



WHO Gender Assessment Tool



The Gender Assessment Tool (GAT) is comprised of critical questions, as in gender analysis. The GAT helps you determine the **gender-responsiveness** of a policy or programme.

Important notes on the Gender Assessment Tool (GAT)

The GAT can help to rapidly assess the gender-responsiveness (gender-sensitive, -specific or -transformative) of high-level activities of a given programme. It indicates where gender-responsiveness can be improved.

The GAT is not a detailed programme analysis; this would require each question to go into further detail. For example, many may have to answer *no* to the question “Is the evidence generated by or informing my programme collected and reported by sex?” due to poor availability of sex-disaggregated data. However, a follow-up question could be “What is your programme doing to facilitate the generation, analysis and reporting of data by sex?”.

Remember to continue to ask questions relevant to your programme, its development and delivery when using the GAT as a guide.

Scoring notes

The GAT is a rapid assessment tool and therefore will not provide you with the kind of details that a more thorough gender analysis of an existing programme or policy would provide. It is a starting point to determine which GRAS level you may be working within. The GAT is colour-coded to help you easily indicate where things may be on track or where the programme or policy is in troubled waters.

In particular, if you answered **yes** to the majority of questions **1 – 18**, you can consider your programme gender-responsive and therefore either gender-sensitive, gender-specific or gender-transformative. Further analysis will be required to determine which GRAS level applies to your programme or policy - in particular to distinguish between gender-sensitive (not action oriented) and gender-specific or transformative - where true gender planning and actions occur.

If you answered **yes** to the majority of questions **19 – 23**, your programme may be either gender-blind or gender-unequal – and is therefore not gender-responsive.



No more gender words without gender actions!

Use the GAT to see if your programme is at least gender-sensitive – and then refer to the gender and health planning and programming checklist as a guide for some suggested corrective actions.



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Question	Yes	No
<p>1. Do the vision, goals or principles have an explicit commitment to promoting or achieving gender equality?</p> <p>Scoring hints: No may indicate gender-blindness. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>2. Does the policy or programme include sex as a selection criterion for the target population?</p> <p>Scoring hints: No may indicate gender-blindness. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>3. Does the policy or programme clearly understand the difference between sex and gender?</p> <p>Scoring hints: No may indicate gender-blindness. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>4. Does the target population purposely include both women and men?</p> <p>Scoring hints: No may indicate gender-blindness. No may also indicate the programme is gender-specific if either sex is addressed in the context of broader gender norms, roles and relations. Yes may indicate that the programme is gender-sensitive or gender-transformative.</p>		
<p>5. Have women and men participated in the following stages?</p> <ul style="list-style-type: none"> • design • implementation • monitoring and evaluation. <p>Scoring hints: No may indicate that the programme or the specific stage of programming is gender-blind or gender-unequal. Yes may indicate that the programme or the specific stage of programming is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>6. Have steps been taken to ensure equal participation of women and men?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. No could also indicate gender-specificity if one sex is targeted in the context of broader gender norms, roles and relations. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>7. Do both male and female team members have an equal role in decision-making?</p> <p>Scoring hints: No may indicate that the programme is gender-unequal or gender-blind. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>8. Does the policy or programme consider life conditions and opportunities of women and men?</p> <p>Scoring hints: No may indicate that the programme is gender-blind. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>9. Does the policy or programme consider and include women's practical and strategic needs?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>10. Have the methods or tools been piloted with both sexes?</p> <p>Scoring hints: No may indicate that the programme is gender-blind, gender-unequal or gender-specific. Yes may indicate that the programme is gender-sensitive or gender-transformative.</p>		



Question	Yes	No
<p>11. Does the policy or programme consider family or household dynamics, including different effects and opportunities for individual members, such as the allocation of resources or decision-making power within the household?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>12. Does the policy or programme include a range of stakeholders with gender expertise as partners, such as government-affiliated bodies, national or international non-governmental organizations or community organizations?</p> <p>Scoring hints: No may indicate that the programme is gender-blind. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>13. Does the policy or programme collect and report evidence by sex?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>14. Is the evidence generated by or informing the policy or programme based on gender analysis?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>15. Does the policy or programme consider different health needs for women and men?</p> <p>Scoring hints: No may indicate that the programme is gender-blind, gender-unequal or gender-specific (if one sex is targeted). Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>16. Does the policy or programme include quantitative and qualitative indicators to monitor women's and men's participation?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>17. Does the policy or programme consider gender-based divisions of labour (paid versus unpaid and productive versus reproductive)?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>18. Does the policy or programme address gender norms, roles and relations?</p> <p>Scoring hints: No may indicate that the programme is gender-blind or gender-unequal. Yes may indicate that the programme is gender-sensitive, gender-specific or gender-transformative.</p>		
<p>19. Does the policy or programme exclude (intentionally or not) one sex but assume that the conclusions apply to both sexes?</p> <p>Scoring hints: No may indicate that the programme is gender-sensitive, gender-specific or gender-transformative. Yes may indicate that the programme is gender-blind or gender-unequal.</p>		
<p>20. Does the policy or programme exclude one sex in areas that are traditionally thought of as relevant only for the other sex, such as maternal health or occupational health?</p> <p>Scoring hints: No may indicate that the programme is gender-sensitive, gender-specific or gender-transformative. Yes may indicate that the programme is gender-blind or gender-unequal.</p>		



Question	Yes	No
<p>21. Does the policy or programme treat women and men as homogeneous groups when there are foreseeable, different outcomes for subgroups, such as low-income versus high-income women or employed versus unemployed men?</p> <p>Scoring hints: No may indicate that the programme is gender-sensitive, gender-specific or gender-transformative. Yes may indicate that the programme is gender-blind or gender-unequal.</p>		
<p>22. Do materials or publications portray men and women based on gender-based stereotypes?</p> <p>Scoring hints: No may indicate that the programme is gender-sensitive, gender-specific or gender-transformative. Yes may indicate that the programme is gender-blind or gender-unequal.</p>		
<p>23. Does the language exclude or privilege one sex?</p> <p>Scoring hints: No may indicate that the programme is gender-sensitive, gender-specific or gender-transformative. Yes may indicate that the programme is gender-blind or gender-unequal.</p>		