



## Gender Analysis It's all about power



# Gender Analysis

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Our goal is that all the work that Diakonia supports should contribute to **increased gender equality**. This means that all the projects we support must have:

- **Gender analysis** as part of the basis of the project
- **Objectives** with a gender perspective
- **Activities** with a gender perspective
- **Indicators** that measure whether the project contributes to increased gender equality
- **Monitoring and Evaluation** with a gender perspective

**This Tool deals with Gender analysis.**

# What Is Gender Analysis?

- Gender analysis is a tool for identifying and documenting differences in power, roles, resources, norms, needs and interests of women men girls and boys in a community or group.
- Therefore, it helps us to understand the societies we live in.
- Gender analysis needs to be part of everything we do.

# How can you use this document?

- This document tells you what information we need to capture when we do gender analysis. Such information needs to be part of the basis of all projects – otherwise the projects will not be strategic, relevant and effective.
- The document is not a strict protocol. All the questions will not be relevant for every single project – you decide which ones are useful for the context and the kind of project that you are working on.
- Use this document:
  - when you do gender analysis of a group, population or community
  - when you assess a project proposal
- Please note that in this tool, the term ‘community’ refers to the group of people that your project relates to.



# The Basic Questions of Gender Analysis

1. Who **does** what?
2. Who **has** what?
3. Who **knows** what?
4. Who **decides** what?
5. Who **needs** what?
6. **Which** women? **Which** men?





# 1. Who does what?

## Sexual division of labour

### Examples of questions to ask:

- How do women and men spend their time? What kind of activities are they involved in? Is it the same throughout the whole year (or is there seasonal work)?
- Where do women and men spend their time? Where do their activities take place?
- When are women and men in which places? At what time of the day do their different activities take place?
- Who does paid work? Who does unpaid work?
- What are the differences in how and where girls and boys spend their time?
- How does this (the activities that they are involved in) affect women's and men's ability to participate in the project?
- How does this affect women's and men's ability to benefit from the project?



## 2. Who has what?

# Access to resources and control over resources

### Examples of questions to ask:

- Who owns land, equipment, other key resources?
- Who uses land, equipment etc that they do not own?
- Who has money? Who makes money? Who borrows money? Who lends money?
- Who has access to what services (credit, health care, education, agricultural extension services, etc.)?
- How does this (the resources that they have control over and access to) affect women's and men's ability to participate in the project?
- How does this affect their ability to benefit from the project?



# 3. Who knows what?

## Access to information

### Examples of questions to ask:

- Who has formal education and who does not? Who can read, write, count?
- Who speaks which language?
- Who has access to radio, TV, internet?
- Who has knowledge about the household? Who has knowledge about the community? Who has knowledge about the outside world? Who knows how things are decided in different spaces and at different levels (household, community, political decision-making, nation)?
- Who has which skills?
- Is there a difference in girls' and boys' access to information?
- How does this (the access to information that they have) affect women's and men's ability to participate in the project?
- How does this affect their ability to benefit from the project?



# 4. Who decides what?

## Decision-making in the household and the community

### Examples of questions to ask:

- Who makes which decisions in the household?
- Who makes which decisions in the group or community that these rights holders are part of?
- Who has the ability to influence other people's decision-making (even if they do not have decision-making power themselves)?





# 5. Who needs what?

## Practical needs and strategic interests

### Examples of questions to ask:

- What are the needs and wishes of women and men in this group?
- Are there differences between women and men when it comes to health issues?
- Are there differences in education, knowledge and skills?
- Do girls and boys have different needs and wishes?
- What are the barriers for women to exercise their rights? What are the barriers for men?
- Who experiences violence in the household and in the community? Who carries out violence in the household and in the community?



# 6. Which women? Which men?

## Intersectionality

### Examples of questions to ask:

All women in a community or group do not have the same situation or conditions. All men in a community or group do not have the same situation or conditions.

- What other factors combine with gender to shape women's and men's situation in this group? How? For example:
- What is different in the life of women and girls from an ethnic minority compared to women and girls from the ethnic majority?
- What is different in the life of men and boys who have a disability and men and boys who do not?
- What is different in the life of a woman who has economic resources and a woman who does not?
- What is different in the life of an old man and a young man?
- Which other factors make a difference between women? Which other factors make a difference between men? Which other factors make a difference between girls? Which other factors make a difference between boys?



# When you collect data and information

Disaggregate and analyse the data you collect by **sex/gender**.

For example: You go to a community where 12% of the women and 63% of the men know how to read. If you say '37.5% of the community know how to read', then the inequality between women and men in this community becomes invisible.

**Actively involve** women, men, girls and boys in data collection, to ensure that different opinions are heard.

If possible, make sure that **women are interviewed by women**. There are many things that are sensitive for women to discuss with a male interviewer. Also, consider if there are issues that men would only discuss with a male interviewer.

Identify **existing sources** of gender information and analysis (e.g. local women's rights organisations, local women's groups, past evaluations).

Include gender analysis in **terms of reference**, and ensure that any researchers or evaluators have the necessary skills and experience of working with a gender perspective.



# Now what?

Remember, the information that we get from **gender analysis will only have an impact if we use it.**

So make sure that the information from your gender analysis is reflected in objectives results and activities, and that you develop indicators and M&E practises that help you determine if a project has really contributed to gender equality. Look at the other Tools in the Gender Mainstreaming Toolbox to find out how to do this!



[www.diakonia.se/gendermainstreaming-toolbox](http://www.diakonia.se/gendermainstreaming-toolbox)

