

Vibrant COMMUNITIES

Gender And Poverty Project

Gender Analysis Tools

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Some useful definitions for Gender Analysis

Gender:

refers to socially constructed roles and responsibilities of women and men, and includes expectations held about characteristics, and likely behaviours of both men and women; the roles that we learn to fill from childhood onward.

Sex:

refers to the genetic and physiological characteristics and traits that indicate whether one is male or female.

Gender Equity:

refers to fairness and justice in the distribution of responsibilities and benefits between men and women (i.e., equal number of women and men on an organization's Board of Directors)

Gender Equality:

refers to the absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources or benefits, or in access to services (i.e., equal participation and decision-making power by men and women on a Board of Directors).

Gender Equity is a first step towards the goal of **Gender Equality**.

Gender Mainstreaming:

defined by the United Nations Economic and Social Council (ECOSOC) as: "... the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality." (From www.ilo.org)

A GENDER ANALYSIS PRIMER

Part I

GENDER ANALYSIS is a tool for examining the differences between the roles that women and men play, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives.

The main goals of Gender Analysis are:

1. To better understand our communities: Gender Analysis creates a “gender looking-glass” through which we examine our community.
2. To promote gender equality through our work: Gender Analysis helps us make decisions in our poverty reduction work that set the stage for gender equality.

How can Gender Analysis impact the work of Vibrant Communities?

1. By helping us understand relationships between men and women. Gender Analysis does this by answering the following questions:

Q: What do men, women, adults, children and elders do, and where do they do it?

Q: Who has access to and control over resources and services, and who makes decisions in the community?

Q: What are the reasons behind these differences in gender?

EXAMPLE from the community:

A factory closes in town, leaving hundreds of people, mostly men, unemployed. In response, a local group initiates a re-training and income-generation program for the community. By analyzing the different and various ways in which the men's unemployment will impact both men and women, the group can plan more effectively for sustainable poverty-reduction.

2. By helping us understand the impact of our poverty-reduction work on men and women, boys and girls.

EXAMPLE from the community:

A skills training program for people living in poverty has been delivered primarily through night classes. By considering the roles and activities undertaken by men and women, especially those related to parenting, this program could be assessed for its accessibility to men and women.

3. By helping us increase the capacity of our institutions and organizations to program for and consider gender equality.

EXAMPLE from the community:

For several years, a community organization has announced its meetings and events through the use of local grocery store and day-care bulletin boards, and has held its meetings in the local Women's Institute Hall. Through an analysis of activities undertaken by local men and women, the organization re-considers its communication strategies for more equal access by men and women.

A GENDER ANALYSIS PRIMER: PART II

Taking Steps to Do Gender Analysis in Our Communities

"Using a gender perspective gave a deeper understanding of the complex relations that create a community. It showed how men and women can sometimes act similarly and sometimes react wholly differently in similar circumstances... A gendered analysis [...] will enable [us] to tailor interventions to fit the needs of both groups [...] and to build a programme around an understanding of these differences."

-from Fifty Voices are Better than One: Combating Social Exclusion and Gender Stereotyping in Gellideg, South Wales Valley.

In this second part of the "Gender Analysis Primer", we will examine the **WHY**, **WHEN**, **WHO** and **HOW** of Gender Analysis, using examples from a project in Gellideg, South Wales.¹

WHY should we use Gender Analysis in our poverty reduction work?

- To better understand the gender dimensions of poverty in our communities.
- To promote gender equality through the articulated outcomes of our work.
- To expose the barriers to women's full participation and economic development.
- To help us find the best strategies and solutions to address the different needs and dynamics of men and women living in poverty

The *Gellideg Foundation Group* in South Wales did a Gender Analysis in order to find out:

- How did men and women living in Gellideg experience poverty differently?
- How could they be involved in improving their situation?
- What was needed to bring about change?

WHEN should we use Gender Analysis?

Gender Analysis can be done any time we are looking for ways in which to better understand and improve communities. This said, there are definitely situations that present more opportune moments to do gender analysis in poverty reduction work, such as:

- during the initial design of a project
- before the implementation of a policy
- during the evaluation of a project or policy

¹ The community-based Gellideg Foundation Group was formed with the help of Oxfam-Great Britain in response to issues of social exclusion, poverty and gender stereotyping in the estate of Gellideg, South Wales Valley. A gender needs assessment was the first step in this process, and is described here as an example of how gender analysis is undertaken and applied on the ground.

The *Gellideg Foundation Group* in South Wales did a Gender Analysis during the application process for a three-year project addressing social exclusion and poverty in the community. The Gender Analysis helped them design a well-informed and inclusive program of activities for the project.

WHO should be involved in Gender Analysis?

Through the name itself, Gender Analysis implies the involvement of all people in a community; that is, an even cross-section of women and men of all ages. It is also important to look at the team who is doing the gender analysis, and ask such questions as “Do we represent our community?” and “How can we better represent our community in order to do an effective Gender Analysis?”

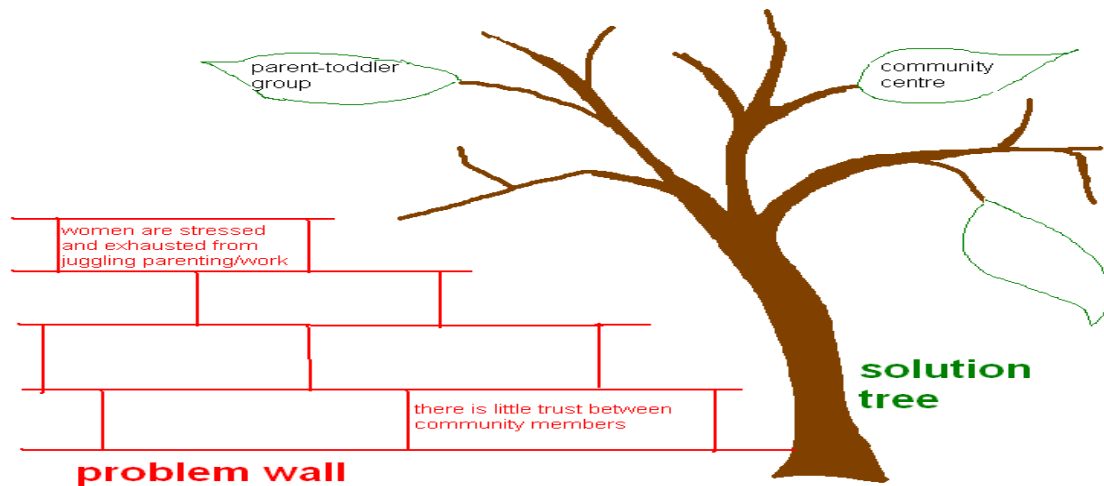
The *Gellideg Foundation Group* in South Wales hired a coordinator and two youth workers from the community, one male and one female, to run the Gender Analysis. A sample of 73 men and women were chosen for the research, including single parents, persons with disabilities, unemployed people, ethnic minorities and drug users.

HOW should a Gender Analysis be done?

To do an effective Gender Analysis, both traditional and non-traditional research methods can be used to collect data. Traditional methods can include such things as formal interviews and surveys, mapping, and research through libraries and organizations. Non-traditional methods can include household interviews and focus group sessions, informal conversations, walking tours observing community practices, and other methods where there is participation by a diverse group of people. The *Gellideg Foundation Group* used both traditional and non-traditional research methods in its Gender Analysis.

A total of 46 one-on-one interviews were done over a four-month period. The settings were very informal and personal, with a lot of time spent with each person in order to make them feel as comfortable as possible. The questions asked were basic, such as: Who they are; What they do; How they survive; What they want to do, and What is preventing them from doing this. There was no questionnaire, and the interviewees did not write anything down during the interview.

The interviewer used diagrammatic tools in order to get useful information from people, such as the “Problem Wall and Solution Tree”. Each participant was given a paper brick and leaf, and asked to write a problem and a solution to that problem. The bricks and leaves were then gathered to create a visual collection of problems and solutions for the community.



HOW can Gender Analysis change our poverty-reduction work?

In the case of the *Gellideg Foundation Group* in South Wales, Gender Analysis helped the team write a comprehensive project proposal for poverty reduction that was approved for three additional years of funding. One main objective of the three-year project is to “challenge gender stereotypes.” The residents of Gellideg have formed sub-groups that are gender aware, and the Foundation has hired an adult educator and gender officer. Gender Analysis also helped the team to develop a clear set of policy recommendations for poverty reduction in its community.

A GENDER ANALYSIS PRIMER

Part III

Gender Analysis Tools

WHAT QUESTIONS DO WE ASK?

When deciding what questions to ask in a gender analysis, bear the following in mind:

- The purpose of the research
- The level of gender awareness among the participants
- The literacy level of the participants
- Time and logistical limits.

The following three-step framework summarizes the most common form of Gender Analysis in use today.² Each step outlines possible questions that can be asked of a community, organization, institution or program.

A: Questions about Roles and Activities

In this step, we ask the question:

WHO DOES WHAT?

What do men and women do, and how and where do they do it?

When doing Gender Analysis of a **community**, we might ask:

- ✓ What roles do men and women typically play in the community?
- ✓ Who works for pay?
- ✓ Who cares for children and covers other family work ('reproductive work')?
- ✓ How many hours a day are spent on home and family care?
- ✓ What number of hours are spent doing unpaid, underpaid, or undervalued work?
- ✓ Is there a family member involved in a community organization or volunteer work? Who? For how many hours a week?

When doing Gender Analysis of a **poverty reduction program** or a **policy**, we might ask:

- ✓ What roles do men and women typically play in the program?
- ✓ Does the program or policy change the activity patterns of men or women, and how?
- ✓ Does the program or policy increase or decrease women or men's workload (reproductive or productive)?

² The Gender Analysis framework presented here is designed using common elements from the United Nations, the Canadian International Development Agency, Status of Women Canada, Health Canada and various international development institutions.

B: Questions about Access and Control

In this step, we ask the Question:

WHO HAS WHAT?

Who has access to and control of knowledge, resources, services and decision-making?

When doing Gender Analysis of a **community**, we might ask:

- ✓ How many households in the community are headed by women?
- ✓ Who owns property and homes?
- ✓ Are women paid different wages than men for their work?
- ✓ Who controls household income?
- ✓ Which decisions in the home do men and women typically make?
- ✓ Which decisions in the community do men and women typically make?
- ✓ What level of education and/or training do men and women have?

When doing Gender Analysis of a **poverty reduction program** or a **policy**, we might ask:

- ✓ Who makes decisions and who does the groundwork in the program?
- ✓ What knowledge do women and men have about the particular sector or issue addressed by the program?
- ✓ Do women and men have equal access to program events, benefits or services?
- ✓ Who benefits the most from the program or policy?

C: Questions about the Influencing Factors

In this step, we ask the Question:

WHY?

What is the social, political and/or economic situation that explains the answers to the above questions?
and
What are the cross-cutting issues?

This is where we look at all the cross-cutting issues that exist in our communities, and begin to think about how they relate to gender equality. In this step, we are specifically asking “Why are the results of Steps One and Two the way they are?” and “What are the influencing factors?”

Sample Questions:

- ✓ Has there been a recent policy that has affected immigrant women in the community?
- ✓ In what ways does disability affect poverty levels of men and women?
- ✓ How do poverty levels of Aboriginal women compare with non-Aboriginal women?
- ✓ How does family violence affect poverty levels of women and men?

Influencing Factors can be:

- Race
- Demographic Factors
- Economic Factors
- Political/Institutional Structures
- Health and Disability
- Education and Training
- Cultural and Religious Factors
- History

HOW DO WE FIND THE ANSWERS TO OUR QUESTIONS?

This is where we discuss the **methods** that can be used to do Gender Analysis. How do we go about asking questions and gathering information?

To do an effective Gender Analysis, both traditional and non-traditional methods can be used to collect data. Traditional methods include formal interviews and surveys, mapping, and statistical research through libraries and organizations. Non-traditional methods can include household interviews and focus-group sessions, informal conversations, walking tours observing community or organizational practices and other methods where there is participation by a diverse group of people.

The most important thing to remember when doing community-based Gender Analysis research is that all the necessary knowledge lies WITHIN the community or the organization. The participants are the experts!

The following are examples of participatory methods for each step of Gender Analysis:

Research Methods for Asking Questions about Roles and Activities

Activity Calendar:

This method can be used with individuals or with groups and can be done when researching a community, a neighbourhood, an organization or program. Ask participants to map out, calendar-style, the activities that they undertake during an entire week, with approximate time (in hours) spent doing that activity. This activity in itself is a learning experience for both the researcher and the participant as it allows a person to visualize the way in which time is spent, and how roles are divided by men and women.

Activity Calendar, female participant

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Activity Calendar, male participant

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Focus Group Session:

Ask group members to list as many essential activities that they undertake in their daily or weekly routines, either at home, or as members or staff of an organization. List these on a chalkboard or chart paper. Give each participant two pieces of paper, and ask them to vote for the top three activities in terms of the time required, and the top three activities in terms of income earned. Gather the votes, and rank each activity accordingly, circling the top three for time and the top three for income. Once this is complete, discuss as a group which activities are typically done by men and which are typically done by women.

Research Methods for Asking Questions about Access and Control

Pair-wise Ranking:

This is a group research method and can be done for either Step One or Step Two. Ask participants to list the ten most important resources in a community or an organization. Chart these out in the manner illustrated below. As a group, pair each resource across the top axis with each along the side, choosing which one is the most valuable to the community or organization. The first row is completed as an example.

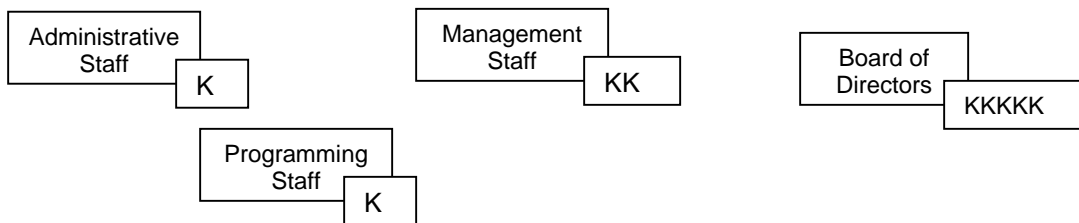
	Daycare	Continuing education	Parenting support	Health clinic	Public library	Employment insurance	Affordable housing	Training programs	Jobs
Daycare		Continuing education	Daycare	Health clinic	Daycare	Employment insurance	Affordable housing	Daycare	Jobs
Continuing education			Parenting support	Health clinic	Continuing education	Employment insurance	Affordable housing	Training programs	Jobs
Parenting support									
Health clinic									
Public library									
Employment insurance									
Affordable housing									
Training programs									
Jobs									

By adding up the totals, list the resources from most valuable to least valuable. In a group discussion, determine who has access to, and who has control over, each resource – either men, women or both.

Knowledge Mapping:

Ask small groups to map out a diagram of the community or the organization on a large piece of paper noting all the elements of each. Using self-stick notes marked with the letter 'K,' have each group determine the levels of knowledge that exist in each element of the community or organization (i.e., the school or the Board of Directors). Ask each group to then determine whether the element is dominated by men or by women. It is interesting to observe the perceptions that exist among the participants regarding the concept of knowledge and it is important to note the differences that might exist between the perceptions of men and women. This activity can also be done to map out power, wealth or any other resource.

Knowledge Mapping of an Organization:

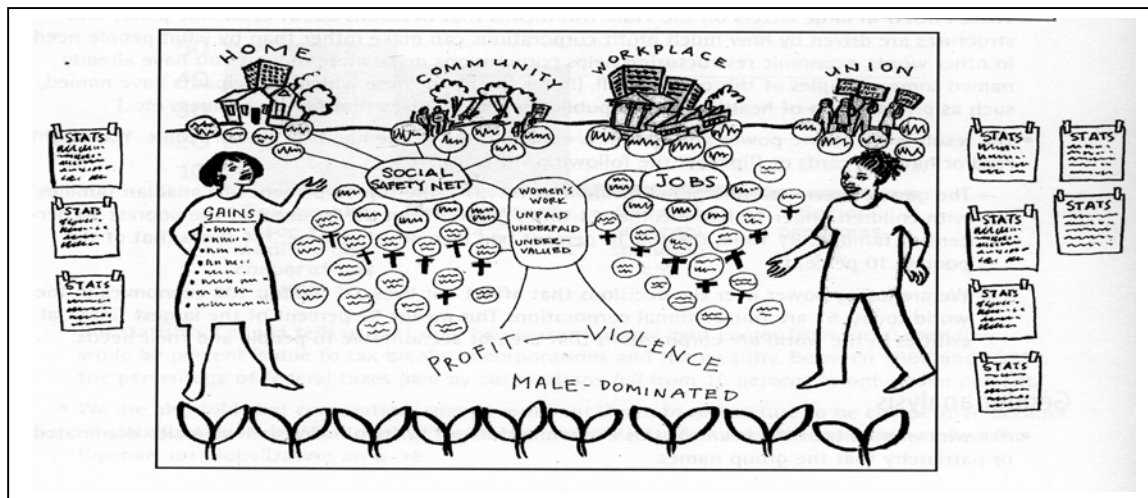


Research Methods for Determining Influencing Factors

This step is best undertaken in a group setting where open and participatory discussion can take place. Any activity done for this step should make use of the results from the research on Roles and Activities, and Access and Control, and should promote discussion around the reasons WHY the results are as they are. The discussion can then be taken further to determine whether or not the results must be changed, and how that can be accomplished.

The following Wall Exercise, taken from “Starting With Women’s Lives: Changing Today’s Economy,” is a great way in which the factors that influence poverty of men and women can be exposed and discussed. It can be adapted to any community and plays an excellent role in exposing all the factors affecting men and women’s lives, and the relationships between these factors. The following are some questions that are asked in this exercise:

- ✓ How have jobs and the social safety net been changing over the last 10 years?
- ✓ How have women from equality-seeking groups (e.g., single moms, new Canadians, women of colour, disabled women, Aboriginal women) been affected by these changes?
- ✓ Have women and men been affected differently by these changes? How?



This document was created using information from the following resources:

Starting with Women’s Lives: Changing Today’s Economy. A facilitator’s guide to a visual workshop methodology. Suzanne Doerge and Beverley Burke, 2000. Canadian Labour Council and the Women’s Inter-Church Council of Canada.

Navigating Gender: A framework and a tool for participatory development. Arja Vainio-Mattila, 1999. Ministry for Foreign Affairs, Department for International Development Cooperation, Helsinki, Finland. http://global.finland.fi/julkaisut/taustat/nav_gender/text.htm

Harvard Analytical Framework: Canadian International Development Agency, 1999. CIDA’s Policy on Gender Equality. Minister of Public Works and Government Services Canada. www.acdi-cida.gc.ca/equality/course

CANTERA - Popular Education and Communication Center
<http://www.oneworld.org/cantera/education/index.html>

Participatory Research for Sustainable Livelihoods: A Guide for Field Projects on Adaptive Strategies. International Institute for Sustainable Development <http://iisd.iisd.ca/casl/CASLGuide/PairEx.htm>

Community-Based Research: A Workshop on Community-Based Participatory Research Administrators Caucus, National COOL Conference, Harvard University, Cambridge, March 2001. Sally Parrot.

Mapping Your Community's Needs and Resources: A Participatory Research Orientation with Community Members and Students. Helen Lewis and Janice Morrissey, 2000. Based on workshops conducted in Rome, Georgia and Berry College.