1. Purpose of a CGA

1. The Country Gender Assessment (CGA) is a tool for diagnosing gender-related barriers to poverty reduction and economic growth in client countries and for identifying priority interventions. It is the principal means by which the Bank, in collaboration with borrowing countries, identifies gender-responsive policies and actions important for poverty reduction, economic growth, human well-being and development effectiveness in the country.

2. CGAs are intended to feed into the Bank's country dialogue and Country Assistance Strategy as well as the country's development or poverty reduction strategies. For that reason, dissemination of findings and recommendations is a critical aspect of completing a CGA and a dissemination strategy should be included in the CGA concept note.

3. CGAs are intended to be flexible. For example, they can be done as part of a Poverty Assessment or another country level diagnostic instead of as a freestanding report; can rely on existing research or on new analysis; and can be a Bank product or a joint product with clients, civil society or donor partners. Although CGAs should present or refer to analytical results, stakeholder consultations are an important aspect of the CGA process to ensure buy-in from key stakeholders and recommendations that fit with stakeholder priorities or at least do not contradict them. The guidance presented here should be viewed as a menu of suggestions rather than a fixed template.

4. Task teams can find detailed information on preparing CGAs, including the latest version of these guidelines, data sources, examples of recent good practice gender analyses, completed CGAs and other relevant resources in the World Bank’s Country Gender Assessment website.¹

2. Content of a CGA

5. A full CGA comprises:
   (a) a set of recommended policy and operational interventions, developed on the basis of analysis and stakeholder consultations;
   (b) a country gender profile;
   (c) a review of the country’s laws, institutions and policy context; and

¹The CGA website can be accessed through http://gender.worldbank.org > Analytical Tools > Country Gender Assessments (CGAs).
(d) a review of the World Bank’s lending portfolio in the country. Depending on country circumstances, budget and other considerations, some parts may not be incorporated in the CGA, for example, the portfolio review. The recommended policy and operational interventions are, however, critical.

2.1 Priority Policy and Operational Interventions
6. The most important element of a CGA is a prioritized set of recommendations for policy or operational interventions. These recommendations should reflect the results of the analysis and stakeholder consultations. They should be introduced into country dialogue, not just with the national women’s machinery, but also with finance and planning ministries and relevant line ministries. The recommendations should be brought to the attention of the Bank’s sector staff working in the country, so they are aware of the gender-related barriers to poverty reduction and economic growth that fall under the purview of their sector.

7. Key Questions:
   - What are the three or four priority gender-responsive actions that are most likely to contribute to poverty reduction or economic growth in the country?
   - What should the Bank recommend to counterparts as priorities for national development plans or poverty reduction strategies?
   - In which sectors and analytical products should gender analysis and gender-responsive actions be integrated into the Bank’s work in this country?

2.2 Country Gender Profile
8. A country gender profile examines the roles, resources, capacities, voice and rights of males and females in the country, with an eye to understanding their effects on poverty and economic growth. A full country gender profile contains analysis of male and female socioeconomic roles, access to assets and productive resources, human development indicators, and participation in development decisionmaking.

2.2.1 Socioeconomic Roles
9. The socioeconomic roles of males and females are important for understanding the constraints, interests and needs of women, men, girls and boys. A full description of these roles normally includes documenting the gender division of time and tasks among adults and school-aged children in both market and household work. It also includes an assessment of the constraints on human capital formation or labor productivity that this division of time and tasks imposes.

10. Key Questions:
   - What are the differences between women and men (girls and boys) in labor force participation, occupation, and sector of work? This should include informal sector work and unpaid family work (e.g., on a family farm in a family business).
   - What are gender differences in the allocation of household work and in total work hours? (Examples: water and fuel collection, childcare, home repairs and
maintenance, food preparation.) Do women’s or girls’ household responsibilities constrain their ability to engage in productive activities or attend school? Would better local infrastructure (water and sanitation, energy sources for cooking or heating, transportation) reduce women or girls’ domestic work hours, thereby potentially freeing them to engage in productive activities or attend school?

2.2.2 Access to Assets and Productive Resources

11. Women's and men's access to and control over income and productive resources (e.g., land, tools, machinery, financial services and technical assistance) can affect their productivity and ability to contribute to family income. An understanding of gender differences in assets and productive resources is therefore central to determining whether particular forms of gender inequality are a barrier to poverty reduction and economic growth.

12. **Key Questions:**

- To what extent is there gender inequality in access to, control over, and use of the household’s assets and productive resources? Are gender gaps in access to, control over or use of productive resources greater among the poor than the non-poor (or vice versa) or in particular ethnic groups?
- To what extent do gender differences in access to land, credit, extension services or other productive inputs impede households' efforts to increase their income and improve their livelihoods? For example, if men and women enjoyed the same quantity and quality of agricultural inputs, would overall productivity increase?²
- Are there categories of women or men (or categories of households) that are particularly vulnerable to poverty (e.g., widows, male or female orphans, households headed by divorcees or widows, female-headed households in post-conflict situations, etc.)?
- To what extent are there systematic differences in the nature and extent of the economic risks that women and men face, in their ability to cope with shocks, or in their vulnerability to poverty?
- Is there discrimination in the formal labor market in terms of hiring, occupation, unemployment or wages? If so, is it possible to estimate the lost productivity, income or income growth due to this discrimination?

2.2.3 Human Development

13. Gender differences in education, literacy, mortality, morbidity, life expectancy, and nutrition can contribute to lowered productivity of males or females or reduced contributions to family income. Understanding gender differences in human development outcomes and, where possible, the causes of these differences, is therefore important for identifying key gender-based barriers to poverty reduction and economic growth.

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14. **Key Questions:**
- Are there gender gaps in education, health, or nutrition? Are women subject to domestic violence that in turn limits their productivity? Are gender gaps greater among the poor than the non-poor or among ethnic minorities or particular geographic locations?
- What causes existing gender differences in human development? In particular, to what extent do they reflect household choices versus service delivery failures—or both? For example, where girls’ school enrollments are lower than boys’, does this reflect parents’ unwillingness to bear the direct or indirect costs of girls’ schooling, their fears for girls’ safety or modesty at school or in the trip to school (due to distance, poor transport options, lack of sanitary facilities for girls at the school, etc.)?
- Do user fees contribute to gender gaps in access to basic services?
- How do gender differences in human development affect economic productivity or household incomes among the poor?
- What different needs and interests do women and men (girls and boys) have for basic human development inputs?

2.2.4. **Participation in Development Decisionmaking**
15. This includes male and female representation in decisionmaking forums, such as national assemblies or parliaments, and in other key government decisionmaking positions (e.g., the cabinet). Data permitting, it also includes representation in regional and local decisionmaking bodies or participation in consultations on the design of government policies and projects.

16. **Key Questions:**
- What are the differences in women and men's participation in decisionmaking at the household, community, and national levels?
- How do differences in women and men's participation affect the setting of development priorities?
- Do women have enough say in development decisionmaking to result in their needs and interests being met?
- What constraints (cultural, social, legal) cause gender differences in participation?

2.3 **Laws, Institutions and Policy Context**
17. An understanding of a country’s gender-related laws, policies and implementation arrangements is important for ascertaining possible priority interventions. It may also help to explain the persistence of certain forms of gender inequality. Key issues to address include whether formal or customary laws and judicial processes treat males and females differently; whether enforcement of equal rights laws or policies is effective; whether the government has explicit policies and goals to promote gender equality and empower women; and what mechanisms it has for achieving these goals. Because these issues are addressed in the gender question of the Country Policy and Institutional Assessment (CPIA), readers may want to refer to the CPIA website.

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18. **Key questions:**

- What are gender inequalities in rights and protections under the law (e.g., property rights, rights to engage in business, participate in the labor force) or in enforcement of equal protections? For example, inheritance laws may not allow women to inherit land, denying them access to productive resources, or marriage laws may require the husband's permission in order for the wife to obtain employment, creating barriers to women's participation in the labor force.

- Are there social and cultural norms that differentially affect women and men's ability to participate in and benefit from development? (E.g., norms that result in female infanticide, sex-selective abortion, female genital mutilation, child marriage, domestic violence.)

- Do the country’s formal laws on property, contracts, citizenship and family status (divorce, marriage, inheritance, rights to children) treat women and men differently? Are there customary laws or longstanding cultural practices that differ from the formal laws and effectively change what happens on the ground? Are males and females treated differently in the judicial system—as plaintiffs, defendants or witnesses?

- Does the government have an explicit policy of gender equality? If so, what mechanisms have been put in place to implement this policy? Is there a national women’s machinery, and it is effective in promoting gender equality or women’s empowerment? Are there ways in which it might be made more effective?

2.4 Lending Portfolio Review

19. The CGA may examine the Bank’s existing country lending portfolio to ascertain the extent to which relevant gender issues have been incorporated and identify key entry points for increased attention to key gender issues.

3. **Participatory Consultations in CGAs**

20. An important element of a CGA is ascertaining what key stakeholders see as the priority gender-responsive policies and interventions for their country. Good CGAs therefore go beyond analytical work to include consultations with key stakeholders, including government counterparts, grass-roots women and men, and other donor agencies. Such consultations can be done once the analytical work has been completed and the priority recommendations drafted—which may permit these recommendations to be sharpened—or they can be done at an earlier point in the CGA process.

21. **Key questions:**

- What do rural and urban, poor and less-poor women see as the greatest barriers to their advancement and well-being in the society? Likewise, what do men see as the greatest barriers to their advancement?

- Given the need to identify three or four priority policy or operational interventions, which three or four would women and men in the society choose? To what extent can
these priorities be mainstreamed into exiting or planned government programs and to what extent do they require specially targeted interventions?

- Do the gender-related priorities of grassroots women (and men) differ from those of government counterparts? And if so, are there obvious ways to reconcile these differences?

4. Schedule for Preparing CGAs and CGA Updates

22. CGAs are prepared for countries in which the Bank is proposing or engaged in active lending, including LICUS and post-conflict countries in which the Bank’s main activity is ESW/AAA. CGAs are updated on the normal cycle for country-level ESW (in most cases, every 5 years). CGA updates will investigate whether any major changes have occurred in the interim and as such, will typically be less elaborate than the initial assessment.

5. Implementation Responsibilities

23. Bank Country Directors are responsible for ensuring the preparation of CGAs. They are responsible for ensuring that CGA results are introduced into dialogue with borrowing countries to support development of priority policy and operational interventions in the CAS. They are also responsible for monitoring and evaluating their implementation and results. Sector Directors are responsible for ensuring that CGA results are appropriately incorporated into sectoral work in the country.

24. The Gender and Development Board is responsible for updating CGA guidelines and for collaborating with relevant policy and operational quality assurance groups within the Bank, as necessary, to facilitate the integration of gender issues in the Bank's work.