

Learning Resources

# Gender Analysis in Programme Design

Islamic Relief Worldwide



الإغاثة الإسلامية  
*Secours Islamique*

Islamic Relief is dedicated to alleviating the poverty and suffering of the world's poorest people.

Published by Islamic Relief Worldwide  
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**Part**

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**2.4 Gender Analysis in  
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## 2.4 Gender Analysis in Programming

For an aid project to be successful in providing assistance to the poorest and most vulnerable it is essential that the project design has taken into account the various interests and roles of relevant stakeholders in the community. Amongst these stakeholders, males and females of all ages, form the broadest and most basic category that needs to be examined. This is because their roles and interests are often different and they will affect or be affected differently by both the problems addressed as well as the proposed project design. Women are generally far more vulnerable and disproportionately poorer at all ages, and therefore particular attention needs to be paid to ensuring their interests are represented.

In project design, gender analysis helps us to:

1. Identify gender-based differences in access to resources to determine how different members of households will participate in, and be affected by, project interventions.
2. Incorporate gender equity and empowerment into the project design process and subsequent goals and interventions.

### Some definitions

**Sex:** Biological Difference (nature) – male or female

**Gender:** Social difference (culture) – built on biological difference- masculine or feminine

**Gender Relations:** Social relationships between men & women

**Gender Analysis:** Explores roles and relationships between men and women and among other things the distribution between the sexes of responsibilities, access to and control of resources and capacity and vulnerability.

### 2.4.1 Gender Analysis: Gender Roles

Gender roles are learned from an early age, they are part of our identity and self understanding. They feel natural. Questioning these roles may feel threatening, as though our whole identity is under attack.

Although Muslims may feel many of the social and emotional differences between genders relate to our natural predisposition as humans (Fitrah), we can see that these roles are not all universal. Even within the Muslim world, gender relations and roles differ substantially and of course within the wider community even more variance can be observed. Islam lays down basic rights and obligations within the family and community, but within this broad framework considerable legitimate diversity in culture and gender roles is apparent. As in all communities the rights of women and other groups are not always respected which leads to even greater cultural and gender disparities manifesting themselves.

Gender roles are different across societies and within the same society, because they are influenced by class, economics, ethnicity, educational background, age and other factors. They may change significantly over time either naturally or due to societal pressure, or as a result of a changing context (eg in times of crises and war).

Gender roles are usually analysed in three particular categories:

**i. Reproductive work:  
Biological & Social Reproduction**

This includes bearing and caring for children, and looking after the health and well being of other family members. It involves housekeeping, preparing food, possibly growing subsistence crops, ensuring there is fuel for cooking and water for drinking and washing.

**ii. Productive work:**

This involves the production of goods and services for consumption and trade (in paid employment and self employment).

Both women and men may be involved in productive activities, but their roles and responsibilities are often different. For example, both men and women work in the education sector in the UK. There tend to be more women teaching in primary schools and more men teaching at university level. In many countries, very few women engage in paid work and when they do, generally speaking they earn less than men and are involved in lower paid/low status jobs.

**iii. Community work**

Can be social events or community participation in groups and organisations. We may distinguish between:

**Community managing** – ensuring the provision of scarce resources which everyone uses, such as water and health care. This is often voluntary, unpaid.

**Community politics** – organised formal politics often within the framework of national politics. This may bring increased status, cash or other benefits.

**1.1 Different Themes of Gender Analysis**

Within the three broad categories, differing cross-cutting themes need to be explored to ensure the project design is relevant and effective.

**i. Analysis of the use of public/private space**

It is useful to consider how the community uses **public** and **private** space. Women may be at home while men are the public representatives of their communities. This does not mean that women and girls do not have a community role, but it is less

visible to the outsider. So finding ways of consulting women in their homes is important so that their voices can be heard.

## ii. Activities Analysis

Activities analysis is a vital tool to enable an understanding of differing gender roles and the potential for men and women to become involved or benefit from new aid and development activities.

Where there has been turbulent change, an **activities analysis** will show whether the roles of women and men have changed in the new context. In a refugee camp women may be busy looking after their families, and their work may be increased because they have become responsible for their households. Men, on the other hand, may have no opportunity to work and feel demoralised and disempowered.

## iii Status & Role Analysis

**Status** - Activities carry status. We see some roles as more important than others. Often we take for granted the work of women. Two concepts here can help us:

**Condition** - This term describes the immediate material circumstances relating to existing workloads and responsibilities. Projects which provide clean water supplies may improve women's condition by lightening their workload.

**Position** - refers to the status of men and women in society relative to one another. Often women have lower status. Projects which aim to change this must look at **strategic gender interests**. Practical needs can be met in a strategic way e.g. involving women as well as men in decisions about their lives.

## iv. Analysis of time available for other activities such as community management, planning & decision-making

It is important to analyse gender roles in planning, because any intervention in one area of work will affect activities performed in other areas. If women have to spend a great deal of **time** on their reproductive work, it will not be easy for them to become involved in other activities such as public meetings, or training opportunities. The timing of a meeting may determine who is free to attend. Men in paid work may find it easier to attend an evening meeting, but women may be occupied with cooking and child care then.

## v. Analysis of Resource Access and Control

**Resources** Another part of our analysis is to look at resources. What do people have and how are these resources allocated? We should ask questions about;

**Access:** this means the opportunity to use resources such as land and credit, even if they are not owned by the user.

**Control:** the power to decide how the resource is used and who may use it. In some places there are rules about the ownership and use of resources such as land, and women may be excluded from ownership. Women often have access to resources

but no final control. Their access may be governed by a complex pattern of relationships through marriage and kinship with male relatives. So a woman without a husband, sons or brothers may have reduced access to resources.

Our resources include not only material, physical things which can be seen and touched and possessed. Some of our strongest resources are the most intangible eg. a strong belief in the meaning of life has been shown to help people survive hardships.

**Relationships** are an important resource. The relationships between men and women can be a source of connection, intimacy and support. They can also be a source of division and domination. There is power in these relationships, which can be a strength and mutual support, or a form of violence and abuse.

Social relations are relations of power. They can be unequal, and in the case of gender relations they often are. But they can be influenced and improved both by the persons within the relationship and by the intervention of external agencies if an appropriate approach and strategy is adopted.

**Exclusion** from social relationships creates vulnerability in many ways. Widows and orphans are traditionally among the poorest and most vulnerable. War and conflict create widows and orphans. Violent conflict may also create suspicion where there was trust. In Cambodia gender relations were broken through forced marriages and pressure on marriage partners to spy and inform on one another. Rebuilding relationships is a key component of peacebuilding at every level, from the personal to the political.

## **vi. Analysis of Capacities and Vulnerabilities**

**Capacities** - this term describes the existing strengths of individuals and social groups. These are related to material and physical resources, social resources and beliefs and attitudes. Capacities are built over time and influence people's abilities to cope with crisis and recover from it.

**Vulnerabilities** - these are the long term factors which weaken people's abilities to cope with the sudden onset of disaster or with drawn out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, and make effective response harder. They continue after the disaster too.

**War, violence and destructive conflict.** Men and women, girls and boys have different experiences in war and violent conflict, the impacts are different and their needs are also different. It is important to be aware of these different experiences and needs, and to formulate responses which build on the capacities of men and women, and reduce their vulnerability. Relationships are affected too.

## **Power and Empowerment**

*Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision making process and access to power, are fundamental for the achievement of equality, development and peace.*

### *Beijing Declaration (paragraph 13)*

We need to be clear about our values and purpose in doing work on gender. We should not just see gender analysis as a technical tool – to enable planners to design more effective and efficient projects. Rather it enhances the skills we need to work for women’s empowerment, and to build a culture of justice and peace for all people.

Importantly, our work in relieving poverty will inevitably be stunted unless we can appropriately involve all our stakeholders and the development of nations is dependent on the effective mobilisation of human resources. When females have inadequate access and control of resources and when they find it difficult to make themselves heard, a country’s development is negatively impacted. For Muslims in particular there is a heavy onus within the religion to nurture females and protect their rights.

*(these materials are drawn and adapted from March, Candida, Smyth, Ines, and Mukhopadhyay, Maitrayee(1999): A Guide to Gender Analysis Frameworks, Oxfam Oxford)*

### **2.4.2 Gender Analysis Tools**

Because gender planning is part of the overall project design process, the composition of the planning team, the timing and approach of the holistic appraisal, and the integration of gender concerns into the identification of causal linkages surrounding the main issue being addressed are all critical to project achievement.

Each of the diagnostics described in this section can be useful in conducting a gender analysis. Needs assessment, for example, can be used to understand how the needs of women differ from those of men. Wealth ranking can be used by village women’s groups to disaggregate households. Gender analysis techniques can be used as group activities involving both women and men or with individual groups. For women to feel comfortable expressing themselves openly, in many design contexts it will be preferable, or perhaps even necessary, for men and women to meet separately.

#### **(i) Activities Profile**

Also known as Analysis of Tasks, this is a gender analysis tool that raises awareness of the distribution of domestic, market and community activities according to gender. An activities profile solicits information essential to the planning of effective project interventions, allowing project designers to identify the degree of role flexibility associated with different activities and participants’ allocation of time to existing tasks.

Developed originally in the mid 1980s at Harvard University, the activities analysis tool has developed to also include additional analysis such as identifying location of tasks and timing, as well as analyzing roles prior to migration or disruption to peoples lives. How strictly defined was and is the division of labour? Were the activities carried out by adults or children and how might this have changed? Are activities seasonal, monthly, weekly, daily?

The tool should be integrated with other participatory analysis tools such as time lines and community maps discussed in the Participatory Appraisal and Project Management Manual. Activities analysis cannot be carried out in isolation of other profiling, such analyzing the population profile. For instance it may be that for varying reason many women or men are absent in a particular setting, which may alter traditional gender roles and activities.

Protection is a crucial issue, particularly for women and girls. The activity of protecting women, children and the elderly may have been allocated to a particular group or social institution within the community. For instance in many traditional societies, a great deal of men's roles are concerned with protection of assets such as grazing rights, water as well as the settlement itself.. Has this been disrupted and how are men and women adjusting to this change?

In the Tool 1 below, the assessment team in participation with the community should list the various relevant activities and classification.

<b>Tool 1: Activities Analysis</b>					
<b>Activities</b>	<b>Who?</b> <b>women,</b> <b>girls)</b>	<b>(men,</b> <b>boys,</b>	<b>Where?</b>	<b>When?</b> <b>How</b> <b>long?</b>	<b>Resources</b> <b>used</b>
<b>Production of Goods...</b> eg.Carpentry .... <b>and services</b> eg. Teaching, domestic labour					
<b>Agriculture</b> eg Land clearance, planting, care of livestock					
<b>Household production</b> Eg Childcare, home garden, water collection					
<b>Protection Activities</b> eg of unaccompanied children, single women, elderly & disabled					
<b>Social, political, religious</b> <b>activities</b> Eg Community meetings, representation, ceremonies etc					

### **(ii) Resource Access Assessment**

This participatory technique provides insights into how access to and control of domestic and community resources varies according to gender. Simple activities can be adapted for use in various professional and cultural contexts, drawing on the daily experience of participants. One particular gender analysis technique used three large drawings of a man, a woman and a couple, and a set of cards depicting different resources and assets owned by people in a community (e.g., house, land, animals, farm implements). Participants then assign the resources to the man, woman or couple, depending on the patterns of ownership (as distinct from use) in their

community (Rietbergen-McCracken and Narayan 1997).

This tool below helps you determine how resources are distributed, and who has a say over their use, by asking the following questions

- What resources do people have/which do they bring with them?
- Who has which resources?
- What resources must be provided for which resources?

In a refugee situation, you may identify what resources were used and controlled by women and men before flight, and what resources they now control and use as refugees.

This should include both material resources and intangible ones, such as community structures, social networks, time, skills and education.

Men, women and children will have lost different resources. They may also have gained new ones, for example, access to food items distributed by aid agencies. The new situation, including your own project activities, will affect gender relations, and may introduce opportunities for positive change for women.

<b>Tool 2: Resource Access and Control</b>				
	Access		Control	
	Female	Male	Female	Male
<b>Resources</b> (in the case of refugees what they had before and after flight) e.g., Land property, Labour, Training				
<b>Resources/Benefits of proposed project activity</b> e.g., Food, shelter, clothing, education, legal services etc				

### iii The Capacities and Vulnerabilities Analysis Framework. (CVA)

This framework for analysis was designed specifically for use in disaster preparedness and humanitarian interventions to help outside agencies plan aid in emergencies, in such a way that interventions meet immediate needs, and at the same time build on the strengths of people and their efforts to achieve long-term social and economic development.

The CVA is based on the central idea that people's existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as

well as the way they respond to the crisis. A crisis becomes a disaster when it outstrips a society's capacity to cope. In the long term, emergency interventions should aim to increase people's capacities and reduce their vulnerability. (March, Smyth and Muhopadhyay. 1999) As such CVA integrates longer term developmental approaches into relief work, which conform to emerging standards with regard to LRRD (linking relief and Rehabilitation to Development), advocated by the leading funding agencies and NGOs.

**Capacities:** existing strengths – individual – groups

- material / physical resources
- social resources
- beliefs and attitudes

**Vulnerabilities:** factors (long term) which weaken ability to cope and make women and men more susceptible to disaster.

**Key questions:**

**Physical / material capacities and vulnerabilities.**

- What are/were the ways in which women and men were/are physically or materially?
- What productive resources, skills and hazards exist?
- Who (men/women) have/had access and control?

**Social or organisational capacities and vulnerabilities.**

- What was the social structure before the disaster and how did it serve in the face of disaster?
- What has been the impact of the disaster on social organisation?
- What is the level / quality of participation in these structures

**Motivation/attitudinal capacities and vulnerabilities.**

- How do men and women view themselves and their ability to cope?
- What were their beliefs and motivations before the disaster (inc Gender)?

Do people feel they can shape their lives? Do men and women feel they have the same ability?

Tool 3: Vulnerabilities & Capacities				
	Vulnerabilities		Capacities	
	Women	Men	Women	Men
Physical/ Material				
Productive resources				
Abilities / skills				
Hazards				
Social / Organisational				
Relationships between people				
Organisational structures				
Motivational / Attitudinal				
How do men and women view the community's ability to create change?				
'Development is the process by which vulnerabilities are reduced and capacities increased'				

Source: Anderson & Woodrow 1989

'Complex reality': For the CVA to be affective other dimensions within the community will need to be taken account of

- Disaggregation according to other dimensions of social relations  
e.g.
  - Wealth
  - Political affiliation
  - Ethnic or language groups
  - Age etc
- Change over time: CVA gives one snapshot, repeat to examine trends, changes