

# How to note

March 2009

## Gender and Social Exclusion Analysis

### 1 Foreword

1.1 It will not be possible to reach the MDGs and eliminate poverty if we do not ensure that *all* poor people benefit from poverty reduction interventions. In all countries, certain groups are disadvantaged because of discrimination on the basis of gender and identity. These people are more likely to be poor, they are restricted from contributing to and benefiting from development, and are often the least visible. Poverty reduction interventions are likely to fail to reach excluded people unless they are specifically designed to do so. To ensure that DFID is effective in reaching excluded groups, our policies and programmes need to be grounded in a thorough poverty analysis which identifies the barriers to inclusion and entry points for change. The purpose of the Gender and Social Exclusion Analysis is to provide this.

#### **Social Exclusion**

People may be excluded because they suffer discrimination by others because of their social identity: gender, ethnicity, race, religion, sexual orientation, caste, descent, age, disability, HIV status, migrant status or where they live (for example, 'no-go' areas, urban slums, remote regions). People who suffer discrimination on various fronts - for example, disabled women, girls from lower castes – are often the poorest.

We understand exclusion also to encompass the idea that some groups of people are included (in the market, state and society) but in disadvantageous and discriminatory ways that have an impact on their ability to participate as full members of society and help to keep them in poverty over time (for example, lower wages for women in the labour market, discrimination preventing certain ethnic groups or castes from accessing higher status jobs or public positions, geographical barriers to full market integration).

People may be excluded from economic opportunities (for example, the barriers faced by women and disabled people in entering the labour market), political participation (where the ability of some groups to vote, stand for office or associate is restricted) or social status (for example, where young men are unable to gain status as adults because of unemployment).

Many people are excluded because of where they live, and many of the poorest and most excluded groups are in particularly disadvantaged locations such as remote geographical areas and urban slums, where it is difficult to have a voice or access services, government and jobs and to participate fully in economic and political life.

Discrimination and exclusion occurs through social, economic and political structures and actions. These include formal institutions such as the legal system, and informal institutions, for example, the norms and traditions that influence gender roles in society. People who have long been discriminated against may also have low self-esteem and a lack of confidence as a result.

Discrimination is a denial of human rights. By preventing certain people from contributing to and benefiting from development, discrimination limits progress on poverty reduction and

reduces economic growth. Grievances associated with discrimination and exclusion are one of the key causes of conflict.

Socially excluded groups are often the most vulnerable in a humanitarian emergency and may have specific needs that must be met in responses.

1.2 DFID's policy and objectives on addressing gender inequality and social exclusion are set out in the 2006 White Paper '**Eliminating World Poverty: making governance work for the poor**', DFID's [Gender Equality Action Plan \(GEAP\)](#) (2007) and in the social exclusion policy, [Reducing poverty by tackling social exclusion](#) (2005). These commit us to put greater emphasis on gender equality and women's rights and addressing the needs and rights of excluded groups in our work. These commitments are reinforced in UK Equalities legislation and in the DFID PSA<sup>1</sup>. DFID's public law obligations require us to fulfil these policy commitments, putting us at risk of a judicial review if gender inequality and social exclusion are not adequately considered in all our policies and programmes. These commitments also reflect DFID's role in the implementation of the international human rights conventions and UN Resolutions to which the UK has committed/ is a signatory.

#### **Social exclusion and the MDGs**

- In Vietnam the government estimates that by 2010, 90% of the poverty in the country will be among ethnic minorities;
- In Tanzania households with disabled people are 20% more likely to live in poverty;
- In Brazil nearly three times as many black women as white women die from the complications of pregnancy and childbirth.

1.3 Country offices can demonstrate that they have considered both gender and other types of social exclusion in their country planning process through the application of several tools, which can capitalise on the expertise and knowledge of all staff and partners. The GSEA complements and informs other analyses such as the Country Governance Analysis (CGA) and Human Rights Assessment (HRA) and is essential to ensure maximum impact of DFID's poverty reduction interventions.

1.4 We place a particularly strong emphasis on gender equality in its own right because women and girls make up at least 50% of the population and are disproportionately represented in the poorest and most excluded groups. In every area of progress in international development, being female remains a disadvantage. This makes women poorer and adversely affects their dependents and the next generation. There is good evidence that gender equality supports economic growth and other well being outcomes including health and education.

#### **Gender equality and the MDGs**

- World-wide, women make up a mere 18% of parliamentarians;
- For every 100 boys not in school, there are 133 girls; women make up around 64% of the illiterate adults in the world.

<sup>1</sup> DFID PSA Delivery Agreement 29 states that one of the key actions for our bilateral programme is to 'overcome persistent poverty among the socially and economically excluded'. The PSA vision also flags the UK's commitment to 'increased international focus on gender equality'.

- Complications in pregnancy or childbirth are the main cause of death for girls aged 15-19 in the developing world; a woman in Sierra Leone is 600 times more likely to die in childbirth than a woman in the UK.
- In sub-Saharan Africa women aged 15-24 are more than three times as likely to be infected with HIV as young men.
- In Africa, women spend an average of one to four hours a day collecting water and, where water resources are particularly scarce, over eight hours.
- Violence affects at least one in three women worldwide.

1.5 Many of DFID's country offices have already carried out a first GSEA, and the analysis is currently mandatory in South Asia Division. This Note responds to demand from country offices for guidance on how to carry out the GSEA and offers a suggested approach. Divisions will decide on how to approach the analysis most appropriately for their regions and the scope and content of each GSEA will depend on country context.

## 2 Purpose of a Gender and Social Exclusion Analysis

2.1 The overall objective of the GSEA is to provide the necessary analysis to ensure that DFID is working effectively towards the elimination of poverty, by addressing the needs and rights of poor and excluded groups in all of its programmes and policy work. The GSEA aims to go beyond identifying which groups are excluded. Asking the right questions can help identify the processes and mechanisms that prevent them from accessing the social, political and economic opportunities they need to get out of poverty, and the implications of this for economic development and growth, and for conflict and political stability.

2.2 The GSEA covers:

- **who** is excluded;
- the **processes** that cause and perpetuate gender inequality, discrimination and social exclusion, and;
- the **impacts** of gender inequality and social exclusion on poverty reduction and the MDGs, including key development issues such as economic growth and conflict.
- the **implications** for DFID's country programme.

2.3 The GSEA will help to inform DFID's strategy within our partner countries. It should inform the choice of institutions, processes and sectors that we prioritise for DFID support and the relative proportion of our aid programme that supports these. It will inform policy dialogue around the aid process with governments and other partners. It will also inform, and improve, the design of specific programmes

2.4 The GSEA has a range of specific objectives:

- to pull together evidence of who is excluded and the institutions and processes that cause and perpetuate gender inequality and social exclusion;

- to improve understanding of the impacts of these processes on poverty reduction and the MDGs, as well as priority areas such as economic growth and conflict;
- to assess changes and trends in gender inequality and social exclusion over time;
- to understand better the relationship between empowerment and exclusion;
- to provide a political economy analysis for identifying opportunities, entry points and drivers of change for tackling social exclusion;
- to inform complementary analyses such as the Country Governance Analysis and Human Rights Assessment; and
- to provide critical information for the design of DFID's country programmes, including Poverty Reduction Budget Support (PRBS) and sector programmes.

**2.5** This How To Note sets out guidance on how to do this analysis. Other guidance is available to help country office staff to identify practical interventions based on the analysis in the GSEA (including the [Gender Manual](#) and the [How to Note on Disability](#)). The analysis in the GSEA may point to a combination of:

- targeted and/or mainstreamed interventions - programmes focused on specific groups, for example, capacity building for disabled people's organisations or addressing exclusion through wider programmes, such as ensuring a private sector development programme addresses women's needs and views;
- focusing on the processes and opportunities from which people are excluded - for example, voter education for women and minority groups; supporting country-based movements to push for law reform on women's land ownership.
- addressing discrimination at different levels - for example, awareness raising on domestic violence at community level; supporting policy changes on access to services at national level.

### 3 Gender and Social Exclusion Analysis: the basics

**3.1 Who needs to do a GSEA and when?** It is recommended that country offices carry out a GSEA prior to the preparation of the CGA and as part of the country planning process. The GSEA can then be used to inform the overall country programme as well as ensuring that all policy and programme decisions draw on more robust evidence and analysis.

**3.2 What should a GSEA look like?** The size and scope of the GSEA will depend upon country context, available data, resources and time-frame. The GSEA may be completed relatively quickly on the basis of existing secondary sources, particularly if relevant scoping work or equivalent has already been carried out. Additional resources may enable extra studies and more extensive consultation. It is recommended that the final product is no longer than 25 pages.

**3.3 How does the GSEA fit with other analyses?** The GSEA is complementary to the Country Governance Analysis (CGA), the Human Rights Assessment (HRA) and the Strategic Conflict Assessment (where one is undertaken) and will facilitate these by providing the fundamental social analysis needed for each of these. By carrying out a GSEA in advance of the CGA, key governance issues around gender inequality and social exclusion in relation to state capability, accountability and responsiveness can be highlighted for inclusion in the CGA. It will also provide detailed information on the denial of human rights on the basis of gender and identity to inform the HRA. In conflict-affected countries the GSEA should be closely integrated with the SCA process. The GSEA will also inform the social appraisal on a programme memorandum.

**3.4 How does the GSEA inform the country planning process?** The GSEA informs the Analysis, Issues and Choices stages of the country planning process and is a recommended Annex to this. Actions to be taken on the basis of the GSEA should inform the Business Planning and be annexed to that document.

Within the country planning process, plans should be outlined to address gender inequality and social exclusion right across the country programme, and measures identified to ensure that women and girls and other excluded groups will benefit from DFID's interventions. This will include recommendations relating to partnerships with government, donors and civil society. Governance, growth and service delivery plans should integrate relevant actions on gender inequality and social exclusion.

Actions to be taken following the GSEA (for example, as set out in regional or country Gender Equality Action Plans) should also be reflected in the monitoring frameworks. The Results and Management Frameworks should include indicators for measuring the country programme's impact on gender inequality and social exclusion. This should include appropriate disaggregated indicators and means of verification.

**Sierra Leone Country Plan: Mainstream and focused action to address social exclusion**  
The joint EC/DFID (2007-2012) country strategy for Sierra Leone recognizes the importance of tackling the issue of the exclusion of youth from economic, social and political life. Youth marginalization played a key role in the roots of Sierra Leone's civil war. Youth remain excluded: an estimated 60% are unemployed and young people still feel politically marginalized. In addition to support to post-conflict institutional reform and capacity building that addresses youth exclusion indirectly, DFID supports a number of projects which have a more direct approach to increasing voice and participation of youth.

**3.5 How does the GSEA relate to regional and country GEAPs**  
Country and divisional Gender Equality Action Plans, reflect the key gender equality priorities of that country or division and outline intended outcomes and actions for the year. When a GSEA is done it should inform the priorities and actions in the GEAP.

**3.6 How does the GSEA relate to the Gender Manual and the Disability How To Note?** The Gender Manual is designed to provide all DFID staff with the information, tools and guidelines needed for mainstreaming

gender equality in their work. It is therefore a useful tool to enable staff to address gender equality across a wide range of DFID's work. The Manual is intended as an introduction to gender mainstreaming, whilst the GSEA provides more detailed and in depth analysis. The gender manual includes helpful guidelines and checklists for using the information generated by the GSEA for mainstreaming gender in concept notes, project memoranda, TORs and evaluations. The Disability How To Note has a similar role, in helping staff translate the analysis of the GSEA into practical action.

- 3.7 **How does the GSEA relate to the Equalities Impact Assessment (EIA)?** The GSEA sets out analysis of context to inform DFID programmes overseas. The EIA considers the potential equality impact (on age, disability, gender, race, religion or belief, sexual orientation and working patterns) of all existing, new or revised policies and processes that are relevant to the work we do in the UK. 'Making Diversity Work for Everyone' is the DFID toolkit to help staff carry out EIAs. The EIA and the GSEA are therefore distinct, but involve the application of similar principles in relation to equalities and rights. It is important that DFID uses the GSEA and 'Making Diversity Work for Everyone' effectively to ensure it applies the same principles in its corporate behaviour and its programme work.
- 3.8 **Communication:** The GSEA is a public document. If any issues are deemed too sensitive for publication these should be separately flagged in an internal minute.
- 3.9 **Support to country offices:** The Equity and Rights Team (ERT) in Policy and Research Division can be consulted as a source of guidance on the GSEA process and data sources. Regional senior social development advisers provide technical guidance in the region and regional statisticians should also be consulted on the availability and interpretation of data.
- 3.10 **Monitoring:** The main tool for monitoring DFID's progress in-country in addressing social exclusion and gender inequality is the Country Planning Performance Framework. This should link to Divisional reporting against the DSO targets and indicators and, in the case of gender equality, to DSO 1.5 and reporting on the Gender Equality Action Plan.
- 3.11 **Updating:** The GSEA can be considered a living document and regularly updated as appropriate. It should be formally updated in line with country planning processes.

## 4 Structure and guidance on key sections

### 4.1 Suggested structure

<b>Summary/ overview</b>	Which groups are discriminated against and excluded, and what they are excluded from? Include headline data.
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	Trends, scenarios and risks
	Implications for poverty reduction, economic growth and political stability
	Implications for DFID programme
<b>Section A: Introduction</b>	Brief country and historical context
	Key statistical data on gender equality and social exclusion.
	Opportunities and drivers of change
	Key governance issues (for inclusion in CGA)
	Process of preparing the GSEA
<b>Section B: Gender and Social Exclusion Analysis</b>	Society: explaining key issues and trends
	State: explaining key issues and trends
	Market: explaining key issues and trends
<b>Section C: Scenarios and risks</b>	Scenarios and risks (political, economic, conflict)
	Implications for poverty reduction and MDGs
<b>Section D: Government, civil society, international community and private sector response and policy environment</b>	Government response and policy environment
	Civil society response
	Bilateral (including DFID) and multilateral responses
	Private sector response
	Lesson learned
<b>Section E: Implications for DFID programme</b>	For Analysis and Framing
	For Issues and Choices

## 4.2 Guidance on sections

**Summary/overview:** This should provide a brief overview of the whole analysis, with details of which groups are excluded and how, the ways in which this social exclusion is deepened by gender inequalities, a summary of trends and risks and the implications for DFID's work in country. It should include the headline information and read as a brief stand-alone summary of the GSEA.

**Section A - Introduction:** This section should provide a brief outline of the main country context factors as particularly relevant to gender and social exclusion (to complement but not repeat Section A of the CGA). It will outline any significant changes (social, political or economic) since the last CAP and will present key statistical data on gender and social exclusion to set the country context (for example, disaggregated poverty statistics, Gender and

Development Index and other headline data that illustrates the extent of the inequality and social exclusion in each country). It will identify the drivers of change that impact positively or negatively on gender equality and social exclusion. It will also include a brief summary of the important governance issues for inclusion in subsections on State Capability, Accountability and Responsiveness in Section B of the CGA (for example, political participation, economic empowerment, service delivery, legislation, domestic violence). This section should also include a brief outline on the process of preparing the GSEA.

**Section B - Gender and Social Exclusion Analysis:** This presents the analysis of the formal and informal processes underlying, mechanisms causing, and processes reinforcing and perpetuating gender inequality and social exclusion. It should aim to incorporate the three main spheres of people's lives - society, the state and the market - in which political, economic, social and institutional factors interact in discriminatory (or non-discriminatory ways) that can prolong, deepen or perpetuate poverty. It should look beyond the statistics to include a thorough social and political economy analysis to identify potential entry points for DFID. More detail on this section is set out in sections 5.5 – 5.9 below.

**Section C - Scenarios and risks:** This section provides a forward look on risks posed by gender inequality and social exclusion. It should include possible scenarios of how patterns and processes of gender and social exclusion are likely to play out over the next 1 year, 1-5 years and 5-10 years, and the risks these may pose in relation to poverty reduction and the MDGs, economic growth, political stability and conflict (including violence and social tensions in non-conflict situations).

**Section D - Government, civil society, international community and private sector response:** This section will identify actions taken and planned by key actors to address the issues identified. It should also consider the policy environment and strategic entry points. It should also identify any areas where policy and programmes have reinforced gender inequalities and social exclusion. International, national and local actors should be considered. Finally, key lessons learned should be outlined.

**Section E - Implications for DFID:** This section is critical because it sets out what DFID is going to do in response to the inequalities and processes of social exclusion identified in the analysis. It therefore sets out how the country programme will implement the corporate Gender Equality Action Plan (GEAP) and the Social Exclusion policy. It shows how the GSEA will inform the country's aid strategy, what DFID is specifically going to do, and who DFID will work with, to address gender inequality and social exclusion. This section should also set out indicators that DFID will include in its CP performance framework.

## 5 Methodology

**5.1 Timetable and staff resources:** Where possible, joint analysis with other donors, government and civil society should be carried out, in keeping with the Paris Declaration on Aid Effectiveness and the Accra Agenda for Action 2008, to enhance the quality of the analysis and open up opportunities for joint working and co-ordination.

Country Offices will make their own decisions on staff resources and management responsibilities based on availability, skill-set and experience. The GSEA can be carried out in-house or with the input of consultants. Social Development Advisers may lead the GSEA process and drafting but other advisers in country, region or HQ should be drawn in early as co-writers and reviewers. Similarly, Social Development Advisers should be involved in preparation of the Country Governance Analysis (in line with the CGA guidance). It is important that colleagues from a range of disciplines are involved in internal and wider discussions on the processes that hinder poverty reduction and to identify interventions to address these.

**5.2 Consultation** with civil society, including women's organisations and representatives of other excluded groups, provides an important reality check on the analysis and proposed actions. Consultation with employers and private sector representatives in relation to excluded groups' access to income, employment and assets is also recommended. Consultation with the FCO, MOD (where appropriate) and bilateral and multilateral partners is also important in building relationships and consensus. Additional time, resources and skills may be required to engage with organisations representing excluded groups who have not previously been consulted, for example children, migrants, slumdwellers, disabled people and refugees.

**5.3 Data:** Detailed guidance on using data is given in Annexes 1 and 2. A combination of quantitative and qualitative data is critical for the credibility of the GSEA and all data sources used should be fully referenced.

In many countries, assessments of some aspects of gender inequalities and social exclusion will already have been undertaken by other organisations. It will be important to assess the quality of existing data in the public domain. Where data gaps exist, the feasibility of undertaking additional studies should be assessed.

Disaggregated quantitative data is likely to be limited in many partner countries and it is important not to bias what is measurable. This process is therefore also an opportunity to identify potential support to national statistical systems.

**Looking again at existing data:** In Pakistan, Oxford Policy Management carried out a re-analysis of existing socio-economic datasets by social group. The six key variables identified were: religion, language, gender, disability, access to land/occupation and zaats/kinships/caste-like structures. This taxonomy was taken and applied to data from the Pakistan Integrated Household Survey and two sample surveys. The study tested whether there was evidence that these excluded groups achieved lower levels of human development indicators (ie the MDG indicators) compared to the rest of the population. The results showed that social exclusion does play a substantial role in determining some dimensions of poverty and that the effect of social exclusion on the level of some MDG indicators is large.

## 6 Analytical framework

6.1 For staff carrying out the GSEA, this section provides a suggested framework. For more conceptual background on the issues see the sources at the end. The framework (see diagram 1) focuses on three spheres of people's lives: society, state and the market. Each of these operates according to certain processes, structures and incentives that can increase the exclusion experienced by certain groups. Some groups will be affected most by exclusion within one sphere; the very poorest are affected by exclusion within all three spheres. The relationship between people and both formal and informal institutions<sup>2</sup> (the 'rules of the game') is important for understanding how exclusion occurs within the three spheres, and should be considered in detail (see diagram 2).

6.2 **Society:** This section considers the social norms, cultural practices and informal institutions that lead to some groups being discriminated against and which prevent particular groups from moving out of poverty.

6.3 **Market:** This section analyses the processes of discrimination that lead to exclusion from economic opportunities. This section will be particularly important in informing DFID's approaches to economic growth, private sector development and trade.

6.4 **State:** This section analyses governance issues and the formal barriers that result in exclusion from decision-making processes, services, assets and opportunities.

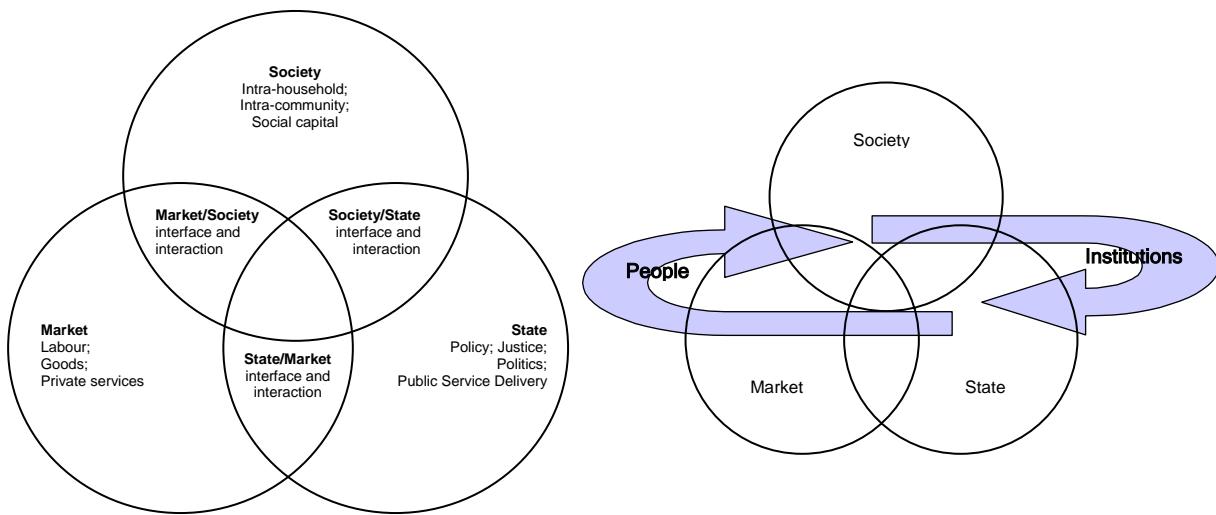
6.5 To understand the causes and consequences of exclusion we need to consider all three areas and the **interactions** between them. For example, how does the division of labour within the household affect women's entrepreneurship and employment? To what extent do traditional social structures affect lower caste groups' ability to hold government to account? Do any laws or policies affect the ability of minority groups to access employment? A medium- to long term view of the issues will inform Section C: Scenarios and risks.

Diagram 1

Diagram 2

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<sup>2</sup> Formal institutions include laws, policies and regulations while informal institutions include family and kinship structures, traditions and social norms.



**6.6** Suggested questions are set out below that may be helpful to guide the analysis. These are not exhaustive, mandatory nor necessarily appropriate for every context but intended to provide a starting point.

<b>Society</b>
<b>Vulnerability</b>
<ul style="list-style-type: none"> <li>• Which groups of women are poor and among the poorest? (For example, female heads of households, widows, disabled or indigenous women)</li> <li>• Which social groups are poor and/or socially excluded and why?</li> <li>• How do age and the life-cycle interact with gender inequality and social exclusion?</li> <li>• How do multiple or overlapping identities affect exclusion? (for example, dalit women)</li> <li>• Do some social groups experience particular prejudices and stigma? For example disabled people?</li> <li>• Are some groups of poor people considered 'undeserving'?</li> <li>• What is the status of migrants?</li> <li>• What is the status of refugees and internally displaced people?</li> <li>• Are excluded groups and the poorest and most vulnerable concentrated or over-represented in particular locations (such as remote or isolated areas, urban slums)? Do people located in particular geographical locations experience particular forms of exclusion or discrimination?</li> </ul>
<b>Intra-household relations</b>
<ul style="list-style-type: none"> <li>• What are the dominant social norms about roles, responsibilities and relations within the household?</li> <li>• What are the dominant social norms about boys' and girls' roles and responsibilities?</li> <li>• How does being unmarried, married, separated, divorced or widowed affect the relations between women and men?</li> <li>• How does gender shape the household division of labour and what are the consequences for different household members?</li> <li>• How does household decision-making impact on access to services and use of resources? Who controls the sale of household labour?</li> <li>• How do age and disability affect intra-household relations?</li> </ul>
<b>Social and cultural practices</b>

- How are practices and institutions, such as those listed, related to gender inequality and social exclusion:
  - kinship systems
  - inheritance
  - marriage practices
  - the transition to adulthood
  - child-rearing practices
  - religious and other cultural practices
  - patronage systems
  - secret societies
  - initiation practices
  - migration
  - customary law

#### **Traditional local, religious and community governance**

- What is the role of traditional governance systems (for example, chiefs, informal justice systems, religious leaders, traditional healers etc)?
- Do traditional governance systems reinforce or challenge social norms, and to what extent do they support and implement relevant formal policies and laws?
- What types of community organisations exist and what is their role in reinforcing or challenging gender inequality and social exclusion?
- To what extent can and do women and members of different excluded groups hold positions of authority or influence within traditional and religious institutions?

#### **Civil society and media**

- What are the issues around which social groups mobilise? Are there issues that are a catalyst for mobilisation among excluded groups?
- How extensive is participation by women and different social groups in voluntary associations, self management organisations, political parties, trade unions, religious groups and other voluntary public activity?
- To what extent does civil society represent the interests of all social groups? Does civil society represent and reach people who live in all regions, remote areas and urban slums?
- To what extent are women and excluded groups represented in social movements and national and local civil society organisations? Who is represented in leadership positions?
- Do women's organisations operate at local and national levels? Are there strong linkages between grass-roots and national organisations?
- Who do trades unions represent and what issues do they campaign on?
- Is there a disability movement of any description? Are disabled people able to represent themselves in Disabled People's Organisations or do non-disabled people lead on disability issues?
- Are men involved in organised action on gender issues?
- Do organisations want to engage in formal political systems or separate from them?
- How representative are the media of the perspectives of women and different social groups, and how accessible are they to different sections of society? What is the role of the media in challenging or reinforcing existing social norms and discrimination?

#### **Social cohesion, violence and conflict**

- Which risks and instances of violence and tension are linked to social exclusion and related grievances?
- Under what circumstances is social exclusion not associated with violence?
- What types of insecurity are prevalent in non-conflict areas? (for example, gang violence, gender based-violence, violent slum areas)
- Have social norms or assumptions about boys' and men's roles fuelled violence?

- To what extent is violence against women (including such practices as female genital mutilation, trafficking and/or sexual harassment) common? What are the social norms, laws and practices that shape gender-based violence? How are age, disability and life-cycle related to gender-based violence?
- Are there groups and factors promoting non-violent mobilization? How can these be encouraged?

Where applicable:

- To what extent have social exclusion and gender inequality triggered and fuelled insecurity and/or conflict?
- How have women, men and different social groups experienced insecurity and/or conflict differently, both as perpetrators and as victims?
- To what extent has gender and gender-based violence been a catalyst or factor in insecurity and/or conflict? Has systematic sexual violence been an element?
- Which groups are included in peace processes and which are left out?
- How involved have women been in formal and informal peace processes?
- Have conflict resolution processes addressed gender-based violence and its consequences?
- Are reconstruction processes taking account of gender and exclusion issues?

## Market

### Income and employment

- What is the relationship between gender, age and different social identities and:
  - labour markets;
  - land markets, access to land and ownership of collateral and other factors of production;
  - opportunities and barriers to earning income;
  - distribution of income and wage gaps;
  - access to employment and segregation of types of jobs (in the formal, informal; agricultural, industrial, service sectors; private sector, public sector);
  - barriers faced by different groups in the labour market;
  - wages and benefits;
  - ability to progress within formal and informal employment;
  - opportunities and barriers to migrating for work locally, nationally or internationally; temporarily or permanently;
- How do gender and social identity affect access to finance and key services such as:
  - access to and use of credit and saving products;
  - inclusion and access to the financial system;
  - sending and receiving of remittances;
- How are different social groups affected by the investment climate and regulation, such as:
  - access to business services
  - small scale entrepreneurship; opportunities and barriers to trading and selling products or services;
  - larger scale entrepreneurship and private sector activity; business ownership;
  - taxation and business registration services, including experience of corruption and

<p>treatment by corrupt officials;</p> <ul style="list-style-type: none"> <li>• Are women and excluded groups visible as employees/self-employed in key economic areas?</li> <li>• Are businesses and employment markets segregated by social group, gender and formality? What is the level of segregation in terms of wages, returns and productivity?</li> <li>• Are all groups expected to be earning an independent living or usually regarded as or expected to be dependent?</li> <li>• How does the domestic division of labour affect women's employment and entrepreneurship rates?</li> <li>• Does any discriminatory legislation affect labour market participation, investment, or the operation of financial markets and services?</li> <li>• How does geography interact with identity in relation to people's access to income and employment? (for example, does living in a slum or in a particular region have an impact because of discrimination, inaccessibility or other factors?)</li> </ul>
<p><b>Assets</b></p> <ul style="list-style-type: none"> <li>• What is known about the distribution of wealth, land, property and assets by gender and social group?</li> <li>• How does gender and social identity shape rural land ownership, access, rights and use? Do women and excluded social groups have control over the use of land and its products?</li> <li>• How does gender and social identity shape urban land and housing tenure, access, control and use?</li> <li>• Do women and excluded social groups have access to credit and other financial services such as insurance?</li> </ul>
<p><b>Overall economic growth</b></p> <ul style="list-style-type: none"> <li>• Which dimensions of discrimination, such as unequal access to education, employment or financial services and productive assets, are likely to have the most impact on economic growth?</li> <li>• Where might the highest rates of return to investments in excluded groups lie in terms of overall GDP growth and growth in income of excluded groups?</li> <li>• How do exclusion and gender relate to the key constraints on growth?</li> </ul>

<p><b>State</b></p> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• To what extent are the rights of citizenship enjoyed by women, men, boys and girls, all ages and members of all social groups?</li> <li>• Are there any groups who do not (or cannot) register births?</li> <li>• Are some groups disadvantaged or excluded from official information and processes by language?</li> <li>• Do people living in all regions, in remote areas and in urban slums enjoy equal citizenship rights by law and in practice?</li> </ul> <p><b>Voice and accountability</b></p> <ul style="list-style-type: none"> <li>• How is citizen voice and ability to hold public bodies to account affected by social identity?</li> <li>• To what extent does civil society facilitate links between government and citizens in such a way that increases the voice and involvement of women and excluded people?</li> <li>• Can civil society organisations hold government accountable for equitable delivery of services and fulfilment of human rights for all groups?</li> <li>• Are women and excluded groups represented fairly on user groups and other mechanisms to</li> </ul>
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influence public services locally and nationally?
<b>Formal political systems</b>
<ul style="list-style-type: none"> <li>• How inclusive and accessible for all citizens are registration and balloting or voting procedures?</li> <li>• How equal is the access for women and different social groups, to political life and public office at all levels? How significant are disparities in political participation at all levels?</li> <li>• Do women and excluded groups occupy leadership positions, cabinet posts, etc in national governance structures?</li> <li>• Do women and excluded groups occupy leadership positions in local governance structures?</li> <li>• What is the class/wealth/social group of women involved in formal politics?</li> <li>• Has representation of women and excluded groups been improving?</li> </ul>
<b>Policy</b>
<ul style="list-style-type: none"> <li>• Is the government designing and implementing policies that meet the rights, needs and interests of all social groups? Are resources allocated accordingly? Who does not benefit as they should? Are any geographical areas excluded?</li> </ul>
<b>Public services</b>
<ul style="list-style-type: none"> <li>• To what extent are essential public services (health, education, social protection, infrastructure, justice, security) being delivered and (perceived to be) accessible to women and men, boys and girls, and all social groups, in all locations? What are the barriers?</li> <li>• Are public goods and services provided in ways that reduce discrimination and allow all citizens to benefit?</li> <li>• Who and where are the key gate-keepers to services? Whose, or what, interests do they serve?</li> <li>• To what extent do official procedures discriminate against any social groups?</li> <li>• To what extent is employment in key public sector positions at different levels (positions of authority, policy making, front-line delivery) representative of the whole population including women and excluded groups?</li> </ul>
<b>Legal framework</b>
<ul style="list-style-type: none"> <li>• What international human rights conventions have been signed, ratified (and domesticated if applicable)?</li> <li>• To what extent are the human rights of women and excluded groups enshrined in national legislation?</li> <li>• What legislation exists on violence against women? To what extent is this legislation implemented?</li> <li>• What is the relative importance and influence of customary and formal law?</li> <li>• Are there discriminatory clauses in constitutional, statutory and customary law? To what extent does the law give men and women, or members of particular social groups, different individual and family rights (for example when voting, requesting a divorce, securing child custody, or obtaining individual identity cards or a passport)?</li> <li>• To what extent does the legal system protect property rights for women and different social groups?</li> <li>• How equal, secure and affordable is the access to justice of people of different genders, ages and social identities? What rights and protections do justice systems offer to children?</li> <li>• How does legislation and its implementation affect women's and girls' ownership of land and property, inheritance and sexual and reproductive health and rights?</li> <li>• What are the laws and norms that affect the rights of divorced or widowed women?</li> <li>• Are there laws, policies, institutions or programs in place that area aimed at decreasing violence against women exist and do they make a difference?</li> </ul>

**Politics**

- Is gender discrimination recognised and discussed in national and local political fora?
- What other forms of discrimination are recognised in national and local politics?
- What political commitment to gender equality and social inclusion exists nationally and at local level?
- Who are the main political champions and opponents of gender equality and social inclusion?
- What is the role of political parties? Do women and excluded groups occupy leadership positions in political parties?
- What pressure is being exerted by political constituencies and what impact is this likely to have?

**6.7 Some useful conceptual background can be found in the following sources:**

Kabeer, N., 2005. 'Social exclusion: concepts, findings and implications for the MDGs', Paper commissioned by DFID

<http://insight/policydivision/teams/spcerj/Socialexclusionwebsitelongdocs/Socialexclusionconcepts,findingsandimplicationsfortheMDGssocexcweb23.DOC>

DFID/World Bank: 'Unequal Citizens: gender, caste and ethnic exclusion in Nepal, Executive Summary

[http://siteresources.worldbank.org/INTNEPAL/Resources/Unequal\\_Citizen\\_Executive\\_Summary](http://siteresources.worldbank.org/INTNEPAL/Resources/Unequal_Citizen_Executive_Summary)

Gender Equality and Growth: Evidence and Action, DFID 2008

[http://dfidinsight/Stellent/groups/quest/documents/document/pub\\_011114.pdf](http://dfidinsight/Stellent/groups/quest/documents/document/pub_011114.pdf)

Ongoing work on gender equality by BRIDGE at the Institute for Development Studies

<http://www.bridge.ids.ac.uk/>

Ongoing work by the CRISE Centre for Research on Inequality, Human Security and Ethnicity

<http://www.crise.ox.ac.uk/>

Ongoing work by the Young Lives research programme <http://www.younglives.org.uk/>

Ongoing work on disability and the MDGs by Include Everybody

<http://www.includeeverybody.org/disability.php>