

Gender GIA Tools

*Media Ambiente y Desarrollo
Participatory Spatial Planning (PSP)
Spatial Information and Geographical Realities*
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TOOLBOX OF METHODS FOR RRA & P-RRA



- **Secondary Data Review** -
Masses of available information - maps, air photos, statistical reports, local government reports, histories & novels (& knowledge from people).
Use standard flexible schedules & protocols.
- **Direct Observation** -
Get involved in transects, village walks, 'a day with the women', participant observation, aerial inspection, physical measurements (using local measures), camera, unobtrusive measures.
- **Use Sondeo methods** -
Organise multi-disciplinary group stay in a village.
Work with team interactions, use evenings for follow-up & internal feedback.
- **Using Local People as Research Colleagues** -
Inter-active work in selecting transects, etc.
Ensure Participatory Design of survey.
Brainstorm with local informants. Employ schoolchildren or students. Make 'research contracts' with local experts.

TOOLBOX OF METHODS FOR RRA & P-RRA



- **Learning from Local People -**
Talk to identified key informants, short standard protocols; probe questions, semi-structured interviews, stratified group interviews, open-ended discussions, interview chains, family histories, trends, local maps & airphoto interpretation.
- **Participatory Action - Do it Yourself -**
Ask, learn, and perform village tasks, e.g. collect firewood & water, cultivation tasks.
- **Identify and Use Key Indicators -**
Indicators to reflect environmental conditions, physical status, farming system, & social, gender, caste, wealth differences.
Unobtrusive indicators, content analysis.
Seek anomalies and explanations.
“What differences?” leads to “Why?” questions

TOOLBOX OF METHODS FOR RRA & P-RRA



- **Elicitation and Descriptive Techniques -**

Appropriate questionnaires;

stratifying & quantifying techniques; semantic differential, etc.;

local people to help with sketch-maps, transects, timelines & trends, seasonality diagrams, gender matrices, 3-D models;

write up case studies, collect stories & portraits.

- **Analytic and Ranking Techniques -**

Develop techniques appropriate for local informants:
e.g.

problem trees & decision-trees, linkages, S.W.O.T., pair-wise ranking, matrix scoring, gender analysis, Delphi methods, organisational analysis, wealth & well-being grouping

GENDER ASSESSMENT TOOLS



GIA: Tools to Identify, Measure Women's Activities & Gender Distinctions



Tools to identify and measure women's activities etc., to highlight gender differences; using mostly 'conventional' **RRA and PRA tools**, including household interviews, focus group discussions, meetings, etc.

- **Participant observation**- especially “a walk with the women” to observe and participate in their use of natural resources.

GIA Tools



- **Gender Checklists** e.g. Questions on ‘Women’s Use of Trees’
- **Wealth ranking** (a typical RRA tool)
- **Enterprise : Marketing & resource or product flows diagrams**
- **Needs or Problem Ranking**
e.g. pair-wise ranking matrix; direct matrix ranking
- **Focus Group** discussions; **Key informants**, etc.; special reference to gender.
- **Interviews with Women, Checklists, Semi-Structured Interviews**, for interviews etc.

Temporal GIA Tools:



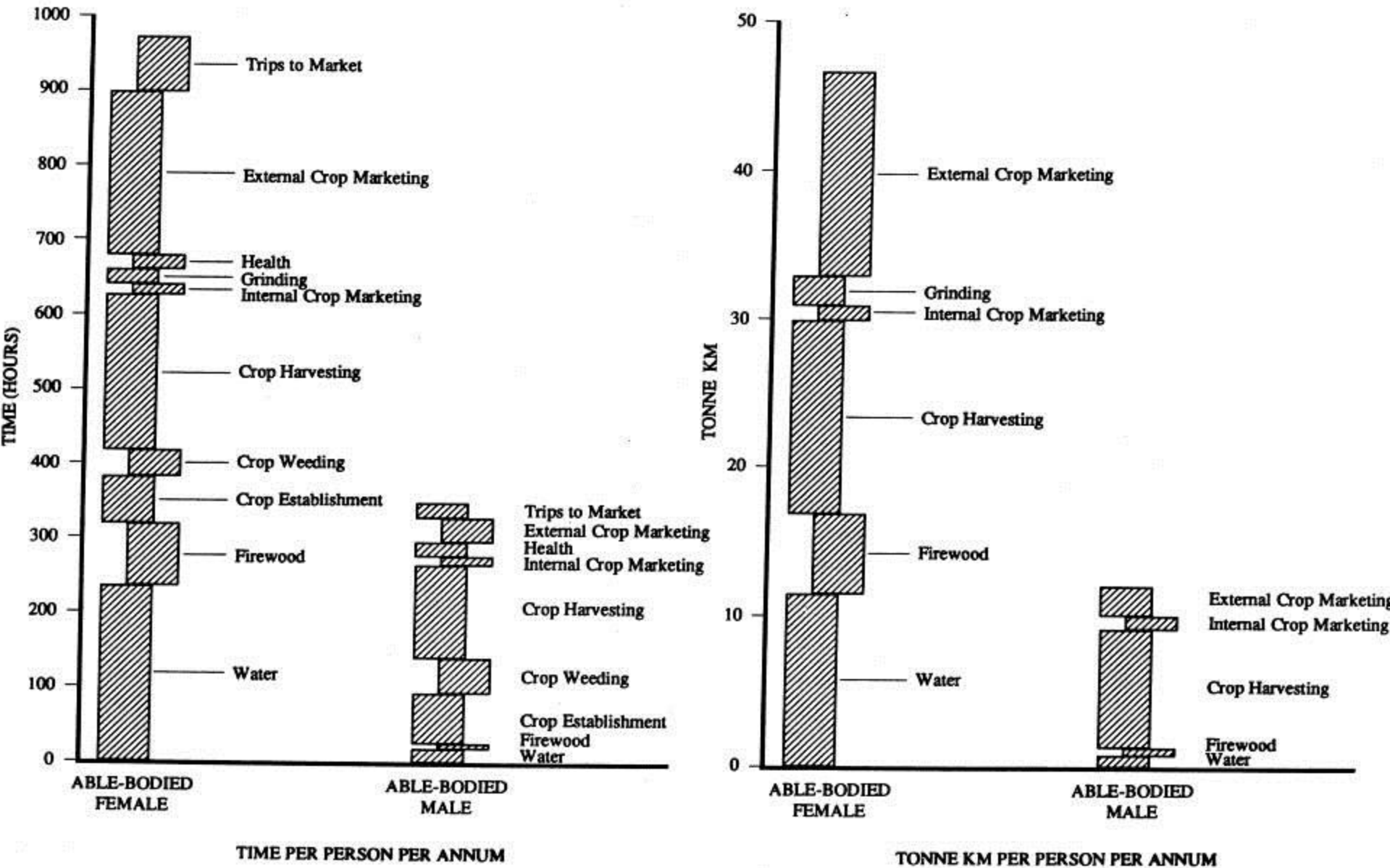
- **Daily activities diagrams; Daily time lines.**
e.g. after RRA/PRA exercise in India, women realised that, “.. our labour calendar is wrong ..” it excluded all the non-agricultural household reproductive work.
- **Seasonal Activities Calendar** - differentiated by male and female (& children)
- **Time & Trend Lines**
- e.g. use PRA to create Historical calendars; historical transects; match with historic air photos

Spatial GIA Tools

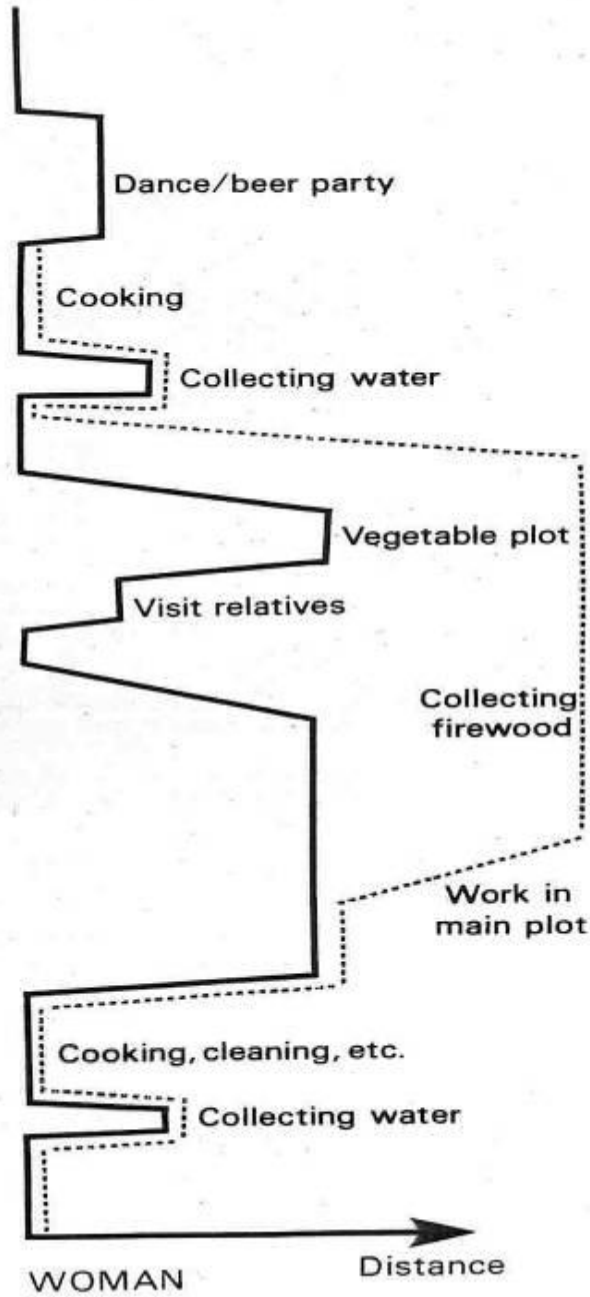
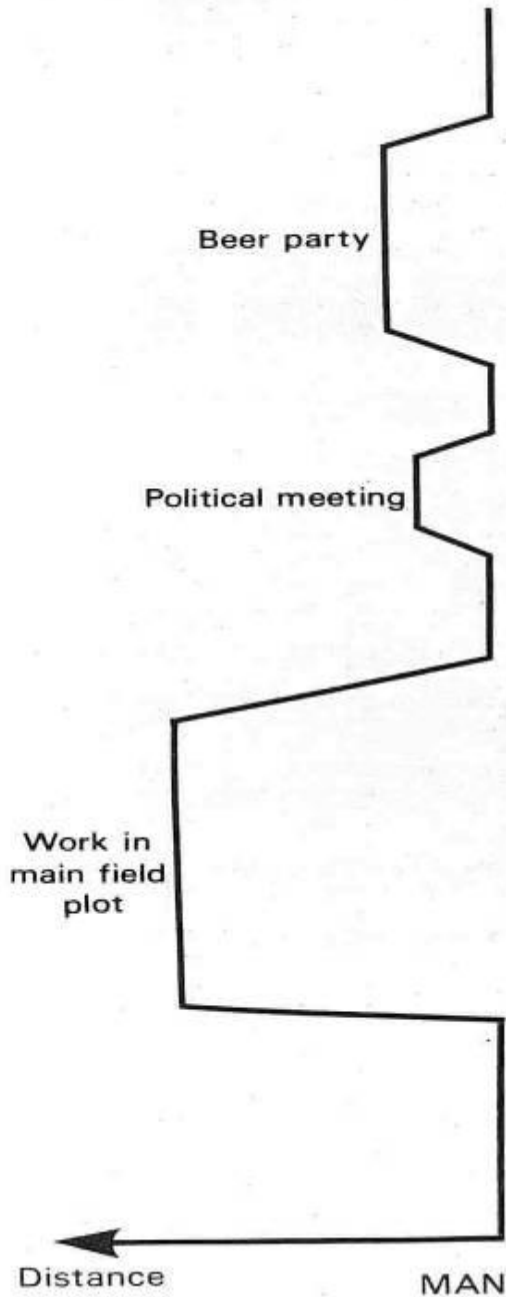


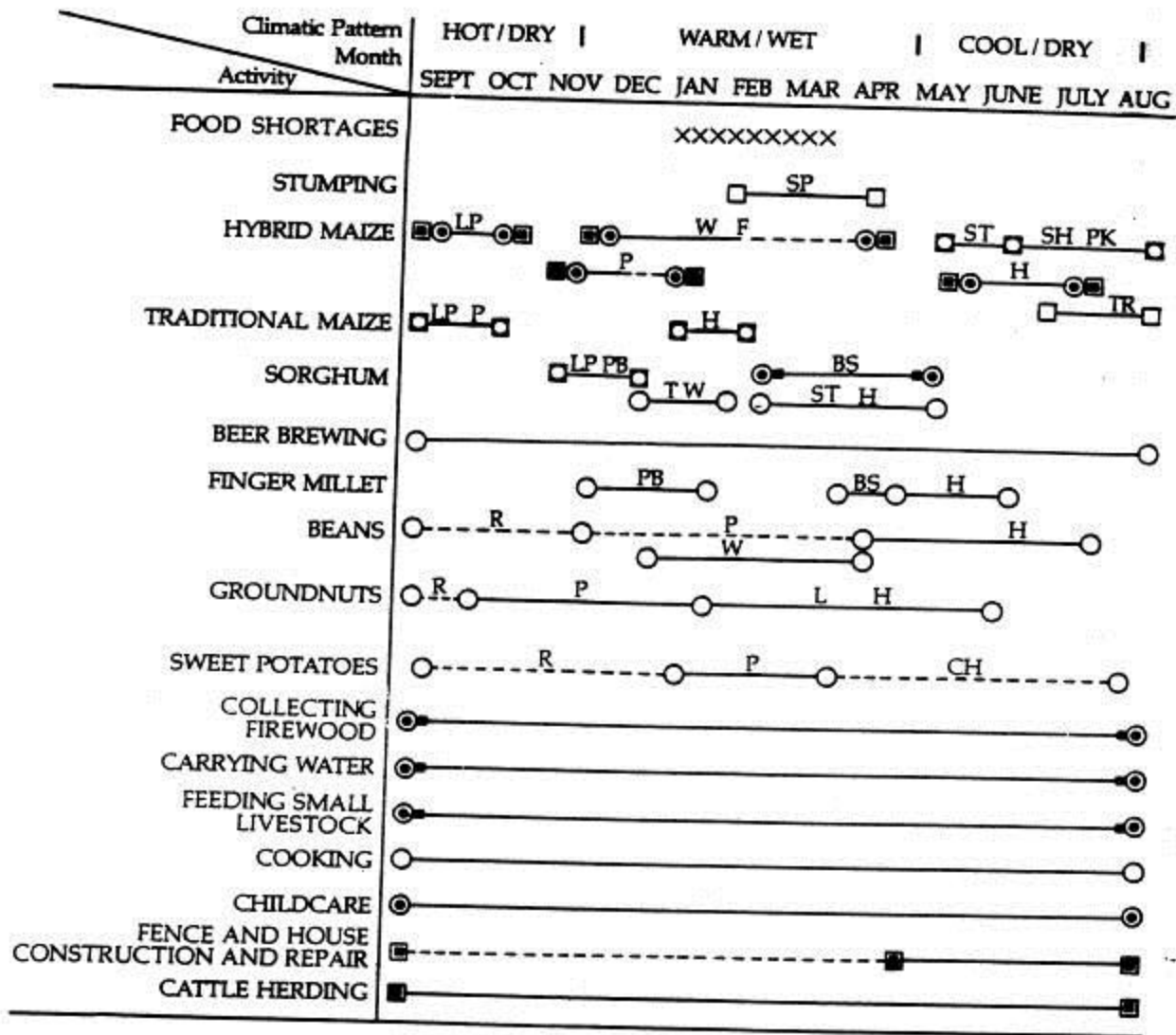
- **Transect Walks** through the community
- Using **air photos** to identify indigenous knowledge of land resources, and / or zones of (gender) conflict.
- **Household Resource sketch Maps**, made by the ‘household head’, or separately by men and women.
- **Village Resource maps**, and/or **Agroecosystems Map** (a typical RRA tool)

Figure Transport Activities by Sex in Rural Ghana



Source: Ghana Survey, Howe and Barwell, (1987), 45





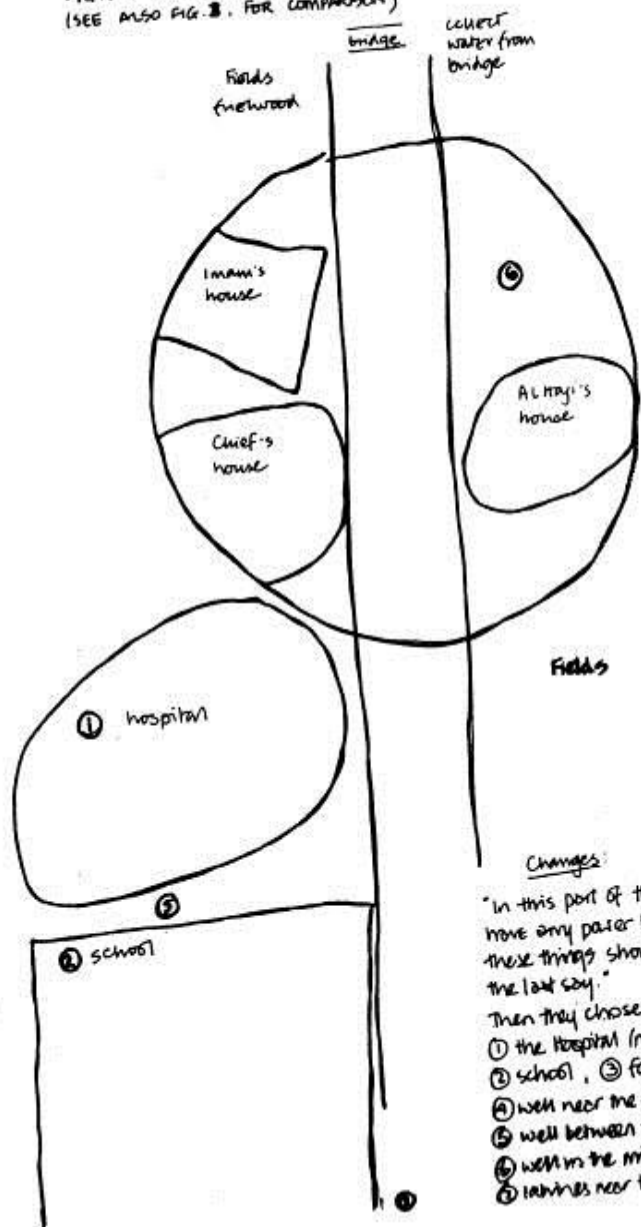
- Legend**
- | | | |
|-----------------------------|---|--|
| ○ Female adult | SP Stumping (Pulling/digging stumps of trees out of fields) | BS Bird scaring (12 hr/day) |
| ● Female child | LP Land preparation | ST Stooking (Cutting and stacking, teepee style, stalks with grain still attached) |
| □ Male adult | R Ridging | L Lifting |
| ■ Male child | P Planting | H Harvesting |
| — Continuous activity | PB Planting by broadcast | CH Continuous harvesting |
| - - - Intermittent activity | F Fertilizing | SH Shelling |
| T Transplanting | W Weeding | PK Packing |
| TR Transporting | | |





- C = Control
- R = Responsibility
- L = Labor
- ▲ = Acacia (Tree introduced by project)

FIG. A. WOMEN'S MAP OF THEIR VILLAGE AND PROPOSED CHANGES
(SEE ALSO FIG. B. FOR COMPARISON)



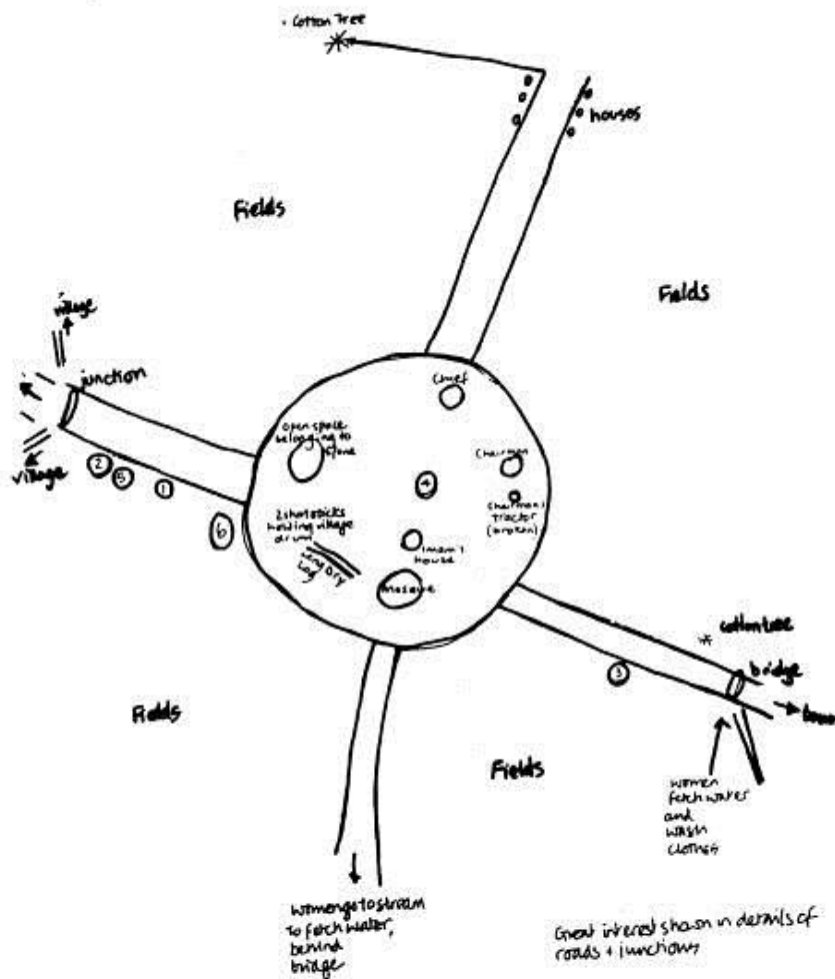
Changes:

"In this part of the country, women don't have any power to decide where any of these things should be. The men have the last say."

Then they chose to place:

- ① the hospital (note its relative size)
- ② school, ③ football field
- ④ well near the football field
- ⑤ well between the school and hospital
- ⑥ well in the middle of town
- ⑦ latrines near the school field for children

FIG. B. MEN'S MAP OF THEIR VILLAGE AND PROPOSED CHANGES
(SEE ALSO FIG. A. FOR COMPARISON)



Great interest shown in details of roads + junctions

Changes:

They want ① hospital and ② school along the left road (the "best place for them") and ③ and ④ wells (older men say 2 wells enough, others want well ② near school). Also they want an administration hall ⑥



Children map Charleston



Harvard Analysis Framework



Three steps of the method are conceptually straightforward and apparently simple. Like most of these methods, strength lies in the detail, & in the sensitivity, comprehensiveness and quality of implementation.

Activity Profile (matrix): activities are distinguished as:

- Productive activities
- Reproductive activities
- Community support acts.

(Identify men's & women's inputs)

Access and Control (ownership) Profile (matrix)

- Distinguish between legal, etc. Control [cf. Tenure issues]; practical Access to resources, products, benefits, etc.

Influencing Factors (checklist and listing)

- Purpose is to Analyse the determinants & factors which explain the 2 matrices. (This third step has to be more intensive, and is more subjective than the other two.)

Harvard Analysis Framework



ACTIVITY	Time expended by Women & Girls	Time expended by Men & Boys
PRODUCTIVE ACTIVITIES		
Agriculture (crops, gardens, livestock): (Subsistence) 1 2 3		
Gathering, Collecting, Hunting, Fishing		
Income Generating Activities 1. 2 3		
Paid Employment (wage labour, etc.) 1 2 3		
Other Productive Activities		

Harvard Analysis Framework I Activity Profile



REPRODUCTION of the HOUSEHOLD ACTIVITIES		
Food preparation		
Household Water collection		
Fuel collection (Firewood, etc.)		
Child care		
Health care (e.g. elderly & sick)		
House Repair		
COMMUNITY SUPPORT ACTIVITIES		
Labour on Communal Activities e.g. CB-NRM; construction		
Community Meetings, etc.		
Security		
Assistance		



Harvard Analysis Framework II. Access & Control



	ACCESS		CONTROL	
	Women	Men	Women	Men
RESOURCES 1.Land 2.Equipment 3.Labour 4.Cash 5.Credit 6.Education 7.Other				
BENEFITS 1.Income 2.Basic needs 3.Status / Power 4.Other				

Harvard Analysis Framework III. Influencing Factors



	Impacts	Constraints	Opportunities
General economic Situation: Poverty, Income Distribution			
Institutional Structures & their Operations			
Demographic factors			
Socio-cultural factors			
Community & Family & Religious Norms			
Legal parameters			
Education, Training & Skills levels			
Political events (local & external)			
Other relevant factors			

GENDER ANALYSIS MATRIX (GAM)



<i>Probable Impacts on:</i>	<i>Probable Impacts on:</i>				
	UTILISATION of LABOUR INPUTS	TIME INPUTS	RESOURCES (NATURAL & HUMAN)	CULTURE	ATTITUDES towards PROJECT
Women					
Men					
<i>Children / Elderly / Vulnerable</i>					
Households					
Community					

PGIS Tools



Social Impacts



Quality of Life & Health



Man of the Year Awards

3rd Place goes to



2nd Place goes to



and the winner of the man of the year goes to

Agriculture - 'triple burden'



Livelihoods

