

# ANALISIS GENDER

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# Penelitian Berperspektif Gender

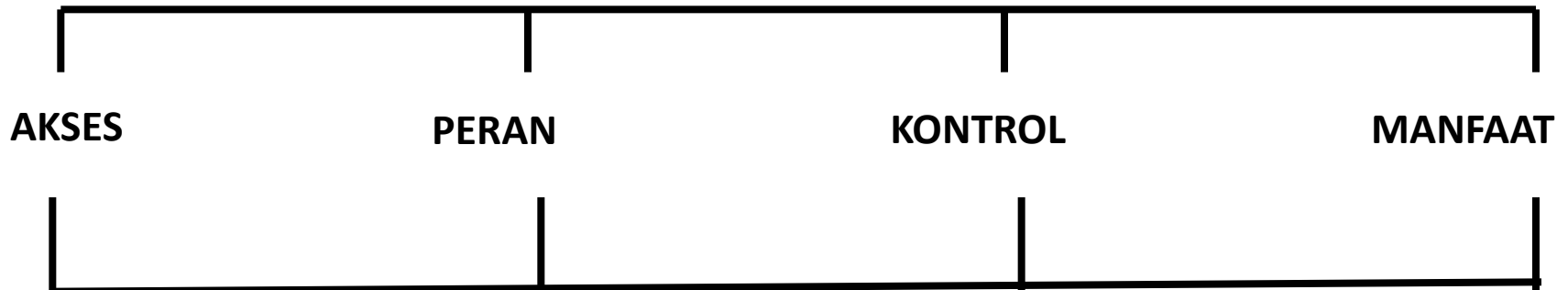
- Mencoba melakukan upaya sistematis untuk melihat persoalan perempuan dalam hubungannya dengan laki-laki dalam suatu fenomena sosial.
- Metode untuk membantu dan membuka kerangka kerja pada persoalan perempuan disebut Metode Feminis (kita menghargai keanekaragaman pandangan dan pendapat dan tidak ada sebutan kebenaran mutlak)
- Cara pandang ini mengkritisi metode yang menyebutkan bahwa kuantitas dapat menunjukkan kita kepada adanya sebuah kebenaran ilmiah (WRI, 2005)

# .. Lanjutan..

- Metode feminis mengajak kita untuk melihat, mendengar, dan selalu bertanya serta melakukan interaksi baik dengan pihak yang kita ajak bicara guna memahami cara pandangnya terhadap sesuatu maupun dengan diri sendiri ketika memahami sebuah peristiwa.
- Dengan metode ini, satu saja suara yang memberi makna pada sebuah peristiwa adalah sebuah data yang sangat berharga.
- Hal itu bisa dipertimbangkan sebagai realitas yang dapat berkontribusi terhadap pengayaan pemahaman kita.
- Segala teknik pengumpulan data dalam ilmu sosial bisa digunakan asal ada jaminan terdengarnya suara perempuan.

# PENGERTIAN :

ANALISIS GENDER ADALAH PROSES MENGURAI DATA DAN INFORMASI SECARA SISTEMATIK TENTANG KEDUDUKAN, FUNGSI, PERAN DAN TANGGUNG JAWAB LAKI-LAKI DAN PEREMPUAN DALAM PROGRAM PEMBANGUNAN DAN FAKTOR –FAKTOR YANG MEMPENGARUHINYA



- Culturally learned behaviors and expectation
- Culturally assigned roles

**Rekayasa sosial**

# Key Concepts:

- *Sex and gender*
- *Gender relation*
- *The division of labor between women and men*
- *Practical and strategic gender interests/ needs*
- *Gender analysis*
- *Access to, and control over, resources*
- *Status and role*
- *Condition and position*
- *Gender classifications of policies*

# The gender-analysis frameworks

- Harvard Analytical Framework
- Moser Framework
- Gender Analysis Matrix (GAM)
- Capacities and Vulnerabilities Analysis Framework
- Women's Empowerment (Longwe) Framework
- Social Relations Approach
- Gender Analysis Pathway, dll

# *Choosing a framework*

The choice of a suitable framework will depend on:

- the task in hand
- The context
- the resources available

Despite the many similarities, the gender frameworks differ in their scope and emphasis.

- The interplay between these two sets of values and assumptions will determine which approaches and interventions you consider, and which you select.
- You can also combine gender frameworks designed by others to create your own hybrid version, adapting different components of separate gender frameworks and adding your own ideas

# The gender-analysis frameworks

## 1. *Harvard Analytical Framework*

- ❖ The Harvard Analytical Framework is a grid (also known as a matrix) for collecting data at the micro-level (i.e., at the community and household level).
- ❖ It is a useful way of organising information and can be adapted to many situations.
- ❖ The Harvard Analytical Framework has **four main components**.



## Example of Harvard Tool 1: Activity profile

Activities	Women/girls	Men/boys
<p><b>Productive Activities</b></p> <p>Agriculture:              activity 1              activity 2, etc.</p> <p>Income generating:              activity 1              activity 2, etc.</p> <p>Employment:              activity 1              activity 2, etc.</p> <p>Other:</p>		
<p><b>Reproductive Activities</b></p> <p>Water related:              activity 1              activity 2, etc.</p> <p>Fuel related:</p> <p>Food preparation:              Childcare:</p> <p>Health related:</p> <p>Cleaning and repair:</p> <p>Market related:</p> <p>Other:</p>		

*Adapted from: Overholt, Anderson, Cloud and Austin, Gender Roles in Development Projects, Kumarian Press Inc, Connecticut, 1985 (Source: Match 1991, 31)*

## Example of Harvard Tool 2: Access and control profile

	Access		Control	
	Women	Men	Women	Men
<b>Resources</b> Land Equipment Labour Cash Education/training, etc. Other				
<b>Benefits</b> Outside income Asset ownership Basic needs (food, clothing, shelter etc) Education Political power/prestige Other				

*Adapted from: Overholt, Anderson, Cloud and Austin, Gender Roles in Development Projects, Kumarian Press Inc, Connecticut, 1985 (Source: Match, 1991, 31)*

## Example of Harvard Tool 3: Influencing factors

Influencing Factors	Constraints	Opportunities
<ul style="list-style-type: none"><li>• Community norms and social hierarchy</li><li>• Demographic factors</li><li>• Institutional structures</li><li>• Economic factors</li><li>• Political factors</li><li>• Legal parameters</li><li>• Training</li><li>• Attitude of community to development workers</li></ul>		

*Adapted from: Overholt, Anderson, Cloud and Austin, Gender Roles in Development Projects, Kumarian Press Inc, Connecticut, 1985 (Source: Match 1991, 31).*

## **Example of Harvard Tool 4: Checklist**

The following set of questions are the key ones for each of the four main stages in the project cycle: identification, design, implementation, evaluation.

### **WOMEN'S DIMENSION IN PROJECT IDENTIFICATION**

#### **Assessing women's needs**

1. What needs and opportunities exist for increasing women's productivity and/or production?
2. What needs and opportunities exist for increasing women's access to and control of resources?
3. What needs and opportunities exist for increasing women's access to and control of benefits?
4. How do these needs and opportunities relate to the country's other general and sectoral development needs and opportunities?
5. Have women been directly consulted in identifying such needs and opportunities?

#### **Defining general project objectives**

1. Are project objectives explicitly related to women's needs?
2. Do these objectives adequately reflect women's needs?
3. Have women participated in setting those objectives?
4. Have there been any earlier efforts?
5. How has the present proposal built on earlier activity?

#### **Identifying possible negative effects**

1. Might the project reduce women's access to or control of resources and benefits?
2. Might it adversely affect women's situation in some other way?
3. What will be the effects on women in the short and longer term?

### **WOMEN'S DIMENSION IN PROJECT DESIGN**

#### **Project impact on women's activities**

1. Which of these activities (production, reproduction and maintenance, socio-political) does the project affect?
2. Is the planned component consistent with the current gender denomination for the activity?
3. If it is planned to change the women's performance of that activity, ie. locus of activity, remunerative mode, technology, mode of activity) is this feasible,, and what positive or negative effects would there be on women?

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## Example of Harvard Tool 4: Checklist

4. If it does not change it, is this a missed opportunity for women's roles in the development process?
5. How can the project design be adjusted to increase the above-mentioned positive effects, and reduce or eliminate the negative ones?

### **Project impact on women's access and control**

1. How will each of the project components affect women's access to and control of the resources and benefits engaged in and stemming from the production of goods and services?
2. How will each of the project components affect women's access to and control of the resources and benefits engaged in and stemming from the reproduction and maintenance of the human resources?
3. How will each of the project components affect women's access to and control of the resources and benefits engaged in and stemming from the socio-political functions?
4. What forces have been set into motion to induce further exploration of constraints and possible improvements?
5. How can the project design be adjusted to increase women's access to and control of resources and benefits?

## **WOMEN'S DIMENSION IN PROJECT IMPLEMENTATION**

### **Personnel**

1. Are project personnel aware of and sympathetic towards women's needs?
2. Are women used to deliver the goods or services to women beneficiaries?
3. Do personnel have the necessary skills to provide any special inputs required by women?
4. What training techniques will be used to develop delivery systems?
5. Are there appropriate opportunities for women to participate in project management positions?

### **Organisational structures**

1. Does the organisational form enhance women's access to resources?
2. Does the organisation have adequate power to obtain resources needed by women from other organisations?
3. Does the organisation have the institutional capability to support and protect women during the change process?

### **Operations and logistics**

1. Are the organisation's delivery channels accessible to women in terms of personnel, location and timing?
2. Do control procedures exist to ensure dependable delivery of the goods and services?
3. Are there mechanisms to ensure that the project resources or benefits are not usurped by males?

### **Finances**

1. Do funding mechanisms exist to ensure programme continuity?
2. Are funding levels adequate for proposed tasks?
3. Is preferential access to resources by males avoided?

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## Example of Harvard Tool 4: Checklist

4. Is it possible to trace funds for women from allocation to delivery with a fair degree of accuracy?

### **Flexibility**

1. Does the project have a management information system which will allow it to detect the effects of the operation on women?
2. Does the organisation have enough flexibility to adapt its structures and operations to meet the changing or new-found situations of women?

### **WOMEN'S DIMENSION IN PROJECT EVALUATION**

#### **Data requirements**

1. Does the project's monitoring and evaluation system explicitly measure the project's effects on women?
2. Does it also collect data to update the Activity Analysis and the Women's Access and Control Analysis?
3. Are women involved in designating the data requirements?

#### **Data collection and analysis**

1. Are the data collected with sufficient frequency so that necessary project adjustments could be made during the project?
2. Are the data fed back to project personnel and beneficiaries in an understandable form and on a timely basis to allow project adjustments?
3. Are women involved in the collection and interpretation of data?
4. Are data analysed so as to provide guidance to the design of other projects?
5. Are key areas of WID/GAD research identified?

*Source: Overholt, Anderson, Cloud and Austin, Gender Roles in Development Projects, Kumarian Press Inc, Connecticut, 1985*

## 2. Moser Framework

At the heart of the Moser Framework are three concepts:

- ❖ Women's triple role;
- ❖ Practical and strategic gender needs;
- ❖ Categories of WID/GAD policy approaches (policy matrix).



# ***Moser Tool 1: Gender roles identification / triple role***

- Reproductive work:
- Productive work:
- Community work

# ***Moser Tool 2: Gender needs assessment***

- **Practical gender needs**
  - ❖ Water provision;
  - ❖ Health-care provision;
  - ❖ Opportunities for earning an income to provide for the household;
  - ❖ Provision of housing and basic services;
  - ❖ Distribution of food.

# ***Strategic gender needs***

- ❖ Challenges to the gender division of labour;
- ❖ Alleviation of the burden of domestic labour and child care;
- ❖ The removal of institutionalised forms of discrimination such as laws and legal systems biased in favour of men;
- ❖ Provision of reproductive health services, offering women choice over child-bearing
- ❖ Measures against male violence. (Molyneux 1985)

### ***Moser Tool 3: Disaggregating control of resources and decision-making within the household***

- This tool asks the questions: Who controls what? Who decides what? How?

### ***Moser Tool 4: Planning for balancing the triple role***

- Women must balance competing demands on their reproductive, productive, and community responsibilities.

## ***Moser Tool 5: Distinguishing between different aims in interventions: the WID/GAD Policy Matrix***

- Welfare
- Equity
- Anti-poverty
- Efficiency
- Empowerment

***Moser Tool 6: Involving women, and gender-aware organisations and planners, in planning***

# Gender Analysis Matrix (GAM)

- The GAM aims to help determine the different impact development interventions have on women and men, by providing a **community-based technique for identifying and analysing gender differences.**
- The GAM is a transformatory tool, in that its use is intended to initiate a process of analysis by community members themselves. It encourages the community to identify and constructively challenge their assumptions about gender roles.

<b>Example of GAM</b>				
	<b>Labour</b>	<b>Time</b>	<b>Resources</b>	<b>Culture</b>
Women				
Men				
Household				
Community				

*Source: Parker 1993*

# ***GAM Tool 1: Analysis at four 'levels' of society***

- **Women:** This refers to women of all ages who are in the target group (if the target group includes women), or to all women in the community.
- **Men:** This refers to men of all ages who are in the target group (if the target group includes men), or to all men in the community.
- **Household:** This refers to all women, men, and children living together, even if they are not part of one nuclear family.
- **Community:** This refers to everyone within the project area. The purpose of this level is to extend the analysis beyond the family.



## ***GAM Tool 2: Analysis of four kinds of impact***

The GAM looks at **impact on four areas**: labour, time, resources (considering both access and control), and socio-cultural factors. These categories appear horizontally on the GAM matrix.

1. **Labour**: This refers to changes in tasks

for example:

- ❖ fetching water from the river,
- ❖ the level of skill required (skilled or unskilled, formal education, training), and
- ❖ labour capacity (How many people carry out a task, and how much can they do? Is it necessary to hire labour, or can members of the household do the work?).

## 2. Time:

This refers to **changes in the amount of time** (three hours, four days, and so on) it takes to carry out the task associated with the project or activity.

## 3. Resources:

This category refers to the **changes in access to resources** (income, land, and credit) as a consequence of the project, and the extent of control over changes in resources (more or less) for each group analysed.

## 4. Socio-cultural factors:

This refers to changes in **social aspects of the participants' lives** (including changes in gender roles or status) as a result of the project. (Parker 1993)

## Using the GAM: Project objectives in Ouled Hamouda

	<b>Labour</b>	<b>Time</b>	<b>Resources</b>	<b>Culture</b>
<b>Women</b>	<ul style="list-style-type: none"> <li>+ Don't need to carry big cans of water</li> <li>+ No fears about personal security</li> </ul>	<ul style="list-style-type: none"> <li>+ Save time</li> <li>+ Have more time with children</li> </ul>	<ul style="list-style-type: none"> <li>- Must pay for water</li> <li>+ Can have home garden or other small projects</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility of paying for water</li> <li>+ Opportunity to participate in community project</li> </ul>
<b>Men</b>	<ul style="list-style-type: none"> <li>- A lot of work, difficult work</li> <li>+ Learn new skills for work outside the community</li> </ul>	<ul style="list-style-type: none"> <li>- Takes a lot more time to build, dig, etc</li> <li>+ Can stay home with family while working</li> </ul>	<ul style="list-style-type: none"> <li>+ Portable water is available</li> <li>+ Improved nutrition</li> </ul>	<ul style="list-style-type: none"> <li>+ Don't have to worry as much about the family when away</li> </ul>
<b>Household</b>	<ul style="list-style-type: none"> <li>+ Women feel more secure when fetching water - can leave child at home</li> <li>+ New activity for entire family</li> </ul>	<ul style="list-style-type: none"> <li>+ Women can give more time to child care</li> </ul>	<ul style="list-style-type: none"> <li>+ Easy access to potable water</li> <li>+ Improved nutrition and better health</li> </ul>	<ul style="list-style-type: none"> <li>+ New activity for children - they can help their mother</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>+ Establish Committee for Potable Water</li> <li>+ Learn about services provided by government</li> </ul>	<ul style="list-style-type: none"> <li>- Less free time for leisure</li> <li>- Many more community meetings to attend</li> </ul>	<ul style="list-style-type: none"> <li>+ More potable water available for all</li> </ul>	<ul style="list-style-type: none"> <li>+ Clean environment</li> <li>+ Prestige for the community</li> </ul>

# Capacities and Vulnerabilities

## Analysis Framework

- ❖ Kerangka analisis dirancang khusus untuk digunakan dalam kemanusiaan, intervensi, dan bencana.
- ❖ CVA ini dirancang untuk membantu lembaga dalam menghadapi keadaan darurat.
- ❖ CVA ini didasarkan pada gagasan utama bahwa orang-orang sudah memiliki **kekuatan/ kapasitas** dan **kelemahan/ kerentanan** yang dapat menentukan dampak krisis pada mereka dan bagaimana cara menanggapi krisis tersebut. Tekanan dalam keadaan darurat harus membuat mereka dapat meningkatkan kapasitas dan mengurangi kerentanan mereka.

- ❖ **Kapasitas:** kekuatan yang ada dari inividu dan kelompok sosial yang berhubungan dengan bahan dan sumber daya fisik, sumber daya sosial, dan keyakinan serta sikap.
- ❖ **Kerentanan** menggambarkan faktor jangka panjang yang melemahkan kemampuan masyarakat untuk mengatasi bencana yang datang tiba-tiba atau keadaan darurat yang berlarut-larut sehingga membuat orang menjadi rentan terhadap bencana baik rentan sebelum datangnya, saat terjadi, atau sesudah terjadinya bencana.
- ❖ CVA di sini tidak hanya menangani kebutuhan praktis pada saat itu juga tetapi sebaliknya yaitu memerlukan strategi jangka panjang yang merupakan bagian dari pekerjaan pembangunan.
- ❖ Dalam menentukan CVA ada beberapa langkah yaitu langkah 1 menentukan kategori kapasitas dan kerentanan, kemudian langkah kedua menentukan dimensi tambahan tentang 'kompleks realitas'.

- **CVA langkah pertama** ada tiga kategori yang harus ditemukan yaitu fisik, sosial, dan kapasitas motivasi dan kerentanan.
- **Kemampuan/kapasitas fisik atau bahan dan kerentanan** : mencakup iklim, tanah, dan lingkungan tempat tinggal orang/ hidup sebelum krisis seperti kesehatan, ketrampilan, pekerjaan, perumahan, teknologi, air, dan pasokan makanan, akses ke ibukota dan aset lainnya.
- Laki-laki dan perempuan mengalami perbedaan sehingga bagi agen CVA akan mengajukan dua pertanyaan:
  1. Adakah perbedaan kerentanan antara laki-laki dan perempuan secara material dan fisik dalam masyarakat?
  2. Apakah laki-laki dan perempuan mempunyai akses terhadap sumber-sumber produktif dan ketrampilan?

- **Kapasitas dan kerentanan sosial atau organisasi**

- ❖ Kategori yang merujuk pada hal-hal sosial dari sebuah komunitas dan mencakup:
  - ❖ struktur politik formal dan membangun sistem informal
  - ❖ Sistem sosial termasuk keluarga dan sistem masyarakat serta pola pengambilan keputusan.
  - ❖ Analisis gender pada kategori ini sangat penting karena laki-laki dan perempuan memiliki peran berbagai bentuk yang berbeda secara luas, maka perlu mempertimbangkan ras, kelas, atau etnis yang dapat menjadi peluang kerentanan.

### **Pertanyaan yang diajukan:**

1. Struktur sosial masyarakat apa yang ada sebelum bencana dan bagaimana pelayanan yang diberikan ketika ada bencana?
2. Dampak apa yang diberikan setelah terjadi bencana pada organisasi sosial?
3. Apa tingkat dan kualitas partisipasi dalam struktur ini?

- **Kapasitas dan kerentanan motivasi dan sikap**

Mencakup:

- ❖ budaya dan psikologis yang mungkin didasarkan pada agama,
- ❖ sejarah masyarakat krisis yang memiliki harapan pada bantuan darurat.

Keadaan akan menjadi suatu kerentanan ketika mereka tidak mendapatkan bantuan darurat yang layak dan tidak membangun kemampuannya sendiri sehingga perlu mengembangkan kepercayaan atau menawarkan kesempatan perubahan pada mereka.



# Pertanyaan yang diajukan:

1. Bagaimana laki-laki dan perempuan melihat diri mereka sendiri dan kemampuan mereka untuk menangani secara efektif dengan lingkungan sosial/politik?
2. Apa keyakinan dan motivasi orang saat sebelum terjadi bencana dan setelah terjadi bencana mempengaruhi mereka? Ini termasuk keyakinan tentang peran gender dan hubungannya.
3. 3. Apakah orang merasa mereka memiliki kemampuan yang membentuk hidup mereka? Apakah perempuan merasa memiliki kemampuan yang sama dengan manusia pada umumnya?

- **CVA langkah 2: masyarakat berdasarkan jenis kelamin dan disagregasi menurut dimensi yang lain dari hubungan sosial.**
  - ❖ Disagregasi masyarakat berdasarkan jenis kelamin bertolak pada kapasitas, kerentanan, dan kebutuhan yang dibedakan berdasarkan jenis kelamin.
  - ❖ CVA memungkinkan bentuk-bentuk sosial diferensiasi yang dapat dipetakan di luar matriks. Kedua disagregasi menurut dimensi yang lain dari hubungan sosial melihat bahwa suatu komunitas dapat juga dianalisis menurut faktor-faktor lain seperti :
    - tingkat kekayaan,
    - afiliasi politik,
    - kelompok etnis atau bahasa,
    - usia, dan seterusnya.
  - ❖ Di sini tidak lepas dari siapa mengungkapkan bagaimana orang yang berbeda dan kelompok-kelompok berbeda yang terpengaruh oleh krisis dan intervensi.
  - ❖ Secara umum CVA matriks dapat digunakan untuk menilai perubahan hubungan gender sebagai akibat keadaan darurat dan badan intervensi.

## Example of the Capacities and Vulnerabilities Analysis Matrix

	Vulnerabilities	Capacities
<p><b>Physical/ material</b></p> <p>What productive resources, skills, and hazards exist?</p>		
<p><b>Social/ organisational</b></p> <p>What are the relationships between people? What are their organisational structures?</p>		
<p><b>Motivational/ attitudinal</b></p> <p>How does the community view its ability to create change?</p>		
<p><b>'Development is the process by which vulnerabilities are reduced and capacities increased.'</b></p>		

Source: Anderson and Woodrow 1989, 12

## Example of CVA Matrix disaggregated by gender

	Vulnerabilities		Capacities	
	Women	Men	Women	Men
Physical/material				
Social/organisational				
Motivational/attitudinal				

Source: Anderson and Woodrow 1989, 16

## Example of CVA Matrix disaggregated by economic class

	Vulnerabilities			Capacities		
	Rich	Middle	Poor	Rich	Middle	Poor
Physical/material						
Social/organisational						
Motivational/attitudinal						

Source: Anderson and Woodrow 1989, 16

## Using the CVA Matrix: refugees in Sierra Leone

	Vulnerabilities	Capacities
<p><b>Physical/ material</b></p> <p>What productive resources, skills, and hazards exist?</p>	<p>Female heads of households unable to access male labour to construct camp houses; thus not eligible to receive food rations. As a consequence, many women:</p> <ul style="list-style-type: none"> <li>• are coerced into giving sexual favours to access male labour;</li> <li>• are forced into taking out loans against next food ration, leading to debt cycle;</li> <li>• are involved in prostitution in urban host communities.</li> </ul>	<p>Women's skills include:</p> <ul style="list-style-type: none"> <li>• income-generation (making soap, baking, dyeing textile, petty trading);</li> <li>• agriculture (groundnuts, rice, and vegetables);</li> <li>• vocational work (teachers, traditional birth attendants, community workers)</li> </ul>

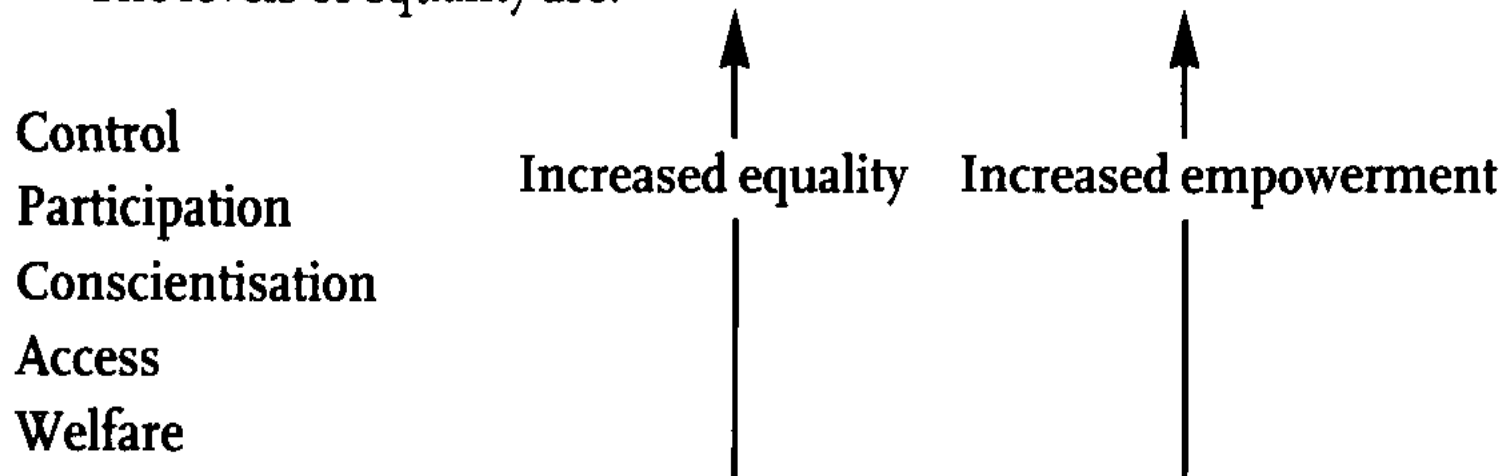
<p><b>Social/ organisational</b></p> <p>What are the relationships between people? What are their organisational structures?</p>	<ul style="list-style-type: none"> <li>• 27% of households led by a woman (husbands killed, disappeared or away searching for work);</li> <li>• Distribution of tools in camp dominated by men; female heads of households do not have full access.</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional practice of women forming groups to work small areas of donated land;</li> <li>• Close kinship ties between refugees and host communities allow exchange of food, shelter, and land for labour;</li> <li>• Labour exchanges between men and women enable female-headed households to access male labour for house-building.</li> </ul>
<p><b>Motivational/ attitudinal</b></p> <p>How does the community view its ability to create change?</p>	<ul style="list-style-type: none"> <li>• Morale very low on arrival at camp among people who fled rebel fighters several times, following repeated attacks,</li> <li>• Many women who lost husbands and children to the rebels particularly affected.</li> </ul>	<p>After a time, refugees developed survival strategies to maximise opportunity to earn an income:</p> <ul style="list-style-type: none"> <li>• women and children remained in camp;</li> <li>• young men returned to Sierra Leone to guard the land and start farming.</li> </ul>

# Women's Empowerment (Longwe) Framework

## *Women's Empowerment Tool 1: Levels of equality*

The Longwe Framework centres on the concept of five 'levels of equality', which indicate the extent to which women are equal with men, and have achieved empowerment. The levels of equality can be used to assess the likelihood of particular development interventions promoting equality and women's empowerment.

The levels of equality are:





## Example of Women's Empowerment Framework Tools 1 and 2

Project title: \_\_\_\_\_

Levels of equality	Negative	Neutral	Positive
Level of recognition			
Control			
Participation			
Conscientisation			
Access			
Welfare			

## Using Women's Empowerment Tool 1: Levels of equality

	<b>Greenhouses</b>	<b>Political participation</b>
Welfare	No	No
Access	Yes	No
Conscientisation	No	Yes
Participation	Yes	Yes
Control	Yes	No

## Using Women's Empowerment Framework Tools 1 and 2

Sector	Project	Level of Equality					Level of recognition of women's issues
		Welfare	Access	Conscientisation	Participation	Control	
Agriculture							
Education & training	Political participation	No	No	Yes	Yes	No	Positive
Commerce & industry	Greenhouse	No	Yes	No	Yes	Yes	Positive

# Social Relations Approach

## Konsep Kunci:

**Pendekatan hubungan sosial** dalam gender dan perencanaan pengembangan dikembangkan oleh **Naila Kabeer**.

Konsepnya dipengaruhi oleh feminis sosialis.

Ada beberapa **konsep kunci** seperti:

- tujuan pembangunan kemanusiaan;
- konsep hubungan sosial;
- analisis kelembagaan

## **Konsep Kunci:**

**Pendekatan hubungan sosial** dalam gender dan perencanaan pengembangan dikembangkan oleh **Naila Kabeer**. Konsepnya digunakan oleh pemerintah dan lembaga swasta dalam program perencanaan di sejumlah negara. Konsepnya dipengaruhi oleh feminis sosialis.

Ada beberapa **konsep kunci** seperti:

- tujuan pembangunan kemanusiaan;
- konsep hubungan sosial;
- analisis kelembagaan

## **PENGERTIAN:**

Pendekatan hubungan sosial adalah sebuah metode analisis perbedaan gender dalam pendistribusian sumber daya, pertanggungjawaban, dan kekuasaan.

Untuk merancang kebijakan dan program yang memungkinkan perempuan menjadi agen dari pembangunan mereka sendiri, perempuan tidak lagi menjadi objek. Ia mengkonsentrasikan dirinya antara **relasi orang-orang dan sumber-sumber aktivitas yang ada.**

- Ketidakadilan gender dibentuk dalam institusi-institusi lembaga itu sendiri.
- **Konsep pertama**, pembangunan sebagai peningkatan kemanusiaan menaruh perhatian pada **kelangsungan hidup, keamanan, dan otonomi yang mengindikasikan partisipasi aktif dalam semua pengambilan keputusan yang mempengaruhi secara personal dan kelompok.**
- **Konsep kedua**, hubungan sosial merupakan **hubungan struktural yang membentuk dan melahirkan perbedaan sistemik dalam perbedaan kelompok sosial.**
- **Konsep ketiga**, analisis kelembagaan mendasari **penyebab ketidaksetaraan gender** tidak mengurung rumah tangga dan keluarga tetapi melahirkan lintas kelembagaan, termasuk komunitas internasional, negara, dan pasar.

- Kabeer mendefinisikan **lembaga sebagai sebuah kerangka aturan menuju keberhasilan khususnya dalam tujuan sosial atau ekonomi.** Ada empat bidang lembaga, yakni:
  - ❖ negara,
  - ❖ pasar,
  - ❖ masyarakat, dan
  - ❖ keluarga.
- **Ada dua mitos** yang menjadi tantangan pendekatan hubungan sosial tentang lembaga, yakni:
  - ❖ ideologi itu netral dan
  - ❖ pemisahan entitas.



## LIMA ASPEK HUBUNGAN SOSIAL YANG DIBAGIKAN OLEH LEMBAGA.

1. *Pertama*, **peraturan** tentang bagaimana hal itu selesai dilakukan.
2. *Kedua*, **aktivitas** tentang apa yang telah dilakukan.
3. *Ketiga*, **sumber daya** tentang apa yang digunakan dan apa yang diproduksi.
4. *Keempat*, **masyarakat** tentang siapa yang masuk, keluar dan siapa yang melakukan sesuatu.
5. *Kelima*, **kekuasaan** tentang siapa yang memutuskan dan minat siapa yang disajikan.

- **Konsep keempat**, kebijakan gender kelembagaan diklasifikasikan menjadi tiga, yakni:
  - ❖ kebijakan buta gender,
  - ❖ kebijakan sadar gender, dan
  - ❖ kebijakan pembagian gender.
- **Konsep kelima**, perkara kesegeraan, pokok, dan struktural merupakan faktor yang menyebabkan masalah dan efeknya dalam bermacam keterlibatan aktor.

# ***ANALISIS GENDER MODEL***

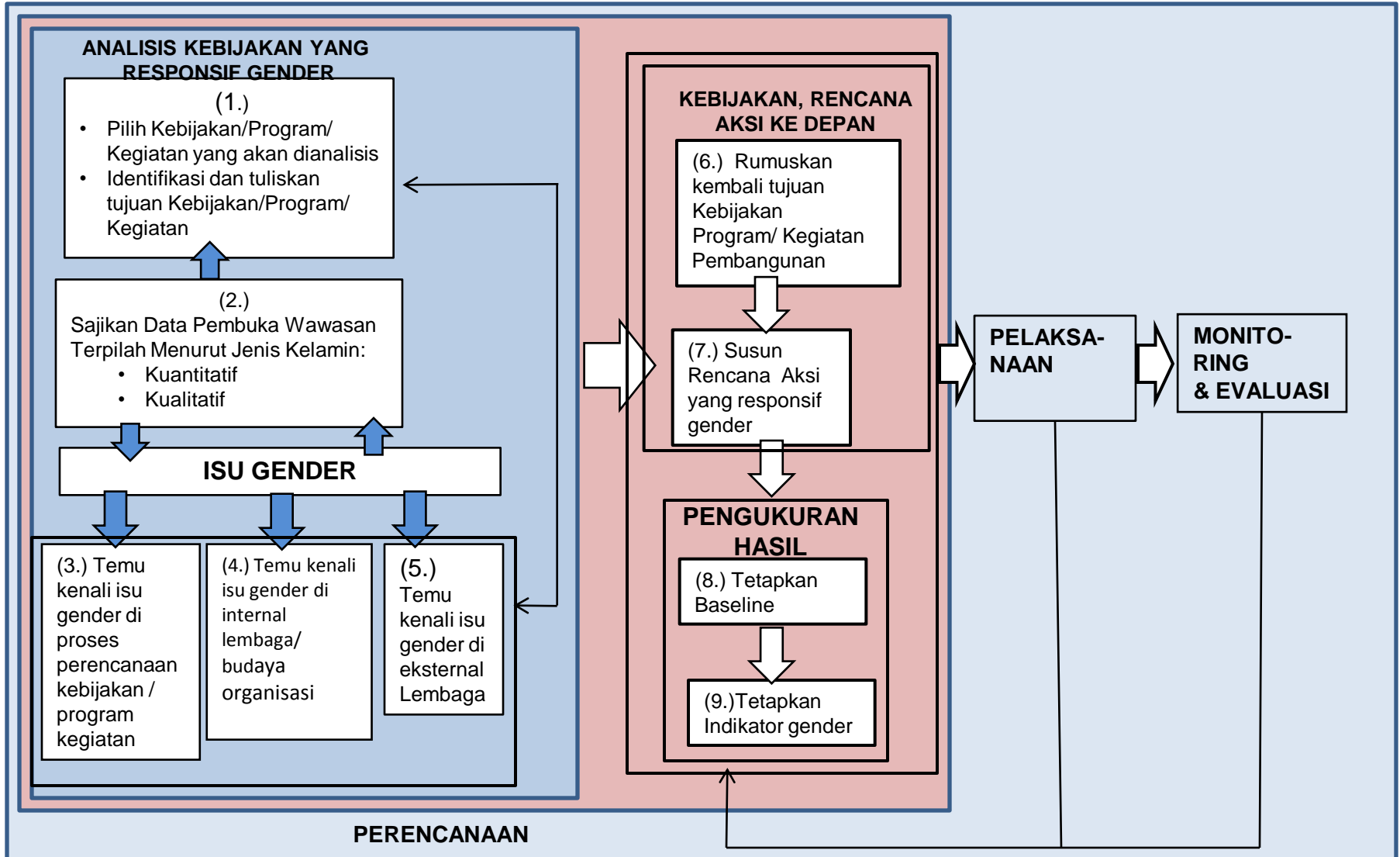
## ***GENDER ANALYSIS PATHWAY (GAP)***

- GAP merupakan alat analisis yang dirancang untuk membantu para perencana melakukan analisis gender dalam rangka mengarusutamakan gender dalam perencanaan kebijakan/program/kegiatan pembangunan.
- Terdiri dari dua komponen utama yaitu
  1. Analisis (Langkah 1-5), dan
  2. Integrasi gender ke dalam rencana aksi (Langkah 6-9)
- Pada prinsipnya, GAP juga mengadopsi prinsip manajemen berbasis kinerja (MBK).

## **GAP (Tujuan)**

- 1. Membantu perencana dalam menyusun perencanaan program responsif gender**
- 2. Mengidentifikasi kesenjangan gender (peran, akses, kontrol dan manfaat yang diperoleh).**
- 3. Mengetahui latar belakang terjadinya kesenjangan gender**
- 4. Merumuskan permasalahan sebagai akibat adanya kesenjangan gender.**
- 5. Mengidentifikasi langkah-langkah/ tindakan intervensi yang diperlukan.**

# Alur Kerja *Gender Analysis Pathway*



Penggunaan instrumen manajemen berbasis kinerja ketika mengidentifikasi apa yang hendak dihasilkan dan bagaimana mengukur pencapaian hasil yang tercermin dalam proses reformulasi tujuan, penyusunan rencana aksi, dan indikator

# Tabel 1: Metode GAP

Langkah-langkah GAP	Penjelasan
1. Pilih Kebijakan/Program/Kegiatan yang akan dianalisis	<ul style="list-style-type: none"><li><input type="checkbox"/> Memilih kebijakan/program/kegiatan yang hendak dianalisis</li><li><input type="checkbox"/> Menuliskan tujuan kebijakan/program/kegiatan</li></ul>
1. Menyajikan data Pembuka Wawasan	<ul style="list-style-type: none"><li><input type="checkbox"/> Menyajikan data pembuka wawasan yang terpilah menurut jenis kelamin</li><li><input type="checkbox"/> Data terpilah ini bisa berupa data statistik yang kuantitatif atau kualitatif, misal: hasil survei, hasil FGD, review pustaka, hasil kajaian, hasil pengamatan, atau hasil intervensi kebijakan/program/kegiatan yang sedang dilakukan</li></ul>

# ... Lanjutan...

Langkah-langkah GAP	Penjelasan
3. Mengenal faktor kesenjangan gender	<input type="checkbox"/> Menemukan dan mengetahui ada tidaknya faktor kesenjangan gender, yaitu: akses, partisipasi, kontrol dan manfaat (APKM)
4. Menemukan sebab kesenjangan internal	<input type="checkbox"/> Temu kenali isu gender di internal lembaga. Misalnya: terkait dengan produk hukum, kebijakan, pemahaman yang masih kurang di antara pengambil keputusan dalam internal lembaga
5. Menemukan sebab kesenjangan eksternal	<input type="checkbox"/> Temu kenali isu gender di eksternal lembaga. Misalnya, apakah budaya patriarkhi, gender stereotipi (laki-laki selalu dianggap sebagai kepala keluarga)

# ... Lanjutan...

Langkah-langkah GAP	Penjelasan
6. Reformulasi tujuan	<input type="checkbox"/> Menrumuskan kembali tujuan kebijakan/program/kegiatan yang responsif gender
7. Rencana Aksi	<input type="checkbox"/> Menetapkan rencana aksi <input type="checkbox"/> Rencana aksi diharapkan mengatasi kesenjangan gender yang teridentifikasi pada langkah 3, 4 dan 5
8. Data dasar	<input type="checkbox"/> Menetapkan data dasar yang dipilih untuk mengukur kemajuan (progress) <input type="checkbox"/> Data yang dimaksud diambil dari data pembuka wawasan yang telah diungkapkan padaa langkah 2 yang terkait dengan tujuan kegiatan dan output kegiatan
9. Indikator gender	<input type="checkbox"/> Menetapkan indikator gender sebagai pengukuran hasil melalui ukuran kuantitatif maupun kualitatif



# TIP SUKSES MERAIH PENEITIAN KOMPEETITIF

- Pelajari skim-nya
- Isu yang dipilih harus “sexy” (ada kebaruan, dan mendesak untuk dipecahkan)... kuncinya ada di *state of the arts* dan roadmap riset.
- Didukung referensi yang memadai dan jurnal-jurnal terkini
- Menunjukkan keluaran yang sesuai dengan permintaan
- Menggunakan metode penelitian yang jelas.
- Didukung tim yang kompeten dibidangnya.

# Referensi

March, Candida, et.al. 2005. . A Guide to Gender Analysis Framework. An Oxam Publication.

Reinharrz, Shulamit. 2005. Metode-metode Feminin dalam Penelitian Sosial.

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