Integrating gender equality in a project – a guidance note

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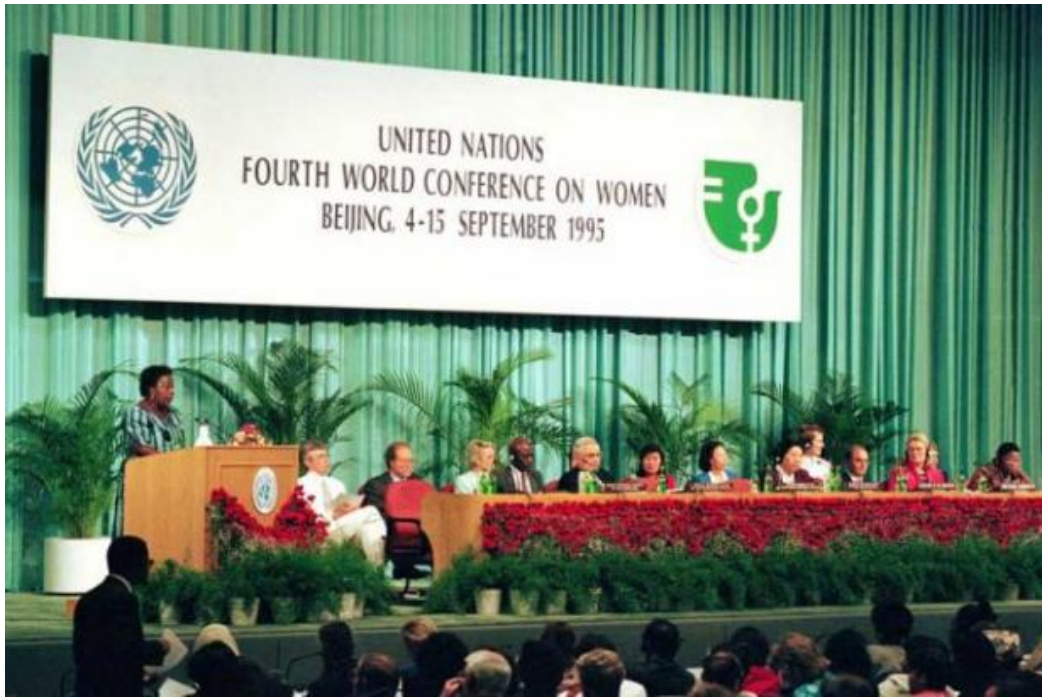
- Discussions at meeting with SLU's globla network 12 September 2019

Comment

This guidande note has been prepared for SLU in connection to a network meeting organised by SLU Global. The aim of the guidande note is to give an introduction to gender integration for researchers and project managers at SLU to integrate gender equality in their projects. The main target group are those who are working with development in low- and middle income countries. This guidance note should be read as an invitation and inspiration to explore how gender equality can be integrated in your own project. Throughout the guidande note, reference is given to further readings.

Gender mainstreaming – policy since 1995



THE GLOBAL GOALS

Comment

The first time gender mainstreaming was approached in a systematic way on global level, was at the UN Fourth World Conference on Women in Beijing 1995. At this conference, the Beijing Platform for action was adopted. Still – soon 25 years later – it is one of the most important documents for gender equality; UN Women calls the document ”the most progressive blueprint ever for advancing women’s rights”.

The platform identifies 12 areas of critical concern: women and the environment, women in power and decision making, the girl child, women and the economy, women and poverty, violence against women, human rights of women, education and training of women, institutional mechanisms for the advancement of women, women and health, women and the media and women and armed conflict. When introducing gender mainstreaming as a strategy, the platform shows that a gender perspective is needed in all spheres of the society, at all levels and throughout all policies and programmes.

Read more

- About the Beijing platform for action: https://beijing20.unwomen.org/en/about
- The platform itselt: https://beijing20.unwomen.org/~/media/headquarters/attachments/sections/csw/pfa_e_final_web.pdf

In the Global Goals, gender equality is one of 17 goals (no 5), and it is mainstreamed through out the agenda (see more below).

Gender Mainstreaming -

”Gender mainstreaming is the process of assessing the implications for women and men of any planned action, policy or programme, in all areas and at all levels before any decisions are made and throughout the whole process.

It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that both women and men benefit and inequality is not perpetuated.”

UN Economic and Social Council 1997

Comment

A couple of years after the Beijing Platform for Action was adopted, the UN Economic and Social Council agreed on this definition of gender mainstreaming, which is still the most commonly used in international foras and discussions. Gender mainstreaming is not a single and unified method, but it is precisely what the definition states: a strategy. It is a strategy to reach gender equality goals, but also a prerequisite to reach development goals at large.

In Sweden, gender mainstreaming was identified as a strategy to reach gender equality goals already in 1994. Since 2016, every higher education institution in Sweden is obliged to work with gender mainstreaming (jämställdhetsintegrering) guided by their own plans. This means that gender mainstreaming should be part of the regular activities, including the steering processes.

Read more

- About gender mainstreaming in the UN: https://www.unwomen.org/en/how-we-work/un-system-coordination/gender-mainstreaming
- About gender mainstreaming in Swedish policy: https://www.jamstalldhetsmyndigheten.se/en/gender-mainstreaming/gender-mainstreaming
- About gender mainstreaming support to universities and agencies: https://www.jamstalldhetsmyndigheten.se/en/gender-mainstreaming/government-agencies-higher-education-institutions

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE AND JUSTICE
17 PARTNERSHIPS FOR THE GOALS
THE GLOBAL GOALS
For Sustainable Development

Comment

As mentioned, gender equality is one of 17 goals in the Sustainable Development Goals - number 5. Goal number 5 covers a wide range of areas: End discrimination against women, end violence against women, eliminate harmful practices, recognize and value unpaid care work and domestic work, women's participation and equal opportunities for leadership, sexual and reproductive health and rights, equal rights to economic resources, information and communication technology, and policies and legislation.

The SDGs also recognizes that in order to reach the other 16 goals, gender equality needs to be considered. This is mentioned in the agenda's preamble, and 10 of 16 goals has gender-specific indicators. However, there is still a long way to go before gender mainstreaming is a self-evident in the implementation of the SDGs. For example, gender-specific indicators should be applied in all goals, more and better data is needed to monitor progress, and strategies should be developed to identify groups that are left behind.

Read more

- About the sustainable development goals, and goal no 5: https://sustainabledevelopment.un.org
- Why gender equality matters to achieving all 17 SDGs: https://www.unwomen.org/en/digital-library/multimedia/2018/7/infographic-why-gender-equality-matters-to-achieving-all-17-sdgs

Remember…

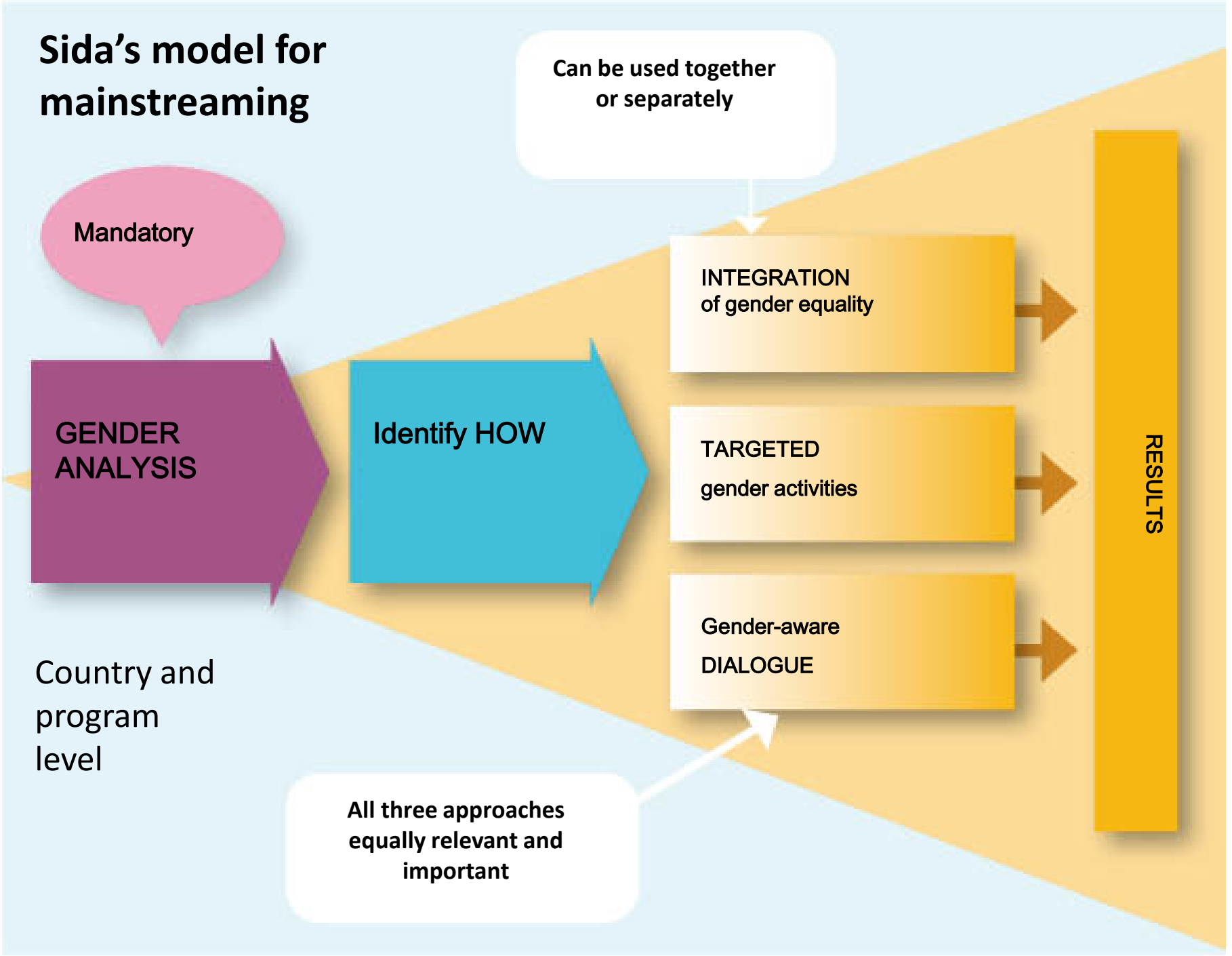
- Gender mainstreaming is a strategy – not a fixed method
- Always build on contextual gender analysis
- Mainstream gender from A to Z

Comment

Now, we will move from the big global discussions to how gender mainstreaming might work in practice. But first three points to remember:

- Gender mainstreaming is a strategy – not a fixed method. This means two things:
  1) There is no one-size fits all. Gender mainstreaming is a strategy that can – and should – be used at all levels, in every sector, field or institution. In each step of a project the way to mainstream gender must always be tailor made.
  2) There is no easy way out, no quick-fix. Gender mainstreaming is hard work.

- Always build on contextual gender analysis
  - The hard work of gender mainstreaming must take as its point of departure a gender analysis. It is impossible to know how to apply a gender persective if we don't know what the (gender equality) problems look like. To find the right tools and methods we need an analysis.
- Mainstream gender from A to Z-**take gender into account at all stages of the research cycle**
  - Gender equality is not an add-on that can be attached to for example a project when it is already designed. It has to be an integral part of the way of thinking, and be considered in each step of the project, from the problem analysis to the solution.


Sida's model for mainstreaming
Can be used together or separately
Mandatory
GENDER ANALYSIS
Identify HOW
INTEGRATION of gender equality
TARGETED gender activities
Gender-aware DIALOGUE
RESULTS
Country and program level
All three approaches equally relevant and important

Comment

This is the model for gender mainstreaming in development cooperation that is used by Sida. It describes different steps and approaches in gender mainstreaming, and includes three steps:

1. Gender analysis. As already stressed, it is necessary to begin by making an analysis. Key questions to consider in a gender analysis will be elaborated further below. But to put it simple, the basic question to answer is: **what is the problem**?
2. Identify how. Based on the gender analysis, the next step is to identify how to address the problem. How is it possible to tackle the problem? Which approach should be used?
3. This model contains three different approaches to gender equality: a) integration of gender equality, b) targeted gender activities, and c) dialogue with relevant actors. These three approaches are equally important and relevant, depending on the context and the problem. They may be used separately and/or in combination.

In this guidance note, the focus is on the first of these approached, namely **integration of gender equality**. This is a method used in projects and programs where gender equality is not the main objective, but where gender equality is important for the fulfillment of the main aim.

Read more

- About the practical use of gender mainstreaming in development cooperation in Sida's Gender Tool Box: https://www.sida.se/English/partners/methods-materials/gender-tool-box/
- Tool Gender Mainstreaming: https://www.sida.se/English/publications/159382/gender-mainstreaming/
- Tool Gender Analysis: https://www.sida.se/English/publications/159386/gender-analysis--principles--elements/

Targeted or Integrated?

Comment

Even though the focus in this guidance note lies on integration of gender equality, it is worth spending some time on the two concepts **targeted** and **integrated** that are mentioned in the previous slide´s model for gender mainstreaming.

Targeted or Integrated?

- A **targeted** gender equality project directly aims at advancing gender equality.
- An **integrated** gender equality project has a primary aim that is not to advance gender equality, but where gender equality is nevertheless relevant in order to answer the overall aim.

Here, the Global goals function as a good example of the difference between a targeted approach to gender equality and the integration of gender equality. The Global goals also show the necessity of combining these approaches.

As you know by now, gender equality is a stand alone SDG goal and it is mentioned in the preamble as a perspective that should permeate the 2030 Agenda as a whole. In addition, several of the other goals include specific targets on gender equality. In other words: Gender equality is both a goal in itself, and a prerequisite to achieve all other goals. Without considering – or mainstreaming - gender equality, we will simply miss the target when we try to eliminate poverty and hunger, create conditions for decent work and economic growth, take action for the climate or make sure everyone has good health.

Read more

- About targeted and integrated gender equality initiatives in the application of the OECD DAC gender equality policy marker: https://www.oecd.org/dac/gender-development/Minimum-recommended-criteria-for-DAC-gender-marker.pdf

Integrating gender in research

- Gender equality in a research project
- Research from a gender perspective

Comment

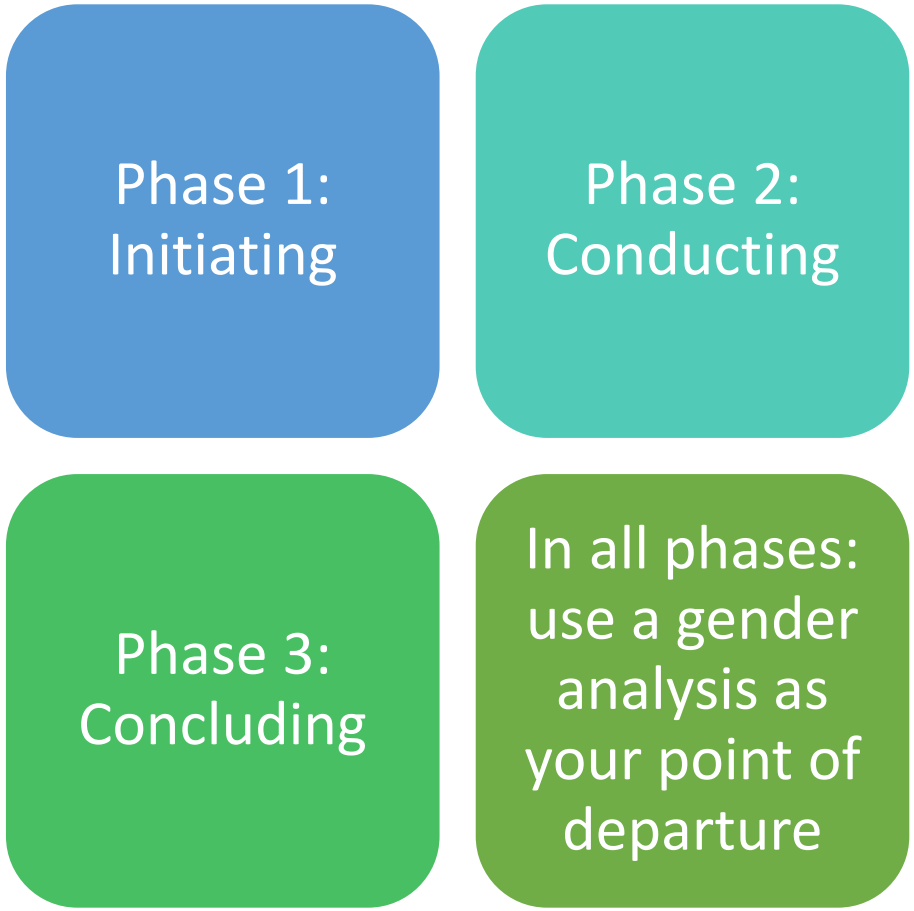
Taking gender into account at all stages of the research cycle
Gender equality can be integrated in different phases of a project, and from different perspectives. Vinnova describes two perspectives in a way that is a good starting point. The first is to consider gender equality in a research project, and the second to conduct research from a gender perpective.

- **Gender equality in a research project** means that gender is considered at all levels of the project as a work place. It is not only relevant to look at the number of women and men involved, but also about their power, influence and access to the project's resources.
- **Research from a gender perspective/gender in research content** means that gender is included in the research questions, in order to ensure high quality. Problems and solutions may seem gender neutral on the surface, but when you start asking questions for example about how women and men are involved, or the impact on their lives, you see differences. When humans are involved in the research, gender is – in principal - always relevant. *Address both women's and men's realities and to consider gender-specific research to fill knowledge gaps.*

Read more

- About gender mainstreaming at a couple of Swedish research funders:
    - Vetenskapsrådet: https://www.vr.se/english/applying-for-funding/how-applications-are-assessed/gender-equality.htm
    - Vetenskapsrådet/The Swedish Research Council -Considering sex and gender perspectives in your research: https://www.vr.se/english/calls-and-decisions/grant-terms-and-conditions/sex-and-gender-perspectives.html
    - Vetenskapsrådet/The Swedish Research Council -Are sex and gender perspectives relevant in your research?https://www.vr.se/english/just-now/news-archive/2018-12-14-are-sex-and-gender-perspectives-relevant-in-your-research.html
    - Vinnova: https://www.vinnova.se/m/jamstalld-innovation/ (in Swedish)
- About gender mainstreaming in EU funded research:
    - European Institute for Gender Equality (EIGE): Gender Equality in Academia and Research https://eige.europa.eu/gender-mainstreaming/toolkits/gear
    - European Commission: Gender in EU funded research https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf

Integrating gender at different phases



Comment

The gender-sensitive research cycle-taking gender into account at all stages of the research cycle

Gender equality should be considered and integrated throughout a project. It is equally important that gender is integrated when initiating a project, when conducting and implementing and when concluding. If gender equality is treated as an add-on, for example in an application without follow-up, or as a supplement to an already set project, it is likely not to have any substantial impact on the quality of the results.

In the following slides, we will look at **how gender can be integrated at different phases of a project**.

Read more

Examples about gender perspectives in research (EU Commission), *Ref. Book: Toolkit Gender in EU-funded research (EUR 24840 EN 2011)* and about how gender analysis contributes to research: http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/gendered_innovations-KINA25848ENC.pdf

Three examples from SLU

Sustaining fish and fishworkers? Human rights for migrant Burmese fishworkers in the EU-initiated sustainable fisheries reform in Thailand

Contact: Alin Kadfak (alin.kadfak@slu.se)

Projects on infectious diseases in sheep and goats in low- and middle-income countries

Contact: Jonas Johansson Wensman (jonas.wensman@slu.se)

Studies on prevention of infectious diseases among cattle in Western Uganda

Contact: Susanna Sternberg Lewerin (susanna.sternberg-lewerin@slu.se)

Comment

When we look at how gender can be integrated at different phases of a project**, three examples of research at SLU will be used as illustration and inspiration:**

Sustaining fish and fishworkers?
This project examines how EU's fishing policy, as a global governance mechanism, addresses both sustainability and human rights, using Thailand's fisheries reform as an empirical case. This project explores the implications of including human rights in sustainable fishing policy as a global environmental governance mechanism. One of the main research question in this project is 'What are the impacts of Thai fisheries reform on Burmese migrant fishworkers?'. We will follow migrant fishworkers back to Myanmar and try to understand the socio-economic background of their home community. We have to expand the gender aspect within household dynamic between men (fishworkers) and females who are left behind in their home town. While in the field, we will do snowball interviews with fishworkers' family members and local residents in their home town. Moreover, focus group interviews will conduct to understand an overall push factor and situation of livelihoods in their home town. At this point, we hope to find what are the coping and livelihood strategies of female household members who base a large part of their household incomes from the remittances.

Comment

Infectious diseases in sheep and goats in low- and middle-income countries
In projects on infectious diseases in sheep and goats in Tanzania, Zambia and Botswana, it has been important to integrate gender for various reasons. Sheep and goats are commonly owned or cared for by mariginalized groups, such as women and youth. Are the women taking decisions on animal health? Or is it the men that take the decisions while women are more caring for the animals and know their health status? If we want to get an accurate picture of what is going on, we need to integrate gender.

Prevention of infectious diseases among cattle in Western Uganda
Studies on prevention of infectious diseases among cattle in Western Uganda. Mapping of biosecurity and other disease prevention practises, followed by investigation of links between these practises and prevalence of infectious diseases, and animal health and production. Finally, focus group discussions about how feasible disease prevention measures could be implemented, followed up by another round of focus group discussions after participants had tried these measures. Men and women often perform different tasks in animal production, hence research data will be compromised if gender is not taken into account (we may ask the wrong person about some data). In addition, in group discussions women may be less eloquent or less “heard” than men, which must be taken into account in study design.

All phases:

- Contextual gender analysis
- Who?

Comment

Gender integration must always begin in a gender analysis. What is relevant to ask - why and how - differs depending on the project.
A contextual scope and contextual methods are necessary, and in a research project you need to use the available gender research in your own field.

However, **a simple, yet difficult and complex, key question to begin with is - WHO**?

Dimensions of poverty - WHO?

Comment

This is Sida's model for a multidimensional perspective on poverty. When you make a gender analysis, the key question in all these dimensions is WHO?

Who has access to **recourses**?
Who has **opportunities** and **choices**?
Who has **power** and **voice**?
Who has **human security**?

If you ask this question at all levels and phases of your project, gender differences will be visible. You will find differences between **women and men**, girls and boys. You will see how **identities and power relations intersecting with gender**, for example race, class, sexual and gender identity, religion, ideology, age, rural/urban and more will be relevant. You will see how this is relevant when looking at different **actors**, **levels** and **phases** of the project

Read more

- About a multidimensional perspective on poverty and the WHO-question in Sida's Dimensions of Poverty (2017) https://www.sida.se/contentassets/f3e30b6727e8450887950edb891c05af/22161.pdf

Phase 1: Initiating

- Asking the question: What is the problem?
- Designing the project

Comment

Integrating gender in the initiating phase starts with a gender analysis: What is the problem, if we look at it from a gender perspective? In the design of the project, questions about gender should be asked at all levels, for example: Is there a gender analysis in place? Is basic sex-disagreggated data avaiable? Power, influence and access to resources among the researchers?

Examples of consideration in our three projects:

Sustaining fish and fishworkers?
The main focus group in this research is male migrant fishworkers, but we have already dedicated one research question to the family dynamic, hence gender aspect, back in their home country.

Infectious diseases in sheep and goats in low- and middle-income countries
Since small ruminants are commonly owned by women, gender is sort of integrated by itself in the research questions. When designing the project, we have both female and male researchers (although only male researchers from partner countries so far) included as co-applicants and designers of the project. Gender has been more and more integrated in the project design, and we have collaborations with social scientists from Department of Rural and Urban Development (SOL, SLU). This collaboration is both because we need more gender integration, and they will include more gender integration because of their research interests. So, it is sort of dual.

Prevention of infectious diseases among cattle in Western Uganda
Gender is important already when framing the research question, to be able to design a scientifically valid study and in order to address an issue of global importance. Demographic data (including gender) are important for any interpretation of collected research data, gender is a well-known bias in most epidemiological studies.

Phase 2: Conducting

- Carrying out the project: How can the problem be addressed?
- The project as a workplace

Comment

When conducting the research, the main question in gender integration is: How can the problem, if we look at it from a gender perspective, be solved? It is also important to see the project as a workplace, from a gender perspective. Key question include for example: Women's and men's involvement in the planning, design and evaluation work? What hinders gender equality throughout the project? If gender imbalance and discrimination occurs, how is that dealt with? Is women's safety and gender-based violence handled?

Examples of consideration in our three projects:

Sustaining fish and fishworkers?

We are at the beginning of the project, therefore we have limited experiences to share at this stage. However, we hope that when we start to do fieldwork in two Burmese townships, we will be able to observe and learn more about how migration to fishing industry in Thailand becomes a good alternative livelihood for men, and what does the migration pattern influences the way in which female household members conduct their livelihoods.

Comment

Infectious diseases in sheep and goats in low- and middle-income countries
We are including both male and female farmers, traders etc, but it might of course be challenging. Sometimes it is the family head (usually a male) that answers questions although it might be the wife being responsible for the animals. We are also trying to balance the project group, for example by recruiting female MSc/PhD students. We will have a stakeholder workshop and we have asked our local partner (male) together with an experienced project leader (female) from a Zambian NGO to make a list of stakeholders within the goat value chain to invite. We have specifically requested to include both male and female stakeholders, because we want to have the view of both genders. We hope that it will work.

Prevention of infectious diseases among cattle in Western Uganda
Gender will affect power balance, between researchers, their research assistants and research subjects as well as between study participants. For instance, focus group discussions will be affected by group dynamics which are very much affected by gender imbalances. We have included local female researchers whenever possible and tried to make our female researchers serve as role models for them, to increase their career opportunities. We realised that in some cases we needed male assistants to be able to perform our research, this required some investigations into hierarchy, general attitudes and who does what in the local context where we performed our research. In discussions, we have aimed to include female participants and also grouped these participants together to reduce power imbalances that would affect the discussions and the results. We have asked ourselves throughout the project work if any bias would be expected from gender, socioeconomic status, cultural origin etc.

Phase 3: Concluding

- Answering the question: How can the problem be solved?
- Results and implications

Comment

When answering the question: How can the problem be solved from a gender perspective, key questions include for example: Are the data of the project sex-disaggregated and/or taking into consideration gender equality in other ways? Do the results show any differences in men's and women's experiences? What do the results show in terms of women and men's representation, power and influence at different levels?

Examples of consideration in our three projects:

Sustaining fish and fishworkers?
It is too early to say what we will find out about the results. However, we can see the possibility to expand our research project to cover the increasing number of female migrant workers in Thai seafood supply chains. We can try to bring in the gender dynamic into the understand of migrant pattern, and type of jobs (e.g. factory workers, household helpers) among female migrant workers in Thailand in the future.

Infectious diseases in sheep and goats in low- and middle-income countries
So far, we have mainly / only published scientific articles, which will be more accessible to the scientific community (dominated so far by male researchers). We are now intending to write policy briefs (based on the stakeholder workshop mentioned above), but also to give feedback to the farmers included in the study by providing results from lab analyses etc. In this way, we might reach out more equally to women and men, but also to various stakeholders. In addition, we would like to reach out to NGOs working with livestock activities.

Prevention of infectious diseases among cattle in Western Uganda
Again, as gender is a well-known bias in epidemiological research we have constantly been aware of it and, although we have not always been able to control for it, also included it in our scientific papers.

Remember again…

- Gender mainstreaming is a strategy – not a fixed method
- Always build on contextual gender analysis
- Mainstream gender from A to Z

Comment

Finally, this slide is worth repeating.

- Gender mainstreaming is a strategy – not a fixed method. This means two things:
  1) There is no one-size fits all. As gender mainstreaming is a strategy that can – and should – be used at all levels, in every sector, field or institution. In each step of a project the way to mainstream gender must always be tailor made.
  2) There is no easy way out, no quick-fix. Gender mainstreaming is hard work.
- Always build on contextual gender analysis
  - The hard work of gender mainstreaming must take as its point of departure a gender analysis. It is impossible to know how to apply a gender persective if we don't know what the (gender equality) problem look like. To find the right tools and methods we need an analysis.
- Mainstream gender from A to Z
  - Gender equality is not an add-on that can be attached to for example a project when it is already designed. It has to be an integral part of the way of thinking, and be considered in each step of the project, from the problem analysis to the solution.

Read more: Here is one example of guide helping you to find key elements to be addressed, through the projects different phases, when integrating gender into your project: http://igar-tool.gender-net.eu/en/checklist-0

Good luck with your gender integration!

Summary of further readings

- Why gender equality matters to achieving all 17 SDGs
- Gender mainstreaming in the UN
- Gender mainstreaming in Swedish policy
- Gender mainstreaming support to universities and agencies
- Gender mainstreaming at Vetenskapsrådet and Vinnova
- Gender mainstreaming in EU funded research