



The Capacity Project

Planning, Developing & Supporting the Health Workforce

GENDER ANALYSIS FRAMEWORK FOR HUMAN CAPACITY DEVELOPMENT (HCD) PROJECTS

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GENDER ANALYSIS GUIDELINES FOR HCD PROJECTS



Purpose: Gender analysis systematically asks questions about differences in the roles that men and women play, the power imbalances in their relations, their different needs, constraints and opportunities and the impact of gender differences on their lives. In HCD, gender analysis helps planners recognize the ways in which gender relations impact on women’s and men’s workforce participation and conditions of work, and access to and use of educational, training and promotion opportunities. Understanding gender relations is essential to human capacity development projects because gender differences, inequalities and hierarchies affect workforce entry, productivity, morale and attrition. The following five domains of gender analysis *who does what, where, when, why and how; and who benefits and who controls a given context*. The domains approach prompts you to answer these questions by leading you to the important aspects of those basic questions. The framework helps you in the collection and organization of information pertaining to gender differences. Analyze each domain more or less fully based on the availability of reliable, context specific information. Data sources include focus groups, interviews with knowledgeable informants and document reviews. The domains and ideas herein draw from the frameworks developed by the International Labor Organization, Deborah Caro and the Liverpool School of Tropical Medicine.

DOMAIN/LEVEL	FAMILY	COMMUNITY/ SOCIETY	WORK OR LEARNING ORGANIZATION
<p>Gender Roles and Norms: Culturally-prescribed roles and behaviors based on beliefs/perceptions about the personal qualities, life goals and aspirations appropriate for men and women. [1]</p> <p>Gender roles and norms are influenced by perceptions of gender identity and are held in place by ideology or the underlying beliefs about the way society should be and the appropriate relations between men and women.</p> <p>In many societies, the roles of men and women are segregated by sex (e.g., boys help their fathers working outside the house and girls help their mothers taking care of the household work), while in other societies, the roles of men and women are increasing interchangeable. [2]</p> <p>Gender roles may influence the incentives men and women respond to for participating in the workforce and the types of work men and women do.</p>	<p>Are there beliefs about men or women that might influence whether they go to, or stay, in school?</p> <p>Are there beliefs about the appropriate sphere of women’s and men’s work?</p> <p>Are there expectations that girls or boys, women and men engage in paid productive work outside the home? Pursue a career?</p> <p>What are expectations of (early) marriage and childbearing for boys and girls?</p> <p>Is marriage equally important for boys as for girls?</p>	<p>Are there common perceptions that about the appropriate public and private spaces for men and women to work?</p> <p>To what extent does freedom of movement differ according to norms of femininity or masculinity?</p> <p>Are women expected to travel accompanied by a (male) relative?</p> <p>Are men and women considered to have specialized knowledge and skills?</p>	<p>Are there beliefs about men’s and women’s innate abilities that promote or impede career progression to managerial positions?</p> <p>Are some professions considered more appropriate for women or men (e.g., “nurturing” jobs for women, managerial jobs for men)?</p> <p>Are women and men perceived to equally need education, paid work, promotion and training opportunities, benefits and compensation? Are these decisions based on perceptions of “family breadwinner”?</p> <p>Do beliefs about men or women contribute to violence, threat of violence or sexual coercion/harassment at school or at the workplace?</p>

[1] Guidelines for the Analysis of Gender and Health, Liverpool School of Tropical Medicine, Gender and Health Group, DFID, January 1999.

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<p>Practices and Participation: Refers to peoples' behavior, actions and level of involvement in the life of a family, community, institution or society (i.e., how people produce, consume, spend and accumulate and how this varies by gender).</p> <p>Includes gender division of labor and responsibilities (i.e., differences in the allocation of productive, reproductive and community tasks and responsibilities based on gender roles and norms).</p> <p>Gender roles influence how and where time is spent and how time is used as people contribute to the maintenance of the family, community and society. ^[1]</p> <p>What is viewed as appropriate participation for men and women is mediated by gender roles and norms and will influence their involvement in development activities. ^[1]</p>	<p>Do men and women use their time differently in productive, reproductive and community work?</p> <p>Are there differences between the amount of time available, or priority given, to boys/girls, men and women to pursue education or training opportunities?</p> <p>How much free time do women and men have at what times of the day?</p> <p>Are there differences between how household work is divided between boys and girls? Between men and women?</p> <p>Who does the paid and unpaid <i>productive labor</i> in the household (e.g., seeking water)?</p> <p>Who does the <i>reproductive work</i> of the family (e.g., child care, food acquisition/preparation, care for the ill, elderly, etc.)?</p> <p>Are there differences in the types of leisure time activities of men and women?</p>	<p>Are men/women both represented on community or political planning bodies?</p> <p>Are women considered or do they consider themselves as free as men to speak in public?</p> <p>Do men/women and boys/girls engage in different types of community activities?</p> <p>For example, paid or unpaid labor on behalf of:</p> <ul style="list-style-type: none"> • Religious organizations • Civic projects • Women's/men's groups • Community members who are ill? 	<p>Does the way men and women differently use their time impact on whether they are recruited for certain jobs or deployed to meet organizational needs, etc?</p> <p>Do both women and men fill senior decision-making jobs in the organization?</p> <p>Do men and women both participate in in-service training?</p> <p>Are women involved in HR policymaking and workforce planning?</p> <p>Are there HR policies, procedures or targets to increase women's participation in management training or managerial jobs?</p> <p>Are there policies, procedures or targets to increase men's participation in jobs considered appropriate for women (e.g., nursing)?</p> <p>Do female service providers feel confident speaking to their supervisors or in meetings?</p> <p>Are some occupations viewed as male or female?</p> <p>Are some tasks typically performed by female rather than male workers?</p> <p>Are there differences between how undesirable work is divided between male and female workers?</p> <p>Are workloads and schedules equitable to men and women and perceived as such?</p> <p>Are benefits, job transfers, training, employment or promotions allocated based on perceptions that men are family "breadwinners"? Is the perception generally correct?</p>

^[1] Deborah Caro, Cultural Practice, 2004

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<p>Access: Refers to knowing about and being able to use resources necessary to be a fully active and productive participant (social, economic, political) in society.</p> <p>Access to:</p> <ul style="list-style-type: none"> • Resources (information, time, money) • Income/scholarships • Services • Employment • Information/technology • Social benefits (e.g., insurance, pensions) 	<p>Who in the household makes decisions about the use of income (e.g., for schooling)?</p> <p>Do boys and girls benefit equally from family income?</p> <p>Are there differences between how food is distributed to boys and girls?</p> <p>Do men and women have equal access to information about education or work opportunities?</p>	<p>Do men and women have equal access to information about education or to work opportunities?</p>	<p>Do men and women have equal access to information about education or to work opportunities? To in-service training?</p> <p>Are boys and girls recruited to enter health/science occupational training based on interest and ability?</p> <p>Are educational scholarships made equitably available to boys and girls?</p> <p>Do girls and boys have equal access to information technologies?</p> <p>Are girls and boys equally prepared to meet entry requirements for advanced schooling in the health professions?</p> <p>Do male and female workers have access to health insurance and pensions through their work?</p>
<p>Legal Rights and Status: Refers to how people in different gender categories are regarded and treated by customary and formal legal codes and judicial systems.</p> <p>This includes access to identity cards, property titles, voter registration, inheritance rights; reproductive rights, education and employment; representation; due process and the redress of wrongs. ^[1]</p>	<p>Can married/unmarried/widowed women: Own their income? Inherit or sell property? Open a bank account? Vote? Make decisions about fertility?</p>	<p>Are women and minorities protected from discrimination and violence in the constitution, criminal code and social, institutional, work policy?</p> <p>If legal or policy protections against violence exist, are they enforced?</p> <p>Are there practices or customs (“customary laws”) that embody equality or inequities between men and women?</p>	<p>Are there negative consequences or benefits attached to work or education of pregnant women (i.e., discrimination based on maternity)?</p> <p>Are women protected from discrimination, harassment and violence by institutional or employment policy?</p> <p>If legal or policy mechanisms exist, are they enforced?</p>

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<p>Power: Peoples' ability to decide, influence, control and enforce, including the ability to make decisions and the power over:</p> <ul style="list-style-type: none"> • One's body • Children • Household, community, municipality, state affairs • Use of individual economic resources • Choice of employment • Conditions of work • Signing a contract • Mobility and social acquaintance • Legislating/legislation • Running for office <p>Perception of power and actual power are mediated by gender roles and norms.</p>	<p>Does a girl/woman have the power and means to control: The number of children/timing childbearing? The choice of an occupation?</p> <p>Do husbands have the power to physically discipline their wives?</p> <p>Can women dispose of their personal income independently of their spouses or families?</p> <p>Who in the household makes decisions about the use of income (e.g., for schooling)?</p>	<p>Are there differences between men and women in their ability to make a decision about a future profession?</p> <p>Are women able to travel freely for their work without fear of social or physical consequences?</p>	<p>Do boys and girls have the same ability to choose a profession?</p> <p>Do women exercise any decision-making regarding the use of material/financial resources? The tasks they do at work?</p> <p>Are mixed-sex supervisor/supervisee relationships characterized by abuse of power?</p>

