PACIFIC GENDER MAINSTREAMING TRAINING KIT

TRAINING MANUAL

MODULE 2: GENDER ANALYSIS
ACKNOWLEDGEMENTS

The Pacific Gender Mainstreaming Training Kit has been developed by the Pacific Community (SPC) through Pacific Women Lead, and the former Pacific Women Shaping Pacific Development (Pacific Women) programme. Over nearly 10 years, Pacific Women connected more than 180 gender equality initiatives supported by Australia and implemented by over 190 partners across 14 Pacific Island countries. From 2021, the Australian Government continues its commitment to gender equality through its Pacific Women Lead portfolio.

Development of this Pacific Women Lead at SPC (PWL at SPC) training package was led by Pacific Women Lead Enabling Services (PWLES) and Brigitte Leduc, PWLES Gender Equality and Social Inclusion Adviser for Tuvalu, and refined with valuable input from the many hundreds of individuals from across the Pacific region who participated in gender mainstreaming training sessions and engaged with the curriculum.

Special thanks to Joanne Lee Kunatuba for helping to test and validate the training methodology over a period of a decade. Thanks also to Veena Singh, Nicol Cave, Isabelle Gurney, and Hannah Jay for providing input into the training package and assisting with its review.
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INTRODUCTION

Pacific Island countries and territories have committed to gender equality and women’s empowerment through several national, regional, and international instruments. Gender mainstreaming is a tool to support the integration of gender concerns across development programmes and public services with the objective of addressing gender issues and making programmes and services more effective.

This manual forms part of the Pacific Community’s gender mainstreaming training package and is dedicated to developing the basic capacity of managers and officers working in Pacific governments, regional organisations and development partners, as well as civil society organisations, in conducting gender analysis.

This is the second module in a series of four, that focuses on gender analysis.

- Introductory module: Guidance for trainers
- Module 1: Gender equality
- **Module 2: Gender analysis**
- Module 3: Gender mainstreaming.

A gender analysis is the process of collecting, using, and comparing data on the situation of women and men with the aim of identifying differences between women and men and other genders. The criteria used includes ages, conditions and situations with regard to roles, accessibility of resources and opportunities, power, constraints, and rights in a particular context. A gender analysis is used to develop more effective policies and programmes that respond to a diversity of needs among the population and reduce social and economic inequality, including gender inequality.

This module consists of 11 sessions. Each session provides information on the objective, instructions and materials for the exercises, the content of the presentation, and end-of-session evaluation questions.
MODULE SUMMARY

**Session 1: What is gender analysis?**
*Method:* Discussion and presentation  
*Duration:* 45 minutes

**Session 2: Gender statistics**
*Method:* Presentation and group exercise  
*Duration:* 120 minutes

**Session 3: The gender division of labour**
*Method:* Presentation and group exercise  
*Duration:* 80 minutes

**Session 4: Access to, and control over, resources**
*Method:* Presentation and group exercise  
*Duration:* 80 minutes

**Session 5: Gender analysis of participation**
*Method:* Presentation and discussion  
*Duration:* 45 minutes

**Session 6: Measuring empowerment**
*Method:* Discussion, presentation and group exercise  
*Duration:* 75 minutes

**Session 7: The causes and impacts of gender inequality**
*Method:* Presentation and group exercise  
*Duration:* 75 minutes

**Session 8: Supporting empowerment**
*Method:* Presentation and group exercise  
*Duration:* 60 minutes

**Session 9: Practical and strategic needs**
*Method:* Presentation and group exercise  
*Duration:* 75 minutes

**Session 10: Factors of influence**
*Method:* Presentation and group exercise  
*Duration:* 45 minutes

**Session 11: Collecting data**
*Method:* Presentation and discussion  
*Duration:* 30 minutes

**Learning outcome of this module:**
At the end of this module, participants will be able to:

- use gender analysis tools
- recognise gender inequality
- understand how gender issues affect their sector and/or field of work
- identify strategies to address the practical and strategic needs of women
- incorporate gender analysis in their professional practices
- plan actions to address the practical and strategic needs of women.

**Total time:** Approximately 12 hours
SESSION 1

WHAT IS GENDER ANALYSIS?

OBJECTIVE:
To understand gender analysis and its purpose.

METHOD:
A facilitated discussion followed by a presentation on the concept of gender.

MATERIALS:
PowerPoint presentation (Presentation 2.1) on gender analysis

LEARNING OUTCOMES
At the end of this session participants will understand:
• the purpose of gender analysis
• the information a gender analysis can provide.

FACILITATOR’S NOTES

The session’s objective is to familiarise participants with gender analysis and its purpose. For many participants, this may be the first time they are exposed to the idea that a person’s capacity to access opportunities, be successful and resilient depend on their roles, status and entitlements within the family, community, and society. Gender analysis can serve to illustrate that.

There is often the assumption made that everyone in a community or society has similar life experiences and similar needs. This way of thinking contributes to the belief by government planners and programme designers that ‘we know what the people want and don’t want’. There may also be a tendency to believe that people who are disadvantaged are weak or that ‘this is their own doing’.

Such views can be detrimental because they fail to acknowledge that social structures, institutions, and systems benefit some people over others. For instance, societies are usually organised by men to respond to their needs and fail to recognise that women may have different needs and furthermore that they do not have the same opportunities. There
is also the assumption made that ‘there are no gender issues here’ or that gender inequality is not harmful. This is yet another reason why gender analysis is important: the information generated by gender analysis helps to raise awareness about the existence of structural and normative gender inequality and its various impacts on women and girls, and also on men and boys who do not follow expected gender norms.

It is important for the participants to understand the purpose of conducting a gender analysis. This is so that gender issues are understood, identified, and the reasons for those gender issues are known.

It is important to emphasise that gender analysis is not about women. If information is collected only on women, this will not provide any indication about whether there are gaps or inequalities between women and men. A gender analysis requires the comparison of data and information about the condition and situation of both women and men.

A good gender analysis will also take into consideration other social variables such as age, location, marital status, health status, and disability, amongst others. Not all women, just as with men, have the same life experience nor do they face the same obstacles. Some women are more advantaged, others have fewer opportunities and greater struggles because of the additional layers of discrimination they face. For instance, a woman with disability is more disadvantaged than a woman without disability; a teenage single mother is more disadvantaged than an older married woman.

It is also important to explain to participants that there may be differences in the responses women and men provide when they are consulted. Social and gender analysis is not meant to determine if one gender is being more truthful than the other gender. Differences in men’s and women’s responses are usually based on people’s different experiences and perceptions. Basically, there are no ‘right’ or ‘wrong’ answers or information. There are only different experiences, different perceptions, and different views, and those differences are all valuable when conducting a gender analysis.

This session includes a discussion and a presentation on the purpose of gender analysis.

**PROCESS**

1. Conduct Discussion 2.1 (10-25 minutes).
2. Deliver Presentation 2.1 (20 minutes).

**SESSION CONTENT**

**DISCUSSION 2.1**

In starting the discussion in plenary, the facilitator should ask if there are participants who have been involved in a project in which gender has been involved in a project in which a gender analysis was done or used to inform the project and ask the person to share the experience. Alternatively, ask participants to share examples of where social and gender analysis was not conducted and how this impacted the project’s intended outcomes.
Ask the following questions to the whole group to further explore the topic of gender analysis.

- What is the purpose of conducting gender analysis in a project? What difference does it make to have this information?
- What information do you need to be able to conduct a gender analysis?
- Where do you get this information?

In summarising the discussion, facilitators should note the following key points.

- Undertaking gender analysis during a programme design, planning and inception phase helps to:
  - understand the social and cultural context within which gender roles and relationships are shaped.
  - uncover differences between women and men in different contexts, their involvement in the sector, their knowledge, contributions, rights, and benefits.
  - identify if there are inequalities in rights and programme benefits between women and men.
  - unpack the root causes of inequality or the reasons why some people of a particular gender do not benefit from specific programmes and services as much as others do.

- To conduct a gender analysis, sex-disaggregated data is required – not only information about women. Sex-disaggregated data about women and men allows for a comparative analysis to establish the differences in conditions and situations as experienced by women and men.

- There is also a need for information that is not always generated, analysed or easily accessible, such as time use surveys, gender-based violence prevalence studies, pay disparities, social-psychological impacts of disasters, conflicts, poverty, workload, and unpaid care work. Some of this research may be included in the programme design and planning phases.

- Information can come from national surveys and statistics generated from a census, household income and expenditure surveys, demographic and health surveys or administrative data. An increasing number of studies and research include gender analysis in a specific sector (agriculture, fisheries, education). Other studies focus on specific gender issues like gender-based violence (family health and safety surveys), women’s economic empowerment, sexual and reproductive health and rights, and political participation, amongst others.
Gender analysis allows you to understand who your beneficiaries are and what they need. Adopting a gender lens in your work improves what you do, how you do it, and what outcomes you are likely to achieve. It is simply about good programming and good policy making.

To effectively promote gender equality and women’s human rights, it is necessary to understand the context within which gender norms and relations are shaped. Without this understanding, a programme can exacerbate inequalities or inadvertently generate discrimination.

Development interventions can transform or reinforce harmful social norms that contribute to discrimination against women and girls. Therefore, each development initiative or delivery of public service represents an opportunity to promote gender equality and social inclusion.

**Why do a gender analysis?**

Undertaking gender analysis during a programme design, planning and inception phase helps to:

- understand gender and social relations and social dynamics in a given context.
- identify gaps in opportunity, benefits and needs between women and men
- understand the power relations between women and men in diverse conditions and situations.
- raise awareness about gender inequality issues.
- identify the needs of women and men of diverse conditions and situations and the strategic actions necessary to address those needs.

**FIGURE 1.**

The purpose of gender analysis

**Understanding gender and social roles**

To integrate a gender perspective in development programmes and government services, it is important to recognise and understand the social and cultural context and social dynamics (or how people interact with each other) where the programme will be implemented. A development programme or a government service ignoring gender issues could unintentionally contribute to reinforcing gender inequalities.

Development practitioners and public policy makers should be aware that a person’s position or status in society affects their capacity to take part in development initiatives and decision-making processes, and to access and benefit from resources and services.

When working with a gender perspective, particular attention is giving to the relationship aspects – the relation between women and men – where gender inequalities lie – taking into account intersecting issues related to age, location, marital status, physical abilities, gender identities, social status, castes, ethnicity, economic status, migration status, and other factors. Thus, a comparative approach needs to be applied when analysing gender issues to identify gaps between women and men.
Understanding status and power relations

Women and men from different locations, economic status, ethnic groups, marital status, sexual orientation, gender identity, health situation, or educational background may not experience gender inequalities or discrimination the same way or with the same intensity.

To develop appropriate strategies to tackle gender-based discrimination and inequality, government officers and development practitioners must understand the power relations in various levels (community, household, workplace) and sectors (economic, political, social, and cultural).

Identifying gender inequalities

The social construction of gender affects:

- the kind of work one does
- the control of and access to resources one has including incomes, education and healthcare
- where it is considered appropriate or inappropriate to go and whether one should be accompanied when going there
- how one behaves.

This information is necessary when designing a development project or a government programme or choosing a methodology to implement the programme. It could make a substantial difference in the ability and capacity of women and men to participate in the project or benefit from public services.

Examining the underlying causes of gender inequality

Simply gathering data and statistics is not enough to understand gender inequality. We need to understand the causes of such inequalities, such as the origin of people’s beliefs, behaviours, relationships, and status. Persistently asking ‘why?’ can be an effective tool to understand social dynamics and identify the root causes of gender inequality.

Asking ‘why’ can help to raise awareness so that people are able to reflect on and question practices that may be discriminatory or harmful to some segments of their communities or within their family. This helps people to realise that practices adopted a long time ago may have had a purpose at that time but do not serve the same function any longer in a changing world.

What are we looking for?

We investigate two main dimensions when we conduct a gender analysis: roles and status.

**Roles refer to ‘who is doing what’. Information about gender roles helps to identify people’s needs and capacities.**

**Gender roles influence:**

- People’s activities (work and leisure) because they shape what people can do, what they must do, and what they cannot do because of their gender.
- Skills and knowledge that women and men respectively have are specialised because they are based on years and generations of particular experiences.
- Spaces that people occupy as men or women, where they can go or not, and where they can be or not. There are strict social rules about how spaces may be used, and if those rules are not followed, consequences can be fatal – and may include a range of responses from social exclusion to death.
A person’s gender and prescribed gender roles also impact a person’s social status. Social status determines:

- to what extent people can make use of a resource or make decisions about resource use (access to and control over resources)
- social status also determines someone’s capacity to:
  - make choices and take decisions
  - exercise their rights
  - respond to a crisis and recover from it
  - adapt to a new situation.

The status of the person is where the inequality lies. Status determines people’s power, rights, and choices and the types of relationships people have with others (domination, subordination, equality).

The consequences of having a low status can result in:

- fewer opportunities as regards education, employment, promotions, participation
- fewer choices in different aspects of life
- less control over one’s own life
- fewer resources
- less information or access to information
- less capacity to adapt to change
- greater vulnerability.

Analysing gender roles and gender status

When conducting a gender analysis it is necessary to look at the two dimensions: analysing gender roles to understand how women and men are involved in or affected by a specific development issue or in a particular area; and analysing their respective status which influences people’s entitlements and their control over their environment, resources and other people, as well as their resilience and capacity to adapt to new situations.

**FIGURE 2.**
Analysing gender roles and gender status

<table>
<thead>
<tr>
<th>Key question</th>
<th>Gender roles</th>
<th>Gender status</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the situation?</td>
<td>• Activities of men and women</td>
<td>• Relationships</td>
</tr>
<tr>
<td></td>
<td>• Skills and knowledge of men and women</td>
<td>• Power</td>
</tr>
<tr>
<td></td>
<td>• Spaces occupied by men and women</td>
<td>• Decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resources</td>
</tr>
<tr>
<td>What are the impacts?</td>
<td>How the issues we try to address affect women and how they affect men.</td>
<td>How the status of women and the status of men affects their capacity to be resilient or adapt to shocks.</td>
</tr>
<tr>
<td>What are the needs?</td>
<td>What are the needs of women and men in relation to technology, information, training?</td>
<td>• What social and/or cultural practices, policies or laws need to be amended?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How inequality between the status of men and the status of women can be addressed.</td>
</tr>
<tr>
<td>What are the recommendations?</td>
<td>How to make use of the skills and knowledge men and women already have or improve their capacity for addressing the issues.</td>
<td>How to tackle gender inequality to empower women and transform social norms and practices that make women vulnerable.</td>
</tr>
</tbody>
</table>
EVALUATION QUESTIONS

Open questions

1. Explain the purpose of gender analysis.

2. Give three examples of the information a gender analysis can provide.

Multiple-choice questions

1. Is the purpose of a gender analysis:
   a. To show information about women's weaknesses?
   b. To develop policies and programmes that reduce gender inequality?
   c. To identify gaps between women and men in terms of opportunities?
   d. To develop projects to support women's traditional roles only.
   Answer: b., c.

2. Does the information a gender analysis can provide include
   a. How good women are compared to men?
   b. The gender division of labour?
   c. Who tells the truth about the problems in the community?
   d. To what extent women and men can access development resources?
   Answer: b., d.
SESSION 2

GENDER STATISTICS

DURATION: 120 minutes

OBJECTIVE:
To introduce participants to gender statistics

METHOD:
Presentation and group exercise.

MATERIALS:
- PowerPoint slides (Presentation 2.2)
- Printed copies of Handout 2.2 (a)
- Printed copies of Handout 2.2 (b) – optional.

LEARNING OUTCOMES
At the end of this session participants will understand:
- the meaning and use of gender statistics
- the importance and value of sex-disaggregated data and gender statistics.

FACILITATOR’S NOTES

Gender statistics are a critical aspect of gender mainstreaming because they provide information needed to identify gender gaps and inequalities. Despite this, statistical data are not systematically sex-disaggregated and gender analysis is rarely done.

This session aims at introducing the participants to what gender statistics are and why they are important for designing, implementing, and monitoring programmes and services that are gender responsive.

For more in-depth training on gender statistics, you may want to orient the participants to additional resources provided at the end of this chapter.
1. Present the clip on gender statistics produced by EIGE: [https://www.youtube.com/watch?v=wT5nAjpYQjo](https://www.youtube.com/watch?v=wT5nAjpYQjo) or the one produced by FAO [https://www.youtube.com/watch?v=utQD-MhOUoU](https://www.youtube.com/watch?v=utQD-MhOUoU) (5 minutes).

2. Conduct Exercise 2.2 (a) on key concepts and definitions (20 minutes).

3. Make a short presentation on key gender statistics in the country or sector in relation with the participants’ background (20 minutes).

4. It would be ideal to have the presentation made by someone from the National Statistics Office to provide the opportunity for the participants to ask questions about methodology. Alternatively, you may wish to present the statistics as a quiz.

5. Deliver Presentation 2.2 (15 minutes).

6. Conduct Exercise 2.2 (b) on data for gender statistics (45 minutes).

### SESSION CONTENT

### EXERCISE 2.2 (A) DEFINITION OF KEY CONCEPTS

**STEP 1:** Provide participants with printed copies of Handout 2.2 (a) and ask them to match the concepts to the definitions. This can be done in small groups or with the whole group, depending on the number of participants and the time available.

**STEP 2:** Provide the answers. Alternatively provide participants with a copy of the concepts and definitions in Handout 2.2 (b) and go through the definitions together.
Identifying differences between women and men

In order to identify if there are gender inequalities, it is necessary to have data on the situation of women and men. However, data on its own is of no value until there has been an analysis of the information.

Gender analysis is a comparative approach. How many women compared with men are members of the Parliament? How many women compared with men are in the labour force? How many women compared with men benefit from training? Such information assists in identifying if the issue is related to gender or not. For instance, the following information can be provided: ‘there were ten women members of the Parliament in Fiji in 2020’. However, this data does not indicate whether or not there are any gender disparities in the Fiji Parliament, whereas knowing that there are 10 women out of 51 members of the Parliament denotes that there is an unequal representation of women in the Parliament.

Understanding the differences between women and men

Gender statistics have been defined by the United Nations as statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. **This involves much more than simply ensuring data are sex-disaggregated. In fact, gender statistics involve the sum of four characteristics:**

1. Data are collected and presented disaggregated by sex as a primary and overall classification.
2. Data reflect gender issues.
3. Data are based on concepts and definitions that adequately reflect the diversity of women and men, and capture all aspects of their lives.
4. Data collection methods take into account stereotypes, and social and cultural factors that may induce gender biases.

Therefore, gender statistics involves an analysis of sex-disaggregated data that helps to identify inequalities between women and men in different areas of life: economic, social, cultural, political.

UN Women explains: ‘**Gender statistics can be used to describe each of the dimensions of sustainable development:**

- There are gender statistics that describe economic phenomena (sex-disaggregated unemployment rates, women’s asset-ownership rates, sex-disaggregated poverty rates),
- social phenomena (for example, prevalence rates of intimate partner violence, child marriage rates, proportion of seats held by women in national parliaments) and
- environmental phenomena (for example, proportion of women living in households that rely on clean fuels, average time spent on water collection disaggregated by sex, sex-disaggregated rates of engagement in organic agriculture and farming practices).’
What is the purpose of gender statistics?

Gender statistics are utilised to inform in the following ways:

- They help identify the issues and people's need to design and deliver more comprehensive and gender responsive policies, programmes and services.
- They help monitor changes and progress, including the effectiveness of programmes and services in response to the needs of women and men.
- They help formulate indicators to monitor progress and report towards gender equality.
- They help make women's and men's roles and contributions visible.
- They support awareness raising and advocacy campaigns about gender inequality issues.

Where do I find sex-disaggregated data?

National surveys provide some sex-disaggregated data such as:

- the Census of population and housing (conducted every 5-10 years) which provides demographic, social and economic information about all members of the population and their housing.
- the Household Income and Expenditure Survey (HIES) which provides economic, social and housing information that is used to analyse living conditions, poverty and hardship, consumption patterns and a range of socio-economic indicators from a nationally representative sample of households.
- the Demographic and Health Survey (DHS) which provides information on demographic trends, fertility, health, nutrition and women's empowerment from a nationally representative sample of households.

Some government departments also generate administrative data, typically Education and Health Departments. However, there is a need to strengthen and resource National Statistical Offices to routinely collect and analyse sex-disaggregated data across all statistical surveys, and for government ministries to do the same through administrative data to find out about the differences between women and men's conditions and situations, which can be very different even when living in the same household or the same communities. Not everyone experience life the same way. In many cases, the household is the basic unit used and there is an assumption that all members of a household experience the same issues and benefits equally from the household's resources, which is not always the case.

Where do we find gender statistics?

In Pacific Island countries and territories there are various levels of gender statistics available through studies and analysis conducted by the Pacific Community (SPC), UNFPA, UNICEF and ADB. There are also regional publications such as the Beijing Platform for Action review (Beijing + 15, + 20, + 25) produced by the countries and at the regional level, by SPC. The national CEDAW reports include comprehensive data on the situation of women. Several Civil Society Organisations produce studies providing extensive information on gender issues or with a gender perspective. Other data can be found in academic research.

Sources of gender statistics include, but are not limited to:

- Household labour force surveys (or employment and unemployment surveys) which are the official measure of employment and unemployment, and examine the working age population in terms of education, training, qualifications, work history and a wide range of related information.
- Family health and safety surveys which capture information on gender-based violence against women and children, including prevalence, health impacts and risk factors. The surveys also explore coping strategies. Their main purpose is to provide a basis for interventions to reduce such violence.
• Business, banking and informal sector surveys that provide gender statistics, including on sectors of economic activity, employment, earnings, hours worked, and access to financial institutions and credit.

• Time-use surveys that provide a rich source of gender statistics about how women and men, boys and girls spend their time, including in paid and unpaid work, recreation and leisure, volunteering and civic engagement.

• Other sources of gender statistics including administrative data from ministries and government departments, such as Labour, Health and Education.

• Records and reports relating to compulsory social security or superannuation funds, welfare/beneficiary support, taxation, business licenses, financial institutions and policing, and the annual reports of organisations, businesses and ministries which are all sources of gender statistics.

Useful resources

• Gender Statistics Training Curriculum (https://data.unwomen.org/resources/gender-statistics-training-curriculum)

• SPC resources adapted to the Pacific Island countries and territories such as Guide to gender statistics and their presentation (tinyurl.com/wpyu96ek)


• UNECE Toolkit for training users in gender statistics (http://www.unec.org/stats/gender/toolkit.html)

• Understanding Statistics (http://tinyurl.com/z2jm5sl) website of the Australian Bureau of Statistics (ABS), including a collection of links to non-ABS resources and online learning options.

EXERCISE 2.2 (B)
DATA FOR GENDER STATISTICS

Step 1: Divide the participants into small groups and allocate themes: food security, disaster risk management, healthy lifestyles, water security, household unpaid care work, poverty alleviation. You may wish to add alternative themes based on the profile of the participants.

Step 2: Ask the groups to reflect on the information they would need in order to understand the gender perspective of those themes and propose three sex-disaggregated data that the statistical office or a department would need to produce.

Step 3: Ask the groups to report on the information they need and the three data they should obtain in order to better understand the gender perspective of the selected theme.
EVALUATION QUESTIONS

Open questions

1. What are gender statistics?
2. What is the purpose of gender statistics?

Multiple-choice questions

1. What are gender statistics?
   a. Data on women
   b. Data on families
   c. Data disaggregated by sex and analysed to explain gender gaps
   d. Data disaggregated by sex
   Answers: c.

2. What is the purpose of gender statistics?
   a. To provide information on women's issues
   b. To provide information on gender inequality to raise awareness
   c. To design programmes that will not undermine existing gender roles
   d. To formulate indicators to monitor progress around gender equality
   Answers: a, b, d.

RESOURCES (SEE OVERLEAF)

- Handout 2.2 (a) – Worksheet: Gender statistics concepts and definitions
- Handout 2.2 (b) – Gender statistics concepts and definitions
## Exercise: Worksheet for Gender statistics concepts and definitions

Match the definitions provided in the boxes below with the following concepts:

- Quantitative data
- Data
- Sex-disaggregated data
- Statistical data analysis
- Gender statistics
- Gender analysis
- Qualitative data

<table>
<thead>
<tr>
<th>Data that shows the situation of men and women separately.</th>
<th>Individual pieces of factual information recorded and used for the purpose of analysis. The raw information from which statistics are created.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Of the 1,626 households in Tuvalu in 2017, 1,168 (72%) were headed by males and 458 (28%) by females.</td>
<td><strong>Example:</strong> The number of people who own a business.</td>
</tr>
<tr>
<td>Answer: ______________________________________________</td>
<td>Answer: ______________________________________________</td>
</tr>
<tr>
<td>_____________________________________________________</td>
<td>_____________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A process that involves the interpretation of data to reveal patterns and trends. It is about understanding the story the data are telling.</th>
<th>A type of data that results from a process that quantifies, such as how much or how many.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Food and non-alcoholic beverages is the main expenditure division and accounts for almost 40% of total expenditure.</td>
<td><strong>Example:</strong> The number of business owners running a profitable business, disaggregated by sex.</td>
</tr>
<tr>
<td>Answer: ______________________________________________</td>
<td>Answer: ______________________________________________</td>
</tr>
<tr>
<td>_____________________________________________________</td>
<td>_____________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This type of data describes qualities or characteristics. It is collected using questionnaires, interviews, or observation, and frequently appears in narrative form.</th>
<th>A type of analysis that involves a comparison between women and men that illustrates different experiences and, in some cases, inequalities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> The level of satisfaction related to the capacity to conciliate housework and business-related responsibilities reported by women and by men. The level of satisfaction is difficult to quantify objectively because it is based on a person’s personal experience.</td>
<td><strong>Example:</strong> Statistics show the percentage of women who own a business compared with the percentage of men who own a business. This type of analysis may help understand why women choose to be self-employed as it provides them more flexibility to conciliate their professional life with their family responsibilities. However, unpaid care work also limits the time they can invest in running their business, which is not an issue raised by male business owners. This type of analysis helps understand why women are more likely to create micro enterprises and choose incomes generating activities requiring less infrastructure and investments.</td>
</tr>
<tr>
<td>Answer: ______________________________________________________________________________________</td>
<td>Answer: ______________________________________________________________________________________</td>
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</tbody>
</table>

|  |  |
|  |  |
The interpretation of data to reveal patterns and trends and differences between women and men. It helps to identify inequalities based on gender and where those inequalities are.

**Example**: In 2017, women in RMI had higher gross average earnings than men in public enterprises, the government and government agencies. Women’s gross earnings in government and public enterprises were probably higher than for men because women hold professional and managerial occupations in these sectors. In comparison, men’s average gross earnings were higher than women’s in the private sector, banking, local government and NGOs. The average gender gap in gross earnings was highest in local government, where for every $1.00 earned by the 841 men working in the sector, the 268 women working in the same sector earned $0.57. The gross earnings gender gap in favor of women was highest in government agencies, where for every $1.00 earned by the 245 women working in the sector, on average the 474 men earned $0.80.

Answer: ______________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

GENDER STATISTICS CONCEPTS AND DEFINITIONS

<table>
<thead>
<tr>
<th>Concept</th>
<th>Definition and examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data</strong></td>
<td>Individual pieces of factual information recorded and used for the purpose of analysis. The raw information from which statistics are created.</td>
</tr>
<tr>
<td></td>
<td><em>Example</em>: the number of people who own a business.</td>
</tr>
<tr>
<td><strong>Sex-disaggregated data</strong></td>
<td>Data that shows the situation of men and women separately.</td>
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<tr>
<td></td>
<td><em>Example</em>: Of the 1,626 households in Tuvalu in 2017, 1,168 (72%) were headed by males and 458 (28%) by females.</td>
</tr>
<tr>
<td><strong>Quantitative data</strong></td>
<td>A type of data that results from a process that quantifies, such as how much or how many.</td>
</tr>
<tr>
<td></td>
<td><em>Example</em>: The number of business owners running a profitable business, disaggregated by sex.</td>
</tr>
<tr>
<td><strong>Qualitative data</strong></td>
<td>This type of data describes qualities or characteristics. It is collected using questionnaires, interviews, or observation, and frequently appears in narrative form.</td>
</tr>
<tr>
<td></td>
<td><em>Example</em>: The level of satisfaction related to the capacity to conciliate housework and business-related responsibilities reported by women and by men. The level of satisfaction is difficult to quantify objectively because it is based on a person’s personal experience.</td>
</tr>
<tr>
<td>Concept</td>
<td>Definition and examples</td>
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<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Gender statistics</strong></td>
<td>The interpretation of data to reveal patterns and trends and differences between women and men. It helps to identify inequalities based on gender and where those inequalities are.</td>
</tr>
<tr>
<td><strong>Gender analysis</strong></td>
<td>A type of analysis that involves a comparison between women and men that illustrates different experiences and, in some cases, inequalities.</td>
</tr>
<tr>
<td><strong>Statistical data analysis</strong></td>
<td>A process that involves the interpretation of data to reveal patterns and trends. It is about understanding the story the data are telling.</td>
</tr>
</tbody>
</table>
SESSION 3

THE GENDER DIVISION OF LABOUR

OBJECTIVE:
To introduce the purpose and value of the gender analysis of activity profile.

METHOD:
A presentation and group work exercise.

MATERIALS:
- Presentation 2.3 on the gender division of labour
- Handout 2.3 for the group exercise
- Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
- the type of information a gender analysis of activity profile can generate
- how a gender analysis of activity profile can inform the design of a project or programme.

FACILITATOR’S NOTES

An analysis of the gender division of labour helps to understand ‘who does what’. This is an interesting tool to use early on, such as in a training workshop, as it is not threatening and raises awareness about the roles of women and men in their family, their community, their workplace, or in a specific sector. It is not unusual to find that participants who are experienced in their field of work realise that they have overlooked the role of women in their sector.

In this session, participants will learn more about the purpose of understanding gender roles and the type of information this analysis can provide. In the second part of the session, they will be introduced to the Activity Profile tool and different ways of using this tool to generate various types of information. The participants will be divided into groups to engage in an exercise using the activity profile and then conduct an analysis.
PROCESS

1. Deliver Presentation 2.3 (20 minutes).
2. Conduct Exercise 2.3 (60 minutes).

SESSION CONTENT

PRESENTATION 2.3
GENDER DIVISION OF LABOUR

About the gender division of labour

A gender division of labour analysis provides information about ‘who does what’, the distribution of work and responsibilities according to the roles given to women and men in a particular community based on social norms. The division of labour is flexible and can change over time.

An analysis of the roles, tasks, and responsibilities performed by men and women provides diverse information on the organisation of work in different circumstances and helps identify the gender gaps. Division of labour amongst people is necessary to efficiently achieve an objective, be it the wellbeing of a household or a larger goal. However, division of labour is not always equitable; some work takes more time, is done repetitively, requires strength or endurance. Other tasks can be performed with tools that alleviate hardship or increase performance. Other tasks are more acknowledged and valued than others.

What does an analysis of the gender division of labour show us?

An analysis of the gender division of labour helps to:

- identify the respective contributions of women and men in the livelihood strategy
- document the respective knowledge and skills of women and men
- identify which health issues women and men may be exposed to in relation to their respective activities
- assess the impact on natural resources of the activities performed respectively by women and by men
- assess the vulnerability to, and the capacity of, women and men to cope with different issues (poverty, natural disasters, conflicts, environmental stresses, amongst others)
- identify the respective needs, interests, and preferences of women and men
- identify gender gaps in relation to workload in comparison with the benefits generated by the respective tasks performed by women and men.
Introducing the gender analysis of activities and division of labour

An activity profile analysis is a useful tool to assess the gender division of labour. As well as telling us who is doing what it can help us to assess other dimensions like time use, benefits, and impacts.

Figure 3 shows a sample activity profile analysis.

The first column details the activities that are being explored. Each activity needs to be identified, and then broken down into sub-activities. In the example provided, the production of taro for subsistence is broken down to show all the sub-activities associated with this task, such as preparation of the land, ploughing, planting, weeding, watering, harvesting, and processing for preservation.

The subsequent columns relate to the factors to be analysed or the indicators adapted to the type of activity and/or sector this tool is being used for. In the example provided, the aim is to assess:

- the duration of the task (for example, one hour a day, three hours twice a week, or seasonal)
- whether or not this task affords certain people some prestige – or the extent to which the task is valued by society
- the labour intensiveness, which is a subjective factor since a task can require a lot of physical strength or a substantial amount of time, but people may like to do it, and it will not be considered hard work (for example, some people like fishing). Other activities can require less time and not be physically demanding but still be disliked and feel burdensome (for example, washing the floor or cooking).
- the financial benefits of activities that generate income.
- the level of involvement of women and men in certain activities or tasks, using 0 for no involvement, X for limited involvement, XX for some involvement and XXX for full involvement.

![Sample activity profile analysis](image)

---

1 The activity profile is a component of the Harvard Analytical Framework, also called the Gender Analysis Framework. Developed by the Harvard Institute for International Development in collaboration with the WID office of USAID, it is one of the earliest gender analysis and planning frameworks. The other components are the ‘access and control profile’ and the ‘analysis of including factors’. (International Labour Organisation, 1998). The tools from the Harvard Analytical Framework have been modified to reflect additional dimensions.
### What does this example show us?

This analysis shows that taro farming is one activity among many others performed by households. Development practitioners should take into account the whole livelihoods system when designing and implementing a programme to improve the production of taro farming, especially if it involves additional work. Even doing an additional 30 minutes of work per day can have a significant impact on how people will choose to organise their work.

In the example shown, it can be seen that while men are spending more time in the production of taro, women also dedicate a significant amount of time to this activity. A project will have to explore further to understand in more detail what the women and men do and ensure that any provision of training, extension services or equipment will be equitably accessible to both women and men. For example, if a project aims to increase the yield of taro, it may choose to work with the men because they are considered as land owners and thus the main producers. However, increasing the production may also mean more work to plan and weed, and women are also involved in those activities. Increasing their time in the taro field means that they have to rearrange their work to make time for household responsibilities, and their community and possibly other livelihood activities. Families will do a cost-benefit analysis and decide where their time is more valuable and the outcome may be that they do not choose taro production. Having a good understanding of the whole livelihoods system and the gender division of labour helps when developing an effective project by taking into account the real benefits that the different members of the household will gain from an initiative. Would the increase of incomes from selling the taro be worth the additional time people need to dedicate to it? Would it be done to the detriment of other essential activities women or men need to perform that are unpaid? How can they cope with the change proposed?
The value of the gender analysis of activities and division of labour

This analysis tool can be used in a dialogue with members of communities on the roles of women and men. It helps women and men to reflect on the roles they play in terms of their livelihoods and in their respective contributions to the wellbeing of their households. An Activity Profile analysis helps to raise awareness of the time it takes for people to perform their role, how labour-intensive it is and the value and prestige that is attached to their activities by their own community. It can also challenge the view that women are ‘only’ doing the household and caring work and that they are less involved in other productive work, or are only doing such work to help their husbands.

Tips for development practitioners:

• The tool can be used to assess ‘who is involved’ in different activities. In this example, we see that women are also involved substantially in fisheries activities. A project targeting fisheries usually involves men as they are seen as the fisherfolk. However, if a project is focused on the protection of coastal ecosystems, for example, it would be necessary to include women in the community to obtain successful outcomes and to avoid women being excluded from using marine resources to improve their livelihoods.

• Any initiative on income generation should directly involve women as they are selling the fish or other marine resources. The example also shows that women are extensively involved in household and care work in addition to their work in the productive sector, whether for income or subsistence. They therefore have less time available to attend meetings and participate in training and a project will need to accommodate those activities to ensure meaningful participation of women together with men.

• In some cases it may be difficult for development practitioners to use a tool like this one and identify ‘who is doing what’. They may find that their views are influenced by their own personal experiences, but also because some activities are so firmly embedded in the life of a community or person that they become invisible over time. For example, in a training workshop conducted in the Pacific with aquaculture extension officers, when the facilitator asked who the fish farmers were, the participants who had 10 or 20 years of experience in the field unanimously responded that men were the fish farmers. When asked if women were involved, they stated that the women were ‘helping’ their husbands. However, when a gender analysis of daily time use was done it revealed that women were in fact more involved than men in aquaculture activities, on a day-to-day basis.

Other uses for the gender analysis of the division of labour

This gender analysis tool is useful for development practitioners who want to analyse the gender division of labour to learn more about how women and men are involved in their family livelihoods. The activity can be adapted to include other variables such as energy needs, access to natural resources, or the impact of activities on resources. An example of how the Activity Profile can be adapted to the context of disaster preparedness is provided in Handout 3.1 (a).
EXERCISE 2.3
GENDER ANALYSIS OF ACTIVITIES AND DIVISION OF LABOUR

Step 1: Divide the participants into groups based on their field of work or sector. Give each group a copy of Handout 2.3 (b).

Step 2: Ask each group to choose a typical family living in a specific area (rural, urban, remote island) and one of the following thematic areas: food security, disaster risk preparedness, healthy lifestyle, water security.

Explain that each group should complete the activity profile on the handout, listing between five and eight activities required to support the chosen thematic area.

Step 3: Once the groups have completed the exercise, ask for a spokesperson from each group to present the information they have learned through this exercise and how they can use it in their work.

EVALUATION QUESTIONS

Open questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide three examples of the type of information a gender analysis of the division of labour can generate.</td>
</tr>
<tr>
<td>2</td>
<td>Explain how the information generated by a gender analysis of the division of labour can inform the design of a project or programme.</td>
</tr>
</tbody>
</table>

Multiple-choice questions

1. What type of information can a gender analysis of the division of labour generate?
   a. Health issues women and men can be exposed to in relation to their respective activities
   b. Who is doing what for food security
   c. How tired people are
   d. Decisions people make on the family budget

Answers: a, b.
2. How can the information generated by a gender analysis of the division of labour inform the design of a project or programme?

a. It can help identify who has expertise and knowledge related to a specific sector or activity and who the programme stakeholders should be
b. It can help identify measures that would benefit women and men
c. It can help monitor the impact of programmes on women and men
d. It can help decide what to invest in to ensure that the programme will reach its objectives

Answers: a, b, c, d.

RESOURCES (SEE OVERLEAF)

- Handout 2.3 (a) – Example of a gender analysis of the division of labour in the context of disaster preparedness
- Handout 2.3 (b) – Gender analysis of division of labour exercise
**EXERCISE: EXAMPLE OF A GENDER ANALYSIS OF THE DIVISION OF LABOUR IN THE CONTEXT OF DISASTER PREPAREDNESS**

The information provided below is given as an example of gender analysis in relation to disaster preparedness.

<table>
<thead>
<tr>
<th>Example Disaster Preparedness</th>
<th>Characteristics</th>
<th>Performed by whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities</td>
<td>Duration</td>
</tr>
<tr>
<td><strong>Before disaster</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Store food and water</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>• Secure the house</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>• Secure the livestock</td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>• Prepare emergency pack (clothes, medication)</td>
<td></td>
<td>2 hours</td>
</tr>
<tr>
<td>• Participate in the community coordination meetings</td>
<td></td>
<td>½ day</td>
</tr>
<tr>
<td>• Listen to radio</td>
<td></td>
<td>Ongoing from the alert</td>
</tr>
<tr>
<td><strong>During disaster</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Move to a shelter</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>• Look after children</td>
<td></td>
<td>Whole time</td>
</tr>
<tr>
<td>• Look after an aging parent</td>
<td></td>
<td>Whole time</td>
</tr>
<tr>
<td>• Prepare meals</td>
<td></td>
<td>1 hour</td>
</tr>
<tr>
<td>• Monitor the situation</td>
<td></td>
<td>Whole time</td>
</tr>
<tr>
<td>• Listen to the radio</td>
<td></td>
<td>Whole time</td>
</tr>
<tr>
<td><strong>After the disaster – recovery</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cleaning the house</td>
<td></td>
<td>5 days</td>
</tr>
<tr>
<td>• Cleaning the land</td>
<td></td>
<td>5 days</td>
</tr>
<tr>
<td>• Repair the house</td>
<td></td>
<td>10 days</td>
</tr>
<tr>
<td>• Attend to injured people</td>
<td></td>
<td>2 days</td>
</tr>
<tr>
<td>• Fix the water tank</td>
<td></td>
<td>3 days</td>
</tr>
<tr>
<td>• Look for food</td>
<td></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**What does this analysis reveal?**

1. **Before a disaster:**
   - Women and men are very involved in storing food and water and securing the house. Women are more involved in food and water storage while men spend more time securing the house and household belongings.
   - While women dedicate more time to preparing emergency packs, men work to secure the livestock. However, it is the men who attend most of the community coordination meetings.
   - The information needed to maximise preparedness is the scope of the disaster and the number of days it will likely
take to return home, as this gives guidance on the quantity of food and water to store, the contents of the emergency pack, and the measures to take to effectively secure the house and the livestock.

2. **During a disaster:**
   - Women and children are likely to be the first to move to the safe house/shelter, while men will stay behind as long as possible to look after the house and the livestock.
   - The role of women during the disaster is to care for the children and reassure them. Both women and men will collaborate to take care of aging parents. Women will be responsible for food preparation using the resources the family brought with them.
   - The information that people need to protect themselves during a disaster is the location of shelters and when to move there. Everyone should be aware of the risks to ensure that their family is safe. Information is needed by the men who stay behind to safeguard the home and livestock as to when they should seek safety.

3. **After a disaster:**
   - Women and men will collaborate to clean up the house and the surroundings. Men will be more involved with house repairs and restoring livestock enclosures and other house infrastructure like the water tank. Men will also spend time looking for food and water and attending to injured people.
   - The information that people will need at this stage will include guidance on when it is safe to return home, management of waste collection, where to obtain assistance for injured persons and what to do while waiting for help to arrive. People also need to know when and where they can access food and water rations.

This analysis provides extensive information on the roles women and men play during the whole cycle of a disaster. The traditional division of labour in the household is reflected as women will take up the tasks related to food storage, meal preparation, and caregiving to family members. Men will spend more time on protecting the household belongings. The analysis also shows what information and resources women and men need to cope with the challenges and tasks. It shows that disaster management stakeholders benefit from consulting both women and men and not only the heads of households. Women bring a complementary perspective of the needs in terms of food and water security during, and in the aftermath of, a disaster. They can share the experience of the family members regarding security, their fears, and the psychosocial support required as well as any special care needed by different members of the family. Men, on the other hand, will provide their perspective on those areas as well and will also focus on infrastructure issues and the protection of livelihoods, amongst others.
Exercise: Gender analysis of activity profile

1. Within your group, choose a typical family living in a specific area (rural, urban, remote island) and one of the following thematic areas: food security, disaster risk preparedness, healthy lifestyle, water security.

2. Fill in the activity profile below, listing between five and eight activities required to support the chosen thematic area. You can also change the factors of analysis based on the information you want to generate/what you want to know (you can add information about the knowledge required).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Factors of analysis</th>
<th>Performed by whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Duration</td>
<td>Income</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

Answer the following questions:

1. What did you learn from this analysis?

2. Are there aspects of the analysis for which you do not have information? Is there information missing that prevents you from doing the gender analysis? For example, do you know which activities are performed by men and which are performed by women in this specific sector?

3. How would you use this information in your work?

YOUR NOTES

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
SESSION 4

ACCESS TO, AND CONTROL OVER, RESOURCES

DURATION: 80 minutes

OBJECTIVE:
To understand men’s and women’s differential access to and control over resources and how it affects their resilience

METHOD:
A presentation and exercise.

MATERIALS:
• PowerPoint presentation (Presentation 2.4)
• Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
• how access and control over resources can impact on resilience.

FACILITATOR’S NOTES

This session is dedicated to building the participants’ understanding of the influence that gender has in accessing and controlling resources. This is a critical analysis that is at the heart of identifying gender inequality. It is important for the participants to understand the difference between access and control. Access means the possibility of making use of something. For example, often people assume that everyone can access public goods and services, or that in a household, every member can ‘access’ or use what is in the house. This view fails to acknowledge that, in fact, even when there is a written rule or policy that allows for access to certain resources or opportunities, there may be norms or ‘habits’ that prevent people from gaining access to a particular resource that is supposed to be available to all. For example, everyone with a certain academic level can apply for a job in the Ministry of Works. The job advertisement does not specify that women cannot apply or that men would be preferred. However, a woman may feel that this workplace is more suitable for men and that she will have no chance to be recruited. The employer may also think that the work or the
workplace is not suitable for women because it is male-dominated. Female candidates may be asked about the reactions of their husband or family to a job application, or if they plan to have children. Therefore, in reality, the opportunity to access this job is not the same for women as it is for men.

Control refers to the capacity to decide on the use of a resource and other people's access to this resource. It is possible for a person to access a resource but still have no control over this resource. For instance, a person can access a piece of land to grow vegetables, but the allocation of the land is made by someone else who can decide to withdraw the authorisation to use it. A woman can have ‘access’ to a house and its vicinity, use it, maintain it, and spend most of her time in the house, but the house is owned by her husband or her husband's family who can decide to sell the house or expel her from the house. This means that in practice this woman has no control over the house.

The first part of the session defines the concepts of access and resources and the purpose of this analysis. The second part of the session discusses the access and control analysis matrix and different ways of using this tool and participants will familiarise themselves with the tool through an exercise.

**PROCESS**

1. Deliver Presentation 2.4 (20 minutes).
2. Conduct Exercise 2.4 (60 minutes).

**SESSION CONTENT**

**PRESENTATION 2.4 ACCESS AND CONTROL**

Using gender analysis tools, it is possible to better understand men’s and women’s differential access to, and control over, resources from government services or a development project.
The concept of access and control

The analysis of the access to, and control over, resources from a gender perspective supports the identification of ‘who has or does not have access’ to resources such as money, technology, training, information, credit, organisations, healthcare services, education, infrastructure, public services, social protection, and justice, amongst others.

- Access refers to the opportunity to make use of something.
- Control refers to the ability to define how something is being used and impose that definition on others.

Some examples of the difference between access and control are where:

- Someone is allocated a piece of land for farming by the head of the household, but the head of the household can decide to take back the land.
- Someone is allocated a piece of land to build and run a small store but 25 years later, when the head of the household passes away, the in-laws take possession of the store and expel the person from it.
- Someone can access their house, clean it, perform most of the tasks in it, but cannot decide to invite family members or friends to stay with them or decide to rent or sell the house to someone else.
- Someone can get, or access, a job but cannot decide when to come to work or not and also cannot decide on the salary.
- Someone can access a mobile phone to make a phone call but must ask permission to use it, and the owner can impose a time limit on the call.

Types of resources

Resources can include: land; equipment; tools; help or human resources; cash and/or loan; skills; employment; income-generating activities; education; training; information; experiences; networks; self-confidence; credibility; rights; rules and laws; and time, which is a particularly critical and scarce resource for women.

At the household level resources can include land, tools, financial resources, savings, means of transportation, communication (phone, television, radio), the house, furniture, and everything people use for their livelihood and in their daily life.

There are also community resources such as common land, forests, markets, civil society organisations or community-based organisations, healthcare centres, schools, local governance bodies, financial institutions, and any things that are used, managed or owned by a community.

Types of benefits

Benefits are the same as outcomes and can include: basic needs being met such as food, clothing, shelter, and security; cash and income; education and training; information; opportunities; political power; and prestige and status.

At the household level benefits could include healthy members of the family, education for children, savings, security, a house, enough food, good relationships within the family, and the general wellbeing and happiness of family members.

At the community level benefits can include peaceful relationships, community rights being respected, well-preserved natural resources, economic development, a clean environment, safety, and the general wellbeing of the community members.
The gender dimension of access and control

Women and men do not have the same status in their household and in the society in general, and women are often in a subordinate position. This position limits their ability to gain access to and control of resources and benefits. In some cases, women may have access to resources but do not have control over them.

The degree of access and control over resources depends to a large extent on the status of the person:

- The higher the status in the family, the community, and the society is, the higher the access to and control over resources.
- The lower the status, the more limited the access and control over resources will be.

Women’s limited access to resources, lack of available time and weak participation in decision-making significantly reduces their capacity to benefit from government programmes and development activities. This increases the risks for women of being even more vulnerable to poverty, violence, and disasters.

A gender analysis of access and control

A gender analysis of access and control lists the resources that a household and/or a community typically have and assesses the level of access and control that women and men have over those resources.

In the analysis, 0 means no access/control, X means limited access/control, XX means some access/control, and XXX means full access/control.

This gender analysis tool is useful for development practitioners who want to analyse the level of access and control women and men have over critical resources that are necessary to be safe and well, and to thrive.

FIGURE 4.
Example of a gender analysis of access and control over resources

<table>
<thead>
<tr>
<th>Resources</th>
<th>Access Who uses it?</th>
<th>Control Who decides for it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Land</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Vehicle</td>
<td>XXX</td>
<td>X</td>
</tr>
<tr>
<td>House</td>
<td>XX</td>
<td>XXX</td>
</tr>
<tr>
<td>Incomes</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>Television</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Mobile phone</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>Information on…</td>
<td>X</td>
<td>XXX</td>
</tr>
<tr>
<td>Time/availability</td>
<td>XXX</td>
<td>X</td>
</tr>
<tr>
<td>Friends or family members</td>
<td>XXX</td>
<td>XXX</td>
</tr>
</tbody>
</table>
This tool can also be used to assess the level of access to, and control over, critical resources for specific goals. For example, in the case of disaster preparedness and recovery, the first column would be populated with the resources required for disaster resilience at both the household and community level. This information can help to identify strategies and actions to ensure that both women and men have access to and control over the required resources to be resilient and prepared to overcome disasters.

**FIGURE 5.**
Example of an analysis of access and control over resources required for resilience to disasters

<table>
<thead>
<tr>
<th>Resources required for resilience to disasters</th>
<th>Access Who uses it?</th>
<th>Control Who decides for it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Financial resources</td>
<td>XXX</td>
<td>X</td>
</tr>
<tr>
<td>Diverse sources of income</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Information on safety measures</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Water tank</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>A safe place to stay</td>
<td>XXX</td>
<td>X</td>
</tr>
<tr>
<td>Radio</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Phone</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Family or friends who can help</td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

**Why is this information important?**

What do people need to be productive? To be financially secure? To be safe? To be resilient? To be healthy?

- People who can easily access those resources are more likely to be safe, resilient, and financially secure.
- People who have no control over those resources depend on others more, have less capacity to respond to crisis, and are more vulnerable to hardship and violence.

Analysing access and control over resources informs us about gender inequalities

- The level of access to and control over resources depends on people's status. The higher the status in the family, community and society, the greater the access to and control over resources will be.
- In most cases where women have less access to and limited control over productive resources, they are less financially secure, and less safe, which makes them more vulnerable to poverty and violence.
EXERCISE 2.4
ACCESS TO, AND CONTROL OVER, RESOURCES AND BENEFITS

**Step 1:** Divide the participants into groups based on their field of work or sector. Give each group a copy of Handout 2.4 for reference and provide them with a flipchart and markers.

**Step 2:** Ask each group to work from the profile of the family and the same thematic that they chose in Exercise 2.3. Explain that each group should complete the analysis of access and control by listing seven essential household and community resources needed to achieve the goal, and to estimate the capacity men and women have to access and control those resources.

**Step 3:** Once the groups have completed the exercise, ask for a spokesperson from each group to present what they have learned through this exercise and how they can use it in their work.

EVALUATION QUESTIONS

Open questions

1. Explain the differences between accessing resources and controlling resources.

2. Explain what difference it makes if someone controls a resource instead of just accessing it.

Multiple-choice questions

1. What is the difference between accessing resources and controlling resources?
   
   a. When someone accesses something, she or he controls it automatically.
   
   b. Accessing a resource gives benefits, and controlling those resources means that people can do as they wish with the resource.
   
   c. If a person is the primary user of a resource, she or he is obviously the one controlling this resource.
   
   d. ‘Accessing’ a resource means making use of this resource while ‘controlling’ a resource means deciding on who can use the resource and how.

   **Answers:** b, d.
2. What difference does it make if someone controls a resource instead of just accessing it?

a. It secures the right the person has of using this resource and its benefits.
b. It does not make any difference.
c. It empowers the person.
d. The resource cannot be taken away.

Answers: a, c, and in some cases, d.

RESOURCES (SEE OVERLEAF)

- Handout 2.4 – Gender analysis of access to, and control over, resources
Exercise: Gender analysis of access to, and control over, resources

- Within your group, choose a typical family living in a specific area (rural, urban, remote island) and one of the following thematic areas: food security, disaster risk preparedness, healthy lifestyle, water security.
- Fill in the matrix below, listing seven essential household/community resources required to support the chosen thematic area, and estimate the capacity men and women have to access and control these resources.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Access Who uses it?</th>
<th>Control Who decides for it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

0 = no access/control; X = limited access/control; XX = some access/control; XXX = full access/control.

Answer the following questions:

1. What did you learn from this analysis?
2. Are there aspects of the analysis for which you do not have information? Is there information missing that prevents you from doing the gender analysis?
3. How would you use this information in your work?

YOUR NOTES
SESSION 5

GENDER ANALYSIS OF PARTICIPATION

OBJECTIVE:
To understand the importance of the balanced participation of women and men in development processes.

METHOD:
A presentation and discussion.

MATERIALS:
- PowerPoint presentation (Presentation 2.5)
- Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
- the importance of full participation in a development initiative
- the different levels of participation
- obstacles to participation.

FACILITATOR’S NOTES
This session examines what it means to participate and why there is often an imbalance in the participation of women and men. Participation is a pathway towards empowerment. Participation is more than just ‘attending’ a meeting and it is about people expressing their views, proposing ideas to a group, and influencing decisions being made. Women obviously participate in the development of their communities and contribute to their wellbeing. However, they are much less involved in the process of making decisions and have less opportunity to exercise leadership in their community.

The session is organised around a discussion on participation. What does it mean for the participants? What are the obstacles to women’s participation in certain areas? What are the obstacles to men’s participation in areas that are often considered as a woman’s place?
PROCESS

1. Deliver Presentation 2.5 (20 minutes) and facilitate a discussion (25 minutes).

SESSION CONTENT

PRESENTATION 2.5
THE VALUE AND IMPORTANCE OF PARTICIPATION

What is participation?

Participation means enabling people who are involved with a certain project to: identify their needs; be involved in the design, implementation, and management; take part in any decision-making processes; and control the outcomes of the project.

The different levels of participation.

This image (adapted from Canadian Council for International Co-operation, 1991) shows five different levels of participation.

FIGURE 6.
Levels of participation

| Level 5: Planning, implementing, managing, and evaluating solutions |
| Level 4: Identifying solutions |
| Level 3: Being consulted and expressing needs |
| Level 2: Taking actions prescribed by others |
| Level 1: Receiving benefits |


The least participatory level is ‘receiving benefits’. An example of this is if, after a cyclone, an organisation distributes one tarpaulin to each household, regardless of whether this is needed or not.

The second level is about taking actions prescribed by others. For example, people may be asked to wash their hands before meals to avoid spreading germs that might make other people sick. The community takes this action, whether or not they understand what germs are and how they are spread.
The third level is being consulted and having the opportunity to express problems and needs. For example, community members may share information on the loss of their land due to rising sea levels and coastal erosion because they need a solution to stop coastal erosion and protect their assets.

The fourth level is about contributing to identifying solutions. In this case, the experience and the knowledge of people are acknowledged. Communities work together with the project team or service providers to assess different options and find the right solutions.

The fifth level is when people who are affected by a programme are leading the process. They are involved in planning and implementing the initiative, managing resources, making choices, deciding on next steps, and have ownership over the initiative.

The higher the level of participation, the more people are empowered and can benefit equally from the initiative’s outcomes. Figure 7 shows how the levels of participation tool can be applied in the context of disaster response, using the example of the aftermath of a cyclone.

**FIGURE 7.**  
Example of levels of participation in the aftermath of a cyclone.

<table>
<thead>
<tr>
<th>LEVEL 5: Planning, implementing, managing, and evaluating solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different segments of the community receive support and are involved in the preparedness processes like storing water and food, hygiene products, clothes and medication.</td>
</tr>
<tr>
<td>• They are involved in early warning systems – checking the weather forecast, informing each other, and informing the authorities about the situation in their community.</td>
</tr>
<tr>
<td>• Designated safe places are identified and take into account accessibility and safety issues for different segments of the population, in particular for women and girls in all their diversity, recognising that they are more at risk of violence and different forms of abuse during a disaster.</td>
</tr>
<tr>
<td>• Different segments of the community work together with the humanitarian workers or government officials in assessing the damage and providing supplies and services adapted to different needs in each community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 4: Identifying solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consultations are organised with different segments of the community as explained above to identify options for keeping them safe before, during and after a cyclone.</td>
</tr>
<tr>
<td>• This may include actions to be taken now to transform the causes of their different kinds of vulnerability.</td>
</tr>
<tr>
<td>• Solutions may also come from traditional knowledge and practices about early warning systems and preparedness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 3: Being consulted and expressing needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consultations are organised with different segments of the community as explained above to identify options for keeping them safe before, during and after a cyclone.</td>
</tr>
<tr>
<td>• This may include actions to be taken now to transform the causes of their different kinds of vulnerability.</td>
</tr>
<tr>
<td>• Solutions may also come from traditional knowledge and practices about early warning systems and preparedness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 2: Taking actions prescribed by others</th>
</tr>
</thead>
<tbody>
<tr>
<td>• People follow the instructions given to them on the radio or the local council during a cyclone forecast, and store food and water and secure the house.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 1: Receiving benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Each family receives a certain amount of food supply, water, and clothes and is informed about where to go for short term accommodation or shelter if their house has been damaged.</td>
</tr>
</tbody>
</table>
This tool helps to assess the current situation and where people are located within it. Some community members are at the second or third level of participation in cyclone preparedness because they are part of the community-based organisation or customary governance body that leads the community preparedness process. They decide where people can take refuge; they have informed heads of families to store water and food; they are the official body liaising with local authorities. It is important to know who is represented on the governance body and who is not. Are all segments of the community represented and involved including women, youth, people with disabilities, people living in hardship, LGBTQI groups, and migrants?

While some community members are at the second or third levels of participation, there may be others at levels one or two. For example, a person with mobility impairment might be moved to a safer place before the cyclone hits but may not be consulted on other needs they may have.

Women may follow instructions about storing food, water, clothes, and medication and bring the children to a safe place. Even so, their hygiene needs and safety from violence might not have been taken into account.

**Participating in how decisions are made**

Not everyone has the same opportunity to participate in development initiatives and express their needs and concerns. There may be situations where social and cultural barriers prevent them from actively being involved, including their ‘place’ or ‘position’ in their society.

Women’s capacity to participate can be challenged by:

- the division of work and social roles
- access to information
- capacity or right to express their needs and opinions
- level of self-confidence, and
- power relations.

**Quality of participation**

How people are involved, or the quality of their involvement, defines their level of participation.

Participation is not about the number of people attending but about the involvement of people in discussions and whether they are heard and can influence decisions.

In many cases, few lead the discussion, believing they talk on behalf of the group, and are likely to impose their views about an issue. However, social barriers can limit some people from expressing their views. For example, in a meeting with both men and women in attendance, it is usually the older men who speak and a women will rarely challenge what the men have said.

It is therefore important to observe who speaks during a public meeting and who might speak more than others; whose interests are being discussed and which group/s these people represent; and who is excluded from the discussion and thus the decision-making process.
**Meaningful participation in decision-making**

An important question to ask is ‘How do we know that women meaningfully participate in decision-making?’ This will be seen in the actions below:

- when women receive information
- when they express their views freely
- when their views are listened to and discussed
- when they ask questions without hesitation or fear
- when they can influence decisions that are being made
- when the decisions that are taken integrate their concerns, and
- when decisions addressing the stated concerns of women are implemented.

**DISCUSSION**

**WHAT FACTORS PREVENT WOMEN FROM PARTICIPATING IN A DEVELOPMENT PROGRAMME?**

**Question for the group:**

‘In your opinion, what prevents women from participating in a development programme?’

In closing, the facilitator should summarise the discussion, taking into account the following key learnings:

- If women in general, or women of a certain age, marital status, income level, with disability, or a lower caste, do not participate in identifying issues, finding solutions, implementing projects, making decisions and managing resources, their needs are likely to be overlooked.

- An analysis of the participation of women should include information about the nature and level of their participation, and barriers that prevent participation. It should explain how not participating affects the ability to access resources and what benefits they are likely to receive if they do participate.

- The more women are able to participate in meetings the greater their access to opportunities will be. Therefore, when designing a programme, it is important to adopt strategies that can overcome the obstacles to participation experienced by people who are usually absent or silent.
EVALUATION QUESTIONS

Open questions

1. Explain the benefits for stakeholders of participating in a development initiative.

2. Give two indicators of someone participating at the highest level of participation in an initiative.

3. Describe three obstacles to people’s participation in an initiative.

Multiple-choice questions

1. The benefits for stakeholders of participating in a development initiative can be:

   a. They can contribute with their experience in finding solutions to a problem.
   
   b. They can make sure that people who are not attending the meeting will not receive benefits.
   
   c. They can influence decisions.
   
   d. They can learn something new and develop their own capacity further.

   Answers: a, c, d.

2. What level of participation empowers people the most?

   a. When people say what they think.
   
   b. When people do as they are being told.
   
   c. When people make decisions and participate in governance of their local projects.
   
   d. When people can disagree with some components or the whole initiative.

   Answers: c, d.

3. What are the obstacles of women’s participation in a development initiative?

   a. They are too busy with the work at home.
   
   b. They may not be able to express their views due to social norms and protocols.
   
   c. They can be criticised.
   
   d. They may think they are not qualified.

   Answers: a, b, c, d.
SESSION 6

MEASURING EMPOWERMENT

DURATION: 75 minutes

OBJECTIVE:
To assess areas and levels of empowerment.

METHOD:
A discussion, presentation and group exercise.

MATERIALS:
• PowerPoint presentation (Presentation 2.6)
• Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
• what it means to be empowered
• how empowerment can be measured
• how to adapt indicators of women's empowerment to the sociocultural context.

The level of empowerment people have will affect their capacity to have access to and control of critical resources, to develop their assets, to have choices, to claim their rights, and to be included as a valued member of their community. Empowering women is a critical strategy in the promotion of gender equality. However, what they need to be empowered and the indicators of empowerment vary greatly from one context to another. It is also possible for a woman to be empowered in certain areas of her life, for example in her workplace, but at the same time be disempowered in another area, such as her home.

It may be helpful to deliver session 9 of Module 1 of this training kit if the concept of empowerment is new for the participants.
The empowerment assessment tool helps to assess areas where a person can be empowered or disempowered. The area and factors of empowerment are determined by the sociocultural context and gender norms. The information generated helps identify in which area it may be necessary to work to empower women or men so that they can be in control of their life. For example, a programme may allocate extensive resources to inform women about family planning but not make any impact or result in improvements because women cannot make the decision by themselves to use contraceptives and plan the number of children they wish to have. They cannot take such a decision alone or control their body, financial resources, and activities. A strategy could be used to raise awareness of men in family planning so that decisions about it are taken together with their partner.

This session entails a discussion on empowerment, the presentation of a tool to assess areas and level of empowerment, and an exercise.

**PROCESS**

1. Conduct the discussion (15 minutes).
2. Deliver Presentation 2.6 (15 minutes).
3. Conduct Exercise 2.6 (45 minutes).

**SESSION CONTENT**

**DISCUSSION**

Start the session by asking the questions below of either the whole group or in small group discussions, depending on the time available.

1. What are the characteristics of an empowered person?
2. How would you recognise if a person or a group is empowered?
3. According to you, what would be the characteristics of an empowered man?
4. According to you, what would be the characteristics of an empowered woman?
5. Are those characteristics of empowerment the same for men and women? Why? Why not?
Who is empowered and how do we know?

It is a challenge to measure empowerment because we cannot use standard parameters. People’s empowerment is contextual, and it is a process. An important step towards empowerment for a person in one context may not be as meaningful in another context. For example, women being able to access an income that will build their economic self-reliance is often considered an indicator of empowerment. However, in some contexts, being able to access an income has resulted in the woman being abused by the intimate partner who may feel threatened by such independence and also wants to have control of the woman’s income. In other cases, their involvement in an income-generating activity adds to their family and community responsibilities, increases their workload and negatively affects their health. Another possible result is that they have less time to take care of their household tasks and young children, and they may require the support of a daughter – who may herself have to leave school or have less time to study.

The capacity of an individual to make decisions is usually considered an essential indicator of empowerment. Deciding for ourselves requires ‘power to’ (capacity) and ‘power with’ (deciding with others).

Introducing the empowerment assessment tool

The empowerment assessment tool can be used to assess the extent of empowerment of an individual and also of a group, such as women in a specific community. In addition, it looks at the empowerment levels in different areas of someone’s life, related to material and financial resources, activities and tasks, movements, relationships, and one’s body.

The tool uses two sets of indicators. The indicators on the horizontal axis measure decisions made by others, with others and by oneself. When decisions are made by others it suggests no empowerment. When decisions are made with others, this can be an indicator of empowerment if the person is genuinely participating in and influencing the decisions. Decisions made by oneself are a good indicator of empowerment if the person can take the decision independently. This level does not exclude consulting with others, but it means that the person has the final authority.

The indicators along the vertical axis relate to the area of life in which a person can make a decision and exercise control. It includes material resources, financial resources, activities, movement (where someone can or cannot go), relationships (who the person can befriend, how often the person can meet friends or family members, who the person may marry) and the body (how to dress, how many children to have, use of birth control, sexual relationships, undertaking health treatment).

This tool can be used to assess how empowered people really are and how to apply new practices or change behaviours that are promoted to address a specific issue.
FIGURE 8
Empowerment assessment tool

<table>
<thead>
<tr>
<th>Areas of Control</th>
<th>Material Resources</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decided BY others</td>
<td>Decided WITH others</td>
<td>Decided ALONE</td>
</tr>
<tr>
<td>Level of Control</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applying the empowerment assessment tool

Below is an example of an assessment of the level of empowerment of a person who wants to lead a healthy lifestyle.

The first step is to determine what people need as resources and what actions they need to take to lead a healthy lifestyle. Then assess how decisions are usually made in those areas, whether ‘by others’, ‘with others’, or ‘by me alone’.

The assessment can include all or some of the following:

- Eating healthy food relates to control over the material and financial resources, activities, and body (deciding what I want to eat). The following factors must be considered.
  - Use of financial resources to purchase food. Can a person decide for themselves what food to purchase? Is that decision made together with other family members or by someone else?
  - Use of material resources to produce vegetables and raise chickens. Can a person make the decision to use a piece of land by herself or himself? Is the decision made with other family members or can it be made alone by the person?
  - Is the decision to stop purchasing unhealthy food made by a woman or a man together with other family members? Can one person make such a decision alone? Is the decision made by someone else?
  - Is the decision to cook and eat a healthy meal made by the person concerned, together with other family members, or with other people?

- Be physically active by walking to work or to the store, including practising sport: this relates to a person’s activities, movement, and body. The following factors must be considered.
  - Can a person decide by herself or himself to take personal time for doing exercise or practising sport? Is the decision made together with other family members? Can other people decide if the person may have personal
time or practice a sport? Think about social norms in this regard: ‘What will people think if they see me practising sport, see me wearing exercise gear, or taking personal time?’

- Monitoring health – such as blood sugar, blood pressure, cholesterol level, amongst others. This would relate to a person’s activities, movement, and body. The following factors must be considered.
  - Can a person decide by herself or himself to go to the health centre to consult a physician? Is permission required from someone else? Does the person depend on someone else to provide the money needed for public transport to get to a clinic?
  - Can a woman decide by herself to use birth control, or does she need permission from her husband? Can she decide about the number of children she gives birth to?
  - Can a person decide for herself or himself to visit family members or friends or take personal time if feeling depressed?

**FIGURE 9.**
Example of the empowerment assessment tool applied to the context of adopting a healthy lifestyle

<table>
<thead>
<tr>
<th>Areas of Control</th>
<th>Material Resources</th>
<th>Financial Resources</th>
<th>Activities</th>
<th>Movement</th>
<th>Relations</th>
<th>Body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The family allows me a piece of land to grow vegetables.</td>
<td>My husband and I decide to buy more healthy food and less unhealthy food.</td>
<td>The children refuse to eat the vegetables, and the mother-in-law wants taro or rice.</td>
<td>The family decides to eat more healthy food.</td>
<td>I can decide to cook vegetables everyone likes but have to include rice.</td>
<td>My husband does not want me to wear modern sport clothes for doing exercise.</td>
</tr>
<tr>
<td></td>
<td>I can engage in sport like walking and Zumba.</td>
<td>I can engage in sport like walking and Zumba.</td>
<td>I can engage in sport like walking and Zumba.</td>
<td>I can engage in sport like walking and Zumba.</td>
<td>I can engage in sport like walking and Zumba.</td>
<td>I can eat more vegetables but have to cook for and eat with the family.</td>
</tr>
</tbody>
</table>

This information can help understand specific obstacles and identify triggers for change. A woman who information about healthy eating habits may want to engage in buying and cooking healthy food. Typically, people assume that only women are doing the cooking and can make that kind of decision themselves. In reality, in many families, women cannot decide by themselves that they will change the family’s diet. It will involve sharing information and negotiations with the other members of the family (decision-making with others). In some cases, the decisions will be made by the head of household, the elders or even the children who may be reluctant to accept such changes.
Another example is where a woman may want to take part in enjoying sport, walking to work, playing rugby, or dancing Zumba. This may be considered unacceptable by her family members or her community. She would have to negotiate to have free time from her responsibilities. She might need to wear different clothing that is not acceptable in her community, such as sports clothing.

In this case, simply raising awareness about the importance of living a healthy life is not enough and will be influenced by social, cultural and economic conditions and boundaries. Some ways in which a woman can exert influence in that context will be to purchase healthy food; produce healthy food in the family garden; encourage family members to be physically active and dress appropriately to do that; where possible, use family planning and promote the right of a woman to decide on the number of children she wants and to have control over her body.

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**EXERCISE 2.6 MEASURING EMPOWERMENT**

**Step 1:** Divide the participants into groups. Ask each group to choose a development issue to explore, such as disaster preparedness, healthy lifestyle, food security, water security, or poverty alleviation.

**Step 2:** Ask each group to select a profile of an individual from the list provided, or to create a profile of their own. Some example profiles are:

- An 18-year-old single Tongan woman studying at USP
- An 18-year-old single Tongan man studying at USP
- A 32-year-old married Fijian woman working on the family farm in Ba
- A 32-year-old married Fijian man working on the family farm in Ba
- A 44-year-old married man from Malaita (Solomon Islands) who is unemployed
- A 44-year-old married woman from Malaita (Solomon Islands) selling vegetables in the market

**Step 3:** Ask the groups to identify two or three activities that need to be performed by the person to successfully address the chosen development issue. Groups should use the categories of material resources, financial resources, activity, mobility, relationships, and body.

**Step 4:** Ask the groups to assess the level of decision-making that the selected profile will have in relation to each category.

**Step 5:** Once the groups have completed the exercise, facilitate a plenary discussion using the following key questions:

- What did you learn from this exercise?
- In which area are women more empowered?
- In which area are women less empowered?
- How do women's empowerment levels in different areas affect their access to government programmes and development projects?
EVALUATION QUESTIONS

Open questions

1. Why is it important to adapt indicators to women’s empowerment to the sociocultural context?
2. Provide two indicators of an empowered person.
3. Provide one example to illustrate how to measure empowerment.

Multiple-choice questions

1. What does an empowered person look like?
   a. The person contributes her ideas and shares information with others.
   b. The person takes decisions together with her family.
   c. The person is selfish.
   d. The person complies with everybody’s requests.
   **Answers:** a, b.

2. A person can be empowered at work but not empowered at home.
   a. False
   b. True
   **Answers:** b.

3. An empowered woman will have control over:
   a. Her activities – what she does
   b. Her movements – where she can go
   c. Her relationships – who she can visit or befriend
   d. Her body – the number of children she wants.
   **Answers:** a, b, c, d.
SESSION 7

THE CAUSES AND IMPACTS OF GENDER INEQUALITY

DURATION: 75 minutes

OBJECTIVE:
To identify the root causes of gender inequality.

METHOD:
A presentation and group exercise.

MATERIALS:
• PowerPoint presentation (Presentation 2.7)
• Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
• how to use a problem tree approach to identify the root causes of gender gaps and inequalities
• the consequences of not addressing gender gaps and inequalities.

FACILITATOR’S NOTES

So far, the tools introduced in this module have focused on the identification of gender gaps and gender inequalities. In this session, participants are introduced to the problem tree to identify the causes of gender gaps and/or inequalities and predict their impacts.

Identifying the causes of gender inequalities helps to identify the best solutions to address the challenges. For example, the lack of representation of women in parliament is a symptom of a deeper problem about the place of women and the entitlement of men. The impact of the lack of women’s representation in public decisions is an indicator of the lack of democracy, and women’s needs not being addressed by the government.

This session focusses on the use of the ‘problem tree’ tool to identify causes and impacts of gender inequality.
PROCESS

1. Deliver Presentation 2.7 (15 minutes).
2. Conduct Exercise 2.7 (60 minutes).

SESSION CONTENT

PRESENTATION 2.7
CAUSES AND IMPACTS OF GENDER INEQUALITY

The symptoms of gender inequality

Gender inequalities identified through the analysis of sex-disaggregated data such as gender-based violence, unequal employment opportunities, or exclusion of women from decision-making bodies, are only the visible tip of the problem. These are the symptoms of a more significant problem: the belief that women are of lesser value in the society and must obey men and be dependent on them. While it is important to treat the symptoms through temporary special measures or affirmative actions, it is equally important when challenging gender inequality to address underlying issues effectively and definitively.

For example, women have very limited opportunity to become members of parliament because they are not elected; and they are not elected because people think that men should be making decisions and women do not make good leaders. In the short term, reserving seats for women in parliament will increase women’s representation. However, this is not a definitive solution in the longer term and it will still be important to transform the beliefs and practices that prevent women from being elected to parliament in the first place.

The problem tree approach

A ‘problem tree’ is a helpful tool that can be used to identify the underlying and root causes of gender inequality. In a problem tree:

- the trunk of the tree represents the gender issue being analysed
- the roots of the tree are the causes of gender inequality
- the branches and leaves are the impacts of gender inequality.
Figure 10 below gives an example of a problem tree. The problem identified is the limited attendance of women at fisheries training workshops. Two leading causes for their limited attendance have been identified. The first is that local partners do not fully acknowledge women’s role in fisheries, so they fail to invite women to the training. The second is that women do not register to attend the training even if they are invited. If we stop our analysis at this level, the solution proposed is to insist that the local partners ensure the women are invited to the training. The training organisers must explain in the invitation letter that the organisation is an equal opportunity organisation and women are encouraged to attend the training. A communication strategy is developed to expand outreach to women, to make sure they get the information and can see the benefits of attending the training.

However, when examining the second level of the root causes, we find out that there are few reasons to explain why local partners do not fully acknowledge women’s role in fisheries. Fishing is considered as a man’s activity because the society believes that it is men’s responsibility to provide for their family. There is also an assumption that men will report back to their household about what they have learned and women will receive information indirectly. Furthermore, there is greater emphasis placed on income generating activities than subsistence activities. The analysis of the second level of causes reveals that simply focussing on invitations is not enough. The organisation may consider preparing a brochure or a policy brief on the role of women in fisheries and the benefits of the training, not only for women themselves but for their households and the whole fisheries sector.

There is another type of root cause to be addressed. Many times, when women are aware of the training, they do not register to attend it. On the surface this may appear to be a lack of interest. However, it may be because women have too much work to do in their household as well as rural livelihood activities together with other income generating activities. The training location may be inconveniently located or the proposed schedule is not suitable. In such a situation, the training organisation should review the training plan and make it more accessible for women. In some cases, women do not see themselves as being involved in fisheries, and in such cases the organisation should explain what fisheries activities entail and the benefits for women and their families in attending the training.

**Analysing the causes**

When analysing the causes of gender issues, it is important to go beyond the first level. The first level of the roots provides reasons for a situation, and these are often related to ‘practical’ or material needs, such as a lack of information, lack of time, or lack of interest. However, when we try to understand ‘why’ or what is behind the reasons provided, we get to the level of causes linked to social structures, beliefs, and relationships, where gender inequality lies. Those issues are related to ‘strategic’ needs and require a different set of interventions. They need to be addressed to effectively tackle the key issue that is the focus of the work at that moment, in this case, the limited participation of women in training.

Analysing the impact, represented by the branches and the leaves in the problem tree, provides important information that supports the need to address gender issues. In the example of fisheries training, not only women are negatively impacted when their opportunity to update their skills is limited, but also their households, their communities, and the whole sector. The first level of analysis shows more immediate repercussions like missed opportunities for women and the continuation of unsustainable practices. When we look at the second level, we can see that the impacts spread to economic development and the protection of marine ecosystems. Outcomes of the analysis of the impacts are necessary to inform policies.

Although the roots of most trees remain buried, they are the parts of the tree that keep the tree alive. If the branches are cut, the tree will still grow and continue growing. If the tree is cut, but the roots are still alive, it will grow back. However, if the tree’s roots are cut, the tree will die and not grow back again. Therefore, if we want to eliminate the problem, we need to cut down the roots.
FIGURE 10. Example of a problem tree analysis

EXERCISE 2.7 PROBLEM TREE

Step 1: Divide the participants into the same groups used for Exercise 2.5.

Step 2: Provide each group with a flipchart and markers, and ask them to draw a tree.

Step 3: Ask the groups to select one gender issue in relation to a specific sector or development goal to represent the tree's trunk.
Step 4: Invite the groups to discuss amongst themselves the three main causes of this issue. Those causes would be represented by three roots. Once those three primary roots are identified, ask participant to identify secondary causes for each primary cause. If they have time, they can add a third level cause for each secondary root.

Step 5: Ask the groups to discuss the matter further and suggest what the three main impacts of this gender issue might be. Those impacts will be represented by three branches. For each primary impact/branch, participants should identify secondary impacts, and if they have time, a third level impact.

Step 6: Once the groups have completed the exercise, ask for a spokesperson from each group to present their findings.

### EVALUATION QUESTIONS

**Open questions**

1. Explain why it is important to address the (root) causes of a gender issue that we want to address. What difference does it make?
2. Describe the benefits of identifying two or three levels of causes of gender inequality.

**Multiple-choice questions**

1. **What could the result be of not addressing the causes of gender gaps or inequalities?**
   a. Women will always be left behind.
   b. An initiative will be less effective because it will not benefit as many people.
   c. The next generation of girls and boys will experience the same challenges.
   d. We can save money.
   
   **Answers:** a, b, c.

2. **What difference does it make when we identify the impact of the second and third levels of gender inequality?**
   a. It shows more problems.
   b. It shows that discrimination against women affects the whole society.
   c. It shows that gender inequality does not have too much impact.
   d. It shows that the solution to a problem can have different impacts on women or men.
   
   **Answers:** b, d.
SESSION 8

SUPPORTING EMPOWERMENT

OBJECTIVE:
To identify strategic actions to support the empowerment of women and/or men.

METHOD:
A presentation and group exercise.

MATERIALS:
- PowerPoint presentation (Presentation 2.8)
- Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
- actions and approaches that contribute to supporting empowerment.

FACILITATOR’S NOTES
This session builds on Session 7 in identifying the causes and impacts of gender inequality. The key message is that women’s empowerment is critical to transforming social norms and to address gender equality.

The previous sessions were aimed at identifying gender gaps and inequality. From this point on, the training will use gender analysis tools to identify needs and solutions to address gender inequality.

PROCESS
1. Deliver Presentation 2.8 (15 minutes).
2. Conduct Exercise 2.8 (45 minutes).
SESSION CONTENT

PRESTITATION 2.8
SUPPORTING EMPOWERMENT

The PowerPoint slides and speaking notes for Presentation 2.8 are available on the Pacific Data Hub.

About empowerment

Empowerment is a process and involves a shift from people having little power and control over their lives to having capacity to make decisions, having power ‘to’ and ‘power within’.

Empowerment is about people taking control over their lives: setting their agendas, gaining skills, building self-confidence, solving problems, and developing self-reliance. It is not only a collective, social, and political process, but an individual one as well. (Canadian International Development Agency, 1999).

How do people become empowered?

While empowerment is a process that emerges from people themselves to make choices that will serve them well or to speak out for themselves, the empowerment process can be supported by the provision of information, training, and tools. There is no instant formula; each context has its specificity, and development practitioners must be able to analyse and identify effective methods adapted for each situation. Empowering people thus requires a combination of different actions as explained below.

Development of skills:

• To participate in decision making
• To communicate
• To influence and negotiate
• To include technical skills that will enable people to play an active role in the development process.

Equitable access to resources such as:

• Information
• Training
• Technology
• Networking capacity
• Incomes.
Awareness of rights

- About the value and the potential of women and men
- About human rights, legal rights, women’s rights, citizenship rights.

Solidarity – building social capital

- By building alliances, a sense of belonging and cooperation between women
- By supporting women to create their group of influence
- By promoting the integration of women in processes or groups where they are usually excluded

Development of self-esteem

- By encouraging women to have dreams, a vision, personal goals, projects
- By giving value to their contribution to the well-being of the household and the community
- By encouraging women to share their concerns.

---

EXERCISE 2.8
IDENTIFYING ACTIONS TO SUPPORT WOMEN’S EMPOWERMENT

**Step 1:** Divide the participants into the same groups used for Exercise 2.6.

**Step 2:** Provide each group with a flipchart and markers, and ask them to identify how a programme can support women’s empowerment.

- What skills can be developed?
- What resources should people have access to?
- What information should they be aware of?
- How can a programme build up solidarity?
- How can a programme build self-esteem?
- How can a programme increase the level of women’s participation in decision making?

**Step 3:** Once the groups have completed the exercise, ask for a spokesperson from each group to present their findings.
EVALUATION QUESTIONS

Open question

1. Give three examples of actions or approaches that contribute to supporting people’s empowerment.

Multiple-choice question

1. What strategy will not contribute to women’s empowerment?
   a. Provide information on rights.
   b. Support initiatives to strengthen women’s groups.
   c. Ask heads of households what can be done for women.
   d. Give value to women’s skills and knowledge.

Answers: c.
SESSION 9

PRACTICAL AND STRATEGIC NEEDS

OBJECTIVE:
To plan actions and strategies to address women’s practical and strategic needs.

METHOD:
A presentation and group exercise.

MATERIALS:
• PowerPoint presentation (Presentation 2.9)
• Handouts 2.9 (a) and (b).

LEARNING OUTCOMES
At the end of this session participants will understand:
• the difference between practical and strategic needs
• how to plan actions and strategies to address both practical and strategic needs.

FACILITATOR’S NOTES

Sessions 2 to 6 presented gender analysis tools to help identify gender gaps and inequalities, or the ‘what’. Session 7 introduced a tool to use in identifying causes of gender inequality, or the ‘why’. Session 8 explained how development practitioners can support women’s empowerment.

In this session, the analysis of practical and strategic needs is used to identify how to respond to people’s needs while addressing gender inequality and empowerment women.

Identifying practical and strategic needs support the design and planning of development initiatives that benefits women and men while also contributing to transform the causes of gender inequality. This analysis tool was developed by Caroline Moser in 1993. (Moser, Caroline. 1993. Gender Planning and Development: Theory, Practice and Training. New York and London. Routledge.)
The presentation explains the difference between practical and strategic needs. Practical needs are the needs that will improve the conditions within which people live. Those needs can be easily identified by people themselves – having drinking water, having a scholarship to study, alleviating hardship, being financially secure, having necessary information, having an opportunity to upscale skills.

Strategic needs refer to what must be done to transform the cause of gender inequality. These are the second and third level roots of the problem tree. They are more difficult to identify and analyse: Why is it more difficult for girls to get a scholarship? Why do women have less opportunity to be financially secure? Why do women have less access to training to upscale their skills? Why is it harder for women to obtain information when they need it? Why do boys fail more than girls at school?

**Here is an example of the difference between a practical need and a strategic need:**

- The need identified is to reduce the number of hours a day women dedicate to unpaid care work. Women say they want improved cooking stoves to reduce the time they spend cooking everyday. This is a clear and practical need.

- The need identified is to reduce the number of hours a day women dedicate to unpaid care work, including reducing the time they spend cooking. A gender analysis reveals that women work an average 12 hours a day while men work about 8 hours a day. The strategic need here would be to redistribute more equitably unpaid care work between women and men.

- The need identified can have a dual response. In this case, the action can combine the provision of cooking stoves to respond to women's practical needs, while raising awareness about what unpaid care work entails and how a more balanced distribution of work within the household can be beneficial to everyone. The strategic need would be an equitable distribution of unpaid care work within women and men within households.

Access to resources is often a practical need like accessing a loan to develop a micro enterprise. However, in many cases, women's assets are limited which also limits their ability to obtain a loan. The strategic need is being able to access the loan by addressing the reasons why the assets that women are allowed to include on their mortgage are limited. In many cases, there are laws or practices that restrict women from inheriting land or owning a house or something of value. Do women have the same opportunity as men to get a job and have a salary high enough to enable them to get a loan? That type of analysis may help identify the strategic needs. A strategic need, in this case, could be for the financial institution to propose alternative forms of collateral. If could be for the government to repeal legislative measures preventing women to inherit land, or adopt a measure for husband and wife to be registered as co-owner of their house. The notion of control over resources, participation, and empowerment are clearly strategic needs.

The first level of the roots of the problem tree refers to practical needs while the second and third levels of the causes of gender inequality relate to strategic needs.

**PROCESS**

1. Deliver Presentation 2.9 (20 minutes).
2. Conduct Exercise 2.9 (a) (55 minutes). Alternatively, Exercise 2.9 (a) can be completed by the whole group with the facilitator leading (10 minutes) and followed by Exercise 2.9 (b) (45 minutes).
SESSION CONTENT

PRESENTATION 2.9
PRACTICAL AND STRATEGIC NEEDS

Practical needs

Practical needs relate to living conditions such as:

- access to enough food
- access to drinking water
- access to education
- access to healthcare services
- having a place to live
- having productive assets
- having steady incomes
- being safe (from a natural disaster, criminal acts, from armed conflicts, etc).

Strategic needs

Strategic needs relate to addressing the causes of inequality through, amongst others:

- participation in decision-making processes
- recognition of women’s contribution
- having control over resources
- knowing one’s rights
- the capacity to express one’s views and beliefs and to be heard
- having self-confidence
- being respected
- being protected
- promotion equality, which is having the same rights and being recognised as equal
- being safe from gender-based violence at home, in public, and online.

The PowerPoint slides and speaking notes for Presentation 2.9 are available on the Pacific Data Hub.

Practical and strategic needs are interlinked

If women have less access to information (practical need) it is often because they are not considered as stakeholders because their role and contribution to a specific sector or activities are overlooked (strategic need). For example, suppose healthcare services do not offer specialised and adapted services for victims of domestic violence (practical need). In that case, it is likely because it is regarded as a women’s issue or a private issue and not a public health issue (strategic need).

FIGURE 11.
Practical and strategic gender needs (Adapted from Source: Canadian Council for International Co-operation, 1991)

<table>
<thead>
<tr>
<th>Practical gender needs</th>
<th>Strategic gender needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tend to be short term, to meet immediate needs</td>
<td>Tend to be long term</td>
</tr>
<tr>
<td>Unique to particular women</td>
<td>Common to almost all women</td>
</tr>
<tr>
<td>Relate to daily needs: food, housing, income, childcare, health</td>
<td>Related to disadvantaged position</td>
</tr>
<tr>
<td></td>
<td>Subordination, lack of resources and education, vulnerability to poverty and violence</td>
</tr>
<tr>
<td>Easily identifiable by women</td>
<td>Basis of disadvantages and potential for change not always identifiable by women</td>
</tr>
<tr>
<td>Can be addressed by the provision of specific outputs</td>
<td>Can be addressed by awareness-raising, increasing self-confidence, education, political and social mobilisation</td>
</tr>
</tbody>
</table>

Addressing practical needs:
- Tends to involve women as beneficiaries and perhaps as participants.
- Can improve the condition of women’s lives.
- Generally, it does not alter traditional roles and relationships.

Addressing strategic needs:
- Involves women as agents/enables them to become agents.
- Improves the position of women in society.
- Can empower women and transform relationships.

Addressing practical and strategic needs

The distinction between practical and strategic needs is important because the interventions to address these issues will be different although they complement each other.

- Addressing practical needs may involve improving the delivery of government services, building technical capacities, upgrading infrastructure, and increasing access to financial resources.
- Addressing strategic needs may require the provision of resources that will empower people, promote their rights, engender shifts in practices and transform institutions that perpetuate gender inequalities, and transform beliefs and attitudes towards and about women.

Meeting the practical needs will improve living conditions, whereas meeting the strategic needs will contribute to empowering people.

An example is where a woman experiences difficulty in finding a job because there are limited employment opportunities (finding a job is the practical need); but when there is a job opportunity available, employers may prefer to hire a man (changing employers’ views and recruitment practices to ensure they are fair are strategic needs). If the question is posed: ‘Why does this person experience this problem?’ and the likely response is: ‘Because she is a woman or because he is a man’, this would indicate there is a strategic need to address a gender issue.
FIGURE 12.
Examples of practical needs and strategic needs

<table>
<thead>
<tr>
<th>Related to practical needs</th>
<th>Related to strategic needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot go to school because it is too far.</td>
<td>I cannot go to school because I am the eldest daughter and must help my mother at home.</td>
</tr>
<tr>
<td>I am not able to find a job because employment opportunities are very limited in my country.</td>
<td>I cannot find a job because employers believe I will take maternity leave since I just got married.</td>
</tr>
<tr>
<td>I don’t participate in the development project in my village because I don’t have information about it and don’t feel concerned.</td>
<td>I don’t participate in the development project in my village because women are not invited to the meetings.</td>
</tr>
<tr>
<td>I was not elected during the last election because the other candidates bought the votes.</td>
<td>I was not elected during the last election because people believe women’s place is at home.</td>
</tr>
</tbody>
</table>

EXERCISE 2.9 (A)
UNDERSTANDING THE DIFFERENCE BETWEEN PRACTICAL AND STRATEGIC NEEDS

Step 1: Divide the participants into the same groups used for Exercise 2.7.

Step 2: Provide each group with a copy of Handout 2.8. Ask participants to look at each of the activities and assess:
- Does it address practical or strategic needs?
- What else can be done to also address strategic needs?

Step 3: Once the groups have completed the exercise, ask for a spokesperson from each group to present their findings and explain how they may be able to use this information in their own work.
EXERCISE 2.9 (B)
IDENTIFYING PRACTICAL AND STRATEGIC NEEDS

Step 1: Divide the participants into the same groups used for Exercise 2.7.

Step 2: Provide each group with a copy of the national gender policy plan of action or a sectoral action plan based on the participants’ backgrounds. Alternatively, you can choose a project the participants are implementing. Ask participants to:
- identify three actions in the plan of action that will respond to women’s practical needs
- formulate two additional actions that would respond to women’s strategic needs.

Step 3: Once the groups have completed the exercise, ask for a spokesperson from each group to present their findings and explain how they may be able to use this information in their own work.

EVALUATION QUESTIONS

Open questions

1. Explain the difference between practical and strategic needs
2. Give an example of women’s practical needs
3. Give an example of women’s strategic needs.

Multiple-choice questions

1. What is the difference between practical and strategic needs?
   a. There is no difference.
   b. Practical needs are short term, and strategic needs are long term.
   c. Practical needs are related to improving living conditions and strategic needs are related to improving personal status.
   d. Practical needs are for men, and strategic needs are for women.

Answers: c.
2. **Women's practical needs could be:**

   a. Learning a new skill.
   b. Improving their health.
   c. Accessing a job.
   d. Claiming their human rights.

   **Answers:** a, b, c.

3. **Women's strategic needs could be:**

   a. Having equal opportunity to be a leader.
   b. Knowing their rights.
   c. The application of the law on domestic violence.
   d. Having the opportunity to drive a truck.

   **Answers:** a, b, c, d.

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**RESOURCES (OVERLEAF)**

- Handout 2.8 (a) – Identifying practical and strategic needs
- Handout 2.8 (b) – Example of completed Handout 2.8 (a) to assist the facilitator
EXERCISE: IDENTIFYING PRACTICAL AND STRATEGIC NEEDS

1. For each activity listed below, assess the following:
   - Does it address practical or strategic needs?
   - When the activity aims to address women’s practical needs, what else can be proposed to also address their strategic needs?

<table>
<thead>
<tr>
<th>Practical needs</th>
<th>Strategic needs</th>
<th>Addressing strategic needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct a study on the salary and working conditions in public services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implement a programme to build business management skills targeting women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Develop the capacity of farmers to access markets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Promote women’s participation in local government institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical needs</td>
<td>Strategic needs</td>
<td>Addressing strategic needs</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>5. Build women’s capacity to promote healthy lifestyles and reduce non-communicable diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Improve knowledge and practice of magistrates regarding gender-based violence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Conduct a gender assessment in fisheries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Improve the capacity of the first responders and humanitarian agencies in their response to communities living in the outer islands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Develop a national climate change resilience strategy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Example of completed Handout 2.9 (a)

<table>
<thead>
<tr>
<th>Practical needs</th>
<th>Strategic needs</th>
<th>Addressing strategic needs</th>
</tr>
</thead>
</table>
| **1. Conduct a study on the salary and working conditions in public services** | - Identify if there are gaps between women and men in the workplace  
- Assess the capacity of parents to adequately reconcile their parental responsibilities with their professional ones  
- Assess if there are policies in place to protect employees against sexual harassment and bullying  
- Assess if there are measures in place that allow for maternity leave and support for breastfeeding  
- Support the ministry in adopting gender responsive public services management approaches |                                                                                                                                                                                                                              |
| It should benefit female and male staff                                           |                                                                                                                                                                                                                |                                                                                                                                                                                                                              |
| **2. Implement a programme to build business management skills targeting women** | - Identify obstacles to women's economic empowerment, including limitations to their investment in time and money in their business  
- Build women's leadership and negotiation power to promote success  
- Organise business management skills training at a time suitable for women in business  
- Ensure women's equitable access to financial support for their business such as subsidies, credit, and various types of investment  
- Ensure women's financial inclusion by working with financial institutions to adopt measures to support women, especially women living in remote areas to access financial services |                                                                                                                                                                                                                              |
| Responds to the needs of businesswomen to perform better                          | - Identify obstacles to women's economic empowerment, including limitations to their investment in time and money in their business  
- Build women's leadership and negotiation power to promote success  
- Organise business management skills training at a time suitable for women in business  
- Ensure women's equitable access to financial support for their business such as subsidies, credit, and various types of investment  
- Ensure women's financial inclusion by working with financial institutions to adopt measures to support women, especially women living in remote areas to access financial services |                                                                                                                                                                                                                              |
| **3. Develop the capacity of farmers to access markets**                          | - Ensure women farmers can equitably access market facilities  
- Ensure market facilities are safe and hygienic  
- Build the capacity of town council to mainstream gender in the management of market facilities and transport |                                                                                                                                                                                                                              |
| Responds to the needs of women farmers, women and to a lesser extent men in farming | - Ensure women farmers can equitably access market facilities  
- Ensure market facilities are safe and hygienic  
- Build the capacity of town council to mainstream gender in the management of market facilities and transport |                                                                                                                                                                                                                              |
| **4. Promote women’s participation in local government institutions**            | - Build women’s leadership capacity  
- Work with men to be proactive in welcoming women in local institutions  
- Conduct awareness raising in the communities to show the importance and benefits of women’s participation in local government |                                                                                                                                                                                                                              |
| Supports the representation of women in local government                           | - Build women’s leadership capacity  
- Work with men to be proactive in welcoming women in local institutions  
- Conduct awareness raising in the communities to show the importance and benefits of women’s participation in local government |                                                                                                                                                                                                                              |
<table>
<thead>
<tr>
<th>Practical needs</th>
<th>Strategic needs</th>
<th>Addressing strategic needs</th>
</tr>
</thead>
</table>
| **5. Build women's capacity to promote healthy lifestyles and reduce non-communicable diseases** | Helps women to attain improved health and guide their family along a similar pathway | • Conduct public health awareness targeting specific groups like women, men, and the youth to ensure a shared responsibility in the households in adopting healthy lifestyles  
• Raise awareness in the communities to shift people's mindsets about women in sport, encouraging girls and women to be active  
• Work with boys and men to challenge the use of tobacco and alcohol through raising awareness |
| **6. Improve knowledge and practice of magistrates regarding gender-based violence** | Contributes to improve the practice of law in general. | Recognises that gender-based violence is a serious crime that affects a significant number of women | • Builds the necessary knowledge about harmful social norms leading to gender-based violence and strengthens the capacity of the magistrate to apply the law and make appropriate decisions to adequately protect and support survivors |
| **7. Conduct a gender assessment in fisheries** | It makes the role of women and their contribution in fisheries visible (usually women are seldom considered as stakeholders in this sector) | | • Ensure women benefit equitably from fisheries’ programmes and services. |
| **8. Improve the capacity of the first responders and humanitarian agencies in their response to communities living in the outer islands** | Women and men in the outer islands will benefit from first response | | • Build the capacity of first responders to conduct a gender analysis to identify and respond adequately to women’s needs. This could be by providing dignity kits, ensuring shelters have separate bathrooms for women, and knowing how to identify and support victims of gender-based violence |
| **9. Develop a national climate change resilience strategy** | Women and men should benefit from the strategy | | • This includes strategies for women’s social and economic empowerment, and in order to transform harmful social norms that contribute to women’s greater vulnerability to climate change. |
SESSION 10

FACTORS OF INFLUENCE

OBJECTIVE:
To identify factors that influence the progress towards gender equality

METHOD:
A presentation and group exercise.

MATERIALS:
- PowerPoint presentation (Presentation 2.10)
- Flipchart and markers.

LEARNING OUTCOMES
At the end of this session participants will understand:
- the factors that influence progress towards gender equality.

FACILITATOR’S NOTES
This session introduces the participants to the factors of influence.¹

The factors of influence are associated with the risks and opportunities of addressing gender inequality issues. Some factors present an opportunity for promoting gender equality such as a new policy, availability of funding, or the conviction of a leader. Other factors can present an obstacle to gender equality, such as gender stereotypes disseminated through school manuals, or a conflict or social unrest that increase women’s vulnerability to gender-based violence. Some factors can have both positive and negative influence. Access to internet and social media contribute to reducing isolation and increasing access to information, but also expose women to cyberbullying and harassment.

This session include a presentation and an exercise.

PROCESS

• Deliver Presentation 2.10 (15 minutes).
• Conduct Exercise 2.10 (30 minutes).

SESSION CONTENT

PRESENTATION 2.10
FACTORS OF INFLUENCE

What are factors of influence?

We are living in a changing world. It is important to understand the fact that gender roles and gender relations are changing over time. Several factors influence changes. Those factors can be economic, political, demographic, environmental, educational, legislative, cultural. Some gender issues that existed a decade ago could have been reduced while others may have emerged. Behaviours considered acceptable by the preceding generations may not be acceptable today, and vice versa. Furthermore, practices that the elders reject today could be acceptable to the younger generation.

Identifying the factors influencing gender equality issues helps to understand the causes of gender inequalities or changes occurring in gender roles and relationships better, whether they are positive or negative changes. It also helps determine which factors can reduce gender inequalities and develop an environment where women’s rights are respected.

Examples of factors of influence

There are many factors of influence. Here are some examples.

• Political – The presence of women in the government; or the emergence of a conflict.
• Cultural – The exclusion of women in leadership in a customary institution; the matrilineal system.
• Educational – The younger generation is relatively more educated and girls are accessing a higher level of education in greater numbers.
• Environmental – Natural disasters; climate change impacts; pollution.
• Legislative – Laws against domestic violence; laws promoting women’s rights to own land.
• Economic – Greater access to employment for women; poverty; a new marketplace.
• International – Globalisation; development partners’ interest to promote gender equality through their interventions; war.

The PowerPoint slides and speaking notes for Presentation 2.10 are available on the Pacific Data Hub.
• Religious – The idea that men are the head of the household and women must obey their husband; strong spiritual practices of supporting each other.

• Demographic – Migration; youth representing a larger component of the society.

• Infrastructure – Improved maritime transport between islands; improved infrastructure for drinking water and sanitation.

• Health – Increase in non-communicable diseases; increased number of medical clinics in the outer islands, a pandemic.

• Technology – Mobile phones, solar panels.

• People – Young people are more open to the idea of gender equality; people who are active in reforming the governance system to be inclusive.

**Factors of influence can be positive or negative**

Some factors of influence are an obstacle to gender equality whereas others contribute to positive changes. Factors of influence are examined while conducting a gender analysis because those factors can directly or indirectly affect the implementation of a programme or service delivery. The occurrence of a conflict may significantly challenge human rights. When a natural disaster strikes, gender issues are rarely prioritised in the recovery efforts, although women’s empowerment can be an essential factor in reducing risks and supporting recovery processes. A good understanding of the factors of influence will contribute to better strategies to address gender inequalities that are adapted to the context and will assist in taking advantage of opportunities and mitigate risks.

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**EXERCISE 2.10**

**IDENTIFYING THE FACTORS OF INFLUENCE**

**Step 1:** Divide the participants into the same groups used in previous sessions.

**Step 2:** Provide each group with a flipchart and markers, and ask them to identify three factors of influence that have had an impact on gender roles and relationships and answer the following questions:

- Which factors (past, present or future) affect and transform gender relations, division of labour, access and control over resources, participation, empowerment and women’s human rights?
- How have those factors affected, whether positively or negatively, efforts to address gender issues?

**Step 3:** Once the groups have completed the exercise, ask for a spokesperson from each group to present their findings.
## EVALUATION QUESTIONS

### Open questions

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<tr>
<td>1</td>
<td>Describe two negative factors of influence that affect or have affected gender equality in the Pacific.</td>
</tr>
<tr>
<td>2</td>
<td>Describe two positive factors of influence that contribute or have contributed to gender equality in the Pacific.</td>
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### Multiple-choice questions

1. **What factor below would have no gendered impacts?**
   
a. COVID-19  
b. Mobile phones  
c. A disability policy  
d. Ocean acidification
   
**Answers:** None

**Explanations:**

a. Women's unpaid care work; an increase of domestic violence; women being first responders in the medical sector

b. It can bridge the gender gaps in terms of connectivity and access to information if women can own a mobile phone, exposure to cyberbullying and sexual harassment can be recorded.

c. If the policy recognises intersecting issues experienced by women with disabilities (as a woman and as a person with disabilities) and measures are recommended to increase the leadership, economic empowerment, and protection against all forms of violence for women with disabilities.

d. It affects the quality of seashells that women use for handicrafts; it contributes to depleting coastal marine resources used by families for food.
SESSION 11

COLLECTING DATA

DURATION: 30 minutes

OBJECTIVE:
To know where the information required to conduct gender analysis can be found and how to analyse it.

METHOD:
A presentation and discussion.

MATERIALS:
• PowerPoint presentation (Presentation 2.11)

LEARNING OUTCOMES
At the end of this session participants will understand:
• where to find information to conduct a gender analysis.

FACILITATOR’S NOTES

This final session of the module assists participants in locating information required to conduct gender analysis or to draw on existing gender analysis. The facilitator can use an interactive approach to guide the participants in identifying where the information is in their country or online.

PROCESS

1. Deliver Presentation 2.11 (20 minutes) and facilitated discussion (10 minutes).
To conduct gender analysis, what information do we need?

Whatever sector or issue is being analysed, there is a need to know about: gender roles; access and control over resources; gender gaps; causes and impacts of gender gaps and/or inequalities; levels of participation and empowerment; and practical and strategic needs.

Where do you get the information that is needed?

There are some sources of information available that relate to gender issues in the region and at the national level. However, there are significant gaps in information and gender analysis. It may be useful to collect information on gender issues in a specific country or region, or alternatively try to understand the gender perspective in a specific sector or area of work, including drawing on work done in other countries.

Documentation for country-specific information

- Census and statistics
- Household income and expenditure surveys
- Demographic and health surveys
- Agriculture surveys
- Gender country profiles
- Studies, including studies conducted by governmental institutions, universities and research institutions, non-governmental organisations (NGOs), and development partners
- Development programme/project reports
- Reports to international bodies (CEDAW, Beijing Platform for Action, PLGED, amongst others).

Documentation for increasing understanding of the gender perspective in relation to a specific issue or sector

- Studies conducted in a similar context
- Studies, position papers, policy briefs on similar issues, that explain how the issues are being analysed with a gender perspective
- Sectoral strategies, guidelines, toolkits, manuals, project documents that explain how others have addressed the issues.
Who are the people who should be consulted?

- Women and men directly concerned by the issues or involved in a particular sector.
- Resource persons in relation to the sector. They may not necessarily know about the gender perspective, which is itself a piece of important information.
- Resource persons involved in addressing gender issues and women's human rights.
- Representatives of women's organisations.
- The government department in charge of gender affairs.
- Representatives of local institutions.

Principles of a gender-sensitive research methodology

Gender-sensitive research is not only about the number of women engaged or consulted, but includes the type of questions used to guide reflections, and the documentation or research used to inform research. It is about ‘how’ to take into account and respect local knowledge, and the prejudices and the values inherent to the research itself. The list below offer some considerations for conducting gender-sensitive research.

- Use a scientific approach where the results of the analysis are replicable using the same methodology.
- Define a conceptual framework reflecting men’s and women’s experiences.
- Build a gender-balanced research team.
- Whenever possible, use the participatory research approach and action research. The gender and development approach is a participatory approach where it is important for people to express their views and participate in the analysis and reflection process so that it contributes to empowering them.
- Select a gender-balanced sample.
- Place value and acknowledgement on the experiences of both men and women.
- Use and produce gender-disaggregated data.
- Conduct a gender analysis.
- Avoid male bias, prejudices and double standards where these may arise.
- Use gender-sensitive language in the research report.
Useful resources

- Gender assessment of agriculture and the rural sector – Fiji (http://tinyurl.com/4pv6br93)
- Gender assessment of agriculture and the rural sector – Solomon Islands (http://tinyurl.com/4943cdxh)
- Gender assessment of agriculture and the rural sector – Tonga (http://tinyurl.com/jcrd3aes)
- Gender assessment of agriculture and the rural sector – Vanuatu (https://www.fao.org/publications/card/fr/c/CA7427EN/)
- Toksave Pacific Gender Resource (https://www.toksavepacificgender.net/)
- Pacific Community Resource Centre (https://www.spc.int/resource-centre)
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Toksave Pacific Gender Resource


