

### Gender Analysis Template

<p>1. What is the context?</p> <p>(Literature Review and desk research)</p>	<p><i>To help better understand:</i> legal rights and status; the status of women and gender relations in the local and national context and project substantive technical area; relevant background information.</p> <p><i>Guiding questions:</i> What is the legal status of women in the country of intervention? Are there national policies, plans or commitments on gender equality and women’s empowerment? What are commonly held beliefs, perceptions and stereotypes relating to gender? Are there differences between women and men in the local context in terms of rights, resources, participation, and gender-related mores and customs</p>
<p>2. Who does what?</p> <p>(To be carried out in survey form to be administered to members of TWGs)</p>	<p><i>To help better understand:</i> Time and the gendered division of labour. How the gender division of labour and patterns of decision-making effect mitigation actions, and vice versa how the low-carbon development strategy effects the gender division of labour and decision- making.</p> <p><i>Guiding questions:</i> What is the division of labour among women and men? Discuss the gendered division of labour relevant to mitigation interventions including how the gendered division of labour and patterns of decision-making effect mitigation actions/technologies, and vice versa how the project could affect the gendered division of labour and decision-making. Identify and analyze any additional issues related to who does what in the specific areas of work and types of intervention related to the project.</p>
<p>3. Who has access and controls what?</p> <p>(To use Logical Problem Analysis in TWG sessions – as in TNA project)</p>	<p><i>To help better understand:</i> Activities surrounding access to control over resources. It includes a perception of gender differentials of access to and control over resources, income, time, technologies and services. In addition, it helps us identify who has the better means to opportunities.</p> <p><i>Guiding questions:</i> Who has access to and control over resources (information, finance, access to market etc..)? Do women and men benefit equally from these resources? Identify who benefits from opportunities, for example in regards to mitigation technologies. What are the barriers and opportunities in relation to access to information, finance, market and technologies related to mitigation actions?</p>
<p>4. Who decides?</p>	<p><i>To help better understand:</i> Power and decision-making; women’s priorities, restraints and motivations. This set of information refers to people’s ability to decide, influence, control, and enforce individual and governmental power. It examines the capacities of existing institutions and the mechanisms in place to reach out equitably to girls and boys, women and men, and to promote gender equality among target groups.</p> <p><i>Guiding questions:</i> Who participates in the decision-making regarding the adoption, development and diffusion of mitigation technologies? Are the bargaining positions of women and men different? Are women involved in making economic decisions?</p>
<p>5. Who knows what?</p> <p>(To be carried out using surveys and questionnaires)</p>	<p><i>To help better understand:</i> Capacity needs, skills, knowledge level and the value associated women’s and men’s knowledge and capacity to manage mitigation technologies. This can help identify practical and strategic needs and constraints related to knowledge and capacity.</p> <p><i>Guiding questions:</i> What are the training, education and literacy levels of women and men? Do women and men have equal access to education, technical knowledge and/or skill upgrading? Identify and analyze any additional issues related to knowledge and capacity in the specific areas of work and types of intervention related to the project.</p>