

## Module 2

### CONDUCTING GENDER ANALYSIS

#### MODULE OVERVIEW

**TIME:** 1hour 50min

**OBJECTIVES:**

- ♦ To outline the principles of gender analysis.
- ♦ To get an overview of existing gender analysis tools.
- ♦ To examine rationale for using Gender Analysis Tools in participant's work.

**MODULE OVERVIEW:**

SESSION	
1. The World of Gender Analysis	10 min
2. Tools and Frameworks for Gender Analysis	10 min
3. Activity Analysis	30 min
4. Tools for Gender Analysis: The Access and Control Profile	30 min
5. Element of the Gender Analysis: Practical and Strategic Gender Needs	10 min
6. Data for the Analysis and Importance of Participatory Approach	20 min

**MATERIALS NEEDED:**

- ♦ Flip charts, markers
- ♦ Power Points PP2.0 – PP2.13
- ♦ Gender Framework Matrix (Annex 2.1)
- ♦ 24-hour Day Chart Template (Annex 2.2)
- ♦ The Access and Control Profile chart (Annex 2.3)

### THE WORLD OF GENDER ANALYSIS

**AIM:** To become familiar with key elements and characteristics of gender analysis.

**TIME:** 10 min

**MATERIALS NEEDED:** Flip charts, markers, Power points PP2.0-2.2

**STEP BY STEP GUIDE:**

- Step 1 Ask participants what they understand under the term *Gender Analysis*.
- Step 2 Ask them what they think the key elements of gender analysis are?  
What questions do they ask when making gender analysis?  
Note down key answers on the flipchart.
- Step 3 Follow up on the discussion with the Power points 2.1-2.2, showing some characteristics of gender analysis. **PP2.1**  
**PP2.2**

**FACILITATOR'S NOTES**

**Gender analysis** presents a variety of approaches and methods used for systematically examining the differences between the roles that women and men play, responsibilities they have, the different levels of power they hold, their differing needs, constraints and opportunities, and how all these differences impact their lives (Hunt 2006).

**Areas to be analysed:**

gender division of labour and patterns of decision-making	access to and control over resources, assets and benefits
women's/girls' and men's/boys' different needs, priorities and strengths	complexity of gender relations, different norms and beliefs about gender
barriers and constraints in women and men participation, etc.	

Gender analysis directs us to understand what are the best strategies and approaches to address harmful norms, structures, behaviours and other constraints and how to transform existing gender relations.

It also helps us to better understand what type of disaggregated information is available, where the gaps are, and how to measure the impact of the strategies on gender equality and development outcomes using gender indicators.

**IMPORTANT NOTE!** It is necessary to take into account heterogeneity among and between different groups.

*Inspired by Hunt, 2006*

## FACILITATOR'S NOTE

- ♦ Gender analysis should be seen as essential part of any diagnostic work before developing and implementing any interventions.
- ♦ It should be planned and budgeted for as early in the design of the process as possible.

It has to be carried out on all levels:

- ♦ **the macro level:** integrated into e.g. macro policies, national development and/or poverty reduction strategies, public expenditure programmes/budgets, legislation, regulations and procedures, operational guidelines;
- ♦ **the intermediate level or mezzo level:** integrated into e.g. in provincial or district development plans, policies, strategies, budgets, legislations, regulations and procedures;
- ♦ **the field level or micro level:** integrated into e.g. in community or organisational development plans, programmes and activities and donor programmes (UNDP, 2014).

## TOOLS AND FRAMEWORKS FOR GENDER ANALYSIS

**AIM:** To get an overview of different gender analysis frameworks and tools.

**TIME:** 10 min

**MATERIALS NEEDED:** Flip charts, markers, Gender Framework Matrix (Annex 2.1), Power points PP2.3-2.4

### STEP BY STEP GUIDE:

- |        |   |                        |
|--------|---|------------------------|
| Step 1 | Ask participants if they are familiar with any of the existing frameworks or tools for gender analysis. If yes, ask them to share a bit more about them with you. |                        |
| Step 2 | Present the participants with the matrix showing different gender analysis tools (Annex 2.1.).  |                        |
| Step 3 | Give them an overview of existing tools, using the matrix or PP2.3.   | <b>PP2.3</b>           |
| Step 4 | Inform participants, that they will be presented with the tools to carry out some elements of gender analysis.  |                        |
| Step 5 | Using the PP2.4-2.5, present the participants with some of key elements of gender analysis.   | <b>PP2.4<br/>PP2.5</b> |

## FACILITATOR'S NOTE

### Different Gender Analysis Frameworks

- ♦ **Harvard Analytical Framework:** the division of labour between men and women in agricultural and in more urban settings
- ♦ **Moser Framework:** the division of labour between men and women in agricultural and in more urban settings (triple roles)
- ♦ **Levy Framework:** gender mainstreaming in institutions
- ♦ **Gender Analysis Matrix (GAM):** gender differentials in the impact of projects at the community level
- ♦ **Equality and Empowerment Framework (Longwe):** assessment of the contribution of interventions in all sectors to the empowerment of women
- ♦ **Capacities and Vulnerabilities Framework (CVA):** humanitarian and disaster preparedness issues
- ♦ **People Oriented Framework (POP):** refugee issues, based on an expanded approach to the Harvard Framework
- ♦ **Social Relations Framework (SRF):** sustainable development and institutional change

*Frameworks  
only act as  
guides and not a  
blueprint to the  
process!!*

### Elements or Steps of Gender Analysis

- ♦ Collect **sex disaggregated** household, workplace, community and all other data that are relevant to the policy field or programme/project.
- ♦ Assess how the gender **division of labour and patterns of decision-making affects the programme/project**, and how the programme/project affects the gender division of labour and decision making (productive, reproductive, community work).
- ♦ Assess who has **access to and control over resources, assets and benefits**, including programme/project benefits.
- ♦ Understand women's/girls' and men's/boys' **different needs, priorities and strengths** (strategic and practical needs).
- ♦ Understand the **complexity of gender relations, beliefs, perceptions, knowledge and social norms** of, and about women, men, girls and boys.
- ♦ Assess the **barriers and constraints** to women and men participating and benefiting equally from the programme/project.

The data gained allows us to:

- ♦ develop **strategies and decide** on the appropriate areas for intervention to address barriers and constraints; include these strategies in programme/project design and implementation, and ensure that they are adequately resourced.
- ♦ assess **counterparts/partners capacity** for gender sensitive planning, implementation and monitoring, and develop strategies to strengthen capacity.
- ♦ assess the potential of the programme/project to **empower women**, address strategic gender interests and **transform gender relations**.
- ♦ develop **gender-sensitive indicators** to monitor participation, benefits, the effectiveness of gender equality strategies, and changes in gender relations.

(*Hunt, 2006*)

## TOOLS FOR GENDER ANALYSIS: Activity Analysis (or Exploring the Workload - The 24 hour day)

**AIM:** To understand the difference in workloads for male and female in a day, to identify imbalances in the distribution of household responsibilities and the differences between low and middle income homes; rural and urban settings.

**TIME:** 30 min

**MATERIALS NEEDED:** Flip charts, markers, 24-hour Day Chart (Annex 2.2), Power Points PP2.6- 2.7

### STEP BY STEP GUIDE

- |        |   |              |
|--------|---|--------------|
| Step 1 | Form four working groups.   |              |
| Step 2 | Task groups 1 and 2 to discuss the lives of a man and a woman in a traditional low income household based in a rural setting. Task groups 2 and 4 to discuss the lives of a man and a woman in a low income household in an urban setting. All of them should decide on the location of the household and its members.  | <b>PP2.6</b> |
| Step 3 | Give participants the 24 hour Day Chart (Annex 2.2.) and ask them to list the tasks.  |              |
| Step 4 | Ask each group to report results in 10 minutes.   |              |
| Step 5 | Start the discussion asking participants the following: <ul style="list-style-type: none"> <li>♦ What is the significance of who does what in your household profile?</li> <li>♦ How do the perspective of men and women differ towards each other's activities, roles and responsibilities?</li> <li>♦ How do the schedules and workloads of men and women differ in a typical urban household? How do they differ in a rural setting?</li> <li>♦ Do you perceive any implication — from the gender workload difference — in your programme's planning and implementation of interventions? Which ones?</li> </ul> |              |
| Step 6 | Present the participants with the PP2.7 explaining different categorisations of workload.   | <b>PP2.7</b> |

## FACILITATOR'S NOTE

### 24-hour Day Chart

TIME	TASKS DONE BY WOMEN	TYPE OF WORK	TASKS DONE BY MAN	TYPE OF WORK
5.00				
6.00				
7.00				
8.00				
9.00				
10.00				
11.00				
...				

*Inspired by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*

TRIPLE ROLES		
Productive work	Reproductive work	Community work
Production of goods and services for home consumption and sale (e.g. employment and self-employment, formal and informal)	Tasks associated with domestic work, maintenance of the household and care for its members. Usually unpaid.	Management and wellbeing of the community.  Usually voluntary and unpaid.
According to gender division of labour. Women: lower paid, less secured jobs, often support sector Man: technical, managerial positions, political parties	Women: preparing food, bearing and caring for children and other household members, maintaining the house, collecting water. Man: constructing the home, household security, decision-making.	Women: provisioning and maintenance of resources which are used by everyone, such as water, healthcare, education. Man: politics at the community.
Women's productive work often alongside their reproductive work.	Women have bigger burden than men. Activities often overlooked, unmeasured and undervalued.	Activities often as extension to women's reproductive role. Differences in the community engagement across the countries.

## TOOLS FOR GENDER ANALYSIS: The Access and Control Profile

**AIM:** To get familiar with The Access and Control Profile Tool and understand the differences between men and women in access to and control over resources, assets and benefits.

**TIME:** 30 min

**MATERIALS NEEDED:** Flip charts, markers, The Access and Control Profile chart (Annex 3.3), Power Points PP2.8-2.9

### STEP BY STEP GUIDE

- |        |  |              |
|--------|--|--------------|
| Step 1 | Give the participants the Access and Control Profile chart (Annex 2.3).  |              |
| Step 2 | Instruct them to stay in the same groups as for the activity before (Activity analysis).   |              |
| Step 3 | Again, task groups 1 and 2 to try to, using the same traditional low income household which they were analysing in the Activity analysis before, fill in the resource profile. | <b>PP2.8</b> |
| Step 4 | Ask them to report back to the plenary in 15 minutes time.   |              |
| Step 5 | Discuss with the participants the gender inequality in relation to resources, benefits and assets.   |              |
| Step 6 | Follow up on the discussion, using the PP2.9.  | <b>PP2.9</b> |

## FACILITATOR'S NOTE

## THE ACCESS AND CONTROL PROFILE CHART

<i>What resources exist?</i> <b>RESOURCES</b>	<i>Who can access them?</i> <b>ACCESS BY GENDER</b>	<i>Who has control and make decisions over them?</i> <b>CONTROL</b>
<i>e.g. land, trees, labour, time, technology, capital, extension training, indigenous knowledge, household decision-making</i>	<i>F: exclusively female F/m: predominantly female M/F: equally male/female M/f: predominantly male M: exclusively male</i>	<i>e.g. husband, first wife, village chief, state, forest department</i>
<i>What are the benefits from resources?</i> <b>BENEFITS</b>	<i>Who can access them?</i> <b>ACCESS BY GENDER</b>	<i>Who has control and make decisions over benefits?</i> <b>CONTROL</b>
<i>e.g. food, fuel, income, skills, political power, status, in-kind goods, other</i>	<i>F: exclusively female F/m: predominantly female M/F: equally male/female M/f: predominantly male M: exclusively male</i>	<i>e.g. husband, first wife, village chief, state, forest department</i>
<i>Inspired by Harvard Analytical Framework</i>		

**RESOURCES AND ASSETS** include national and productive resources, information, education, income, services, employment and benefits, finance/loans.

<i>When analysing access and control of resources, it is also important to have in mind the following dimensions:</i>	
<b>Legal rights and entitlements</b>	<ul style="list-style-type: none"> <li>♦ National and cultural policies around <b>asset ownership</b> (e.g. women's ability to legally own assets without male permission, joint ownership, ability to make asset-related decisions).</li> <li>♦ National and cultural policies around women's <b>access to land and access to inputs</b>.</li> <li>♦ National and cultural policies around <b>inheritance</b>.</li> <li>♦ Entitlements to health care, representation, due process and family formation or recognition.</li> </ul>
<b>Power</b>	<ul style="list-style-type: none"> <li>♦ The <b>capacity to control resources and to make autonomous and independent decisions free of coercion</b>: who can make and act on decisions about acquiring resources; beliefs; one's own body; children; occupations; affairs of the household, community or state; voting; running for office; legislation; entering into legal contracts; and moving about and associating with others.</li> </ul>
<i>Inspired by FHI360</i>	

## ELEMENT OF THE GENDER ANALYSIS: Practical and Strategic Gender Needs

**AIM:** To get familiar with the concepts of practical and strategic needs and their implications for the project/programme development.

**TIME:** 10 min

**MATERIALS NEEDED:** Power Point PP2.10

### STEP BY STEP GUIDE

- Step 1 Present the participants with the concept of practical and strategic needs, using PP2.10. **PP2.10**
- Step 2 Ask them if they can state any examples of each category of needs and the methods or strategies needed to fulfil these needs.

### FACILITATOR'S NOTE

PRACTICAL NEEDS	STRATEGIC NEEDS
Basic necessities such as adequate living conditions, water provision, health care and employment.	Required to overcome women's unequal status and relate to issues of power and control, sexual division of labour, physical violence, restricted legal protection and other resources such as education.
Short term Have to be met regularly on a day-to-day basis.	Longer term Involves a gradual process of changing societal attitudes, including the attitudes of women and men themselves.
Easy to identify these needs as they often relate to day-to-day living conditions.	Not as easily to identify, often requires specific opportunities for identification.
Addressed through direct action, such as installing water pumps and building schools or health facilities.	Require changes in the gender division of labour (women to take on work not traditionally seen as women's work; men to take on more domestic responsibility), enhancing legal rights, achieving equal wages and securing women's control over their own bodies.
<b>IMPORTANT POINT!</b>	
Meeting women's practical gender needs is necessary in order to improve living conditions, but in itself it will not change the prevailing disadvantaged (subordinate) position of women. It may in fact reinforce the gender division of labour.	
<i>Inspired by UNDP, IRC and WHO</i>	

## DATA FOR THE ANALYSIS and IMPORTANCE OF PARTICIPATORY APPROACH

**AIM:** To emphasise the importance and benefits of collecting primary data, conducting analysing in a participatory manner and exploring different data gathering methodologies.

**TIME:** 20 min

**MATERIALS NEEDED:** Power Point PP2.11

### STEP BY STEP GUIDE:

- |        |  |               |
|--------|--|---------------|
| Step 1 | If time permits you, discuss with the participants where can they get the data for the gender analysis.  |               |
| Step 2 | Make a summary of the discussions, using the PP2.11.   | <b>PP2.11</b> |
| Step 3 | Ask the participants what could be the benefits of collecting primary data?  |               |
| Step 4 | Ask participants to identify some of the methodologies for primary data collection.  | <b>PP2.12</b> |
| Step 5 | Note them down on the flipchart and then summarise, using PP2.13.  | <b>PP2.13</b> |
| Step 6 | Ask them: <ul style="list-style-type: none"> <li>♦ Which methods are the most useful for which purposes and situations?</li> <li>♦ What are the limits of each methodology?</li> </ul> |               |
| Step 7 | Ask participants, what they should be aware of, when carrying out participatory analysis?  |               |

### FACILITATOR'S NOTE

#### SOURCES FOR GENDER ANALYSIS

##### Existing secondary sources

Official national statistics, gender analysis and studies by other donors, and NGO partners, academics, United Nations reports and reports of other Inter-governmental agencies, such as Regional and country Millennium Development Goals Reports (Gender equality is MDG3), UNDP Human Development Reports, etc.

##### Collecting our own primary sources

Focus groups and structured, semi-structured interviews, key informant interviews, surveys, informal group discussions, questionnaires, brainstorming, direct observations, participatory or rapid appraisal methods (Venn diagrams, seasonal calendars, resource picture cards, transect maps and benefit flow diagrams), etc.

***Gender analysis recognizes reaching out and directly involving potential beneficiary community or group of the intervention and conducting gender analysis in PARTICIPATORY manner.***

### TIPS FOR PARTICIPATORY GENDER ANALYSIS

In this regard, try to make a gender analysis as participatory as possible, including try to:

- ♦ conduct individual interviews with members of the community who best represent their peers.
- ♦ ensure that all individuals tagged as key for the intervention have been duly interviewed, or have otherwise played a direct role in securing the information or in utilising the analytical tools;
- ♦ verify the information through group discussions with the different parties involved;
- ♦ involve a sufficient number of participants to reflect the considerable variety of socio-economic situations and identities that exist within a given community (e.g. ensuring variety based on economic status, race, religion, etc.).
- ♦ conduct the consultation process with both single-sex groups (both men and women) and mixed groups, making sure that women's voices are heard.

**Have in mind that WOMEN'S PARTICIPATION IN DECISION MAKING IS GENERALLY LOWER than that of men, SPECIFIC STRATEGIES ARE GENERALLY REQUIRED to ensure that women's voices are heard.**

## Annex 2.1: GENDER FRAMEWORK MATRIX

Gender Training Pack of the International Federation of Red Cross and Red Crescent Societies

Table of commonly-used gender analysis frameworks

	Harvard Gender Roles Framework	People Oriented Planning (POP)	Gender planning emphasising practical & strategic needs	Gender Analysis Matrix	The Women's Empowerment Framework	Socio-economic and gender analysis (SEAGA) approach	Social Relations Approach	Human Capabilities Approach
Comment	One of the first frameworks for gender analysis. Used by USAID.	Focuses on identification of gender-based needs in refugee camps. No emphasis on participation.	Emphasis on setting up gender planning as a type of planning in its own right	Influenced by reality of participatory planning – community based.	A framework that attempts to measure what women's empowerment means in practice.	Participatory analysis to help determine at what level action is required.	Socialist feminist background thinking. Aims to enable women to be agents of their own development	Theoretical rather than practical - human rights focus.
Based on:	an efficiency approach, an economic case for allocating resources to women as well as men - focus only on roles, not relations between sexes	the Harvard Gender Roles Framework. Used by UNHCR	equality, equity and women's empowerment	transformation of relations, initiating a process of analysis by community members themselves.	critically assessing how development interventions support women's empowerment	socio-economic and gender analysis at the macro, intermediate and field levels - linkages between them, to support participatory planning.	analysing inequalities in distribution of resources, responsibilities, & power - people's relationships to institutions.	a list of 10 central human capabilities to be pursued for every person, based on the principle of each person as important.
Key components	Activity profile of women and men; access and control profile; outline influencing factors.	3-step framework: 1. refugee population profile & context analysis 2. activity analysis 3. use & control of resources analysis.	Examine women's triple role; identify practical and strategic gender needs. Examine categories of WID/GAD policy approaches.	Analysis of development at 4 levels of society (women, men, household, community), and 4 types of impact (labour, time, resources, socio-cultural factors).	Levels of women's equality and empowerment 1. Control; 2. Participation; 3. Conscientisation; 4. Access; 5. Welfare.	Stakeholder analysis, examining resources and constraints, institutional analysis, and gender sensitive PRA tools at the field level.	Concept of social relations; Institutional analysis.	Facilitate dignified humans who shape their own lives. Capabilities of what people are able to do or be are conceived as human rights.
Origin	1985 Overholt, Anderson, Austin Cloud.	1992 Overholt, Howarth, Anderson.	1980s, Moser, DPU, UK.	1993, Parker, Save the Children.	1994 Longwe, Zambia. Used by UNICEF.	1995, FAO.	1994, Kabeer, IDS, Sussex, UK.	Sen and Nussbaum, 1990s.

## Annex 2.2: HAND-OUT: 24 Hour Day Chart

TIME	TASKS DONE BY WOMEN	TYPE OF WORK	TASKS DONE BY MAN	TYPE OF WORK
5.00				
6.00				
7.00				
8.00				
9.00				
10.00				
11.00				
12.00				
13.00				
14.00				
15.00				
16.00				
17.00				
18.00				
19.00				
20.00				
21.00				
22.00				
23.00				
0.00				
1.00				

