



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

## Conducting a Gender Analysis

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

# Conducting a Gender Analysis

In this chapter, the purpose and content of a gender analysis will be explored. The two major analytical frameworks that are currently being used as state-of-the-art gender analyses are presented.

## **What is a gender analysis?**

A gender analysis identifies the gender relations between women and men in society and highlights possible inequalities based on gender. A gender analysis is an instrument to study of differences of a variety of aspects in the life realities of women, men and non-binary persons that are assigned via their respective gender roles within the context of a project, e.g.:

- Conditions
- Needs
- Participation and representation
- Access to resources and development
- Control over assets
- Decision-making power and agency

## ***Why conduct a gender analysis***

Not only can a gender analysis provide the basic data needed for gender mainstreaming, i.e. for integrating gender systematically in a project or policy, but it also helps to create an in-depth understanding of the gender relations of the beneficiaries and the diverse realities of the target groups.

When conducted at the offset of a project, a gender analysis can provide the necessary baseline information to later assess the impact of the project on gender equality.

It also helps to identify the level of gender integration commendable for a project, e.g. whether measures should be designed in a gender-sensitive, gender-responsive or gender-transformative way.

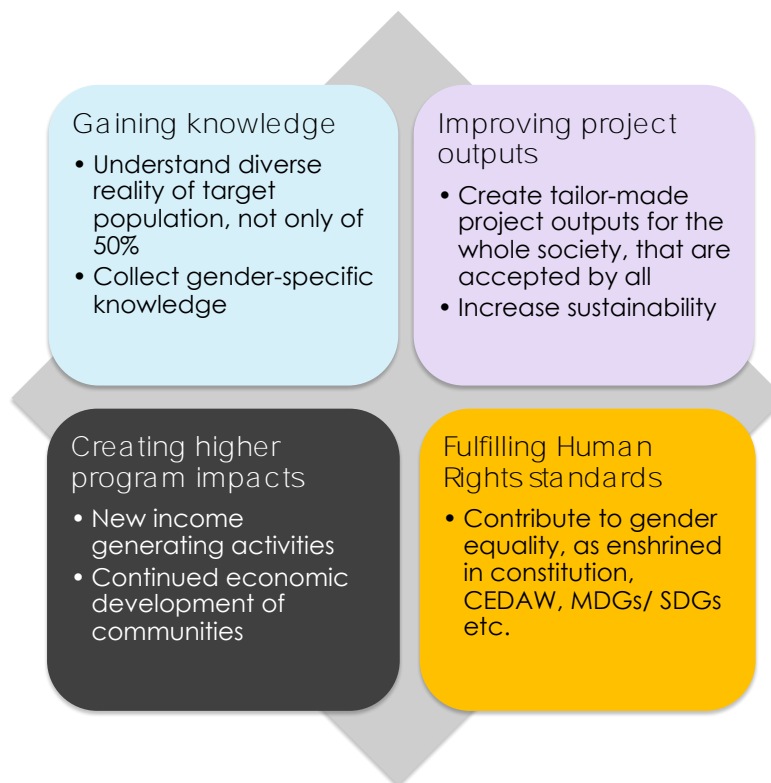
Apart from generating crucial gender information - that goes beyond household level data - conducting a gender analysis allows to take gender-specific needs and interests into account for project design and implementation, and to raise the awareness of staff and collaborating partners on eventual gender issues.

## ***Benefits for a project from conducting a gender analysis***

Four major benefits make it a clear business case for conducting a gender analysis in every program:

First and foremost, gender data is being collected that enhance the researcher's or project manager's knowledge and understanding of gender specific aspects.

With this information, project outputs can be improved as the measures designed will be tailor-made and specific, hence more sustainable than interventions designed in a general way. This in turn can lead to improved impacts on the medium and long term, and for the whole communities as formerly excluded or vulnerable groups can partake in e.g. economic development. Last but not least, conducting a gender analysis has become a policy imperative and is enshrined in many national legislative systems. Therefore, by conducting a gender analysis, legal and human rights standards are being fulfilled on the international (e.g. as formulated in CEDAW) and national levels (e.g. in national Gender Equality Laws such as in Germany or Sweden).



Picture 1: Four major benefits of conducting a gender analysis. (Source: Nora Pistor, 2020).

## Different Frameworks for Conducting Gender Analyses

Given that a gender analysis aims at identifying gender differences all gender roles and responsibilities that are relevant to a certain project context or research question need to be investigated. For a systematic approach, a number of analytical frameworks have been developed over the last decades. The following paragraphs provide a snapshot of the two most frequently used frameworks: the **Gender Analytical Framework** created by Caroline Moser in the 80s, and the **Harvard Analytical Framework** developed by Harvard University.

### 1. Gender Analytical Framework (developed by C. Moser)

The Gender Analytical Framework was developed by Moser in the 1980s as a project planning method containing both, technical and political components for assessing gender aspects. It is based on the three major assumptions:

- Women bear a triple role including productive, reproductive and community responsibilities in most places of the world and women are generally subordinated to men in all of their tasks;
- Women and men both have strategic practical needs and interests that are often overlooked in project designs but that are equally relevant;
- The approaches of gender mainstreaming and women's promotion need to be combined to create the most effective results and tackle the existing inequalities.

**This framework suggests a 4-steps method:**

#### **1st step: Identifying gender roles/ women's triple roles**

In the first step, the roles and tasks of women and men are differentiated and documented in a simple table, as shown below:

Role	WOMEN	MEN
<b>Productive role</b>	...	...
<b>Reproductive role</b>	...	
<b>Community role</b>		

## 2. Step: Gender needs assessment: Practical and strategic needs

The second step identifies women's and men's strategic and practical interests and needs and juxtaposes them. Strategic needs are defined as

Practical needs are understood as

Women's/ men's strategic needs/ interests	Women's/men's practical needs/ interests
Right to speak out	Access to firewood, seedlings, other resources
Collective organizations	Improved tools, ovens, streets
Leadership skills and positions	Specific trainings
Education	Access to health facilities, medication
Social acceptance	Paid work

## 3. Step: Analyzing control over resources and decision-making within the household

In the third step, economic resources and decision-making abilities are investigated. The focus of the research is on intra-household dynamics, i.e. the relational dimension between women and men. Here questions are asked such as

- Who controls what resources?
- What intra-household bargaining processes determine the allocation of the resources for women/ men?
- Who decides what?
- How are the intra-household gender relations that determine the resource allocation?
- How are decision-making processes shaped?

## 4. Step: What policy directions should be taken?

Finally, the framework derives which policy direction the project is suggested to take, i.e. whether the intervention will be aimed at women's empowerment or apply a gender mainstreaming approach based on the findings from the previous steps.

### 2. Harvard Analytical Framework

The Harvard Analytical Framework was invented as a tool by Harvard scientists to design more efficient projects. This tool is suggested to be applied at the design stage of projects. It contains four major components: activities, resources, influencing factors and the various implications on the project cycle, that each result in a set of questions on gender.

#### 1. Activity profile

**Who does what** productive, reproductive and community activities?

#### 2. Resources profile

Who (men/ women) has what **access** to and **control** over which resources?

### 3. Influencing factors

Which **constraints** and **opportunities** are provided by the context? (system, society etc.)

### 4. Project cycle

How are women/ men (**going to be**) **involved** at all stages of project development?

### 3. Discussion of advantages and disadvantages of either framework

**Each of the frameworks has advantages and disadvantages. It should be noted particularly that both frameworks propose only a binary perspective on gender issues.**

**Furthermore, the Harvard Analytical Framework** provides a comprehensive assessment of the status quo of gender aspects and can efficiently be used as a planning tool for equitable allocation of project resources. However, it has been criticized for potentially overlooking gender power relations and cultural norms, as it focuses on economic assets or resources. Furthermore, since it does not provide a policy suggestion it can lead to gender-neutral projects despite uncovering gender imbalances within the project environment.

Hence, this framework is deemed useful if an economic perspective is sought, e.g. for investing in women and men, rather than looking at gender as an ideological goal for the empowerment of women.

It can also help improve the productivity of project or research teams but does not necessarily give a development direction for gender equality and women's empowerment.

**The Gender Analytical Framework (Moser)** is similarly easy to apply for all interventions and research projects at all different levels from grassroots to policy levels. Through its intra-household perspective, it overcomes the frequent pitfall of research applying the household as the major research or treatment unit while overlooking gender norms that are most strikingly apparent on the level of individual units. On the other side, the differentiation into practical and strategic needs of this framework can sometimes appear to be an artificial division and is prone to researcher bias given that definitions of either category are not clear-cut.

As both frameworks offer different perspectives, they are most efficiently used in combination with each other, accounting for different economic activities, needs and interests of individuals, decision-making powers and the derived policy recommendation for projects based on the general objective of increasing gender equality from both, a rights-based approach (Moser) and a "business" case (Harvard). Furthermore, both frameworks should be extended to include also a non-binary gender category.

In practice, additional tools have proven helpful to integrate into a gender-sensitive analysis or state-of-the-art gender analysis:

A daily activity cycle (or 24-hour cycle) as well as a seasonal calendar, or variations thereof (see Table 2) can be applied to investigate different time allocations between men and women in various productive activities, particularly in agricultural activities, and to create awareness about the significance of the contributions of various community members.

Some development actors apply a simple Gender Analysis Matrix to account for difference in activities along four actor levels, i.e. women, men, households and communities, and assess the labor, time, (other) resources and socio-cultural factors for each of these levels. This framework is simple and suggested to be used by communities themselves for project planning and monitoring of changes.

Actor level	Labor	Time	Resources	Socio-cultural factors
Women				
Men				

<b>Household</b>				
<b>Community</b>				

Table 1: Simple Gender Analysis Matrix developed by e.g. Save the Children Federation and Salvation Army World Service. (Source: Author, 2020).

Resources	Cold Season		Warm Season		Rainy Season	
	W	M	W	M	W	M
Lack of food	xx	x				
Lack of drinking water	xx	x				
Lack of seeds		x				
Lack of labor	xx		xx		xx	xx
Lack of market access						
Lack of income	x		x		x	x

Table 2: Variation of a seasonal calendar identifying lacking resources for women (W)/ men (M) per season. (Source: Author, 2020).

Data collection for gender analysis should include both qualitative and quantitative data with the focus being on qualitative methods. Importantly, state of the art research on gender is that gender-homogeneous conduction of research meaning that female researchers should be engaged to generate primary data for female target groups whereas male researchers for male target groups.



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