# Worksheet: Learn About and Identify GBV in Project Activities

The following worksheet may be adapted and used to plan for learning about gender-based violence (GBV) within agriculture and market systems development projects.

* 1. Look at Exhibit 4 in Chapter 2 and Annex 1 of the [Toolkit to Address Gender-Based Violence in Agriculture and Market Systems Development](https://www.agrilinks.org/post/awes-toolkit-address-gender-based-violence-agriculture-and-market-systems-development-and) and consider the project’s objectives and planned activities. Where are areas of potential risk for GBV that may be relevant to the project? *Write them below:*
	2. What assessment activities will the project be conducting? *Mark all that apply.*

| Beginning of the project | At specific points throughout project implementation | When developing activities |
| --- | --- | --- |
| Gender equality and social inclusion (GESI) analysis | Annual review and work planning | Other (please list) |
| Value chain assessment | Mid-project assessment |  |
| Market assessment | Other (please list) |  |
| Food environment analysis |  |  |
| Other (please list) |  |  |

* 1. Any other type of assessment or learning?
	2. Using the answers above, fill out the table below to determine which assessments would be important for integrating questions to assess GBV and what information would be gathered to address potential risk areas for the project.
	+ For GBV-specific information, this can include sex and age-disaggregated data, types of GBV risks in the project and how they affect activities, and capacity to respond to GBV.
	+ Potential sources of information can include desk review, existing GBV organizations, key informants among project staff and partners, focus group discussions with community members, and participatory data collection activities.
	+ To ensure ethical guidelines are followed, projects can reference the specific considerations specified in Chapter 3.

| Assessment | Potential Project-Relevant GBV Risks | GBV-Specific Information to Be Collected | Potential Sources of information | Specific ethical considerations or questions |
| --- | --- | --- | --- | --- |
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