

## APPENDIX B: THE SIX DOMAINS OF GENDER ANALYSIS

The information here is adapted from USAID's "Tips for Conducting a Gender Analysis at the Activity or Project Level."

Conducting gender analysis should be a part of project design and implementation. Typically the *Six Domains of Gender Analysis* are applied. Below are examples of specific questions to ask in the context of designing a flood risk management project.

### ACCESS

This domain refers to a person's ability to use the necessary resources to be a fully active and productive participant (socially, economically and politically) in society. It includes access to resources, income, services, employment, information and benefits. Sample questions for a hypothetical flood risk management program might include

- Do men and women have equal access to resources – including money, access to credit, ownership of property (including land) – that can be used as collateral to obtain credit required to start a project?
- Do men and women have equal access to the formal or informal communications networks that share flood risk management information, including social (networking) settings?
- Do men and women have equal access to technologies and services that support flood risk management, including training and other opportunities to develop skills?
- Will men and women have equal participation in the project or activity? Would unequal access interfere with the successful achievement of project goals?

### KNOWLEDGE, BELIEFS AND PERCEPTION

This domain refers to the types of knowledge that men and women possess; the beliefs that shape gender identities and behavior; and the different perceptions that guide people's understanding of their lives, depending on their gender identity. Sample knowledge, beliefs and perception questions might include

- Do gender stereotypes in the geographic area of the proposed project/activity help or hinder flood risk management opportunities? For example, do such stereotypes depict flood risk management as something that men do more than women?
- Do self-perceptions or levels of self-confidence help or hinder men and women in the area of flood risk management?
- Do men and women have unequal education or knowledge in areas that are important for successful flood risk management? If yes, in what areas?
- Will gender awareness training be required to ensure that husbands, families and communities support female flood risk managers?

### PRACTICES AND PARTICIPATION

This domain refers to people's behaviors and actions in life – what they actually do – and how this varies by gender roles and responsibilities. The questions include not only current patterns of action, but also differences in the ways men and women may engage in activities. Types of action may include attendance at meetings and training courses, and accepting or seeking out services. Participation can be both active and passive. Sample practice and participation questions for a flood risk management program include

- Are the communication channels used to spread awareness of and encourage participation in the project equally available to, and used by, men and women?
- Will the overall project be designed in a way to facilitate active participation by both men and women?
- Are men and women likely to have equal access to, and equal participation in, available training sessions in conjunction with this project?

## TIME AND SPACE

This domain recognizes gender differences in the availability and allocation of time and decisions about locations. It considers the division of both productive and reproductive labor; the identification of how time is spent during the day (and week, month, or year, and in different seasons); and determines how men and women each contribute to the welfare of the family, community and society. The objective of this domain is to determine how men and women spend their time and what implications their time commitments have for their availability for program activities. Sample time and location questions for a flood risk management program include

- What are the responsibilities of men and women regarding childcare and housework? What are the cultural norms regarding the division of labor between men and women in the areas of childcare and housework?
- If women have greater responsibilities in these areas, do they have enough time to also engage in flood risk management?
- Will participating in this project increase a woman's workload to an unsustainable level?
- Would it be possible for women to participate in the project if support services (for example, childcare) were available to them?
- Would a woman's home responsibilities prevent her from participating in a project at certain times of day or on certain days of the week?
- Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the project?
- Are men or women more likely to participate in the informal economy, and how would that impact their participation in the project?

## LEGAL RIGHTS AND STATUS

This domain involves assessing how people are regarded and treated by customary legal codes, formal legal codes and judicial systems. The domain encompasses legal documentation, such as identification cards, voter registration and property titles. Additionally, the domain includes the right to inheritance, employment, atonement of wrongs and legal representation. Sample legal rights and status questions for a flood risk management program include

- Are women and men treated equally in legislation related to flood risk management?
- Do any legal impediments prevent men and women from having an equal opportunity to participate in the project and/or experience equal outcomes?
- In the legal or regulatory framework, do any special benefits or restrictions explicitly or indirectly target women or men?

## POWER AND DECISION-MAKING

This domain pertains to the ability of people to decide, influence, control and enforce personal and governmental power. It refers to one's capacity to make decisions freely, and to exercise power over one's body, within an individual's household, community, municipality and state. This domain also details the capacity of adults to make household and individual economic decisions, including about the use of household and individual economic resources and income, as well as choosing their employment. Additionally, this domain describes the decisions to vote, run for office, and enter into legal contracts.

Sample power and decision-making questions for a flood risk management program include

- Do women hold the power to make economic decisions?
- Do women have control over and benefit from the funds and assets they may accrue as a result of participating in a project?
- Do women actively participate in formal decision-making structures/bodies that address flood risk management?
- Do women and men hold an equal number of decision-making positions in these entities?

While collecting this information, the user should remember that certain subcategories of women or men (for example, youth, those living in poverty, people with disabilities, members of minority or ethnic groups, those who live in rural areas, pensioners, individuals living in certain geographic areas of a country) can face unique barriers or obstacles that could potentially prevent them from participating in the project and/or experiencing the same outcomes as other men and women.

While conducting a gender analysis, look for these potential differences among subgroups, and consider whether altering the project design is necessary.

What should be done after asking these questions?

If the project is still in the design phase, gender analysis findings should be incorporated into the design. If, however, the process is well underway, consider amending the project design. As part of this evaluation process, consider the following questions:

- Have any key gender issues been identified that will impact the ability of the project to achieve its goals or prevent women and men from benefiting equally?
- If yes, then how can the project be amended to ensure that men and women benefit equally?
- Do the identified gender issues require reconceptualizing and editing of overarching objectives and activity or project goals?
- Does the gender analysis suggest that without any proactive intervention, participation in the project will be gender imbalanced? If not, how can the project be designed or amended to increase participation rates for the less-represented sex?
- Are the needs of men and women in relation to this project different enough that a separate project component focusing on women (or a subgroup of women) or men (or a subgroup of men) is necessary?
- What types of data should be collected to track the gender-related project impacts?
- Have any potential unintended consequences been identified? If yes, how should the project or activity counteract the unintended consequences?
- Are there any entry points or opportunities for empowering especially vulnerable groups of women or men through this project?