

Session 4

Using Gender Analysis Tools and Approaches in Water and Energy Projects

Time: 6 hours

Preparation

Purpose of the Session

The purpose of this session is to familiarise participants with the need to plan from a gender perspective if there are to be equitable benefits to all. The session first provides an overview of key concepts related to gender and development and then introduces various gender analytical tools for conducting gender analysis during different stages of the project. The objective is to make participants able to translate the experiences of gender analysis into their own water and energy management schemes. Ultimately, participants will develop a checklist for ensuring that gender equity and gender sensitivity are built into project design and implementation. This session is based on the manual 'Gender and Development' prepared by the Centre for Development and Population Activities (CEDPA 1996).

Learning Objectives

By the end of this session the participants will be able to

- explain and differentiate between Women in Development (WID); Gender and Development; (GAD) and Women, Environment and Development (WED) theories and approaches
- analyse water and energy projects using various gender analytical tools
- develop a checklist to plan for gender-sensitive water and energy schemes

Session Contents

- A. Understanding WID, GAD, and WED
- B. Analysing water and energy projects using various gender tools
- C. Developing gender-sensitive water and energy schemes

Materials

Flip charts, markers, a white board, coloured pens, masking tape

Handouts

- 4A Case Study – Approach and Experience from the UNEP/ICIMOD Project
- 4B Differences between WID, GAD, and WED Approaches
- 4C Gender Analysis Models – 1) The Harvard Analytical Framework, 2) The Gender Analysis Matrix, 3) The Women's Empowerment Framework, 4) The Moser Framework
- 4D Worksheets – 1) Harvard Analytical Framework, 2) Gender Analysis Matrix, 3) Women's Empowerment Framework
- 4E Checklist for Building Gender Equity into Project Design and Implementation
- 4F The Gender and Development Approach – A Summary

Trainer's Preparations

Collect together the materials and handouts for the session.

Activities

A. Understanding WID, GAD, and WED Approaches

Step 1

- Divide the participants into three groups; distribute Handout 4A Case Study and ask them to read it thoroughly.

Step 2

- Ask the groups to analyse the case study in terms of different aspects such as the project approach, focus, problem, goals, and strategy.

Step 3

- Ask participants to reassemble in one group and allow the groups to share their analysis with the plenary.

Step 4

- Distribute Handout 4B and explain the differences between the WID, GAD, and WED approaches.

Trainer's Notes

The trainer can provide the participants with a different country or project specific case study that is more relevant for the particular group.

B. Analysing Water and Energy Projects Using Various Gender Tools

Step 1

- Briefly present summaries of the four gender analysis (and planning) models, the Harvard Analytical Framework, the Gender Analysis Matrix, the Women's Empowerment Framework, and the Moser Framework as provided in Handouts 4C 1-4. Explain each tool briefly. Make sure that the participants have a basic understanding of the concepts.

Step 2

- Divide the participants into three groups. Provide each group with the worksheet for one of the types of analysis (Handouts 4D 1-3) and ask the group to fill it in using the case study provided in Handout 4A (or a project specific case study selected by the trainer) as an example. Give instructions and support on how to do this. If desired, a fourth group can be formed and asked to what extent they consider the planning of the project incorporated the ideas summarised in the Moser Framework.

Step 3

- Reassemble the plenary group. Ask each of the groups to present their analysis of the case study. Summarise the different gender analysis models to make the concepts clear.

Step 4

- Ask participants to summarise what they have learned and how they can apply these gender analysis models in their work.

C. Creating Gender-sensitive Water and Energy Projects

Step 1

- Distribute Handout 4E, 'Checklist for Building Gender Equity into Project Design and Implementation'. Ask participants to review the checklist and determine which questions are relevant for their own organisation, add any questions they think are missing, and delete any they think are not relevant.

Step 2

- Ask each group to share their group's comments, additions, and deletions for each section of the checklist.

Step 3

- To summarise, remind participants of the three essential questions to keep in mind when designing, implementing, and evaluating development projects.
 - Who does what, and with which resources?
 - Who has access to the resources, benefits, and opportunities?
 - Who controls the resources, benefits, and opportunities?
- Distribute Handout 4F 'Gender and Development Approach: A Summary'.

Trainer's Notes

Why gender analysis?

Any project or programme that aims at a gender-sensitive approach must consider gender analysis. A project that has been implemented without gender analysis mostly does not consider women's workload and other factors that impact on women's participation and so is not able to achieve the maximum participation of women. Gender analysis is not about looking at women alone, but is rather about reaching a better understanding of how communities work from the perspective of relationships between men and women. Gender analysis is carried out using gender analytical tools. Gender analytical tools are a method of organising information in a systematic way, which helps understand the existing gender situation in a given community, or for assessing what the impact of an intervention is likely to be on men and on women. Gender analysis before planning facilitates understanding of the basic gender differences: inequalities in the family, in society, and at the national level; the activities, roles, responsibilities, and priorities of men and women at local level; and the resources available to both. According to UNDP (2001) gender analysis involves:

- an intrinsic dimension of policy analysis
- identification of policies that affect women and men differently
- demonstration that policy and implementation cannot be gender neutral in gendered societies
- gender analysis supported by specific analytical tools

The gender analyst must have

- clarity on the basic concepts of gender
- enough skill to use gender analysis tools and a participatory approach
- enough data to make an analysis on the issues of gender (and caste and ethnicity)

The discussion should be clear on the following points. Gender analysis helps in the equal distribution of benefits to both men and women in the community in that,

- it helps us to understand the basic gender differences at all levels – social, institutional, personal, and so on – and their influence on a particular individual;
- it helps us to make any necessary changes during the various project phases by analysing the main factors in gender discrimination; and
- it helps involve the maximum participation of people for the effective implementation and sustainability of the programme.

Note: participants may work in organisational groups or randomly selected small groups to assist each other. This session can be also be conducted by analysing data from a relevant field visit.

Handout

4A: Case Study – Approach and Experience from the UNEP/ICIMOD Project

Despite the central role played by women in water and energy management in rural areas of the Himalayan region, many past projects with water and energy components did not include the needs and aspirations of women as a consideration in project design. The project, 'Incorporating the Roles and Needs of Women in Energy and Water Management' was implemented in six hill districts, two each in Bhutan, Nepal, and India, with the objective of integrating women at all levels: in decision making, implementation, and the management of household energy and water initiatives. The project sought to tackle the question of how women can be empowered by building their individual and organisational capacity to meet their water and energy needs in a way that frees them from excessive workload and drudgery and allows them to engage in more productive activities to enhance their income (productive needs) and improve their position in society (strategic needs).

The project followed a participatory action research approach placing women at the forefront of every aspect, from providing technological training to forming users groups and providing training in various areas, including income generation activities. The programme was implemented after case studies, gender analysis, and needs assessment in the project areas were carried out. Deterioration of the natural resource base was affecting women and children, especially the drying up of water sources and deforestation. Women had to walk longer hours to fetch water and firewood, imposing a heavy workload simply to sustain the family. The effects of work, especially carrying loads, grinding and pounding grain, and cooking in smoky kitchens, makes women sick and contributes to lifelong ailments. Men are the owners of household property while women do not have money of their own. This impacts the overall quality of life and decision-making power of women. Out-migration of male members to work as a result of increased population and poverty has given women even more work and has made their life even more difficult.

A training manual on selected technologies was prepared in the national languages of the project countries and used to train selected women as trainers during ToT workshops so that they could then train other women organised in women's groups in their home area. Village training included helping women to recognise and prioritise their needs and select appropriate technologies to fulfil them. Exposure visits and exhibitions of various technologies were organised. There was further training on managerial and technical skills (group formation, organisational capacity building, empowerment, group saving and credit schemes, income generation, and others). After the completion of the project the following changes were observed.

- Reduced workload and drudgery of women associated with collecting water and firewood after the adoption of water- and energy-related technologies
- Improved levels of hygiene and sanitation after the provision of safe water
- Reduced indoor air pollution in the kitchen after the adoption of improved cooking stoves (ICS) and other modern forms of energy such as LPG
- Productive use of saved time for various income-generating activities
- Improvement in overall farm production and income opportunities of rural families, especially that of women owing to new farming technologies such as drip irrigation, organic composting, and marketing opportunities
- Saved time and money utilised for education of children and family welfare
- Skills development from income-generating activities and from the project revolving funds helped to finance water- and energy-related technologies and farm improvement schemes, e.g. simple drip irrigation schemes, beekeeping enterprises, and ICS
- The trained women have started to conduct training for other women's groups within and outside the project, ensuring the sustainability of the project
- Women in some project sites emerged as energy entrepreneurs and leaders, for example in running an LPG depot, producing and marketing solar driers, and establishing and operating technology demonstration centres

Women realised that organisation in a group provides a useful platform for coming together to nurture social capital and address their water and energy problems. The formation of women-only groups clearly helped this process. In such groups, women felt comfortable taking charge of the technology instead of handing over control to men. Once women's level of confidence is adequately enhanced through the initial women-only initiatives, these leaders and entrepreneurs will, it is believed, continue to provide leadership in their communities in mixed groups as well. The project concluded that women-centric interventions in water and energy can be an important first step in empowering women before devising a successful gender mainstreaming approach to achieve the goal of gender equality. *Source: Sharma and Banskota 2005*

4B: Differences between WID, GAD, and WED Approaches

	Women in Development (WID)	Gender and Development (GAD)	Women, Environment, and Development (WED)
Approach	Seeks to integrate women into the development process	Seeks to empower women and transform unequal relations between women and men	Seeks to empower women as environment and natural resource managers
Focus	Women	Men and women	Women and community development
Problem	Exclusion of women from mainstream development processes	Unequal relations of power (rich and poor/women and men) that prevent equitable development and women's full participation	Rural women are victims of environmental degradation, environment suffers due to male dominated growth model, women's drudgery and implications for household
Goal	More efficient, effective development	Equitable, sustainable development. Women and men sharing decision making and power	Women as managers, protection of the environment for sustainable development
Strategies	Women's projects Women's components Integrated projects Increase women's productivity and income Increase women's ability to manage their households	Identify and address short-term needs determined by women and men to improve their condition Also address women's and men's longer-term interests	People-oriented development Bottom-up approach focusing on women Empower women for equitable share of benefits and sustainable development
<i>Source: CEDPA 1996; Sharma et al. 2005</i>			

Handout

4C-1: Gender Analysis Models – The Harvard Analytical Framework

The Harvard Framework has four major components.

The Activity Profile – This generally answers the question, ‘who does what’ but goes further to include when, how, where, how often, and so on, and whether roles are taken up by elderly women, single men, young boys/girls, and so on. In other words, the activity profile provides a contextual database or a picture of the community in question with a detailed analysis of the relevant productive and reproductive roles. (Note: reproductive roles are more than those associated with procreating; they include household activities related to family sustenance.)

The Access and Control Profile – This identifies resources and benefits associated with the productive and reproductive roles in question and whether men or women control them and benefit from them. Resources and benefits should be interpreted as broadly as necessary to adequately describe the community being analysed. Besides physical resources such as land, capital, and inputs, less tangible resources can be included such as time, access to education, and so on.

The Influencing Factors – These identify the surrounding dynamics that affect the gender disaggregation presented in the two profiles described above. These factors can be past, present, or future influences. They can be factors of change (political, economic, cultural, and so on) or constraints or opportunities that especially impact women’s equal participation and benefits.

Project Cycle Analysis – This applies the gender analysis to a project proposal or other vehicle of development work, such as an evaluation, or needs assessment.

Note: An in-depth account of the Harvard Analytical Framework, one of the first gender analysis models to be developed, is given in Overholt et al. 1985.

4C-2: Gender Analysis Models – The Gender Analysis Matrix (GAM)

Background

The Gender Analysis Matrix (GAM) was developed by Rani Parker and presented in a manual published in 1993 (Parker 1993). The practitioners worked at the grassroots level under constraints imposed by a shortage of funding and time, illiteracy, and insufficient or non-existent quantitative data on gender roles. This approach is very much influenced by the reality and ideology of participative planning. The framework aims to help determine the different impacts of development interventions on women and men by:

- providing a community-based technique for identification and analysis of gender differences in order to assess the different gender impact of development interventions;
- initiating a process of analysis that identifies and challenges in a constructive manner assumptions about gender roles within the community.

Gender Analysis – What? Why? When?

- WHAT?** A tool for gender analysis of development projects at the community level
- WHY?** To determine the different impacts of development which, preferably, should include women and men in equal numbers
- WHEN?** At the planning stage to determine whether potential gender effects are desirable and consistent with programme goals; at the design stage when gender considerations may change the design of the project; and/or during the monitoring and evaluation stage to address broader programme impacts.

GAM: Four Levels and Four Categories of Analysis

Level of Analysis

The four levels of analysis are women, men, the household (including children and other family members living together), and the larger unit – the community.

- **Women** – This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.
- **Men** – This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.
- **Household** – This refers to all women, men, and children residing together, even if they are not part of one nuclear family. Although the type of household may vary even within the same community, people always know what constitutes their ‘household’ or ‘family’. That is the definition or unit of analysis that should be used for this level in the GAM.
- **Community** – This refers to everyone within the project area as a whole. The purpose of this level is to extend the analysis beyond the family to society at large. However, communities are complex and usually comprise a number of different groups of people with different interests. So if a clearly defined ‘community’ is not meaningful in the content of the project, this level of analysis may be eliminated.

Categories of Analysis

The four categories of analysis are the potential changes in labour, time, resources, and sociocultural factors for each level of analysis.

- **Labour** – This refers to changes in tasks (e.g. fetching water from the river), level of skills required (skilled versus unskilled, formal education, training), and labour capacity (how many people and how much can they do; do people need to be hired or can members of the household do it?).
- **Time** – This refers to changes in labour time (e.g., increase, decrease, same) for different tasks (less time needed for fetching water, more time for child care and other work, less free time for leisure, and so on) after and as a result of the project for each level of analysis.
- **Resources** – This refers to changes in access to capital (income, land, credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each level of analysis.
- **Cultural factors** – This refers to changes in social aspects of the participants’ lives (changes in gender roles or status) as a result of the project.

Handout

The Gender Analysis Matrix (GAM) cont.

The GAM is filled in by taking each level and assessing the impact of the projects on each category shown. For example, what impact will the project have on women's work? The response is written in the box on women and labour. What impact will the project have on women's resources? Will they lose access to land or control over money they earn?

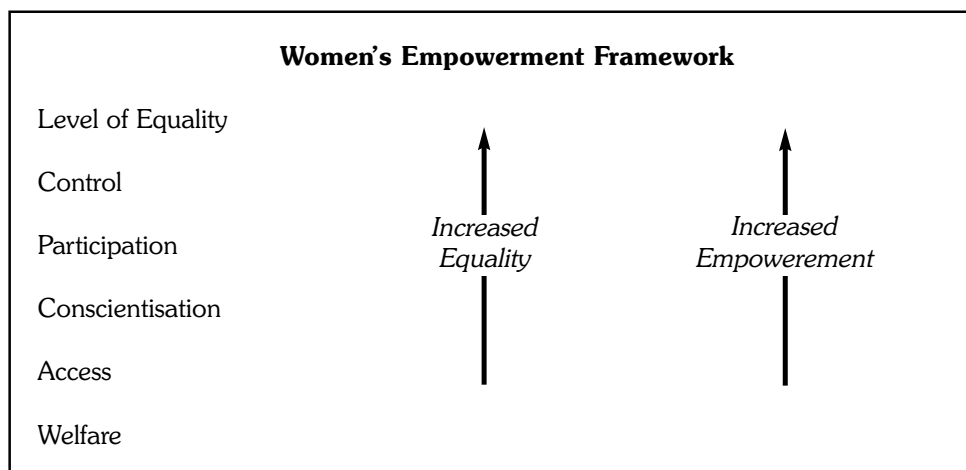
The GAM is used with groups of community members (with equal representation of women and men) and is facilitated by a development workers like the participants in this course themselves. Over time, community members themselves will facilitate the process, but in the early stages, an experienced trainer is needed. The analysis is carried out by the group.

Sample Gender Analysis Matrix: Example from UNEP/ ICIMOD Project – 'Women in Water and Energy'

	Labour	Time	Resources	Culture
Women	+ Don't need to go so far for water and firewood + Less time for cooking	+ Save time + Have more time with children and family	+ Have time for income generation programmes	+ Opportunity to participate in community projects
Men	- Not all involved in project activities + Learned new skills and technology	? Can stay home with family	+ Potable water and energy is available	+ Don't have to worry as much about the family when away
Household	+ New activity for entire family	+ Women can give more time to child care and other work	+ Potable water and energy is available + More income, improved health, economy, and education of children	+ New activity for all family members
Community	+ Established women's group + Learned about new technologies	- Less free time for leisure - Many more comm. meetings to attend	+ Potable water and energy is available	+ Raised standard of living + Prestige for the community
Note: + consistent with project goals, - contrary to project goal s, ? uncertain				

4C-3: Gender Analysis Models – The Women’s Empowerment Framework

The Women’s Empowerment Framework was developed by Sara Longwe, to fully incorporate gender awareness as an essential element in the development of gender-sensitive programmes. In this framework, gender awareness means emphasis on women’s participation and women’s issues at every stage of the development cycle with the overall goal of overcoming women’s inequality. The Women’s Empowerment Framework consists of a five-level scale of increasing equality and empowerment.



- **Welfare** refers to meeting women’s material needs, such as food, income, and medical care, with no attention given to the process of empowering women to meet these needs.
- **Access** means women’s access to factors of production such as land, labour, credit, training, marketing facilities, public services, and benefits on an equal basis with men. Reforms of law and practice may be prerequisites for such access.
- **Conscientisation** refers to belief in sexual equality: that gender roles can be changed and that the division of labour should be equal, fair, and agreeable, without domination.
- **Participation** means women’s equal participation in decision- and policy-making at every stage of programme development and at every locus of the programme – from the community to the highest policy level.
- **Control** refers to equality of control over factors of production and distribution of benefits, without dominance or subordination.

Through this approach, the project can make a meaningful contribution to women’s development and empowerment at all levels. It takes into account the special needs and unique position of vulnerable groups (e.g. female-headed households and landless widows). Women’s issues must be considered equally with those of men when identifying project objectives. There are three levels of recognition of women’s issues in project objectives:

- the negative level, in which project objectives make no mention of women’s issues;
- the neutral level, in which project objectives recognise women’s issues but there is a neutral attitude regarding whether it leaves women worse off than before; and
- the positive level, in which the project objectives are positively concerned with women’s issues and with improving the position of women relative to men.

Source: CEDPA (1996)

4C-4: Gender Analysis Models – The Moser Framework

This framework was developed by Caroline Moser. It comes very much from the tradition of planning as a discipline, but finds the current traditions of planning inadequate. It tries to bring an empowerment agenda into the mainstream planning process by setting up gender planning as a type of planning in its own right, on a par with transport planning or environment planning. “The goal of gender planning is the emancipation of women from their subordination, and their achievement of equality, equity, and empowerment. This will vary widely in different contexts depending on the extent to which women as a category are subordinated in status to men as a category” (Moser 1993, p.1).

At the heart of the framework are the concepts of:

- women’s triple role;
- practical and strategic gender needs; and
- categories of policy approaches to women and development/gender and development

In addition to these concepts the other tools of the Moser gender planning framework are outlined. None of the tools stand alone and all overlap. There is no linear progression between them.

Tool 1: Gender Role Identification/Triple Role

This tool involves mapping the gender division of labour

Who Does What?

The Moser Framework recognises that in most societies low income women have a triple role: women undertake reproductive, productive, and community managing activities, while men primarily undertake productive activities and activities to do with community politics. By highlighting reproductive and community activities, along with productive activities, the gender roles identification is key in making work visible that tends to be invisible, and to ensuring equal valuing of tasks.

Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping, and family health care. Reproductive work is crucial to human survival and the maintenance and reproduction of the labour force, yet it is seldom considered ‘real work’. In poor communities, reproductive work is, for the most part, labour-intensive and time-consuming. It is almost always the responsibility of women and girls.

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment, and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but often their functions and responsibilities differ. Women’s productive work is often less visible and less valued than that of men.

Community work involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in the economic analysis of communities. However, it involves considerable time given on a voluntary basis and is important for the spiritual and cultural development of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here. Moser divides community work into two different types of work:

Community management work: activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care, and education. This is voluntary unpaid work, undertaken in ‘free time’.

Community politics: activities undertaken primarily by men at the community level, organising at the formal political level, often within the framework of national politics. This is usually paid work either directly, or indirectly through status or power.

The Moser Framework cont.

Women, men, boys, and girls are likely to be involved in all three areas of work. Men are less likely to be involved in reproductive work. In many societies, women do almost all of the reproductive as well as much of the productive work.

Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in development projects. When they do participate, extra time spent farming, producing, training, or meeting means less time for other tasks, such as child care or food preparation.

Tool 2: Gender Needs Assessment

The second tool involves an assessment of practical and strategic needs. Women have particular needs that are different from those of men, not only because of their triple role but also because of their subordinate position compared to men. The Moser framework distinguishes between two types of needs: practical gender needs and strategic gender needs. In the context of energy and water, it is more helpful to consider three sets of needs or interests: practical needs, productive needs, and strategic interests as described below.

Practical gender needs – These are needs identified to help women in their existing subordinate position in society. Practical gender needs are the needs women identify in their socially-accepted roles in society. Practical gender needs do not challenge the gender divisions of labour or women's subordinate position in society, although they rise out of them. They are a response to an immediate perceived necessity identified within a specific context. They are practical in nature and are often concerned with inadequacies in living conditions such as water provision, health care, and employment. Practical gender needs may include:

- water provision
- energy provision
- health care
- earning income for household provisions
- housing and basic services
- family food provision

They are needs shared by all household members, yet are probably identified specifically as practical gender needs of women where it is women who assume responsibility for meeting these needs.

Productive gender needs – Many women would like to be engaged in productive activities that earn income. Many of these may be an extension of household tasks, for example, cooking food for sale, or making clothes at home for sale to others.

Strategic gender needs – The needs identified to transform existing subordinate relationships between men and women. Strategic gender needs are the needs women identify because of their subordinate position in relation to men in their society. Strategic gender needs vary according to particular contexts. They relate to gender divisions of labour, power, and control and may include such issues as legal rights, domestic violence, equitable wages, and women's control over their bodies. Meeting strategic gender needs helps women to achieve greater equality. It also changes existing roles and therefore challenges women's subordinate position. Strategic gender needs may include the following.

- Abolition of sexual division of labour
- Alleviation of the burden of domestic labour and child care
- The removal of institutionalised forms of discrimination such as the right to own land or property, marriage, divorce, and custody of children
- Access to credit and other resources
- Freedom of choice over childbearing
- Measures against male violence and control over women

Tool 3: Disaggregated Data at the Intra-household Level

Who Controls What? Who Decides What? How?

Here one needs to recognise that intra-household resource allocation is the outcome of bargaining processes. One needs to find out who has control over what resources within the household and who holds what power in decision making.

Handout

The Moser Framework cont.

Tool 4: WID/GAD Policy Matrix

Having gained this data, different overarching policy aims and objectives can suggest directions for intervention. Moser analyses the different types of policy approaches undertaken over the last few decades as a way to support thinking about how different planning interventions transform the subordinate position of women by meeting both practical and strategic gender needs. This is mainly an evaluation tool for examining what approach is favoured in an existing project, programme, or policy, although it could be used to consider what would be most suitable in a future one. Examining policy approaches can help one anticipate weaknesses, constraints, and possible pitfalls. The approaches Moser defines are welfare, equity, anti-poverty, efficiency, and empowerment. These different policy approaches do not follow in sequence.

Welfare – Earliest approach, 1950-1970. Its purpose is to bring women into development as better mothers. Women are seen as passive beneficiaries of development. It recognises the reproductive role of women and seeks to meet practical gender needs in that role through top-down handouts of food aid, measures against malnutrition, and family planning. It is non-challenging and, therefore, still widely popular.

Equity – The original WID approach, used in the 1976-1986 UN Women's Decade. Its purpose is to gain equity for women who are seen as active participants in development. It recognises the triple role, and seeks to meet strategic gender needs through direct state intervention giving political and economic autonomy, and seeks to reduce inequality with men. It is criticised by some as too centered on Western feminist theory, is considered threatening, and is unpopular with governments.

Anti-poverty – The second WID approach, a toned-down version of equity, was adopted from the 1970s onwards. Its purpose is to ensure that poor women increase their productivity. Women's poverty is seen as a problem of underdevelopment, not of subordination. It recognises the productive role of women, and seeks to meet their practical gender need to earn an income, particularly in small-scale, income-generating projects. It is most popular with NGOs.

Efficiency – The third, and now predominant, WID approach has been adopted particularly since the 1980s debt crisis. Its purpose is to ensure that development is more efficient and effective through women's economic contribution, with participation often equated with equity. It seeks to meet practical gender needs while relying on all three roles and an elastic concept of women's time. Women are seen entirely in terms of their capacity to compensate for declining social services by extending their working day. Very popular approach.

Empowerment – The most recent approach, articulated by Southern women. Its purpose is to empower women through greater self-reliance. Women's subordination is expressed not only because of male oppression but also because of colonial and neo-colonial oppression. It also emphasises that women's experience is tempered by other factors such as class, race, and age and that action is necessary at different levels to combat oppression. It openly acknowledges the key issue of power – that women have to get more of it in order to change their position. It recognises the triple role and seeks to meet strategic gender needs indirectly through the bottom-up mobilisation of women, often through meeting practical gender needs.

Tool 5: Linked planning for balancing the triple role

Women experience competing demands between reproductive, productive, and community-level responsibilities. The need to balance these roles severely constrains women in each of them. Planning needs to link different activities such as home and transport, or workplace and the environment. Such planning helps to identify whether a programme or project increases a woman's workload in one of her roles to the detriment of her other roles.

Tool 6: Incorporation of women, gender-aware organisations, and planners into planning

Incorporation of women, gender-aware organisations, and planners into planning is essential for ensuring that real practical and strategic gender needs are identified and incorporated into the planning process. They need to be involved not just in the analysis of the situation, but in defining the goals and interventions.

Source: Moser 1993

4D-1: Worksheet – Harvard Analytical Framework

Matrix 1: Activity Profile

Activity	Hours per day spent by women/girls	Hours per day spent by men/boys
Reproductive Activities		
Water-related		
Fuel-related		
Food preparation		
Child care		
Health-related		
Others		
Productive Activities		
Agriculture 1..... 2..... 3.....		
Income-generating activities 1..... 2..... 3.....		
Employment 1..... 2..... 3.....		
Other productive activities 1..... 2..... 3.....		
Community Support Activities		
Labour on communal project		
Meetings		
Helping others in times of need		
Other		
Note: If it is not possible to state precisely the daily hours spent, it can be rated on a scale of 1 - 5 (1 = little time, 5 = a great deal of time)		

Handout

Worksheet – Harvard Analytical Framework cont.

Matrix 2: Access and Control Profile

	Access		Control	
	Women	Men	Women	Men
Resources				
Land				
Equipment				
Labour				
Cash				
Credit				
Education				
Others				
Benefits				
Outside income				
Basic needs				
Status/power				
Political power				
Others				
<p>Note: This matrix can be filled with plus (++) and minus (--) to indicate where men and women have access to which resources.</p>				

Worksheet – Harvard Analytical Framework cont.

Matrix 3: Influencing Factors

	Impacts	Constraints	Opportunities
Political			
Economic			
Cultural			
Educational			
Environmental			
Legal			
International			
Other			

Handout

4D-2: Worksheet – Gender Analysis Matrix (GAM)

	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

4D-3: Worksheet – Women’s Empowerment Framework

Levels of Equality	Addressed in Project?
Control	
Participation	
Conscientisation	
Access	
Welfare	
Note: Write ‘yes’ or ‘no’. If ‘yes’ explain how they were addressed in the project	

Handout

4E: Checklist for Building Gender Equity into Project Design and Implementation

Project Design and Preparation

Preparation

1. Which population groups are served by the project (women only, men only, men and women, other groups)?
2. What information is already available about each population group and women in particular?
3. Has information on women's and men's work in the household and community been collected? Is it adequate for the purpose of the project?
4. Has there been consultation with people whose lives will be affected by the project, and what attention has been given to women in this process?
5. Are women involved at all levels in the planning and implementation of the project?
6. What are the opportunities and constraints posed by local cultural practices to the project and to project planning?
7. Does the project formulation process take into account women's knowledge, especially on ecosystems and biological diversity?
8. What are the expected positive and negative impacts on women and men as a result of the project? How can the impacts be increased or reduced respectively?
9. Is the intervention consistent with the current gender denomination and decision-making structure? Or does it seek to change it?
10. Does the project create space for both men and women to participate meaningfully in problem identification as well as implementation? Are women, as well as men, invited to participate in planning and design processes?

Objectives and Activities

1. What are the objectives of the project?
2. Have both men's and women's opinions been sought in the definition of objectives?
3. Are women's and men's roles reflected in the project's objectives?
4. How do the objectives address the needs and concerns of women and men?
5. What programmes, activities, and services does the project have to ensure that gender needs and concerns will be addressed?
6. How will the inclusion of women help to achieve the objectives?
7. How will the activities and services include women's participation?
8. In what ways will the activities and services benefit women?
9. How will women have access to the opportunities and services which the project provides (e.g. training, agricultural extension, new allocation of land rights, credit arrangements, membership in cooperatives, employment during construction and operation)?
10. Are project resources adequate to provide these services for women?
11. Is the project likely to have adverse effects for women?
12. What social, legal, and cultural obstacles could prevent women from participating in the project?
13. What plans have been developed to address these obstacles?

Project Implementation

Project Personnel

1. Are project personnel familiar with gender issues?
2. Are project personnel willing to seek women's participation in implementing the project?
3. To what extent are the female personnel experienced in delivering services to men?
4. To what extent are the male personnel experienced in delivering services to women?
5. If approach by male staff is not culturally acceptable, will the project make provision for female staff intervention?
6. Are female personnel available for technical staff positions?

Checklist for Building Gender Equity into Project Design and Implementation cont.

Operation and Maintenance

1. How will the project ensure that women have equitable access to, and control over, material and technical resources and technologies?
2. How will women participate in, and contribute to, the maintenance of equipment? Will training be provided?
3. Through what organisation(s) will women be involved?
4. How will the project affect women's time?
 - a) Will their workload increase/decrease as a result of innovation or changes (e.g. mechanisation, new agricultural inputs and cropping patterns, withdrawal of labour by other household members, changes in distance to farms, workplaces, water supply, firewood supply)
 - b) If their workload is decreased, does this involve loss of income for women?
5. Do the technologies introduced by the project require changes in women's work patterns?

Institutional Framework

1. Does the executing agency demonstrate gender sensitivity?
2. Does the executing agency have adequate power to obtain resources from its own and other institutions to enhance women's participation in the project activities?
3. Can the executing agency support and protect women if the project has a harmful or negative impact?

Monitoring and Evaluation

1. Is separate data collected on women and men?
2. Does the project have an information system to detect and evaluate the effects of the project on women and men separately?
3. What are appropriate gender indicators for the current project objective in relation to the gender objectives?
4. Given the proposed interventions, what will change in the 'livelihood outcomes' for people (men/women) and how do these benefits relate to the determined gender objectives?

Source: Urdang 1993, cited in CEDPA 1996

4F: The Gender and Development Approach – A Summary

The Gender and Development (GAD) approach to development is aimed at ensuring an equal distribution of opportunities, resources, and benefits to different population groups served by a particular intervention. Applying this approach can help project planners to identify important differences in female and male roles and responsibilities and use this information to plan more effective policies, programmes, and projects.

This approach is based on the Harvard Analytical Framework, one of the first gender analysis models. GAD uses this model to explore and analyse the differences between the kinds of work performed by women and men in particular social, cultural, and economic circumstances. In order to identify differences between female and male roles, responsibilities, opportunities, and rewards, the approach requires that three important questions are asked, explicitly or implicitly, at all stages of the designing, planning, implementing, monitoring, and evaluation of an intervention.

- Who does what, and with what resources?
- Who has access to the resources, benefits, and opportunities?
- Who controls the resources, benefits, and opportunities?

Who Does What? This question identifies the different activities performed by the men and women in the target population. For example, a rural development project aimed at cash cropping might result in the female population assuming the major burden of the agricultural work, because in that society women do most of the agricultural labour. Asking the question, ‘who does what?’ can alert project designers to the possibility that such a project could increase women’s work.

Who Has Access (Ability to Use)? This question asks how much each population group can use existing resources, benefits, and opportunities, or those that will be generated by the intervention. These include land, money, credit, and education.

Who Controls (Determines the Outcome) of the Resources? This question asks to what extent different groups of women and men in the population can decide how to use the available resources. Some groups may have access to resources but may not be able to use them.

Asking the above three questions will help us to understand the position of men and women in a particular society. Planners will be able to develop programmes accordingly. Otherwise they will assume that the men are the head of households and chief decision-makers, even though women play this role, which will lead to the design of ineffective and inappropriate interventions.

Analysis of the information provided by these questions enables us to find out how a particular intervention impacts different groups. If needed, corrective measures can then be put in place to ensure that the project will meet the needs of all identified groups equally.

Source: CEDPA 1996