsive and actively reduce discrimination and marginalisation.

Recommended as part of a broader gender mainstreaming strategy, the toolkit offers clear definitions, practical tools, and step-by-step guidance to help you conduct a gender analysis, develop a gender action plan, and strengthen prevention and response to sexual and gender-based violence.

The toolkit specifically highlights considerations for Indigenous, Tribal, and rural communities, while also encouraging practitioners to examine other intersecting aspects of identity such as inter alia disability, age, socio-economic background, sexual orientation, and migration status.

Why Gender Equality Matters in Community Development?

Gender equality is essential to building resilient, inclusive, and sustainable communities across the Caribbean. Advancing gender equality reduces poverty, promotes social justice, and strengthens community resilience.

Across the region, women, men, girls, and boys often face unequal access to decision-making, services, and opportunities. These disparities are shaped by intersecting factors such as age, ethnicity, disability, sexuality, and geographic location. The Caribbean has some of the highest rates of violence against women and girls globally, violence that is deeply entrenched, and often normalised due to gender roles and inequality ([Williams C., Caribbean Experiences with Collecting Data on Violence Against Women and Girls, 2020](#)). Without intentional efforts to understand and address these inequalities, community development initiatives risk reinforcing existing power imbalances, excluding those most in need and doing harm.

Mainstreaming gender equality ensures that programmes respond to the diverse realities of Caribbean communities, foster meaningful participation, and create pathways to economic and social empowerment for all.

HOW TO USE THIS TOOLKIT

Who is this toolkit for?

The toolkit is especially useful for **non-gender specialists** working in development settings, though gender and Sexual and Gender Based Violence (SGBV) experts may also find it valuable. Non-specialists are encouraged to consult with gender specialists at key stages to ensure programming is safe, inclusive, and contextually grounded.

The toolkit supports a wide range of actors across the Caribbean, including:

Community Liaison Officers (CLOs)

National Gender Machineries (NGMs)

Gender focal points

Community development officers

Anyone involved in community-based or civil society projects

While international resources often refer to "humanitarian workers" or "aid workers," in this context, that term includes anyone working in development or community engagement, including you.

Regardless of your role, it's essential to recognise that National Gender Machineries (NGMs) are your primary partners in gender integration. This toolkit is designed to complement—not contradict—their leadership and guidance, ensuring your work aligns with national priorities and frameworks.

How to use the toolkit

The table provides a quick glance at the structure. In addition, each theme provides guidance on what it is, how to approach it, and provides links to additional tools. Some of these tools are within the toolkit, whilst others are linked to external tools provided by other actors in the development and humanitarian sector.

TOOLKIT STRUCTURE AT A GLANCE

Foundation
Gender Concepts & Principles

- Key Definitions
- Our Key Principles
- Our Intersectional Approach
- Case Study

Theme 1
Gender Analysis

- A step-by-step guide of how to conduct a gender analysis

Theme 2
Gender Action Planning

- Using gender analysis findings to create a gender action plan

Theme 3
SGBV in Community Projects

- Reporting PSEA
- Survivor-centred approaches
- Community engagement and safe reporting mechanisms

The toolkit is based on a participatory approach and it is recommended that you also use CDB's Community Engagement Guidance Note to support the gender analysis.

When to use it in the project cycle

The toolkit should be applied primarily during the appraisal and planning phases, where it helps shape project design and embed gender considerations from the outset. However, the principles and tools can be used to adjust ongoing projects.

Foundation: Gender Concepts and Principles

GENDER CONCEPTS

It's important to be clear on the language that is used in this toolkit. The section below sets out some key concepts. For more definitions use UNICEF's Online Glossary of Terms.

Sex vs Gender

GENDER

Gender is a social construct. It is built through cultural, political, and social practices that define the roles of women, girls, men, and boys. Gender roles are taught, learned and absorbed. It changes between cultures and over time.

SEX

Sex is biological. A way to describe hormones, genitals and chromosomes.

Gender can be described as women, men, boys, girls, non-binary, transgender and more.

Sex can be described as female, male or intersex.

What is the difference between gender equality vs gender equity?

Gender equality is the goal where women, men, boys, girls, and individuals of all ages, sexual orientations, gender identities, and ethnic backgrounds have equal access to resources, opportunities, decision-making, and the same rights and quality of life.

Gender equity is about fairness between people of different genders. It means recognising that women, men, girls and boys and gender-diverse individuals may face different barriers and have different needs. Gender equity involves giving each person the support they need to enjoy the same opportunities, access to rights, and ability to thrive.

For example, gender-equitable health care includes services tailored to the specific needs of women and men, such as reproductive health for women.
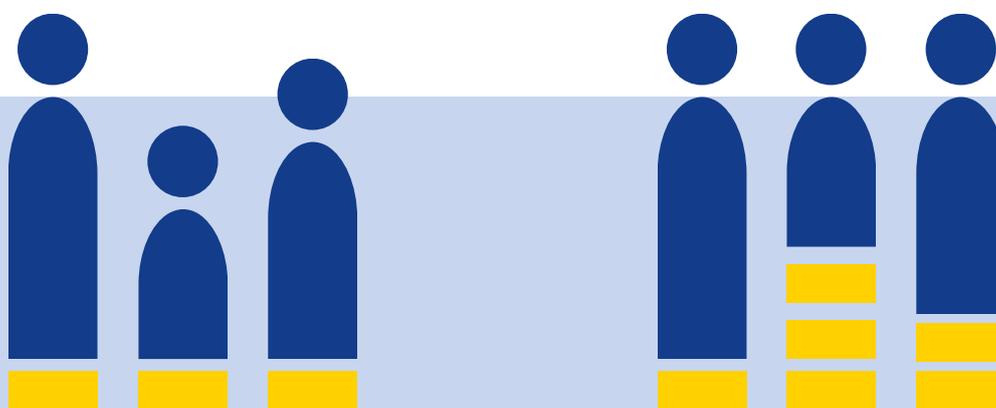
To achieve gender equality, we must apply gender-equitable measures. This means:

❖ Addressing historical and social disadvantages faced by women and girls, men, and boys.

❖ Providing targeted support to improve gender equality.

❖ Empowering all genders to make decisions and access resources.

❖ Redressing power imbalances in families, communities, and institutions.

(Definitions sourced from Inter-Agency Standing Committee (IASC), *Gender Handbook, 2018*; UNFPA, 2005)

When we say gender mainstreaming, what do we really mean?

"Gender mainstreaming refers to the incorporation of a gender equality perspective into all stages and at all levels of policy, programming and projects."

(BNTF, Operations Manual, 2021)

What Is Gender Transformative Change?

Gender transformative change goes beyond addressing symptoms of inequality, it aims to shift the power structures, norms, and behaviours that cause discrimination in the first place. It supports long-term change by promoting gender justice and challenging harmful stereotypes.

For example, upgrading a water system to include women in the planning, not just as users, but as leaders, can support transformative change, where women become decision-makers and their roles in public life grow stronger.

Gender transformative approaches help build more equal communities by targeting root causes, not just visible gaps. At minimum, your projects should be gender responsive or gender transformative. Take a look at the gender continuum to find out more Figure 1.

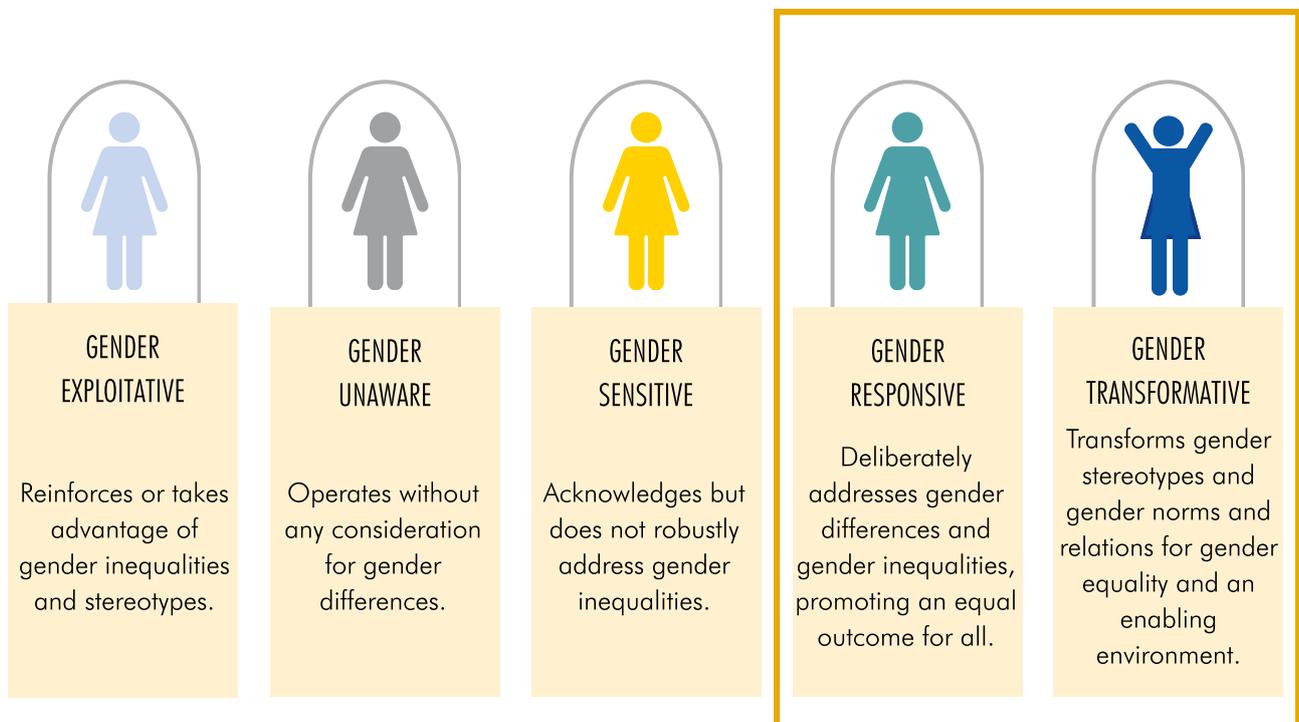| GENDER EXPLOITATIVE	GENDER UNAWARE	GENDER SENSITIVE	GENDER RESPONSIVE	GENDER TRANSFORMATIVE
Reinforces or takes advantage of gender inequalities and stereotypes.	Operates without any consideration for gender differences.	Acknowledges but does not robustly address gender inequalities.	Deliberately addresses gender differences and gender inequalities, promoting an equal outcome for all.	Transforms gender stereotypes and gender norms and relations for gender equality and an enabling environment.

Figure 1. Gender Continuum

Our Key Principles

Effective gender-responsive community development is grounded in three core principles that underpin the entire toolkit and guide you in managing, coordinating, and delivering projects that are ethical, inclusive, and sustainable.

Figure 2. Key Principles

❖ **Do No Harm**
Humanitarian and development interventions must be designed and implemented in ways that avoid causing unintended harm, with special attention to vulnerable or marginalised groups. This includes safeguarding, confidentiality, avoiding re-traumatisation during consultations, and ensuring that project activities do not reinforce existing inequalities, exacerbate conflict dynamics, or unintentionally increase risks of violence.

❖ **Participation**
Inclusive participation ensures that all voices—especially those of women, youth, persons with disabilities, Indigenous, Tribal, and rural communities —are meaningfully engaged in decision-making processes. Participatory methods build trust and community ownership by actively involving people in shaping projects based on their real-life experiences and the knowledge they have from living and working in their local environment. This process values traditional knowledge and fosters collective responsibility, ensuring that projects are grounded in the needs, strengths, and aspirations of the communities they aim to serve.

❖ **Cultural Sensitivity**
Respecting cultural practices, traditional governance systems, and community norms is essential to building equitable and responsive programming. Projects should be tailored to local contexts, with attention to language, customs, and engagement protocols—particularly in Indigenous, Tribal, and rural communities. At the same time, it's important to recognise that some communities may have deeply embedded harmful practices and attitudes in relation to gender roles and power dynamics. Gender experts can help advise on how to address these through staged, community-led discussions that raise awareness and progressively support transformative equality. Gender analysis can point to such norms.

What do we mean by Indigenous, Tribal, and Rural Communities?

INDIGENOUS	TRIBAL	RURAL
Indigenous refers to being a member of the original inhabitants of a particular place	Tribal communities may encompass groups with shared kinship ties and customary practices, often shaped by resistance to displacement and marginalisation.	Rural communities — while not necessarily Indigenous or Tribal — are often geographically isolated and may face limited access to services, infrastructure, and economic opportunities.
For example, the Kalinago in Dominica and Garifuna in St. Vincent and the Grenadines, whose histories predate colonial settlement and who continue to preserve distinct languages, spiritual beliefs, and governance systems.	For example, the Maroon tribe who are descendants of Africans in the Americas and islands of the Indian Ocean who escaped from slavery. These communities developed their own spiritual practices, and systems of governance, often rooted in African traditions blended with local influences.	For example, small farming and fishing villages found throughout the Caribbean.

Across these groups, there is a shared experience of historical exclusion and a need for development approaches that respect cultural autonomy, land rights, and community-led decision-making.

Our Intersectional Approach

What is intersectionality and why is it important?

Intersectionality is a framework for understanding how different aspects of a person's identity, such as race, ethnicity, class, age, disability and sexual orientation and gender identity, socioeconomic class, interact to shape their experiences, opportunities, and vulnerabilities.

In community development, it helps us recognise that:

❖ People are not homogeneous groups of 'women' or 'men'

❖ We are complex, layered individuals with multiple identities

❖ These identities influence how we experience inclusion, exclusion, and access to resources.

Examples of how intersectionality can affect people in the Caribbean:

❖ An Indigenous girl in a rural area of Dominica who may experience the combined effects of gender discrimination, limited access to education, and cultural marginalisation.

❖ An elder woman in southern Belize who may be excluded from community decisions due to her age, gender, and language, while also living far from public services.

❖ A young man with a disability in a farming community in Saint Vincent and the Grenadines who may face both physical barriers and social stigma, limiting his access to livelihood programmes.

Intersectionality reminds us that individuals are shaped by multiple, intersecting factors—and that programmes and policies must reflect that reality.

Applying an intersectional lens helps us:

❖ Avoid one-size-fits-all approaches

❖ Identify overlapping forms of discrimination and exclusion

❖ Design interventions that reflect lived realities and leave no one behind
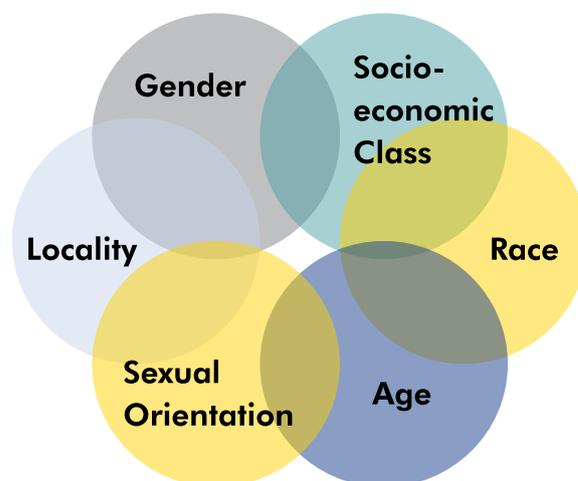

Figure 3. Intersectionality

While this toolkit highlights specific considerations for Indigenous, Tribal, and rural communities it is also important that you examine other intersecting aspects of identity, at minimum disability and age which affected all communities.

CASE STUDY

What happens if we don't embed our key principles?

Illustrative example: Agriculture Project in an Indigenous Caribbean Community

A community development project was launched to introduce sustainable farming techniques and increase food security in an Indigenous village. The intervention aimed to build greenhouses and train residents in climate-resilient crops. While the goals were well-intentioned, a lack of culturally grounded planning led to unintended harm.

What went wrong:

- ❖ Project staff did not engage traditional leaders or consult Indigenous women's farming groups, overlooking local agricultural knowledge.

- ❖ The chosen crop varieties replaced traditional staples and ignored dietary preferences, leading to low uptake.

- ❖ Land selected for greenhouses had spiritual significance, causing community concern and reluctance to participate.

- ❖ Community meetings were held using technical language and written materials, without consideration for the community's preference for oral storytelling, informal dialogue, and communication in their own languages or dialects.

- ❖ Elders, who are often the guardians of land-based and agricultural knowledge, were not invited to share their perspectives

Resulting harm:

Mistrust grew as local customs and values were disregarded.

Indigenous women, who had been key food producers, were excluded from decisions and disengaged from the initiative further entrenching inequalities.

Resources were underused, and the project failed to achieve its food security objectives.

Youth lost interest in participating in agricultural practices, as the intervention disrupted traditional knowledge transfer between generations.

The project unintentionally undermined the community's spiritual relationship with the land, contributing to a sense of cultural erosion.

How applying key principles would have involved:

❖ Early, respectful engagement with Indigenous leaders and women's groups to co-design the initiative.

❖ Participatory mapping of traditional farming areas and culturally significant land.

❖ Inclusion of local crops and techniques, with training delivered in accessible formats.

❖ Use of oral storytelling, local languages, and culturally appropriate visuals to support communication and training.

❖ Involvement of elders, youth, and women in each phase of the project to preserve traditional knowledge and ensure intergenerational dialogue.

❖ Gender-sensitive planning to ensure women's roles were recognised and strengthened.

❖ Time built into the project for trust-building and informal dialogue, in line with local rhythms and decision-making processes.

Gender Analysis in Community Development

Project Cycle
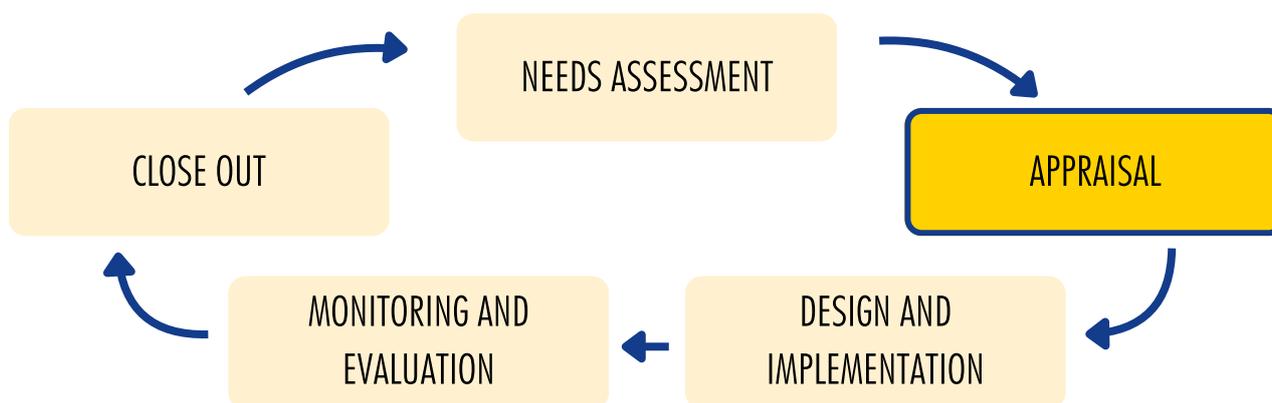
Figure 4. Project cycle - gender analysis takes place at appraisal stage.

What is a gender analysis?

Essentially, gender analysis helps us understand the dynamics within a community, who holds power across different areas of life, and the roles different genders perform. It helps detect multiple forms of discrimination, including SGBV, unequal access to resources and opportunities, exclusion from decision-making, harmful social norms, and barriers to participation in public life. This analysis can then guide us to identify the changes needed to transform gender relations and promote equality.

> "Gender analysis is really about good programming. It looks at the relationships between women, girls, men, and boys and considers their respective roles, access to and control of resources and the constraints each group faces relative to others."
>
> (IASC, Gender Handbook, 2018, p. 31)

Before you begin the gender analysis:

All team members directly involved in the gender analysis should have received value clarification support to ensure the team are sensitised to concepts, principles, and potential bias. This support should happen before carrying out any activities.

Who leads a gender analysis?

In a typical development project, responsibility for conducting a gender analysis usually falls to the project design team, with specific roles depending on the structure and scale of the initiative.

The table below provides some guidance on typical roles for a gender analysis, while roles may vary across organisations and countries, gender analysis is a shared responsibility.

PROJECT MANAGERS OR COORDINATORS	Oversee the integration of gender analysis into project planning and ensure it aligns with donor or institutional requirements.
GENDER SPECIALISTS OR CONSULTANTS	Lead the design and execution of the gender analysis, especially when technical expertise is needed. If no in-house expertise exists, external consultants or partnerships with gender-focused organisations may be used.
FIELD STAFF AND CLOS	Support data collection and community engagement, ensuring that local voices—especially women, youth, and marginalised groups—are included.
PARTNER ORGANISATIONS OR CIVIL SOCIETY GROUPS	Often contribute local knowledge and help reach underrepresented groups, especially in Indigenous, Tribal, and rural communities.
MONITORING AND EVALUATION TEAMS	Use the findings from gender analysis to shape indicators and track gender-related outcomes throughout the project cycle.
NGMS	Play a key role in guiding and supporting gender integration. They help ensure that gender analyses are aligned with national priorities, policies, and frameworks, and should be consulted throughout the process. Their expertise and leadership are essential to grounding your work in local realities and institutional mandates.
PROJECT ENGINEERS	Instruct contractors and ensure understanding of the principles, and the importance of protection against sexual exploitation and abuse and gender considerations.
DIVERSE COMMUNITY REPRESENTATIVES	Help analyse data and information, and co-design solutions that support transformative change.

No matter your role, you have a part to play in addressing gender inequality. A robust gender analysis is not just a technical exercise; it's a foundation for inclusive development that reflects the lived realities of all community members

When should a gender analysis be carried out?

Gender analysis should be conducted early in the project cycle, ideally during the design and appraisal stages, to ensure gender considerations are embedded from the outset. This proactive approach helps identify differentiated needs and potential risks, such as SGBV and social exclusion, and informs strategies to prevent perpetuating existing inequalities before implementation begins.

In the Caribbean context, where Indigenous, Tribal, and rural communities may face distinct gender dynamics, it is essential that the analysis reflects the unique cultural, social, and economic realities of these populations. This includes understanding regional nuances such as traditional governance structures, local gender norms, gender stereotypes, and the specific challenges faced by women, youth, and marginalised groups in these areas.

What are you hoping to find out from your gender analysis?

The following is a list of common questions you may want to explore. While this list will likely need to be expanded based on your context, these questions will be a useful foundation.

Please remember that this list is for you, the person conducting the gender analysis. Different sets of questions will be needed to actually guide your consultations with the community.

OVERARCHING QUESTION	WHAT TO CONSIDER
Who are the participants?	Demographic profile of the community, disaggregated by sex, age, and disability.
Who is doing what?	Roles of women, men, boys, and girls—and how these shift through an intersectional lens.
Who makes the decisions?	Who holds decision-making power in households, communities, and institutions.
Who has the power?	Formal and informal sources of influence and control.
Who has access to which resources?	Differences in access to health care, finance, education, land, and services.
Who faces protection risks?	Variations in risks across gender, age, ability, identity, and geography.
Who are the carers?	Who provides care for children, older adults, and people with disabilities.
Who is doing paid and unpaid work?	Gender distribution of labour, including domestic and informal work.
Who has coping capacities?	How women, men, girls, and boys from diverse backgrounds respond to stress or crisis.
What are the relationship dynamics?	Interactions between genders, generations, and marginalised groups (e.g. LGBTIQ, Indigenous, persons with disabilities).
What legal frameworks shape their rights?	Relevant international, regional, and national laws and policies.

Additional, context-specific questions for Indigenous, Tribal, and rural communities:

❖ Are there unique livelihood strategies or traditional knowledge systems in Indigenous, Tribal, or rural communities (e.g., agroecological practices, artisan production, communal resource management) that shape gender roles and relations?

❖ How do cultural expressions, such as matrilineal heritage, ceremonial roles, or body-territory ties (the connection between women's bodies, ancestral land, and identity), influence women's authority, decision-making, or resilience?

❖ How have colonial legacies (like the coloniality of gender) and histories of resistance affected current gender norms and social cohesion in Indigenous, Tribal, or rural communities?

❖ Are there locally-led or community-based initiatives, networks, or leadership models (e.g., women's cooperatives, Indigenous or Tribal communal governance) that provide alternative pathways for empowerment and gender inclusion?

❖ Is there evidence of harmful practices such as child marriage, early unions, female genital mutilation, or restrictions on the visibility and participation of women, girls, or gender-diverse people in public spaces? How are these practices perceived, challenged, or reinforced within the community?

What do I need to know about data before I start a gender analysis?

Organising and analysing data requires a structured approach. There are four basic types of data you will use at the various stages. These are described below:

Secondary Data

Existing data collected by others, often for broader or different purposes. Useful for background, benchmarking, or trend analysis.

For example: National census or demographic health surveys, NGO or UN agency reports, academic research, or government statistics.

Primary Data

Collected first hand for a specific purpose or project. Offers direct, current insights tailored to the context.

For example: Household surveys conducted in target communities, interviews with community members and local organisations, observations during visits.

Quantitative Data

Quantitative data provides numerical information like percentages or frequencies. For example, quantitative data might show that 50% of girls in an Indigenous Caribbean community marry before 18, but it won't explain why.

Quantitative data is especially useful to determine how widespread a problem is and explore who is most affected.

During monitoring, quantitative data methods are normally used to collect data for your activities and outputs.

Qualitative Data

Qualitative data provides information in non-numerical forms such as text, photos, videos, quotes, and case studies.

During evaluation, qualitative data methods are normally used to evaluate the outcomes of your projects.

Qualitative data helps uncover reasons why something is occurring. It offers deeper insights into lived experiences, perceptions, and social norms or motivations behind violence in specific communities. It can help explain the "why" behind the numbers. For example, it can help tell us why 50% of girls in an Indigenous Caribbean community marry before 18.

Mixed Methods

Combines the strengths of both quantitative and qualitative data to provide a fuller picture. Enables triangulation and validation of findings.

For example, mixed methods might include survey results supported by interviews.

Step-by-Step Guide: Five step process before you design the project

Use the following step-by-step guide, along with the referenced tools, to support you through the process of conducting a gender analysis.

| 1 Conduct desktop context analysis | 2 Design and prepare for data collection | 3 Consult the community | 4 Analyse data and validate your findings | 5 Document findings to use in project planning |

Figure 5. Step-by-step gender analysis guide

STEP 1: CONDUCT DESKTOP CONTEXT ANALYSIS

Description

Look for information that already exists regarding differentiated gender roles and access to opportunities, resources, and decision-making opportunities in your community. Include other marginalised groups with this step.

USEFUL TOOLS

Where you will look for information will depend on the country, community, and project context. However, some likely sources can be found in the guide in tool 1:

- Secondary data sources guide

WHAT TO DO?

- Start by gathering information about the gender context to develop an overview of gender relations and coping strategies of women, girls, men, and boys in the project context.
- Check with gender-focused, disability-focused, and Indigenous and Tribal rights organisations about any existing gender analysis available for the context, and any other needs assessments for marginalised groups.
- Review existing recommendations before collecting any new data.

STEP 2: DESIGN AND PREPARE FOR DATA COLLECTION

Description

If more data is required for your gender analysis, the next step is to define the purpose and drafting the type of data needed and scope of data collection. This should include research questions, type of participatory approaches, level and depth of analysis, stakeholder map, timeframe, deliverables, budget, and team composition.

At this stage you should engage with National Gender Machineries and it is useful to consult with gender equality and women's rights, disability, LGBTIQ, and Indigenous and Tribal rights organisations, representing marginalised groups.

USEFUL TOOLS

Planning Tools

- Gender-sensitive and socially inclusive stakeholder mapping – tool 2
- Resource planning - tool 3
- *Gender Research: A How-To Guide* (INSTRAW, 2017)

Data Collection Questions

- Inclusive questionnaire templates – See *Regional Model KAP Tool* (CARICOM, 2023)
- *Gender Handbook* (IASC, 2018) contains possible questions for gender analysis for each sector including: Education, Food security, Health, Livelihoods, Nutrition, Protection, Shelter, Water, sanitation, and hygiene

USEFUL TOOLS (continued)

Data Collection Questions

- _Humanitarian Gender Analysis Tool_ (Save the Children, 2023) contains easy to use lists of questions FGDs and sector specific questions as well as child friendly FGD questions and data collection methods

Participatory data collection tools in the IOM Intersectional Analysis Toolkit, 2024

- Gender roles and responsibilities timeline
- Access, control, and benefits
- Inequality tree
- Safety mapping (_Consult an SGBV specialist if using this tool and read full guidance_)

WHAT TO DO?

- Conduct stakeholder mapping and determine who you will speak to during data collection.
- Determine the depth of analysis including sample size and sampling strategy.
- Identify research questions and select relevant intersectional social categories you plan to collect data from.
- Decide on the most appropriate methodologies to collect the various data sets.
- Plan for the participation and safety of specific groups during data collection.
- Secure the financial and human resources needed to carry out the intersectional gender analysis.

TIP

Consider using a variety of outreach teams - such as mixed community groups or mobile units - to reach and include people who may not be visible in standard assessments. This can include women and adolescent girls, people with diverse sexual orientations or gender identities, and individuals with disabilities or limited mobility, along with their caregivers. Make sure to also include youth, local leaders, and members of Indigenous, Tribal, or rural communities.

For example, if you're working with Indigenous or Tribal groups in the Caribbean, some people may speak primarily in their local language and have strong cultural practices that need to be respected in outreach efforts. Mobile units or community meetings in their own languages can be key to engaging them in meaningful conversations.

Remember: The research process itself can be designed to empower participants and create space for reflection on existing inequalities and their impact. Ensure the primary methodologies used are participatory and safe.

STEP 3: CONSULT THE COMMUNITY

Description

This step involves discussions and consultations with the community to collect primary data that you need before your analysis.

WHAT TO DO?

- Apply research ethics and consciously address power dynamics and biases.
- Mobilise and train an inclusive team to safely collect the data.
- Collect data that will enable you to answer the remaining questions that you were unable to address in step 1.

TIP

Collect answers to questions that will also allow you to understand how other intersectional identities also impact women and men's experiences and opportunities. For example, you may need to look at women with disabilities and how their access to resources differs or Indigenous women compared to non-indigenous women.

Special considerations when collaborating with Indigenous, Tribal, or rural communities:

❖ Identify and engage with local governance structures (e.g., Elders, tribal councils, hereditary leaders)

  Ask about protocols for contacting communities, setting up meetings, for ceremonies, and knowledge sharing

❖ Avoid assuming uniformity—each Indigenous and Tribal community has distinct customs and leadership systems

❖ Avoid extracting knowledge for external use without community validation and co-ownership.

❖ Ensure free, prior, and informed consent before documenting or sharing knowledge

❖ Avoid making any assumptions on gender norms — ask how gender and decision-making is understood within the community's view and by different members. For example, some Tribal communities such as the Saamaka have active female leadership in water or economic committees, while in some Indigenous and Tribal communities, male elders may lead most decision-making.

STEP 4: ANALYSE DATA AND VALIDATE YOUR FINDINGS

Description

Once you have collected your data you need to make sense of your data. This involves completing a preliminary analysis and then validating the findings with a diverse group of stakeholders. This helps ensure the analysis is accurate, inclusive, and useful for future action. It also demonstrates transparency and accountability to the community whilst building ownership. And ensures findings reflect real community experiences, not just mainstream views.

USEFUL TOOLS

- Coding your findings – tool 4
- Needs prioritisation tool – tool 5
- Community Validation Guide – tool 7 (this tool is also linked to the prioritisation tool in step 3)

WHAT TO DO?

- Conduct preliminary analysis of data using a coding system appropriate to the size and depth of the data.

Community Validation Guide

- Host a short workshop, small-group meetings, or individual consultations
- Invite people who can challenge, enrich, or confirm the findings
- Include voices from marginalised groups, such as:
  - Women's organisations
  - Youth and community leaders
  - Persons with disabilities
  - Seniors
  - LGBTIQ networks and based groups
  - Indigenous, Tribal, and rural representatives

Who to involve in the data validation

❖ Government counterparts

❖ Civil society partners

❖ Community Leaders

❖ Project Staff and technical experts

❖ UN agency representatives (where relevant)

❖ Individuals with lived experience or technical knowledge who are representatives of the people involved in your consultations (eg., youth, caregivers, local officials)

How to analyse your data

THEMATIC ANALYSIS IN ACTION

Let's walk through an example of thematic analysis in a real-world project.

The project focuses on a health screening programme for women facing violence in a rural Caribbean community

Would a health screening programme be feasible and acceptable to pregnant women here?
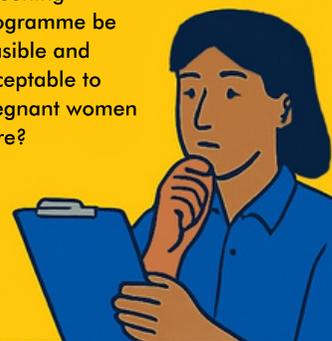
Data collection is complete, including focus group discussions with women and community leaders.

Now it's time to analyse the data. First step: Creating codes.

trust in provider

frequency of violence
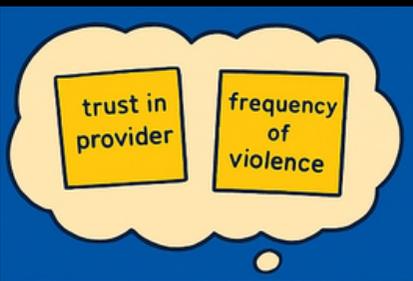
Codes are short labels used to organise and categorise information.

These codes can be grouped under broader categories

Grouping these codes helps us understand the different factors influencing the same outcome

Thematic analysis helps turn voices into insights — **and insights into action.**

Special considerations when collaborating with Indigenous, Tribal, or rural communities:

❖ Respect and use the community's preferred language(s), including local dialects. Recognise that language carries deep cultural meaning and shapes how information is understood and shared.

❖ Honor oral traditions and ways of sharing knowledge, including storytelling, songs, ceremonies, and communal gatherings. These are often key to how communities express experiences and transmit knowledge.

❖ Always take time to understand the community's unique customs and protocols before engaging.

❖ Respect how the community decides if and when to welcome someone from outside. Some communities require days or specific ceremonies before allowing outsiders to participate, while others may have different practices.

❖ Be patient and follow their process fully to build trust and genuine collaboration.

❖ Avoid stereotypes and assumptions about Indigenous, Tribal, or rural peoples. Each community is distinct with unique customs, governance, and social structures.

❖ Engage with local governance structures (e.g., Elders, Tribal councils, hereditary leaders) early and seek guidance on protocols for meetings, ceremonies, and knowledge sharing.

❖ Ensure free, prior, and informed consent for any documentation or sharing of community knowledge, with clear agreements on ownership and use.

❖ Avoid extracting knowledge for external use without validation and co-ownership by the community.

❖ Be sensitive to diverse gender norms within the community. Ask how gender and decision-making are understood locally, recognising that roles and leadership vary widely across Indigenous, Tribal, or rural contexts.

Remember: Ensure safe consultation by following PSEA guidelines.

STEP 5: DOCUMENT FINDINGS TO USE IN PROJECT PLANNING

> ### *Description*
>
> *After you have finalised the validation it's important to ensure you have documented your findings so these will be used for the project design and action plan.*
>
> *You might also need to develop effective dissemination materials targeted at different audiences, adapting the materials to ensure accessibility and language diversity.*

USEFUL TOOLS

- Intersectional Gender analysis report template - [Intersectional Gender Analysis Toolkit (IOM, 2024, pp. 134 - 138)](#)
- Gender Equality and Social Inclusion Action Plans (first column)
- Basic Needs Trust Fund (BNTF) reporting templates for Organisational Needs Assessment (ONA) and Community Needs and Assets Assessment (CNAA) - see [Tool 9](#) for a short guide to their purpose and use.

WHAT TO DO?

- Reflect on your findings.
- Write a gender analysis report (the scope and depth of this will depend on your context and project).
- Develop effective dissemination materials targeted at different audiences including decision makers and affected communities, especially those engaged in research, as well as the diversity of local organisations working on gender equality, empowerment of women, girls and persons of diverse genders, government counterparts, the United Nations, civil society. Be sure to adapt the materials to ensure accessibility for persons with different communication needs, including persons with disabilities and those with varying literacy levels.
- Complete column one of the gender action plan.

Remember: The findings can be used to develop policies, adapt programming for strategic planning, and support the communities to better advocate for change.

Where possible, widely share your new knowledge, findings, and results with the community whom you consulted.

Gender Action Planning and Integration
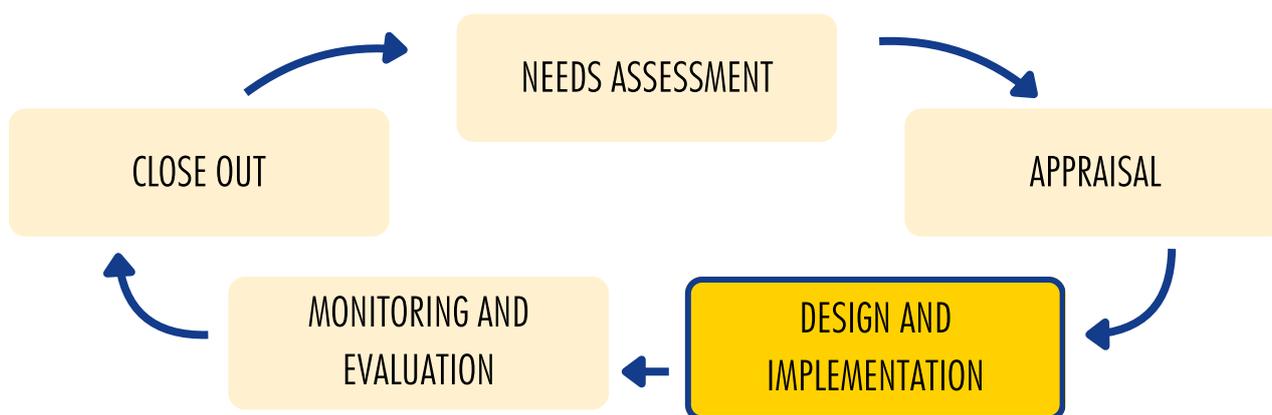
Project Cycle

Figure 6. Project cycle - gender action planning takes place in sub-project design and implementation.

Why gender action planning is essential?

Gender action planning is a structured process that builds on the findings of a gender analysis. It helps you move from insight to impact by translating those findings into concrete actions, clear responsibilities, timelines, and measurable outcomes.

Taking action on gender analysis is essential to ensure that its recommendations are meaningfully incorporated into a project, program, policy, or strategic plan.

What gender action planning involves?

Gender action planning involves engaging relevant team members and stakeholders to co-develop an action plan that is both responsive and results oriented. This means identifying the desired gender equality outcomes that you want to achieve early on and using them to shape each step of the project. This includes developing a participatory theory of change to clarify how specific activities will lead to transformative impact.

The steps are as follows:
- ❖ Design project activities to respond to the priority needs identified in the gender analysis.
- ❖ Develop a participatory theory of change to map pathways toward gender equality outcomes (for more information on how to develop a participatory theory of change read Budzyna K., 2021).
- ❖ Designate responsibilities for implementation.
- ❖ Create a realistic timeframe.
- ❖ Account for budget implications for each activity.
- ❖ Complete your gender action plan.
- ❖ Design a monitoring and evaluation strategy with gender-sensitive indicators to track progress and impact.

Respecting and Engaging with Indigenous / Tribal Knowledge

When planning gender-responsive activities in indigenous, Tribal, and rural communities, it is essential to recognise and respect traditional knowledge systems and cultural practices. This includes:

❖ Engaging early and meaningfully with community leaders, elders, and knowledge holders

❖ Using participatory approaches that value oral traditions, storytelling, and local decision-making structures

❖ Ensuring free, prior, and informed consent (FPIC) before initiating any activity

❖ Recognising gender roles and dynamics that may differ across cultures and generations

❖ Supporting Indigenous and Tribal data sovereignty and respecting protocols for sharing and preserving knowledge

SGBV and PSEA/SH are cross-cutting protection concerns. All sectors must take steps to prevent, mitigate, and respond to SGBV risks, SEA (Sexual Exploitation and Abuse), and SH (Sexual Harassment) risks even if they are not SGBV-specialised. Your gender action plan should include:

SGBV

- Design activities and environments to reduce exposure to SGBV (e.g., safe latrine placement, lighting, privacy).
- Address root causes through embedding awareness, education, and community engagement within your projects.
- Plan for safe, accessible, and anonymous complaints and feedback mechanisms for the community.
- Ensure survivors can access confidential, survivor-centred services (health, psychosocial, legal).

See the next chapter on SGBV for more details.

PSEA

- Train staff, volunteers, and partners on PSEA
- Ensure everyone signs and understands the codes of conduct.
- Conducts awareness raising activities (posters in communal paces, briefings)
- Make sure staff and partners are informed about the designated PSEA focal point within your organisation, who can provide guidance and support on PSEA-related matters. If the focal point is unknown, contact your local PSEA Task Force to identify relevant contacts and access additional resources or technical support.
- Ensure you have safe, accessible, and anonymous complaints and whistleblowing procedures.

MONITORING EFFECTIVENESS THROUGH INDICATORS

When creating your gender action plan, you will need to also plan for how you will monitor if your activity is effective. To do this you need to create indicators for each activity for both the output of the activity and the longer-term outcome which we seek to achieve.

See tool 8 for example indicators.

Gender Action Plan Template for BNTF Country Portfolio with Example Activities

Remember the first column should have been completed during step 5 of your gender analysis

Gender Gap / Area	Gender Activity[1]	Output Indicator	Expected Outcome[2]	Level of Activity[3]	Timeframe to Achieve the Output	Progress Status (Not Started / In Progress / Completed)	Required Resources (Financial and / or Technical)	Responsible Actor / Institution

See tool 10 for a completed sample gender action plan.

[1] These are actions which address gender inequality / gender gaps in BNTF sectors and/or in accessing project benefits equally between men and women. These can be actions within subprojects or actions for whole sector portfolios.
[2] For BNTF only initial outcomes would be reported. This can be adapted for other contexts.
[3] This column is relevant for the BNTF programme in terms of classifying the level of activity as subproject, sector or country level.

ADDITIONAL TOOLS FOR GENDER ACTION PLANNING

Gender action plan tools:

- Gender-Responsive Action Planning Checklist – Tool 8
- Sample gender action plan template – Tool 10
- Information on how to develop a participatory theory of change: (Budzyna K., 2021)

Resources to help develop indicators:

- Gender Handbook (IASC, 2018) – each sector specific chapter contains example indicators and checklists for planning at each stage of the humanitarian project cycle and contained within each sector including: Education, Food security, Health, Livelihoods, Nutrition, Protection, Shelter, Water, sanitation and hygiene.
- Resource Book for Mainstreaming Gender in UN Common Programming at the Country Level - see page 33 for examples of indicators and gender checklists (UNDG, 2017).
- Water Sanitation and Hygiene (WASH) Indicators (Global Wash Cluster).
- Monitoring Gender Equality and the Empowerment of Women and Girls in the 2030 Agenda for Sustainable Development (UN Women, 2015).

SGBV Prevention and Response in Community Projects
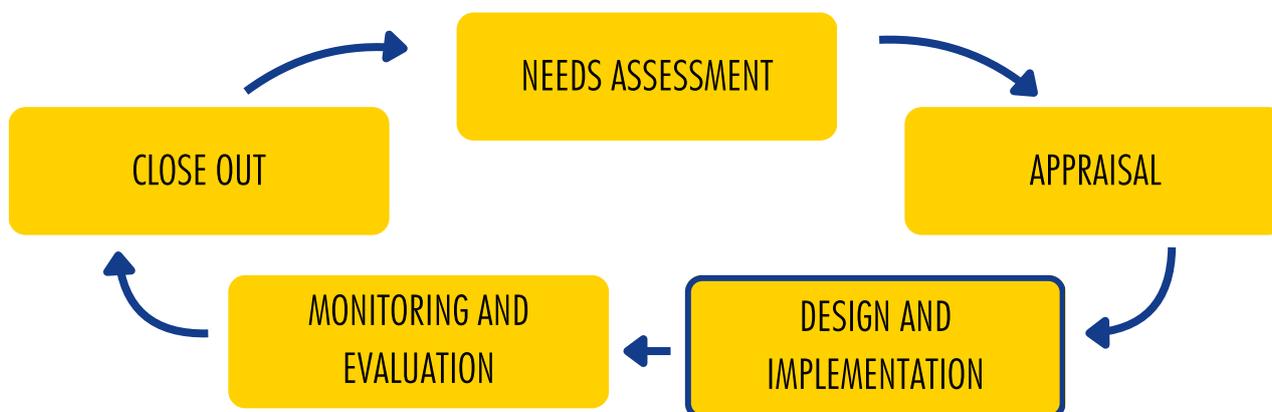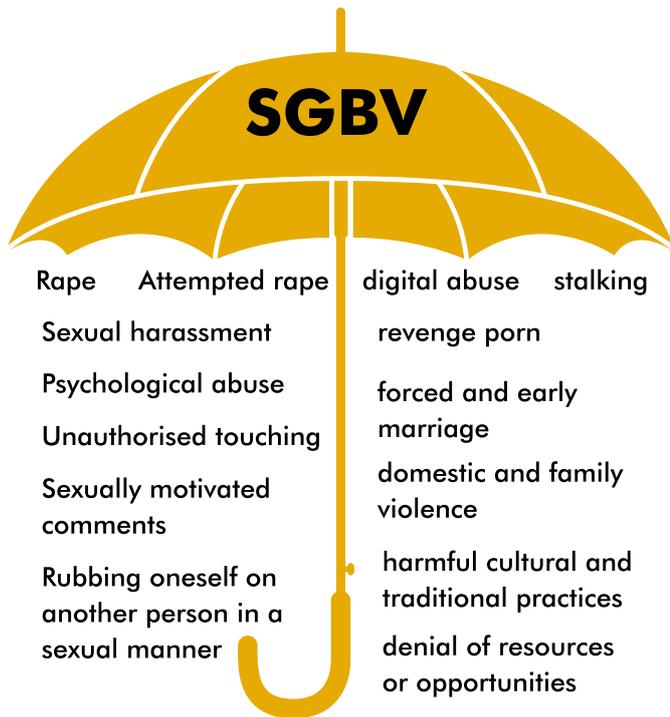
Project Cycle

Figure 7. Project cycle - all stages require SGBV prevention and response. This will be particularly important during implementation.

Why it matters in all community projects

SGBV matters in all community projects because development interventions, if not carefully designed, can unintentionally increase risks of violence or reinforce harmful gender norms. Addressing SGBV is essential to ensure safety, dignity, and inclusion, and to promote equitable access to resources, services, and decision-making. Every project, regardless of sector, has a responsibility to prevent, mitigate, and respond to SGBV risks.

Protection from Sexual Exploitation and Abuse (PSEA) is a specific aspect of SGBV that focuses on misconduct by humanitarian and development personnel. It refers to the duty of organisations to prevent and respond to sexual exploitation and abuse committed by their staff, volunteers, or representatives.

This chapter focuses primarily on community-level SGBV that may arise within your projects, while also raising awareness of your organisational responsibilities under PSEA. Although this section offers foundational guidance, further reading and training on both SGBV and PSEA are essential to deepen understanding and strengthen practice. Links to key resources are provided to support continued learning.

SGBV

Rape   Attempted rape   digital abuse   stalking

Sexual harassment   revenge porn

Psychological abuse   forced and early marriage

Unauthorised touching   domestic and family violence

Sexually motivated comments   harmful cultural and traditional practices

Rubbing oneself on another person in a sexual manner   denial of resources or opportunities

What is SGBV? [4]

"GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual, or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private. "

(INEE, *Glossary*, n.d.)

What is PSEA?

PSEA refers to the obligation of organisations to prevent and respond to sexual exploitation and abuse committed by those working in humanitarian or development settings. This includes staff, contractors, volunteers, and partners. Responsibilities are typically outlined in codes of conduct and safeguarding policies, which all personnel are expected to follow.

Sexual Abuse is included within the SGBV umbrella and is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Under UN regulations, all sexual activity with anyone under the age of 18 is considered sexual abuse, regardless of local age of consent or majority. (Source: RSH)

Sexual Exploitation is any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes. This includes, but is not limited to, profiting financially, socially, or politically from the sexual exploitation of another.

(UN Secretariat, *Secretary-General's Bulletin: Special Measures for Protection from Sexual Exploitation and Abuse*, 2003)

[4] The key difference is that Gender-Based Violence (GBV) encompasses all violence rooted in gender inequality, while Sexual and Gender-Based Violence (SGBV) specifically highlights acts that are both gendered and sexual in nature, emphasising the sexual component of the abuse. They are often used interchangeably, and it is an organisational preference as to which one to adopt.

SEA includes:

❖ A humanitarian (whether contractor, volunteer, or partner of project) worker demanding sex in exchange for material assistance, favours, or privileges.

❖ A supervisor requiring sex in exchange for access to services.

❖ A driver requesting sex in return for transportation to project site.

❖ An NGO staff member offering a job in return for sex.

❖ A teacher requiring sex for admission to class or to receive a passing grade.

CONSIDERATIONS FOR UNDERSTANDING SEA

SEA involves humanitarian and development personnel.

For an incident to fall under PSEA policies, the alleged perpetrator must be affiliated with a humanitarian/development organisation (as staff, contractor, volunteer, or partner). If this link is absent, the case is still a serious protection concern but may not fall within the UN's PSEA framework.

Power dynamics are central to SEA.

SEA is fundamentally about an abuse of power. Humanitarian personnel hold real or perceived power over community members, and this power imbalance must be considered in all interactions. Prevention efforts must focus on safeguarding the community—not on protecting the image or intentions of the alleged perpetrator.

Exploitation and abuse differ in nature, but both are prohibited.

Sexual exploitation involves an actual or attempted exchange—of money, goods, services, or privileges—for sex. Sexual abuse refers to threatened or actual physical intrusion of a sexual nature, often involving force or coercion, without the element of exchange.

Both are serious violations, regardless of whether the survivor appears to have "consented."

SEA can be committed by anyone, regardless of gender.

Gender stereotypes can obscure recognition of abuse. It is important to avoid assumptions—for example, that women cannot be perpetrators. Anyone in a position of power can commit SEA, and vigilance is essential to prevention and response.

For more details on these distinctions, refer to IASC PSEA Task Force.

! **The terminology matters**
The UN uses only two terms to describe sexual misconduct by personnel against community members: *sexual exploitation* and *sexual abuse*

Sexual harassment (SH), while also serious, is handled under workplace misconduct policies and typically refers to peer-to-peer abuse within the organisation—not involving community members.

> **SH is defined as**
> "...any unwelcome sexual advance, request for sexual favour, verbal or physical conduct or gesture of a sexual nature, or any other behaviour of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation."
>
> *(UN Secretariat, Secretary-General's bulletin Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority, 2008)*

SH can occur between colleagues or in situations involving unequal power dynamics, and it does not require a beneficiary-victim relationship. Unlike SEA, SH can also happen outside the humanitarian delivery context (e.g., between co-workers).

IASC Six Core Principles Relating to Sexual Exploitation and Abuse

(IASC, 2019)

All PSEA work is guided by six internationally agreed core principles that every staff member is expected to understand and apply.

1 Sexual exploitation and abuse by humanitarian workers constitute acts of gross misconduct and are therefore grounds for termination of employment

2 Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief regarding the age of a child is not a defence.

3 Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited. This includes exchange of assistance that is due to beneficiaries.

4 Any sexual relationship between those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited. Such relationships undermine the credibility and integrity of humanitarian aid work.

5 Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she must report such concerns via established agency reporting mechanisms.

6 Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the implementation of their code of conduct. Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.

Examples of common community level SGBV and PSEA risks in Caribbean community development projects:

COMMON COMMUNITY LEVEL SGBV RISKS	PSEA RISKS
Intimate partner violence (IPV) exacerbated by economic stress or displacement.	Sexual exploitation, abuse and harassment (SEAH) by project staff or contractors.
Inadequate lighting or privacy in project-built facilities (e.g., latrines, shelters) leading to high risks of SGBV).	Human trafficking linked to increased mobility or infrastructure development.

FACTORS THAT CAN AFFECT BOTH COMMUNITY LEVEL SGBV AND INCREASE PSEA RISKS
Stigma and silence around SGBV, especially in small and / or conservative communities.
Lack of safe reporting mechanisms, leading to underreporting, impunity, and continued violence.

Specific risks more likely for Indigenous, Tribal, and rural communities

❖ Lack of culturally safe services for survivors of SGBV.

❖ Historical trauma and mistrust, which may discourage disclosure of SGBV or engagement.

❖ Isolation and limited access to services, increasing vulnerability and impunity.

❖ Economic dependency, which may trap women and girls in abusive relationships.

❖ Low literacy or awareness, limiting knowledge of rights and available support.

REPORTING SGBV IN COMMUNITY DEVELOPMENT PROJECTS

One of your key responsibilities is to ensure that you, and any of your team with direct contact with the community, know how to respond appropriately and safely when someone discloses SGBV. The following table presents two real-world scenarios that illustrate how reporting mechanisms differ depending on the survivor's age and the nature of the abuse.

Disclosure of SGBV at community level - comparative case studies

SCENARIO 1	SCENARIO 2
Child Survivor Disclosed Abuse by a Family Member	*Adult Survivor Disclosed Abuse by a Family Member*
During a life skills training session in the community centre, a **15-year-old girl** confided in the facilitator that she had been sexually abused by her **stepfather** since she was nine. She had previously attempted to report the abuse through her school counsellor, but the case was dropped after her family intervened and pressured her to retract the statement.	A **19-year-old woman** enrolled in a youth empowerment programme reported that a **contracted staff member** had made repeated sexual advances and offered material support in exchange for sexual favours. She disclosed the abuse to a trusted facilitator after noticing similar behaviour toward other participants.

REPORTING MECHANISM

- The facilitator immediately reported the case to her contract manager, who was also serving as the Community Liaison Officer (CLO). If a Child Protection Officer had been in place, they would have been the first reporting requirement, in line with mandatory reporting laws.
- The CLO escalated the case to the Project Manager and coordinated with child welfare services and legal authorities.
- A referral pathway was activated, including access to psychosocial support, emergency shelter, and legal aid.
- It was explained to the girl that, due to her age, the case would need to be reported.
- A case review meeting was held with the child survivor, facilitator, CLO, and an institutional representative to discuss next steps.
- The participant expressed willingness to file a new police report, requesting that her mother be informed by a trusted adult.
- The institution agreed to investigate why the previous report had been withdrawn and committed to guiding the participant through the new reporting process.
- Confidentiality was strictly maintained, and the child was supported through trauma-informed care and ongoing counselling.

KEY GUIDANCE

IASC protocols emphasised mandatory reporting for minors, prioritising safety, and coordination with child protection systems.

REPORTING MECHANISM

- The facilitator immediately reported the incident through the organisation's internal Sexual Exploitation and Abuse (SEA) reporting mechanism, contacting the PSEA focal point which in this case was the CLO.
- The CLO ensured the survivor was referred to confidential support services and protected from retaliation or further contact with the accused.
- The staff member was suspended pending investigation, and the case was escalated to senior management and relevant oversight bodies.
- The survivor was offered the opportunity to participate in the investigation process, and her consent was sought for any further steps.
- The organisation initiated an internal investigation and maintained strict confidentiality throughout.

KEY GUIDANCE

IASC SEAH protocols required immediate reporting regardless of consent due to the fact the person worked for an agency. Confidentiality of the survivor's identity was maintained throughout.

REPORTING PSEA

PSEA report has slightly different obligations and responsibilities, these include:

Mandatory reporting

Staff are obligated to report any witnessed or disclosed incidents of SEA involving humanitarian or development personnel. This is a non-negotiable duty under PSEA standards.

Confidentiality

The identity of the survivor must be protected, and confidentiality respected, especially if the survivor does not consent to disclosure. This is central to survivor-centred approaches.

Summary of Reporting Differences

SCENARIO	MANDATORY REPORTING?	CONSENT REQUIRED?	REFERRAL PATHWAY ACTIVATED?	AUTHORITIES INVOLVED?
Child Survivor	YES	NOT REQUIRED	YES	Police, child welfare
Adult Survivor	NO	YES	YES (with consent)	Only if survivor consents or there is a risk to life
Abuse by staff member / volunteer / partner / contractor (PSEA incident)	YES (internally)	Sought but not required to trigger report	YES	Organisation + oversight bodies

Your first point of contact when looking for support services and reporting systems will be the national gender machineries.

Use this quick check list to evaluate your team's preparedness:

Example actions are provided, but the most appropriate response will depend on your specific context.

REFLECTIVE QUESTION	YES / NO	IF NO, WHAT ACTION IS REQUIRED?
Do all staff working in communities know the mandatory reporting requirements for children and adult survivors?		Conduct training sessions on reporting protocols; distribute written guidelines
Do all staff working in communities know the mandatory reporting requirements for children and adult survivors?		Establish anonymous reporting channels (e.g., hotline, suggestion box, digital form); ensure community awareness through posters, meetings, and outreach.
Are referral pathways for psychosocial, legal, and protection services fully functional, and the information details correct and accessible?		Review and update referral directories; train staff on how to use and share referral information with survivors.
Is there a designated PSEA focal point available and reachable?		Appoint a PSEA focal point and provide training as needed; share contact details with staff; ensure availability during working hours.
Are staff trained in PSEA responsibilities?		Organise regular PSEA training workshops; include PSEA responsibilities in onboarding materials; monitor training completion rates.
Is there a clear internal reporting mechanism for SEA?		Develop and socialise staff on internal reporting procedure.

ACTIONS AND RESOURCES

Actions and resources to meet the minimum actions for SGBV risk mitigation, prevention, and response across all stages of the project cycle:
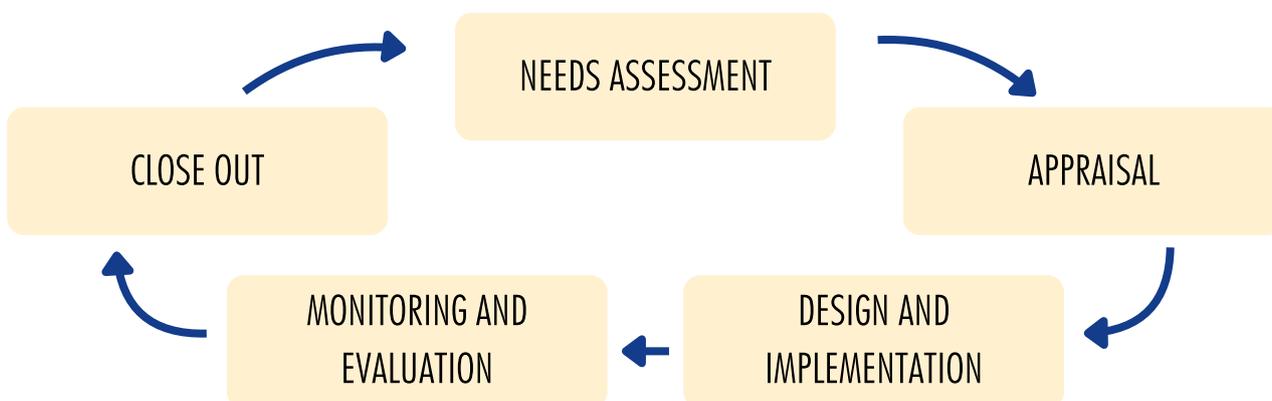

Figure 8. Project cycle

! It is recommended that you navigate the [IASC GBV Guidelines using the project cycle on the website](#).

Before you begin it is also recommended you conduct a SGBV self-assessment. For comprehensive reference, you can consult the [IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action](#), which include a variety of tools across sectors and the [GBV Pocket Guide](#). A practical guide on how to support survivors of GBV when a GBV actor is not available in your area. It is designed for all humanitarian practitioners.

If your work involves children or youth in any way—whether directly or through partner organisations—please review the following key resources to ensure strong child safeguarding measures are in place:

❖ [Standard 9 from the Child Protection Minimum Standards (CPMS)](#). – Outlines key actions for preparedness, prevention, response, and risk mitigation related to sexual and gender-based violence (SGBV) affecting children, as well as guidance on monitoring and measuring results.

❖ [Handbook for Coordinating GBV Interventions in Emergencies](#). Note: this handbook is designed primarily for GBV coordinators but it is also a useful tool for Child Protection coordination groups.

❖ [Caring for Child Survivors (CCS) of Sexual Abuse Guidelines](#): A step-by-step approach for health and psychosocial service providers in humanitarian settings to support child survivors and their families in their recovery and healing process.

PSEA FOCUSED RESOURCES

Minimum Operating Standards Protection from Sexual Exploitation and Abuse by Own Personnel (IASC, 2024)

You can find full support for all PSEA related areas which includes resources, training, podcasts, webinars and more at the Resource and Support Hub - Safeguarding Essentials

Additional resources focusing on PSEA and children including training and guides are available at Child Protection Resources

Free training by UNICEF suitable for all staff:

- Prevention of sexual exploitation and abuse
- Child Safeguarding Training

Set up policies and procedures:

- Use the Safeguarding Essential Toolkit to support with policies and procedures.

Essential resources during implementation:

- Use PSEA at the Frontline - Together We Say No guide (available in 21 languages) which includes:
  - Highly illustrated print materials
  - Audio messages
  - Multimedia tools

PROJECT STAGE	SGBV TOOLS AND APPROACHES
NEEDS ASSESSMENT	- Use the GBV Safety Audit Toolkit: how to guide, IRC template, humanitarian response template (also used during monitoring). - Use the Focus Group Discussion Guides to conduct safe consultations with women, girls, and marginalised groups. - Conduct Key Informant Interviews with service providers and community leaders. - Gender Analysis tools to identify SGBV risks and coping strategies (see previous section for gender analysis).

PROJECT STAGE	SGBV TOOLS AND APPROACHES
APPRAISAL / DESIGN	• SGBV Risk Mitigation measure - *Guidelines by Sector* (IASC, n.d.) • Community Mapping of SGBV Services: *PSEA Guide* (IASC, 2014) • Budget for SGBV integration & risk mitigation: *Resource Mobilisation Guide (IASC, n.d.)*
IMPLEMENTATION	• *GBV Pocket Guide* (IASC, n.d.) for frontline staff responding to disclosures. • Staff Training Modules on survivor-centered approaches and safe referrals, including how to use the pocket guide. Free Agora courses on United Nations Children's Fund (UNICEF) include (login required): ◦ How to provide initial support to survivors of gender-based violence (UNICEF, n.d.) • Use the *GBV Safety Audit Toolkit* (UNICEF, 2018) • *Communication for Development* (IOM, 2018)
MONITORING & EVALUATION	• *GBV M&E Toolkit* (IASC, n.d.) (e.g., outcome and output indicators, feedback forms) • Feedback for survivors and community members • Incident Tracking Forms (with confidentiality protocols) ◦ Participatory Monitoring Tools (e.g., community scorecards)
CLOSE OUT / TRANSITION	• Lessons Learned Templates with SGBV integration review. • Referral Pathway Updates for handover to local actors.

TOOLS

Using the tools

The tools included in this toolkit are designed to support you in ensuring your projects promote gender equality and avoid perpetuating harmful behaviours. Each tool is fully editable and can (and should) be adapted to suit your specific needs and context. Where existing tools already meet your needs, these have been referenced throughout the body of the toolkit and are encouraged for use. While you're free to tailor the tools to your environment, it's important that their core purpose remains intact to ensure consistency and impact.

If you would like to use these tools for your own project you can access them here.

List of Tools

TOOL 1

Secondary Data Sources Guide
Standalone tool available for download here.

LEVEL	SUGGESTED SOURCES
INTERGOVERNMENTAL REGIONAL BODIES AND STATES	• CARICOM Regional KAP Tool • ECLAC Gender Equality Observatory • ECLAC Gender affairs
OTHER UNITED NATIONS RESOURCES	• United Nations, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) reporting, web page. • UN Women, Women Count Data Hub web page includes updated data on gender-specific SDG indicators along with data on women, peace and security and violence against women. • UN Women, Digital library, web page, check for "Country Gender Equality Profiles." • UNICEF, Resources web page, for country profiles and data sets by country. • United Nations, Population Fund, Data portal web page, for population trends and sexual and reproductive health. • Office of the United Nations High Commissioner for Human Rights (OHCHR), Publications web page. • United Nations, High Commissioner for Refugees data, Data on refugees, other forcibly displaced and stateless people. • IOM, Global Migration Data Analysis Centre, web page.
ACADEMIA AND CIVIL SOCIETY	• WomenStats database, web page – offers the largest cross-national compilation of data, statistics, and maps on the status of women with over 350 variables for 176 countries. • Women Deliver, Resources, web page.

LEVEL	SUGGESTED SOURCES
ACADEMIA AND CIVIL SOCIETY	• Oxfam, Gender analysis, web page repository of country reports. • CARE, International, Resources web page, for gender analysis reports. • International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA), Resources web page, includes publications and maps on sexual orientation laws. • Amnesty International, Research web page. • Human Rights Watch, Reports web page. • Reliefweb, Updates web page, for humanitarian data and reports
NATIONAL LEVEL	• Regional or country-specific research reports, issues briefs, policy paper, books. • Country-level demographic, and health surveys. • Census data • Humanitarian Cluster working groups – especially the protection and GBV sector reports
COMMUNITY LEVEL	• Women's rights or gender-focused organisations • Civil-society organisations (for persons with diverse sexual orientation and gender identity) • Local community organisations • Groups representing refugees or migrants • Community centres • Health centres • HIV/AIDS rights organisations • University or college groups which are supportive of women and the rights of other marginalised groups
BNTF CDB DATA COLLECTION DOCUMENTS	• Organisational Needs Assessment (ONA) • Community Profile and Community Needs and Assets Assessment (CNAA) • Country Policy Framework document

TOOL 2

Gender-Sensitive and Socially-Inclusive Stakeholder Mapping

Standalone tool available for download here.

Conducting a gender sensitive stakeholder analysis is crucial for identifying who has interest and influence on your project, who are most likely to be excluded and who you will need to collect additional data from. This approach goes beyond listing stakeholders, it analyses power, influence, and intersectional factors to ensure meaningful participation and avoid reinforcing inequalities.

Below are the steps involved in stakeholder analysis:

1. **Create a list of potential stakeholders.** These can include individuals, groups, organisations, or communities that have an interest in, may be overlooked or may be affected by the project. Include mapping of power dynamics, decision-making roles, and representation of marginalised groups (e.g., women, youth, LGBTQI+, persons with disabilities, migrants). Use participatory workshops or focus groups to ensure no group is missed.

2. **Prioritise Stakeholders.** Determine the significance of each stakeholder based on their influence on the project and the impact the project may have on them. Consider factors such as power, interest, legitimacy, and urgency. Apply an influence-impact matrix disaggregated by gender and social identity. Note potential risks of exclusion or harm (e.g., backlash for women leaders or marginalised groups).

3. **Create a visual representation of the relationships between different stakeholders.** This can help in understanding alliances, conflicts, and dependencies among them. Use participatory tools (e.g., Venn diagrams, community mapping exercises) to co-create the map with community members, which builds ownership and surfaces hidden actors.

4. **Identify how each stakeholder prefers to receive information and how frequently they want updates.** Capture gender-specific barriers to information access (e.g., literacy levels, access to phones or internet, cultural restrictions) and adjust communication strategies to be inclusive.

5. **Based on the analysis, create a plan for engaging with each stakeholder.** Determine the best methods for communication, data collection, and potential collaboration throughout the project. Integrate gender-sensitive engagement tactics (e.g., safe spaces for women, inclusive meeting times, compensation for participation). Plan for intersectional data collection to capture diverse experiences.

6. **Regularly assess and update the stakeholder analysis throughout the project lifecycle.** New stakeholders may emerge, and the interests and influence of existing stakeholders may change. Document lessons learned to strengthen future gender analyses.

Potential pitfalls

❖ **Neglecting Potential Stakeholders**
Example: *In a healthcare project, forgetting to include local community elders who may play a pivotal role in allowing women to access health services of the programme.*

Solution: Invest time in a thorough identification process, ensuring the inclusion of all relevant stakeholders. This may involve consulting team members, experts, and the stakeholders themselves. Cross-check your list with the BNTF Community Engagement Guidance Note to ensure inclusion of all relevant groups.

❖ **Assuming Uniform Interests Within Stakeholder Groups**
Example: *Assuming that all women in a community share the same concerns, overlooking individual assessments that may reveal diverse priorities.*

Solution: Recognise and account for diversity within stakeholder groups by conducting individual assessments. This solution allows for a nuanced understanding of specific concerns and expectations, preventing the assumption of uniform interests. Remember to apply intersectionality: explore how gender intersects with class, ethnicity, disability, age, and other factors.

❖ **Overlooking Informal Influencers**
Example: *Ignoring community influencers who may not hold formal positions but can sway opinions and impact project success.*

Solution: To overcome this oversight, identify and consider informal leaders or groups that wield significant influence, even if not formally listed as stakeholders. Acknowledging their impact contributes to a more comprehensive understanding of the project environment. Explicitly capture informal women leaders, traditional authorities, and social media influencers who shape norms and attitudes.

TOOL 3

Gender Analysis Resource Planning
Standalone tool available for download here.

The following table can help guide your resource planning process.

This table has been adapted from the [Intersectional Gender Analysis Toolkit (IOM, 2024, p. 23)](here)

RESOURCE AREA	POINTS TO CONSIDER	EXAMPLES
HUMAN-RESOURCE COSTS	When possible, recruit team members with gender or GBV expertise and experience in community-based gender analysis. Budget for regular gender capacity assessments covering both programmatic delivery (e.g., gender-sensitive project implementation) and institutional systems (e.g., HR policies, PSEA integration).	Hiring gender/GBV consultants, partnering with National Gender Machinery or CSOs; joint HR–PSEA focal point review to align PSEA Action Plan with recruitment and training
PARTNERSHIP ENGAGEMENT	Allocate resources to engage women, youth, gender-diverse persons, and marginalised groups in co-design and validation. Include participatory workshops or focus groups that follow BNTF community guidance.	Stipends or support for women's groups, youth, gender-diverse persons, or Indigenous or Tribal reps

RESOURCE AREA	POINTS TO CONSIDER	EXAMPLES
CAPACITY-BUILDING & TRAINING	Consider providing training for team members, interpreters, enumerators and implementing partners on gender analysis and the approach. Include training-of-trainers (ToT) so capacity building can be sustained internally and budget for structured tools such as gender budgeting guides, gender impact assessment templates, and intersectional frameworks, etc.	Workshops on gender equality, intersectionality and ethics, venue costs, translation/ adaptation needs; developing internal trainers to deliver future sessions.
PRIMARY DATA COLLECTION	Ensure inclusive methods for engaging with underrepresented groups by budgeting additional team members and their needs in advance. Include rapid gender analysis tools suitable for emergency or fluid contexts.	Enumerators, interpreters for local languages, transport, daily subsistence allowance, outreach to hard-to-reach groups in rural settings, additional protocols to protect against sexual exploitation and abuse.
ACCESSIBILITY ACCOMMODATIONS	Ensure reasonable accommodations for persons with disabilities, older adults, nursing caregivers, or people in remote areas. Add inclusive design elements based on universal design principles.	Mobility support, sign-language interpretation, off-site engagement.

RESOURCE AREA	POINTS TO CONSIDER	EXAMPLES
VALIDATION WORKSHOPS	Include costs for community workshops to review findings. Provide culturally appropriate formats for Indigenous, Tribal, or rural participants. Ensure facilitation processes reflect community norms and gender-sensitive participation.	Venue hire, refreshments, transport, culturally appropriate formats, and locations.
DISSEMINATION & KNOWLEDGE	Allocate time and resources to publish, translate, and share results with communities and institutions. Ensure accessible formats (e.g., infographics, audio-visuals) for low-literacy audiences.	Translation, graphic design, printing, short, animated videos, radio spots, community theatre, pictorial flipcharts, or WhatsApp voice notes to share findings in plain language.

Additional Considerations

❖ Are you engaging representatives from Indigenous, Tribal, or rural communities?

❖ Have you considered safety and confidentiality for marginalised groups?

❖ Are there specific cultural protocols or permissions required before engagement?

❖ Have you planned for ethical data collection (informed consent, do-no-harm approaches, safeguarding procedures)?

❖ Are you compensating community members fairly for their time and expertise (e.g., stipends, transport support, childcare)?

❖ Do you have a feedback mechanism so participants can validate findings or raise concerns after engagement?

TOOL 4

Coding Your Findings

Standalone tool available for download here.

For analysing the findings, you will need to select the codes that help group the findings for your context. Some common groupings are proposed as follows but you will need to adapt the list to work for you:

ENABLING FACTORS

Conditions that support participation in the project

- Trust in provider or organisation
- Supportive family or peer networks (social networks)
- Accessibility of services (physical, financial, linguistic)

BARRIERS TO ACCESS

Challenges that prevent women and/or men from engaging with the project

- Fear of stigma or retaliation
- Lack of transportation
- Limited information/awareness of services
- Cultural taboos
- Affordability of services
- Care responsibilities (lack of available time)

PERCEPTIONS OF VIOLENCE

How violence is understood and discussed in the community

- Normalisation of abuse
- Community silence or denial
- Gender roles and expectations
- Intergenerational attitudes

PROJECT ACCEPTABILITY

Community and participant views on the proposed project

- Relevance to local needs
- Concerns about privacy
- Preferences for service delivery (e.g., location, timing)
- Trust in implementing organisation

IMPACT ON VULNERABLE GROUPS

Specific concerns for marginalised populations

- Pregnant women
- Adolescents
- Women and/or men with disabilities
- Seniors
- Indigenous / Tribal
- LGBTIQ

FEASIBILITY CONSIDERATIONS

Practical factors affecting implementation

- Availability of trained staff
- Coordination with local health systems
- Policy or legal constraints

TOOL 5

Needs Prioritisation Tool
Standalone tool available for download [here](#).

Step 1: List of identified needs

Write down gender-related needs identified through your gender analysis or community engagement. Use a simple table, like the ones below, to document them along with any context that explains why this is a priority (e.g., safety concerns, seasonal patterns, data from rapid gender analysis).

Below is an example table:

Identified Need (examples)	Supporting Information (note here any further information you want to keep in mind as to why this is a need)
Safe access to water for women and girls	Reports of GBV risks at water points; long walking distances reported by focus groups
Support for adolescent mothers to return to school	High school dropout rates; community request to improve childcare access
Support for adolescent boys to access vocational training and mentorship, especially those at risk of school dropout, unemployment, or gang recruitment.	Risk of gang recruitment and unemployment reported by local leaders
Training for women in climate-resilient agriculture	Drought impacts on women-headed households; interest expressed during focus groups
Engagement of men in community dialogues on gender equality, caregiving, and violence prevention	Men requested inclusion to discuss caregiving and violence prevention

Step 2: Score each need

Rate each need from 1 to 5 scale (1 = low, 5 = high) across the following criteria.

Note: These can and should be adjusted following discussions with stakeholders, particularly the community support and feasibility columns.

Need	Urgency	Gender Impact	Vulnerability Addressed	Community Support	Feasibility	Total Score
Guiding questions to help score	Does it require action now to prevent harm or worsening conditions? Is this need linked to a current crisis or seasonal issue (e.g., hurricane season, school calendar)? Will delaying action increase risks or deepen inequalities?	How strongly does addressing this need promote gender equality or shift harmful gender norms? Will it improve access to resources, services, or decision-making for underrepresented genders?	Does the need respond to groups who are most at risk or excluded due to gender and other factors (e.g., age, disability, location)? Will it reduce exposure to violence, poverty, or discrimination?	How much buy-in or interest is there from the community to address this need? Will addressing this need strengthen trust and ownership of the project?	Do we have (or can we mobilise) the resources, skills, and permissions to act quickly?	
EXAMPLES: Safe access to water	5	5	4	5		19
Adolescent mothers in school	4	5	5	4		18
Support for adolescent boys	3	3	4	5		15
Women in agriculture	3	4	3	5		15
Engagement of men in community dialogues	4	4	5	2		15

Step 3: Prioritise

Use the total scores to identify top priorities. Discuss with diverse community members and stakeholders to validate choices. This should include women, men, girls, and boys with and without disabilities and with diverse roles within the community. If there are Indigenous or Tribal populations, they will also need specific consultation.

This is also a good opportunity to discuss and, if needed, adjust the feasibility score, as stakeholders can jointly assess resource availability and constraints before finalising. It may also support advocacy for pooling resources or securing additional ones.

Step 4: Conclude

After analysing the data and consulting with the community, the following three factors should influence your final needs prioritisation.

- Needs with highest scores.
- Needs that address multiple vulnerabilities.
- Needs with strong community support.

TOOL 6

Community Validation Guide
Standalone tool available for download here.

> ### Purpose
>
> *To confirm, challenge, and refine gender-related needs identified during analysis—ensuring they reflect the lived experiences and priorities of diverse community members.*
>
> *Community validation also builds ownership, strengthens trust, and helps identify overlooked barriers or solutions before moving to action.*

How to ask questions

Use open-ended, respectful, and inclusive language. Avoid jargon and frame questions in ways that invite reflection and dialogue. Encourage storytelling and local examples to deepen understanding.

Other preparations and safeguarding

- Know referral pathways: If discussing GBV-related topics, ensure referral mechanisms are in place and safe practices are followed.
- Have expertise available: Where possible, involve a GBV focal point or psychosocial support provider.
- Create safe spaces: Consider separate groups for youth, women, or persons with disabilities when needed.
- Set expectations: Explain how community input will be used and follow up after the session to share results.

Sample questions

- Do these needs reflect what matters most to you and your family?
- Are there any important issues missing from this list?
- Which of these needs would make the biggest difference in your daily life?
- Are there any barriers that might stop people from benefiting from these solutions?
- Who in the community might be left out if we only focus on these priorities?
- How do these priorities align with your community's values or traditions?
- What solutions have worked well in the past, and what should we avoid repeating?

TIPS

- Use visual aids (e.g., icons, drawings, ranking cards) for low-literacy groups
- Offer translation or interpretation if needed.
- Respect cultural protocols, gendered spaces, and traditional leadership structures.
- Adapt to local rhythms: Consider the timing of agricultural, fishing, or tourism seasons, public holidays, and community events — sessions may need to be shorter, split across multiple days, or held at times when participants are most available.
- Invite Indigenous or Tribal facilitators or cultural advisors to guide the session.
- Acknowledge colonial impacts and validate traditional gender roles and knowledge systems.
- Document findings carefully — noting differences between groups where relevant.

Sample agenda outline (2-3 hours)

Session	Time	Activity
Welcome & Purpose	10 mins	Introduce the session, agenda, goals, and how feedback will be used
Recap of Findings	15 mins	Present key gender-related needs identified in the analysis
Group Discussion	45 mins	Ask guiding questions; use participatory tools (e.g., ranking, voting, mapping)
Break	10 mins	Light refreshments or movement break
Feedback & Refinement	45 mins	Discuss missing needs, refine priorities, and explore solutions
Wrap-up & Next Steps	10 mins	Summarise key points, explain how input will shape the project, thank participants

Application tips

- For Indigenous or Tribal communities: Use land-based, seasonal, and oral methods (e.g., storytelling circles, song, or community radio). Respect traditional decision-making processes and allow enough time for collective consultation.

- For youth: Integrate creative and participatory tools such as theatre, games, music, or peer-led facilitation. Ensure youth feel ownership by involving them in co-designing sessions.

- For persons with disabilities: Ensure physical access, provide sign language or visual supports. Provide multiple ways to participate (in-person, phone, WhatsApp, radio, or recorded messages). Ensure Persons with Disabilities feel ownership by involving them in co-designing sessions.

- For mixed groups: Use breakout sessions or safe spaces (women-only, youth-only, etc.) to encourage open dialogue.

TOOL 7

Gender-Responsive Action Planning Checklist

Standalone tool available for download [here](.).

Translate gender analysis into actions

☐ Review gender analysis findings and prioritisation of key issues.

☐ Identify specific actions that address gender gaps (e.g., access, participation, safety).

☐ Ensure actions respond to the needs of women, men, boys, girls, and other marginalised groups that you have included in your intersectional approach.

☐ Include both actions to build trust that are shorter term and long-term transformative goals.

☐ Include both quick wins (short-term trust-building actions) and long-term transformative goals that shift norms and structures.

☐ Align actions with community priorities and cultural context, pay particular attention to respecting Indigenous and Tribal knowledge and sensitivities. Do this by consulting and including diverse perspectives within your team.

☐ Assess what kind of risk mitigation actions will be adopted to avoid the project /programme impacts negatively on gender equality and other marginalised groups. Ensure mitigation plans are culturally appropriate and co-designed with those they aim to keep safe.

Assign roles and responsibilities

☐ Identify who will lead each gender-related activity (e.g., CLO, field staff, local partner, gender focal point).

☐ Engage community members, especially women's groups, youth leaders, also consider Indigenous and Tribal rights groups, disability networks, LGBTIQ+ networks and older people's associations throughout design and implementation.

☐ Clarify roles for monitoring, reporting, and follow-up.

☐ Ensure accountability mechanisms are in place (e.g., regular check-ins, feedback loops, accessible grievance mechanisms).

Define time frame

☐ Set realistic timelines for each gender-related action.

☐ Consider seasonal factors, cultural events, and community availability.

☐ Include milestones for short-, medium-, and long-term gender outcomes.

☐ Build in time for community validation, reflection, and adaptation to adjust actions as needed.

Budget for gender-responsive activities

☐ Estimate costs for gender-specific actions (e.g., separate facilities, outreach materials, training).

☐ Include budget for accessibility (e.g., sign language, transport for disabled participants).

☐ Ensure funding for capacity-building (e.g., gender training, local facilitators).

☐ Advocate for gender budgeting in overall project design and include some flexibility to respond to unexpected issues that arise through monitoring of the project.

Plan for monitoring & evaluation

☐ Develop gender-sensitive indicators linked to each action.

☐ Include both quantitative (e.g., % of women trained) at output level and qualitative (e.g., changes in decision-making) measures at outcome level.

☐ Plan for sex-, age-, and disability-disaggregated data collection and where relevant, capture data for Indigenous and Tribal communities and other marginalised groups.

☐ Engage community members in tracking progress and sharing feedback.

☐ Ensure M&E tools are inclusive and culturally appropriate and adapt them for oral traditions or participatory monitoring methods where relevant.

TIPS

Where possible, work with the community to create community-defined indicators alongside standard gender metrics.

When working with Indigenous and Tribal communities invite Indigenous or Tribal partners to co-lead monitoring and evaluation and ensure methods respect oral traditions and collective knowledge-sharing practices.

Build trust by prioritising trust-building and reciprocity over transactional engagement. Consider offering honoraria or gifts when appropriate to acknowledge time and wisdom shared and allocate time and budget for relationship-building activities, and plan activities that strengthen mutual trust.

TOOL 8

Gender-Responsive Indicators: Examples

Standalone tool available for download here.

Sector	Issue Identified	Specific Objective	Activity	Output Indicator	Outcome Indicator [5]
Education	Girls dropping out due to care giving roles Boys dropping out of school due to lack of role models and inclusive teaching methods	Increase girls' retention in secondary school Increase boys' retention in secondary schools	Provide community childcare Provide mentorship programmes and teacher training	% of schools offering childcare support % of schools providing mentorship programmes % of teachers trained	% increase in girls' school completion rates over 12 months % increase in boys' school completion over 12 months
Food Security	Women lack access to land and farming resources and materials	Improve women's access to productive resources	Distribute farming kits Hold workshops with community leaders / institutions to secure land tenure for	# of women receiving farming kits and land access	% increase in women-led households reporting food self-sufficiency by end of year 1
Health	Limited access to reproductive health services for rural women	Expand access to reproductive health services	Mobile health clinics targeting underserved areas Provide consultations, screenings, and family planning services Deliver group education sessions on reproductive health and rights	# of women accessing reproductive health services via mobile clinics # of educational sessions conducted	% of women reporting greater autonomy in making reproductive health decisions by end of year 2 % increase uptake of preventive health services

[5] For BNTF only initial outcomes are used.

Livelihoods	Women with disabilities excluded from formal employment and training	Increase women with disabilities' participation in income-generating activities	Vocational training and job placement for women with disabilities Provide mentorship and entrepreneurship support	# of women with disabilities completing vocational training #of women with disabilities receiving mentorship	% increase in women with disabilities' employment in target sectors by end of year 3 % increase in household income among women with disabilities # of women with disabilities placed in jobs or starting businesses
Nutrition	Pregnant and lactating women lack access to nutritious food	Improve maternal nutrition outcomes	Community-based nutrition support and food vouchers Link participants with local health and social protection services	# of women receiving nutrition support or vouchers # of education sessions conducted	% reduction in undernutrition among pregnant/lactating women by end of year 1 Improved maternal diet diversity scores
Protection	High rates of SGBV and low reporting	Strengthen SGBV prevention and response systems	Conduct community awareness sessions on SGBV prevention and survivors' rights Establish and publicise clear referral pathways to health, psychosocial, and legal services Train service providers and community leaders on survivor-centred approaches	# of SGBV survivors accessing support services # of people attending community awareness sessions.	Increased number of community members being aware of SGBV, rights (by sex). % of participants who report feeling more confident to respond appropriately to SGBV disclosures

Sanitation & Hygiene	Girls miss school during menstruation due to lack of facilities	Improve menstrual hygiene management in schools	Build gender-sensitive WASH facilities Distribute menstrual hygiene kits and provide menstrual health education Engage parents, teachers, and students to reduce stigma	# of schools with gender-sensitive WASH facilities # of hygiene kits distributed	% decrease in school absenteeism among girls during menstruation by end of year 1 Increased comfort and confidence of girls to manage menstruation at school

TOOL 9

Summary of ONA and CNAA
Standalone tool available for download [here](#).

CDB carries out Organisational Needs Assessment (ONA) or a Community Needs Assets Assessment (CNAA). The templates are available within the *[CDB BNTF Operations manual](#)*. The table below clarifies the differences between these assessments.

Organisation Needs Assessment (ONA)	Community Profile and Community Needs and Assets Assessment (CNA)
Purpose: • To assess the internal capacity, skills, and resources of implementing agencies (e.g., government ministries, NGOs, or BNTF offices) • To evaluate the organisation's political will, culture, resource allocation, accountability, and capacity for integrating gender and diversity across all programmes • To identify gaps in staffing, technical expertise (including gender and social inclusion), systems, and operational readiness • To conduct a participatory gender audit—a self-reflective tool involving staff that raises awareness of norms and fosters learning and ownership through workshops and facilitated discussions	**Purpose:** • To understand the social, economic, and cultural context of a specific community • To identify priority needs, existing local assets, and community dynamics that shape development outcomes • To empower communities by acknowledging their existing capabilities and inviting them into the planning process • To facilitate deep engagement of community members in identifying both needs and assets which builds shared understanding and collective responsibility
Content Includes: • Staffing levels and qualifications • Gender and social inclusion capacity • Training needs	**Content Includes:** • Demographic data (age, gender, ethnicity, etc.) • Community infrastructure and services

- Institutional strengths and weaknesses
- Readiness to implement participatory and inclusive development approaches
- Organisational culture, resource allocation, leadership commitment, accountability systems, and programme implementation effectiveness

- Livelihoods and income sources
- Social networks and leadership structures
- Vulnerabilities and inequalities (e.g., gender, disability, rural isolation)
- Community-identified priorities and aspirations
- An inventory of community strengths, assets, and institutional resources—such as associations, informal influencers, cultural heritage, social capital, and existing initiatives

Use:

- Helps you determine what support or training is needed before launching or scaling up projects
- Informs the design of tailored capacity-strengthening strategies, including setting gender performance indicators, establishing gender focal mechanisms, and embedding gender into monitoring frameworks

Use:

- Informs project design to ensure it is locally relevant, inclusive, and sustainable
- Supports participatory planning and community ownership
- Serves as a foundation for inclusive, participatory development—helping to shape solutions rooted in local capacities rather than external assumptions

TOOL 10
Sample Gender Action Plan
Standalone tool available for download [here](#).

Gender Gap / Area	Gender[6] Activity	Output Indicator	Expected [7] Outcome	Level of[8] Activity	Timeframe to achieve the output	Progress Status (Not Started / In Progress / Completed)	Required Resources (Financial and / or Technical)	Responsible Actor / Institution
Limited gender awareness among educators	Gender sensitisation training for educators	Number of educators trained (by sex)	Increased capacity among educators to promote gender equality and prevent SGBV in schools	Subproject	6 months	In Progress	Training materials, gender expert facilitators, venue costs	Ministry of Education, Gender Affairs Unit
Lack of safeguards against sexual harassment in community spaces	Code of conduct addressing, inter alia, sexual harassment in multipurpose centres	Code of conduct established (Yes/No) Code of conduct appropriately disseminated	Increased number of community members reporting awareness about behavioural standards (by sex) % of staff, volunteers, and community partners who formally acknowledged the code of conduct.	Sector	3 months	Not Started	Legal drafting support, stakeholder consultations, dissemination	Local Council, Safeguarding Committee
Barriers to women's participation in agriculture training	Widened eligibility criteria (independent of title of land or farm ownership) for training in climate-smart agriculture to also attract spouses	% of women participating in trainings	Increased participation of women in climate-smart agriculture initiatives	Subproject	4 months	In Progress	Policy revision support, outreach materials, registration system updates	Ministry of Agriculture, Farmer Associations

[6] These are actions which address gender inequality / gender gaps in BNTF sectors and/or in accessing project benefits equally between men and women. These can be actions within subprojects or actions for whole sector portfolios.
[7] For BNTF only initial outcomes would be reported. This can be adapted for other contexts.
[8] This column is relevant for the BNTF programme in terms of classifying the level of activity as subproject, sector, or country level.

Low awareness of SGBV and available support services	Special outreach campaign to raise awareness on gender-based violence	Number of community sensitisation workshops	Increased number of community members being aware of SGBV, rights (by sex). % of participants who report feeling more confident to respond appropriately to SGBV disclosures	Institutional Development / Country level	3 months	Completed	Information, education and communication materials, facilitators, venue, and logistics	Gender Affairs Unit, CSOs, Community Leaders