

Gender-aware participatory methods

Participatory processes do not automatically recognise inequalities and differences between women and men. It is not per definition gender-sensitive. Specific attention to gender differences and inequalities is required if participatory methods are to equitably involve women as well as men. A number of participatory methods that could result in more gender-aware information in a project or process are outlined.

1. Resource mapping

Purpose

To stimulate discussion and collect information, raise awareness, and learn how access to and control of household and community resources varies according to gender. The method facilitates learning about resources, and about women and men's perceptions and values attached to those resources.

Methods

Divide participants into small groups, for instance a women's group, a men's group or a mixed focus group. Ask them to draw the community map and to indicate on the map the community resources. The resources could include:

- natural resources (fodder crops, forests, land, water, fish ponds, etc.) that are the most important for household food security;
- physical resources (health clinics, schools, roads, churches etc.); and
- social resources (the number of people of different age and gender in each household).

Then, ask the participants to:

- Draw the resources at the appropriate places to indicate where the resources are.
- Indicate who the resources belong to (men or women).
- Indicate who has access to the resources (which men and which women).
- Indicate who controls the resources, e.g. the right to sell or give them away (men or women).
- Identify what types of resources are plentiful.
- Indicate which ones are in shortage.
- Identify who (men or women) uses which resources.
- Assess how this differs among socio-economic groups.
- Indicate who makes decisions about the allocation of resources to, and within, households and what are the criteria used for such allocation. Identify what are the different rights to access resources for men and women, male-headed households, female-headed households etc.
- Identify what are the differences and similarities between men and women with regards to the type of resources they use, control, and have ownership of.

- Indicate what are the implications of resource access and control for women's and men's labour.

Use the information generated to focus discussions on resources and what it means for women and men.

It is also possible to use a resource matrix to deal with the questions of access and control to resources, as illustrated as an example in Table 1.

Table 1: Access to and use of resources by sex

RESOURCES Number√= level of access/control. More√= more access and control.	Access to (use)		Control over (decides use)	
	Women	Men	Women	Men
Seeds	√	√	√	√
Pump	-	√	-	√√
Pesticides	-	√	-	√√
Water	√	√	√	√
Market	-	√√	-	√√
Money	-	√	-	√√√
Building materials	-	√	-	√√
Hired labour	√	√√	-	√√

Assess the implications of the information for the project / process at hand.

2. Task and role analysis by gender

Purpose

To elicit discussion and, in the process, collect information, raise awareness, and learn how household and community tasks are distributed according to gender and how much role flexibility exists between men and women. When used together with the previous activity, it can dramatically show that, whereas men control most of the resources, women do many of the burdensome tasks.

Methods

On a monthly basis, identify by gender, family position and wage status the person(s) responsible for activities such as water collection, upkeep of facilities, sanitation, family health and hygiene, and hiring out as labour. Any other relevant activities can also be added. Assess what are the implications of the information for the project / process at hand.

- Alternatively -

Ask participants to provide answers to the following questions:

- Who fetches water?
- Who disposes of waste?
- Who takes care of the hygiene of the water?
- Who stores and uses it?
- How far are the water sources (e.g. distance)?
- How much time does it take to fetch water?
- What is the workload on women and men in fetching water and disposing waste?

Assess the implications of the information for the project / process at hand.

- Alternatively –

Let the group construct a seasonal activity calendar (see page 6) by dividing the year into months and seasons listing all the major activities of the community. Ask them to mark the busiest periods for men and women, and discuss how these affect the contribution of men and women to participate in project activities. Assess what are the implications of the information for the project / process at hand?

- Alternatively –

Let participants complete a daily routine chart to assess men and women's daily activities and workload. Ask them to think about and indicate:

- What work have you performed in the last 24 hours?
- How is the family time divided?

Assess the implications of the information for the project/process at hand.

Time	Activity
01:00	
02:00	
03:00	
04:00	
05:00	
06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00	
13:00	
14:00	
15:00	
16:00	
17:00	
18:00	
19:00	
20:00	
21:00	
22:00	
23:00	
24:00	

- Alternatively –

Ask participants to outline and discuss the day-to-day gender roles (see page 7) of women and men and the implications thereof for a project. Also discuss:

- What gender inequalities and needs are expressed in each role by women and men?
- What gender inequalities and needs are not so easily expressed by women and men?
- What inequalities or needs are directly linked to a project?
- What inequalities or needs are context-specific (e.g. cultural values, traditions etc.)?

Assess the implications of the information for the project / process at hand?

Water-related activities

Activities	Men	Women	Girls	Boys
a) Water				
Who identifies water source?				
Who participates in the construction of water sites?				
Who fetches water for family consumption?				
Who stores and manages water?				
b) Sanitation				
Who manages sanitation facilities at household level?				
Who constructs the household latrine?				
Who uses the latrine?				
Who manages the latrine?				
Who gets health education?				
Who disposes of waste?				
Who constructs the garbage pit?				
Who cleans the house?				
Who bathes the children?				
Who detects water related diseases?				
Who manages community water?				

Daily activities

Activities	Men	Women	Girls	Boys
Productive Work				
1. Crop production				
1.1. Land preparation				
1.2. Sowing				
1.3. Weeding				
1.4. Applying fertilizers				
1.5. Applying pesticides				
1.6. Bird-scaring				
1.7. Harvesting				
1.8. Transporting harvest from field				
1.9. Threshing				
2. Vegetable Production				
2.1. For domestic consumption				

Activities	Men	Women	Girls	Boys
2.2. For marketing				
3. Tree planting				
3.1. Seedling production				
3.2. Plantation				
4. Animal husbandry				
4.1. Oxen/Cows				
4.1.1. Grazing				
4.1.2. Feeding and watering				
4.1.3. Milking				
4.1.4. Manure disposal				
4.1.5. Processing				
4.2. Goat/sheep				
4.2.1. Grazing				
4.2.2. Feeding and watering				
4.2.3. Milking				
4.3. Poultry				
4.4. Bee keeping				
5. Storing				
5.1. Making of container				
6. Maintenance				
6.1. Maintenance of farming tools				
7. Irrigation management				
Reproductive work				
Food preparation				
Washing utensils				
Washing clothes				
Looking after children				
Cleaning the house				
Building and maintenance of the house				
Taking care of sick people				
Fetching water				
Collecting fuel				
16.1. Collecting fuel wood				
16.2. Collecting animal dung				
Community work				
Management/maintenance of water source				
- Water Committee meetings				
- Cleaning water source				
Care for old/sick people				
Social organisations				
Ceremony				
- Weddings				
- Funerals				

Seasonal activity calendar

Month/year	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Season												
Work load Heavy												
Stress Period Food shortage Many Expenses												
Major Livelihood Farming Livestock												
Household Tasks Cooking Cleaning Washing Clothes Child Care Fetching Water Grinding Grain Small Livestock												

This calendar can be filled/used in different ways:

- Participants can cite the 3 main activities in each field in order to start a discussion about gender specific types of work and workloads. Men and women should compare and discuss their respective calendars.
- In order to compare the workload, participants should fill the fields with numbers or colours according to an agreed scale from “small” to “very high workload”.

Day-to-day gender roles

Roles	Reproductive		Productive		Community managing		Political	
	Women	Men	Women	Men	Women	Men	Women	Men
What are the existing tasks and contributions of women and men in each role?								
What resources do women and men have access to?								
What resources do women and men have control over?								
What benefits or status do women and men get from each role?								

3. Gender analysis of poverty / Economic ranking

Purpose

It helps participants determine what poverty means in a particular community and enables them to decide which community members should be targeted as beneficiaries of a project. It helps to identify disadvantaged groups and better understand inequalities in a community. It provides learning about how economic situations and inequalities are perceived by community members.

Method

Ask participants to identify what they think can be used as indicators of wealth or poverty in their community. For example, crop production, household food security, livestock ownership, ownership of a vegetable garden, use of water tanks, use of a dam, use of a flush latrine, the number of meals a day, school attendance of girls and boys and sources of household income among others.

Help participants to place the indicators as “issues” in the first column of a table, and then to discuss and indicate how the community can be described in terms of broad categories of “less poor”, “middle poor”, “poor” and “very poor”. Discuss the following:

- How do they define “rich” and “poor” (or better off, worse-off)?
- Are there different perceptions about “rich” and “poor” among different groups (i.e. women and men, or different socio-economic groups)?
- What does it mean in terms of water-related aspects?
- What factors characterise the most disadvantaged households?
- Are there households that are particularly vulnerable in terms of water, food security, livelihood, and overall well-being?

Assess the implications of the information for the project / process at hand.

Issue	Less poor	Average poor??	Poor	Very poor
<i>Crop production, food security</i>	produce large surplus from crop production, most of which is marketed	produce small surplus from crop production. Food self-sufficient all year.	food self-sufficient for less than six months a year. Meet food needs in deficit months by casual work	food insecure for many months a year
<i>Livestock</i>	own draught animals, cattle, goats, chickens, pigs	may have a few cattle. Own goats, chickens and pigs	own a few small animals (goats, chickens)	own very few or no livestock

4. Evaluation of gender differences in decision making

Purpose

It encourages and stimulates people to understand and evaluate the decision making process and their participation in it.

Method

Make cards for participants to discuss depicting key decision points or factors within a water project, such as: site selection, construction, design, fee, collection,

maintenance, and technology choices. They then vote on who made what decision (e.g. a man, woman, village leader, official, water committee, and extension worker). Giving men and women different coloured pieces of paper to vote with brings out differences between men's and women's perceptions of who makes decisions.

Assess the implications of the information for the project / process at hand.

- Alternatively -

Ask the group to mark "1" for the major responsibility or the major role for decision making and to mark "2" for supporting some work or some influence to the decision - making on the form provided.

Assess the implications of the information for the project / process at hand.

Who makes decisions?	Women	Men
Water Fetching		
1.1. Water fetched by		
1.2. Water source selected by		
1.3. Water source consulted with		
1.4. Payment controlled by		
Water Quality		
2.1. Water quality processed by		
2.2. Water quality checked by		
2.3. Water quality consulted with		
Sanitation and Hygiene		
3.1. House cleaned by		
3.2. House cleanliness controlled by		
3.3. Child bathing taken care by		
3.4. Child bathing controlled by		
3.5. Waste disposal by		
3.6. Latrine constructed by		
3.7. Health education training attended by		
Water and Sanitation Management		
4.1. Water and sanitation related meetings attended by		
4.2. Water source cleaned by		

5. Walking tours

Purpose

Information is directly obtained from men and women in the community. They determine the priority issues to be highlighted.

Method

Form a team of women and men from the community and project staff and walk through the applicable project area. The community should take the lead and point

out major features and problems of local water and sanitation facilities. Separate walks with men and women can be informative as it will allow very specific gender information to emerge.

Assess the implications of the information for the project / process at hand.

6. Spatial maps

Purpose

To provide a visual depiction of the project area in relation to key gender aspects. Men and women will be able to see their different areas of responsibility.

Method

Indicate on maps of the project area, according to gender:

- the existing water and sanitation infrastructure;
- who is responsible;
- who provides labour; and
- who controls water resources and benefits.

Assess what are the implications of the information for the project / process at hand?

Maps could include the following:

- specific rooms / areas in and around homes;
- meeting places for women's groups and farmers associations
- churches, mosques;
- homes of family and/or friends
- residence of village healer;
- markets and other trading areas;
- areas around the homestead;
- agricultural lands;
- common property resources (such as rivers and forests);
- other water sources (wells, water pumps);
- sources of agricultural inputs (seeds, fertilizers, pesticides);
- sources of credit; and
- centres of information (local NGOs.)

7. Gender mapping

Purpose

To examine the different spaces, places, and resources used by women and men, as well as the personal and use value that women and men attach to such spaces. It can assist to assess the demographic patterns and the social structure of a community, the social problems etc. It also helps to discuss the different social needs of men and women.

Method

Since the purpose of the exercise is to map out spaces which are associated with "women" and "men", it might be best to do this in separate groups of women and men. First, ask the group of men to map out the spaces, places, and resources used by women, and the group of women to map out the spaces, places, and resources used by men. It will reveal local social ideas about gender roles and use of spaces. Encourage participants to locate female and male-headed households, write the names of places, size, population and other basic information.

Additionally, ask them to examine gender roles and use of space as it happens in everyday life. Ask the participants to walk through the village and to other significant spaces such as the local market(s), rivers and streams – allowing the participants to point out, and comment upon, key places, features, structures, and resources important to them.

As a final step, let the groups share their discoveries with each other and discuss the following kinds of questions with the combined group:

- What are the similarities and differences between the initial mapping and what was discovered during the walking tour? (If it's necessary to adjust the map, do so.)
- What was discovered?
- What is the significance of what was pointed out?
- What does it say about women's and men's spaces, places, and resources used?
- What is the significance of spaces, places, and resources mapped by the participants?
- What does it reveal about how the participants perceive their places and roles in the community?
- How should it be taken into account in a project?

Assess the implications of the information for the project/process at hand.

8. Gender Analysis Pathway (GAP)

Purpose

The GAP is a tool for gender-based policy analysis. It takes participants through a series of questions regarding gender-responsive policy making and implementation. It enables the identification of gender gaps in policies and facilitates the development of strategies to address it.

Method

Facilitate a discussion with relevant role-players using the following guiding questions.

Step 1: General objectives

A policy is rarely gender neutral.

- What has already been agreed to be done to improve the status of women?
- Are these commitments reflected in existing policy objectives?
- If not, what needs to be done?

Step 2: Eye-opener data

Use quantitative and qualitative data to assess the differing impacts of existing policies on women and men, or to determine the gender dimensions of new policies. The data must be disaggregated by sex so that the different experiences of men and women can be understood.

Step 3: Gap factors

The eye-opener data collected should reveal gaps in how policies affect women and men.

- What are these gaps?
- Do women and men participate at different rates and in different ways? Do women and men enjoy the same access to resources?
- Who controls the resources?
- Do men and women benefit from them in an equitable way?

Step 4: Gender issues

- What larger issues or problems do the gap factors illuminate?
- Where are the gender gaps between women and men?
- Why do these gaps exist?
- Have policies contributed to this imbalance?
- What are the root causes of these problems?
- How can they be redressed?

Step 5: Gender equality policy objectives

- How can the gender gaps be reduced or eliminated?
- How can it be ensured that women participate more fully in the development process and benefit from it equitably?
- What measures need to be taken to redress historical imbalances in women's status relative to men's?
- What policy options can be identified to close the gaps?

Step 6: Recheck the objectives

- Do the identified solutions adequately address the findings of the gap factors (step 3)?

Step 7: Gender indicators

- What performance indicators, both quantitative and qualitative, can be identified to evaluate the success of the implementation of new policy objectives that reflect gender equality?
- What kinds of indicators will show if the gap factors have been reduced or eliminated?
- What are the gender equality success measures that can be used?

Assess the implications of the information for the project/process at hand?

9. Problem-analysis chart

Purpose

The tool analyses the priority problems of different groups and identifies areas to be addressed by a project. A table can be used to outline information that facilitates the presentation and discussion of problems and opportunities with the community. The list should be short enough to allow focus on the key issues. (It can be shortened by bringing similar problems together, excluding problems for which there are no solutions, as well as problems that fall outside the sphere of a project.)

Method

Use the following key questions and information in the Table to guide the discussion:

- What are the water-related problems according to women and men?
- Are there other water-related problems for vulnerable groups that are unique and should be listed separately?
- Which of these priority problems are related?
- What are the current coping strategies for dealing with the problems for men and women (including vulnerable groups)?
- What suggestions do community members have to solve the problems?
- What opportunities are there, that can be addressed by the project at hand – to solve the problems?

Assess the implications of the information for the project/process at hand.

According to	Problem	Cause of problem	Coping mechanism (How do we live with the problem?)	Gender implications	Possible solutions (How can we solve the problem?)
Women					
Men					
Vulnerable groups					