**Gender Analysis**

Sector: Eye Health

Region: Country or specific project region

Project: Name

In case of remarks or recommendations for improvement of this template please contact the IAPB Gender Equity workgroup.

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## Introduction

## Methodology

There are different ways of collecting information for a gender analysis. The most appropriate approach is the one that best suits the purpose of the analysis. The options include:  
• Desk top review;  
• Surveys;  
• Interviews;  
• Focus groups;  
• Observational investigations; or  
• Participatory approaches.

### Desk top reviews

A desk top review involves collecting relevant reports and information and analysing and summarising the findings. Information that is collected could include post project reports, evaluations, monitoring information, journal articles or relevant government reports. A short summary of the findings from this information will contribute to the gender analysis report.

### Surveys

A survey is used when there is a need for quantitative data for a particular point in time (e.g. to provide baseline data for an evaluation). There are different kind of surveys but a common survey is a KAP (Knowledge, Attitudes and Practice) survey. Surveys can contain a mixture of closed-ended and open-ended response questions.

### Interviews

Interviews are used when there is a need for qualitative data that gathers a deeper level of detail about people’s understanding, their beliefs and perspectives and their motivations for engaging in (or not engaging in) particular behaviours. Generally interviews are ‘semi-structured’ – that is, they are guided by a set of questions but allow for probing and exploration where appropriate.

### Focus groups

Focus groups are used when there is a need for discussion that explores potential causes and mechanism relating to observed practices, attitudes or behaviours. Focus groups are generally ‘semistructured’.

### Observational investigations

Observational investigations are used when detailed functional assessments of a particular behaviour (or set of behaviours) are needed. For example, detailed assessments of hygiene practices within households. Observational studies are generally ‘semi-structured’ – that is, they are guided by a set of behaviours or environmental factors to observe but allow for documentation of other factors of relevance where appropriate.

### Participatory Approaches

Participatory approaches are ways of engaging beneficiaries to better understand their situation and the barriers to eye health that might exist for them due to their gender. There are many participatory approaches and teams need to identify which approach would work best for their needs.

## Definitions

**Gender:** refers to socially constructed differences in women’s and men’s roles and responsibilities, which are learned, vary from culture to culture and change over time and thus equally to the economic, social, political and cultural opportunities associated with being male and female.  
**Sex:** Biological differences between women and men.  
**Gender equality:** refers to equal chances or opportunities of women and men and other genders to access and control social, economic and political resources. It is the provision of equal conditions, treatment and opportunity for both men and women to realize their full potential, human rights and dignity, as well as opportunities to contribute to and benefit from economic, social, cultural and political development.  
**Gender equity:** refers to the different needs, preferences and interests of women and men. This may mean that different treatment is needed to ensure the equality of opportunity.   
**Gender mainstreaming:** A process used to ensure that women’s and men’s needs, concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes.  
**Gender responsiveness:** Gender responsive programming refers to programmes where gender norms, roles and inequalities have been considered, and measures have been taken to actively address them. Such programmes go beyond raising sensitivity and awareness and actually do something about gender inequalities.

## Statistics

Macro Level: Key Statistics (Annex 1) – please refer to: <https://www.iapb.org/knowledge/what-is-avoidable-blindness/gender-and-blindness/>

Country/Sector Specific Level and Project Level.

Including an analysis of this data.

## Legislative Environment

1. Have gender equality commitments been made by the government in the context of international processes such as the Beijing process, the SDG process, or the ratification of the Convention on the Elimination of all Discrimination Against Women (CEDAW)? <https://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>
2. Do national and sectoral policies reflect these commitments by their awareness of inequalities between men and women at different levels and the inclusion of means to address them?
3. How do current policies, laws and regulations in a given sector impact differently on women and men?
4. In national-level institutions (parliament, government line ministries, universities, businesses), how are decisions made? How are women represented in the system? How are decisions taken?

## Key Risks and Barriers

## Key Actors

## Project Level

### Practical and Strategic Needs

### Roles and Activities

### Resources and Constraints

* What is the division of labor amongst women, men, young and old? Who normally does what? Have there been changes due to war, migration for labor, the HIV/AIDS pandemic, etc.?
* Are there gender inequalities in access to resources, including new resources, and who has control over different resources, including new resources and benefits from institutions, or development projects (or any outside interventions from the government)? Resources include non-material resources such as time, knowledge and information, and rights. Are their time-use studies available?
* What factors influence access to and control over resources (for example age, sex, position in an organization, ethnic status, wealth, rural/urban location, education level, networks and patronage)?
* At community level, how are decisions made about different resources and activities?
* At household level, who makes decisions about different resources and activities?

For further Questions for ToR review Annex 7 of “Rough Guide to Gender Analysis” by the Fred Hollows Foundation.

## Recommendations