**Module Three: Gender Analysis**

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**Lists of Acronyms**

**BCC** Behavior Change Communication.

**CEDAW** Convention on the Elimination of All Forms of Discrimination Against

Women

**CVA** Capacity & Vulnerability Analysis

**FFA**  Force Field Analysis

**FGD**  Focus Group Discussion.

**GA**  Gender Analysis

**GAM** Gender Analysis Matrix

**HTP** Harmful Traditional Practices.

**IEC**  Information Education Communication

**MDG** Millennium Development Goal

**NGO**  Non Governmental Organizations

**POP**  People Oriented Planning

**PTA** Parent Teacher Association.

**SRA** Social Relation Approach.

**SWOT** Strength Weakness & Opportunity Treat

**TVET** Technical Vocational Education & Training.

**WEEF** Women Empowerment & Equality Framework.

**WID** Women in Development.

**Module Introduction**

Gender analysis is a type of socio economic analysis that systematically collects and analyses data to inform policy making as well as project and programme design, implementation, monitoring and evaluation at all levels. At the center of gender analysis, is the investigation of the differing needs, roles, problems, priorities of women and men as well as girls and boys before formulation and implementation of policies and programmes. It is also intended to assess and analyze the gender differentiated impacts of policies and programmes.

There are variety of gender analysis tools developed at different times in response to specific development questions and problems. Each of these tools may have their own strengths and limitations when applied to our specific needs and context. Therefore, it has been a common practice to use an eclectic approach by combining the different components of tools to come up with a more appropriate and comprehensive tool that serves our objective. Moreover, adaptation of the tools may also be needed.

This module has four chapters and the contents are: Over view of gender analysis, Gender analysis steps, Gender analysis at different level, Gender analysis frameworks and applications.

**Module Objective**

At the end of this module, the trainees will be able to:

* Clarify key concepts of gender analysis and its purpose.
* Identify and describe the Gender Analysis Steps
* Identify different gender analysis frameworks/tools
* Demonstrate basic skills in application and adaptation of gender analysis tools in different situations.

**Duration**

One to Two days Depending on the target group; the training budget & time. For decision makers and technical experts 1-2 days training on GA is suggested depending on budget and time. For support staff: a minimum of half day training is suggested while a separate and intensive training is suggested for those who exercise GA in their daily activities. This kind of need should be addressed by sending such staff to relevant training canters

**Chapter One: Overview of Gender Analysis**

**Duration - 1hr**

**Introduction**

Understanding gender issues and gender gap is crucial for effective development planning and implementation. Gender analysis helps to understand the gender issues and to identify the gender Gap. This chapter involves understanding the meaning, purpose, and the responsible body who undertake the gender analysis.

**Learning Objectives**

By the end of this chapter participants would be able to:

* Elucidate the meaning of gender analysis
* Highlight the objectives of gender analysis
* Identify the responsible body who under take gender analysis and its time frame.

**Chapter Contents**

**Session One: The meaning and purpose of Gender analysis**

**Session Two: When to do Gender analysis and who undertake it?**

❒ **Session One: The meaning and Purpose of Gender analysis**

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| --- | --- |
| **Session One** | **Meaning and Purpose of Gender Analysis** |
| **Duration** | 30min |
| **Learning Objectives** | After this session, participants will be able to:   * Clearly state the meaning of gender analysis * Explain the objective/purpose of gender   analysis |
| **Content** | * The meaning of gender analysis * The purpose of gender analysis |
| **Methodology** | * Presentation, reflection , Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

🖊**Aactivity 1 Participants’ Experience Sharing on Socio-Economic Analysis**

**Step 1.** Power Point Presentation of basic concepts of gender analysis, the purpose of GA and its intended outcomes

**Step 2.** Ask the participants to explain a situation in their respective communities or sectors on how resource (e.g. at household, community, institution level) are shared between women and men.

**Step 3.** Let them discuss and agree on the positive and negative implications on those involved.

**Step 4.** Invite them to suggest what should be done to address the negative implications identified in step 3.

**Step 5.** Conclude the discussion using trainer’s note.

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| **🞛Trainer’s Tip**  **Summarize** the activity as follows:   * Ensure that participants understand the concepts of the gender analysis, its purpose and expected outcomes * Show how women and men have different access to and control over resources such as land, livestock, extension service, health service, etc. that need to be identified and addressed in development programmes and projects. |

**🖎Trainer’s Note**

**1.1 The meaning of Gender Analysis**

Gender analysis refers to 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, with a view to identify gaps, raising concerns and addressing them: it is the investigation and identification of specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender analysis provides information that recognizes 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.

Gender analysis is a fundamental element of socio-economic analysis. A comprehensive socio-economic analysis would take into account gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions those women and men face, and the different effects that policies and programs may have on them because of their situations. Such information can notify and improve policies and programs, and is essential in ensuring that the different needs of both women and men are address.

At the local level, gender analysis makes visible the varied roles women, men, girls and boys play in the family, in the community, and in economic, legal and political structures. A gender perspective focuses on the reasons for the current division of responsibilities and benefits and their consequences on the distribution of rewards and incentives.

Gender analysis is an important part of policy analysis that identifies how public policy /program/projects affect men and women differently[[1]](#footnote-1).

It aims to uncover the dynamics of gender differences across a variety of issues. These include gender issues with respect to:

1. Social relations -how ‘male’ and ‘female’ are defined in the given context; their

normative roles, duties, responsibilities

2. Activities - gender division of labor in productive and reproductive work within the

household and the community

3. Access and control over resources, services, institutions of decision-making and

networks of power and authority

4. Needs -the distinct needs of men and women, both practical needs (i.e. given

current roles, without challenging society) and strategic needs (i.e. needs which, if met, would change their position in society)

5 Impacts-the differential impacts of policies, programmes and projects on men and women and boys and girls

**1.2 The Purpose of Gender Analysis**[[2]](#footnote-2)

The purpose of gender analysis is to reveal the connection between gender relations and the development problem to be solved. Thus, it ’surfaces’ the fact that gender relations are likely to have an impact on the solution to the problem, and indicates exactly what that impact is likely to be.

Gender analysis of various kinds is required to bring gender inequalities to the surface and to the attention of people who can make a difference, so that their decisions are taken in a manner that is sensitive to and reflects the outcome of gender analysis. Information from gender analysis isessential for decision makers at all levels to consider when they formulate national legislation and policy and when they plan and monitor specific interventions.

Gender analysis ensures gender sensitivity of development programs and projects. At the design stage, GA helps to address the different needs and priorities of men and women while at the implementation stage, it ensures equal participation and benefit. Most importantly it exposes the gender differentiated impacts of programs and projects.

**The outcomes of Gender Analysis:**

There are key findings that are expected while conducting a gender analysis which are useful in the processes of formulating recommendations. These key findings include:-

**Gender Awareness**-. Information on the ways in which women are subordinate to men, women’s access to resources such as land, income, inheritance and political influence as compared to men’s, and the mechanisms through which this inequality is maintained and preserved.

**Analysis of the division of labour** – What are the principal and/or most relevant features of the sexual division of labour (taking account of both productive and socially reproductive activities), and their implications for the productivity and economic sustainability of the context under review?

**Access and Control**-How are men and women positioned in relation to the resources, constraints and benefits available in society at large

**A review of women’s priorities**: The different, but equally significant needs and interests of women and men, and identification of opportunities for greater equality and empowerment of women.

**Recommendation to address women’s practical needs and/or strategic interests**

How can women’s practical and strategic needs best be supported and advanced and how will addressing the concerns of women, and improving equality between women and men contribute towards strengthened and more sustainable programme/project results?

❒ **Session Two: When to do Gender Analysis and Who Undertake it.**

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| **Session Two** | **When to do Gender analysis and who undertake it?** |
| **Duration** | 30min |
| **Learning Objectives** | After this session, participants will be able to:   * Describe what a good gender analysis   Should provide.   * Identify when and by who a gender analysis should be undertaken |
| **Content** | * When to do gender analysis * Who undertake gender analysis |
| **Methodology** | * Presentation, reflection , Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

🖊**Activity 2 Reflection on When and Who under take GA.**

**Step 1** Divide participants in to small groups in the way that it ensures gender balance.

**Step 2** Let them discuss and reflect on the responsible body who should undertake gender analysis and when to do it.

**Step3**: Conclude the discussion using the key points arising from the activity by based on

trainer’s notes

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| **🞛Trainer’s Tips**   * Make sure that participants grasp that gender analysis takes place throughout the entire development process and it is the task of analysts, policy-makers and program managers located in both government and civil society that should work in partnership with women and men involved to advance gender equality. |

🖎**Trainer’s Note**

**2.1 When to do Gender Analysis**

Gender analysis takes place throughout the entire development process, throughout research, problem identification, planning, implementation, monitoring and evaluation. By examining,  
it could be in policy formulation, implementation, monitoring and evaluation or in program/project development, implementation, monitoring and evaluation.

**2.2 Who Undertake Gender Analysis**

It is the task of analysts, policy-makers and programme managers located in both government and civil society, to work in partnership with women and men involved to advance gender equality. This participatory process provides the context for the creation, implementation and evaluation of development initiatives to promote gender equality. Additionally, a gender analysis should identify local and national initiatives undertaken by both governments and civil society in order to strengthen and complement these efforts.  
Individuals, groups and communities affected by development initiatives must be involved from the beginning of the process in order to determine the gender dimensions of the issue at hand. Without local knowledge and expertise, some of the intricacies of the gender roles and social relationships may not be easily understood.

**Chapter Two**

**Basic Steps in Gender Analysis**

**Introduction**

Chapter two outlines the essential steps that need to be addressed to undertake sex disaggregated and gender data analysis. To this end, it’s important to note that gender analysis experts could apply different steps at policy, programme and project levels. However, there are common and basic steps which need to be followed in all types and levels of gender analysis. So, this chapter mainly explains these three steps separately under three sessions.

**Learning Objectives**

By the end of this chapter participants will be able to:

* Describe the basic steps of gender analysis
* Demonstrate the practical application of gender analysis steps

**Duration -2hrs**

**Chapter Contents**

**Session One: Data Collection Methods and Tools**

**Session Two: Analysis of Collected Data**

**Session Three: Formulation of Gender Action Plan**

❒ **Session One: Data Collection Methods and Tools**

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| **Session One** | **Data Collection Methods and Tools** |
| **Duration** | 40min |
| **Learning Objective** | By the end of this session trainees will be able to:   * Differentiate data collection tools for gender analysis. * Use appropriate data collection methods in gender analysis. * Identify the factors which could affect the accuracy of data. |
| **Content** | * Difference Between Sex and Gender Disaggregated Data * Methods and tools for data collection of sex and gender disaggregated data * Factors affecting accuracy of data * Ethical considerations during data collection |
| **Methodology** | Presentation, Group Discussion, Plenary Feedback, Gallery Walk |
| **Required Materials** | Flip chart, Marker, LCD |

##### 🖊Activity 1 Reflection on Sex/Gender Disaggregated Data.

**Step 1** Ask participants to brainstorm on the difference between sex and gender

disaggregated data

**Step 2** Ask participants the possible ways of collecting these data.

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| **🞛Trainer’s Tip**  Provide the definition of sex and gender disaggregated data and highlight the different methods of data collection |

🖊**Activity 2 Group Work**

**Step 1** The participants will discuss in small groups on what type of sex and gender disaggregated data to be collected regarding the operations of youth centers in the different parts of Ethiopia with the aim of ensuring equal access and benefit of male and female youth from the centers

(The groups will look at issues such as what information and what kind of consultation is required, looking carefully at types of information sources, information-gathering methods and tools as well as ethical considerations during data gathering. .

**Step 2** The participants will present their findings using flip chart

**Step 3** Finally, the trainer will summarize the session with a feedback on the presentations.

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| **🞛Trainer’s Tip**  The trainer shall highlight that methods such as review of registers, observation, interview of users, non-users and service providers and youth groups could be utilized to gather the required information on utilization of the center by male and female youth. Beyond the numbers, there is also a need to focus on qualitative information that explain who uses which service and why. |

#### 🖎Trainer’s Note

**1. Data Collection Methods and Tools**

**1.1 Sex disaggregated data**

**1.1.1 Sex-disaggregated statistics**

Sex-disaggregated statisticsgives the straightforward numbers of males and females in a given population. It is quantitative statistical information on differences and inequalities between women and men. Sex disaggregated data might reveal, for example, quantitative differences between women and men in morbidity and mortality; differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office.[[3]](#footnote-3)

**1.1.2 Gender analytical information**

Gender **statistics** reveals the relationships between women and men that underlie the numbers. Gender analytical information, on the other hand, is qualitative information on gender differences and inequalities. It is about understanding culture, e.g. the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed. , Gender statisticsprovide factual information about the status of women, for example a change in their status over time. They do not have to be disaggregated by sex. For example, “73% of married women report experiencing domestic violence at least once in their lives”.

**1.2 Collecting sex/gender disaggregated data/information**

This refers to the differentiation by sex of statistical data and other information and is sometimes called gender-disaggregated data. This means that we must count both males and females when gathering information for planning, implementing, monitoring and evaluating development activities. Disaggregating information by sex is a basic good practice requirement for gender-sensitive programming. Without disaggregated information, it is difficult or impossible to assess the different impacts of development activities on males or females. It is important to disaggregate data not only by sex, but also by age (girls and boys, older men and women), race, ethnicity, caste and any other socioeconomic group which may be affected positively or negatively by a development activity. [[4]](#footnote-4)

There are many ways that development workers can gather sex-disaggregated information. Data collection methods and the quantity of data required will vary according to a range of factors, including the sector and type of development activity, the scale of the activity, the resources and time available for data collection during design, implementation and evaluation, and the institutional context. While there are now many sources of quantitative data on the status of women and girls, up-to-date and relevant information specific to the location and activity can sometimes be difficult to get. Sex disaggregated qualitative information based on consultation with key stakeholders and local women’s group is also essential. Participatory methods may provide opportunities to hear from both women and men separately (for example, participatory ways of gathering information on the gender division of labour, or on access to resources), and for women and men to hear each other’s perspectives. [[5]](#footnote-5)

##### 1.3 Methods and tools of collecting Sex/Gender Disaggregated Data

The methods of data collection depend on the specific context and the availability of data. Ideally, a mixture of quantitative and qualitative data should be collected. The substance of what data should be collected is informed by the problem that desired to be addressed and the gender analysis framework selected for the purpose. Some of the methods include:-

**Desk review**: An initial analysis of existing documentation, including relevant legislation, national policies and budgets, government and non-government publications, household surveys, records of public service institutions, demographic health surveys, etc. A check list can be prepared to effectively review and draw out the required information.

**Survey**: a collection of quantitative data using questionnaires developed based on the appropriate gender analysis tools and frameworks

**Semi-structured interviews**: Interviewing key stakeholders including women’s organisations can provide valuable information. Men and women should be interviewed, along with gender experts. Interview guides need to be prepared to gather the required information.

**Focus group discussions**: These can be useful to gather information from societal groups with specific knowledge and experience, such as elders/men and women/, religious leaders, government appointees, women associations, CBOs etc. using a guide. Group discussions should take into account facilitation experience, the cultural context, the type of focus group and gender relations. In facilitating focus group discussion, to ensure that women can participate in the focus group discussions:

- Hold meetings of specific focus groups for women and for girls.

- Hold the meetings at a time and place convenient for women and girls.

- Develop communication tools for non-literate groups.

**Observation**: a data collector/researcher could gather information by systematically observing the behaviour of the research participants in relation to the problem to be studied and addressed.

##### 1.4 Factors Influencing the Accuracy of data.

The following factors may influence the accuracy and coverage of data;1

• **Who is present**: In some cultures women will respond very differently to questions about their economic and social activities, and their views about gender relations if men are present. If men answer questions first, women may remain silent, even if they disagree, or if inaccurate information is given.

• **Time of day, season and location**: Women may not be available at certain times of day, and men may be less likely to be present at other times. It is important to choose both a time and place which is convenient for women, for individual and group interviews or participatory information-gathering exercises. Women and men may be less available during peak labour periods, such as harvesting or transplanting times.

• **Who is the facilitator/interviewer**: In some cultures and situations, responses to questions will be more accurate if women gather information from women. Training and supporting beneficiaries to collect and interpret data is also one way of involving women in project planning, implementation and monitoring, and may increase the accuracy and quality of data and its analysis. Class, age, ethnic background and occupation may also influence peoples’ responses. It may be necessary to monitor whether these factors are introducing bias.

• **Language difficulties**: Men and women may have different proficiency in national (as distinct from local or ethnic) languages, particularly where gaps in education and literacy between males and females are significant.

• **Collect information on all relevant work**: Overlooking unpaid and subsistence work will result in under-reporting and misrepresentation of both women’s and men’s workload. Without this information, it can be difficult to identify the constraints which may face them in participating in or benefiting from development activities. Much of women’s work is under-valued or ‘invisible’ to men and outsiders. Typically, men may not give accurate information about what women do, how long it takes to do it, where the work is done, or who benefits from different activities.

• **Local women’s organizations**: Women’s organizations and groups can be accurate sources of information about the gender division of labor, patterns of decision making, access to resources, women’s and men’s needs, priorities and strengths, how gender relations are changing, and the factors causing changes in gender relations. Often, these organizations have a rich knowledge of how current development activities and trends are helping or hindering women and men. With adequate resources, they can be effective catalysts for engaging the participation of women, men, boys and girls.

• **Cross-check data**: It is always necessary to cross-check data for accuracy and bias, including gender bias, regardless of the data collection method used. Local women’s groups and local female researchers may be good sources for cross-checking, as well as other key community informants. Cross-checking may assist with analysis of data, and may indicate differences in perception about social and economic conditions, rather than actual inaccuracy in data collected. Using a range of reliable informants knowledgeable about the target group and women’s and men’s experiences is critical.

• **Technical and sectorial expertise**: It is helpful to have a social scientist with expertise in participatory data collection and gender analysis on design, implementation and evaluation/review teams. However, it is just as important for each team member to be responsible for collecting and analyzing sex-disaggregated information in their own sector or area of expertise

##### 1.5 Ethical Considerations in the Process of Data collection

As with any other research that involves gathering data from subjects/participants, care should be taken to respect privacy and confidentiality. Most importantly, data collection should not be commenced without obtaining the full and informed consent of the respondent. The collected data should be utilized for the intended purpose identified to the respondent. In view of minimizing the power imbalance between the data collectors and participants, data collectors should to the extent possible utilize simplified language; dress in a culturally sensitive manner, etc. In some cases, it is important for respondents to be interviewed by a person of the same sex.

❒ **Session Two: Analysis of Collected Data**

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| --- | --- |
| **Duration** | **40min** |
| **Learning Objective** | By the end of this session trainees will be able to:   * Clarify quantitative and qualitative data analysis methods. * Demonstrate skills of data analysis and draw conclusion. |
| **Methodology** | Presentation, Group Discussion, Plenary Feedback |
| **Content** | Analyzing the Sex/Gender Disaggregated data |
| **Required Materials** | Flip chart, Marker, LCD |

#### 🖊Activity 3 Gender analysis of a project to increase economic activity through small business development

**Data A**

In Woreda X, 64% of the working age population is unemployed

**Data B**

In Woreda X, 74% of the registered unemployed are women and 26% are men. However, men are less likely to officially register with employment services as they tend to use informal channels to find work. Therefore, real unemployment rates for men may be higher. At the same time, because women remain unemployed for longer periods than men they tend to seek assistance through employment services

**Step 1** Divide participants in small working groups

**Step 2** Give participants the case indicated in activity 3

**Step 3** Ask the participants to compare data A and B.

**Step 4** The trainer will ask the groups to present their findings and close the discussion providing feedback.

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| **🞛Trainer’s Tip**  Note how sex disaggregated data gives a clearer picture of one of the problems to be addressed.[[6]](#footnote-6) The trainer may also choose any other sex and gender disaggregated data relevant to the participants’ technical areas/program/activity etc. This data can be found in published sources, from gender experts, stakeholder consultations, or collected through other vehicles such as surveys or focus groups. |

#### 🖊Activity 4 Group work analysis of roles and responsibilities of men and women at

#### different levels

**Step 1** Divide participants into small groups to analyze roles and responsibilities of men and

women at household, community, institution, market and state level

**Step 2** Assign each group to deal with only one of the levels and carry out the analysis using the following questions:

* + 1. What different roles do boys and girls play within the household and community? How might this affect their access to education, health care, etc.?
    2. Where is there greater participation of women or men? What are the reasons for this?
    3. What are the barriers to an equitable division of labor and equal opportunity?
    4. Where do opportunities or entry points exist to encourage an equitable division of labor and equal opportunity?

#### 🖎Trainer’s Note

#### 2. Analysis of Collected Data

#### 2.1 What is Data Analysis?

The term data analysis is generally defined as a process of inspecting, transforming, and modelling data with the goal of highlighting useful information, suggesting recommendations, and supporting decision making. In gender analysis there are different frameworks for undertaking gender disaggregated data analysis like Moser, Harvard etc. Each of these frameworks do have separate point to emphasize and are described in detail in chapter four of this module.

In the case of quantitative data analysis the collected data is analysed using different software such as SPSS; excel to come up with statistics and facts. The qualitative data could be analysed through narrative or theme analysis. Data analysis in both cases can be done by cross tabulating different variables such as demographic profile, economic and social status.

🖊 **Activity: 5 Case Study: Bumpy Roads[[7]](#footnote-7)**

The Government of this middle income country wanted to boost its coffee production to enhance exports and its balance of trade.

With the help of the World Bank, rural access roads were built through 80% of the uplands where coffee is produced. The intention was to facilitate the movement of extension officers around the district, and the transport of coffee to marketing centres, and thence to international market. The roads stimulated expanded coffee production, and the incomes of farmers increased significantly.

In the region in question, most of the agricultural work is done by women, whether on land owned by their husbands, or as day-labourers in the case of landless families. Men are chiefly responsible for cattle husbandry.

Income from the sale of major cash crops through marketing centres belongs to the men, while income generated from the sale of surplus crops grown for family consumption belongs to the women growing the crops. As a result of the expansion of coffee production, the amount of labour needed in the coffee groves has increased substantially.

Four years later an impact assessment of the project found that family incomes from coffee had increased, as had cattle, bicycle, tractor and radio ownership. There had been a general improvement in local trade, and the use of fertiliser and pesticide had expanded, stimulating secondary growth in agricultural industries. There had been a significant improvement in the country’s balance of payments thanks to increased coffee exports. The project was pronounced a success.

However, the government have been alerted to gender equality concerns, and requested a gender expert to review the project and the impact assessment findings. This expert examined data related to social reproduction as well as economic statistics, and issues such as control over the factors of production. The expert found that a serious level of malnutrition had emerged in the communities concerned, especially among children. There was a decline in school attendance generally, which was particularly marked among teenage girls. Paradoxically, survey results indicated that a majority of the wives of landowners/men identified themselves as worse off than five years previously, while a significant number of landless women identified themselves as better off over the same period.

#### Step 1 Divide the participants in small groups and ask them to discuss the following questions

* 1. Why and how these mixed results were achieved
  2. What options/recommendations would they propose to decision makers in order to improve the project impact?

#### Step 2 Let participants present their recommendations in to the plenary.

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| **🞛Trainer’s Tip**  The following three points should emerge in discussion of the gender analysis:   * The fact that in many societies family income is not regarded as joint and shared resource * It is likely that all children will be under greater pressure to work in the fields rather than go to school , but teenage girls are the most likely to succumb to that pressure * The wives of the land owner husbands were compelled to work for longer hours in the plantation, with all the added income accruing to their husbands who gave them less time to work on their own crops. For those women who have no land on which to grow personal crops, any increase in family income is an improvement.   The trainer needs also to encourage participants to come up with as many options as possible for recommendations. |

❒ **Session Three: Formulation of Gender Action Plan**

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| **Duration** | 40min |
| **Learning Objective** | By the end of this session trainees will be able to:   * Identify major components of a gender action plan * Formulate a gender action plan |
| **Methodology** | Presentation, Individual reflection and exercise Group Discussion, Plenary Feedback |
| **Content** | * Gender action plan development * Components of a gender action plan: Baseline, objective, strategy & action , duration, responsible body, indicator, budget * Ensure implementation and follow-up of the gender action plan |
| **Required Materials** | Flip chart, Marker, LCD |

🖊**Activity 6 Group work on Gender Action Plan Formulation**

**1. Develop an action plan to reduce the time women spent to fetch water.**

**Step 1** Facilitate a brainstorm so that trainees could share their experiences in

developing an action plan.

**Step 2** Let them discuss in group and design an action plan to reduce the time women spent to fetch water

**Step 3** Ask them to present to the plenary

**Step 4** Conclude the session with summary of the major discussion points

|  |
| --- |
| **🞛Trainer’s Tip**   * The developed action plan should entertain:-   + Title of the project   + Activities   + Time of accomplishment   + Stakeholders   + Budget   + Budget source * There are a lot of templates/ frameworks to do an action plan. For this reason, the trainer should be flexible as to the templates as long as all the elements needed for the plan are included. (i.e. Strategic Objective, Action, Responsible body/person, Baseline, Targets/Indicators, Time, Budget, Budget Source). * Possible project interventions to address the gender issue mentioned in activity 6 could be establishing water points within close distance to where the women live, cleaning community water sources such as wells and springs, advocating for shared responsibility in water collection and management. |

#### 🞛Trainer’s Note

1. **Formulation of a Gender Action Plan**

After data is analysed, the next step is to formulate recommendation for action to integrate gender into policy decisions, programme planning and employment practice and to fill the gap between men and women identified in the analysis. The completed data collection from step one and the analysis report from step two are necessary to formulate recommendations.

#### Questions to be asked in Formulating Recommendations

**To ensure** a gender perspective in developing and analyzing the options, consider:

* + - How the options may disadvantage or provide benefits for either women or men;

• How does each option reinforce or challenge stereotypes and systemic discrimination;

* + - How the options will support gender equity, and avoid discrimination, or point out where equity may be compromised. This should be explicit in the cost/benefit analysis of each option;
    - What are the consequences of not adopting a gender-sensitive option?
    - Seeking the perspectives of both women and men in developing the options and assessing their costs, benefits, acceptability and practicality.[[8]](#footnote-8)
    - Explaining the consequences of the recommended option in light of government’s commitment to gender equity, and if and how the recommendation supports these objectives;
    - Outlining in the recommendation methods to ensure that the policy is implemented in a gender-sensitive and equitable manner;
    - That if your recommended option results in a conflict of values, how you would articulate your recommendations to ensure gender-sensitive decision-making. [[9]](#footnote-9)

Points to be included in a gender action plan

* Objective- what is to be achieved in view of addressing the gender disparity
* Action- what is to be done towards achieving the objective
* Target- where do we aim to be after completing the action plan
* Responsible body:- who is responsible to implement the action plan
* Baseline data: – what is the starting point
* Indicator and means of verification :– what are the evidences of change and where will such data be derived from
* Time frame: – What is the timeframe in which this should be completed?
* Budget:- what is the budget required for this action to be completed

**Note**: Indicator is the unit of measurement that is used to monitor or evaluate the achievement of project objectives over time. Indicators can include specification of quantifiable targets and measures of quality.

**A Sample Action Planning Framework**

**Project Title: Gender Action Plan for a Local Council**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Action** | **Who** | **Baseline** | **Targets** | **Indicators** | **When** | **Budget** | **Budget Source** |
| To increase the  representation of women  in the next  local council elections from 20 to 50% | Mobilization of women as candidates. | Local council | Women make up 20% of the local council | Increase the representation of women in the local council to 50% | Rate of increase of women candidates | In the upcoming local council election | x | Allocation from national election board |
| Lobby all political parties to  adopt quota system or incentives to women candidates in their manifestos | Local council | Political parties don’t have quota system in place for women | What is the target % increase women’s representation in political parties? | Adoption of quota system, percentage of seat reserved for women |  |  |  |
| Engage with traditional  authorities to improve perception on women’s participation in local politics. | Local council, | Traditional authorities and other community members have negative attitude towards women’s participation in politics | What is the target – how many meetings? How will success be measured? | Level of awareness of traditional leaders on women’s participation in politics |  |  |  |

**1.2 Ensuring implementation and follow-up of the gender action plan**

Translation of a gender action plan into practice is the most difficult stage due to various reasons that include resistance, lack of technical skill in gender mainstreaming, lack of accountability and political will. Hence, one has to consider the following key factors to facilitate the effective implementation and realization of the action plan.

* **Personnel**
  + Knowledge, attitude and technical skill of personnel to be involved in the implementation of the gender action plan
  + Equal participation of female and male staff in the implementation process
* **Organizational systems and structures**
  + The availability of gender office or focal persons with appropriate autonomy and authority
  + Availability of accountability mechanisms for gender mainstreaming
* **Finances**
  + Adequate funding should be provided for the implementation of the proposed action plan

Implementation of a gender action plan through gender mainstreaming strategy or targeted women specific interventions will require continuous monitoring and evaluation using indicators developed at the stage of planning. In the process of monitoring and evaluation, equal participation of men and women should be ensured. In view of the historical legacy of neglecting the voices of women, more attention should be given to consult with women and incorporate their views and interest in all actions and decisions.

Gender sensitive evaluation of impact of the implemented action is critical to identify the positive and negative changes brought about on men and women. This should inform future interventions in addition to enabling corrective actions to be taken

**Chapter Three**

**Gender Analysis at Macro, Meso and Micro Levels**

**Introduction**

A comprehensive analysis of gender relations should be carried out at macro, meso and micro levels since gender relations is one of the influencing factors of socio-economic development at these different levels. The gender gap at each level should be analyzed to design appropriate programme, project and plans as well as the monitoring and evaluation are implemented.

Gender analysis at macro-meso and micro level explores intersections between policies, discourses and practice of social, political and economic actors.

Gender analysis at macro level looks at broad issues such as laws and public policies, , the environment (climate change) and socio-economic(poverty), public finance and national budget, etc.

Gender analysis at meso level is focused on issues of interface between sectors that translate public policies into actions and individuals. The targets of meso level gender analysis could be sector ministries, service providers, enterprises, NGOs, which have their own institutional cultures and competences.

Gender analysis at micro level examines the gender dynamics at household and community level and the impact of development interventions.

**Learning Objectives**

By the end of this chapter participants will be able to:

* Identify and analyze gender issues at macro, meso and micro levels
* Elucidate notions and effects of policies and laws on gender.

**Duration: 4 hrs**

**Chapter Contents**

**Session One: Macro level gender analysis**

**Session Two: Meso level gender analysis**

**Session Three: Micro level gender analysis**

❒ **Session One: Macro Level Gender Analysis**

|  |  |
| --- | --- |
| **Session One** | **Macro level gender analysis** |
| **Duration** | 1/2 hours |
| **Learning Objectives** | After this session participants will be able to:   * Identify macro level gender issues * Describe the steps of gender based policy analysis. |
| **Content** | * Macro level gender analysis * Gender based policy analysis |
| **Methodology** | * Question and answer * Discussion * Group exercise |
| **Required Materials** | * Flip chart/flipchart stand and Marker * Computer * LCD projector |

**🖊Activity 1 Reflection on Gender Issues at Macro Level**

**Step 1** Invite participants to identify macro level policies, laws, strategies and programmes

**Step 2** Ask them to identify the gender implication of these macro policies… Participants should list the advantages and disadvantages of the selected policies on women and men. Let them prepare two columns; one “WOMEN” and the other “MEN”.

**Step 3** Ask the participants to read the lists to the class.

**Step 4** Ask participants which gaps require policy intervention

**🞛Trainer’s Tip**

For example, this activity will result as follows:

**Impact of Health policy for women and men**

|  |  |
| --- | --- |
| For WOMEN | For MEN |
| Disease Prevention | Disease Prevention |
| Medical treatment | Medical treatment |
| Mother child care/ RH, prenatal and post natal care etc./ or health provisions special for females |  |

**🖊Activity 2 Group Work: Gender based analysis of a national economic measure**

**Step 1** Present the following case to the participants

Government of Utopia has lifted the subsidy on fuel including kerosene. Analyze how this measure will impact on the lives of men and women as well as functioning of institutions including the market and state machineries.

**Step 2** Divide participants in groups

**Step 3** Let the participants analyze the case to draw out the gendered impact of the measure

**🖎Trainer’s Note**

**1. Macro level gender analysis**

Macro level gender analysis helps to identify how national policy, legal and regulatory frameworks affect the enjoyment and exercise of rights by men and women in the different spheres of life. For instance such an analysis will look into property rights, civil and political rights of men and women. Also at the macro level, conducting gender budget analysis helps to illustrate how men and female benefit from government budget allocation.

Macro level analysisexamines factors such as sociocultural, economic, demographic and legal policies and practices that influence the gender context in which the program operates. Macro level sources of information may include agricultural policies, migration statistics, health systems, inheritance laws, etc. Macro level trends must also be considered. For example, while laws may entitle a widow to inherit the house she built and lived in with her husband, few women may be able to afford to enter legal disputes with their in-laws. Some trends may be gleaned by reviewing national census documents, for example, to determine an increase in women-headed households or a change in the number of families engaging in subsistence farming. Other trends may emerge through interviews/discussions with people working in particular sectors of government, NGOs and other service providers. These macro level factors may have a one-way impact on program results by limiting people’s capacity to participate. Program planners must consider how these limitations can be addressed or accommodated in the project design. Conversely, projects can be designed to address the limitations or to target weak policies with advocacy efforts.

Any policy formulation should be informed with a comprehensive gender analysis.[[10]](#footnote-10)

* **Identifying the Issue**

Are both women’s and men’s experiences reflected in the way issues are identified?

* **Defining Desired/Anticipated Outcomes**

What do you want to achieve with this policy, and how does this objective fit into stated commitments to social and economic equality?

Who will be affected? How will the effects of the policy be different for women and men, girls and boys?

* **Gathering Information**

What types of gender-specific data are available?

* **Conducting Research**

How will the research you consult or conduct address the different experiences of men and women?

* **Developing and Analysing Options**

How will each option have a different effect on women’s or men’s social and/or economic situation?

How will innovative solutions be developed to address the gender issues you have identified?

* **Making Recommendations**

In what ways is gender equality a significant element in weighting and recommending options?

How can the policy programming be implemented in an equitable manner?

* **Communicating the Policy**

How will the communications strategy ensure that information is accessible to both women and men?

* **Evaluating the Analysis**

How will gender equality concerns be incorporated into the evaluation criteria?   
How can this be demonstrated?

What indicators will you use to measure the effects of the policy/programme on women and men?

Gender analysis seeks to identify and address the impact of a policy on men and women. The following gender policies have been classified by Naila Kabeer7:[[11]](#footnote-11)

**Gender-blind policies**

Recognize no distinction between the sexes. Assumptions incorporate biases in favour of existing gender relations and so tend to exclude women.

**Gender neutral policy approaches**

Use the knowledge of gender differences in a given context to overcome biases in delivery, to ensure that they target and benefit both genders effectively in terms of their practical gender needs, and that they work within the existing gender division of resources and responsibilities.

**Gender-aware policies**

Recognize that within a society, actors are women as well as men that they are constrained in different and often unequal ways, and they may consequently have differing and sometimes conflicting needs, interests and priorities.

**Gender specific policies**

Use the knowledge of gender differences in a given context to respond to the practical gender needs of a specific gender, working with the existing division of resources and responsibilities.

**Gender redistribution policies**

Are interventions that intend to transform existing distributions to create a more balanced relationship of gender? These policies may target both genders, or one gender specifically; touch on strategic gender interests; and may work with women’s practical gender needs, but do so in ways which have transformatory potential to help build up the supportive conditions for women to empower themselves.

These different approaches are not mutually exclusive. For instance, in situations where gender-blind planning has been the norm, moving towards gender-neutral policies would be a significant step forward. In some situations, it may be counter-productive to start with gender-redistribution policies, and a better approach could focus more on needs specific to women.

❒ **Session Two: Meso Level Gender Analysis**

|  |  |
| --- | --- |
| **Session Two** | **Meso level gender economic analysis** |
| **Duration** | 2 hours |
| **Learning Objectives** | After this session participants will be able to :   * Identify gender issues at meso level * Describe the steps of gender analysis at programmes and projects levels. |
| **Content** | * Meso level gender issues * Gender analysis of programmes and projects |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand and Marker, Computer, LCD projector |

**🖊Activity 3: Individual Reflection on a case at meso level gender analysis of water irrigation project**

**Case study**

An engineering company is given a contract to build an irrigation structure in a small community. The engineers are told that they must discus the project with the community to make that it fills their needs. The company meets with local officials and, after much negotiation, they agree on the placement of the irrigation structure and the numbers of people who will be trained in construction and maintenance skills. The engineers and local government officials are especially proud that they have managed to include two or three widows in the training. The irrigation structure is finally built. It now provides water to the fields and water for drinking and washing for the village.

However, it is noticed after several weeks that most women are not using the irrigation structure. They are still taking a dangerous footpath to travel for hours to another water source. Also, the women trained in maintenance seem, after some months, to lose interest in working on the project.

* Based on the gender analysis tools, make recommendations on how to revise the project for a more positive outcome.

**Step 1:-** In the brainstorming session ask individually, to reflect upon the meso level gender issues. (See facilitators’ notes).

**Step 2:-** Facilitate a group discussion to indicate the problem of the development project from gender point of view and how to meet the needs of the both women and men.

**Step 3:-** Ask them to present to the plenary

**Step 4:-** Summarize the session by discussing gender issues raised at meso level

**🖎Trainer’s Note**

**2.1. Meso Level Gender Analysis**

On the meso-levelthe focus is on the activities, discourses and identities/belongings of collective actors in political organisations, social movements and networks. Here the analysis could be to explore women’s mobilisation and participation and identities within different organisations, e.g. comparing their participation and representation in social movements and political parties. What are the relations between majority and minority women? Who has the power to represent whom and why? On the meso-level we plan to compare the (collective) positions of women in different organisations, i.e. concerning their participation, actual and symbolic representation and identities.

On the organisational level the question is where women as a group as well as individuals are

Positioned in the formal and informal organisational structure. Are there formal or informal

women’s groups within the organisation? What are considered to be women’s issues and concerns and who defines them? Is gender equality a concern for the organisation? At organizational level key issues to be considered during gender analysis are:-

* Commitment of the management and decision makers to gender equality and equity
* Allocation of adequate budget
* Competency/capacity of personnel on gender analysis and mainstreaming
* Availability of procedures and tools for gender mainstreaming
* Gender friendly organizational culture
* Responsibility and accountability of personnel to integrate gender
* Gender friendly language and communication

At programme/project data must be collected and tracked by sex and age to inform decision-making and ultimately to measure impact on men, women, boys and girls; their roles and relations. Inequities in participation, access and benefits can be identified promptly in order for corrective measures to be taken.

**Key gender analysis steps at programme/project level[[12]](#footnote-12)**

1. **Collect sex disaggregated household, workplace and community data/information** relevant to the program/project for each area below.

2. Assess how the **gender division of labour and patterns of decision-making** affects the program/project, and how the program/project affects the gender division of labour and decision making.

3. Assess who has **access to and control over resources, assets and benefits**, including program/project benefits.

4. Understand women’s/girls’ and men’s/boys’ different **needs, priorities and strengths**.

5. Understand the **complexity of gender relations in the context of social relations,** and how this constrains or provides **opportunities** for addressing gender inequality.

6. Assess the **barriers and constraints** to women and men participating and benefiting equally from the program/project.

7. Develop **strategies to address barriers and constraints**, include these strategies in program/project design and implementation, and ensure that they are adequately resourced.

8. Assess **counterpart**/**partner capacity** for gender sensitive planning, implementation and monitoring, and develop strategies to strengthen capacity.

9. Assess the potential of the program/project to **empower women**, address strategic gender interests and **transform gender relations**.

10. Develop **gender-sensitive indicators** to monitor participation, benefits, the effectiveness of gender equality strategies, and changes in gender relations.

11. Apply the above information and analysis throughout the program/project cycle.

❒ **Session Three: Micro Level gender Economic Analysis**

|  |  |
| --- | --- |
| **Session Three** | **Micro level gender economic analysis** |
| **Duration** | **3Omin** |
| **Learning Objectives** | After this session participants will be able to:   * Identify gender issues at micro level * Clarify how to undertake gender analysis at household and community level |
| **Content** | * Micro level gender analysis: analysis of gender relations at household and community level |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand and Marker, Computer, LCD projector |

**🖊Activity1. Group work on identifying and analysing gender issues at household and community level**

In woreda x, the newly assigned health extension workers are given the assignment of increasing the utilization of contraception. How should the health extension workers proceed to achieve this objective?

**Step 1 Split participants into small groups**

**Step 2** Ask participants to reflect on the need to carry out a gender analysis at household level to determine how to go about the assignment

**Step 3** Ask participants to come up with possible approaches and mechanisms that that are informed by the gender dynamics at household level and hence consider the relative condition and position of women

|  |
| --- |
| **🞛Trainer’s Tip**  Family planning projects that only target women fail to acknowledge women and men’s joint responsibility for parenting, in terms of conceiving children and caring for them. |

**🖎Trainer’s Note**

**3. Micro Level Gender Analysis**

Micro level gender analysisgives insight to gender relations and trends at the household and community level and is set within the context provided by the macro analysis. To understand gender relations at the local level, most gender analysis frameworks recommend collecting information in four specific areas:

* Gendered division of labor and workload (who does what, when?)
* Gendered access to and control over resources, such as land, information, money, education, jobs, new technologies, health services, housing, transport, leisure, etc
* Gendered participation in decision-making
* Views and expectations of women and men concerning the proposed project.

Gendered data collection at micro level is critical to establish the baseline before intervention and assess the change overtime.

An example of micro level analysis to consider for HIV and AIDS projects is the gendered norms which influence gender roles, such as the attitudes and behavior of women and men, and differences in the values attached to masculine and feminine characteristics.

Data at micro level should be collected at household and community level both from men and women and different categories of men and women as necessary. At all cases attention should be given to voiceless and marginalized groups. It is important to have a gender balanced technical team as data collectors.

**Chapter Four**

**Gender analysis frameworks**

**Duration-10hrs**

**Introduction**

Frameworks are approaches used to generate data and information during gender analysis. They serve different purposes depending on the situation and what is being analyzed. : Harvard Analytical Framework, Moser (triple roles) Framework, Gender Analysis Matrix, Equality and Empowerment Framework, Capacities and Vulnerabilities Framework, People Oriented Framework and Social Relations Framework are the commonly used gender analysis frameworks.

The framework to use will depend on the type of programmes and projects an organisation is implementing. Most frameworks have some similarities in their approach to analysis; most of them will for example emphasise an analysis of productive and reproductive activities as well as issues of desegregation of data and information by sex. It is therefore important for gender trainers to understand the conceptual differences between the various frameworks in order for them to make the right choice of the framework. Below are some of the frameworks in use.

**Learning Objectives**

By the end of this chapter participants would be able to:

* Identify the types of gender analysis frameworks
* Describe the application of the gender analysis frame works
* Clarify gender analysis frameworks relationships and differences.
* Explain the use and limitation of each frame works.
* Apply the frameworks in their specific situation and thematic area

**Chapter Content**

**Session One: Harvard Analytical Framework**

**Session Two: Moser (triple roles) Framework**

**Session Three: Gender Analysis Matrix**

**Session Four: Equality and Empowerment Framework**

**Session Five: Capacities and Vulnerabilities Framework**

**Session Six: People Oriented Framework**

**Session Seven: Social Relations Framework**

|  |  |
| --- | --- |
| **Session One** | **Harvard Analytical Framework** |
| **Duration** | **2hrs** |
| **Learning Objectives** | At the end of this session participants will:   * Explain the Harvard Analytical frameworks and its   Application.   * Describe the tools of Harvard Analytical frame works. * Describe the use and potential limitation of Harvard   Analytical frameworks.   * Apply Harvard Analytical framework to their   Sector and thematic areas. |
| **Content** | * Activity profile * Access and control profile * Analysis of factors and trends * Program /project cycle analysis |
| **Methodology** | * Question and answer, Discussion, Group exercise, Case study, Power point presentation |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖎Trainer’s Note**

**1. The Harvard Analytical Framework**

The Harvard Analytical Framework was one of the first Gender Analysis Frameworks, developed by researchers at the Harvard Institute for International Development in the USA in collaboration with the Women in Development Office of USAID in 1985. The Harvard Analytical Framework was designed to .demonstrate that there is an economic case for allocating resources to women as well as men. It assists planners to design more efficient projects and improve overall productivity by mapping the work and resources of men and women in a community and highlighting the main differences.(*from Towards gender responsive equality in Vietnam through gender responsive national policy and planning, Hanoi, 2004,pp108)*

The framework assists to analyze that both men and women are involved in development as actors and as beneficiaries. As such there is economic sense in allocating resources to both. The framework helps planners to design projects that are more efficient and which improve overall productivity.

[[13]](#footnote-13)This framework is most useful for projects that are agriculturally or rurally based, and/or that are adopting a sustainable livelihoods approach to poverty reduction. It is also useful to explore the twin facts of productive and socially reproductive work, especially with groups that have limited experience of analysing differences between men and women.

The Harvard Analytical Framework is a grid (matrix) for collecting data at the micro level

(Community and household) and provides a useful way of organizing information, which can be adapted to many different situations. It has four interrelated components:

**Harvard Tool 1: The Activity Profile** This tool assists in identifying the productive and socially reproductive activities of women and men, girls and boys. It has been adapted to reflect community activities and also to look at who does what, where, when and for how long. This process helps to understand the gender division of labour within the community and how it can be addressed. Other data disaggregated by sex, age or other factors can also be included. It can record details of time spent on tasks and their location.

**Harvard Analytical framework**

**Tool 1: Activity Profile**

|  |  |  |
| --- | --- | --- |
| Activities | Women/ Girls | Men/boys |
| **Production activities**  Agriculture:  Activity 1  Activity 2 etc.  Income Generating:  Activity 1  Activity 2, etc.  Employment:  Activity 1  Activity 2, etc  Other: |  |  |
| **Reproductive Activities**  Water related:  Activity 1  Activity 2, etc  Fuel related:  Food preparation:  Childcare:  Health related:  Cleaning and repair:  Market related:  Other: |  |  |

**Tool 2: Access and Control Profile – Resources and Benefits** With this tool the resources

Women and men use to carry out the tasks identified in the activity profile can be listed. It

Identifies based on their gender role, whether women or men have access to resources, who controls their use, who in the household or community controls the benefits from them (benefits can include outside income, basic needs, training) and who has final decision making powers (control) over them.

Tool 2: Access and Control Profile

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

**Tool 3: Influencing Factors:** these are a list of factors which determine the gender differences identified in the Activities and Access and Control profiles. It includes factors that shape social relations. It is important to identify influencing factors since they present opportunities and constraints in project and programme development. Understanding influencing factors helps to identify entry points for appropriate interventions and options for change. In programme terms, this can help in identifying appropriate inputs for different projects. Influencing factors can be many and broad. They include but are not limited to culture/tradition, education religion, politics, economics, environment, wars, legal, demographic trends, exposure, etc. For proper targeting and strategizing, planners need to understand these factors and to what extent they are amenable

**Tool 4: The Project Cycle Analysis:** This is a list of questions that the user can apply to a project proposal or area of intervention to examine it from a gender perspective using sex disaggregated data, and charting the differential effects.

This last component takes the project in its entirety and applies the three foregoing components to determine how gender interacts with each project stage enumerated below.

**Identification**: Needs assessment,

Objective formulation

**Design**: anticipate implications to men and women

Considering access and control issues

**Implementation**: Ensuring balance in participation

**Evaluation:** Assessing differential impact on women and men.

**Potential limitations**: The Harvard Analytical Framework has a perspective that is oriented

around efficiency rather than equity, focusing on allocating new resources in order to make a

Program more efficient rather than addressing unequal gender relations. It tends to focus on

material resources rather than on social relationships. The analysis can be carried out in a non participative way without the involvement of women and men from a community.

**Activity 1** Using the Harvard Analytical Framework to analyses activities, access and control by gender in the Case Study which deals with Woreda X in Ethiopia

**Case of Woreda X**

In Woreda X, the household and the work on the fields are predominantly the responsibilities of the women, while cattle are the domain of men. Work on the fields can be divided into several main activities: men, women and children are involved in these activities differently. First, the fields have to be cleared for ploughing: bushes and stumps have to be removed which is done by women. Ploughing is predominantly a male activity whereas planting is exclusively a female job.

Weeding and bird scaring are done by women and children. During harvesting; the work is divided between men and women. Although cattle belong to the responsibilities of the men 10% of the women look after the cattle themselves. Women also perform activities within the domestic sphere such as stamping cereals, cooking, washing, collecting fire wood twice a day. Water collection also demands to travel about 5 km twice a day for an average family size.

To improve the situation of women a development program is going to be developed. What kind of a project would be appropriate to address the problem faced by women? Come up with a project idea after analyzing the problem using Harvard Analytical Framework.

**Step 1** Use the tables provided to structure your analysis

**Step 2** Where you are unable to fill a category because of lack of information, you could enter a question mark

**Step 3** Use a scale to fill a matrix quantitatively (5-a greater deal of time and 1-little time), plus/minus sign etc.

**Step 4** upon completion of the table; consider the development programmes which are being carried out in the village.

**Step 5** which of the programmes in fact seems to bring the most benefits to women?

**Trainer’s Tip**

Help participants to pick appropriate profile out of Harvard Analytical Framework and to fill the matrix using an appropriate data out of the case presented.

❒ **Session Two: Moser (triple roles) Framework**

|  |  |
| --- | --- |
| **Session One** | **Moser (triple roles) Framework** |
| **Duration** | **1hr** |
| **Learning Objectives** | By the end of the session participants will:   * Describe the Moser (triple role) frame work. * Apply different tools of Moser (triple role) framework to   Their sector and thematic areas.   * Clearly state the gender roles. * Identify the practical gender needs and strategic gender   Needs.   * Explain the limitation of the Moser(triple role) framework |
| **Content** | * Tool 1: Gender roles identification/triple role * Tool 2: Gender Needs Assessment * Tool 3: Desegregating control of resourcesand decision-   making within a household   * Tool 4: Balancing of roles * Tool 5: WID/GAD policy matrix * Tool 6: Involving women, gender aware   organisations and planners in planning   * Comments on the Moser Framework: Uses and potential limitations. |
| **Methodology** | * Question and answer, Discussion, Group exercise, Case study, Handout |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖊Activity 2**

**Case study**

This is a true story about a project that was implemented in a certain village to try improve the health and economic condition of poor households in the community. A project to raise dairy cattle was introduced in to this community. It was expected that the milk from the cattle would help to improve the nutritional states of the children, that the additional income received from selling some of the milk would enable more children to go to school, and that the project would generally improve the standard of living of people in the community.

After the project had been in place for one year, an assessment revealed that the nutritional status of the children had declined, and that fewer girls were attending school than before.

**Step 1:-** Divide participants into small groups.

**Step 2** :-Ask participants to read the case study individually.

**Step 3**:-In groups ask participants to respond to the fallowing questions.

**🞛Trainer’s Tip**

* **What happened? (Ask the participants)**

In this community, it was the role of the women to raise the cattle. The project increased the work load of the already overburdened women. Although women raise the cattle, the men sell the milk and get the extra money. When the men began to see the monetary value of the milk they took more and more of the milk to sell. The milk was no longer given to children, and the nutritional status of the children began to decline.

The men used some of the new income to buy agricultural inputs for cash crops and some to send their son’s to better, more expensive schools. The girls stayed at home and help their mothers with the increased work load caused by the cattle.

* **Why did it happened?( Ask the participants)**

The project was designed without understanding of the role of men and women.

Key questions –who does what with what resources? Who has access to resources, benefits, and opportunities? Who controls the resource, benefits and opportunities?- were not asked. The result were directly opposite from what had been expected.

* **Ask participants if they can relate this to their own experience?**
* What kind of work do women and men do in their community?
* What kind of resources can women and men obtain (For example, land, money, property, credit)?
* What are some of the consequences of the way in which resources are distributed, obtained and, used in the community?
* Give examples of the different priorities of men and women.
* Which person in the community has the primary responsibility for making decisions about these projects? Do all community members participate in making decisions about these projects? Why or why not?
* Could having this kind of information about women’s and men’s roles help people to plan better development projects? Why or why not?
* When should they collect this information?
* What are some difficulties they might encounter if they decided to collect this information?

**Conclude**: the discussion using trainer’s note.

**🖎Trainer’s Note**

**2. Moser (triple roles) Framework**[[14]](#footnote-14)

The Moser Framework (gender planning) was developed as a planning tradition in its own right. It takes the view that gender planning, unlike other mainstream planning, is “both technical and political in nature”. It assumes conflict in the planning process. It involves transformative processes and it characterizes planning as a “debate”. There are six tools in the framework that can be used for planning at all levels from project to regional planning. It can also be used for gender training.

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

This tool includes making the gender division of labour visible. It can be carried out by mapping out all the activities of men and women (can include also girls and boys) in the household over a twenty-four hour period. Moser identifies the triple role for women as productive, reproductive and community management roles.

**Productive work:**

This is work that produces goods and services for consumption by the household or for income and is performed by both men and women. Women’s productive work is often carried out alongside their domestic and childcare responsibilities (reproductive work) and tends to +be less visible and less valued than men’s productive work.

**Reproductive work:**

This work involves the bearing and rearing of children and all the tasks associated with domestic work and the maintenance of all household members. These tasks include cooking, washing clothes, cleaning, collecting water and fuel, caring for the sick and elderly. Women and girls are mainly responsible for this work, which is usually unpaid.

**Community roles or work:**

Women’s community activities include provisioning and maintenance of resources, which are used by everyone, such as water, healthcare, and education. These activities are undertaken as an extension of their reproductive role and are normally unpaid and carried out in their free time. Politics and activities of such nature also fall under community work. However, in most parts of this world men are mainly involved in politics at the community level. Even though this work may be paid or unpaid, it definitely increases men’s status in the community.

**Tool 2: Gender Needs Assessment**

Moser developed this tool from the concept of women’s gender interests, which was first developed by Maxine Molyneux in 1984. Women have particular needs because of their triple role as well as their subordinate position to men in society. Women’s needs differ from men’s needs and a distinction is made between practical gender needs and strategic gender interests/needs.

**Practical gender needs:**

Women and men can easily identify these needs as they often relate to living conditions. Women may identify safe water, food, health care and cash income, as immediate interests/needs that they must meet. Meeting women’s practical gender needs is essential in order to improve living conditions, but in itself it will not change the prevailing disadvantaged (subordinate) position of women. It may in fact reinforce the gender division of labour.

**Strategic gender interests/needs:**

Strategic gender interests/needs are those that women themselves identify as due to their subordinate position to men in their society. They relate to issues of power and control, and to exploitation under the sexual division of labour. Strategic interests/needs may include changes in the gender division of labour (women to take on work not traditionally seen as women’s work, men take more responsibility for child care and domestic work), legal rights, an end to domestic violence, equal wages and women’s control over their own bodies. They are not as easily identified by women themselves as their practical needs; therefore, they may need specific opportunities to do so. Practical and strategic gender interests/needs should not be seen as entirely distinct and separate, but rather as a continuum. By consulting women on their practical gender needs provides entry points to address gender inequalities in the longer term so that strategic gender interests/needs can be created.

**Tool 3: Desegregating control of resources and decision-making within a household**

(Intra household resource allocation and power of decision-making within the household)

As mentioned above, men and women have differential access and benefits to several resources, both within and outside of the household. An analysis if intra household resource allocation can be used to find out who has control over resources within the household, who makes decisions about the use of these resources, and how they are made. This is also an important step in the gender analytical process so that equitable development projects and policies can be designed.

**Tool 4: Balancing of roles**

This relates to how women manage the balance between their productive, reproductive and community tasks. It asks whether a planned intervention will increase a women’s workload in one role with consequences for her other roles.

**Tool 5: WID/GAD policy matrix**

The WID/GAD policy matrix provides a framework for identifying/evaluating the approaches that have been (or can) be used to address the triple role of women and the practical and strategic gender needs of women in programmes and projects.

Five different approaches can be identified.

1. **Welfare**: Earliest approach, predominant 1950-1970.Its purpose is to bring women into the development as better mothers. Women are seen as the passive beneficiaries of development. It recognizes the reproductive role of women and seeks to meet practical gender needs (PGNs) in that role through a top-down handout of food aid, measures against malnutrition and family planning. It does not do anything to challenge the status quo and is therefore still widely popular.
2. **Equity**: The original WID approach, emerged during the 1976-85 UN.s Decade for Women, in the context of the predominant .growth with equity. Development paradigm. Its purpose is to gain equity for women who are seen as active participants in development. It recognizes the triple role, and seeks to meet strategic gender needs (SGNs) through direct state intervention, giving political and economic autonomy and reducing inequality with men. It challenges women’s subordinate position and is also criticized as western feminism, is considered threatening and is unpopular with governments.
3. **Anti-poverty:** The second WID approach, a toned down version of equity was adapted from 1970.s onwards in the context of Basic Needs Approaches to development. Its purpose is to ensure that poor women increase their productivity. Women’s poverty is seen as a problem of underdevelopment, not of subordination. It recognizes the productive role of women, and seeks to meet their practical and strategic needs to earn an income, particularly in small-scale income generation projects. It is still most popular with NGOs.
4. **Efficiency:** The third and now predominant WID approach was adopted particularly since the 1980.s debt crisis. Its purpose is to ensure that development is more efficient and effective through women’s economic contribution, with participation often equated with equity. It seeks to meet the (PGNs) of women, while relying in all three roles and an elastic concept of women’s time. Women are seen principally in terms of their capacity to compensate for declining social services by extending their working day. This is also still a very popular approach.
5. **Empowerment**: The most recent approach, articulated by third- world women. Its purpose is to empower women through greater self- reliance. Women’s subordination is expressed not only in terms of male oppression but also in terms of colonial and neo-colonial oppression. It recognizes the triple role and seeks to meet women’s SGNs indirectly through bottom-up mobilization of PGNs. It is potentially challenging, although its avoidance of western feminism makes it unpopular, except with third world women’s NGOs.

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

The aim of this tool is to ensure that practical and strategic gender needs are identified by women ensuring that ‘real needs’ as opposed to ‘perceived needs’ are incorporated into the planning process.

**Uses of Moser Frameworks**

The Moser framework has a wide appeal and can be used for planning in a variety of settings from NGOs to government ministries. It recognises that there may be institutional/political resistance to addressing and transforming gender relations. The framework approaches development-planning challenges, unequal gender relations as well as supports the empowerment of women. The concept of practical and strategic gender needs is a very useful tool for evaluating the impact of a development intervention on gender relations. The triple role concept is useful in revealing the wide range of work that women engage in. Furthermore, it also alerts planners to the interrelationship between productive, reproductive and community roles.

**Potential limitations of Moser Frameworks**

* Framework does not mention other inequalities like class, race and ethnicity
* Framework is static and does not examine change over time
* Looks at separate rather than interrelated activities of women and men
* Strict division of practical and strategic need not always helpful in practice
* Strategic needs of men not addressed
* Note everyone accepts the concept of the triple role, particularly in relation to community roles

❒ **Session Three: Gender Analysis Matrix**

|  |  |
| --- | --- |
| **Session Three** | **Gender Analysis Matrix(GAM) Framework** |
| **Duration** | **1hr** |
| **Learning Objectives** | At the end of this session participants will be able to:   * Explain the Gender Analysis Matrix Framework. * Identify four areas which GAM analyze   impacts.   * Apply gender analysis matrix to their thematic   areas |
| **Content** | * Use of GAM * Potential limitation of GAM |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖎Trainer’s Note**

**3. Gender analysis matrix (GAM) Framework**

The GAM was developed by Rani Parker in collaboration with development practitioners

working for a Middle Eastern NGO. The GAM is influenced by the reality and ideology of

Participatory planning. The GAM can accommodate constraints imposed by shortages of

Funding and time, illiteracy, and insufficient or non-existent quantitative data on gender roles[[15]](#footnote-15).

The overall aim of the GAM is to help determine the different impact development interventions have on men and women, by providing a community-based technique for

identifying and analyzing gender differences. The GAM is also a transformational tool that is

intended to initiate a process of analysis by community members themselves, and encourages

the community to identify and constructively challenge their assumptions about gender roles.

It may be used for different purposes, for example, transformational gender training, or as a

participatory planning tool.

The analysis is conducted at four levels of society-women, men, household and community.

The GAM examines impact on four areas:

• Labour

• Time

• Resources

• Socio-cultural factors

**Uses of GAM**

It is simple, systematic and uses familiar concepts. It encourages “bottom-up analysis’’ through community participation. It is transformational and technical in its approach, combining awareness-raising about gender inequalities with development of practical skills. It includes men as a category and therefore can be used in interventions that target men.

**Potential limitations**: A good facilitator is necessary. The analysis must be repeated in order to capture changes over time. The GAM 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.

GENDER ANALYSIS MATRIX (GAM) Worksheet[[16]](#footnote-16)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Labour** | **Time** | **Resources** | **Culture** |
| **Women** |  |  |  |  |
| **Men** |  |  |  |  |
| **Household** |  |  |  |  |
| **Community** |  |  |  |  |

**🖊Activity 3: Example of a completed Gender Analysis Matrix for a biogas project**

**The goal of the project:** was to provide lighting and cooking energy for the village and to reduce the work burden of women.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Labour** | **Time** | **Resources** | **Culture** |
| **Women** | **No longer need to collect fuel for cooking** | **Time saved for other activities** | **Energy for lighting and cooking available** | **less travel and communication with other women** |
| **Men** | **Acquire skill in biogas plant management** | **managing the biogas plant take more time** | **Less resource spent for energy sources** | **happy about improved living condition** |
| **Household** | **Less financial expenditure** | **women have more time for childcare and cleaning** | **Better health and modern living** | **mostly women available at home** |
| **Community** | **Aware about energy technology** | **Less time for men and more for women** | **Lighting and cooking, and fertilized available** | **women involved at community level** |

**Step 1** Ask participants whether the effects are positive?

**Step 2** Are they in line with the intended outcome?

**Step 3** Are these outcomes empowering to women?

**Step 4** Which are the unexpected and negative outcomes?

❒ **Session Four: Equality and Empowerment Framework**

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| --- | --- |
| **Session four** | **Equality and Empowerment Framework** |
| **Duration** | **1hr** |
| **Learning Objectives** | After this session participants, will be able to:   * Explain the Equality and empowerment Framework. * Describe the women empowerment tool: 1 Levels of   Equality.   * Describe the women empowerment tool:2   level of recognition of “women’s issue”   * Explain the limitation of women’s equality and   Empowerment frame work.   * Apply Equality and Empowerment Framework to their   Thematic areas. |
| **Content** | * Tool 1: Levels of Equality * Tool 2: Level of Recognition of “women’s issue” * Uses of the Women’s Empowerment Framework * Limitation of the Women’s empowerment frame work. * Practical case of women’s empowerment frame work. |
| **Methodology** | * Question and answer, Discussion, Group exercise, Case study |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖊Activity 4**

NGO ‘X’, plans to intervene in a community Y in Ethiopia to empower people in the community. The NGO has intended to provide food items with higher nutritional value for pregnant women and children. On top of that it provides training on how to improve nutritional value, and cleanliness of family members to women in the community.

in education sector of Ethiopia to assist the country in achieving the MDG that Ethiopia is committed to 100% school attendance by 2015. The NGO carry out researches. As a resultTotal number of school age children is 16,906,898. The

1, 177,794 primary school age children are not going to school in Ethiopia of which 877,113 are girls and 291,818 are boys.

**Step 1** Divide the trainees into group, one person to chair and another to report, ensure that the discussions are on the right track and provide support in clarifying the questions

**Step 2** Let participants describe how the NGO ‘x’ needs to analyze stages of planning and how Welfare, access, participation, conscientization, and control affects gender equality in the activity given.

**Step 3** Permit the groups to present their contributions

|  |
| --- |
| **🞛Trainer’s Tip**  Summarize the key points arising from the activity by using trainer’s notes and the following point consideration; Welfare, access, participation, conscientization, and control |

**🖎Trainer’s Note**

**4. Women’s equality and Empowerment (Longwe) Framework**

Sara Longwe, a consultant on gender and development based in Lusaka, Zambia, developed

The Women’s Empowerment Framework to help planners question what women’s equality and empowerment means in practice, and to critically assess the extent to which development

Interventions are supporting this empowerment[[17]](#footnote-17).

Longwe defines women’s empowerment as enabling women to take an equal place with men,

And to participate equally in the development process, in order to achieve control over factors of production on an equal basis with men.

Longwe’s framework is based on the idea of five different levels of equality (welfare, access,

conscientization, participation, and control) and the extent to which these are present in any

Area of social or economic life determines the level of women’s empowerment. The framework also enables gender and development practitioners to analyse development organization’s degree of commitment to women’s equality and empowerment.

**Women’s Empowerment Tool 1: Levels of Equality**

• Control

• Participation

• Conscientization

• Access

• Welfare

These levels of equality are hierarchical, suggesting that a development intervention that

Focuses on the higher levels are more likely to increase women’s empowerment, than one

Focusing on the lower levels. Equal control over resources such as land is on a higher level

(control), than access to the land, a lower level (welfare). This approach takes the view that if

equality is intrinsic to the definition of women’s development; this brings with it the necessary corollary of women’s empowerment as the means to overcoming obstacles to the achievement of equality between men and women.

The Framework suggests that women’s advancement can be understood in terms of a concern

with the five levels of equality shown below. Empowerment is a necessary part of the

development process at each level for women to advance to the next level, and for them to

advance progressively through all the levels towards equal status with men.

**Welfare**: This is defined as the levels of women’s material welfare (income, food supply,

Healthcare) relative to men.

**Access**: This is understood in the frameworks as women’s equality of access with men to the

factors of production such as land, credit, labour, training, marketing facilities and

all public services and benefits. Equality of access is linked to equality of

opportunities, which usually needs reform of the low to remove all forms of

discrimination against women.

**Conscientisation:** This concept relates to being aware of the difference between sex and

gender, and to recognise that gender roles are cultural and can change. The sexual

division of labour should be fair to both men and women and both should agree

with it. Neither women nor men should dominate the other, economically or

politically. The base of gender awareness is a belief in sexual equality.

**Participation:** This is defined as women’s equal participation with men at all levels of

Decision making, policy development, planning and administration. It relates

Particularly to development projects where participation at all stages of the

project cycle is essential.

**Control:** Women’s Conscientisation and mobilisation can contribute to achieving control

over the decision making process, in order to achieve a balance of control

between women and men over resources and benefits.

**Women’s Empowerment Tool 2: Level of recognition of “women’s issues’’**

As well as assessing the level of women’s empowerment that a development project wishes to address, it is also necessary to establish to what extent women’s issues are being recognised or ignored in the project objectives. A “women’s issue’’ is defined by Longwe as all issues which relate to equality with men, and includes any social or economic roles, and all levels of equality (welfare, access, Conscientisation, participation and control).

Three levels of recognition of women’s issues in project design are identified:

**Negative level:** There is no reference to women’s issues in the project objectives. It is

likely that the project will have a negative impact on women.

**Neutral Level:** Women’s issues are included but there is doubt as to whether the

outcomes will be positive for women.

**Positive Level:** Project objects are positively concerned with women’s issues and

with improving women’s position relative to men.

**Uses of the Women’s Empowerment Framework (Longwe)**

The framework can be used for planning, monitoring, and evaluation. It can be useful in

questioning whether or not development interventions have transformational potential or not,

and to translate a commitment to women’s empowerment into policy and plans. It can also be

used for training. It encourages users of the framework to examine what is meant by

empowerment. The Longwe Framework shares some common ground with the Moser

Framework’s concept of practical and strategic gender needs. However, Longwe moves beyond the notion of separate needs showing in the framework that development interventions can contain both.

**Potential limitations:** The framework is not complete, as it does not take into account a

number of aspects. It does not track how situations change over time. The relationship between men and women is examined only from an equality perspective, failing to take account of the complex system of rights, claims, and responsibilities that exist between them. By not taking into account other forms of inequality, women may be seen as a homogenous group. Using hierarchy of levels may give the impression that empowerment is a linear process.

**Practical cases for Women empowerment Gender analysis frame work**

For the purpose of sample practical case The Women’s Empowerment Gender Analysis Framework has been selected for analyzing selected sample practical cases for this training manual. Note that this does not mean that this frame work is the only appropriate frame work. it is only for the purpose of this practical case.

1. **Women Empowerment And Equality Framework (Weef)**

|  | **WELFARE** | **ACCESS** | **CONSCIENTISATION** | **PARTICIPATION** | **CONTROL** |
| --- | --- | --- | --- | --- | --- |
| SITUATION ASSESSMENT | What are the degree of differences between men/women in the situation you are assessing? | Inequality which exists in access to resources and benefits | Information related to culture traditional beliefs, attitude, values etc. | Problems related to representations | Problems related to equality and control of resources and benefits |
| PROBLEM IDENTIFICATION | Immediate causes/factors/  Determinants of what? | Underlying causes | Values, beliefs, attitudes, behaviours | Basic barriers and supporting factors related to participation | Basic causes related to principles, standards, actions |
| OBJECTIVES | Have objectives been written to address the identified causes of the gender gaps? |  |  |  |  |
| STRATEGIES | How can the above causes be addressed/implemented/achieved by the objectives? |  |  | How can we sustain actions or how do we address /implement/achieve identified objectives? | How can we sustain actions for empowerment or how do we address/ implement/achieve identified objectives? |
| IMPLEMENTATION ACTIVITIES | What can be doneto overcome the immediate causes of gender gaps?  Identify activities which address immediate causes of gender gaps | What can be doneto overcome the immediate causes of gender gaps related to access ? Identify activities which address immediate causes of gender gaps | What can be done to overcome the immediate causes of gender gaps related to values, beliefs, attitudes, behaviors etc. Identify activities which address immediate causes of gender gaps | What activities can be carried out to increase participation and involvement of both sexes ? | Activities which will contribute to sustenance and allow the affected persons to remain in charge of their destinies |
| MONITORING & EVALUATION | Were objectives appropriate and likely to succeed in closing gender gaps? | Check whether adequate attention is given to the demand of the problem situation. Is there underutilization of services? | What are the positive changes realized over time | Is it increasing developmental capacity? Is the intervention imparting information, education, and skills? Is it helping improve economic assets, social support technology and services? | Will the impactbe sustainable? Does it provide more access to resources and benefits and give more control? Are women and men more in charge of their time, mobility and destiny? |
| GOALS | Address basic/practical needs | Eliminate lack of access to resources, opportunities and benefits | Eliminate gender bias in values, attitudes, behaviours etc. and address strategic gender interests | Eliminate basic causes of low status, invisibility and lack of access to decision making | Eliminate basic causes of gender gaps that are seen to be obstacles to control |

**Practical case 1**

**WOMEN EMPOWERMENT AND EQUALITY FRAMEWORK (WEEF)**

|  | **WELFARE** | **ACCESS** | **CONSCIENTISATION** | **PARTICIPATION** | **CONTROL** |
| --- | --- | --- | --- | --- | --- |
| **SITUATION ASSESSMENT** | Total number of school age children are 16,906,898   * 1,177,794 primary school age children are not going to school in Ethiopia of which 877,113 are girls and 291,818 are boys. The MDG that Ethiopia is committed to 100% school attendance by 2015 | * Number of primary schools in Ethiopia are 26,951 * Long distance between home and school. * 62.6% of the schools have no water and 85.5% have no clinic facilities | * Most of parents do not believe in the value of education especially girl’s education. * HTPs such as early marriage sexual harassment and marriage by abduction are still common * Non-supportive attitude of law enforcement agents towards implementing the existing law on HTP sexual harassment, etc. | * All 26,951 primary schools have PTAs * Most of the school call parents only at the end of the school year to see their children receive their report cards * Most of the PTAs are not active in the school affairs | The number of females in administrative and leadership position remains extremely low |
| **PROBLEM IDENTIFCATION/ANALISIS** | -Work load  -Economic problems  -Early marriage  -Abduction  -Sexual harassment | * Distance between schools and pupils * Shortage of number of schools * Appropriate technology for household work is not available. * Lack of transport * Lack of infrastructure (road and bridge) * Weak law enforcement * Opportunity cost of education | * Negative attitude of the community towards value of education especially for girls * Fear of promiscuity * Stigma attached to late marriage | Little community participation in school management affairs  -If the school calls parents meeting most of attendants are men  -Female students enrolment in all level of education is lower than males | The decision making channels and control of all the recourses are dominated by men (Patriarchy)  -Most of Ethiopian women and girls are under served in economic, social and political development processes |
| **OBJECTIVES** | * To put 1,177,794 children in school over the next 4 years * To improve economic status of parents * To reduce/ eliminate HTPs specifically early marriage, abduction and sexual harassment * To introduce labor saving technologies for household work | * To establish and strengthen protection mechanisms at all levels to combat early marriage, sexual harassment and marriage by abduction * To -increase the number of schools every year * To reduce the distance between school and pupils * To empower law enforcement institution staff by providing awareness trainings and facilities | -To bring positive behaviour change in parents  -To change the attitude of law enforcement agents  -To bring attitude change of the society to stop belief in early marriage, abduction and sexual harassment | -To assist all schools to strengthen PTAs  -To establish and strengthen girls forum in the schools  -To make agreement with the schools to call quarterly parents’ meetings to discuss all issues of the school | -To increase female participation in decision making  To increase women/girls access to education and have a say in the quality and relevance of education |
| **STRATEGIES** | * Increase accessibility to microfinance * Arrange scholarship support to the children of poor families * Strengthen school feeding programs * Establish community conversations * Create awareness and establish accountability mechanisms for law enforcement bodies * Establish a system to introduce and distribute appropriate technology | * Networking, lobbying and advocacy with all relevant organizations to contribute toward the achievement of the above objectives within their mandate. * Cary out social mobilization to involve the community in school affairs | * Engage religious leaders, front line workers, opinion leaders, etc. in campaigning against early marriage, sexual harassment, marriage by abduction. * Replicate best practice | * Ensure PTAs, student council, different clubs in the school, have equal representation of males and females in the affairs of the school.   –Build the capacity of senior management of the education sector to enforce the above mentioned mechanisms in each school | * Facilitate leadership training for females * Lobby for increased education budget * Promote affirmative action |
| **IMPLEMENTATION ACTIVITIES** | * Conduct a scholar ship program * Establish/strengthen credit and financial institution forum * Conduct awareness workshops every year * Establish network with vocational training school (TVET) and appropriate technology centers * Conduct TOT for community conversations facilitators | * Construct primary schools every year * Conduct awareness work shops * -Provide facilities that will enable law enforcement to carry out faster investigation and protection of vulnerable groups and victims | * Conduct awareness/ sensitization workshops * Conduct community dialogue * Conduct behavior change communication (BCC) * Conduct information education communication (IEC) * Replicate best practice (alleviating HTP, importance of girls education etc) | * Strengthen PTAs, girls forums, ensure clubs and student councils are comprised of equal number of boys and girls every year * Carry out advocacy workshops for senior management in the education sector in order to reinforce the importance other roles and responsibilities to increase gender equality | * Conduct leadership training for female teachers, management, other staff and students * Facilitate the implementation of affirmative action to increase the number of female leaders and teachers |
| **MONITORING** | **(Activity/process indicators)**   * Number of credit and financial institution forums established * Number of workshops conducted * Number of school that arrange scholarship support * Number of schools with school feeding programs * Number of people who participate in the workshop(male ,female) * Number and type of appropriate technologies introduced and provided to the community * Number of TOT conducted by community conversation facilitators and number of male and female participants | **(Input indicators)**   * Number of schools built * Number of workshops conducted * Number of latrine facilities provided | * Number of parents whose attitude is changed and believe in the value of education * Number of law enforcement agents whose attitudes are changes to enforce the law * Trends in HTP practice | (**Output indicators)**   * Number of different school clubs, and student councils established and strengthened * Number of PTAs strengthened * Number of advocacy workshop conducted * Number of male and female participating in the above | **(Outcome indicators)**   * Number of monitoring and accountability mechanisms and processes in place * Number of -innovative solutions developed to address lack of female leadership * Availability of information sharing mechanisms * % of women among school leaders at primary school level |
| **EVALUATION** | * Has the economic situation of women and men improved? * Are early marriage, abduction and sexual harassment reduced/ stopped? By what percent? * What is the impact of the provided appropriate technologies in the reduction of work load? | By how much has school enrolment increased? | * Is the attitude of law enforcement agents changed for the better? * Has the knowledge, attitude and practices of society changed, including parents attitudes, towards early marriage, sexual harassment and marriage by abduction? Are more parents sending their girls to school? | * Has participation of female teachers and students increased in the PTAs, student council and different clubs? * Has the decision making role of student councils, different clubs and female teachers in the school increased? | * Have females in the school community been placed in leadership position? |
| **GOALS** | * equitable distribution of economic resources and technology and services * enforcement of the law * constraints to school attendance are minimized/eliminated | * Adequate schools with sufficient facilities are built and all school age children are going to school | * Attitude has changed and the belief in the value of education is internalized by parents and society. Education has become compulsory | The schools are enjoying full participation of school community initiatives and decision making processes | Females in the schools community obtained leadership position and become respected role models |

Source: National gender analysis guideline

❒ **Session Five: Capacities and Vulnerabilities Framework**

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| --- | --- |
| **Session Five** | **Capacities and Vulnerabilities Framework** |
| **Duration** | **1hr** |
| **Learning Objectives** | After this session participants, will be able to:   * Explain the capacities and vulnerabilities      * Describe the Tool 1: Categories of capacities and vulnerabilities * Describe the Tool 2: Additional dimensions of complex reality. * Explain the limitation of the capacities and   vulnerabilities frame work.   * Apply capacities and vulnerabilities framework to their   Thematic area. |
| **Content** | * Tool 1: Categories of capacities and vulnerabilities * Tool 2: Additional dimensions of complex reality. * Potential limitations ofCapacities and Vulnerabilities Framework |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖊Activity 6: Questions and Answers on capacities and vulnerabilities**

1. What are categories of capacities and vulnerabilities?
2. What are the five other dimensions that are added to the CVA matrix to ensure that it captures the complexity of reality?

**Step 1** Divide the trainees into group, one person to chair and another to report, ensure that the discussions are on the right track and provide support in clarifying the questions. Step 2 Permit the groups to present their contributions

|  |
| --- |
| **🞛Trainer’s Tip**  Clarify the questions to be discussed and summarize the key points arising from the activity by using trainer’s notes and the following point consideration  **For the first question**  **Physical or material capacities and vulnerabilities**  Features of the land, climate and environment; their health skills and labour; their access to capital and other assets.  **Social and organisational capacities and vulnerabilities**  Formal political structures, informal systems for getting things done; family and  Community systems. Divisions on the basis of gender, race, ethnicity or class can weaken the social fabric of a group and increase its vulnerability.  **Motivation and Attitudes capacities and vulnerabilities**  Cultural and psychological factors - may be based on religion, peoples’ history of crises, expectation of emergency relief.  **For the 2nd question:**  the trainer will discuss five factors which must be included in the analysis to ensure it reflects the complexities of reality:   * gender disaggregation * disaggregation according to other differences * change over time * interactions - vulnerabilities and capacities relate to each other - changes in one will change the other * scale/level - this analysis can be used on a small detailed scale, or a larger more broad brush picture - these levels also interrelate |

**🖎Trainer’s Note**

**5. The Capacities and Vulnerabilities Analysis (CVA) Frame work**

This frame work was designed for use in humanitarian interventions, and for disaster preparedness. It was developed from a review of thirty case studies of NGO responses to disaster situation around the world[[18]](#footnote-18).

It aims to assist outside agencies to plan intervention in a way that meet the immediate needs of people, build on their strengths, and support their efforts to achieve long-term development.

The core concept of CVA is that people’s existing strengths (capacities) and existing weakness (vulnerabilities) determine the effect that a crisis has on them and their responses to it. Capacities relate to people’s material and physical resource of people, their social/organisational resources and their attitudes. Vulnerabilities are the long term factors that weaken peoples ability to cope with unexpected disaster or prolonged emergencies. They exist prior to disaster and continue after it. In the CVA a distinction is made between vulnerabilities and needs. In the context of a disaster needs are addressed by providing short term interventions, (for example food or shelter), where as vulnerability required strategic long term development.

**Tool One: Categories of capacities and vulnerabilities**

The CVA using a matrix divides capacities and vulnerabilities in to three categories. These are physical social and motivational capacities and vulnerabilities.

**Physical/material capacities and vulnerabilities**

This refers to the characteristics of land, environment, and climate, where people live or lived prior to the crises. It also includes details of housing, food and water supply, access to income and other assets. These will be different for women and men. Despite the material losses men and women possess resources including various skills and capacities which agencies can build on.

**Social/Organisational capacities and Vulnerabilities**

This category includes features of the social structures and systems through which communities organise themselves. It refers to formal political structures and the informal systems people use to make decision or organise economic and social activities. Gender analysis is critical in this category because of the roles and responsibilities of women and men can differ greatly from one form of organisation to another. Women may be excluded from decision-making systems in various social groups. Gender analysis can also identify systems setup by women for the exchange of labour and goods.

**Motivational/Attitudinal capacities and vulnerabilities**

How people react to a crises can be influenced by Psychological and cultural factors, for example religious beliefs, previous crises and their expectations of emergency aid. Appropriate interventions will build on people’s own skills and increase their confidence. In contrast, in appropriate aid may result in people feeling dependent and thereby reducing their capacity to cope with and recover them from crises.

**Capacities and vulnerabilities framework Worksheet 1**

|  |  |  |
| --- | --- | --- |
|  | **Vulnerabilities** | **Capacities** |
| **Physical material**  What productive resources,  Skills and hazards exist? |  |  |
| **Social/Organisational**  What are the relationships and organisation among people? |  |  |
| **Motivational/attitudinal**  How does the community view its ability to create change? |  |  |

Source: UNDP learning and information pack, Gender Analysis, January 2001.pp55

**Tool 2: Additional dimension of complex reality**

Five other dimensions are added to the CVA matrix to ensure that it captures the complexity of reality.

**Disaggregation by sex**

Capacities, vulnerabilities and needs are different according to gender. Because of their gender role women’s and men will have different needs and interests. Women can be more at risk in a crisis because of their lower socio economic and political status. Gender roles may undergo rapid change in a time of crisis.

**Disaggregating other dimensions of social relations**

Information related to level of wealth, political affiliation, ethnic groupings, age and so on in a community can also be analysed using the capacities and vulnerabilities analysis.

**Changes Over time:**

The CVA matrix can be repeated at intervals to reflect the dynamic changes in the community. This allows for changes in gender relations to be addressed.

“**Interactions” between different categories of the analysis:**

Interaction between the categories of analysis used in the CVA analysis is ongoing. There is a relationship between different categories of capacities and vulnerabilities which means that changes in one category can affect the others.

**Analysis at different levels and scale of society**:

CVA can be used to assess vulnerability to disaster and potential for development from village of national and regional level and also between levels of society.

**Capacities and vulnerabilities worksheet 2**

**Gender Disaggregation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Vulnerabilities** | | **Capacities** | |
|  | Women | Men | Women | Men |
| **Physical/Material** |  |  |  |  |
| **Social/Organisational** |  |  |  |  |
| **Motivational/attitudinal** |  |  |  |  |

Source: UNDP learning and information pack, Gender Analysis, January 2001.pp56

**Disaggregation by Economic class**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Vulnerabilities | | | Capacities | | |
|  | Rich | Middle | Poor | Rich | Middle | Poor |
| Physical/Material |  |  |  |  |  |  |
| Social/Organisational |  |  |  |  |  |  |
| Motivational/attitudinal |  |  |  |  |  |  |

Source: UNDP learning and information pack, Gender Analysis, January 2001.pp56

**Potential limitations** : CVA could be used without including a gender analysis, resulting in gender blind-analysis and responses. Although the framework was not specifically designed to promote women’s empowerment it can be used to create more equal gender relations provided this aim is made clear. The CVA has been found difficult to use in a participatory way, particularly with communities in a crises situation.

❒ **Session Six: People Oriented Planning Framework**

|  |  |
| --- | --- |
| **Session Six** | **People Oriented Planning Frame work** |
| **Duration** | **1hr** |
| **Learning Objectives** | After this session participants, will be able to:   * Explain the people oriented Framework. * Describe the POP Tool 1: Refugee population   profile and context analysis   * Describe the POP Tool :2 The Activities   Analysis   * Explain POP Tool :3 Use and Control of   Resources Analysis   * Describe the potential limitation of People   Oriented planning(POP) frame work   * Apply POP framework to their thematic area |
| **Content** | * Tool 1: Refugee population profile and context   analysis   * Tool :2 The Activities Analysis * Tool :3 Use and Control of Resources Analysis |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| Required Materials | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖊** **Activity**

Trainees shall discuss on the following questions:

1. How does socio-economic roles and participation of refugees affect planning and programs in refugee situations?
2. What are the three components of people oriented frame works.

**Step 1** Clarify the questions to be discussed and divide the trainees into group, one person to chair and another to report , ensure that the discussions are on the right track and provide support in clarifying the questions.

**Step 2** Permit the groups to present their contributions

|  |
| --- |
| **🞛Trainer’s Tip**  Summarize the key points arising from the activity by using trainer’s notes and the following point consideration.  **For 1st question**: the trainer will show how does socio-economic role and participation of both men and women affect planning and programmes by showing the following fact:   * Men and women refugees have different socio-economic role. In order to address their problems in planning and projects, one should understand the roles of men and women. * Roles and responsibilities of women and refugees may be different from those pre-flight. * Refugee participation is a major factor determining whether or not a project will succeed. It is important to recognize that this requires the involvement of refugee women, men and children.   **For the 2nd question**: the trainer wills Discuss POP framework three components:   * Determinants Analysis (also called the Refugee Population Profile and Context Analysis) * Activities Analysis * Use and Control of Resources Analysis |

**🖎Trainer’s Note**

**6. People Oriented planning (POP) Frame Work**

This framework is an adoption of the Harvard Analytical frame work for use in refugees situations. The POP framework was designed to ensure equitable and efficient delivery of resources and services to female, male and children refugees. It aims to target aid more appropriately, and to reduce gender inequalities.

The following three key factors are emphasised in POP:

* **Change**
* **Participation, and**
* **The importance of analysis.**

**Change:** People displaced by conflict or other crises experience rapid and ongoing change in their lives. Crises can change the role of men and women. In some situations changes in roles will be resisted and the traditional values reinforced. In contrast a crisis may provide opportunities for change in gender relations.

**Participation**: Participation by all refugee women men and children is critical to the success or failure of a programme. Failure to involve refugees will ultimately lead to several consequences:

• increasing lethargy on the part of refugees

• cost increases

• decrease in communication

**The importance of analysis**: Socio-economic and demographic analysis is essential when planning programmes for refugee situations.

Whether you are planning programmes for food distribution, water, sanitation, agriculture,

accommodation or health, socio-economic conditions and changes in the community are major factors which determine the ability of refugees to participate in and benefit from these programmes. Knowledge of socio-economic arrangements and changes in these arrangements is also critical for planning appropriate protection into all of your assistance activities.

The reason that it is essential to ensure that socio-economic factors are included in initial planning is to avoid unintentionally depriving some refugees from the benefits of programmes because their responsibilities do not allow them the time or ability to participate. This is often the case for female refugees who may be neither encouraged nor able to participate in planning activities from which they should benefit (house construction, water and sanitation systems, adult literacy, food distribution, etc.) It may also be the case for unaccompanied children who have no one who can act on their behalf.

**Components of the framework:**

The framework has three main elements:

* The determinants analysis( also called the refugee population profile and context analysis);
* The activities analysis;
* The use and control of resources analysis

**Tool 1: Refugee population profile and context analysis**

Both the population profile and the social and cultural context are factors which influence the roles and responsibilities of women and men in a refugee situations. The population profile involves gathering demographic data on the refugees and the host population. Who are the refugees: Women, Men or Children? Assessing the refugee context helps to identify factors which shaped gender relations before the crises. These factors include community norms and values; community power structures; religious beliefs, economic and political factors.

**Tool: 2 The Activities Analysis**

This tool helps to establish the tasks women and men do, as well as where and when they carry out those tasks. The division of labor changes in flight, therefore it is essential to know both what women and men did before, and what they do and can do now in the refugee situation. The activities analysis and population must be linked.

**Tool:3 Use and Control of Resources Analysis**

This tool is similar to the Harvard Tool 2(Access and control profile) It helps to identify how resources are distributed and who has control over their use. Using this tool it is possible to find out what resources were used and controlled by women and men before the crises and what resources do they now control and use in the refugee situation.

**Potential limitation:** It is difficult to use with groups that are not homogeneous. Such a situation would necessitate applying the frame work first to each group independently. The question of who has control in the refugee community is problematic because control over areas of social life resides with external actors. Finally it doesn’t put sufficient emphasis on the long-termdevelopment of refugees.

❒ **Session Seven: Social Relations Framework**

|  |  |
| --- | --- |
| **Session Seven** | **Social relations Frame work** |
| **Duration** | **1hr** |
| Learning Objectives | After this session participants, will be able to:   * Explain the social relations Framework. * Describe the main concepts of   SRF:   * Concept 1: Development as increasing   human well-being   * Concept 2: Social Relations * Concept 3: Institutional Analysis * Concept 4: Institutional gender policies * Concept 5: Underlying and structural   causes   * Apply social relations framework to their   thematic area. |
| Content | * The main concepts of the social relations Approaches * Development as increasing human well-being * Social relations * Institutional Analysis * Institutional Gender policies * Underling and structural causes |
| Methodology | * Question and answer, Discussion, Group exercise |
| Required Materials | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖊Activity** 7

Trainees shall discuss on the following questions:

1. What is the role of development in order to increase human well being in relation to social relations approach?
2. The impact of social relation on gender equalities.
3. What are institutions which affect gender equalities?
4. The difference between Institutional gender aware policies and Gender blind policies.

**Step 1** Clarify the questions to be discussed and divide the trainees into group, one person to chair and another to report in plenary; and facilitate for they can hold discussions.

**Step 1** Permit the groups to present their contributions

|  |
| --- |
| **🞛Trainer’s Tip**  Summarize the key points arising from the activity by using trainer notes and the following point consideration  **For 1st question:**   * Development is primarily about increasing human well being. * Human well-being is seen as concerning survival, security and autonomy, where autonomy means the ability to participate fully in those decisions that shape one’s choices and one’s life chances, at both the personal and the collective level.   **For the 2nd question:**   * Social relationships determine who we are, what our roles and responsibilities are, and what claims we can make; they determine our rights and the control that we have over our own lives and those of others. * Gender relations are one type of social relation. Race, class and ethnicity are others.   **For the 3rd question:**   * Discuss four key institutional locations: State, Market, Community and family/kinship.   **For the 4th question:**   * Emphasis on the difference between Institutional gender aware policies and Gender blind policies and its impact on the development process |

**🖎Trainer’s Note**

**7. The Social Relations Approach (Sra) Framework.**[[19]](#footnote-19)

The Social Relations Approach to gender and development planning is based on a socialist

Feminist background and was developed by Naila Kabeer at the Institute of Development

Studies’; Sussex University UK, in collaboration with policy-makers, academics, and activists. The SRA has been used by government departments and NGOs for planning programs in a number of countries. The SRA is intended to be a method of analyzing existing gender inequalities in the distribution of resources, responsibilities, and power, and for designing policies and programs which enable women to be agents of their own development. The framework uses concepts rather than tools to concentrate on the relationships between people and their relationships to resources and activities – and how these are re-worked through institutions such as the state or the market.

**The three essential components of the Social Relation Approach are:**

• The goal of development as human well-being

• The concept of social relations

• Institutional analysis

**Aims of the framework**

* To analyse existing gender inequalities in the distribution of resources, responsibilities, and power
* To analyse relationships between people, their relationship to resources and activities, and how they are reworked through institutions
* To emphasise human well-being as the final goal of development

**The main concepts of the Social Relations Approach are:**

**Concept 1: Development as increasing human well-being.** The definition of development in the Social Relations Approach is about increasing human well-being and not just about

economic growth or increased productivity. The core elements of human well-being are

survival, security and autonomy. Development interventions must be assessed on the extent to which they contribute to human well-being as well as what they contribute in terms of

technical efficiency. Production therefore includes not only market production, but

encompasses a wide range of tasks that people perform, in order to reproduce human labour,

to survive and to safeguard the environment.

**Concept 2: Social Relations** in this framework “social relations are understood as the way in

which different groups of people are positioned in relation to resources”. Social relations

determine people’s roles, responsibilities and claims, as well as the rights and control they have over their own lives and those of others. Social relations include gender relations, class,

ethnicity and race. Social relations are not static; they can change over time and are influenced by changes at the macro level. The access people and groups have to material and intangible resources are also determined by social relations.

**Concept 3: Institutional Analysis: - T**he factors which produce gender inequalities are not

found solely in the family but exist across a wide range of institutions, including the

international community, the state, and the market place. An institution is defined as a

framework of rules for achieving particular economic or social goals. Social difference and

inequalities are created and perpetuated by institutions. Organisations are defined as the

specific structural forms that institutions take. Gender-awareness necessitates an analysis of the way these institutions create and reproduce inequalities.

**The Social Relations Approach identifies four key institutions:**

• The state

• The market

• The community

• The family/kinship

|  |  |
| --- | --- |
| **INSTITUTIONAL LOCATION** | **ORGANISATIONAL/STRUCTURALFORM** |
| State | Legal, military, administrative organizations |
| Market | Firms, financial corporations, farming-enterprises,  Multinationals, etc. |
| Community | Village tribunals, voluntary associations, informal networks, patron-client relationships, NGO’s, idir, iqab |
| Family/kinship | Household, extended families, lineage groupings, etc. |

Although institutions differ and vary across cultures they do have some features in common. All institutions have five distinct but inter-related elements of social relationships: rules, resources, people, activities, and power.

These elements are critical to the analysis of social relations, and gender inequality.

1. Rules: How things get done

2. Activities: What is done?

3. Resources: What is used? What is produced?

4. People: Who is in? Who is out? Who does what?

5. Power: Who decides, and whose interests are served?

**Concept 4: Institutional gender policies** Gender policy categories

depending on the extent to which they recognise and address gender issues.

|  |  |  |
| --- | --- | --- |
| Gender Blind | * do not distinguish between men and women * incorporate existing biases * tend to exclude women | |
| Gender aware | * recognise differences among men and women’s needs and priorities   Gender aware policies may be of three types: | |
|  | Gender-neutral policies | * in light of gender differences, target delivery to men and women’s practical gender needs * work within existing gender division of resources and responsibilities |
| Gender-specific policies | * in light of gender differences, respond to the practical needs of men or women specifically * work within existing gender division of resources and responsibilities |
| Gender-redistributive policies | * intend to transform existing gender relations to create a more balanced relationship * may target both men and women, or one specifically * work on practical gender needs in a transformatory way * work on strategic gender needs |

**Concept 5: Underlying and structural causes.** When undertaking an analysis for the purpose of planning an intervention this framework examines the immediate, underlying, and structural factors which are responsible for the problems, and their effects on those involved.

Categories of Gender-Aware Policy

**Gender-blind policies**

**(Often implicitly male-biased)**

↓

**Rethinking Assumptions**

**Rethinking Practices**

↓

**Gender-sensitive policies**

Gender-neutral Gender-specific

(Interventions intended to leave distribution of resources and responsibilities intact)

(Interventions intended to meet targeted needs of one or other gender within existing resources and responsibilities)

**Gender-redistributive**

(Interventions intended to transform existing

distributions in a more egalitarian direction)

*Source: National Gender Analysis Guideline*

Social Relations Framework Worksheet

Immediate, underlying and structural causes

|  |  |
| --- | --- |
| Analyzing causes and effects of what? | |
| Long-term effects |  |
| Intermediate effects |  |
| Immediate effects |  |
| *THE CORE PROBLEM* |  |
| Immediate causes at  -household  -community  -market  -state |  |
| Intermediate causes at  -household  community  -market  -state |  |
| Structural causes at  -household  -community  -market  -state |  |

*Source: National Gender Analysis Guideline*

**Uses of the Social Relations Framework**

The Social Relations Approach can be used for project planning and policy development. It can be used for planning at different levels including the international level. The Social Relations Approach aims to present a broader picture of poverty by revealing the interacting and cross cutting inequalities of, for example, gender, class, race. The framework focuses on structural analysis, material poverty, and the process of powerlessness and marginalisation. It enables links to be made between macro and micro- analysis.

The Social Relations Approach undertakes to develop a new framework for development

thinking, one which puts gender at the core of the analysis. Its intention is not to develop a

methodology to add on gender, or to plan for women separately. The Social Relations

Approach emphasises gender relations and recognises the different needs and interests of

women and men.

By focusing specifically on institutions, the Social Relations approach offers a way for

understanding how they interrelate and how they can bring about change. The Social Relations Framework is not static but dynamic, which allows it to show the processes of impoverishment and empowerment.

**Potential limitations:** The analysis produced by using the Social Relations Approach can

convey an impression of large institutions where change will be difficult. However, although

this may be true; it can result in overlooking the potential for people to effect change. This

framework can be used to look at all cross cutting issues that cause institutional marginalisation.

By doing this it is possible that women get subsumed into individual categories such as class or sector. If this occurs, women may not appear as a category. The Social Relations Approach can appear to be complicated, but it can be adapted to use in a more simplified form.

**Session Eight: SWOT and Force field Analysis**

|  |  |
| --- | --- |
| **Session Eight** | **SWOT and Force field Analysis** |
| **Duration** | **1hr** |
| **Learning Objectives** | After this session participants will be able to:   * Explain the SWOT & Force Field analysis. * Describe the main concepts of   SWOT analysis.   * Use SWOT & Force Field analysis |
| **Content** | * SWOT Analysi*s* * Force-Field Analysi*s* |
| **Methodology** | * Question and answer, Discussion, Group exercise |
| **Required Materials** | * Flip chart/flipchart stand, Computer, LCD projector, Marker pens, Handout |

**🖎Trainer’s Note**

**SWOT analysis**

In addition to the Gender Analysis tools discussed previously, there are tools developed for other purposes than women’s equality or gender analysis, but are nevertheless useful to help priorities the issues emerging from gender analysis. SWOT Analysis and Force-Field Analysis tools, discussed below, are an example of such tools.

SWOT Analysis: This tool is designed to help people identify the internal Strengths and Weaknesses of their organization or group, in relation to the Opportunities and Threats presented in the external environment (SWOT).

It is an effective method of identifying your organization’s Strengths and Weaknesses, and to examine the Opportunities and Threats you face. Often carrying out an analysis using the SWOT framework will be enough to reveal changes which can be usefully made.

To carry out a SWOT Analysis write down answers to the following:

* Strengths:
  + What are your advantages?
  + What do you do well?

Consider this from your own point of view and from the point of view of the people you deal with. Don’t be modest, be realistic. If you are having any difficulty with this, try writing down a list of your characteristics. Some of these will hopefully be strengths!

* Weaknesses
  + What could be improved?
  + What is done badly?
  + What should be avoided?

Again this should be considered from an internal and external basis- do other people perceive weaknesses that you don’t see? Do your competitors do any better? It is best to be realistic now, and face any unpleasant truths as soon as possible.

* Opportunities
  + Where are the good chances facing you?
  + What are the interesting trends?

Useful opportunities can come from such things as

* + Changes in technology and markets on both a broad and narrow scale
  + Changes in government policy related to your field
  + Changes in social patterns, population profiles, lifestyle changes, etc.
  + Local events
* Threats
  + What obstacles do you face?
  + What is your competition doing?
  + Are the required specifications for your job, products or services changing?
  + Is changing technology threatening your position?

Carrying out this analysis is will often be illuminating-both in terms of pointing out what needs to be done, and in putting problems into perspective.

Then organize the SWOT analysis in the following manner

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

**🖊Activity: Group work on SWOT Analysis**

How do you proceed with SWOT Analysis if requested to come up with a five year gender strategic plan of an organization x?

**Step 1** Divide participants into small groups

**Step 2** let them analyze a hypothetical organization using the questions listed above.

**Step 3** organize their possible answers in the table under the four key terms (SWOT)

**Step 4** Present their findings

|  |
| --- |
| **🞛Trainer’s Tip**  Make sure that participants raise the questions under; Strength, Weaknesses, Opportunities and Threats from gender perspectives. |

**Force-Field Analysi*s****:*

This is a tool used for analyzing complex problems and helping to identify solutions. The technique dates from the late 1940s when it was first used in social science research for analyzing group dynamics. It is based on the hypothesis that a given situation arises as a result of a number of balancing forces (or factors), some of which are constraining forces, resisting or blocking change, and others which are driving forces, facilitating or promoting the process of change.

It is a method used to get a whole view of all the forces for or against a plan so that a decision can be made which takes into account all interests. In effect this is a specialized method of weighing pros and cons.

Where a plan has been decided on, force field analysis allows you to look at all the forces for or against the plan. It helps you to plan or reduce the impact of the opposing forces, and strengthen and reinforce the supporting forces.

Where a plan has not been decided on, force field analysis can help you weight the likely outcomes of alternatives approaches, and refine emerging priorities.

**Carrying Out a Force Field Analysis**

To carry out a force field analysis, follow the following steps:

* List all forces driving change in one column, and all forces restraining change in another column
* Assign a score to each force, from 1 (weak) to 5 (strong)
* Draw a diagram showing the restraining and driving forces, and the size of the forces.
* Where you have already decided to design a project to achieve the desired change, force field analysis can help you to decide how to address obstacles. Here you have two choices;
  + To reduce the strength of the forces restraining the project
  + To increase the strength of the forces driving the project

**Example of Force-Field Analysis Diagram**

Problem: Less than 5% of women headed household in a recently electrified area have applied to be connected to the supply

Goal: An NGO aims to increase the number of connected women headed households to 40% in the next two years

Driving forces Constraining Forces

Two years time

(Goal)

To increase the number of connected women headed households to 40% in the next two years

Government policy to promote electricity use

Opportunities for children study in evenings

Increased income generation opportunities

Active women health and group

Low income

Cost of appliance

High connection fee

Lack of information about benefits of electricity

**Annex 1**

**Table 1 Major Features, objectives, and types of tools and Limitations of Gender Analysis frameworks**

| **Tool** | **Objective** | **Feature** | **Best suited** | **Strength** | **Limitation** |
| --- | --- | --- | --- | --- | --- |
| Harvard Analytical Frame work | To demonstrate that there is an economic rationale for investing in women as well as men.  To assist planners to design more efficient projects  To emphasize the importance of good information as a basis for efficient / effective projects  To map the work of women and men in the community and highlight differences | A matrix with four interrelated components for collecting information at micro level.   1. Socio economic activity profile (looks at who does what, where, when and for how long?) 2. Access and control profile (looks at who has access to and control over resources and benefits.) 3. Analysis of influencing factors (looks at other factors that affect the gender differentiations, past and present influences, and opportunities and constraints) 4. Contains a checklist of key questions to ask at each stage of project cycle analysis | For project design rather than program or policy planning.  As a gender neutral entry point when working with those who might be resistant to looking at gender relations.  For collecting baseline data. | * Practical. * Collects and organizes info about gender division of labour - it makes women’s work visible * Distinguishes between access to and control over resources * Useful for projects at micro level * Can be easily adapted to a range of settings * Relatively non-threatening as it is focused on collecting facts | * Needs to be used with another tool to allow idea of strategic gender needs to be identified * Focus on projects not programs * Focus on efficiency not effectiveness- does not provide guidance on how to change gender inequalities * Top down planning tool that excludes men’s and women’s own analysis of their situation * Can be carried out in a non-participatory way * Tends to over simplify, based on tick box approach * Ignores other inequalities such as race, class and ethnicity * Emphasizes separation of activities based on sex or age- ignores connections and cooperative relations * It tends to focus on material resources rather than on social relationships |
| Gender Planning Framework (Caroline Moser) | Focus is on strategic gender needs and concentrates on gender inequalities and how to address these at program and policy level. | Two main tools used: Gender roles identification- focus on triple roles of women (productive, reproductive and community)   * Gender needs assessment (practical and strategic needs) * Disaggregating control of resources and decision-making within a household (intra-household resource allocation and power of decision making within the household*)* * Balancing of roles * This relates to how women manage the balance between their productive, reproductive and community tasks * WID/GAD policy matrix * The WID/GAD policy matrix provides a framework for identifying/evaluating the approaches that have been (or can) be used to address the triple role and the practical and strategic gender needs of women in programs and projects. * Involving women, gender aware organizations and planners in planning. The aim of this tool is to ensure that practical and strategic gender needs are identified by women ensuring that ‘real needs’ as opposed to perceived needs are incorporated into the planning process | * For planning at all levels from policies to projects * For use in conjunction with the Harvard Framework | * Assumes planning exists to challenge unequal gender relations and support women’s empowerment. * Makes all work visible through concept of triple roles * Recognizes institutional and political resistance to transforming gender relations * Distinguishes between practical gender needs (those that relate to women’s daily life) and strategic gender needs (those that potentially transform the current situation) | * Framework does not mention other inequalities like class, race and ethnicity * Framework is static and does not examine change over time * Looks at separate rather than interrelated activities of women and men * Strict division of practical and strategic need not always helpful in practice * Strategic needs of men not addressed * Note everyone accepts the concept of the triple role, particularly in relation to community roles |
| Social relations frame work (Naile kabeer IDS)  Link to come | To analyze gender inequalities in the distribution of resources, responsibilities and power  To analyze relationship between people, their relationship to resources and activities and how these are reworked through institutions  To emphasize human wellbeing as the final goal of development. | * Concepts rather than tools are used in this framework in order to focus on the relationships between people, and their relationship to resources and activities, and how they are re-worked through institutions   Five essential concepts   * Development is increasing human wellbeing (survival, security and autonomy) * Social relationship analysis. The way people are positioned in relation to tangible and intangible resources * Institutional analysis   Key institutions; state, market, legal, family/kinship. Aspects of institution; rules, activities resources, people, power   * Institutional gender policy analysis. * Analysis of underlying and structural and underlying causes and the effect of these | Can be used across all modalities of development delivery from project to policy planning. Can be used at local, national, regional and international level | * Presents a broader picture of poverty * Conceptualizes gender as central to development thinking and not as an add-on * Used at different levels for planning and policy development * Links micro and macro analysis * Centers analysis around institutions and highlights their political aspects * Highlights interactions between inequalities –race, class, and ethnicity * Dynamic- works to uncover processes of impoverishment and empowerment | Can appear to be complicated  Since it looks at all inequalities- it can subsume gender in to other analytical categories  Can over look the potential for people to effect change  May give an overwhelming impression of large institutions |
| Women’s empowerment frame work  Link to come | * To achieve women’s empowerment by enabling women to achieve equal control over factors of production and participate equality in the development process * Assists planners to identify what women’s equality and empowerment would mean in practice, and to determine to what extent a development intervention supports greater empowerment. | Framework introduces five hierarchical levels of equally (the higher you go the more empowered you are)   1. Control 2. Participation 3. Conscientization 4. Access 5. Welfare   Frame work distinguishes between women’s issues and concerns as well as identifying three levels of recognition of women’s issues in project design | * Useful across micro (project) and macro (country strategy) levels of analysis * Useful where focus is specifically of empowerment of women * The framework can be used for planning, monitoring and evaluation | * Frame work can be used to prepare profile of levels of recognition and analysis of levels of equality across sectors * Develops notion of practical and strategic gender needs in a progressive hierarchy * Articulates empowerment as an essential element of development * Enables assessment of interventions based on levels of empowerment * Has a strong political perspective-aims to change attitudes | * Assumptions that levels of equality are strictly hierarchal is questionable * Framework profiles are static and do not take account of changes over time * Focus on gender equality only takes no account of relationships between rights and responsibilities * Ignores other form of inequalities |
| **Gender Analysis Matrix (GAM) Framework** | The framework aims to find out the different impacts of development interventions on women and men by providing a community-based technique for the identification and analysis of gender differences. Secondly, it assists the community to identify and challenge their assumptions about gender roles in a constructive manner. It may be used for different purposes, for example, transformatory gender training, or as a participatory planning tool | It is simple, systematic and uses familiar concepts. It encourages “bottom-up analysis’’ through community participation. It is transformatory and technical in its approach, combining awareness- raising about gender inequalities with development of practical skills | The analysis is conducted at four levels of society-: women, men, household and community. The GAM examines impact in four areas: labour, time, resources and socio-cultural factors | It includes men as a category and therefore can be used in interventions that target men | * A good facilitator is necessary. The analysis must be repeated in order to capture changes over time. The GAM 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 |
| Capacities and Vulnerabilities Analysis (CVA) Framework | It aims to assist outside agencies to plan interventions in a way that meet the immediate needs of people, build on their strengths and support their efforts to achieve long- term development | The core concept of the CVA is that people’s existing strengths (capacities) and existing weaknesses (vulnerabilities) determine the effect that a crisis has on them and their response to it | It can be used for both planning and assessment of change over time, for example, tracking changes in gender relations in the aftermath of a disaster or agency intervention. The CVA can be used at different stages of a crisis and encompasses a short-term and long-term perspective. It ensures that social and psychological, as well as material dimensions are included in an analysis | It ensures that social and psychological, as well as material dimensions are included in an analysis.  It can be adapted to include all categories of social differentiation, such as, gender, age, class, caste, ethnicity, disability. | * CVA could be used without including a gender analysis, resulting in gender blind analysis and responses. Although the framework was not specifically designed to promote women’s empowerment it can be used to create more equal gender relations provided this aim is made clear. The CVA has been found difficult to use in a participatory way, particularly with communities in a crisis situation |
| **People**  **Oriented Planning Framework (POP)** | Socio-economic and demographic analysis is essential when planning programs for refugee situations. | The framework includes two features that are significant for gender relations in refugee groups. The first is it changes over time, which can inform both short and long-term planning. The second feature is the importance of protection, especially for women and girls, and its recognition as an activity that has to be provided by someone | This framework is an adaptation of the Harvard Analytical Framework for use in refugee situations. The POP framework was designed to ensure equitable and efficient delivery of resources and services to female as well as male refugees. It aims to target aid more appropriately, and to reduce gender inequalities |  | It is difficult to use with groups that are not homogeneous. Such a situation would necessitate applying the framework first to each group independently. The question of who has control in the refugee community is problematic because control over areas of social life resides with external actors. Finally, it doesn’t put sufficient emphasis on the long-term development of refugees |

Source: National Gender analysis Guideline

**Annex Two: Pre & Post Evaluation Questions**

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| **Pre & Post Evaluation Questions**   * 1. What do you understand by Gender Analysis?   2. List down the common Gender Analysis Frameworks.   3. Explain gender analysis at Policy level.   4. What are the basic steps followed in gender analysis?   5. Interpret gender analysis at Macro, Micro & Meso levels.   6. Mention at least three methods of data gathering tools.   7. How do you analyze gender at programme level? Describe the steps to be followed.   8. What do you explain SWOT analysis? When do you apply it?   9. Which frameworks are applicable in Ethiopia? |

### Annex –3- Evaluating Gender Training[[20]](#footnote-20)

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| --- | --- | --- |
| Sex: female male | | Date: |
| 1. What were your main expectations of the training? | | |
| 2. What were your overall reflections on/feelings about the training? | | |
| 3. Which parts or aspects of the training did you find most useful? Why? | | |
| 4. Which sessions or aspects of the training were least useful? Why? | | |
| 5. Have you any comments on processes, styles, methods or materials used? | | |
| 6. What improvements could we make to the training session? | | |
| Please rate the following,  rate: 0 (poor) to 5  (excellent) | Rating | Please comment: |
| 7.1 The extent to which  your expectations were  achieved |  |  |
| 7.2 The style/s of delivery |  |  |
| 7.3 The training exercises |  |  |
| 7.4 The pace of the day |  |  |

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