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

Additional Help for ADS Chapter 201

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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 roles and power dynamics 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 and relations between them. It also identifies disparities, examines why such disparities exist, determines whether they are a potential impediment to achieving results, and looks at how they can be addressed.

Although gender analysis can be conducted at the strategic, Development Objective (DO), project or activity level, the purpose of this document is to provide practical guidance for conducting gender analysis in project or activity design. Why should you conduct a gender analysis when you are designing a new project or activity¹?

- To analyze gender roles in project or activity design.
- To identify root causes of existing gender inequalities in that context so that they can be addressed in the project or activity design.
- To identify different needs and priorities of men and women in both the near and long term.
- To collect sex-disaggregated baseline data.
- To avoid perpetuating traditional power imbalances.
- To enhance the likelihood of strong and sustainable project or activity results.
- To be in compliance with USAID's policy directives and required procedures. See [ADS 201, Planning](#), and [203, Assessing and Learning](#).

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

II. Relevant Sections of the ADS

The ADS contains many sections with mandatory policy and procedures related to the promotion of gender equality in projects and activities. 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. “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:

- The differences in the roles and status of women and men are examined; and
- Any inequalities or differences that will impede achieving project or activity goals are addressed in the project or activity design.

2. “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:

- Fully examined to determine the possible different effects on women and men; and
- 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 accordance 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 (SOW) or the Program Description, whichever is

appropriate, when the project activity is to be implemented through an acquisition or assistance award. This ensures that when grantees or contractors implement the projects or programs, the identified gender issues are not overlooked.

Section 203.3.4.3 (Reflecting Gender Issues in Performance Indicators) addresses how USAID assistance can make the maximum optimal contribution to gender equality. It states that performance management systems and evaluations must include gender-sensitive indicators and sex-disaggregated data when the technical analyses supporting the DO, project, or activity demonstrate that there are gender issues that must be considered. Gender sensitive indicators are described in ADS 203.3.4.3 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 DO teams to look for unintended consequences over the course of the project that may require a shift in planning.

Section 302.3.5.15 (Incorporating Gender Issues into Solicitations) states that for all solicitations including Requests for Proposals (RFPs) and Request for Task Order Proposals (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 was not an issue. This section of the ADS further elaborates that

“When the procurement request integrates gender issues into the different contract performance components, (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 (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 activities funded through assistance such as Requests for Applications (including Leader with Associates awards) and Annual Program Statements.

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 analyses² that

² A gender assessment and a gender analysis are two different types of analytical work. The ADS requires that a gender analysis is done as preparatory work for a country strategy and for

USAID or others have conducted for the countries in which your project will be implemented. Such gender assessments are collected on the Women in Development ([WID Web site](#)). Bureau Gender Advisors also generally maintain updated collections of gender analyses and 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 non-governmental organizations, donors, 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 original project implementers 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. Solicit their perceptions of whether the project will result in equal outcomes for men and women and also identify 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?

A variety of gender analysis frameworks guide 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 applicable.

The Six Domains of Gender Analysis is a framework that USAID's Interagency Gender

the design of a project or activity. A gender assessment involves carrying out a review, from a gender perspective, of an organization's programs and its ability to monitor and respond to gender issues in both technical programming and institutional policies and practices. USAID Missions often carry out a gender assessment of their portfolio to determine whether gender issues are being effectively addressed in Mission-supported programs and projects. A gender assessment is a flexible tool, based on the needs of the individual Mission, and may also include a gender analysis at the country level. If a gender analysis is included in a gender assessment, this meets the ADS requirements.

Working Group³ (IGWG) has developed and uses to collect and organize information pertaining to gender differences in the health area. This framework is applicable to most other areas in which USAID works.

Listed below are the six general, conceptual areas that you should examine in using the Six Domains of Gender Analysis framework to devise questions. 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 the framework's conceptual domains into specific questions. Below are examples of specific questions that you could ask in the context of designing an **entrepreneurship program**⁴, for example. Anyone conducting gender analysis would need to develop similar, more specific questions for projects in other areas or sectors, by those who are conducting the gender analysis.

Access

This domain refers to a person's ability to use the necessary resources 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 communications networks that share entrepreneurship information, including social (networking) settings?
- Do men and women have equal access to technologies and services that support entrepreneurship, including training and other opportunities for skills development?
- Will men and women have equal access to participation in the project or activity? Would unequal access interfere with the successful achievement of project goals?

³ 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 program managers. Geneva, World Health Organization. 2001, and (2) Guidelines on Gender and Health, Liverpool School of Tropical Medicine.

⁴ The basic definitions of the domains come from IGWG training materials, but Cathy Cozzarelli, USAID E&E Bureau Gender Advisor created the concrete questions related to entrepreneurship in this document.

Knowledge, Beliefs, and Perception

This domain refers to the types of knowledge that men and women possess; the beliefs that shape gender identities and behavior, and the different perceptions that guide people's understanding of their lives, depending upon their gender identity. Sample knowledge, beliefs, and perception questions for an entrepreneurship program include:

- Do gender stereotypes in the geographic area of the planned project/activity help or hinder entrepreneurial opportunities? 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 (offering 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 help or hinder them 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 of fields/markets that are available for the products/services they produce?
- Will gender awareness training be necessary to ensure that husbands, families, and communities support female entrepreneurs? Will similar training be necessary to ensure the same support for male entrepreneurs in certain sizes (i.e., microenterprise) and types of businesses?

Practices and Participation

This domain refers to peoples' behaviors and actions in life – what they actually do – and how this varies by gender roles and responsibilities. The questions include not only current patterns of action, but also the ways in which men and women may engage differently in development activities. Some of these types of action include attendance at meetings and training courses, and accepting or seeking out services. Participation can be both active and passive. Sample practice and participation questions for an entrepreneurship program include:

- Are communication channels that are used to spread awareness of the project and encourage participation equally available to and used by both 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 likely to have equal access to and equal participation in available training sessions in conjunction with this project?

Time and Space

This domain recognizes gender differences in the availability and allocation of time and the locations in which time is spent. It considers the division of both productive and reproductive labor; the identification of how time is spent during the day (week, month, or year, and in different seasons); and determines how men and women each contribute to the welfare of the family, community, and society. The objective of this domain is to determine how men and women spend their time and what implications their time commitments have on their availability for program activities. Sample time and location questions for an entrepreneurship program include:

- What are men and women's responsibilities regarding child care and housework? What are the cultural norms regarding the division of labor between men and women in the areas of child care and housework?
- If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship? Will participating in this project increase a woman'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 (for example, child care) are not available to them?
- Would a woman's home responsibilities prevent them from participating in a 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 project?
- Are men or women more likely to participate in the informal economy, and how would that impact their participation in the project?

Legal Rights and Status

This domain involves assessing how people are regarded and treated by customary legal codes, formal legal codes, and judicial systems. The domain encompasses legal documentation such as identification cards, voter registration, and property titles.

Additionally, the domain includes the right to inheritance, employment, atonement of wrongs, and legal representation. Sample legal rights and status questions for an entrepreneurship program include:

- Are women and men equally likely to be owners of property that might serve as collateral for a business loan (for example, 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 legislation related to employment and entrepreneurship? Are there legal impediments to men and women that prevent them from having an equal opportunity to participate in the project and/or equal opportunity of outcomes for both sexes?
- In the legal or regulatory framework, are there any special benefits or restrictions that explicitly or indirectly target women or men?
- Are men and women equally protected under intellectual property and patent laws?

Power and Decision Making

This domain pertains to the ability of people to decide, influence, control, and enforce personal and governmental power. It refers to one's capacity to make decisions freely, and to exercise power over one's body, within an individual's household, community, municipality, and state. This domain also details the capacity of adults to make household and individual economic decisions including the use of household and individual economic resources, income, and their choice of employment. Additionally, this domain describes the decision to vote, run for office, enter into legal contracts, etc. Sample power and decision-making questions for an entrepreneurship program include:

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

Note: While collecting this information, you should remember that particular sub-

categories of women or men (for example 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) can face unique barriers or obstacles that could potentially prevent them from participating in your project/activity and/or experiencing the same outcomes as other men and women.

While conducting your gender analysis, look for these potential ***differences among sub-groups***, and consider whether an alteration in your project design is necessary.

IV. What should you do after you ask these questions?

If you are still in the design phase of your project, you should incorporate your gender analysis findings into the design. If, however, you are well into the process, then you should consider amending your project design. As part of this evaluation 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?
- If yes, then how can the project be amended to ensure that men and women benefit equally?
- Do the identified gender issues require the re-conceptualization and editing of over-arching objectives and the activity or project goals?
- Does the gender analysis suggest that without any proactive intervention, participation in the project will be gender imbalanced? If not, how can the project be designed or amended to increase participation rates for the less represented sex?
- 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 sub-group of men) is necessary?
- What types of data should be collected to track the gender-related project impacts?
- Have any potential, unintended consequences been identified? If yes, how should the project or activity counteract the unintended consequences?
- Are there any entry points 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 Statement of Work 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.

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