

RAPID TOOLKIT



REVIEW OF COVID-19 RELATED  
SOCIO-ECONOMIC IMPACT STUDIES  
AND RELATED RESEARCH



UN WOMEN EAST AND SOUTHERN AFRICA  
GENDER STATISTICS UNIT  
UN WOMEN  
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## ACRONYMNS

<u>COVID-19</u>	<u>CORONAVIRUS DISEASE 2019</u>
<u>FDI</u>	<u>FOREIGN DIRECT INVESTMENT</u>
<u>GBV</u>	<u>GENDER BASED VIOLENCE</u>
<u>GEWE</u>	<u>GENDER EQUALITY AND WOMEN EMPOWERMENT</u>
<u>GPS</u>	<u>GOVERNANCE, PEACE AND SECURITY</u>
<u>NSO</u>	<u>NATIONAL STATISTICS OFFICE</u>
<u>SEA</u>	<u>SOCIO-ECONOMIC ASSESSMENT</u>
<u>SEIA</u>	<u>SOCIO-ECONOMIC IMPACT ASSESSMENT</u>
<u>UN</u>	<u>UNITED NATIONS</u>
<u>UNSD</u>	<u>UNITED NATIONS STATISTICAL DIVISION</u>
<u>WEE</u>	<u>WOMEN ECONOMIC EMPOWERMENT</u>

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## 1. BACKGROUND

The advance of the COVID-19 pandemic on the African continent, albeit slowed down by means of lockdown and social distancing measures, continues. While the first cases were imported and started in towns, there are now many cases at the community level. Efforts have been invested in preventing the spread of the COVID-19 to avoid the worst situation.

The rapid progression of the disease, coupled with the social distancing measures implemented widely, has placed policy and decision makers in a position of having to plan and craft appropriate messages and interventions, without having access to reliable evidence and information. At the same time there has been a proliferation of data aggregators and analysts with growing levels of uncertainty and disputes about statistics related to the pandemic. Furthermore, data quality and reliability have been a persistent problem in affected countries, with movement restrictions limiting traditional face to face data collection activities. It is therefore important that data is rapidly collected, however with the required level of quality, and analyzed for use in the implementation of evidence-based programs and policy interventions against COVID19.

Given limited data availability, the immediate response of UN Country Teams has been to initiate socio-economic impact assessment studies, primarily based on the analysis of secondary data and information, but also sometimes including primary data collection based on telephonic interviews, SMS or online surveys.

This created the need for the rapid development of some guidelines that can be used by UN Women Multi and Country Offices when participating in multi-disciplinary teams involved in the design and execution of socio-economic impact studies.

## 2. INTRODUCTION

Gender rights are first and foremost human rights. Within the UN system, the Office of the High Commissioner of Human Rights has provided clear guidelines on the considerations that need to be followed when using a human rights-based approach to data. The set of six principles, which are also grounded in some of the principles of official statistics and which need to be considered when reviewing socio-economic assessments from a gender perspective include: participation, data disaggregation, self-identification, transparency, privacy and accountability.

The principle of participation requires the participation of relevant population groups (in this case women and girls) in the planning, collection, dissemination and analysis of data. Data disaggregation allows data users to compare population groups (in this case women and men and girls and boys including women with disabilities), and to understand the situations of specific groups. In order to disaggregate, it will be important to collect data on relevant characteristics (in this case sex).

During data collection, specific interest groups (in this case women, men, girls and boys including women with disabilities) should classify/define themselves and this is referred to as self-identification. Individuals should have the option to disclose, or withhold, information about their personal characteristics. In addition to biological sex, the concept of gender identity is particularly important within the context of self-identification.

Transparency requires that data collectors provide clear, openly accessible and understandable information about their operations, including research design and data collection methodologies. Data that is collected by State agencies should also be openly accessible to the public.

Privacy requires that individuals involved in collecting data should respect the confidentiality of individuals' responses and keep the data safe and protect it from unauthorized use and exposure-this is referred to as the privacy principle.

Accountability demands that data collectors and agencies doing assessments are held to account for upholding human rights in their operations, and data should be used to hold States and other actors to account on matters related to human rights.

As indicated earlier, the Gender Equality and Women Empowerment (GEWE) agenda can be squarely positioned within the human rights agenda. Gender mainstreaming is regarded as one of the most effective strategies towards achieving gender equality and ensuring that this particular human right is met. In order to achieve gender mainstreaming, a gender perspective needs to be integrated into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and programmes. This needs to be done in such a way that potential gender-based discrimination is identified and avoided and equality between women and men is promoted.

When reviewing socio-economic assessments from a gender perspective, all the principles of a human rights-based approach to data as well as gender mainstreaming are applicable. The diagram on the next page depicts a typical assessment process flow or value chain, broken up into eight steps. These guidelines will use the eight stages of the assessment value chain as the framework for the discussion on how the gender lens can be brought into socio-economic and other assessments planned as part of the response in East and Southern Africa to the COVID-19 pandemic.

The eight process steps of an assessment, as simplified and adapted from the process steps of the United Nations Statistical Division (UNSD), include:

1. NEED ANALYSIS AND MANAGEMENT OF USER RELATIONS.
2. DESIGN AND PLAN THE ASSESSMENT.
3. DEVELOP AND TEST (BUILD PROCEDURES AND SYSTEMS).
4. COLLECT DATA AND MANAGE RELATIONSHIPS WITH DATA PROVIDERS.
5. PROCESS THE DATA (INCLUDES EDITING AND IMPUTATION).
6. ANALYZE DATA AND COMPILE ASSESSMENT REPORT.
7. DISSEMINATE PRODUCTS (REPORTS, INFOGRAPHICS, SOCIAL MEDIA PRODUCTS).
8. EVALUATE THE PROCESS AND PRODUCTS.

In addition to these eight main process steps, there are two main precepts that have to be adhered to throughout the assessment value chain. The first is adherence to international and national laws regulating data collection and other regulations and policies, especially those of relevance to assessments and research, also need to be considered. The second is the metadata requirement. This entails compiling metadata throughout the assessment. This can then be used at a later stage to, for example, replicate the study and or interpret anomalies found during the analysis and or evaluation stage.

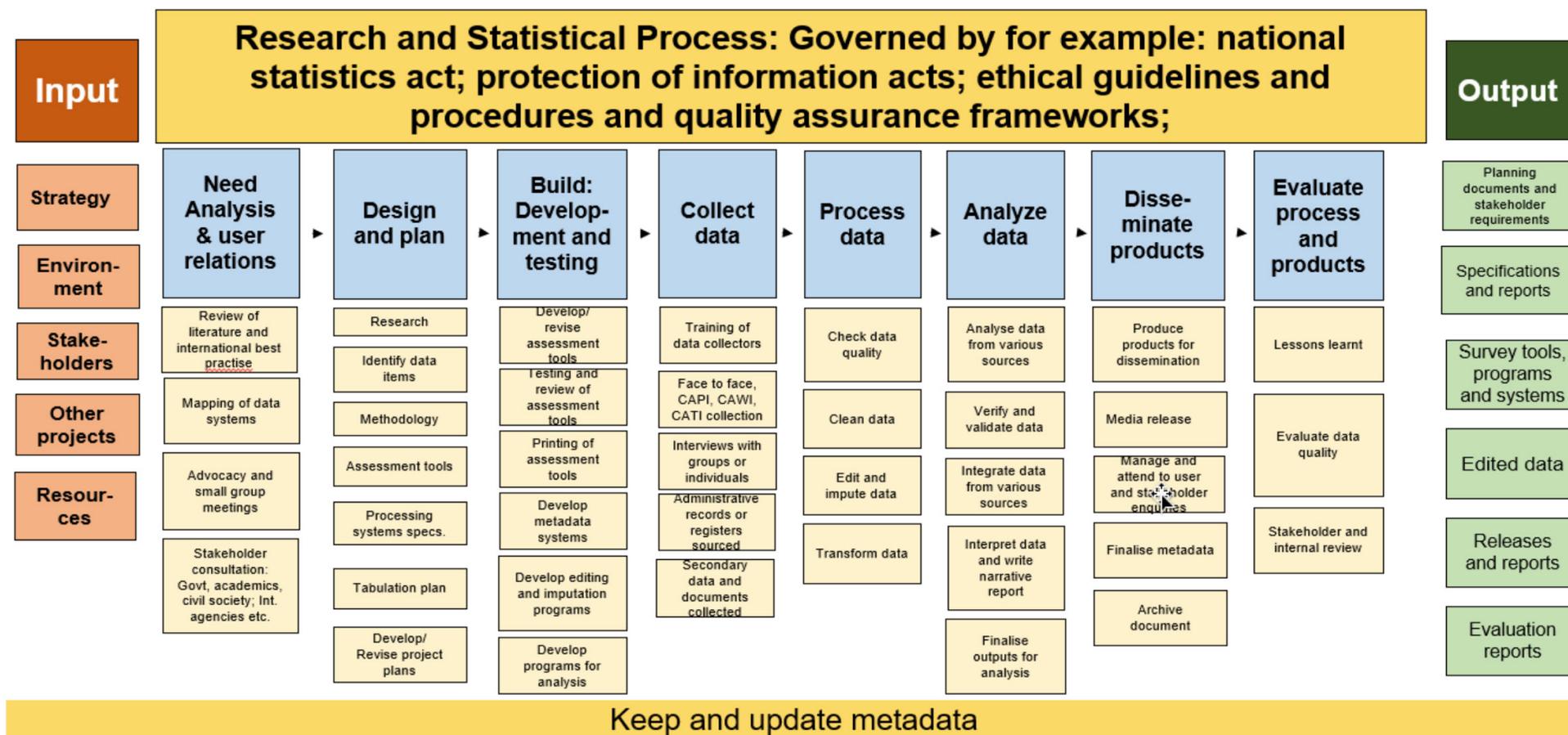
Each of these eight steps can be further broken down into smaller sub-activities (see diagram on the next page). Not all these sub-activities are applicable to all kinds of assessments. For the purposes of the current guidelines, checklists and related guidance will be provided within the context of all eight broader process categories. However, there may be situations where you are only required to evaluate the engendering of four or six of these phases.

These guidelines are aimed at providing a quick set of checks that can be used by UN Women staff to assess whether activities related to Socio-Economic Assessments (SEA) and Socio-Economic Impact Assessments (SEIA) in their broadest form are sufficiently engendered.

#### The more specific objectives of the guidelines are to:

- a. Provide general guidance on conducting a SEAs and SEIA from a gender perspective.
- b. Familiarize the UN Women teams responsible for overseeing the work of specialists with the process and methods used to conduct a SEA/SEIA from a gender perspective.
- c. To develop a checklist that can be used to review all phases of the assessment process from a gender perspective.

# ASSESSMENT VALUE CHAIN



**FIGURE 1: A GENERIC ASSESSMENT VALUE CHAIN**

Please note that this figure refers to assessments in general and not only under the current circumstances of the COVID-19 pandemic including where data collection modes such as face to face collections are not possible and where other tools such as Computer Assisted Web-based interviews (CAWI) and Computer Assisted Telephonic Interviews (CATI) are still possible.

### 3. WHAT IS A SOCIO-ECONOMIC ASSESSMENT?

A Socio-Economic Assessment (SEA) is a systematic and comprehensive analysis of the social, cultural, economic and political circumstances of various entities. These could be one or more of the following: individuals, groups, communities, countries and organizations. Within the context of development and relief work, such as the work that UN Women is engaged in, the thematic areas typically included in a SEA are: constitutional and legal frameworks, macro-economic frameworks, businesses, employment, poverty, social protection and safety nets, health, education, water sanitation and hygiene, governance, peace and security, rule of law and human rights. The results of a socio-economic assessment are typically used for policy and strategy formulation and project planning purposes.

A socio-economic assessment becomes a Socio-Economic Impact Assessment (SEIA) when the potential social and economic impacts of a particular project/intervention/event on these different subgroups also form part of the analysis. A SEIA is a product that aids in the understanding of a potential range of impacts and the findings can be used for policy and strategy formulation, project and programme planning as well as to develop strategies that can be used to minimize the negative, and maximize the positive impacts of a specific intervention/project or event. The Covid-19 pandemic is an example of an event that is impacting on individuals and communities and which makes it necessary not only to measure the impact on communities, but also modify existing plans and develop new mitigation strategies.

During a SEIA, the researchers will typically assess the impacts of the project/event on macro-economic factors (e.g. fiscal policy inflation, foreign direct investment etc.) and on specific economic sectors important to the economy; it will also measure the impact on businesses, employment, poverty, social protection and safety nets, health, education, water sanitation and hygiene, governance, peace and security, rule of law, human rights, as well as the spatial dimensions related to a particular situation.

**TABLE 1: ASSESSMENT TOOLS THAT ARE TYPICALLY USED IN A SEA OR SEIA**

ASSESSMENT TOOL	PURPOSE	WHERE USED?
Stakeholder Analysis	To identify stakeholder groups and describing the nature of their stake, roles and interests. It helps to identify entry points and actions as well as influencers, key messengers such as women advocates and CSOs.	At most stages in any SEA and SEIA.
STEP Analysis	Acronym for Sociological, Technological, Economic and Political Analysis. Used to consider the changes and trends relevant to the subject at hand.	Early on in SEA and SEIA as well as during planning cycles.
Social Risk analysis	Aims to establish thresholds or limits within which social groups can mitigate risk and withstand external shocks.	Mostly used in SEIA. During first stage of identification of problem, but also at each level of analysis and also in logical framework development.
Consultation tools	To find out how stakeholders perceive the impact of a specific project or programme. They are useful for assessments, data gathering, planning, tailoring and delivering information, monitoring and evaluation.	This tool is one of the most widely used throughout planning, data gathering, review and evaluation.
Livelihoods analysis	Analysis of how different stakeholders live with impact of a specific event/project, the strategies they adopt and those they may adopt in face of changing policies and practices (SEIA). In the case of a SEA the livelihood analysis would not look at a specific event/project, but rather describe and analyze livelihood systems.	After stakeholder analysis in particular, this is helpful to envision the impact and potential impact of mitigation options.
Cost Benefit Analysis	Analytical approach to analyze the policy options comparing the costs and benefits of an action against the status quo or an alternative action. Used to put financial or numerical value on costs and benefits.	Due to the detail required it is best used when main issues are already prioritized, to help in choice of mitigation option. Primarily used in a SEIA.
Options analysis	A checklist of questions to look at potential interventions as per the outcomes of the SEA or SEIA and other perspectives.	Particularly helpful in final stages of designing/reviewing an action plan and can lead into logical frame analysis
Logical Framework Analysis	This framework is a highly effective and useful tool for organizing a project or a group of activities around one common or single activities.	To formalize and standardize plans for mitigation actions in the implementation plan cycle.

SEAs and SEIAs are typically based on information from a combination of different qualitative and quantitative data sources.

THESE MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

- **Secondary data sources such as published research, reports and statistics**
- **Administrative data sources**
- **Direct observations**
- **Questionnaire surveys (structured and semi-structured surveys; conducted remotely or face-to-face)**
- **Interviews with groups and individuals**
- **Visualization techniques (e.g. maps, physical transects, timelines, historical transects, decision trees, ranking etc.)**

## 4. SOCIO-ECONOMIC AND IMPACT ASSESSMENTS IN DEVELOPMENT CONTEXT VS. EMERGENCY

SEAs and SEIAs can be done at any time, within any context and are equally appropriate in developmental and emergency contexts. However, the circumstances under which they are carried out may influence the processes, data sources and specific topics/themes that will be included in a socio-economic assessment.

For example, in a development context, it is usually feasible to combine as many different data sources as possible, including questionnaire surveys and do as comprehensive a coverage of socio-economic themes as possible. However, when there is an emergency such as for example COVID-19, assessments have to be done rapidly, often with limited resources and limited possibilities of collecting new data from the affected parties themselves.

With regards to the eight steps normally part of the assessment process, these may be reduced during an emergency to four or six.

**One of the possible combinations may be:**

**STEPS 1 AND 2: NEED ANALYSIS, MANAGEMENT OF STAKEHOLDER RELATIONS AND DESIGN AND PLAN**

**STEP 3: TEST AND BUILD**

**STEP 4: COLLECT DATA**

**STEP 5 AND 6: PROCESS AND ANALYZE THE DATA**

**STEP 7 AND 8: DISSEMINATE AND EVALUATE**

## 5. ASSESSMENT CHECKLIST AT A GLANCE

As indicated earlier, the assessment guidelines are structured around the eight steps that typically form part of an assessment. Section 5 discusses the gender relevant checks that need to be carried out at each phase of the assessment cycle in more detail. Table 2 below provides an overview of the recommended checks in the form of a quick reference guide/checklist contained in Section 5.

**TABLE 2: SUMMARY OF GENDER INCLUSION PROCESS AND CONTENT CHECKS DURING THE EIGHT PHASES OF THE ASSESSMENT PROCESS**

STEP	ASSESSMENT PHASE	PROCESS CHECK	CONTENT CHECK
1	Need analysis and management of user relations	*Are the appropriate people from a gender perspective involved/ represented in the process (women, girls, marginalized groups such as persons with disabilities, relevant CSO, FBOs, gender machinery, UN agencies, development partners), kept informed and where needed permissions sought?	*Are we focusing on the stakeholders and themes important to the country through their national gender policy, UN Women and the GEWE agenda (WEE, Governance, peace and security, GBV, time use (unpaid care work), etc.)?
2	Design and plan the assessment	<p>*Are the appropriate people (from a gender perspective involved/ represented in the process (women, girls, marginalized groups, relevant CSO, FBOs, gender machinery, UN agencies, development partners), kept informed and where needed permissions sought?</p> <p>* Has a communication plan or strategy been developed for the dissemination phase?</p>	<p><b>RESEARCH DESIGN AND CONCEPTUALIZATION</b></p> <p>*Is gender added as a subsection of the design or does it infuse all thematic areas included in the assessment?</p> <p>* Is there a link between gender policy and data?</p> <p>*Are we including the voices of women and men, boys and girls in the assessment?</p> <p>* Has adequate provision been made for intersectionality of other marginalized groups and gender?</p> <p><b>SAMPLE DESIGN</b></p> <p>*Is the sample big enough to allow for a big enough subsample for an analysis disaggregated by sex?</p> <p>* Will the sample size allow for multiple disaggregation (e.g. age, disability status geographic location in combination with sex?</p> <p>*Who is being sampled? Household heads, any individual? Is there adequate representativity of women in the sample?</p>

#### QUESTIONNAIRE DESIGN

- \*Is there a question on the sex of the individual?
- \* Is there a question on the sex of the household head?
- \* If you want to do an analysis by the composition of the household (e.g. single mothers), is there a question that can identify the relationship of an individual to the household head/each other and a question on marital status?
- \*Have gender specific questions related to WEE, Governance, peace and security, GBV, time use etc. been included in the questionnaire?

#### DATA COLLECTION MODE (SURVEYS)

- \*Face to face interviews (using paper or CAPI): Does the subject matter or the cultural context create sensitivities that make it necessary for men to interview men and women to interview women?
- \*Computer assisted telephone interviews: Do women have equal access to mobile and other phones? Are they adequately represented? Does the subject matter or the cultural context create sensitivities that make it necessary for men to interview men and women to interview women?
- \*Computer assisted web-based interviews: Are women sufficiently connected to the internet to be adequately represented in such a survey and if yes is there a possibility that male relatives may participate or interfere with the way the woman responds to the survey?

#### SECONDARY DATA SOURCES

- \*Are credible and quality gender data sources available to be used as secondary sources of information?
- \*Have sources with sufficient gender data and a gender perspective been identified and included in the analysis?

			<p>Interviews with groups and individuals</p> <ul style="list-style-type: none"> <li>*Are the individuals and groups targeted for interviews appropriate from a gender perspective with regards to their knowledge or involvement with the theme?</li> <li>*Are they inclusive and representative of a broad spectrum of view-points i.e. age, gender identify, disability status, socio-economic status, ethnicity, region of origin etc.</li> <li>*Are the questions to be asked gender sensitive and gender appropriate?</li> </ul>
3	Develop and test (build procedures and systems, design questionnaires, tabulation plans, inception reports)	<ul style="list-style-type: none"> <li>*Is the process transparent?</li> <li>*Do all the relevant gender interest groups have an opportunity to comment?</li> </ul>	<p>Inception reports and tabulation plans</p> <ul style="list-style-type: none"> <li>* Do these clearly demonstrate the integration of gender perspectives throughout all the assessment themes?</li> <li>* Are gender specific themes such as WEE, GBV, time use etc. explicitly present.</li> <li>* Do they respond to specific data needs of the policy/program?</li> <li>* Do they identify the specific decision or policy maker</li> </ul> <p>Procedures and systems, design questionnaires</p> <ul style="list-style-type: none"> <li>* Has the inclusion of the gender considerations during the design phase generated the appropriate/expected results and tools?</li> <li>* Does anything need to change as a result of testing from a gender perspective?</li> <li>* Will the outputs generated during testing enable us to do a gender analysis when the final study is conducted?</li> </ul>
4	Collect data and manage relationships with data providers	<ul style="list-style-type: none"> <li>* Are the women machinery and other gender data providers adequately consulted, involved and kept informed?</li> </ul>	<ul style="list-style-type: none"> <li>*Is the gender machinery and other relevant stakeholders being kept informed about progress?</li> </ul>
5	Process the data (includes editing and imputation)	<ul style="list-style-type: none"> <li>*Are the editing rules developed and implemented with the involvement of women?</li> <li>* Are women involved in the imputation decision making process and its implementation?</li> </ul>	<p>Could edit and imputation rules introduce a gender bias in the data?</p>

6	Analyze data and compile assessment report	<p>*Are the analytical drafts distributed for review at an early stage, to provide an opportunity to check whether sex disaggregation and gender specific issues are adequately incorporated/ addressed?</p> <p>* Are the women machinery and other gender data providers adequately consulted, involved and kept informed?</p>	<p>*At the minimum, individual data should be disaggregated by sex.</p> <p>*Household level data should be analyzed by sex of the household head.</p> <p>* Analysis of the data by household composition e.g. single mothers, nuclear families etc.</p> <p>*Is the gendered analysis reflected throughout the thematic areas represented in the assessment?</p> <p>*Is there a chapter that specifically pulls together and focuses on the impact on women, men, girls and boys?</p>
7	Disseminate products (reports, infographics, social media products)	<p>*Is the gender machinery involved in crafting advocacy tools and messages?</p> <p>*Are the relevant media channels used to ensure that not only the widest, but also the biggest impact with respect to the GEWE agenda is achieved?</p>	<p>* Do the messages adequately identify actions that are needed to improve the situation of women and girls?</p>
8	Evaluate the process and products	<p>*Were the gender machinery and other stakeholders involved throughout the process?</p> <p>*Was everything adequately documented and metadata kept to enable a thorough evaluation and more particularly assess gender mainstreaming throughout the study?</p>	<p>*Did the assessment adequately include a gender analysis and consider the differential impacts on women and men, girls and boys?</p> <p>* Did the assessment lead to very specific recommendations with regards to gender?</p>

## 6. DISCUSSION OF CHECKPOINTS

### 6.1. NEED ANALYSIS AND MANAGEMENT OF USER RELATIONS

Central to any assessment is a thorough understanding of why there is a need for the assessment. During the first phase of an assessment, a stakeholder analysis needs to be done. This is not only necessary to identify all the appropriate stakeholders for the project, but also to engage with them as the assessment is being conceptualized. Through this process, the general need for the assessment is translated into more specific needs associated with specific stakeholders and users. The high-level objectives of the assessment are also identified and crystalized during this phase and a business case or project document is prepared.

When engendering this phase, it is important that the appropriate people from a gender perspective are involved/represented in the process. This includes, but are not limited to women, marginalized groups, Civil Society Organizations (CSOs) working in the gender space, gender machinery, media, academia, UN agencies, development partners and government. There should also be continuous engagement with these groups throughout the assessment cycle and if not already in place, formal agreements that govern such collaborations need to be established. During the needs analysis phase it will also be important for UN Women to establish whether the analysis is considering important themes to the GEWE agenda, such as for example, Women Economic Empowerment (WEE), Governance, peace and security, Gender Based Violence (GBV), time use, humanitarian etc.

### 6.2. DESIGN AND PLAN THE ASSESSMENT

During the design and plan phase the assessment is planned in more detail. Any research work that is needed to further define the concept note and business case, as well as inform the assessment methods and tools, will be carried out during this phase. The assessment team will also typically look at international best practice and similar assessments carried out in the particular country or region. The team may decide to reuse or adapt design elements from existing processes or previous studies.

From a gender perspective, it will be once again be important to ascertain that the appropriate people are involved/represented in the process i.e. women, marginalized groups, Civil Society Organization (CSO) active in the gender space, gender machinery, media, academia, UN agencies, development partners amongst others.

Furthermore, when the design of the assessment and or assessment report is done, it is very important to ensure that gender is not just relegated to one small section but is mainstreamed throughout the concept document and inception report. Below is an example where gender and UN Women is only included in one subsection of the proposed SEIA, instead of infusing all thematic areas and the whole report like a golden thread. The purpose of the section on gender should always be to synthesize the evidence from the rest of the report into a more comprehensive and integrated gender analysis. This will not be possible if the case for women and girls is not made throughout the preceding section.

**FIGURE 2: EXAMPLE OF A SEIA CONCEPT DOCUMENT**

3.4.1. Agriculture, livestock, pastoralism, rural livelihoods and food security	FAO/IFAD	UN ECA, UNEP, WFP	1 page
3.4.2. Construction	UN-Habitat		
3.4.3. Manufacturing (e.g. industrial parks)	UNIDO		
3.4.4. Services (tourism, hospitality, aviation, retail)	UNDP		
<b>3.5. Social Sectors</b>	<b>UNICEF</b>	<b>WHO, UNFPA</b>	
3.5.1. Health (e.g. risks to specific conditions and groups, SRH, systemic vulnerabilities)			
3.5.2. Water, sanitation and hygiene			
3.5.3. Education			
<b>3.6. Governance, Peace and Security</b>	<b>UNDP</b>	<b>OHCHR, IOM,</b>	
3.6.1. Continuity of critical government functions			
3.6.2. Potential risks to rule of law and peace (e.g. social media)			
3.6.3. Impact on human rights			
<b>3.7. Spatial dimensions</b>	<b>UN-Habitat</b>	<b>IFAD, FAO, UNDP, UNEP</b>	<b>2 pages</b>
3.7.1. Regional impacts			
3.7.2. Human settlements and urban informality			
<b>4. PEOPLE MOST AT RISK</b>	<b>Task team</b>	<b>UN Women, UNICEF, IOM, RCO, UNFPA</b>	<b>2 pages</b>
4.1. Women and girls; female-headed household	UN Women/UNFPA	UNICEF	
4.2. Children and adolescents	UNICEF/UNFPA	UNFPA	
4.3. IDPs, regular and irregular migrants, returnees and refugees	IOM/UNHCR	UNICEF	
4.4. Persons with disabilities	RCO		
4.5. Elderly	RCO		
<b>5. POLICY RESPONSE TO THE CRISIS</b>	<b>Task Team</b>	<b>RCO, UNECA, UNDP</b>	<b>4 pages</b>
5.1. Broader policy implications (mitigation and recovery)			
5.2. Macro and associated meso/micro policy responses			

*Only instance where UN-Women and gender is mentioned? What happened to mainstreaming across all thematic areas?*

There are also very specific considerations for the various processes that take place during the design and planning phase. These are elaborated on in more detail below:

### RESEARCH DESIGN

It will be important to ensure that the research design is done in such a way that it will adequately capture the voices of women and men, boys and girls in the assessment. Intersectionalities such as age, disability status, geographic location, ethnicity, refugee and migrant status also need to be incorporated at the design stage. If the assessment makes use of a variety of sources that can be triangulated to get a comprehensive view of the socio-economic circumstances and socio-economic impacts on women, men, girls, boys it is more likely to result in a product that can be used effectively for planning and advocacy purposes.

### SAMPLE DESIGN

If the assessment includes primary sample survey research, the first point of enquiry will be the sampling frame that will be used for the study and its characteristics. It is important to identify any inherent gender and other demographic biases in the sampling frame from the onset. For example, if a mobile phone-based survey is planned and men are more likely than women to be subscribers this has to be identified and mitigated against during the sample design process so that women are adequately represented in the sample. Decisions also have to be made about the desired unit of analysis. If the focus is on individuals, rather than households this will have implications for the sample as well as data collection design.

If it is the latter, then it will be important to create a clear definition of a household head, include a question that determines the sex of the household head and ensure that there are sufficient female household heads in the sample to allow for a comparison between the two groups.

If the unit of analysis is the individual that will also affect sample design and sample sizes. Important questions that need to be asked here are for example: will all women and men in a household be interviewed or only one. If one how will they be selected to ensure equal representativity?

It will also be necessary to establish whether the sample will be big enough to allow for an adequate subsample when disaggregating the data by sex (and perhaps age) during analysis.

## QUESTIONNAIRE DESIGN

Even though questionnaires and interview schedules are typically developed during the build phase, they are conceptualized during the design phase. When conceptualizing a questionnaire, it is important to ensure that it will be possible during data analysis to disaggregate by sex of the household head or sex of the individual for most variables included in the survey. The disaggregation should go even further to capture other variables including age, statuses such as disabilities and income levels.

It will also be important when data items/themes are identified, gender specific questions related to WEE, Governance, peace and security, GBV, time use etc. are included in line with the specific objectives of the SEA or SEIA.

## DATA COLLECTION MODE (SURVEYS)

When a questionnaire survey forms part of a SEA or SEIA, it will be important to decide what the mode of data collection will be. There are three basic modes: face-to-face-interviews, computer assisted telephone interviews and computer assisted web interviews.

Each of these modes of data collection have specific gender considerations that should be taken into account when selecting a data collection mode for the study.

## These are summarized below:

- Face to face interviews (using paper or CAPI): Sometimes the subject matter (e.g. gender-based violence) or the cultural context (e.g. conservative religious communities) create sensitivities that make it necessary for men to interview men and women to interview women. If that is the case that needs to be built into the design of the assessment and the process of recruiting the data collectors.
- Computer assisted telephone interviews: Do women have equal access to mobile and other phones? Are they adequately represented? Does the subject matter or the cultural context create sensitivities that make it necessary to do same sex interviews?
- Computer assisted web-based interviews: It is important to obtain an answer to the question as to whether women are sufficiently connected to the internet to be adequately represented in such a survey and if yes is there a possibility that male relatives may participate or interfere with the way the woman responds to the survey.

## SECONDARY DATA SOURCES

There is usually a wealth of secondary data sources available for SEA and SEIA and they usually form a big part of assessment reports. During the design phase it will be important to establish whether the assessment team intends to use credible sources with quality gender data as secondary sources. It is also important to know whether there are sufficient sources of gender data that will allow a gendered analysis. If that is not the case, it will be important during the design phase to flag that and motivate for the inclusion of primary data collection around gender issues in the assessment.

## INTERVIEWS WITH GROUPS AND INDIVIDUALS

Interviews with groups and individuals is one of the most important and widely used tools available to assessment teams. In instances where sufficient secondary data is available and perhaps not enough, financial resources for a questionnaire survey, interviews with groups and individuals become even more important to bridge information gaps. These interviews could have a variety of characteristics, ranging from for example experts in a particular field to key informants who are familiar with the topic at hand or community or other leaders.

When subjecting work planned for groups and individuals to a gender lens, it is important to critically evaluate their credentials with regards to the GEWE agenda and the extent to which they can help the assessment team to fill the information gaps in the research. Important questions include:

- Are the individuals and groups targeted for interviews appropriate from a gender perspective with regards to their knowledge or involvement with the theme?
- Are they inclusive and representative of a broad spectrum of view-points i.e. age, gender identify, disability status, socio-economic status, ethnicity, region of origin etc.?
- Are the questions to be asked gender sensitive and gender appropriate?

### FIGURE 3: EXAMPLE FROM AN INSTITUTIONAL QUESTIONNAIRE

THIS IS AN EXAMPLE WHERE THE RIGHT INDIVIDUAL IS INTERVIEWED (HOSPITAL ADMINISTRATOR) BUT THE QUESTIONS ARE NOT ENGENDERED !

*Hospital/clinic Facility Questionnaire*

1. How many beds do you have in the hospital?
2. How many doctors de you have in the hospital?
3. How many nurses do you have in the hospital?
4. What type of service de you provide during the pandemic (COVID-19)?

*Some examples of gender specific questions include questions related to gender based violence, female genital mutilation and time use.*

### 6.3. DEVELOP AND TEST (BUILD PROCEDURES AND SYSTEMS)

This phase builds and tests the tools, technologies, systems and other solutions needed to carry out the assessment. The outputs and results of this phase culminates in the actual data collection activities (phase 4) of the assessment. It is important even at this early stage to link the specific data needs to specific users/decision and policy makers in the gender sphere. This is not only likely to increase the probability of data use, but also accountability.

#### Key questions to be asked from a gender perspective during this phase are:

- Is the process transparent?
- Do all the relevant gender interest groups have an opportunity to comment?
- Has the inclusion of the gender considerations during the design phase generated the appropriate/expected instruments and systems?

- Does anything need to be done differently from a gender perspective?
- Will the outputs generated enable us to do a gender analysis?
- Do the planned outputs respond to specific data need of a policy/programme?
- Do they identify the intended user/ decision- or policy-maker?

The example below shows that even though the importance of including a question on the household head was recognized during the design phase, it became clear during the development and testing phase that something is missing. If the selected individual is not the household head, there is no other question that will determine whether the household head is male or female. Without that addition it would not have been possible to analyze household related questions by the sex of the household head. This was then corrected before the questionnaire went to the field.

FIGURE 4: QUESTIONNAIRE HOUSEHOLD HEAD EXAMPLE

NO	QUESTIONS AND INSTRUCTIONS	CODING CATEGORIES	SKIP
MODULE A : SCREENING QUESTIONS			
A01	What is your name?	.....	
A02	Are you Male or Female?	MALE..... FEMALE.....	
A03	Are you the registered owner of this mobile phone number?	YES..... NO.....	
A04	How old are you, in completed years?	.....	
A05	Are you the head of the nousehold where you currently reside?	YES..... 1 NO..... 2	»AU/
A06	What is your relationship to the head of the household?	SPOUSE..... 1	

*What happens if the answer is no?  
Where will we get information  
about the sex of the household head?*

## 6.4. COLLECT DATA AND MANAGE RELATIONSHIPS WITH DATA PROVIDERS

During phase four, all necessary information (data and metadata) is collected. This not only includes primary data such as, questionnaire surveys and interviews with groups and individuals but also secondary data from existing sources. This could entail including extractions from statistical, administrative and other non-statistical registers and databases, which can then be uploaded into a different environment for further processing. It is important during this phase to ensure that the gender machinery and other gender data providers are adequately consulted, involved and kept informed about progress. Their influence can also be leveraged in instances where it may be difficult to access secondary data.

## 6.5. PROCESS THE DATA (INCLUDES EDITING AND IMPUTATION)

The cleaning of data and their preparation for analysis is usually not appropriate or necessary when qualitative data and their associated data collection tools are developed. However, data processing becomes necessary when questionnaire survey data are collected, or the data are sourced from registers or administrative data systems. Processing of quantitative data normally only entails verifying data fields and data quality and perhaps changing the data formats into more accessible formats for analytical purposes. The process consists of checking, cleaning, and transforming input data, so that they can be analyzed and distributed in report format or as statistical products.

Sometimes it is necessary to develop sets of rules that can be used to improve the quality (editing) or completeness (imputing) of the data collected. Given that data values are essentially changed during the editing and imputation process, the gender lens focus should be on mitigating against potential gender bias. This can be done by ensuring that the editing

rules are developed and implemented with the involvement of women. Women should also be involved in the imputation decision making process and its implementation. A systematic and critical analysis should also be done to check whether the editing and imputation processes introduced any gender bias into the data.

## 6.6. ANALYZE DATA AND COMPILE THE ASSESSMENT REPORT

During phase six, the assessment reports and statistical products are produced. This involves integrating data from different sources and interpreting the findings and emerging trends. It is during this phase that a gender analysis will take place. If you have ensured throughout the preceding steps that all the relevant information was collected, it will be possible to do an analysis of most socio-economic variables disaggregated by sex, as well as an analysis of gender specific themes such as WEE, GBV, etc.

If the SEIA includes an analysis of gender differentiated impacts, it will be important to include a gender disaggregated analysis throughout the assessment. That will provide the necessary evidence to inform the gender differentiated impact analysis. Even though such an impact analysis can take many forms, it most commonly tests two hypotheses using COVID-19 as an example:

**H1: COVID-19 RELATED SHOCKS AFFECT MEN'S AND WOMEN'S SOCIO-ECONOMIC WELL-BEING DIFFERENTLY.**

**H2: COVID-19 RELATED SHOCKS AFFECT WOMEN MORE NEGATIVELY THAN MEN.**

To test these hypotheses all evidence presented in the preceding sections of the assessment report have to be integrated into a comprehensive synthesis of the most salient differences between the two groups for the appropriate impact areas.

This synthesis will then enable the researcher to make a pronouncement on these two hypotheses. It will also be important to note in this particular section of the report that gender analysis cannot be monolithic and has to consider all other dimensions (e.g. age, disability status, refugees, migrants etc.) of sub-populations at risk as well. Typical questions that need to be asked for this analysis include: Are women with and without disabilities experiencing the same COVID-19 risks and impacts? What are the differentials between younger and older women? How do the risks and socio-economic outcomes for young women and men (aged 18-24) compare?

**Key questions that should be addressed during this phase are:**

- Are the analytical drafts distributed for review at an early stage, to provide an opportunity to check whether sex disaggregation and gender specific issues are adequately incorporated?
- Are the women machinery and other gender data providers adequately consulted, involved and kept informed?
- At the minimum individual data should be disaggregated by sex.
- Household level data should be analyzed by sex of the household head.
- Is a gendered analysis reflected throughout the thematic areas represented in the assessment?
- Are gender specific issues such as WEE, GBV, time use etc. adequately covered in the report?
- Is there a chapter that specifically pulls together and focuses on the impact on women, men, girls and boys?

**FIGURE 5: EXAMPLE OF POTENTIALLY ENHANCED GENDER ANALYSIS**

In terms of operationalising the simulations, the first assumption is on how long the lockdown period would last. For each of the shocks, a mild, moderate and severe scenario is envisaged. In the mild case, we assume that the lockdown lasts for one month that is translated into a 21-day lockdown. This roughly mimics the 21-day lockdown announced by government subject to the moderate scenario, the lockdown lasts for two months, and finally, in the severe scenario, the lockdown lasts for three months. In each case, the severity of the impacts is assessed against the assumptions for the three cases. Below we discuss in some detail, the assumptions for the three shocks envisaged.

*Scenario 1: Labour supply and behavioural effects*

The data, and model disaggregates **the labour market by skill and origin**. Labour is disaggregated into unskilled (including majority of self-employed) and skilled labour. It is then disaggregated into rural and urban in order to further capture behavioural differences in response to an intervention such as a lockdown. The assumption made for the scenario is that in all cases, there will be a reduction in productivity occurring during the lockdown period. The unskilled labourers

Here is an opportunity to request modelling by sex. However, it is already necessary to point this out at the inception report review stage to ensure the consultants incorporate it into their workplans.

Source: COVID-19 in South Africa, Socioeconomic impact assessment, Draft inception report, UNDP

## 6.7. DISSEMINATE PRODUCTS (REPORTS, JOURNALS, INFOGRAPHICS, SOCIAL MEDIA PRODUCTS)

Dissemination entails the development of a dissemination strategy, production of reports, presentations, infographics and social media products to publicize the findings of the assessment. The process is usually based on a dissemination strategy that was developed during the design phase of the project. This can take place through the release of different statistical and communication products using a range of communication channels. Even though SEA and SEIA are primarily produced for planning and project design purposes, some of the results may have a wider audience. The primary aim of the dissemination process in this event would therefore be to encourage and enable stakeholders and other users of data and statistics to access and use the outputs of the assessment.

From a process perspective, it is necessary to ensure that the original plan is followed from a gender perspective. Some deviations may be necessary as a result of changes that took place in the interim. It is important to involve the gender machinery to help craft advocacy tools and messages based on the assessment data. The choices of media channels for dissemination will not only impact on how wide the message is distributed, but also its potential uptake. It will therefore be important to select channels that will ensure the biggest impact from a GEWE perspective for outputs generated around gender. Messaging should also be revised in terms of their focus on the most important gender issues identified by the assessment, concrete plans of action as well as relevance to the overall response.

## 6.8. EVALUATE THE PROCESS AND PRODUCTS

During emergencies there may not be enough time or resources to evaluate the assessment processes. However, this phase is important to not only pronounce on the quality and validity of a SEA or SEIA, but also to inform future assessments. Such an evaluation takes place at the end of the assessment cycle and relies on the inputs (metadata amongst others) gathered throughout all seven preceding phases.

It focuses on evaluating the success of the assessment and data produced as part of the assessment by drawing on a range of quantitative and qualitative inputs, as well as identifying and prioritizing improvements that could be made in subsequent assessments.

### Important questions that need to be asked from a gender perspective are:

- Were the gender machinery and other stakeholders involved throughout the process?
- Was everything adequately documented, and metadata kept, enabling a thorough evaluation and more particularly assess gender mainstreaming throughout the assessment process?
- Did the assessment adequately include a gender analysis and considered the differential impacts on women and men, girls and boys?
- Did the assessment lead to specific and appropriate recommendations with regards to gender?

## 7. CONCLUSION

Not only SEA and SEIA, but all kinds of assessments done by UN Women should adhere to the six principles of the human rights-based approach to data. These principles are participation, data disaggregation, self-identification, transparency, privacy and accountability.

Even though assessments undertaken during emergencies usually have time, resource and methodological constraints, the primary processes and the need for gender inclusion remains similar to assessments executed within a recovery or developmental context.

### KEY TAKE-AWAYS WHEN APPLYING A GENDER LENS TO SEA AND SEIA ARE:

- This is essentially another form of a gender mainstreaming activity.
- Ensure that all the assessment sub-processes consult with and are inclusive of key gender interest groups and stakeholders.
- Check that the assessments directly respond to policy/ programme/strategy (that is, clear linkage)-and will be used.
- Verify that the overarching conceptual framework has gender integrated into all thematic areas and not just as a section or chapter on the side.  
Check that assessment tools, such as for example questionnaires, will enable disaggregation by the sex of individuals, the sex of the household head and other household characteristics such as for example single mothers or multiple generation households during data analysis.
- Promote the inclusion of gender specific themes, such as WEE, GBV, Governance, Peace and Security, Humanitarian, Unpaid care work time use etc. in the assessment.
- Insist on a separate gender analysis section or chapter which brings together all gender related strands from all thematic areas and synthesize the key gender considerations and recommendations.

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