Gender in Food and Nutrition Security Programming

Conducting a gender analysis for programme design

Text-only version

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LEARNING OBJECTIVES

At the end of this lesson, you will be able to:

- **explain** the benefits for undertaking a gender analysis;
- **identify** the main features of the most commonly used gender analysis frameworks;
- **describe** the main characteristics of the FAO’s Socio-economic and Gender Analysis Programme (SEAGA) and the CARE methodologies for gender analysis;
- **understand** the importance of carrying out a rapid gender appraisal during emergencies.

INTRODUCTION

Development interventions often fail because they **do not take into account the different roles**, needs and priorities of men and women. Let’s have a look at the following case.

In a rural area affected by food and nutrition insecurity, a non-governmental organization (NGO) intends to increase agricultural production by introducing high-quality seeds and improved fertilizer use. But in the project area, illiteracy rates among women are very high (70 percent) compared to men (30 percent).

Do you think the NGO provides equal access to services for everyone?

The group that most needs the information are **women farmers** who apply the fertilizers, but they **will not be able to access the information** service **because of their illiteracy**.

How could the NGO have avoided this mistake?

Men provide the labour to clear the field, while women plant, weed the fields and also take care of fertilizer application. Both men and women participate in harvesting. As farmers have never used this type of fertilizer before, it is important for them to understand how to apply it correctly. Therefore, the **NGO distributes the manual** *Maximizing fertilizer use efficiency*, making sure that each farmer has a copy. However, project staff do not realize that most of the women are illiterate and will not be able to access this critical information. **As women are in charge of fertilizer use, all benefits will be lost.**
The example shows how easily a project can fail if we do not:

- pay attention to the **different productive and reproductive roles** that women and men play;
- address **unequal access to resources** and services;
- recognize the important **contributions of women**.

If we do not understand and address the **underlying causes** of the gender gap and the **gender dynamics** that contribute to it when designing our projects, not only might they fail, but they may actually **fuel greater inequality and discrimination**.

**WHAT IS GENDER ANALYSIS**

How can we design our projects and programmes on the basis of a detailed understanding of gender dynamics?

We can carry out a gender analysis. A gender analysis is the **study of the different roles of women and men** in order to understand what they do, what resources they have and what their needs and priorities are. A gender analysis provides **the basis for addressing inequalities** in policies, programmes and projects.

**Other definitions** of gender analysis are:

- According to FAO's SEAGA, “gender analysis is the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc. between women and men in their assigned gender roles.”

- According to the Canadian International Development Agency (CIDA), gender analysis is: “the variety of methods used to understand the relationships between men and women, their access to resources, their activities, and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender, and its relationship with race, ethnicity, culture, class, age, disability, and/or other status, is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic, social and legal structures.”

In this lesson, we will consider the importance and benefits of conducting a gender analysis, with an **overview of the most used frameworks and methodologies**. You will also find suggestions for further guidance and resources.
To conduct a gender analysis you have to:

1. **Examine the differences** between women and men in terms of their assigned gender roles.
   - For example, their different conditions, needs, participation rates, access to resources, and development and control of assets.

2. **Identify key issues** contributing to gender inequalities
   - For example, the barriers to women’s participation and productivity (social, economic, legal, political and cultural factors).

3. **Explore power relations**
   - Women and men build multiple relationships and in each relationship their power can vary.
   - For example: Who has the power to make decisions in the household? Who has the power to speak? Who does not get heard in the community?

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**Gender analysis and power**

Gender relations and roles are closely linked to power relationships. Power is socially constructed and depends not only on gender, but also on age, class, ethnicity, religion, caste, sexual orientation, etc. Gender analysis must, therefore, take into account multiple forms and types of power in order to understand gender relations and roles, and the impacts of unequal power.

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For example...

...in many African contexts, cultural norms dictate that the young should follow the advice of elders, and this power imbalance can delay their active participation in a productive life and in food provision.

In other cases, women lack decision-making power in their own households where, for example, they cannot decide how to spend the money they have earned.

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Gender analysis seeks to understand the differing priorities, needs, activities and responsibilities of men and women, and boys and girls:

- at multiple levels
- across different life stages
- and in the various roles they play.
In other words, gender analysis helps address the **differentiated access** to and **control** over **resources** and **decision-making** within rural communities and households. By understanding how different members participate in and are affected by development or emergency interventions (i.e. who stands to gain and who stands to lose), planners can avoid costly errors and can design programmes and projects that are effective, efficient and equitable.

**For example...**

...gender analysis can reveal that if weeding and harvesting crops are considered ‘women’s tasks’, a programme to increase cash crop production may add to women’s burdens and provide few benefits.

**THE GENDER ANALYSIS PROCESS**

Gender analysis can be conducted at **various levels of development interventions**; for example, within a field-based project, as part of an assessment of a strategic framework or as a component of a country’s agricultural policy. In general, the process starts when you plan the analysis and ends with the study of the results. **Amina**, a colleague who just carried out a gender analysis for her project, tells us more about the **three fundamental steps of the process**:

1. **Planning**
   - “First, we identify and adapt the framework that is the most appropriate for the project. It will guide us in analysing the target groups, deciding what to find out, what questions to ask and the appropriate methods to collect the data.”

2. **Data Collection**
   - “When we collect the information, we usually examine existing sex-disaggregated statistics and combine these data with information gathered through meetings with all the different stakeholders, using appropriate data collection methods and participatory tools”.

3. **Analysis**
   - “At the end of the process, we analyse the available information and include it in the report. This analysis will help us to make informed decisions about what would be the most effective project activities, and how to implement and monitor them.”
THE BENEFITS OF GENDER ANALYSIS

To summarize what we said so far: gender analysis helps us to explore how gendered power relations affect discrimination, subordination and exclusion in society, particularly when applied to marginalized and vulnerable groups.

By understanding such issues we can:

✓ prevent our programming from causing harm.
✓ design specific strategies to overcome gender inequality and subordination.

The right time to start a gender analysis is early in the project, during conceptualization, but you can use the results of the analysis during various stages of the project cycle to:

• design programmes that transform gender dynamics and power relations to address the underlying causes of gender equality;
• build differentiated strategies for women and men in food and nutrition security (FNS) programmes based on their particular roles, relations, strategic and practical needs;
• be accountable to the project’s beneficiaries to avoid or minimize unintended harm;
• assess how programme initiatives have contributed to the intended changes and monitor results;
• build an evidence base that facilitates documentation and contributes to broader advocacy in favour of equal rights for men and women.

THE MAIN FOCUS OF THE GENDER ANALYSIS

What are the main questions you can answer through a gender analysis?

➤ How does the situation differ for women and men, boys and girls (in terms of their needs, specific roles, tasks and processes, etc.)?

Ar

➤ e any human rights denied on the basis of gender? How do unequal gender relations, gendered discrimination, subordination and exclusion influence this denial of rights?
How do they intersect with other areas of discrimination based on ethnicity, culture, class, age, disability, etc.?

- What is the impact of these inequalities on FNS?
- How will gender relations affect the achievement of sustainable results?
  
  For example, if the project’s intended sustainable result is increased agricultural productivity for female smallholder farmers, excessive workloads for women in the household may greatly influence production outcomes.

- How will the proposed intervention and the expected results affect the status of men and women in their communities and society? Will it exacerbate or reduce gender inequalities?

**PLANNING A GENDER ANALYSIS**

Once you and your staff are committed to design a project that will promote women’s empowerment and gender equality, it is time to plan for a gender analysis.

There are a few questions you should answer:

- **What is the scope** of the analysis? Is the study intended for long-term programming or is it specific to a project/initiative?
  
  The scope of the gender analysis should be tailored to the size and complexity of the project or programme. For a long-term programme, the gender analysis may be more detailed and comprehensive. For a project/initiative, the analysis may have a narrower focus. This may seem obvious, but if scope is not taken into account, comprehensive, you may carry out unnecessary in-depth analyses where more focused or specific information may be needed.

- **What resources do I have?**
  
  The depth and breadth of a study will be influenced by other factors, including: time available, project/programme budget and existing human resources.

- **Does the team have the necessary competencies and skills?**
  
  It is critical that management in the organization is committed to support the gender-sensitive capacity development of staff.
Gender analysis requires **key skills**:

- **Awareness of gender equality and diversity:**
  Capacity development of staff and partners should build awareness, sensitivity and tolerance about gender equality and diversity in our own lives and work, to enable critical reflection and analysis of situations.

- **Facilitation and analysis skills:**
  Staff should be able to communicate respectfully with participants. They should promote and foster learning, engage all community members and know how to use appropriate questions to initiate, focus and deepen the learning of the participants.

- **An essential competency is a high level of interest and desire to learn** about the effects of gender dynamics on various aspects of people’s lives.

In designing gender analysis processes and tools, careful attention must be given to **ethical considerations**. The guiding principles ‘**do no harm**, participation and respect’, should always be kept in mind.

- **How can we ensure that we ‘do no harm’?**
  - We can use the results of the gender analysis and speak with a few key informants who are supportive of the study (i.e. women and men across different social categories) to understand potential risks.

- **How can we promote participation, empowerment and the education of participants** (as well as staff and partners) during the analysis?
  - We can use the results of the gender analysis and speak with a few key informants who are supportive of the study (i.e. women and men across different social categories) to understand potential risks.

- **How can we ensure that we work sensitively and respectfully within communities?**
  - We can organize capacity development activities for implementing staff in order to enhance their awareness of gender issues.
GENDER ANALYSIS FRAMEWORKS

Once you have a clear idea about the scope of the analysis, available time and resources, you may proceed to design and structure your research. Gender analysis frameworks provide the conceptual structure for your analysis:

- The gender analysis frameworks help you to structure and carry out gender research, and to frame the content. They are supported by specific tools. Thus, they help define the focus of your research and the methods to gather information.

First, we will consider the most used frameworks and then we will look at how two organizations have adapted these frameworks to create their own gender analysis methodology. There are a number of different gender analysis frameworks. Each has its own focus and was developed to address different aspects of gender equality. It is important to have a general idea of how they work in order to be able to select the framework that is most appropriate for your needs. Here are three of the frameworks that are most commonly used:

1. **Harvard gender roles** analytical framework
   - It concentrates on women’s and men’s activity profiles, and the differences in access to and control over resources. It focuses on the roles of women and men and not on their different relations.

2. **Moser framework** (practical and strategic needs)
   - It examines women's productive, reproductive and community management roles in society. It identifies disparities between practical (immediate) and strategic (longer-term) gender needs.

3. **Gender analysis matrix (GAM)**
   - It is based on four levels of society (women, men, household and community) and four types of impact (labour, time, resources and socio-cultural factors).

More frameworks

**Social relations approach**

This framework examines inequalities in the distribution of resources, responsibilities and power; people's relationships to resources; and the institutional context. By using this approach the underlying causes of gender inequalities become more evident; the focus is on women’s relationships to men, the state and institutions.
**Harvard analytical framework**

Let us start with the, often referred to as the 'gender roles framework', which was one of the first frameworks designed for gender analysis.

**Purpose**

- The Harvard framework was first designed to demonstrate that there is an economic case for allocating resources to women and to men, recognizing that gender equality provides economic benefits. It aims to help planners design more efficient projects to improve their overall productivity. This process involves mapping the work and resources of men and women in a community, and highlighting the main differences.

**Tools**

- The Harvard framework is a matrix for collecting data at the community or household levels. It comprises three main tools:
  - **Socio-economic activity profile** → It identifies all relevant productive and reproductive tasks and answers the question: **Who does what?**

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1. **Capacities and vulnerabilities analysis framework**

This framework **disaggregates the information across class** (rich, middle and poor) and **gender** (men and women), and the analysis is **repeated over time** to understand changing dynamics. It is useful to: **improve targeting** and prioritization of needs; address underlying population **vulnerabilities**; strengthen the **local capacities** and maximize the **coping strategies** of men and women; and contribute to disaster-risk response by providing some baseline information.

**Women’s empowerment (Longwe) framework**

This framework views **empowerment** through a continuum of welfare, access, participation and control. It is based on the notion of five different ‘**levels of equality**.’ The extent to which these are present in any area of social or economic life determines the level of women’s empowerment. The Longwe framework can also be used to analyse the degree of **commitment** of a development organization to women’s equality and empowerment.

**A useful resource**

If you wish to learn more about these frameworks and how to use them, see the Oxfam publication, *A guide to gender analysis frameworks*[^1], which also includes some useful examples and case studies.

• **The access and control profile** ➔ It indicates whether women or men have access to resources, who controls their use and who controls the benefits deriving from the use of resources.

• **Influencing factors** ➔ It examines the elements that influence the gender differences in division of labour, access and control.

Example of tool 1

<table>
<thead>
<tr>
<th>Resources</th>
<th>Access</th>
<th>Control</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
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<tr>
<td>Resources</td>
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<td>Land</td>
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<td>Labor</td>
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<td>Cash</td>
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<td>Other</td>
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<td></td>
<td>Women</td>
<td>Men</td>
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<td>Benefits</td>
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<tr>
<td>Outside income</td>
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<td>Asset ownership</td>
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<tr>
<td>Basic needs (food, clothing, shelter, etc.)</td>
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<td>Education</td>
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<td>Political power/ prestige</td>
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<td>Other</td>
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Example of tool 2: access and control profile

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<tr>
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<td>Education/training</td>
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<td>Other</td>
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Strengths and weaknesses

**Strengths**
- collects and organizes information about the gender division of labour;
- makes women’s work visible;
- distinguishes between access and control;
- supports projects at the local level.

**Weaknesses**
- focuses on efficiency rather than equality;
- pays more attention to material resources than to social relationships;
- can be carried out in a non-participatory way.

2. **Moser framework**

Caroline Moser developed this framework in the early 1980s. It investigates the reasons and processes that lead to the differential access to and control over resources and services between men and women. The emphasis is on the importance of gender relations.

**Purpose**
- Its purpose is to support strategies to integrate gender in all types of interventions and to compare the power relations in organizations, communities and institutions.

It intends to help planners:
- identify the gender roles;
- assess the gender needs;
• understand the differential control of resources and decision-making within the household;
• balance the triple roles of women (i.e. productive, reproductive and community).

Tools

The framework focuses on two main concepts supported by six tools:

• Tool 1 identifies gender roles: what are productive, reproductive and community-managing activities of women, men, boys and girls.
• Tool 2 identifies the practical and strategic needs of women.
• Tool 3 defines an access and control profile for resources and benefits derived from an economic activity.
• Tool 4 examines the impact that a new policy, project or programme will have on the three roles (i.e. productive, reproductive, community).
• Tool 5 looks at how welfare, equity, poverty reduction, efficiency or empowerment approaches will address practical or strategic needs.
• Tool 6 looks at ways to involve women, gender-aware organizations and individuals in the gender-analysis process.

Example of tool 2: gender need assessment

Practical gender needs are those that assist women and men in their current activities. Interventions that focus on meeting practical gender needs respond to an immediate perceived necessity, but do not challenge women’s social position as often subordinate and discriminated against.

✓ Access to seedings
✓ Firewood
✓ Needs related to reforestation and forestry activities
✓ Improved ovens
✓ Marketing of rattan products
✓ Specific training
✓ Paid work

Strategic gender needs are those that, if met, would enable the transformation of existing power imbalances between women and men. Women’s strategic gender needs exist because of women’s subordinate social status.

✓ Collective organisations
✓ Right to speak out
✓ Skills in leadership and leadership position in the project and community
✓ Education
Two main concepts

Women’s triple role

Traditional leaders are targeted because they have authority and power to decide on local access to resources (i.e. land, water and forest) and they can ensure that the behaviour and expectations of local people are aligned with the overall customary norms (such as those related to gender and age). They can be key agents in promoting changes towards gender equality.

Gender needs assessment

It distinguishes between practical gender needs (short-term and immediate) and strategic gender needs (long-term needs that lead to transformation, such as access to resources, land and decision-making).

Strengths and weaknesses

Strengths

- can be used for planning in different settings;
- challenges unequal gender relations;
- supports women’s empowerment;
- recognizes the institutional and political resistance to transforming gender relations;
- alerts planners to the existing interrelationship between productive, reproductive and community work.

Weaknesses

- looks at separate activities rather than the interrelated activities of women and men;
- does not address other forms of inequality (e.g. race, class);
- is of limited help in practice given the strict division between practical and strategic needs.

3. Participatory planning

It is a basic theme of the GAM framework developed by Rani Parker. It is flexible enough to handle situations where data collection is particularly difficult.

Purpose

The GAM framework aims to assess the different impacts of development interventions on women and men by providing a community-based technique for the identification and analysis of gender differences. The GAM framework is a transformatory tool: it can initiate an analysis process by community members themselves. It encourages the community to identify and challenge
constructively their own assumptions and stereotypes about gender roles. It may be used for different purposes: for example, for transformatory gender training or as a participatory planning tool.

Tools

The framework includes two main tools:

- **Tool 1: analysis at four levels society** → The GAM framework identifies the impact of development interventions at four levels: women, men, households and community. Other levels, (depending on the project goals and the community in question), such as age, class, or ethnic group can be added as appropriate.

- **Tool 2: analysis of four kinds of impacts** → The GAM framework identifies impact in four areas:
  
  ✓ labour
  
  ✓ time
  
  ✓ resources (considering both access and control)
  
  ✓ sociocultural factors

Example of Tool 2: analysis of four kinds of impact

<table>
<thead>
<tr>
<th></th>
<th>Labor</th>
<th>Time</th>
<th>Resources</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women</strong></td>
<td>+ Don't need to carry large cans of water</td>
<td>+ Saves time</td>
<td>- Must pay for water</td>
<td>- Responsibility of paying for water</td>
</tr>
<tr>
<td></td>
<td>+ No fears about personal safety</td>
<td>+ Have more time with children</td>
<td>+ Can have home garden or other small projects</td>
<td>+ Opportunity to participate in community project</td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Household</strong></td>
<td></td>
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<tr>
<td><strong>Community</strong></td>
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</tbody>
</table>

Strengths and weaknesses

**Strengths**

✓ designed specifically for community-based development workers;

✓ uses easy-to-understand categories and concepts;
Gender in Food and Nutrition Security

- fosters ‘bottom-up’ analysis through community participation;
- considers gender relations between women and men, and what each category experiences separately;
- includes intangible resources;
- can be used to capture changes over time.

**Weaknesses**

- A good facilitator is necessary.
- The analysis must be repeated in order to capture changes over time.
- The GAM framework does not make explicit which women and which men are most likely to experience positive or negative impacts.
- It does not include either macro or institutional analysis.

### CHOOSING A GENDER ANALYSIS FRAMEWORK

**How to choose** among different gender analysis frameworks? It is important to note that these frameworks can be **combined, customized and adapted** to your context and needs.

**In order to choose, you need to:**

1. **Understand the focus** of each framework
   - Some frameworks, for example, focus on tangible resources (e.g. land, machinery, houses) while others focus on intangible resources (e.g. time, knowledge, education). Some focus on social roles; others, on social relations.

2. **Consider the task** at hand
   - Are you doing a context analysis or do you need the framework for design and planning, for communication, or for monitoring and evaluation?

3. **Consider your context**
   - For example, if people have very few tangible resources, then you should choose a framework that takes into account intangible resources (such as friendships or memberships in networks).

4. **Take into account the available resources**
   - If you have little time, consider a framework that can be carried out in a number of days.
In any case, if your interest is to design a programme or a project, that promotes gender equality, there are two key aspects to consider:

- **Both gender roles and gender relations are important.**
  
  ➢ The Harvard analytical framework is a method for gender roles analysis, while the social relations approach focuses on gender relations analysis. The Moser framework sits somewhere between these two, seeing gender roles in the context of relations between women and men.

- **Understanding power relations is essential.**
  
  ➢ Is the framework focusing on efficiency or empowerment? Approaches (such as the Harvard analytical framework) that focus on efficiency, consider resources and not empowerment as central.

  However, an approach that does not challenge existing gender relations tends to be gender neutral, not gender transformative.

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**More questions to consider**

- **How much does each framework include and value both intangible and tangible resources?**
  
  Different frameworks value intangible resources to different degrees, but the Harvard framework has a particularly narrow definition of resources, since it focuses on tangible assets.

- **What is the ultimate goal of each framework?**
  
  Is it focusing on efficiency or empowerment? How does this focus fit with your own goals, values and assumptions?

- **What is the role of the planner in the framework?**
  
  The social relations approach explicitly requires planners to examine their own institutions and understand how these bring biases into the planning process.

- **Which gender frameworks can also be used to address male gender identity and roles?**
  
  Most gender frameworks, except the women’s empowerment (Longwe) framework, look at the gender roles and relations of both women and men.

- **What are the potential limitations of the framework?**
  
  How can these be taken into account?
  
  Your ability to compensate for the limitations of a framework will be influenced by your purpose as well as available time and resources.
Let’s consider this example and then try to analyse why the project failed:

**The fish smoking example**
As an example of how important it is to adopt the right framework, let us consider a project involving fish smoking. The different activities carried out by women and men in a fishing community were identified and labour-saving technologies were introduced. A gender roles analysis revealed that men caught the fish while women smoked and sold it. The project then introduced improved stoves and organized women into groups to use this technology. However, women obtained the fish through relationships of mutual advantage with specific fishermen (for instance, exchanges between spouses). When the project started, women were seen as the beneficiaries of external funds and fishermen increased their prices. As a result, women could no longer afford to buy the fish.

What would be one of the reasons why the project failed, despite its good intentions?

- The project relied solely on a gender roles analysis, without considering social relations. A gender-relations analysis would have looked closely at the relations between men and women, and tried to start from there in terms of project design.

Let’s consider the situation of our colleague Angela, which is starting a new FNS project. She describes her needs in the statements below.

For each need, could you indicate which framework would be more appropriate?

- “I need to identify immediate and long-term gender needs.” → Harvard analytical framework
- “I need to encourage the community to identify and to challenge constructively their assumptions about gender roles.” → Moser framework
- “I need to clearly understand the different roles of men and women.” → GAM
It looks like she will have to combine different frameworks.

**METHODOLOGICAL APPROACHES TO GUIDE GENDER ANALYSIS**

We mentioned that gender analysis frameworks can be adapted according to one’s needs. As an example, we can consider how two organizations have defined their own gender analysis methodologies. Since gender analysis is undertaken at various levels and for different purposes, these organizations have adapted the methodology and tools to reflect their respective set of values and gender goals.

We will look at:

1. **FAO’s SEAGA approach**
2. **CARE’s Good practices framework: gender analysis.**

**THE SEAGA APPROACH**

The SEAGA tools were developed to:

> “help promote understanding about community dynamics, including the linkages among social, economic and environmental patterns. They help clarify the division of labour within a community, including the gender roles and other social characteristics, and facilitate the understanding of resource use and control, as well as participation in community institutions.”

- Building on the recognition that different factors affect development outcomes, the SEAGA approach draws attention to three levels, community, institutional and policy levels.

**Different factors affect development outcomes**

Any development problem is the result of a number of different socio-economic patterns. For example, food security in a village may be affected by: environmental factors such as drought; economic factors such as the lack of wage labour opportunities; or social factors such as discrimination against women.

There are also important linkages between these factors. Discrimination against women, for example, can result in their lack of access to credit, which limits their ability to purchase inputs. The end result is that women’s crop productivity is lower than it could be.

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Please note: This lesson intends to provide a general understanding of the gender analysis frameworks. If you wish to learn more about SEAGA, please visit the [SEAGA Web site](#) where you can also download all the SEAGA handbooks, which explain the methodology and present the available participatory tools.
Development interventions at different levels (e.g. field, macro) can **impact on each other**. The lack of food security in a village, for example, may result not only from crop and animal production problems at the household or community levels, but also from barriers to district-level markets, national pricing policies and international terms of trade. In other words, there are important linkages between problems at community, organizational and policy levels. The SEAGA gender analysis framework helps us to understand all the different linkages between socio-economic patterns and these different levels.

- **Community level**
  - This level focuses on **people**, including women and men as individuals, and the **socio-economic differences** between households and communities as a whole. Analysis at this level is intended to examine the extent to which gender roles, relationships and cultural issues are key.
  - **Guiding questions** may include:
    - What is the division of labour between women, men, young and old?
    - Who normally does what? Are livelihoods affected by climate change, war, labour migration or HIV/AIDS?
    - Are there gender inequalities in access to and control over resources and benefits? Resources also include non-material resources such as time, knowledge and information, and rights.
    - What factors influence access to and control over resources; (for example, age, sex, wealth, peri-urban versus rural locations, education level, networks and patronage)?
    - At the community level, how are decisions made about different resources and activities?
    - At the household level, who makes decisions about different resources and activities? Is there any difference between men and women?

- **Institutional level**
  - This level focuses on **structures**, such as institutions and services, that function to operationalize the links between policy and community levels. These may include communication and transportation systems, health services, education, credit institutions, markets and extension systems.
  - **Guiding questions** may include:
    - How do institutional structures and mechanisms such as policies and regulations control the costs and benefits of development?
    - Are there gender-linked differences that affect the distribution of these costs and benefits?
• Which groups work most closely with community members?
• What are their ties to other levels, such as government and/or private sector groups?
• What are the immediate needs for capacity building in order to facilitate a participatory approach to development?
• How does the community infrastructure support opportunities for economic development in a community?
• Are there gender-specific aspects related to infrastructure?

• **Policy level**

This level focuses on **policies and action plans**, both international and national, economic and social, including trade and finance policies and national development plans.

**Guiding questions** may include:

• What gender equality commitments have been made by the government?
• Is there a national policy on gender equality?
• How is the country faring on gender equality targets established at international level?
• Do national rural development and agricultural sectoral policies reflect these commitments through awareness of inequalities between men and women, and do they outline a means of addressing them?
• Do current policies, laws and regulations (rights to inheritance and credit opportunities, access to vocational education) address women’s and men’s needs separately?
• How are decisions made in national-level institutions (parliament, ministries of agriculture, agricultural departments of universities, agribusinesses)?

The SEAGA approach has **three guiding principles**:

- Gender roles and relations are of key importance.
- Disadvantaged people and groups are a priority.
- Participation is essential for sustainable development.

1. **Gender roles and relations are of key importance**

- We have already considered how understanding gender roles is critical because norms related to these roles shape the opportunities and constraints that women and men face in securing their
livelihoods. Equally important is an understanding of gender relations; when hierarchical relations of power between women and men tend to disadvantage women, gender equality is at stake.

Example
As with the project to improve fish smoking, gender relations might determine a project’s success. For example, you might consider a project that establishes microcredit programmes specifically targeted to women without realizing that when the women obtain the money they might not be able to use it if they lack decision-making power in the household. As a result, the money might go directly to their male relatives.

2. Disadvantaged people and groups are a priority in development and humanitarian interventions.

Gender analysis should focus on the causes of marginalization and its intersections with other dimensions of people’s lives, such as caste, class, ethnicity or religion. This understanding allows us to design strategies that target the most vulnerable men and women to address their problems in terms of discrimination and abuse.

Example
As an example, consider a project aimed at improving the agricultural productivity of smallholders by linking them to local markets. This project included training in marketing skills. However, the women heading the households could not attend the training since they were responsible for taking care of their children and child care facilities were not provided. As a result, the benefits of the project did not reach those who were most in need.

3. Participation is essential for sustainable development and resilience building.

As for most organizations, participation is a key principle in FAO’s SEAGA approach.

“A participatory approach aims to support local people to carry out their own development. Development activities designed by outsiders and not based on the capacities, priorities and needs of local women, men and children, are a key source of failures....Participation requires that local women and men speak for themselves” (SEAGA, 2011).

Here is a colleague describing the approach he is taking in his project.

“Our project has defined outcomes and components for productive and other supporting activities such as training, extension, credit and irrigation. After the definition of the outcomes and activities, we involved all the intended beneficiaries to make sure they participated in designing these activities to achieve the project’s expected outcomes.”

Text-only version
Do you think this approach can be defined as participatory?

- No, because he did not involve people actively in the decision-making process, which impacts their development. Participation is not just consultation. It should aim to develop the capacities of women and men in communities to direct their own development. It should lead to closer cooperation between development stakeholders, actors and communities they intend to benefit, thus building new forms of power.

TOOLKITS FOR THE SEAGA APPROACH

The SEAGA approach explores the capacities, vulnerabilities, resources, livelihoods and institutions of the target population. It advises the use of a variety of participatory rural appraisal tools and checklists, organized into three toolkits. Each toolkit includes key questions and related tools for collecting information in a participatory way.

Participatory rural appraisal tools

The tools in the SEAGA field handbook are simple visual, oral or written methods to learn about the livelihoods of rural communities. Each tool has its own specific learning purpose.

There are many tools to choose from to help us find out what we need to know. As an example, the village social maps help us learn about the social structure of a community and the differences among households.

They are particularly useful to learn about local definitions of ‘poor’ and ‘rich’, and about population changes (birth rates, in-migration, out-migration).

Here is a comparative table of the three toolkits.
Gender in Food and Nutrition Security

Context analysis

This toolkit helps understand socio-economic factors (how people earn an income and obtain resources) and the patterns of vulnerability to different kinds of risks, including climate risks.

Guiding questions include:

• What are the important environmental, economic, institutional and social patterns in the village?
• What are the links between community-level patterns and those at the institutional and policy levels?
• What is getting better? What is getting worse?
• What are the supports and the constraints for development?

Development context toolkit

• Village resources map: to learn about the environmental, economic and social resources in the community.
• Transects: to learn about the community’s natural resource base, land forms, and land use, location and size of farms or homesteads, location and availability of infrastructure and services, and economic activities.
• Village social map: to learn about the community’s population, local poverty indicators, and number and location of households by type (ethnicity, caste, female-headed, wealthy, poor, etc.)
Livelihoods analysis

This toolkit helps us to understand how women and men, households and groups of households make their living and meet their basic needs.

Guiding questions include:

- How do people make their living? How do the livelihood systems of women and men compare, or those of different socio-economic groups?
- Are there households or individuals unable to meet their basic needs?
- How diversified are people’s livelihood activities?
- What are the patterns for use and control of key resources: by gender or by socio-economic group?
- What are the most important sources of income? What are the expenditures?

Livelihoods analysis toolkit

- Farming systems diagram: to learn about household members’ on-farm, off-farm and non-farm activities and resources.
- Benefits analysis flow chart: to learn about benefits use and distribution by gender.
- Daily activity clocks: to learn about the division of labour and labour intensity by
Stakeholders’ analysis

This toolkit helps to identify those people and institutions who stand to gain or lose from the proposed development activities.

Guiding questions include:

• What are the priority problems in the community for women, for men and for different socio-economic groups?
• What development activities do different people propose?
• For each proposed development activity, who are the stakeholders? How big is their stake?
• Is there conflict between stakeholders or within partnerships?
• Which development activities most support the goal of establishing an environment in which both women and men can equally benefit?
• Which development activities most support the SEAGA principle of giving priority to the disadvantaged?

Stakeholders’ priorities for development toolkit

• Pairwise ranking matrix: to learn about the priority problems of women and men, and of different socio-economic groups.
• Flow diagram: to learn about the causes and effects of priority problems.
Here an example of purposes for each tool.

**Context analysis**

To understand the socio-economic patterns affecting the lives of men and women.

**Livelihoods analysis**

To understand, in more detail, how women, men, households and groups of households earn an income and obtain resources.

**Stakeholders’ priorities**

To understand who are the people and institutions who stand to gain or lose from the proposed development activities.

**THE CARE GOOD PRACTICES GUIDE FOR GENDER ANALYSIS**

Let us now consider another example of a gender framework developed by an organization: the CARE Good practices framework: gender analysis.

The CARE framework consists of three phases of exploration to understand gender dynamics:

A. Preliminary foundations – broader context
B. Core areas of enquiry
C. Strategic issues and practical needs
A. Preliminary foundations – broader context

In this phase, the analysis focuses on secondary data disaggregated by sex and across key categories including caste, class, ethnicity and any other important characteristics of a given context.

Data should provide information about:

- **access to services** related to such things as educational attainment, literacy, income and livelihood, mobility, workload, health and nutrition, morbidity and mortality, violence;
- **policies and laws** related to human rights, especially implementation of international treaties on women’s rights in a specific region/country/sector, such as the Committee on the Elimination of Discrimination against Women (CEDAW), plans of action, gender policies, monitoring and reporting commitments;
- **cultural norms, values and practices** related to gender such as expectations of individuals in terms of how they should behave or act, rites of passage into adolescence, adulthood, marriage.

B. Core areas of enquiry

The gender analysis should include a review of secondary data and further assessments with key stakeholders, to **investigate eight core areas** where the characteristics and dynamics of gender and power relations are negotiated:

1. Sexual/gendered division of labour;
2. Household decision-making;
3. Control over productive assets;
4. Claiming rights and meaningful participation in public decision-making;
5. Control over one’s body;
6. Violence and restorative justice;
7. Aspirations for oneself.

C. Strategic issues and practical needs

The final phase focuses on prioritizing and acting upon the gender issues identified during the previous phases. The areas of inquiry include:

- **What are key practical gender-related rights?**
  These generally involve addressing practical needs that account for the different positions of women and men, girls and boys including what a person does or does not have; can or cannot do.
For example, drilling boreholes closer to households may save women time in fetching water, enable them to support household production and provide clean water for the family. Traditionally, service delivery and programmes focus on these needs.

- **What are key strategic gender issues?**
  What are the key issues that reinforce unequal gender roles and relations? Are there opportunities to promote more equal gender roles and relations? These generally involve social relations and structural issues such as social positions, laws and norms affecting gender equality, and power dynamics between groups.

Let us briefly look at the core areas of enquiry (point B). For each area, CARE identified a series of **guiding questions**. Project teams can choose and adapt these questions to reflect what makes sense for their interests, resources, time and context. See the CARE Good practices framework: gender analysis for a complete list.

1. **Sexual/gendered division of labour**
   - **Household duties** and types of work provide specific sets of opportunities, constraints and status for individuals. This differentiation may reinforce gender inequalities or provide a basis for gender transformative actions.
   - **Why is this information useful to us?**
     Our programming needs to take these dynamics into account, not only to avoid reinforcing gender inequalities and unintentional harms, but also to identify opportunities to loosen rigid gender norms about what an individual is ‘allowed to’ do and is ‘capable of’ doing based on his/her gender.

2. **Household decision-making**
   - Within households, access to decision-making and resources can vary and affects all members. In many places, for example, family planning and household spending are under the control of the male household head.
   - **Why is this information useful to us?**
     To ensure effective programming, it is critical to understand how decisions are made within a household and how decision-making has evolved over time. It is also important to understand
how our interventions might affect household decision-making processes: are they encouraging more equitable relationships or are they reinforcing gender inequalities at the household level?

3. Control over productive assets

Ownership and control over productive assets determine how men and women can benefit from our interventions, pursue their aspirations and protect themselves from shocks.

Why is this information useful to us?
Our development interventions operate in specific contexts, where gender roles determine who has control over various productive assets. By understanding the gender norms that regulate control over assets and resources, we can design activities that target the most vulnerable men and women, and promote equal gender relations.

4. Claiming rights and meaningful participation in public decision-making

Men and women who are able to exercise their rights without negative repercussions or fear of backlash, must have the space and standing to participate meaningfully in public decision-making; for example, in village committees, government administration and political offices, in addition to other public groups and forums.

Why is this information useful to us?
In our interventions we should foster environments where men and women may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in leadership or decision-making.

5. Control over one’s body

One of the critical areas of struggle in gender relations is a person’s ability to take control over his/her own body and sexuality (e.g. in marriage decisions; in negotiation over sexual relations and family planning; in terms of freedom from neglect, or from sexual and physical abuse and exploitation).

Why is this information useful to us?
Analysing the social, cultural, political, environmental and economic conditions that affect men’s and women’s control over their own bodies can help us design appropriate activities. Understanding how interventions can affect these dynamics can help fine-tune project activities, so that they not only will not do any harm, but will promote equal change.
6. Violence and restorative justice;

- Violence is an expression of systems, structures and relationships under strain. It is an instrument of social control and an extreme reaction to the prospect of change.

- **Why is this information useful to us?**

  If our work aims explicitly to shift gendered power relations at interpersonal or ingrained institutional levels, we must understand whether violence could be a potential consequence of programming efforts to support individuals’ empowerment, and then find ways to prevent it from happening.

7. Aspirations for oneself.

- A foundational area of inquiry for gender analysis includes understanding women’s, men’s, girls’ and boys’ own aspirations in relation to the broader norms and relationships in their lives.

- **Why is this information useful to us?**

  Regardless of the possible technical focus of interventions, a human rights-based approach should define interventions that are in accordance with men’s and women’s aspirations and priorities. These should not be blindly adopted or assumed, but should result from a gender analysis that is done well.

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**CARE GENDER ANALYSIS IN EMERGENCIES**

We know from experience that gender roles change in emergencies. We must examine the relationships between women and men, their access to and control of resources and how they are affected differently by the crisis. This analysis helps ensure that we know which members of the population need which services, and who might need additional, specific assistance. When we have limited resources we must be even more vigilant to ensure that we use them to assist the most vulnerable. In these situations, the use of a rapid gender analysis tool is recommended for a checklist of questions related to gender in humanitarian contexts.
As an example let’s hear what our colleague reports:

“After we carried out a rapid appraisal in the camp, we realized that women were still in charge of fetching water. We asked women and girls about water collection practices and then planned the path to the well to be adequately lit for safety. We also made sure the pump was lightweight, so that it would be easier for them to use and maintain.”

ADDRESSING MASCULINITIES

To conclude, it is critical to address masculinities as part of gender analysis. Masculinity refers to those perceived notions and ideas about how men and boys are expected to behave in a given society. These social norms and pressures can lead not only to women’s increased vulnerability and discrimination, but also to the suffering of boys and men, who may experience fear of not being able
to fulfill this role, low self-esteem and loss of male identity. This suffering can generate emotional tension and internal conflict expressed through fear, anger, self-hatred and often aggression towards women and girls.

Here some examples of ideas on how men and women are expected to behave:

- “It’s OK if a woman doesn’t work, but if a man doesn’t work it’s shameful!”
- “Real men don’t need an instruction manual!”
- “Boys don’t cry.”
- “A ‘macho’ man is a real man.”
- “A woman must be pretty and sweet; a man must be intelligent, strong and always in control.”

Gender analysis can provide an in-depth understanding of the norms of masculinity, how boys are socialized and the drivers of behaviour in social and political contexts.

This understanding allows us to:

• Work with men as allies in the pursuit of gender equality.
  ➢ Understand and address the reasons for resistance.
  ➢ Help men and boys be more aware of the concepts and issues involved in gender relations.
  ➢ Let men realize that gender equality is to their advantage as well.

• Help men shift constraining behaviours and attitudes.
  ➢ Identify strategies to support men to enable them to venture beyond established norms and patterns of behaviour.

Example
A maternal health project recognized the critical importance of the role of men in ensuring healthy pregnancies, deliveries and adequate newborn care. However, these roles were seen as a woman's domain. The project worked with both women's and men's groups to explore their perceptions of gender and sexuality, gender norms and resulting behaviours and attitudes, and the effect on their lives. Then it worked with couples, helping men and women work together in more equal ways in terms of caring for their young children and carrying out household chores.
Why is it important to understand these dynamics for FNS programming?

➢ The way masculinities (or femininities) are constructed helps to determine the individual’s ability to participate in particular roles, positions, tasks and progressions. The social perception of what is ‘appropriate’ for women and for men forms the basis for the distribution of work, earnings from it, and the value placed on an individual’s production or outcome from that work.

How can we focus on masculinity in our gender analysis processes?

At the start of the exercise, it is important to ensure **basic gender awareness** and **capacities** within the team. Preparing the team for gender analysis would include enhancing their capacities:

- to distinguish between gender and sex;
- to explore the idea of socially-defined gender roles;
- to recognize gender stereotypes;
- Several organizations have developed **methods** to achieve this with staff teams and communities.

**Methods to address masculinities**

CARE International’s Inner Spaces, Outer Faces Initiative (ISOFI) produced a toolkit to explore gender and culture with **tools for learning and action on gender and sexuality**.

The toolkit lays out steps to lead a discussion to meet these objectives, encouraging teams to explore their own mindset on what it means to be a woman or a man. Since participants may not find it easy to talk about issues surrounding identity, masculinity and sexuality at first, these discussions are best conducted with the aid of illustrations or modeling with clay, cloth, balloons or wires.
CONCLUSIONS

In conclusion, we can say that gender analysis not only allows us to understand the **different roles and relations of women and men**, what they **do**, what **resources** they have and what their **needs** and **priorities** are, but it can also help us to explore existing notions of **masculinity** and the extent to which these may be linked to expected project outcomes.

Such an understanding will inform the **definition of clear strategies** for working with men and women allowing us to go beyond mere awareness of these issues to actively influence change.

Here's what a **couple from India** tells.

“**My wife was always confined to the four walls of the house. I used to feel that every woman does this for the family. But after the gender-awareness training I took the decision to look after the house the whole day today. I realized that I did not get even five minutes break.**”

“**We used to believe that a good girl was someone who stayed home and was sweet. Now we believe that standing on your own feet is a good thing.**”

SUMMARY

- **A gender analysis** is the study of the different roles of women and men in order to understand what they do, what resources they have and what their needs and priorities are. It helps address the differentiated access to and control over resources and decision-making within rural communities and households.

- The right time to start a gender analysis is **early in the project**, during conceptualization, but you can use the results of the analysis during various stages of the **project cycle**.

- The **gender analysis frameworks** provide the conceptual structure of your analysis: they help you to structure and carry out your gender research, and to frame the content. They are supported by specific **tools**.

- Among the most commonly used frameworks are: a) the **Harvard gender roles** analytical framework; b) the **Moser framework** (practical and strategic needs); and the **GAM framework**.

- Examples of how organizations have defined their own gender analysis methodologies include FAO’s SEAGA approach, and CARE’s **Good practices framework: gender analysis**.

- As part of gender analysis, it is critical to consider the importance of addressing masculinities.