



Toolbox on Gender Mainstreaming in Agri-Food Systems Education and Research

Gender Mainstreaming in Project Cycles

Author: Nora Pistor, October 2020



List of Abbreviations

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women (1979)
CGIAR	Consultative Group on International Agricultural Research
CIHEAM	International Centre for Advanced Mediterranean Agronomic Studies
CIF	Climate Investment Funds
CIHR	Canadian Institutes of Health Research
EC	European Commission
EIGE	European Institute for Gender Equality
EU	European Union
FAO	Food and Agriculture Organization (UN)
FTC	Farmer Training Center
GBV	Gender-Based Violence
GDI	Gender Development Index
GE	Gender Equality
GEAR	Gender Equality in Academia and Research
GEP	Gender Equality Plan
GII	Gender Inequality Index (HDR)
GM	Gender Mainstreaming
GRG	Gender Reference Guide
HDI	Human Development Index
HDR	Human Development Report
LGBTIQ	Lesbian, gay, bisexual, transgender, intersex and queer
M	Man
MDGs	Millennium Development Goals
MDS	Model Disability Survey
MSc	Master of Science
M&E	Monitoring and Evaluation
OECD	Organization for Economic Cooperation and Development
R&I	Research and Innovation
RPO	Research Producing Organizations
SALAR	Swedish Association of Local Authorities and Regions
SDD	Sex-disaggregated data
SDGs	Sustainable Development Goals
SIGI	Social Institutions and Gender Index
TOC	Theory of Change
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme
UNIBO	University of Bologna, Italy
UNSD	United Nations Statistics Division
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
VAW	Violence Against Women
VC	Value Chain
W	Woman
WEE	Women's Economic Empowerment
WGQ	Washington Group Questions
WHH	Welthungerhilfe
WP	Work Package

TOOLS AND INSTRUMENTS FOR INTEGRATING GENDER

In this part of the guide, various tools and instruments are presented that are useful for starting or enhancing the integration of a gender perspective in research producing entities and educational institutions.

The purpose of this toolbox is to offer practical instruments to be applied in various contexts and for various tasks. It should be noted that the tools cannot replace acquiring necessary gender expertise or engaging human resources specialized in gender mainstreaming for each of these specific tasks.

While a large variety of gender related tools exist, this toolbox can only offer a limited snapshot of most relevant instruments. The references provided in each instrument will offer further details and options.

The toolbox includes the following instruments and guidelines:

1. Designing up a Gender Equality Plan (GEP)
2. Gender mainstreaming in project cycles
3. Various levels of gender integration in a program or policy
4. Conducting a gender analysis
5. Including and measuring intersectionality
6. Integrating gender-sensitive approach into education curricula, research and teaching
7. References for gender training resources
8. Checklist(s) for rapid gender audit

Gender Mainstreaming in Project Cycles

Gender Mainstreaming is a policy tool that has been proven efficient to contribute to increasing gender equality. One of its key elements is to engage in a process of assessing which different implications for women, men and non-binary persons any planned action could have, including legislation, policies or programs, in all areas and at all levels.

Originally, the concept of gender mainstreaming was first mentioned in the Nairobi World Conference on Women in the year 1985. Ten years later at the 1995 Fourth United Nations World Conference on Women, the Beijing Platform for Action was formulated and adopted as an international policy instrument on gender equality to promote gender equality globally at all levels. The Council of Europe then defined gender mainstreaming in 1998 as:

“The (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

The Council further expressed that gender mainstreaming aims at making “women’s as well as men’s concerns and experiences an integral dimension of the **design, implementation, monitoring and evaluation of policies and programs** in all political, economic and societal spheres. Women and men should **benefit equally**, and existing inequalities should not be perpetuated.”¹

In its design, gender mainstreaming represents a **top-down approach** since it is a policy instrument to be implemented by organizations as a strategy of change. This is an important aspect that defines assigns the ultimate responsibility into the hands of organizations’ executives and key stakeholders of all projects.

The difference between the promotion of women or men and gender mainstreaming

Given the systematic and structural inequalities existing in most countries in the world and on various levels, gender mainstreaming was designed to contain a **double strategy**: It combines specific measures for the promotion of women or men (depending on who is the vulnerable group of the population in each country) with the strategic mainstreaming of gender.

While programs and policies promoting women and women’s rights offer specific support for a vulnerable group of the population, gender mainstreaming looks at the dynamics and relationships between the genders in a given society. Gender mainstreaming works more holistically and strategically to create societal change towards increased gender equality.

Table 1 below juxtaposes the differences in goal setting, focus and strategies of both approaches and gives examples of interventions for each.

Approach	Promotion of women	Gender Mainstreaming
Goal	Supporting women through specific interventions	Achieving gender-just society where both women and men have equal choices
Focus	On women	On gender relations

¹ Council of Europe (2020), What is gender mainstreaming?, Online Portal, available at: <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming> (accessed July 2020).

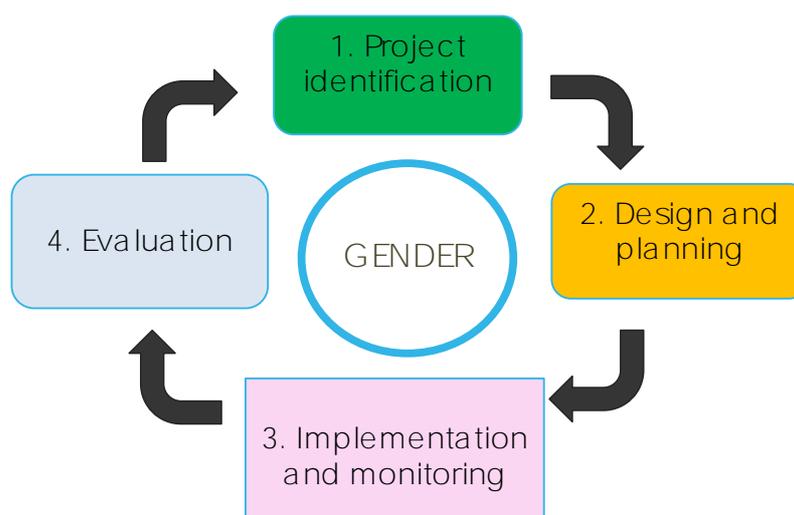
Strategies	<ul style="list-style-type: none"> • One component is women-specific • Other areas (often) left 'gender neutral' • Men often not involved 	<ul style="list-style-type: none"> • Mainstreaming gender in all phases and levels of project • All are responsible for implementing gender • Based on understanding that there are no 'gender neutral' measures
Examples of interventions	<ul style="list-style-type: none"> • Specific projects for women • Women's component as part of a project • Women's savings groups 	<ul style="list-style-type: none"> • Integrating gender focus in all phases of project • Conducting gender analysis • Gender impact assessment • Sensitization of project staff • Gender budgeting

Table 1: Differentiation between Gender mainstreaming or promotion of women? (Source: Author, 2020).

The most effective approach has been proven to be indeed a **twin-track approach** or double strategy of both, where existing inequalities are tackled directly through e.g. women's promotion programs and gender mainstreaming is implemented systematically by also involving men and other genders into the planning and implementation of programs for increased gender equality.

When to mainstream gender in a project cycle

Gender mainstreaming ideally takes place in each stage of a program or project from its identification, to design and planning, to the implementation and monitoring, to the final evaluation. The earlier on gender is being considered in the planning and design of a program, project or policy, the more efficient it will be to include a strong gender perspective.



Picture 1: Four main stages of a project or program design to mainstream gender. (Source: Nora Pistor, 2020).

1st stage: Project identification

The first stage of a project is typically the identification of the project. Gender relevant aspects to be considered at this stage could be for example:

- The analysis of the target group with sex-disaggregated data, e.g.: how is the labor division between female/ male beneficiaries or target groups in the project;
- Access to and control over resources between women/men;
- Participation in decision-making of women/men, in both public and private life.

At this stage, it is also important to consider gender competencies and policies of the implementing and participating organizations, e.g. whether gender strategies are formulated and implemented by the respective partner organizations the project will collaborate with, how well the gender competencies among project staff are developed (or whether training might be needed), and whether a gender-sensitive monitoring systems is already in place.

At this early stage, the project goals should already be formulated with gender considerations in mind.

2nd stage: Planning & Design

In the following stage of planning and designing the project, gender-specific results for the target groups should be defined. This could include for example specific targets to:

- Increase women's share in productive employment or reduce unequal labor divisions in a certain sector;
- Facilitate access to and control over resources for women/ men;
- Enhance participation in decision-making of women/ men in specific sectors where the respective gender is unrepresented.

All activities should be planned reflecting gender aspects, such as time availability of women/ men for participation in the intervention, their rights and norms, as well as practical issues such as mobility restrictions of women/ men, and clearly formulated which gender related changes will be intended with the help of the project.

Quantitative and qualitative gender specific results indicators should be developed, and gender-sensitive project outputs and outcomes formulated. The design of a gender strategy for the project can help systematically integrating gender aspects in all strategic and practical considerations in the context of the project or program.

3rd stage: Project implementation

During project implementation, both gender-sensitive and gender-targeted activities should be carried out. These could be for example initiatives to support women's technical knowledge or to enhance women's participation in committee decision-making, or reducing gender-related barriers and needs, e.g. when it comes to the use of technology, time, place etc.

Attention should also be paid to gender competencies of the project staff during this stage, and training might be helpful to ensure a gender lens is professionally integrated through gender competent staff.

One way for enhancing gender equality perspective is to network with gender sensitive local organizations or those organizations that are specialized in supporting gender equality in project implementation.

Monitoring of gender sensitive and gender-specific indicators forms an important part of understanding changes produced by the project measures and accounting for the gender related goals that were defined earlier in the second stage.

4th stage: Evaluation/ Gender impact assessment

At the final stage of evaluating a project or policy, all gender-differentiated data that has been collecting through the monitoring and reporting systems are becoming relevant.

Questions to guide a gender-sensitive evaluation or impact assessment of a program, project or policy could be:

- Did the project reach its gender goals?
- How did women/men participate in the intervention?
- How did women/men benefit from intervention?
- How did the project impact on gender-based social norms and change discriminating gender roles?

- What activities, strategies, objectives need to be revised, and how, to achieve the formulated changes for gender equality?

Key importance: Understanding the gender differences

A key importance for projects lies in recognizing and understanding the existing differences between men, women and persons of non-binary gender, and to develop targeted and tailor-made interventions that account for these different life realities.

This step of developing awareness of gender differences and making use of these perspectives for project design, implementation and decision-making, is usually being done through the conduction of a gender analysis.

What methods are available to conduct a gender analysis will be explained in the next chapter.

Further references and links:

A very useful example for gender mainstreaming in local and regional authorities can be found in the “Starter kit on gender mainstreaming” developed within the Program for Sustainable Equality by the Swedish Association of Local Authorities and Regions (SALAR).

Link: <https://charter-equality.eu/multimedia/videos/swedish-starter-kit-for-sustainable-gender-equality.html>

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