

HO 2.2: Gender-Age Marker

Adapted from: Steets J, Binder A, Foran A. [Gender-Age Marker toolkit](#). DG ECHO. 2013.

What is a gender and age analysis?

Doing a gender and age analysis is important because it helps humanitarian organizations understand the different needs and capacities of women, girls, boys, men and older people who are affected by an emergency. This can help organizations improve their programming and offer support directly to the people who need it most.

Even if it is very short, a gender and age analysis should answer the following questions:

- What roles do women, girls, boys, men and older people traditionally play?
- Who controls resources in the household and society?
- Do any gender or age groups face discrimination? Do they face barriers when they try to access humanitarian assistance? Are any groups particularly vulnerable?
- How does the crisis or emergency affect different gender and age groups?
- If there is a crisis, how well do different groups cope, respond, recover and prepare for future crises?
- What specific needs do women, girls, boys and men of different ages have?
- Are any groups vulnerable in a particular way? Do any groups need particular types of support?
- If the program only supports one or a few specific groups (based on gender and age), what other groups should also be involved to avoid causing harm? What could happen if they are not involved, e.g., tension, violence, stigmatization etc.?

How to do a gender and age analysis

Disaster risk reduction (DRR) and humanitarian actors can make a few small changes to give them useful information about different groups. For example, humanitarian organizations should include questions on gender, age and other diversity factors in their needs assessments. This means adapting the following:

- **Who asks the questions?** Men often feel more comfortable sharing information with men and women with women. Needs assessment teams should have male and female members. If possible, a staff member of the same sex as the participants should lead interviews and discussions.
- **Who do they ask?** Men, women, children and older people often have different needs and priorities and face different risks. Needs assessments should try to collect the opinions of different groups.
- **How do they ask?** There are special facilitation techniques for collecting information from specific groups. These techniques can help interviewers collect information on sensitive issues and listen to marginalized voices. For example, child-friendly facilitation techniques include using pictures to communicate.
- **Which questions do they ask?** Standard needs assessment questions can be adapted to focus more on gender, age and other diversity factors. This table gives practical examples.

SAMPLE QUESTION FOR INTERVIEWS OR DIRECT OBSERVATION	ADAPTED QUESTION
Name of interviewee	Name, age and sex of interviewee
Are there latrines at the site?	Are there separate, well-lit latrines at the site that you can lock ?
Is there a queue at the main water point?	Is there a queue at the main water point, and who is in the queue ?

SAMPLE QUESTION FOR INTERVIEWS OR DIRECT OBSERVATION	ADAPTED QUESTION
Did you see school-aged children out of school?	Did you see school-aged children out of school? Boys or girls? How old were they?
What are the main safety issues for people in your community?	What are the main safety issues for women and men of different ages in your community?
How many meals did people in this household eat yesterday?	How many meals and what kind of food did babies, girls, boys, women, men and older people in this household eat yesterday?
Has there been an increase in a specific disease lately in this community?	Has there been an increase in a specific disease lately in this community? Who did it affect?
What are the most important concerns in this community?	What are the most important concerns in this community for children, for women, for older people?

ECHO highlights an example from a non-governmental organization (NGO) conducting a needs assessment. They asked about the community's most acute needs but also asked what communities and individuals were doing to deal with problems and what solutions they suggest.