

Tips for Conducting a Gender Analysis at the Activity or Project Level

I. What is gender analysis?

Gender analysis is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender in a specific context. Such analysis typically involves examining the differential impact of development policies and programs on women and men, and may include the collection of sex-disaggregated or gender sensitive data. Gender analysis examines the different roles, rights, and opportunities of men and women as well as relations between them. It also identifies disparities, examines why such disparities exist, determines whether they are a concern, and looks at how they can be addressed.

Although gender analysis can be conducted at the strategic, AO, project or activity level, the purpose of this document is to provide practical guidance for carrying out gender analysis in the context of project or activity design.

Why should you do a gender analysis when you are designing a new project or activity¹?

- To analyze gender roles in the context of the project or activity that will be designed.
- To identify root causes of existing gender inequalities in that context and increase understanding about how to address them.
- To identify different needs and priorities of men and women, over the short and long-term.
- To collect sex-disaggregated baseline data.
- To avoid perpetuating traditional power imbalances.
- To enhance the likelihood of strengthened and sustainable project or activity results.
- Because it's required by the ADS!

II. Relevant sections of the ADS: The ADS contains many sections with provisions related to gender analysis. Below are those sections that deal with gender analysis at the project or activity level.

Section 201.3.11.6 (Project/Activity Planning Step 2: Conduct Project-Level Analyses, as Needed) specifies that in order to ensure that USAID assistance makes the optimal possible contribution to gender equality in conducting gender analyses for projects or activities, Operating Units must consider the following two questions:

¹ Material in this list was adapted from training materials provided by Gender Equality Incorporated in 2009. www.genderequality.ca

- “How will the different roles and status of women and men within the community, political sphere, workplace, and household (for example, roles in decision making and different access to and control over resources and services) affect the work to be undertaken?” The purpose of the first question is to ensure that: 1) the differences in the roles and status of women and men are examined, and 2) any inequalities or differences that will impede achieving project or activity goals are addressed in the project or activity design.
- “How will the anticipated results of the work affect women and men differently?” The second question calls for another level of analysis in which the anticipated project or activity results are: 1) fully examined regarding the possible different effects on women and men and 2) the design is adjusted as necessary to ensure equitable and sustainable project or activity impact.

This section also specifies that all projects and activities must address gender issues in a manner consistent with the findings of any analytical work performed during development of the Mission’s long-term plan (see Section 201.3.9.3) or for project or activity design, as described above. The conclusion of any gender analyses must be documented in the Activity Approval Document (AAD), unless it has been determined that gender is not a significant issue, in which case this must be stated in the AAD. In addition, the findings of any analytical work performed during the development of a project or activity design must be integrated into the Statement of Work/requirements definition or the Program Description when the project activity is to be implemented through an acquisition or assistance award. This ensures that when grantees or contractors carry out the projects or programs, the identified gender issues are not overlooked. These provisions are also designed to ensure that USAID does not rely solely on vague language in SOWs asking implementers to identify any relevant gender issues.

Section 203.3.4.3 (Reflecting Gender Issues in Performance Indicators) states that in order to ensure that USAID assistance makes the maximum optimal contribution to gender equality, performance management systems and evaluations must include gender sensitive indicators and sex-disaggregated data when the technical analyses supporting the AO, project, or activity demonstrate that there are gender issues that must be considered. Gender sensitive indicators are described as “information collected from samples of beneficiaries using qualitative or quantitative methodologies or looking at the impact the project had on national, regional, or local policies, programs, and practices that affect men and women”. This section of the ADS also instructs AO Teams to look for unintended consequences that may need to be addressed over the course of the project.

Section 302.3.5.15 (Incorporating Gender Issues into Solicitations) states that for all solicitations including RFPs and RFTOPs, the Contracting Officer must ensure that the requiring office integrated gender issues into the procurement request or provided a rationale as to why gender is not an issue. This section of the ADS further elaborates that “When the procurement request integrates gender issues into the different contract

performance components, e.g., Statement of Work, project deliverables, key personnel qualifications, and monitoring and evaluation requirements, the contracting officer must work with the technical office to ensure that the technical evaluation criteria (e.g., technical understanding and approach, monitoring and evaluation, personnel, etc.) correspond to these contract performance requirements. Within these major evaluation criteria, however, gender issues should not be separate sub-criteria with maximum possible points assigned to them, since this dilutes their significance”.

Section 303.3.6.3 (Evaluation Criteria) reiterates the main provisions of section 302.3.5.15 but with respect to all USAID-funded activities such as RFAs (including LWA awards) and APSs and requires the Agreement Officer to ensure that this has been done.

III. Process – What should you do to collect the information you need to conduct a gender analysis at the activity or project level?

- Search for and read recent gender assessments or sectoral gender analyses that have been conducted by USAID or others for the countries in which your project will be implemented. Gender assessments for countries in which USAID works are collected on the WID website at http://www.usaid.gov/our_work/cross-cutting_programs/wid/gender/gender_assessments.html. Bureau gender Advisors also generally maintain updated collections of gender assessments for their geographic region. The conclusions of country level or sectoral gender analyses should be used to shape and inform the specific questions that are asked about gender at the project or activity level.
- Consult with gender experts at NGOs, donor, and other organizations who may be able to outline key gender issues in the countries and the sector that will be the focus of your project.
- If the project is a follow-on to a similar project, consult with the implementers of the original project and inquire about any gender issues that they may have integrated into their programming, gender issues that may have arisen as they implemented their project, or unexpected consequences of the project in terms of the relationships between men and women or the status of either sex.
- Examine available quantitative and qualitative data that may reveal relevant gender issues in the sector in which you plan to work.
- Consult with women and men in the countries and/or communities where the project will be implemented to solicit their perceptions of whether the project will result in equal outcomes for men and women and to reveal gender issues that may not have been considered in the initial stages of project design.

IV. What questions should you ask in the context of doing your gender analysis?

There are many different gender analysis frameworks that outline the types of questions that could be asked while conducting a gender analysis. The choice of a particular framework is up to each individual and in many cases, portions of several

different frameworks may be relevant. “The Six Domains of Gender Analysis” is a framework that has been developed and used to collect and organize information pertaining to gender differences in the health area by the USAID’s IGWG (Interagency Gender Working Group)². This framework is also applicable to most other areas in which USAID works. Listed below are the six general areas that should be examined in conducting a gender analysis utilizing this framework. Many of those who are working on project or activity design find that the most difficult aspect of carrying out a gender analysis is translating these conceptual domains into specific questions in the context of a given design. To illustrate how this can be done in a concrete way, for each domain below examples of specific questions that could be asked in the context of designing an **entrepreneurship program** are included³. Similar, more specific questions would need to be developed for projects in other areas or sectors by those who are conducting the gender analysis.

Access – this refers to being able to use the resources necessary to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits. Sample questions for a hypothetical entrepreneurship program include:

- Do men and women have equal access to the resources required to start up a new business, including money, access to credit, ownership of property (including land) that can be used as collateral to obtain credit, etc?
- Do men and women have equal access to formal or informal networks that share information related to entrepreneurship, including in social settings?
- Do men and women have equal access to technologies and services that are relevant to being an entrepreneur, including training and other opportunities for skill development?
- Will men and women have equal access to participation in the project or activity that is being designed? Would unequal access interfere with successful achievement of project goals?

Knowledge, Beliefs, and Perception – this refers to the types of knowledge that men and women are privy to (who knows what), the beliefs that shape gender identities and behavior, and perceptions that guide how people interpret aspects of their lives

² The Gender Domains Framework was originally developed by Deborah Caro and Deborah Rubin under projects funded by the USAID Office of Women in Development and USAID Bureau for Global Health. The Domains Framework has benefited from additional ideas and revisions from multiple trainers in addition to the original developers, most notably Anne Eckman, Cristina Manfre, Kara Nichols Barrett, Mary Kincaid, Michal Avni, Diana Prieto, and Sandra Aliaga. Other resources informing these adaptations include: (1) Transforming Health Systems: Gender and Rights in Reproductive Health: A Training Curriculum for health programme managers. Geneva, World Health Organization. 2001, and (2) Guidelines on Gender and Health, Liverpool School of Tropical Medicine.

³ The basic definitions of the domains come from IGWG training materials but the concrete questions related to entrepreneurship were created by the author of this document, Cathy Cozzarelli, USAID E&E Bureau Gender Advisor.

differently depending on their gender identity. Sample questions for a hypothetical entrepreneurship program include:

- Do gender stereotypes function as either a facilitator or a barrier for men or women in the area of entrepreneurship? For example, do such stereotypes depict entrepreneurship as something that men do more than women?
- Are there views about the size of businesses (micro, small, medium, large) or types of business (different products or services) that are considered more appropriate for women or men? If yes, do these stereotypes contribute to women opening businesses in sectors that are less likely to be profitable or sustainable?
- Do men or women's self-perceptions or levels of self-confidence function as either a facilitator or a barrier in the area of entrepreneurship?
- Do men and women have unequal education or knowledge in areas that are important for successful entrepreneurship? If yes, in what areas?
- Do men and women have equal access to and knowledge about the markets that are available for the products/services they produce?
- Will gender awareness training be required in order to ensure that husbands, families, and communities support women entrepreneurs? Will similar training be required to ensure the same support for men entrepreneurs in certain size (i.e., microenterprise) and types of businesses?

Practices and Participation – this refers to peoples' behaviors and actions in life – what they actually do – and how this varies by gender. It encompasses not only current patterns of action, but also the way that people engage in development activities. It includes attending meetings, training courses, accepting or seeking out services, and other development activities. Participation can be both active and passive. Sample questions for a hypothetical entrepreneurship program include:

- Are communication channels that will be used to spread awareness of the project and to encourage participation equally available to/utilized by men and women?
- Will the overall project be designed in a way that facilitates active participation from both men and women?
- Are men and women equally likely to have access to and to participate in any training sessions that are offered in conjunction with this project?

Time and Space - This domain includes recognizing gender differences in the availability and allocation of time as well as the space in which time is spent. It includes the division of both productive and reproductive labor, identifying how time is spent and committed during the day, week, month, or year, and in different seasons, and determining how people contribute to the maintenance of the family, community, and society. The objective here is to determine how people in different gender categories spend their time and what implications their time commitments have for their respective availability

for program activities. Sample questions for a hypothetical entrepreneurship program include:

- What are men and women’s responsibilities in terms of child care and housework? Are there any cultural norms such that women do the majority of this work and men do little or none?
 - If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship? Will participating in this project increase women’s workload to an unsustainable level?
 - Would it be possible for women to participate in the project that is being designed or to open a business if support services (e.g., child care) are not made available to them?
 - Would women’s home responsibilities preclude them from participating in the project at certain times of day or on certain days of the week?
- Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the entrepreneurship project that is being designed?
- Are men or women more likely to participate in the grey economy and how would such participation impact their participation in the current project?

Legal Rights and Status - Analysis of this domain involves assessing how people are regarded and treated by both the customary and formal legal codes and judicial systems. It encompasses access to legal documentation such as identification cards, voter registration, and property titles as well as rights to inheritance, employment, redress of wrongs, and representation. Sample questions for a hypothetical entrepreneurship program include:

- Are women and men equally likely to be owners of property that might serve as collateral for a business loan (e.g., land, car, equipment, etc.)? Do women and men have equal rights to inheritance – both by law and by custom?
- Are women and men treated equally in all legislation related to employment and entrepreneurship issues? What legal impediments exist to equal participation of men and women in the project and/or equal outcomes for both sexes?
- Are there any special benefits or restrictions in the legal or regulatory framework that explicitly or indirectly target women or men?
- Are men and women equally protected under laws related to intellectual property rights and by the patenting process?

Power and Decision-making - This sphere of social life pertains to the ability of people to decide, to influence, to control, and to enforce. It refers to the capacity to make decisions freely and to exercise power over one’s body and within an individual’s household, community, municipality, and the state. This includes the capacity of adults to decide about the use of household and individual economic resources, income, and

their choice of employment as well as to vote, run for office, enter into legal contracts, etc. Sample questions for a hypothetical entrepreneurship program include:

- Do women have the power to make decisions about their own economic activities?
- Will women have control over and benefit from the funds and assets they may accrue as a result of participating in the project?
- Do women actively participate in formal decision making structures or bodies that address business-related issues (e.g., local economic development committees, business associations, chambers of commerce, etc)?
 - Do women and men hold an equal number of the decision-making positions in these entities?

Note that while collecting this information, you should remember that particular sub-categories of women or men (e.g., youth, those living in poverty, people with disabilities, members of minority or ethnic groups, those who live in rural areas, pensioners, individuals living in certain geographic areas of a country) may face unique barriers or obstacles that prevent them from participating in your project/activity or experiencing the same outcomes as other men and women. While conducting your gender analysis, look for these potential ***differences between sub-groups*** and consider whether your project design needs to be altered to take these into account.

IV. What should you do after you ask these questions? After the gender analysis has been conducted, you should use the findings to shape the design of your project if you are still in the very initial stages of design. If you are well into the process, however, then you should consider whether your project design needs to be amended to take into account gender issues that have been identified or to ensure equal outcomes for women and men. As part of this process, you should consider the following questions:

- Have any key gender issues been identified that will impact the ability of the project to achieve its goals or prevent women and men from benefitting equally from the project?
 - If yes, how can the project be amended to ensure that men and women benefit equally?
 - Do the gender issues that were revealed require that the most overarching objectives and goals of the activity or project be re-phrased or re-conceptualized?
- Does the gender analysis suggest that without any proactive intervention, participation in the project will be gender balanced? If not, how can the project be designed or amended to increase participation rates for the sex that is expected to be less well-represented?
- Are the needs of men and women in relation to this project different enough that a separate project component focusing on women (or a sub-group of women) or men (or a subgroup of men) needs to be created?

- What types of data must be collected to track the impacts of the project on men and women and to provide information about any gender issues that have been identified?
- Have any potential unintended consequences been identified? If yes, how should the project or activity account for these or be revised (if the design phase is already well underway) to counteract these?
- Are there any points of entry or opportunities for empowering especially vulnerable groups of women or men through this project?

Remember to be specific and include the key points of your gender analysis in the SOW for any procurement related to your proposed activity or project!

Working draft, prepared by Cathy Cozzarelli, E&E Bureau Gender Advisor, September 8, 2010. Comments welcome.