



United Nations  
Educational, Scientific and  
Cultural Organization

**Gender Equality  
eLearning  
Programme**

## **Module 3: Gender Analysis: First Step to Gender Mainstreaming**



### **©UNESCO: Gender Equality eLearning Programme - Acknowledgements**

The contents of this eLearning Programme has been developed by the **Division for Gender Equality** in the Bureau of Strategic Planning throughout the implementation of UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" launched in September 2005.

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# Navigating through the Programme

Skip this  
Overview  
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## Gender Equality

www.un.org/gender

### MODULE ONE

www.un.org/gender/2012/01/

Module Title	Status
Module One	✓
Programme Navigation	✓
Challenges	✓
Leadership	✓
Key Documents	✓
UN2000s Response	✓
Priority Gender Equality	✓
Gender Equality Action Plan	
Roles & Responsibilities	
Key Messages	
Final Reports	
What To Learn More?	
Thank you	

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## UN Reform



**New UN Architecture supporting Gender Equality and Women's Empowerment:**

- The President of the UN General Assembly appoints two Ambassadors to facilitate the negotiation around the new institutional arrangements.
- It has been proposed to reinforce the existing institutional arrangements through the consolidation of the gender-specific mission.

**The DOCUMENT icon opens a relevant document or the website from which it can be accessed.**

**UN High Level Panel Website**  
(see Final Report Paragraphs 45-49)

Navigation icons: Home, Stop, Refresh

**After completing this module, you will...**



- Be able to apply key Gender Equality principles to project planning, design, and implementation.
- Know when and how to apply gender analysis to project planning and design.
- Know the main Gender Analysis Frameworks.

## A word from...

*"It is important to walk a mile in another person's shoes. As it is possible to grow up in the same family, neighbourhood, school... and yet have totally different experiences depending on whether you are a man or a woman. The way to resolve differences therefore is not to suppress those who are different but to notice them and not try to see our reflection in them."*

**The Honourable Madam  
Justice Claire L'Heureux-Dubé  
Supreme Court of Canada**



## Chapter One: Overview of Gender Analysis

## Gender Analysis: Definition



- *Gender Analysis is the first and most important step in gender-responsive planning and programming.*
- *It involves the collection and analysis of sex-disaggregated data.*
- *It examines women's and men's specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making.*
- *It explores the differences, commonalities, and interactions between women and men so that policies, programmes, and projects can identify and meet the different needs of women and men and thus, remedy gender unequal situations.*
- *It identifies how policies and projects affect women and men differently.*
- *It is an integral component of policy analysis.*



UNESCO's Gender Mainstreaming Implementation Framework (GMIF) for 2002-2007



## Gender Analysis: Purpose



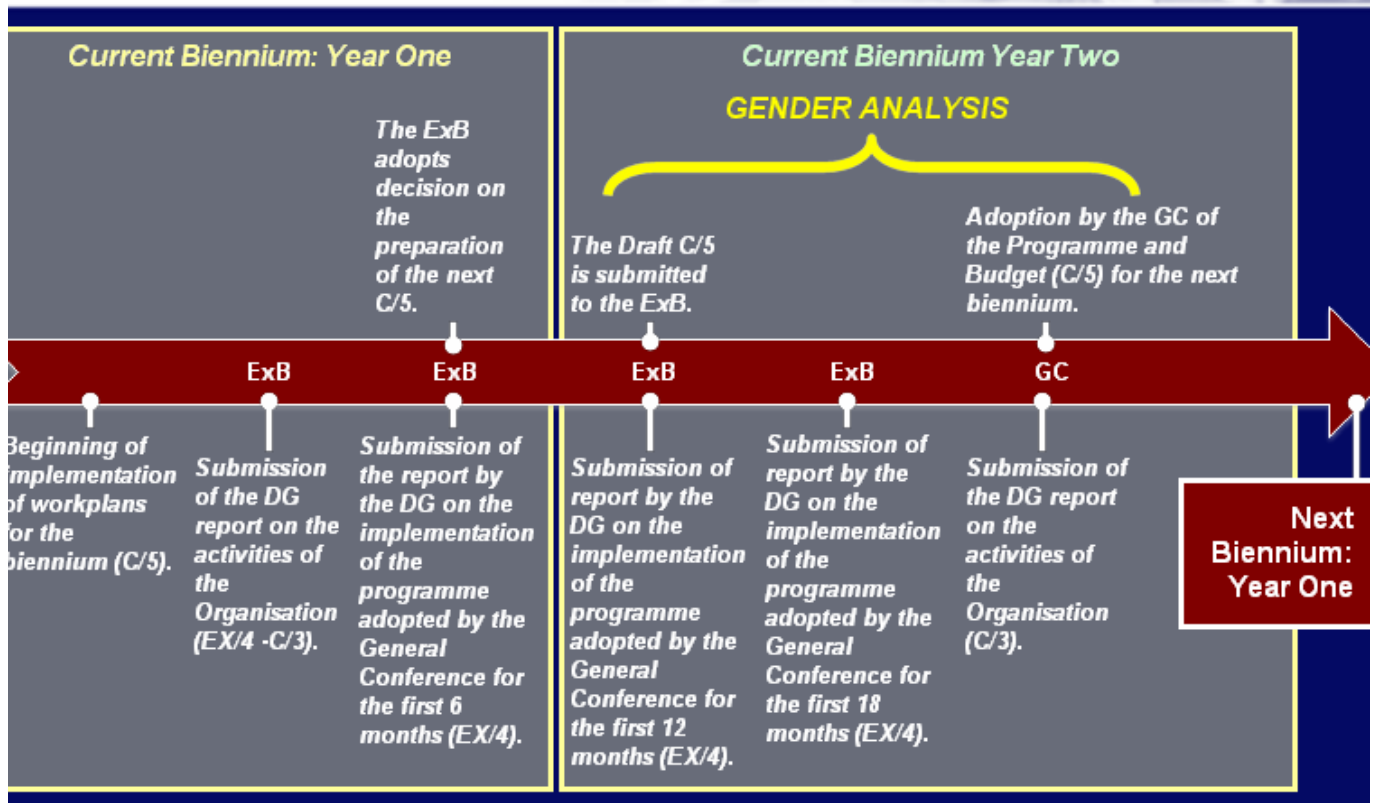
- *Demonstrates that policy and implementation cannot be gender neutral.*
- *Reveals the connections between Gender relations and development issues.*
- *Introduces Gender Relations as likely having an impact on the solution to the problem.*
- *Indicates exactly what that impact is likely to be and alternative courses of action to correct the inequalities - in this sense - informing your strategy.*
- *Helps formulate realistic and meaningful expected results and targets.*
- *Helps ensure strategy is culturally relevant, increasing the chance of its success of the community in which it is being implemented.*



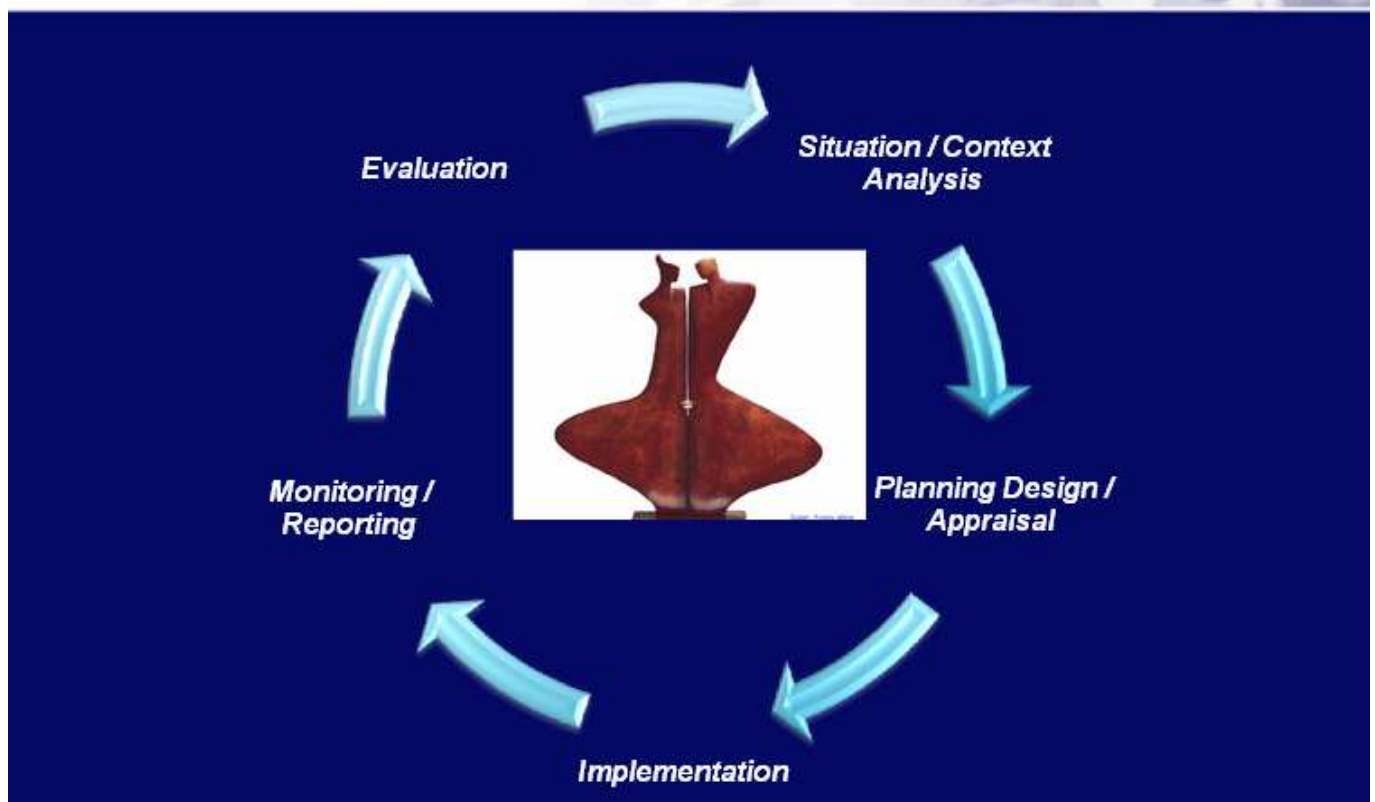
UNESCO's Gender Mainstreaming Implementation Framework (GMIF) for 2002-2007



## Gender Analysis: When you should use it at UNESCO UNESCO's Programme Lifecycle



## Gender Analysis: When you should use it at UNESCO UNESCO's Project/Activity Lifecycle



## Check your Understanding!

**True or False: Gender Analysis examines women's and men's specific activities, conditions, needs, access to and control over resources, and access to development benefits and decision-making.**

- A) **True**
- B) **False**

No...that's incorrect. This statement is TRUE.

Please click [HERE](#) to continue.

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**Submit**

## Check your Understanding!

**True or False: Though Gender Analysis is the first step to Gender Mainstreaming it can and should be used at all stages of UNESCO's Project Lifecycle.**

- A) **True**
- B) **False**

No...that's incorrect. This statement is TRUE.

Please click [HERE](#) to continue.

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## *Chapter Two: General and Gender Analysis Frameworks*



### **General and Gender Analysis Frameworks**

- *Here we will learn about General and Gender Analysis Frameworks which are used to complete Gender Analysis particularly useful in the planning phase because they:*
  - *Help you understand your context and population.*
  - *Help you determine your specific Target Group and Implementation Approach.*

***Gender  
Analysis***



***Target  
Group***



***Implementation  
Approach***

- *Chapter Three then examines how to choose your Target Groups and Implementation Approaches.*

## General and Gender Analysis Frameworks



Two types of frameworks can be used to help you conduct Gender Analysis are:

- General frameworks that can be used to draw out gender concerns or issues include:
  - SWOT Analysis
  - Force-Field Analysis
- Specific Gender Analysis Frameworks, including UNESCO's Gender Lenses and Checklists.

## General Frameworks: SWOT Analysis - Definition

	Helpful to achieving the objective	Harmful to achieving the objective
Internal origin (attributes of the organization)	S Strengths	W Weaknesses
External origin (attributes of the environment)	O Opportunities	T Threats

- The SWOT Analysis is used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project's context.
- Helps you specify the objective of a project and identify the internal and external factors that are favorable and unfavorable to achieving it.
- Supports strategic planning.
- Can be used alone or in a group to help collectively define project objectives.
- Credited to Albert Humphrey, a management consultant who specialized in Organizational Management and Cultural Change and led a study of Fortune 500 companies in the 1960s.

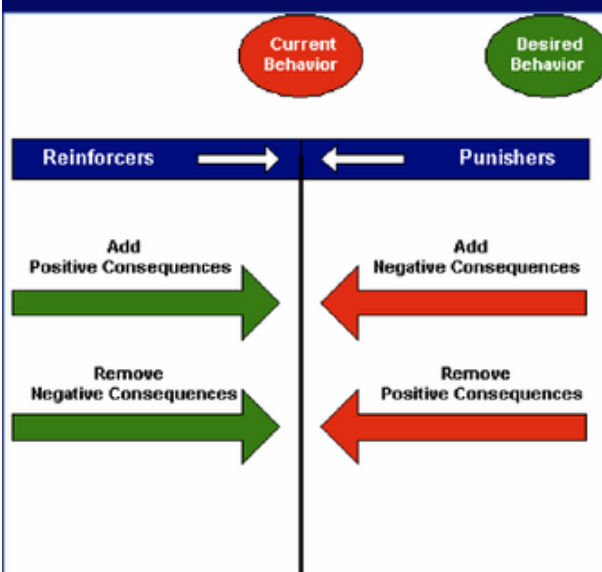


## General Frameworks: SWOT Analysis - Use for Gender Equality



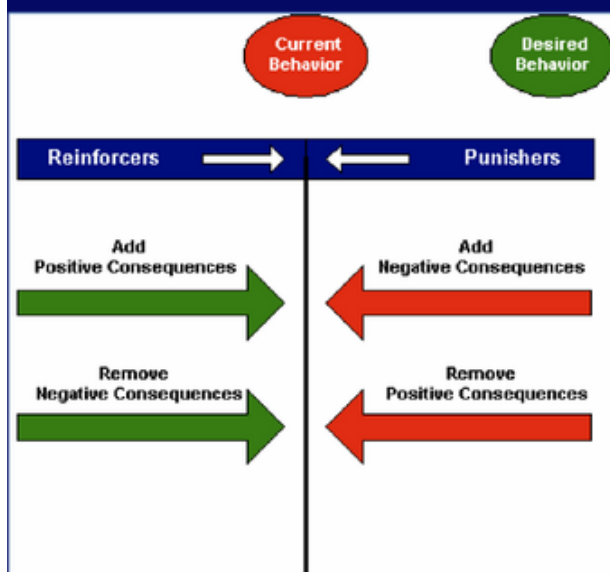
- What are the “Strengths, Weaknesses, Opportunities, and Threats” involved for women? Are they different for men?
- Ask women and men separately what they think are the Strengths, Weaknesses, Opportunities, and Threats in the proposed activity.
- Use the SWOT Analysis during a team meeting to define the most effective strategy to overcome passive resistance to Gender Equality programmes.

## General Frameworks: Force-Field Analysis - Definition



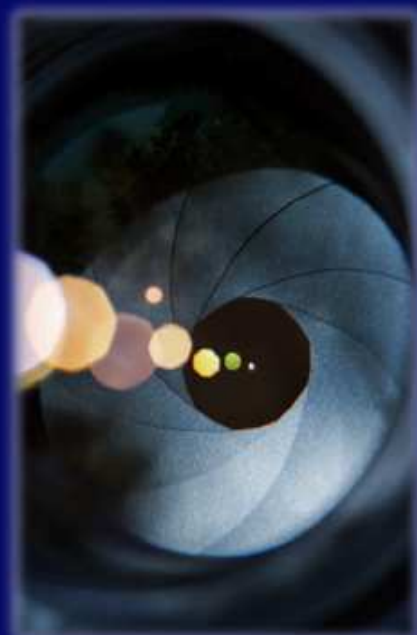
- A Force-Field Analysis is a framework for looking at the factors or forces that influence a situation.
- It looks at forces that are either promoting or blocking change.
- It helps identify measures that can:
  - Strengthen the positive forces.
  - Decrease the negative force.
- It can be used by an individual or in a group to define an implementation strategy.
- Developed by Kurt Lewin, one of the founders of social psychology who was one of the first researchers to study group dynamics and organizational development in the early 1900s.

## General Frameworks: Force-Field Analysis - Use for Gender Equality



- Use a Force-Field analysis with a local women's group to design effective strategies that can help you overcome local resistance to Gender Equality programmes.
- Think of asking men, separately, which forces are promoting or blocking change?

## Gender Analysis Frameworks



- Examine five Gender Analysis Frameworks in the following screens.
- Access Gender Lens and Gender Checklists on UNESCO's Gender Equality website.



UNESCO's Gender Equality website:  
Gender Lens and Gender Checklists

## Gender Analysis Frameworks

Here is our review of five Gender Analysis Frameworks.

Click on any of the tabs to learn more about which Gender Analysis Framework will help you complete a Gender Analysis for your project or programme.

At the end of this chapter, you will find two summaries that can also guide you for selecting the right framework for the right task.

(Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, A Guide to Gender-Analysis Frameworks - Oxfam GB, 1999)

Harvard  
Analytical

Click Box  
MOSER  
(X:163; Y:426)

Women's  
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Social  
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GAM  
(X:644; Y:425)



## Gender Analysis Frameworks

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- The Harvard Analytical Framework\* focuses on an analysis of the division of work between women and men in “productive” and “reproductive work” within the household and community, disaggregated by sex, age, and other factors.
- Used for baseline data collection.
- Best suited for project planning, rather than programme or policy planning.

(Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, A Guide to Gender-Analysis Frameworks - Oxfam GB, 1999)

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## Gender Analysis Frameworks

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- Can help you plan and design your activity using four components:
  - Activity profile
  - Access and control profile
  - Influencing factors
  - Project cycle analysis

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## Gender Analysis Frameworks

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1. **Activity profile:** Identifies the productive and reproductive tasks carried out by women and men.
2. **Access and control profile:** Identifies the resources (land, equipment, labour, cash, education, etc.) women and men use to carry out their tasks, the access to and control over those resources, and the benefits (asset holding, shelter, clothing, food, education, political power, etc.) a household can receive from using these resources.
3. **Influencing factors:** Refers to the factors that influence the differences in the gender division of labour and access to and control over resources, including: community norms, institutional structures, economic and political factors, legal frameworks, etc.
4. **Project cycle analysis:** Refers to four checklists consisting of key issues to consider at each stage of the project cycle: identification, design, implementation, and evaluation.

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## Gender Analysis Frameworks

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### STRENGTHS:

- Practical and evidence-based.
- Provides clear picture of who does what, when, and with what resources.
- Makes women's role and work visible.
- Make the difference between access to and control over resources.
- Easily adapted to various settings and situations.

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## Gender Analysis Frameworks

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- The Moser Framework\*, developed by Caroline Moser, explores the division of work between women and men.
- Based on the concepts of gender roles and gender needs, it is used for planning at all levels of an organisation from policies to projects in conjunction with the Harvard Analytical Framework.
- Aims to establish gender planning as a type of planning in its own right and seeks to integrate gender-planning in every project.
- Focuses on three elements:
  - Gender Roles Identification: Women's triple role.
  - Practical and strategic gender needs.
  - Women in Development (WID) and Gender and Development (GAD) policy approach matrix.

(Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, *A Guide to Gender-Analysis Frameworks* - Oxfam GB, 1999)

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## Gender Analysis Frameworks

### MOSER

#### 1. Gender Roles Identification: Women's triple role

- Refers to the **reproductive, productive, and community-managing work** women engage in as compared to men who undertake mainly productive and community-politics activities.
- By using this element, the Moser framework shows that women perform multiple roles simultaneously, making visible and valuing reproductive work that is generally not considered "real" work.
- It also highlights that reproductive workload often prevents women from taking part in development projects.

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## Gender Analysis Frameworks

### MOSER

#### 1. Gender Roles Identification: Women's triple role (Continued)

- **Reproductive Work:**
  - Consists of the maintenance of the household and the care of the family members.
  - Includes childbearing/rearing responsibilities and domestic tasks.
  - Most often exclusively carried out by girls and women.
- **Productive Work:**
  - Involves the production of goods and services with an exchange value.
  - Work done by both women and men.
  - Women's productive work is often less valued than men's.

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# Gender Analysis Frameworks

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## 1. Gender Roles Identification: Women's triple role (Continued)

- **Community Work:**
  - **Community Managing work:**
    - Voluntary unpaid work, undertaken in "free" time.
    - Activities essentially performed by women, as extension of their reproductive role, to maintain stable community relations and ensure the provision and maintenance of resources used by the whole community, such as water, health care, and education.
  - **Community Politics:**
    - Usually "paid" work, either in cash or indirectly, through status or power.
    - Activities essentially performed by men participating in formal politics.

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# Gender Analysis Frameworks

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## 2. Practical and Strategic Gender Needs

Because of their triple role and subordination, women have specific needs, different from men's.

- **Practical Gender Needs**
  - Refer to what women (or men) perceive as immediate necessities such as water, shelter, and food.
  - Arise from gender division of labour and women's subordinate position in society.
  - Meeting practical gender needs would only help women in their current activities, it would not challenge the existing Gender Power Structures.

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## Gender Analysis Frameworks

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### 2. Practical and Strategic Gender Needs (Continued)

- **Strategic Gender Needs/Interests**
  - Are long-term, usually not material, and are often related to structural changes in society regarding women's status and Gender Equality.
  - Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequalities.
  - They include such issues as legislation for equal rights, reproductive choice, equal wages and increased participation in decision-making.
  - Vary according to specific contexts, related to gender division of labour and gender relations.
  - Meeting strategic gender interests would lead to greater gender equality and change existing gender roles and gender relations.

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## Gender Analysis Frameworks

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### 3. Women in Development (WID) and Gender and Development (GAD) Matrix

- **Welfare (1950-70s)**
  - Views women as passive beneficiaries of development.
  - Recognises reproductive role of women, seeks to meet practical gender needs through the provision of food aid, measures against malnutrition, family planning.
  - Does not challenge gender division of labour.

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## Gender Analysis Frameworks

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### 3. Women in Development (WID) and Gender and Development (GAD) Matrix (Continued)

- **Equity (UN Women's Decade: 1976-1985)**
  - Seeks to promote more equality.
  - Views women as active participants in development.
  - Recognises women's triple role, aims at meeting strategic gender needs by giving women political and economic autonomy and reducing gender inequalities.
  - Challenges women's subordinate position.

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## Gender Analysis Frameworks

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### 3. Women in Development (WID) and Gender and Development (GAD) Matrix (Continued)

- **Anti-Poverty (1970s-present)**
  - Ensures poor women increase their productivity to help them get out of poverty.
  - Provides partial view of the problem as it considers women's poverty as a problem of underdevelopment not of inequality.
  - Recognises productive role of women, aims at meeting practical gender needs by developing income-generating projects.
  - Most popular with NGOs.

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## Gender Analysis Frameworks

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### 3. Women in Development (WID) and Gender and Development (GAD) Matrix (Continued)

- **Efficiency (1980s-present)**
  - Argues that development is more efficient and effective through women's equal contribution.
  - Recognizes women's triple role and seeks to meet practical gender needs.
  - Criticized for its elastic concept of women's time: women are supposed to compensate for declining social services by extending their work day.

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## Gender Analysis Frameworks

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### 3. Women in Development (WID) and Gender and Development (GAD) Matrix (Continued)

- **Empowerment (Current)**
  - Empowers women through greater self-reliance.
  - Focuses on the "centrality of power": challenging women's position and status requires women to get more power.
  - Recognises women's triple role, seeks to meet strategic gender needs indirectly by addressing practical gender needs.

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## Gender Analysis Frameworks

### MOSER

#### STRENGTHS:

- Moves beyond technical dimensions of planning, recognising its political elements.
- Recognises transformative potential of gender planning.
- Challenges gender power relations and supports women's empowerment.
- Makes women's work visible through the concept of triple roles.
- Makes gender needs powerful planning tools.
- Helps categorise policy approaches.

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## Gender Analysis Frameworks

### Women's Empowerment LONGWE

- The Women's Empowerment/Longwe Framework\*, developed by Sara Hlupekile Longwe, defines Women's Empowerment as women achieving equal control over the modes of production, participating equally in the development process, and taking charge of their own lives
- Helps planners question what Women's Empowerment and Gender Equality mean in practice.
- Critically assesses if development intervention is supporting this empowerment.
- Addresses gender gaps.

(Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, *A Guide to Gender-Analysis Frameworks* - Oxfam GB, 1999)

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# Gender Analysis Frameworks

## Women's Empowerment LONGWE

- Based on Five Levels of Equality that indicate the extent to which women are equal with men. The degree to which these are present in social or economic life determines the level of women's empowerment.
- Also looks at Three Levels of Recognition of Women's Issues which establish whether women's issues are ignored or recognised in a project. It focuses on women's empowerment while also highlighting the importance of women's development.

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# Gender Analysis Frameworks

## Women's Empowerment LONGWE

### Five Levels of Equality

Control	<ul style="list-style-type: none"> <li>• Refers to women's and men's equal control over resources, opportunities, decision-making, etc.</li> </ul>
Participation	<ul style="list-style-type: none"> <li>• Refers to women's equal participation in the decision-making process, policy-making, planning, etc.</li> <li>• Consists of women's involvement in needs assessment, project design, implementation, and evaluation.</li> </ul>
Conscientisation	<ul style="list-style-type: none"> <li>• Refers to women's awareness of the difference between sex and gender.</li> <li>• Highlights that gender division of labour should not involve economic or political domination.</li> </ul>
Access	<ul style="list-style-type: none"> <li>• Refers to women's access to resources (land, labour, credit) and opportunities (training, all publicly available services and benefits) on an equal basis with men.</li> <li>• Equality of access obtained by securing equality of opportunity through legal reform.</li> </ul>
Welfare	<ul style="list-style-type: none"> <li>• Refers to level of material welfare of women, relative to men, with respect to food supply, income, and medical care.</li> </ul>

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## Gender Analysis Frameworks

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### Five Levels of Equality (Continued)

- These levels of equality are hierarchical.
- An intervention is more likely to increase Women's Empowerment if it focuses on the higher levels.
- In other words, equal control over resources is more important than equal access or participation to achieve Women's Empowerment.

Control  
Participation  
Conscientisation  
Access  
Welfare

↑  
Increased  
Equality

↑  
Increased  
Empowerment

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## Gender Analysis Frameworks

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### Three Levels of Recognition of Women's Issues

- This framework defines women's issues as all issues referring to equality between women and men in any social or economic role and involving certain Levels of Equality presented earlier.
- Below are three levels of recognition of women's issues in project design.
  - Negative Level: Project objectives make no reference to women's issues. This kind of project may have a negative impact on women.
  - Neutral level: Project objectives recognise women's issues, but the concern of the project is to not worsen women's situation/position.
  - Positive level: Project objectives positively address women's issues; the project aims to improve women's position in relation to men.

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## Gender Analysis Frameworks

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### Examples of Profiles Produced

Levels of Equality	Levels of Recognition		
	Negative	Neutral	Positive
Control			
Participation			
Conscientisation			
Access			
Welfare			

(Source: International Labour Organization)

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## Gender Analysis Frameworks

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### STRENGTHS:

- Develops the notion that practical and strategic gender needs are linked.
- Shows that empowerment is an essential element of development and that it should not be kept aside as it has been before.
- Has a strong political dimension: aims to change attitudes towards equality between women and men.
- Has a strong transformative dimension for planning, monitoring, and evaluation.

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## Gender Analysis Frameworks

### Social Relations

- The Social Relations Approach\*, developed by Naila Kabeer, looks at social relations, institutions and dimensions of social relationships.
- Can be used for project and policy planning at a national and international level.
- Analyses existing gender inequalities in the distribution of resources, responsibilities, and power
- Examines relationships between people, and of people to resources, and activities, and how they are revisited through institutions.
- Assists in designing policies and programmes to enable women to be agents of their own development.
- One of the prominent features of this framework is Institutional Analysis examined in detail on the next screen.

\* (Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, *A Guide to Gender-Analysis Frameworks* - Oxfam GB, 1999)

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## Gender Analysis Frameworks

### Social Relations

#### Institutional Analysis

- Social Relations aims to challenge the idea of neutrality and independence attributed to institutions. Indeed, institutions are ideologically constructed and closely intertwined.
- Reveals how gender inequalities are produced and reproduced by institutions.
- Kabeer defines Institutions as “distinct frameworks of rules for achieving certain social or economic goals” and organisations as “the specific structural forms that institutions take”.
- Gender inequalities are not only reproduced in the household, but also through various institutions, such as international community, the state and the market.

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## Gender Analysis Frameworks

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### Institutional Analysis (Continued)

This framework focuses on four institutions:

Institutional Location	Organisational/Structural Forms
<b>State</b>	legal, military, administrative organisations
<b>Market</b>	firms, financial corporations, multinationals, etc.
<b>Community</b>	village tribunals, voluntary associations, informal networks, patron-client relationships, NGOs
<b>Family/Kinship</b>	household, extended families, lineage groupings, etc.

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### Institutional Analysis (Continued)

These four institutions, even if they differ from culture to culture, have five common features:

Dimensions of Institutional Social Relationships. Institutions all include:	
<b>Rules</b>	• How things get done
<b>Activities</b>	• What is done
<b>Resources</b>	• What is used and what is produced
<b>People</b>	• Who is in, who is out and who does what
<b>Power</b>	• Who decides and whose interests are served

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## Gender Analysis Frameworks

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### STRENGTHS:

- Focuses on institutions and their political aspects.
- Notably helps raise awareness of the importance of Institutional Analysis.
- Sees gender as central to development practices.
- Emphasises interactions between various forms of inequality: gender, class, race.
- Highlights gender relations and women's and men's different interests.

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## Gender Analysis Frameworks

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- The Gender Analysis Matrix (GAM)\*, Rani Parker, insists that Gender Analyses can not create transformation unless it is carried out by the members of the communities themselves.
- Used at the community level.
- At the planning stage, it may be used to determine whether project will have a positive impact on Gender Equality.
- At the monitoring stage, it can be used to review Expected Results and identify unexpected results.
- During the evaluation stage, it can be used to help identify the impacts of a project on Gender Relations and Gender Roles.

*(Source: Candida March, Ines Smyth, and Maitrayee Mukhopadhyay,  
A Guide to Gender-Analysis Frameworks - Oxfam GB, 1999)*

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## Gender Analysis Frameworks

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- Develops participatory methodologies in order to help communities analyse gender issues themselves.
- Determines different impacts of development interventions on women and men.
- Focuses on two concepts: measuring the impact of the project at four levels and four areas.

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Examines the impact of a project at four levels:

- **Women:** Of all ages in the target group or in the community, depending on the project.
- **Men:** Of all ages in the target group or in the community, depending on the project.
- **Household:** Women, men, and children living together, even if not a nuclear family.
- **Community:** Everyone in the project area.

Harvard  
Analytical

MOSER

Women's  
Empowerment  
LONGWE

Social  
Relations

## Gender Analysis Frameworks

GAM

Examines the impact of a project in four areas:

- **Labour:** Refers to the changes in labour capacity, skills required, and tasks performed.
- **Time:** Refers to the changes in time to perform the tasks related to the project.
- **Resources:** Refers to the changes in the access to and control over resources entailed by the project.
- **Socio-cultural factors:** Refers to changes in socio-cultural elements of people's lives entailed by the project, including gender roles.

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Social  
Relations

## Gender Analysis Frameworks

GAM

Example of a Gender Analysis Matrix

Gender Analysis Matrix	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

(Source: Rani Parker, 1993)

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LONGWE

Social  
Relations

## Gender Analysis Frameworks

GAM

### Eight Steps to using the GAM

1. Draft a description of the project.
2. Identify specific target groups/beneficiaries.
3. Restructure the matrix to ensure those groups are correctly represented and keep the matrix as simple as possible.

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*MOSER*

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*Social  
Relations*

## Gender Analysis Frameworks

GAM

### Eight Steps to using the GAM (Continued)

4. Complete the Matrix by considering the project's potential impact on women's, men's, household's and community's time, labour, resources, and socio-cultural factors.
  - Categories may be further subdivided as necessary. E.g., labour can be subdivided in domestic labour, productive labour, paid labour, unpaid labour
  - Target groups may also be subdivided depending on age, class, ethnicity, etc.
5. When the matrix is ready for the project, determine whether the impact listed in each box is positive or negative with regard to the objectives of your projects. Mark with a "+" or a "-."

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*Social  
Relations*

## Gender Analysis Frameworks

GAM

### Eight Steps to using the GAM (Continued)

6. Do not forget to consider and address the impacts (positive and negative) on people who do not participate in the project.
7. In the monitoring and evaluation phase, review the Expected Results quite often (every three months maximum).
8. Identify and address unexpected results.

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Analytical*

*MOSER*

*Women's  
Empowerment  
LONGWE*

*Social  
Relations*

## Gender Analysis Frameworks

GAM

### STRENGTHS:

- Designed specifically for community-based projects.
- Simple - uses familiar concepts with quick data gathering.
- Transformative matrix.
- Categories proposed can be subdivided so enables a broader level of analysis.
- Repeating the analysis using the GAM can help capture changes over time.
- Helps anticipate resistance to the project.
- Can help build local indicators (participatory impact assessment).

*Harvard  
Analytical*

*MOSER*

*Women's  
Empowerment  
LONGWE*

*Social  
Relations*

## Gender Analysis Frameworks

The table below will help you select the appropriate Gender Analysis Framework during the project lifecycle.

Gender Analysis Frameworks	Planning	Design	Implementation	Monitoring & Evaluation
<b>Individual</b>	Harvard Moser Longwe Social Relations	Harvard Longwe Social Relations	Harvard	Harvard
<b>Participatory</b>	Moser GAM	GAM	GAM	GAM

*Harvard  
Analytical*

*MOSER*

*Women's  
Empowerment  
LONGWE*

*Social  
Relations*

*GAM*

## Gender Analysis Frameworks

The table below identifies several activities and offers which framework is best suited for your needs.

Your Needs	Frameworks
To brainstorm with a community...	Longwe GAM
Joint-Programming Exercise...	Moser Longwe
In-depth context analysis...	Social Relations
Grassroots and/or community level work...	GAM
Baseline data collection...	Harvard

*Harvard  
Analytical*

*MOSER*

*Women's  
Empowerment  
LONGWE*

*Social  
Relations*

*GAM*

## Check your Understanding!

Select the phrase below that best completes the following sentence. When finished with your selection, click the Submit button below.

Which general framework allows you to identify the Strengths, Weaknesses, Opportunities, and Threats in your project?

No...that's incorrect. It is a SWOT Analysis that helps s...ect and identify th...s that are favora...ving it.  
Please try again!

Please click [HERE](#) to continue.

Review Area  
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(X:24; Y:380)

Submit

## Check your Understanding!

Select the phrase below that best completes the following sentence. When finished with your selection, click the Submit button below.

When using the Gender Analysis Matrix you should \_\_\_\_\_.

No...that provided A P phrases All of the r. s.

No...that's incorrect.  
Please try again!

Review Area  
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(X:24; Y:380)

Submit

## Check your Understanding!

Select the phrase below that best completes the following sentence. When finished with your selection, click the Submit button below.

Which framework focuses on an analysis of the division of work between women and men in "productive" and "reproductive work" within the community?

No...that's incorrect. The correct answer is the Harvard Analytical Framework.

P

No...that's incorrect.  
Please try again!

Review Area  
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(X:24; Y:380)

Submit

## Check your Understanding!

Select the phrase below that best completes the following sentence. When finished with your selection, click the Submit button below.

Which framework is based on five Levels of Equality that indicate the extent to which women are equal with men?

No...that's incorrect. The correct answer is We

Wc

P

No...that's incorrect.  
Please try again!

Review Area  
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(X:24; Y:380)

Submit





## Chapter Three: Target Groups and Implementation Approach



### Choosing Your Target Groups

Using a Gender Analysis Framework in Chapter Two will help you clarify and understand your target group and needs.



**Girls / Women  
Specific**



**Specific to Both**



**Boys / Men  
Specific**

Click each button above to learn more about different target groups.





## **Target Group: Girls and Women**

*Girls/Women-specific programmes should seek to:*

- *Establish a foundation for women's empowerment which refers to building women's self-reliance and internal strength to improve their overall position in society.*
- *Build capabilities: address issues relating to women's education, health, nutrition, rights.*
- *Create opportunities: access to economic assets and financial, intellectual, human, and political resources.*
- *Promote agency: ability to make free and informed decisions that are health promoting and support equal Gender Relations.*



## **Target Group: Boys and Men**

*Boys/Men-specific programmes should seek to:*

- *Support men's involvement in Gender Equality.*
- *Address the specific individual needs of men.*
- *Be supportive of Gender Equality.*



## **Target Group: Both Girls/Women and Boys/Men**

*Programmes targeting both girls/women and boys/men should seek to:*

- *Promote greater balance between genders and challenges stereotypes.*
- *Support the equal valuing of women's and men's contribution to development.*
- *Support men's involvement in the promotion of Gender Equality.*
- *Value and encourage women's active participation and leadership.*



## **Choosing Your Implementation Approach**

*UNESCO has a two-pronged approach to Gender Equality using interventions that can be either:*

***Gender-specific***

***OR***

***Gender-mainstreamed***

## Implementation Approaches: Gender-Specific and Gender-Mainstreamed

*Gender-specific means that interventions should focus on one gender (girls/women or boys/men) to address specific inequalities.*

*Gender-mainstreamed means that interventions should seek to:*

- *Identify gaps in Gender Equality through the use of Gender Analysis and sex-disaggregated data.*
- *Raise awareness about gaps.*
- *Build support for change through advocacy and alliances/partnerships.*
- *Develop strategies and programmes to close existing gaps.*
- *Put adequate resources and the necessary expertise into place.*
- *Monitor implementation.*
- *Hold individuals and institutions accountable for results.*

*And as we learned in Module 2 Key Concepts, all policies and interventions have an impact on Gender Relations, even when you think you are being "neutral."*

## Implementation Approach: Types of Intervention



*Gender blind (unaware) policies and interventions do not differentiate needs, aspirations, and capacities of each gender; perpetuate dominant policies, practices, ideas, and beliefs that foster gender inequality and sustain hetero-norms.*



*Gender responsive (or aware) policies and interventions differentiate and address the similar and different needs, aspirations, and capacities of each gender; but do not challenge dominant-biased and discriminatory policies. Existing practices, ideas, and beliefs are left in place.*



*Gender transformative policies and interventions go beyond addressing the needs, aspirations, and capacities of each gender. They also challenge biased and discriminatory policies, practices, ideas, and beliefs, and attempt to change them.*

## Check your Understanding!

Please match the term on the right with its definition on the left. To make a match, click and drag the term on the right over to its definition on the left.

### Definition

- B** Interventions that focus on one gender (girls/women or boys/men) to address inequalities.
- D** Policies and interventions that go beyond addressing the needs, aspirations, and capacities of each gender by challenging and attempting to change the status quo.
- C** Interventions that seek to identify gaps in Gender Equality through the use of Gender Analysis and sex-disaggregated data.
- A** Assists you in determining your specific Target Groups and Implementation Approach.

### Term

- A) Gender Analysis Frameworks
- B) Gender-Specific Interventions
- C) Gender Mainstreamed
- D) Gender Transformative

Please

No...that's incorrect.  
Please try again!

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(X:24; Y:458)

Clear

Submit

## Chapter Four: Statistics and Indicators

## Statistics and Indicators



### **Sex-disaggregated Statistics:**

- *Provide factual information about women and men; give the clear numbers of women and men in a given population.*

### **Gender-sensitive Indicators:**

- *Not only present facts; they provide "direct evidence of the status of women, relative to some agreed normative standard or explicit reference group" (Johnson, 1985).*
- *E.g. men in the same country, women in another country, etc.*

## Gender-Sensitive Indicators

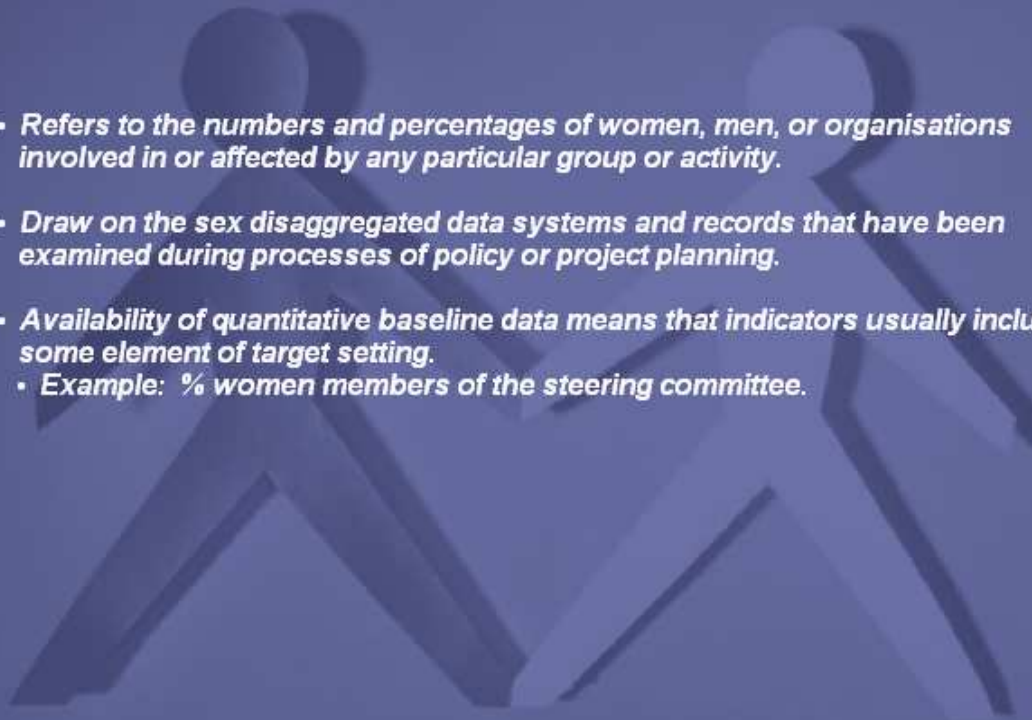


### **Reminders about Gender-Sensitive Indicators:**

- *Measure and monitor the achievement of Expected Results.*
- *Address the gender gaps and inequalities you are seeking to redress.*
- *Require the collection of data, disaggregated by sex, as well as by age and socio-economic and ethnic groups.*
- *Good indicators are realistic, meaningful, time-bound.*
- *They are quantitative and qualitative.*



## **Gender-Sensitive Indicators; Quantitative**

- 
- *Refers to the numbers and percentages of women, men, or organisations involved in or affected by any particular group or activity.*
  - *Draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning.*
  - *Availability of quantitative baseline data means that indicators usually include some element of target setting.*
    - *Example: % women members of the steering committee.*



## **Gender-Sensitive Indicators; Qualitative**

- 
- *They are crucial.*
  - *Not enough to know women are participating in an activity - the quality of their participation and experience, whether in community level meetings, primary school classes, or as users of public services, is vital.*
  - *Should be developed in conjunction with beneficiary groups.*
  - *Only possible to set targets for qualitative change if baseline data is available.*
  - *When baseline data is not available or is not easily aggregated into numbers and percentages, it is necessary to resort to general statements of improvement.*
    - *Example: % of women members of the steering committee actively taking part in the decision-making process of the committee.*

## Check your Understanding!

**True or False: Sex-disaggregated statistics provide facts only about women while giving clear numbers of only women in a given population.**

- A) **True**
- B) **False**

That's correct!

No...that's incorrect. This statement is FALSE. Sex-disaggregated statistics provide facts about women and men while giving clear numbers of women and men in a given population.

Please click [HERE](#) to continue.

Review Area  
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**Submit**

## Check your Understanding!

**True or False: Gender-sensitive Indicators require the collection of data, disaggregated by sex, as well as by age and socio-economic and ethnic groups.**

- A) **True**
- B) **False**

No...that's incorrect. This statement is TRUE.

Please click [HERE](#) to continue.

Review Area  
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(X:24; Y:380)

**Submit**



## Check your Understanding!

**True or False: Gender-Sensitive Quantitative Indicators refer to the numbers and percentages of only women involved in or affected by any particular group or activity.**

- A) **True**
- B) **False**

No...that's incorrect. This statement is FALSE. Gender-Sensitive Quantitative Indicators refer to the numbers and percentages of women, men, or organisations involved in or affected by any particular group or activity.

Please click [HERE](#) to continue.

Review Area  
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(X:24; Y:380)

**Submit**

*Chapter Five:  
Key Messages*

## Key Messages



Click Box  
(X:14; Y:116)  
**What is the starting point for Gender Analysis?**



Click Box  
(X:415; Y:113)  
**What if Gender Equality is not explicitly addressed?**



Click Box  
(X:212; Y:226)  
**Why is a suitable framework essential?**



Click Box  
(X:13; Y:333)  
**What does Gender Analysis provide?**



Click Box  
(X:407; Y:334)  
**Does neutrality exist in programmes, projects, etc.?**

Please click each of the buttons above to review the key messages from this module.



## Key Messages



**What is the starting point for Gender Analysis?**



**What if Gender Equality is not explicitly addressed?**



**Why is a suitable framework essential?**



**What does Gender Analysis provide?**



**Does neutrality exist in programmes, projects, etc.?**

Please click each of the buttons above to review the key messages from this module.



## Key Messages



***What is the starting point for Gender Analysis?***

***Gender Analysis in conjunction with a needs assessments is the starting point.***

## Key Messages



***What if Gender Equality is not explicitly addressed?***

***If Gender Equality is not explicitly addressed, it cannot be monitored, evaluated, reported on, and will not be achieved.***

## Key Messages



***Why is a suitable framework essential?***

***The choice of a suitable framework is essential for conducting Gender Analysis and will depend on your needs and the resources***

## Key Messages



***What does Gender Analysis provide?***

***Gender Analysis provides practical instruments policy makers need in their daily work.***

## Key Messages



***Does neutrality exist in programmes, projects, etc.?***

***Neutrality doesn't exist: either projects legitimize status quo (existing inequalities), worsen situations, or improve conditions.***

## Final Exercise



***Now, you have a chance to check your overall understanding of **Module 3 - Gender Analysis: First Step to Gender Mainstreaming.*****

***[Click here to complete your Final Exercise.](#)***

## Final Exercise

No No...that's incorrect.  
Please c Please try again!

Please match the term on the right with its definition on the left. To make a match, click and drag the term on the right over to its definition on the left.

### Example

- E** Clarice has to design a strategy to convince local community leaders that women's empowerment projects are not threatening.
- A** Robert needs to facilitate a group discussion with both women and men on how to promote Gender Equality in their community.
- B** Yusuf needs to conduct an in-depth analysis of Gender Relations in the community in which he is implementing his project.
- D** Jamila is working jointly with UNAIDS colleagues and National Partners on a project regarding HIV and AIDS education.
- C** Mei-le needs to collect data regarding the incidence of violence against women in post-conflict situations.

### Framework

- A) Longwe Framework or Gender Analysis Matrix
- B) Social Relations Approach
- C) Harvard Analytical Framework
- D) Longwe Framework or Moser
- E) Longwe Framework

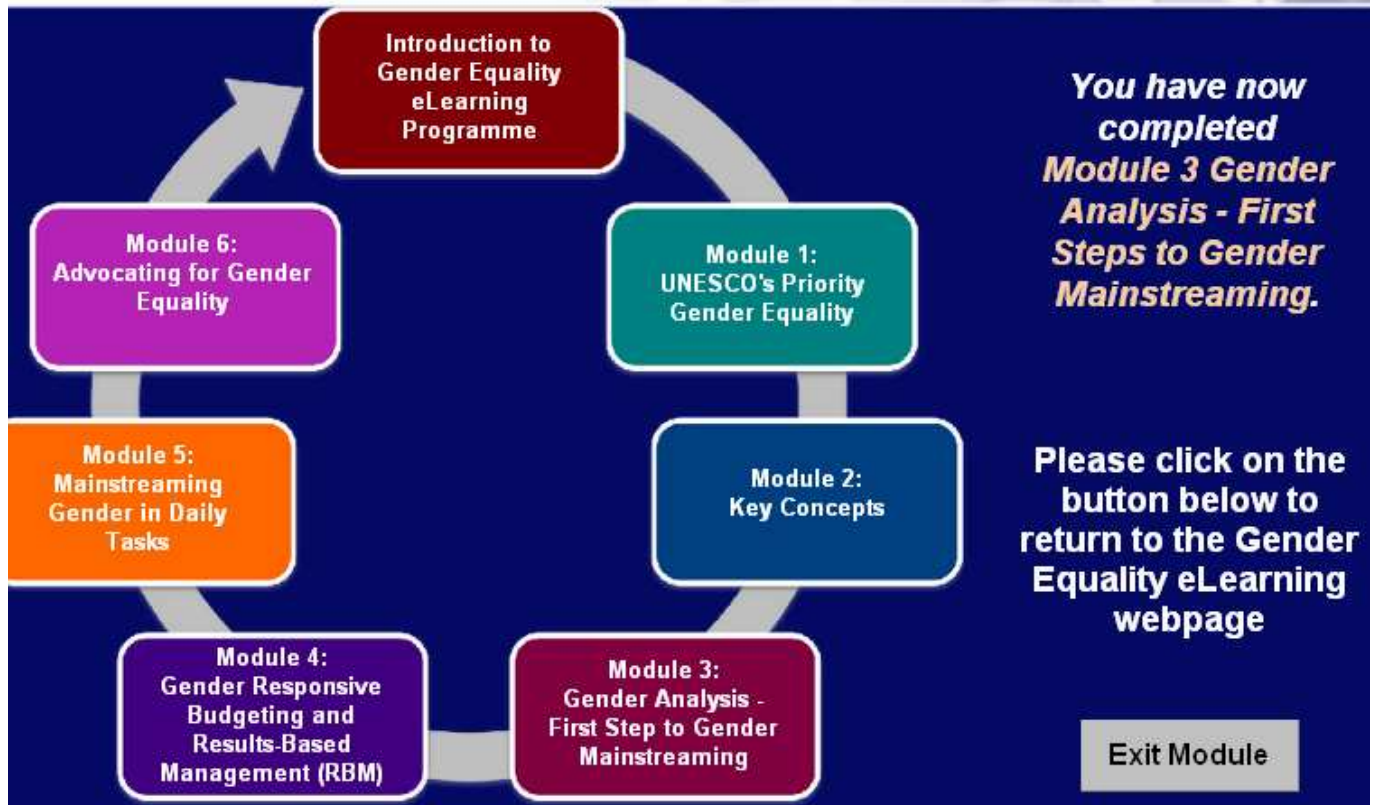
Submit

Clear

## Want to Learn More?

- *C. Overholt, M.B. Anderson, K. Cloud, and J.E. Austin; Gender Roles in Development Projects: A Case Book, Kumarian Press, 1985*
- *Caroline Moser, Gender Planning in a Third World: Theory, Practice, and Training, Routledge, 1993*
- *Rani Parker, Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers, UNIFEM, 1993*
- *Sara Hlupekile Longwe, Gender Awareness, The Missing Element in Third World Development Projects in Changing Perceptions: Writings on Gender and Development, OXFAM, 1991*
- *Naila Kabeer, Reverse Realities Gender Hierarchies in Development Thought, Verso, UK, 1994*
- *Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, A Guide to Gender-Analysis Frameworks - OXFAM GB, 1999*

## Module Completed



## Module Completed

