Introduction to Gender Analysis and Integration

Part 1: Introduction to Gender Analysis and Integration

Time: 30 minutes

Activity Objective: Apply a process for gender analysis.

Materials: PowerPoint Slides 27–48 from the "Gender 101 Master Presentation"

Activity:

1. Deliver the lecture on gender analysis and integration (slides 27–48 in the "Gender 101 Master Presentation"). Use the speaker's notes included in the presentation.

2. Encourage discussion and questions to ensure you do not lose the attention of the participants during the lecture.

Part 2: Applying Gender Analysis to Health Programs

Time: 90 minutes

Materials:

PowerPoint Slides 45–47 from the "Gender 101 Master Presentation"
Handouts: Tables 1 and 2, Integrating Gender into the Program Cycle

Activity:

1. Explain that to give participants a chance to practice integrating gender into health programs, we have developed two worksheets to help guide this process. Hand out copies of Tables 1 and 2.

2. First, walk participants through Table 1, identifying the various components. Then ask participants to consider a concrete example (a case study that the facilitator has prepared in advance, a scenario from the movie, or their own project context).

3. Supply the participants with a sample overall program goal or health objective, written on a prepared flipchart).

For example, in the case of a safe motherhood (SM) program, a sample program objective could be "To ensure timely access to high-quality emergency obstetric care for all pregnant women."

For this example, ask the participants to identify the following items, as per the columns in Table 1:

1st column—Key *gender* relations in each of the 4 domains +power that can be identified from the case study or other specific context being considered. Probe to be sure that women and men are considered and then that different levels are considered. (Record key highlights on a flipchart that looks like column A.)

2nd column—Having identified key information from the case study, ask participants to identify any additional/missing information that might help the program understand the gender barriers or constraints to safe motherhood. (Record a couple of these on a flipchart that looks like column B.)

3rd column—Gender-based constraints… for the women, for the men. Based on the gender relations identified, ask participants to identify which are *key gender constraints for the SM program* (or the specific project being considered). Ensure that participants look across different domains and consider a few different levels. (Record a couple of these on a flipchart that looks like column C.)

4th column—Gender-based opportunities for the woman, her spouse. Based on the gender relations identified, ask participants to identify any that could be *key gender opportunities for the SM program* (or the specific project being considered). Ensure that participants look across different domains, and consider a few different levels. (Record a couple of these on a flipchart that looks like column D.)

4. Direct participants to Table 2, explaining that based on the gender analysis in Table 1, we can now consider specific sub-objectives, activities, and indicators. Walk participants through the use of Table 2, identifying the various components (and noting their tie to steps 2, 3, 4, and 5 of the program cycle).

5. Then ask participants to continue with the program example they have been using. Ask participants to choose one *priority gender-based constraint to the SM program* (or other program being considered) identified in Table 1. Related to this constraint, ask participants to identify:

3rd column—Gender-based constraints… for the women, for the men. Based on the gender relations identified, ask participants to identify which are *key gender constraints for the SM* program (or the specific project being considered). Ensure that participants look across different domains and consider a few different levels. (Record a couple of these on a flipchart that looks like column C.)

4th column—Gender-based opportunities for the woman, her spouse. Based on the gender relations identified, ask participants to identify any that could be *key gender opportunities for the SM program* (or the specific project being considered). Ensure that participants look across different domains, and consider a few different levels. (Record a couple of these on a flipchart that looks like column D.

4. Direct participants to Table 2, explaining that based on the gender analysis in Table 1, we can now consider specific sub-objectives, activities, and indicators. Walk participants through the use of Table 2, identifying the various components (and noting their tie to steps 2, 3, 4, and 5 of the program (cycle).

5. Then ask participants to continue with the program example they have been using. Ask participants to choose one priority gender-based constraint to the SM program (or other program *being considered)* identified in Table 1. Related to this constraint, ask participants to identify:

> **1st column**—A specific sub-objective related to a change they would like to see in this gender constraint. (Record this on a flipchart that looks like the 1st column, Table 2.)

> **2nd column**—1–2 sample activities that could help achieve this objective. (Record these on a flipchart that looks like the 2nd column, Table 2.)

> **3rd column**—A sample indicator that would indicate a decrease in, or removal of, this gender barrier. (Record a couple of these on a flipchart that looks like the 3rd column, Table 2.)

Question—Finally, ask the group to consider where on the IGWG Gender Integration Continuum they would place their brainstormed activities.

6. Ask participants if they have any questions or comments about Table 2 or the overall suggested process of using Tables 1 and 2.

7. Review the instructions for the exercise (slide 47 of the presentation and on the next page of this guide). Explain that groups will have 60 minutes to complete both Tables 1 and 2 and that each group should complete both tables for its case study (although each group only needs to prepare flipcharts and present on one of the two tables, as assigned per the instructions on the presentation slide).