# Good Practices Framework

## Gender Analysis

CARE International Gender Network

**ABSTRACT**

This document discusses basic concepts of gender and introduces key areas of inquiry to take into consideration when undergoing a gender analysis. For each area of inquiry, this brief provides examples of questions that a gender analysis may want to explore, taking into account the domains of agency, structures and relations.

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## *What is Gender?*

Gender is more than biological differences between men and women, boys and girls. Gender defines what it means to be a man or woman, boy or girl in a given society[1] – it carries specific roles, status and expectations within households, communities and cultures. The traits and characteristics associated with gender differ from culture to culture, may vary within cultures, and evolve over time. These differences mean that: individuals[2] face different situations as to what economic, social and political opportunities are open and accessible to them, and what status they hold within economic, social and political institutions. Examples include:

- o Cultural norms concerning women's mobility or women's reproductive (care-giving, household maintenance) roles may limit their ability to take part in the workforce or participate equally in decision-making processes at the community or broader levels;

- o Men often face community pressures/expectations that prevent them from breaking harmful gender norms, and sharing roles or responsibilities more equitably within the household; and

- o Where marriage norms mean women and girls lose membership of their natal kin to join that of their husbands, parents may prioritize investment in sons who are expected to remain with and support the family.

- Men, women, boys and girls are affected in different ways by policies, interventions and changing environments, based on their unique experiences, priorities, social norms and their relationships with others. Examples include:

- o Deteriorating natural resources may disproportionately affect women and girls who must then travel farther to gather firewood or water, not only adding to their workloads but also increasing their risk of assault;

- o Economic development programs that only target women and girls to the exclusion of men can aggravate gender tensions within households, especially where men are expected to provide for the family and have been unable to fulfill these duties in difficult economic environments; and

- o Enrollment campaigns designed to increase girls' participation in school can set girls up for failure if they don't address discriminatory practices in schools, communities and domestic workload issues at home.

## *The What and Why of Gender Analysis*

Gender analysis is the systematic attempt to identify key issues contributing to gender inequalities, many of which also contribute to poor development outcomes. This process explores how gendered power relations give rise to discrimination, subordination and exclusion in society, particularly when overlaid across other areas of marginalization due to class, ethnicity, caste, age, disability status, sexuality, etc. CIDA describes gender analysis as:



Build evidence, advocate — Design, innovate, adapt — ANALYSIS — Assess, monitor impact — Monitor change

> *"The variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures."*

The gender analysis process seeks to collect, identify, examine and analyze information on the different roles of women and men. Gender analysis primarily seeks to understand these three questions:

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[1] Individuals may self-identify as neither male nor female, or both male and female; this can include transgender, intersex, third gender, *hijra, travesti*, androgynous, gender queer, or any localized identity category beyond the male/female binary conceptualization of sex and gender.
[2] These terms are used across this brief to include people of all ages, from infants, children and adolescents to adulthood.

1. What are gendered-related rights denials in a given context? How do unequal gender relations, gendered discrimination, subordination and exclusion influence rights denials? How do these rights abuses intersect with other areas of discrimination – based on ethnicity, culture, class, age, disability, etc.?

2. How will gender relations affect the achievement of sustainable results? For example, if the project's sustainable result is increased productivity among female smallholder farmers, then gendered norms in household divisions of labor and workloads may greatly influence production outcomes,

3. How will proposed results affect the relative status of men and women? Will it exacerbate or reduce inequalities?

Gender analysis examines gender roles and relations from inter-personal, household, community, provincial and national levels. It looks at both the public and private spheres of people's lived experiences. It seeks to understand the differing priorities, needs, activities and responsibilities of men and women, boys and girls across different life stages, and in the various roles they play (as sons and daughters, lovers, mothers and fathers, citizens, neighbors, laborers, etc.). An analysis of gender issues must also recognize other diversity factors that affect all members of society, such as age, ethnicity, class, caste and other socioeconomic conditions.

Analyzing gender is essential for CARE across the program cycle to:

- Design, innovate and adapt programming that aims to transform gender dynamics and power in ways that promote social justice, inclusiveness and equality;

- Remain accountable to those in whose lives we hope to see positive change, and minimize unintended harm;

- Assess how program initiatives and broader trends have contributed to change for groups of people across genders, including monitoring expected and unexpected results; and

- Build an evidence base that facilitates documentation and contributes to broader advocacy and social movements in favor of equal human rights for all genders.

## *Undertaking Gender Analysis*

The characteristics and dynamics of gender crosscut all arenas of life. This guide serves as a starting point for teams to identify and explore key gender questions in light of programmatic priorities, resources available and time (*see Textbox below)*.

This framework outlines three key phases of gender analysis to explore gender dynamics from broader to local contexts:

A. Preliminary Foundations: the broader context in which to ground our understanding of gender relations.

B. Core Areas of Inquiry for Gender Analysis: key issue areas to probe for a deeper understanding of the characteristics and conditions of gender relations. Each area of inquiry cuts across CARE's women's empowerment domains of: agency, structures and relations.

C. Applying gender analysis to programming: the identification of key strategic gender issues and practical rights that emerge from a gender analysis. In this phase of analysis, programmers should examine both the key immediate rights that affect women's conditions (practical rights) as well as the needed transformation in structures and relations to pursue gender equality (strategic interests). For more discussion on practical rights and strategic interests, see page 13.

Across each phase of analysis, teams should consider the following:

- **Gender norms change across time** – How have values, norms and expectations around gender changed over the decades (positively and negatively) and what influences led to these changes?
- **Individuals experience life differently at different ages and life stages –** How do different age groups (younger children, adolescents, adults and elderly) as well as marital status (unmarried, married, widowed, separated, divorced) experience gender and power issues differently?
- **Individuals maintain multiple roles and relationships** (for example, as sexual partners, household and clan members, citizens of a broader community, economic actors, etc.).

Your gender analysis may be a combination of primary and/or secondary research.

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**PRACTICAL CONSIDERATIONS: Parameters and Preparation**

Shaping the scope and methods of any study are a number of key parameters:

- **Scope (Projects versus Programs)**: *Is the study intended for long-term programming or specific to a project/initiative?* The scope of the gender analysis should be tailored to the size and complexity of the project or program. For a long-term program, the gender analysis may be more detailed and comprehensive. For a project/initiative, the analysis may have a narrower focus.

- **Resources:** The depth and breadth of a study will be influenced by other factors, including: time available, project/program budget, as well as human resources. A CO may want to partner with a research institution or university for joint learning and analysis.

- **Timing:** Ideally, gender analysis will inform programmatic design. In some instances, however, gender analysis will be conducted after the design phase due to time constraints or other factors.

- **Emergency response:** In an emergency context, it may not be feasible to touch on all aspects of the framework in analyzing gender. In these situations, please reference the Rapid Gender Analysis Tool for a checklist of questions related to gender in humanitarian contexts.

Careful preparation is absolutely essential to ensure that CARE works ethically and in line with its principles throughout this work. In designing analysis, careful consideration must be given to risk analysis and ethical considerations:

- What are **potential risks** to participants or community members linked to this study? How can we ensure that we "Do No Harm"?

- How can we ensure **accountability, and promote empowerment and learning** of participants as well as CARE staff and partners through the analysis process?

- How can we ensure that we **work sensitively and respectfully** within communities?

Time and coaching must also be dedicated to support teams to build key skills for gender analysis:

- **Gender equity and diversity sensitivity:** Build awareness, sensitivity and tolerance among staff and partners around gender, equity and diversity in our own lives and work, to enable critical reflection and analysis of the situations where we work.

- **Facilitation and analysis skills:** Develop skills in empowering approaches that engage participants respectfully, promote and foster learning, center control with community members through participatory approaches, and engage in critical conversations that probe deeper into the topics in question.

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## A. Preliminary Foundations: Broader Context

To gain a broader understanding of gender dynamics, analysis includes exploration of:

- Secondary data pertinent to development outcomes that are sex-disaggregated, including sex-disaggregated information on access to services, educational attainment, literacy, income and livelihood, mobility, workload, health and nutrition, morbidity and mortality, violence, etc. Where available, data should also be disaggregated across other key groups like caste, class, ethnicity, and other important characteristics of a given context;

- Policies and laws related to human rights, especially implementation pertinent to women's rights in a specific region/country/sector (Ratified Conventions such as CEDAW, Plans of Action, Gender Policy, Strategy, Monitoring and Reporting Commitments; and national-level programs that spell out the rights and services for representation, citizenship, family disputes, sexual and reproductive health);

- Cultural norms, values, and practices related to gender (e.g. expectations on individuals around how they should behave or act, rites of passage into adolescence, adulthood, marriage, etc.).

- Information about lived experiences, attitudes and opinions of critical groups and actors in the context. This would require a mapping of key stakeholders and institutions, and exploration of their interests, motivations, characteristics and relations with one another. Institutions are both formal and non-formal and both public and private (e.g. Cultural/Religious, Legal/Judicial, Market/Economic, Political, Bureaucratic, etc.)
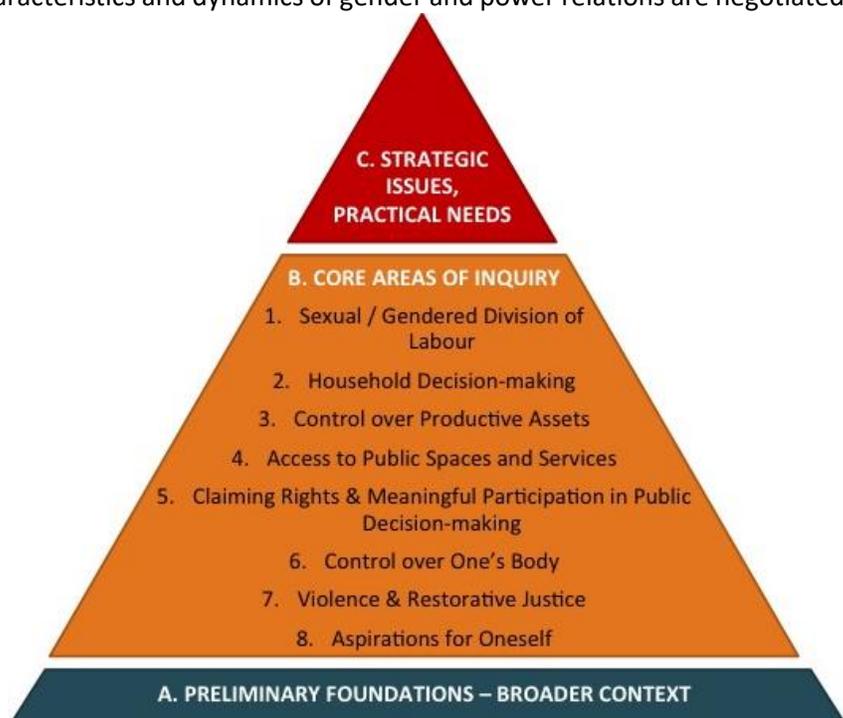
## B. Core Areas of Inquiry for Gender Analysis

To help teams undertake a gender analysis, the CI Gender Network collaborated to identify core areas of inquiry for gender analysis. These represent key areas where the characteristics and dynamics of gender and power relations are negotiated.

The core areas of inquiry draw on key lessons from CARE's Strategic Impact Inquiry on women's empowerment, gender assessment frameworks from major institutional donors (USAID, CIDA, etc.) and a review of gender frameworks for international development.

Your gender analysis should include a review of secondary data and further exercises with key stakeholders. The analysis may explore the following areas of inquiry.

These areas and questions are not to be simply adopted and applied. Rather, teams should read and reflect on this proposed menu of inquiry areas and questions. From these questions, COs can adapt guiding analysis questions based on what makes sense for their interests, resources, time and context.

Within each, key questions have also been suggested across Agency, Structures and Relations domains (for more information on these domains, please see the Gender Equality and Women's Voice Guidance Note.



C. STRATEGIC ISSUES, PRACTICAL NEEDS

B. CORE AREAS OF INQUIRY
1. Sexual / Gendered Division of Labour
2. Household Decision-making
3. Control over Productive Assets
4. Access to Public Spaces and Services
5. Claiming Rights & Meaningful Participation in Public Decision-making
6. Control over One's Body
7. Violence & Restorative Justice
8. Aspirations for Oneself

A. PRELIMINARY FOUNDATIONS – BROADER CONTEXT

### *Area of Inquiry 1: Sexual/Gendered Division of Labor*
Work permeates all parts of people's lives – in public and domestic spheres. In many societies, gender norms influence who is allowed to do certain types of work, and who is expected to complete certain tasks. Specific household duties and types of work may confer specific sets of opportunities, constraints and status for individuals. This differentiation may reinforce or transform gender inequalities. Our programming needs to take these dynamics into account not only to avoid reinforcing gender inequalities and unintentional harms (e.g. women gain employment in the formal sector but remain fully responsible for all household duties), but also to seek opportunities to loosen rigid gender norms about what an individual is "allowed to" and "capable of" doing based on their gender (e.g. it is socially acceptable for men to cook for their families and for women to sell labor). Gendered divisions of labor can exist in all realms of work – whether paid or unpaid, informal or formal, productive (commercial) or reproductive (domestic, care-giving, household-maintenance). Thinking about your project activities, how are they affected by and affect the gendered division of labor? Are there shifts in the household division of labor? Are these shifts shared equitably?

| Agency | Structures | Relations | Related Tools |
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| What personal skills, abilities, knowledge or attitudes will a man or woman need to be able to negotiate division of labor?<br><br>Collectively, what skills or strategies are women or men using to negotiate gendered division of labor?<br><br>What types of roles do women or men play within the local community or broader family networks?<br><br><br>What types of positions or sectors do women or men occupy at the national level? | How do customs and norms shape women's options for productive (paid) work compared with men? What is the value given to such work? Are wages for men and women equal?<br><br>What are the implications on opportunities, choices, time, mobility and social support of men and women, girls and boys in relation to these customs and norms?<br><br>Are working conditions safe for both men and women? Do they account for pregnant or breastfeeding women?<br><br>What services, laws or policies exist to support men and women's livelihoods? How accessible are these services? What is their quality and budget?<br><br>What kinds of civil society organizations are advocating for change in gendered division of labor? What changes are they seeking? How is CARE's programming connected to civil society demands in this area of inquiry? | What livelihood networks (clan, cooperatives, labor groups, VSLA) do women benefit from or contribute to?<br><br>What are the positive and negative consequences for women who successfully control assets?<br><br>How do women, men, girls or boys interact/negotiate:<br><br>• In household management?<br><br>• In interacting with clients or bosses?<br><br>• In relating with service providers and officials?<br><br>Collectively – how do women, men, girls or boys mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher Level Conditions**<br>• Key Informant Interviews<br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Gender Norms and Trends<br><br>**Community Dynamics**<br>• Network Analysis<br>• Wage Analysis, Crop Matrix<br>• Exploitation Analysis<br>• Seasonal Calendars<br>• Dependency/ Influence Mapping<br>• Key Informant Interviews<br>• Field Observation<br><br>**Household Dynamics**<br>• Intra-Household Decision-Making<br>• Income and Expenditures Matrices or Pie Charts<br>• Daily Time Use |

***Special note for children and adolescents***: Girl- and boy-children and adolescents are often socialized very differently in the household and in school settings.

- How are children socialized to be responsible for certain tasks and roles in this context? Why are girls and boys expected to do different kinds of tasks?
- How many hours a day are girls doing domestic work compared to boys?
- Do household responsibilities shift to girls and/or boys when caregivers become more engaged in civic participation (including CARE's programming) or livelihood activities?
- Are girls or boys expected to engage in income generating work outside the home to contribute to family support? If so, what types of work are they engaged in? Who controls the proceeds? Is it different for girls and for boys?

### Area of Inquiry 2: Household decision-making

In many societies, the household comprises the heart of private life. Within households, access to decision-making and resources can be variable although all members are affected by these decisions and practices. In many places, for example, issues of sexual relations, family planning and household spending are under the control of the male household head. Patterns of decision-making vary by place, class, caste and ethnicity. Within a given group, decision-making will vary from household to household. To ensure effective programming, it is critical to understand how decisions are made within a household and how these processes have evolved across time. It is also important to understand how programs might affect household decision-making processes in ways that may pave the way toward more equitable relationships or reinforce gender inequalities at the household level.

| Agency | Structures | Relations | Related Tools |
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| In what kinds of decisions do women in the household participate? Or decide on their own? (Household management, schooling for children, family decision-making, family planning, etc.)<br><br>What avenues or strategies do women engage to influence household decisions?<br><br>What information or competencies does this require? | What are household norms and community expectations in terms of decision-making processes?<br><br>What policies or laws regulate how household decisions are made?<br><br>Are there civil society groups focused on promoting policy changes on these regulations? | In typical households in your impact group, how are household decisions made?<br><br>Who is involved in key decisions concerning the household (i.e. income and expenditures, family planning, education, food allocation within the household, etc.) and how are negotiations about these decisions managed?<br><br>Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br><br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/ Stakeholders<br>• Gender Norms and Trends<br>• Key Informant Interviews<br><br>**Community Dynamics**<br><br>• Measuring Attitudes toward Women and Gender Equality<br>• Mapping Institutions/ Stakeholders<br>• Critical Incidents<br>• Dependency/ Influence Mapping<br>• Decision-making exercises<br>• Key Informant Interviews<br><br>**Household Dynamics**<br><br>• Intra-Household Decision-Making<br>• Income and Expenditures Matrices or Pie Charts | *REMINDER: Situating Analysis in Broader Context*<br><br>Across each area of inquiry, consider how gender relations interact with the analysis of broader context in relation to gender:<br><br>1. Cultural norms and values<br><br>2. Policies and laws related to human rights, especially implementation pertinent to women's rights<br><br>3. Information on edu. attainment, literacy, incomes and livelihoods, mobility, workload, health, nutrition, morbidity/mortality, violence, etc., by sex.<br><br>4. Experiences, attitudes, opinions of critical groups and actors in the context, and their relations with one another as well as with groups of women. |

*Special Consideration for Children and Adolescents*:

• Do girls and boys have equal opportunities to develop skills necessary for household decision-making later in life?
• How are girls and boys given needed support in learning negotiation, finance, and other life skills? Are these equally available to both?

## Area of Inquiry 3: Control of productive assets

Ownership and control over productive assets have important implications on how individuals or groups can pursue their aspirations and protect themselves from shocks. With so many development projects aimed toward strengthening community livelihoods, resilience to shocks and social protection, it is essential to understand how gender influences who has control over and benefits from various productive assets – in terms of ownership of household assets, inheritance claims, livelihood opportunities and financial capital. Gaining control and ownership over productive assets is critical to secure collateral for a loan, and strengthen resilience following natural disasters, conflict, death of a household head, or separation from a spouse.

Thus, it is important to reflect on what are the norms and characteristics around control over and benefits from productive assets, and how can projects work to promote more equal gender relations in this area.

| Agency | Structures | Relations | Related Tools |
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| What strategies do women employ – individually or as a group – to gain control over productive assets? And over their own labor and income? Who do they negotiate with?<br><br>What personal skills, abilities, information, knowledge or attitudes will a man or woman need to be able to negotiate control over productive assets?<br><br>What have women done collectively to promote equality in control over productive assets? | What are household norms on the management of productive assets between men and women? How do livelihood options favor men or women?<br><br>How do societal norms, policies or programs influence accessibility of productive assets for women?<br><br>Which civil society groups are working to support equal access to value chain, market, agricultural or livelihood options for women? And to support women's equal control over productive assets in this context? | What social or livelihood networks (clan, cooperatives, labor groups, VSLA) do women benefit from or contribute to? What is their influence in control over productive assets by men or women?<br><br>What are the positive and negative consequences for women who successfully control assets? What are the positive and negative consequence for men, when women successfully control assets?<br><br>How do women negotiate control of productive assets? How does this compare with men? Among women, are some groups (based on citizenship status, caste, marital status, etc.) not as successful, and why?<br><br>Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/Stakeholders<br>• Key Informant Interviews<br><br>**Community Dynamics**<br>• Network Analysis<br>• Gender Norms and Trends<br>• Wage Analysis, Crop Matrix<br>• Dependency/Influence Mapping<br>• Land Tenure Matrix<br>• Role-Playing and Story-telling Scenarios<br>• Decision-making exercises<br>• Key Informant Interviews<br><br>**Household Dynamics**<br>• Intra-Household Decision-Making<br>• Income and Expenditures Matrices or Pie Charts |

*Special notes for children and adolescents*:

• How are girls and boys being socialized regarding societal/cultural expectations of their roles in control, use of and/or benefits from productive assets?
• Are girls and boys given equal access to education, training, parenting or mentoring that enhances their acquisition of skills, attitudes, and knowledge to maximize successful future control over productive assets?
• Do they have the adult role models and mentors to provide encouragement and guidance?
• If they are already engaging in livelihood options, are there mechanisms to ensure safety and choice (to prevent coercion, violence, slavery, trafficking, adequate pay and appropriate working conditions, etc.)?

*REMINDER:*
*Remaining sensitive to the diverse and changing roles and relationships:*

*Trends and changes across time* – how values, norms and expectations around gender have changed over the decades (positively and negatively) and what influences led to these changes.

How *different age groups* (younger children, adolescents, adults and elderly) as well as *life stages* (unmarried, married, widowed, divorced) can make a difference to people's lived experiences.

*The multiple roles and relationships both women and men maintain* (for example, as sexual partners, household and clan members, citizens of a broader community, economic actors, etc.).

## Area of Inquiry 4: Access to Public Spaces and Services

Fulfilling basic rights like health, education, security and citizenship, all hinge on an individual's ability to enter public spaces and access the services he/she requires. This means that all individuals in a community should have the mobility to access public spaces safely. Further, services - including justice, administration, financial services, education, health and other social development sectors– should not only be accessible, but also accountable to all members of the community that they serve. To ensure that program initiatives are inclusive and accountable, it will be critical to understand barriers and opportunities in relation to mobility as well as access to services. One part of this is to understand what risks women and men, girls and boys take when entering public spaces and accessing services. What are barriers they face in accessing quality services that are accountable, transparent and responsive to their needs and interests? And how can individuals ensure services are accountable to their needs and interests?

| Agency | Structures | Relations | Related Tools |
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| How do men and women, boys and girls navigate public spaces? What are reasons for this? What strategies do women employ to gain access to services and rights? Who do they negotiate with? What personal skills, abilities, information, knowledge or attitudes will a man or woman need to be able to access services and rights? What have women done collectively to promote equality in access to services and rights? | Do women and girls have the autonomy to move freely within and beyond the community alone? How is this different for men and boys? What happens to women or girls who are seen in public spaces? What are the consequences for safety and security or reputation? What norms shape women's and girls' access to and role in the public sphere? What are policies, programs or strategies that promote women's and children's access to services, public services and spaces? How is it budgeted, staffed, funded or advertised? Are adequate services equally accessible to women, men, girls and boys? (types of services may include health, financial, legal) | Do family members or neighbors encourage or support women's and girls' access to services and rights? What kinds of services/rights? What key relationships control women's and girl's ability to move within and beyond the community? What are conditions surrounding their mobility? How do power dynamics in the household or community prevent or facilitate space for women to access services/rights? Do women support one another across classes or caste or ethnicity? Which social support networks facilitate access to gender- and age-responsive services to members of marginalized groups (women/girls/other)? Collectively – how do women, men, girls and boys mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions? How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br>• Gender Norms and Trends<br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/ Stakeholders<br>• Key Informant Interviews<br><br>**Community Dynamics**<br><br>• Measuring Attitudes toward Women and Gender Equality<br>• Power Mapping<br>• Community, Social and Resource Mapping<br>• Network Analysis<br>• Field Observation<br>• Mobility Analysis<br>• Decision-making exercises<br>• Key Informant Interviews<br>• Class/Mobility Matrix<br>**Household Dynamics**<br>• Intra-Household Decision-Making |

## *Special consideration for children and adolescents*:

• What public spaces are available for girls and boys within the community? What are risks they face in accessing these spaces? How are risks different between (and among) girls and boys?
• What services are available for girls and boys in the community? How can services be adapted to be more child-friendly?
• What role do children or adolescents play in reinforcing child/adolescent accountability in services and rights?
• How do girls and boys differ in this regard in this context?

## *Area of Inquiry 5: Claiming Rights and Meaningful Participation in Public Decision-making*

Beyond accessing services and spaces, it is important that people know their rights and exercise them without negative repercussions or fear of backlash. This is critical for individuals and groups to be able to claim their rights effectively. As equal members within a community, it is important that groups and individuals have the space and standing to be able to participate meaningfully in public decision-making. These spaces may include village committees, government administration and political offices, village savings and loans groups in addition to other public groups and forums. The ability to participate meaningfully in public spaces and claim one's rights goes beyond token representation and quotas for under-represented groups within a forum or association. Meaningful participation involves environments where individuals may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in leadership or decision-making.

| Agency | Structures | Relations | Related Tools |
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| What specific attitudes, information, knowledge, skills and capacity are necessary to claim rights and meaningfully participate in public spaces and community decision-making? And how do men and women compare?<br><br>What roles are women taking in various village, district/regional, or national levels of decision-making in institutions (both formal and non-formal)? Are women and girls in leadership positions?<br><br>Collectively what are women's groups doing to support women and girls to participate in the public sphere? | How are women and men represented as participants within markets, community forums, cultural rituals, government, etc.? To what level are women and women's interests represented in each of these spaces?<br><br>What are policies, programs or strategies that promote women's and children's participation in public policy, planning and decision-making? How is it budgeted, staffed, funded or advertised? | Do family members or neighbors encourage or support participation? Do husbands support wives? Do parents support daughters?<br><br>How do power dynamics in the household or community prevent or facilitate meaningful participation in community forums? Do women support one another across classes or caste or ethnicity?<br><br>Which social support networks facilitate meaningful participation and leadership opportunities in public forums by members of the marginalized group (women/girls/other)?<br><br>How effectively do women and girl leaders negotiate their interests and remain accountable to those that they represent?<br><br>Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br>• Gender Norms and Trends<br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/ Stakeholders<br>• Key Informant Interviews<br><br>**Community Dynamics**<br><br>• Measuring Attitudes toward Women and Gender Equality<br>• Ideal Man or Woman<br>• Power Mapping<br>• Community, Social and Resource Mapping<br>• Network Analysis<br>• Field Observation<br>• Key Informant Interviews<br><br>**Household Dynamics**<br><br>• Intra-Household Decision-Making |

*Special consideration for children and adolescents*: Children and adolescents are rarely encouraged to participate in community discussions and decisions

• How are school and home settings fostering the developmental skills necessary for children to increasingly participate in community discussions and decisions as developmentally appropriate?
• How are adolescents' leadership skills fostered and encouraged, and mentored?
• What limitations are put on the types of public engagement (e.g. voicing ideas or opinions) that is acceptable for girls? For boys?

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**REMINDER: Situating Analysis in Broader Context**

Across each area of inquiry, consider how gender relations interact with the analysis of broader context in relation to gender:

1. Cultural norms and values

2. Policies and laws related to human rights, especially implementation pertinent to women's rights

3. Information on edu. attainment, literacy, incomes and livelihoods, mobility, workload, health, nutrition, morbidity/mortality, violence, etc., by sex.

4. Experiences, attitudes, opinions of critical groups and actors in the context, and their relations with one another as well as with groups of women.

> **REMINDER:**
> **Remaining sensitive to the diverse and changing roles and relationships**
>
> **Trends and changes across time** – how values, norms and expectations around gender have changed over the decades (positively and negatively) and what influences led to these changes.
>
> How **different age groups** (younger children, adolescents, adults and elderly) as well as **life stages** (unmarried, married, widowed, divorced) can make a difference to people's lived experiences.
>
> **The multiple roles and relationships both women and men maintain** (for example, as sexual partners, household and clan members, citizens of a broader community, economic actors, etc.).

• What opportunities exist for children and youth to participate in public fora on issues of concern to them?

• How are girls and boys treated differently in this regard in this context?

### Area of Inquiry 6: Control over One's Body

In gender relations, one of the most important areas of struggle has been an individual's ability to take control over his/her own body and sexuality. This may concern marriage decisions; negotiation over sexual relations and family planning; freedom from neglect; and freedom from sexual and physical abuse and exploitation (e.g. trafficking). Projects working to promote sustainable livelihoods, equal human rights and community development should consider: What are social, cultural, political, environmental and economic conditions that affect individuals' control over their own bodies? And how do interventions affect these dynamics?

| Agency | Structures | Relations | Related Tools |
|---|---|---|---|
| How do women and men negotiate safe and consensual sex, family size or marital status? With whom?<br><br>What attitudes, information and skills will a woman need to negotiate safe and consensual sex in her context? What about for men?<br><br>What are current types and rates of violence (domestic, as a weapon of war, etc.), trafficking, child marriage, or other relevant / related rights abuses within the country context? This may include rates of harassment, abuse, exploitation and assault in the home, workplace and community.\*\*<br><br>How are individuals or groups/ networks already acting to prevent and respond to these rights abuses in this setting? | What threats or hazards jeopardize women or men's control over their bodies (i.e. harassment, sexual abuse, forced sex, physical abuse, trafficking)? What factors drive these risks?<br><br>How do norms, laws and institutions enable or prevent sexual and reproductive health rights? Violence? Harassment? Sexual abuse or exploitation? Mobility? Marriage rights? Access to health services or information?<br><br>Is sex work legal? Socially acceptable? How is consensual transactional sex viewed in your context? How common is it?<br><br>How do policies enable or prevent personal choice about marriage, sex? What are the rights within marriage, divorce, and abandonment? What are widow inheritance rights?[3] How are these codified in law? | Can a woman negotiate sex (can she insist on safe sex)? Can she initiate sex? Can she say no?) In her context, within/outside of marriage? How much room for negotiation is there?<br><br>What relationships (e.g. in-laws, parents, neighbors, relatives, tribal relations, etc.) affect women and men's decision-making on marital status, choice of marital partner, family planning/sexual relations? How do these relationships influence these choices?<br><br>Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br><br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/ Stakeholders<br>• Key Informant Interviews<br><br>**Community Dynamics**<br><br>• Community, Social and Resource Mapping<br>• Network Analysis<br>• Mobility Analysis<br>• Gender Norms and Trends<br>• Forms of Violence<br>• Body Mapping<br><br>**Household Dynamics**<br><br>• Role-Playing and Story-telling Scenarios<br>• Intra-Household Decision-Making<br>• Body Mapping |

\*\*Exploring these questions, it is critical that research teams take measures to ensure ethical analysis that aligns with international standards and CARE's principles for empowering, rights-based and accountable analysis..

### Special note for children and adolescents:

• Child or forced early marriage is a common custom in many parts of the world. How common is child marriage and what are the reasons for it in your context?

• What are the risks around sexual exploitation facing children? In what settings is this most likely to occur? What space do children have to negotiate their rights? How is the situation different for girls in contrast to boys?

• What agencies or services exist to offer social protection to children?

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[3] In parts of Sub-Saharan Africa and India, once widowed, a woman is 'inherited' by or obligated to marry a male kin of her late husband. This practice is known as widow inheritance or levirate marriage.

## Area of Inquiry 7: Violence and Restorative Justice:

Violence is an expression of systems, structures and relationships under strain – an instrument of social control and an extreme reaction to the prospect of change. In work that aims explicitly to shift gendered power relations at interpersonal or ingrained institutional levels, it is incumbent on us to be prepared to address violence, both as a common feature of people's lives and as a potential consequence of NGO efforts to support individuals' empowerment.[4] Violence can come in a multitude of forms and affects women, men, girls and boys. In seeking to understand violence and justice, it is important to keep in mind that acts of violence may take a number of forms. The World Health Organization defines violence as: *The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.*[5] The World Health Organization classifies four types of violence, to include physical, sexual, psychological and neglect. These can take place in at various levels, including self-directed (suicidal or self-abusive); interpersonal (within a household or community) or collective (driven by social, political or economic struggles).

| Agency | Structures | Relations | Related Tools |
|---|---|---|---|
| What attitudes, information, knowledge or skills will an individual need to prevent or address violence?<br><br>What choices do individuals have when faced with violence (as a victim, or faced with pressure to behave violently)?<br><br>How are individuals – or collective groups – already acting to prevent and respond to violence in this setting? | What are the forms and characteristics of violence by sex and age group (how are boys, girls, men and women affected differently)?<br><br>What are men's and women's attitudes or beliefs toward violence, and what is considered "normal" in this context?<br><br>What are responses to different forms of violence by community and justice mechanisms? What care/support is available for survivors of violence? How does custom compare with law in the case of community response to sexual violence?<br><br>How accessible and sensitive to survivors are the local health, psychosocial, legal or protective services in providing information and services, whether government-sponsored or private?<br><br>What discrimination or stigma do survivors of violence face? How does the community react when survivors seek restorative justice? | How do women, girls, boys or men negotiate to avoid violence, or seek protection? And with whom?<br><br>What groups exist to support survivors of violence and prevent future violence?<br><br>How do family and other extended networks monitor and influence (i.e. prevent or support) violent behaviors in the household, family, communities or schools?<br><br>Collectively – how do women and men mobilize or advocate around this issue and with whom? How are CARE's programs relating to groups' goals and actions?<br><br>How are these groups related to other key stakeholders/institutions (private enterprise, government, religious institutions, etc.)? | **Higher-level Conditions**<br>• Macro-Secondary Analysis<br>• Policy Analysis<br>• Governance Analysis<br>• Mapping Institutions/ Stakeholders<br>• Key Informant Interviews<br>• Gender Norms and Trends<br><br>**Community Dynamics**<br>• Community, Social and Resource Mapping<br>• Forms of Violence<br>• Measuring Attitudes toward Women and Gender Equality<br>• Critical Incidents<br><br>**Household Dynamics**<br>• Measuring Attitudes toward Women and Gender Equality<br>• Role-Playing and Story-telling Scenarios<br>• Intra-Household Decision-Making<br>• Life Histories |

### Special note for children and adolescents:

• Are there beliefs or practices within families that inflict violence on children, such as female infanticide or forced early marriage? How do these affect girls and boys differently?

• Which government or private social service agencies are specifically trained and providing services to children and adolescent survivors of violence?

• What mechanisms are in place in schools or places where children and youth gather to prevent and respond adequately to violence?

[4] E Martinez (2009). Women's Empowerment and Violence. SII Brief.
[5] Krug, E.G., Dahlberg, L.L., Mercy, J.A., Zwi., A.B., Lozano, R. (2002) . World report on violence and health. World Health Organizaiton: Geneva.

- Are there teachers who are coercing children into sex?
- Are the toilet facilities in schools considered safe by both girls and boys?
- How safe do children (girls and boys) feel as they are traveling to and from school or for household duties (i.e. gathering firewood, water)?

## *Area of Inquiry 8: Aspirations and Strategic Interests*

As a rights-based organization it is important to situate approaches to programming in people's aspirations and priorities for themselves, regardless of project interventions' technical focus. This is not something that should be blindly adopted or assumed but situated in the broader context of a gender analysis. As one CARE staff noted:

> *There is something very powerful about the limitations we place on ourselves about who we want to be and what we think that we can achieve. It encompasses our hopes, the limitations we expect society to put on us, our burdens and roles, and what kind of relationships we expect to have with others.[6]*

Thus, a foundational area of inquiry for gender analysis includes understanding women, men, girls and boys' own aspirations and their relationship with broader norms and relationships surrounding their lives.

| Agency | Structures | Relations | Related Tools |
|---|---|---|---|
| What are aspirations that men or women articulate for themselves? What are collective aspirations that men or women articulate for themselves as a group (kinship, women, class, caste, ethnicity, religion, sexuality, occupation, etc.)? What are the most pressing needs for women or men from your perspective? Why? What limitations do they place on their dreams in terms of who they want to be, what they can achieve and what can change? | How do women or men's aspirations for themselves reflect or contrast norms? How do men, women, boys and girls see the environment around them changing within these aspirations or priorities? In terms of: <br>• Services available? <br>• Social norms and expectations? <br>• The natural environment or security issues? <br>National or international level political or economic dynamics? | How would men and women, boys and girls envision their relationships evolving? <br>• Within the household level? <br>• In intimate relationships? <br>• As a group entity internally and in relation to others? <br>• Within the community (among peers, co-workers, fellow-citizens, local councils, religious or ethnic communities, etc.)? <br>• And with national or higher-level actors (civil society organizations, government, private enterprise, etc.)? <br>How are these envisioned shifts different from the current status of relationships that men, women, boys and girls currently hold? | • Appreciative Inquiry <br>• Defining empowerment through changes Sought in Agency, Structures and Relations <br>• Dream Tree Analyses <br>• Identifying Empowered Women and their Qualities <br>• Cognitive/Semantic Mapping <br>• Focus Group Discussions |

*Special note for children and adolescents*:

- What are children or adolescents' dreams for their future? Do they have aspirations outside of the expected cultural/social norms? What would need to be different for these to be fulfilled?
  - o How does this reflect social or cultural norms?
  - o Their parents' or teachers' visions for children?
- Are there mentors or role models that support these aspirations? If so, who are they?

## C. Prioritizing Practical and Strategic Gender Issues

The final phase to sharpen analysis works on prioritizing and acting upon strategic gender issues identified through this analysis. Based on the analysis of each of the above areas of inquiry,

a) *What are key practical gender-related rights?* These generally involve addressing immediate needs that account for the different positions of women, men, girls and boys – what a person does or does not have, can and cannot do (agency). For example, drilling boreholes closer to households may save women time in fetching water, enable them to support household production and provide clean water for the family. Traditionally, service delivery and programs focus on these needs. When trying to address more transformational strategic gender issues, programs

[6] S Bouchie. Former Director of CARE's Basic & Girls' Education Unit.

may need to also address practical needs – since they are immediate and at the forefront of what individuals prioritize.

b) ***What are key strategic gender issues? What are the key issues arising that reinforce unequal gender roles and relations?  Where are there opportunities to promote more equal gender roles and relations?*** These generally involve social relations and structural issues, such as social positions, laws and norms affecting gender equality, and power dynamics between groups.

For example, strategic issues include inequality in terms of:

- Access to livelihood opportunities, resources and social networks;
- Security;
- Options in relation to economic and life choices;
- Vulnerability to violence and exploitation;
- Unequal political power and voice.

Working on strategic issues aims to transform unequal gender relations through the promotion of solidarity and action among women and between men and women for inclusive and just development processes.

Reflecting on these questions and applying your analysis to programming (design and adaptation), it is important to consider: (1) the situation and context: (2) what is working well that could serve as leverage points in the project, or entry points for broader gender equality programming;  and (3) what barriers or challenges need to be addressed or considered within our programming?

## *Planning and Action*

Based on the analysis and identification of key practical gender-related rights and strategic interests, programs and projects can use analysis to:

- ***Incorporate gender considerations across the programmatic cycle:*** into the program analysis, design, monitoring, assessment and learning, as well as project objectives, outcomes, activities, work plans, monitoring and reporting formats, review and evaluation guidelines and consultants TORs.
- ***Shape Strategic and Operational Planning of Programs***: Incorporate a gender and rights perspective into the development of long-term programs and strategies to place gender relations, and the intersection of gender and other categories of exclusion at the heart of CARE's work. These perspectives should be integrated into top-level decision-making and priorities for CARE, as an organization whose vision and values place social justice, human dignity, non-discrimination and empowerment at the core of its work.
- ***Develop strategies to address barriers and constraints***, include these strategies in program/ project design and implementation, and ensure that they are adequately resourced.
- ***Identify ways to monitor gender-related results or impacts***: develop and incorporate methods to track changes in gender norms/relations and track key indicators related to important gender issues.
- ***Identify capacity building needs*** of CARE and partner staff and develop/implement a plan to address these needs. Be sure to include these plans in your budget and project workplans.
- ***Engage advocacy*** for broader change to empower women, address strategic gender interests and transform gender relations.

## *Resources*

***Sources of Data for Gender Analysis at the Macro Level:***

The quality of sources shape the quality of analysis. Possible sources of data can include the following. This list is not comprehensive and will vary for country to country:

- Inter-governmental Agency Reports: UNICEF, UN Women, UNFPA, UNDP-Human Development Report, UNAIDS, UNESCO-IIEP, World Bank

- Donor Agency Reports: USAID Gender Assessments, DFID Publications
- CEDAW and CRC Shadow Reports
- National Progress Reports, laws, policies, census information, statistics (Living Standards, Development) and ministry statistics
- Demographic Health Surveys
- Household Budget Surveys, Labor Surveys
- Gender Profiles