



Gender equality is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society.

The Gender Tool Box gathers knowledge material and method support on gender equality in the form of Tools, Briefs and Thematic Overviews.

## [ TOOL ]

# Gender Analysis – Principles & Elements

### GENDER ANALYSIS

Gender analysis is the starting point for gender mainstreaming. Before cooperation processes begin, any decisions are made and plans are outlined, the gender equality situation in a given context must be analysed and expected results identified.

**Norms for gender.** A gender analysis includes information on women, men, girls and boys in terms of their division of labour, roles and responsibilities, access to, and control over, resources, and their relative condition and position in society. It also involves looking at other norms for how gender may be expressed, including norms relating to sexuality and identity.

**Other social variables.** A gender analysis should include social variables such as ethnicity, culture, age and social class. It may also include sexual orientation.

**Quantitative and qualitative data.** A gender analysis should include both quantitative (statistics) and qualitative data (analytical and relative).

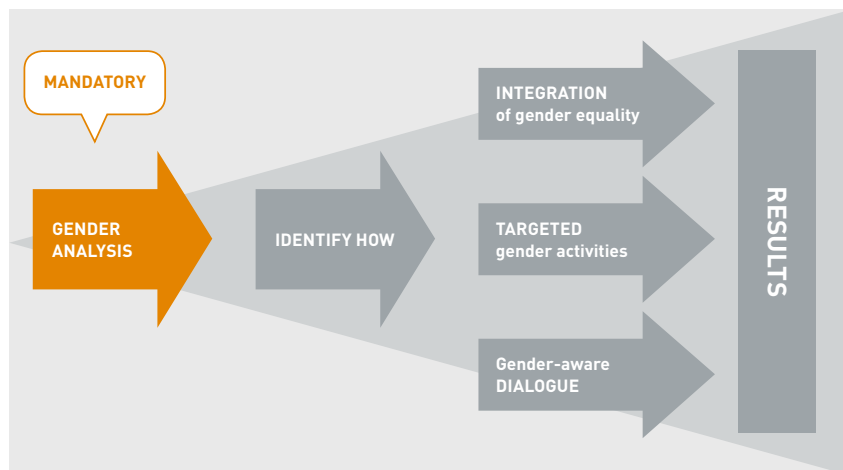
**Vulnerability and empowerment.** A gender analysis highlights specific vulnerabilities of women and men, girls and boys. It always has an empowerment perspective, highlighting the agency and potential for change in each group.

**Scope and methods vary.** The scope of a gender analysis can vary and be done in different ways depending on the context.

### Sida definitions

**Gender equality** is achieved when women and men, girls and boys, have equal rights, life prospects and opportunities, and the power to shape their own lives and contribute to society. Equality between the sexes is a question of a fair and equitable distribution of power, influence and resources in everyday life and in society as a whole. A gender-equal society safeguards and makes use of every individual's experiences, skills and competence.

**Gender Analysis** highlights the differences between and among women, men, girls and boys in terms of their relative distribution of resources, opportunities, constraints and power in a given context. Performing a gender analysis allows us to develop responses that are better suited to remedy gender-based inequalities and meet the needs of different population groups.



## PRINCIPLES WHEN PLANNING AND OUTLINING A GENDER ANALYSIS

The responsibility of the Sida officer is to make sure a gender analysis is being done, and to make use of trained gender experts. However, when planning for a gender analysis, and when preparing a Terms of Reference for it, the following principles will serve useful.

### Be as specific as possible

Covering everything may be difficult, and even impossible given time and financial limitations. The more concise and focused the answers are, the more useful they will be.

### Examine what has been done before

In most countries, there is a wide variety of analyses by independent researchers, other donors and multilaterals, governments and NGOs. These should be referenced, used and considered.

### Base on relevance and usefulness

The analysis and its report must be used if it is to have meaning and usefulness. The Terms of Reference for the analysis must specify the purpose of the analysis and how its results will be used.

### Go through questions asked and method applied in data collection

The way the questions are formulated will define what answers are given. For instance, asking “What do people work with?” will give a different answer than “What do women work with? What do men work with? Do the girls work? The boys? What do they do respectively?”. Obviously the methods chosen will also give different information. For instance a desk review will give one sort of data, different from data derived from interviews and participation.

### Ask for an inception report

The analysis is dependent on who makes it and what assumptions s/he makes. Does the consultant have gender expertise? Gender experts may use different approaches. Let the consultant present an inception report in order to have an idea of how the consultant understands the Terms of Reference.

## Include women and men's, girls and boys' perspectives and the relation between them

Also include the perspectives of a diverse selection of women and men, girls and boys. A common misunderstanding is that only the perspectives of women and girls need to be described. When differences between women and men, girls and boys, are visible, gender analysis becomes an informative tool. It is important to include a diverse group of women and men, girls and boys based on factors such as ethnicity, class, functionality sexual orientation etc. because there will be a great variety of perspectives within the gender groups.

### Ask for sex-disaggregated data

Statistics can be sex-disaggregated (i.e. % of women participating in labour market, % of men participating in labour market), while the term “gender” is used in the analysis (i.e. “the difference in labour market participation indicates a clear gender discrepancy, which is partly explained by a discriminatory law, etc.”).

### Use a gendered, not gender neutral language

Even though it may feel tiresome at times using the terms “women” and “men”, “girls” and “boys” as much as possible, it is a method in itself to make different groups visible. It is well known through research that by using a gender neutral language and refer to “people” or “target group”, women, girls and boys are made invisible.

### Understand the questions yourself

Avoid wording such as “gender should be considered” – no one, not even you, will know what is required or prescribed by this recommendation. Be specific.

### Combine quantitative and qualitative data

Disaggregated statistics is a must in gender analysis, however it is not enough. Gender inequalities are also expressed in legal systems, norms and attitudes. Thus a gender analysis should include a combination of statistics, descriptions, facts and analysis. Likewise, it is always interesting to combine information with a macro and a micro perspective.

## KEY ELEMENTS TO CONSIDER IN GENDER ANALYSIS

A gender analysis in the development context can make use of different tools and concepts to better understand the gender equality situation in a given context. Below are some examples, that can be combined and used in different ways.

### Sex and gender

Sex and gender are concepts used to make a distinction between biologically given and socially constructed differences. Although this distinction has been criticized (saying that also the body is changing and depends on culture and norms) it is useful in practice.

**Sex** refers to biological differences between women and men regardless of age, ethnicity or other variables. Sex disaggregated statistics are a key element in any gender analysis.

**Gender** refers to socially constructed differences between the sexes, norms and cultural expectations on women/girls, men/boys; and how femininity and masculinity is defined. Gender is used when analysing the relationship between men and women, girls and boys, in regard to their different access to power, life opportunities, vulnerabilities and different strategies for change. Gender is also used when discussing differences between different groups of women, men, boys and girls, e.g. with regards to age, ethnic background, social class, sexuality etc. Gender norms are expressed in laws, customary practice etc., which makes qualitative data central to any gender analysis.

### Gender roles and responsibilities

Gender defines the roles and responsibilities that women and men, girls and boys have in a given context and culture. It defines the role in the home/household, in the school, in the workplace, in the community, in the political organisation, in the government, etc.

As gender varies, such roles and responsibilities varies. In many contexts, women are expected to be the prime caregiver and for the children. However in some cultures men take more and more responsibility in the private arena, and women do likewise on the public. In agricultural work, women may be responsible for the rice production, whereas men are responsible for fishing. A gender analysis must highlight the differences in roles and responsibilities, to understand how men and women, girls and boys interact, what they do, can do and are expected to do.

### Productive and reproductive work

Women and men have several roles related to their work.

**Productive work** relates to any work that generates an income. Men's productive work commonly takes place outside the sphere of the household and more commonly generates monetary income. Women's productive work commonly occurs within the household sphere and is generally less valued, and often not even taken into account.

**Reproductive work** relates to work in the household, raising children, cooking and cleaning. It is commonly assumed to be the responsibility of women, yet men also often perform reproductive work, for instance, taking care of machines or washing the car. Reproductive work generally does not generate any income, yet has an impact on family (and societal) economy. As it is associated with the women's sphere, it is less valued than productive work and often not considered. Girls often have to take on the reproductive tasks if the mothers are to engage in productive work.

**Community work** relates to work and time devoted to political, religious or social work in organisations, community work or other work that both women and men engage in. Commonly, men's engagement in community work is more valued than women's engagement, and therefore considered in planning.

### Access to and control over resources

**Resources** are means and goods, including:

- Economic (household income)
- Productive (land, equipment, tools, work, credit)
- Political (capability for leadership, information and organisation)
- Time

**Access to resources** implies that women and men are able to use and benefit from specific resources (material, financial, human, social, political etc.).

**Control over resources** implies that both men and women can obtain access to a resource and also make decisions about the use of that resource. For example, control over land means that women can access land (use it), own land (can be the legal title-holders) and make decisions about whether to sell or rent the land.

**Benefits** refers to economic, social, political, and psychological benefits derived from the utilisation of resources, including the satisfaction of both practical needs (food, housing) and strategic interests (education and training, political power).

## PRACTICAL AND STRATEGIC NEEDS

**Practical gender needs** refer to such needs that women and men have, in terms of making everyday life easier, such as access to water, better transportation, child-care facilities, etc. Addressing these will not directly challenge gender power relations, but may remove important obstacles to women's economic empowerment.

**Strategic gender needs** refer to needs for shifts in society in terms of gender roles and relations, such as the need for a law condemning gender-based violence, equal access to credits, equality in terms of inheritance and others. Addressing these should impact gender power relations.

Yet, sometimes the practical and strategic needs coincide, e.g. the practical need to have a place to leave the children coincides with the strategic need to get a job outside the home.

## INTERSECTIONALITY

Gender is a social variable, which crosscuts with other social variables such as age, ethnicity, class, religion, disability, sexual orientation and others. Intersectionality refers to the fact that these social variables interact, and that the individual is at the crossroads of these. For instance a woman is never merely a woman but always has a certain ethnicity, age, sexual orientation etc.

An intersectional approach examines the ways in which diverse socially and culturally constructed categories interact at different levels to produce different forms of power relations and inequalities. Different forms of oppression, which may be based on issues such as ethnicity, gender, class, disability or sexual orientation do not act independently but interact and shape one another. Thus, it is necessary to be very specific about which group of women or men that is referred to as the specificities vary a great deal.

### Country Gender Profile – An Analysis of Gender Differences at all Levels in Kosovo



In 2013, the Government of Kosovo together with several donor agencies including the Swedish Embassy in Pristina, decided to commission a Country Gender Profile for Kosovo. As Sweden, the EU and other donors were in the process of, or had just finalised their cooperation strategies with Kosovo, the objective with the Gender Profile was to ensure that gender equality is addressed and mainstreamed during the implementation processes. The consultants were instructed to analyse gender differences at all levels with regards to the national framework, key actors, rule of law, justice, human rights, politics, the socio-economic situation, gender-based violence, and other relevant sectors. The research conducted involved mixed methods, including interviews with key informants, focus groups and group interviews with representatives of government institutions at municipal and national levels, civil society organisations, international actors, academia, media, and the private sector. Desk research drew from existing quantitative and qualitative data.

The Country Gender Profile showed that Kosovo:

- Have a fairly comprehensive legal framework and several mechanisms in place for gender equality measures but that implementation remains a challenge.
- That despite de jure gender equality, women tend to have less access to justice, realisation of legal remedies guaranteed by law, and compensation for crimes suffered.
- That despite improvements, women remain underrepresented both quantitatively and qualitatively in decision-making processes at all levels.
- That no country in Europe has so few women in the formal labour market (18 percent) and the few women working do not reach leading positions to the same extent as men.
- Few properties are owned by women (8 percent) and only 3 percent of all credits go to women.
- That domestic violence appears to be the most prevalent form of GBV in Kosovo, particularly for women. Gun-related violence and suicide impact men more than women. A total of 46,4 percent of all women and 39,6 percent of all men in Kosovo suffer from domestic abuse during their lifetime.

