



GENDER TOOLS - GENDER CHECKLISTS

Four Gender Tools and Checklists are described in this paper, which can be applied in different contexts:

- ✓ the 3 (or 4) R Method analyses gender aspects of an institution/organisation (structural level) and its „internal and external work“ (initially designed for local authorities),
- ✓ the Gender Impact Assessment evaluates gender aspects of planned policies of political institutions,
- ✓ the 4 GeM Steps Method is a simple and short Gender Analysis on project level, and
- ✓ the Gender Analysis Framework is a detailed Gender Analysis for project planning, monitoring and evaluation.

A THE 3 (OR 4) R METHOD FROM SWEDEN

<p>Representation (who?)</p> <p>How big is the proportion of women and men? How many women and men participate? How many women and men occupy leadership positions? (horizontal and vertical distribution of women and men within an organisation), (quantitative data)</p>	<p>Examples for aspects to analyse:</p> <p>How is the participation of women and men in organisations, institutions, committees, authorities?</p> <p>What kind of spaces for participation, communication, agreement do exist and how can the access for women and for men be described?</p> <p>How can the participation on the different hierarchical levels and in decision-making bodies be described? What kind of leadership positions exist? How are they defined? What kind of access do women and men have to occupy such a position?</p> <p>How can the participation be described as far as the consumption of goods/services is concerned?</p> <p>How many of the discussed/treated topics and carried out programmes/activities concern mainly women or mainly men?</p> <p>Do relevant data exist (statistics, interviews, etc.)?</p>
<p>Resources (what?)</p> <p>How are the different resources distributed between women and men? (quantitative data)</p>	<p>- Economic resources:</p> <p>How are wages distributed between women and men?</p> <p>Do subsidies exist for special activities carried out by women and by men?</p> <p>Are there any gender specific differences as far as financing of programmes/activities by the institution/organisation is concerned?</p> <p>- Physical space:</p> <p>Are there any gender related differences in physical space allocation for</p>

Resources	men and women? (e.g. space for recreation). - Time: In conferences, meetings, working sessions, etc. how much time for speaking do men and women take?
Reality (conditions?) Why is the situation like it is? (qualitative data)	Who gets what under which conditions? What are the norms and values behind? Do women and men perceive the benefits/services in the same way? Are the interests/needs of women and men taken into account in the same way, and what determines how they are taken into account?
Rights: (legal conditions?)	e.g.: What are the legal conditions underlying the above mentioned (laws, regulations,...). Depending on the cultural background a possibly existing non-official justice system must be analysed as well.

B Gender Impact Assessment (GIA)

= evaluation of gender aspects of planned policies

There are 5 steps to carry out:

1. Description of the current situation of men and women
2. Presentation of the expected situation with and without policy/measure
3. Detailed analysis of the policy/measure
4. Analysis and description of potential effects on gender relations
5. Evaluation of the positive and negative effects

Gender Impact Assessment in the German Ministry for Environment

1. Step: Relevance Assessment

- 1.1 Identification of the kind of political measure/policy
- 1.2 Identification of the relevance of gender questions
 - 1.2.1 Direct concernment and kind of concernment
 - 1.2.2 Indirect concernment and kind of concernment
 - 1.2.3 Extent and degree of concernment
 - 1.2.4 Differences of concernment of women and men

2. Step: Main Assessment

2.1 Description of the policy/measure

- 2.1.1 Which environmental political objectives does the policy/measure have and how are they justified?
- 2.1.2 On which data and/or research results is the policy/measure based on?
- 2.1.3 Which instruments serve the purpose of achieving of the objectives?
- 2.1.4 Who are the agents in the defining the policy/measure? Which are the influence capacities of the German Ministry for Environment/the subordinate authority?
- 2.1.5 Which technical alternatives were analysed with which result?

2.2 Analysis of Gender Aspects of the Policy/Measure

- 2.2.1 Does the policy/measure have any impact on political objectives as far as gender relations are concerned?
- 2.2.2 Which impacts on gender relations will the planned policy/measure have?
- 2.2.3 Which groups within the population are concerned directly and indirectly by the policy/measure?
- 2.2.4 Which relevant groups are to be involved as far as gender aspects are concerned, in which way and at what time?

2.3 Result of the Main Assessment

- 2.3.1 Result of the internal institutional assessment regarding the relevance of gender
- 2.3.2 Results of the consultations of socially relevant groups
- 2.3.3 Results of objective alliances and objective conflicts
- 2.3.4 Which gender relevance would the analysed alternatives/variants have?

3. Step: Evaluation and Vote

- 3.1 Evaluative comparison of the environmental objectives and the analysed gender aspects including the evaluation of alternatives/variants. Vote
 - 3.2 Measures to improve the situation of existing data
 - 3.3 Final vote including suggestions for solution, potentially definition of possibilities for improvement as far as this measure is concerned
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C The 4 GeM Steps for Projects

The 4 GeM Steps for projects is part of a tool box published by the Austrian Coordination Office Equal Opportunities for Women and Men – GeM.

Analysis	<ul style="list-style-type: none">➤ Which gender inequities exist in the area of intervention of the project?➤ Do men and women of the target group have different problems and demands/needs?➤ Do gender related obstacles exist as far as participation is concerned? Which?
Objectives	<ul style="list-style-type: none">➤ Which are the objectives in relation to gender equality that are included in the project objectives?
Realisation	<ul style="list-style-type: none">➤ Are the same chances for access and participation/control guaranteed for women and for men?➤ How is guaranteed, that women and men are benefited by the project in the same way and to the same extent?➤ How is avoided, that gender inequities are reproduced by the project?➤ How does the project contribute to a reduction of inequities?
Evaluation	<ul style="list-style-type: none">➤ Are all data and results compiled in a gender-disaggregated way?➤ How will the achievement of objectives in relation to gender equality be evaluated?

From: Enggruber, Ruth: Gender Mainstreaming und Jugendsozialarbeit, Votum-Verlag Münster 2001, S. 119



D GENDER ANALYSIS FRAMEWORK – PROJECT LEVEL

This gender analysis framework has four parts and is designed especially for the project level. It is carried out in two main steps:

1. information is collected for the Activity Profile and the Access and Control Profile,
2. this information is used in the analysis of factors and trends influencing activities and access and control, and in the project cycle analysis.

For every step it is necessary to elaborate a matrix to better collect and systemise the information. It is recommended to do that with the participation of the target group!!

1 COLLECTION OF INFORMATION

1.1 ACTIVITY PROFILE

What do men and women (adults, children, elders) do, and where and when take these activities place?

The Activity Profile usually considers all categories of activities: productive, reproductive, community-related service. It identifies how much time is spent on each activity, how often this work is done (e.g., daily or seasonally), which periods are characterized by a high demand for labor, and what extra demands the program inputs will make on women, men, and children.

Issues considered under Activity Profile include: * Production of goods and services, * Reproductive and human resource maintenance activities, * Community work, * Community organization and activities. The objective is to ensure that women are actively included in the project and are not disadvantaged by it.

1.2 ACCESS AND CONTROL PROFILE

Who has access to and control of resources, and decision making?

It enables planners to consider whether the proposed project could undermine access to productive resources, or if it could change the balance of power between men and women regarding control over resources.

It is important to analyse two different questions with each of the resources:

- ✓ Do women have access to this resource? (do women have the possibility to use it?)
- ✓ Do women have control over the resource? (do women have the possibility to define the use of it within a certain space of participation?)

<i>Economic Resources</i>	<i>Information/Education</i>	<i>Politics</i>
<ul style="list-style-type: none"> ✓ work ✓ capital ✓ raw material ✓ equipment ✓ wages ✓ conditions for social well-being: social security, nutrition, health services, kindergardens, etc. 	<ul style="list-style-type: none"> ✓ Inputs to be able to make decisions ✓ Formal education ✓ Informal education ✓ Possibilities for technical exchange and exchange of experience 	<ul style="list-style-type: none"> ✓ Leadership position ✓ Possibility to move to decision-making positions ✓ Spaces to express opinion ✓ Spaces to communicate ✓ Spaces to negotiate and find agreements
<i>Time</i>	<i>Human Resources</i>	<i>Internal Resources</i>
<ul style="list-style-type: none"> ✓ kind and extent of daily labour ✓ distribution of daily labour ✓ Hours of recreation 	<ul style="list-style-type: none"> ✓ Spaces for the personal promotion ✓ Ability for leadership ✓ Capacity to define and express interests/needs ✓ Capacity to communicate effectively 	<ul style="list-style-type: none"> ✓ Internal security ✓ Trust in one's own capacities ✓ Positive image, personal valorisation ✓ Personal autonomy and independence

The profile examines the extent to which women are impeded from participating equitably in projects. Program management mechanisms may determine who has access to and control over productive resources and may change existing gender relations.

2 ANALYTIC PART

2.1 ANALYSIS OF FACTORS AND TRENDS - THE SOCIO-ECONOMIC CONTEXT

How are activity, access, and control patterns shaped by structural factors (demographic, economic, legal, and institutional) and by cultural, religious, and attitudinal ones.

This analysis considers the structural and socio-cultural factors that influence the gender patterns of activity and access and control in the project area:

- ✓ demographic factors, including household composition and household headship;
- ✓ general economic conditions, such as poverty levels, inflation rates, income distribution, internal terms of trade, and infrastructure;
- ✓ cultural and religious factors;
- ✓ education levels and gender participation rates; and
- ✓ political, institutional, and legal factors.

The analysis should consider the following:

Which policies and programs aimed at ensuring women's participation could affect the project?

Which community norms and beliefs could influence women's participation in the project's activities?

Are there laws or regulations that could affect women's participation in the project or their access to its benefits?

2.2 PROGRAM CYCLE ANALYSIS

What gender considerations are needed for the project?

Gender-sensitive project planning, design, implementation, monitoring, and post-evaluation

This analysis will indicate if and where the objectives and methods proposed for the project should be modified to improve the chances that the project will succeed and to minimize the likelihood that women will be disadvantaged as a result of it.

Some questions that may need to be considered in this analysis deal with production processes, training, information, participation, access, institution building, project framework etc.

Particularly within the Project framework, the following issues need to be considered:

- ✓ Do the planning assumptions (at each level of the planning framework or logical framework, for example) adequately reflect the constraints on women's participation in the program?
- ✓ Do project performance indicators identify the need for data to be collected, disaggregated by gender? Will changes in the gender division of labor be monitored? Will data on women's access to and control over resources be collected during the project?
- ✓ Can the project meet both **practical gender needs** (supporting and improving the efficiency of women's and men's productive roles) and **strategic gender needs** (improving gender equity through women's participation in the project)?
- ✓ Do the goals, purposes, or objectives of the program explicitly refer to women or reflect women's needs and priorities?
- ✓ Do the project inputs identify opportunities for female participation in program management, in the delivery and community management of goods and services, in any planned institutional changes, in training opportunities, and in the monitoring of resources and benefits? Will the project resources be relevant and accessible to poor women in terms of personnel, location, and timing?
- ✓ Does the project include measurable indices for the attainment of its GAD objectives, to facilitate monitoring and post-evaluation?

Adopted from ADB 2002, "Gender Checklist - Agriculture" and
Edda Quirós, Julia Herrera, 1996: „Un Puente al Éxito – La Perspectiva de Género en la Gerencia“,
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