

The Palme Center has decided that gender equality integration shall be applied on all areas of operation, including all programmes and projects.

Gender equality integration is a strategy for ensuring that decisions and activities promote gender equality. Gender equality integration must be a natural part in all collaborations in which the Palme Center is involved. This means that a gender equality perspective must be present in each step of our programmes and project, of the activities and that we design, implement and follow up on our activities in a way that promotes gender equality. You can read more about gender equality integration in the Palme Center's methods sheet on gender equality integration.

Gender equality integration is based on a *gender (equality) analysis*. Gender analysis is about putting the spotlight on different aspects of gender equality so that we can plan and implement our activities in a way that contributes to gender equality.

Who makes the decisions? Who controls the resources? What are the opportunities for women, men, girls, and boys?

Before we can make decisions about what measures are needed to ensure that the project, or activity, promotes gender equality, we need to understand how both women and men are, and will be, affected by the situations and activities involved. We need to be gender

aware. Each programme/project that is planned together with the Palme Center must therefore begin with a gender analysis. The analysis is thereafter followed up on a regular basis during the implementation of the project. This applies both to so called “targeted efforts”, that is, programmes/projects, or activities, where the objective is to directly contribute to greater gender equality, as well as to programmes/projects/activities which do not specifically aim to increase gender equality.

The gender analysis must be performed *in dialogue with the partner organisation(s)*. It is essential to include the *perspective of the target group(s)*. It is the target group that best knows what the situation is like in the context where the programme/project/activity will be implemented.

Gender equality is a complex issue. There are many aspects that need to be considered. Things are often not as they seem on first sight. A critical approach, and a certain amount of investigation, is needed to create an understanding of what measures that are needed for ensuring that the design and implementation of a programme/project/activity will promote gender equality and counteract inequality.

A gender analysis always consists of two elements:

Quantitative gender equality – focuses on numbers and distribution (often expressed in percentages). Different types of statistics are an important source for mapping quantitative gender equality. This might involve looking at the distribution between men and women when it comes to participation in projects, who is invited to conferences, or what the distribution of women and men in the project team looks like.

Qualitative gender equality – focuses on the conditions and opportunities for both women and men, with the aim of ensuring that everyone has the same access to participate and power to influence. This might involve analysing the potential effects or consequences different activities can have for women and men, and thinking about what obstacles might prevent women and men from participating in the activities, or in decision making processes, on equal terms.

There is a wide range of methods that can be used when performing a gender analysis. The context, type of programme/project/activity and who will be affected by it will determine exactly what it is relevant to examine and what information must be gathered.

Methods such as SWOT and various valuation exercises can be used to gather and analyse different types of information.

One method that is often used to analyse and map how an activity is managed and financed, and how it should be adapted to make it more gender equal, is the *4R Method*. 4R stands for *Representation* (distribution

between women and men), *Resources* (how resources are distributed between women and men), *Realia* (understanding how gender patterns influence the organisation/context in practice and what consequences they have) and *Realise* (action plan).

“Women and men shall have the same power to shape society and their own lives.”

This is the overarching political goal for gender equality in Sweden. Since gender equality is about power, *power analysis* is an important element of the gender analysis.

Different *norms and perceptions* (stereotypes) related to gender influence both women’s and men’s possibilities. Norms and perceptions can be used to limit one gender’s opportunities to act, or to justify oppression and unequal distribution of resources. Hence, norms tend to sustain power structures. Therefore, making norms and perceptions about gender visible, and considering how these might affect the way the programme/project/activity is implemented, is an important part of the gender analysis. We can only design programmes/projects/activities that understand gender equality if we know how gender and perceptions about gender is linked to roles and responsibilities, for example in relation to the distribution between productive and reproductive work, or in relation to decision-making functions.

Another aspect that needs to be looked at more closely is the question of who has access to and *control of resources*. When you control resources, you hold

power. Access to, or control of, resources often differs between women and men. There are different kinds of resources. These include, for example:

- Economic resources: income, etc.
- Material resources: property, home, car, etc.
- Productive resources: land, labour, etc.
- Political resources: leadership capacity, access to decision-making bodies, etc.
- Social resources: family networks, economic status, etc.
- Knowledge: access to information, education, etc.
- Time.

Another aspect that must be looked at more closely when performing a gender analysis is *needs*. Women and men often have different needs, and meeting these requires different types of measures. It is often easier to analyse, and identify a possible response, if you differentiate between practical needs and strategic needs, even if these are inter-related and sometimes coincide. *Practical needs* are the needs women and men have in their daily lives, such as access to water, food, accommodation, income, child-care, and transport. *Strategic needs* are needs that involve change at a societal level, such as legislation, equal pay, political representation and parental leave.

Intersectionality is the interplay between several variables. Gender is one of several grounds for discrimination and interacts with other grounds for discrimination such as ethnicity, socio-economic status, age, sexuality, religious beliefs and functional ability. Not all women or men are affected in the same way by a particular action and the

needs vary between different groups and individuals. An intersectional perspective must always be applied when performing a gender analysis.

Risk and conflict sensitivity. Another aspect to consider when performing a gender analysis is risk. This should be done from two perspectives. Firstly, a conflict sensitivity perspective should be applied, looking at what consequences the actions can entail. For example, is there a risk of causing conflict? Or reprisals, increased repression, etc?. And secondly, what risks and obstacles linked to gender, and gender equality, exist that can affect the implementation of the programme/project/activity negatively?

10 TIPS:

✳️ **Participatory methodology.** A good analysis requires several perspectives, and it is especially important that those primarily affected by the programme/project/activity are heard. Partnership, trust and good communication form a good basis for the dialogue that is essential for a gender analysis.

✳️ **Be as specific as possible.** Planning and implementing a programme/project/activity that promotes gender equality requires knowledge of how the women and men involved will be affected by the different decisions and measures taken. An analysis that is too general does not give us the guidance we need to be able to take adequate decisions.

✳️ **Make relevance your point of departure.** Decide which are the most relevant questions to ask and focus on

answering these well, rather than asking many questions that provide less useful information.

- ✦ **Look at information that already exists** and ask questions to those primarily affected as well as to other possible stakeholders. What clues do you have that will help you answer the questions? Clues can be different types of statistics, activity reports, photos, interviews, surveys and observations, and so on. But stories told and anecdotes often provide information which is equally important.
- ✦ **Think critically and be critical of your sources.** The same question can give different answers depending on who you ask. Always ask yourself what interests might lie behind the answer you are given. Even statistics can be presented differently depending on the purpose for which they were compiled.
- ✦ **Be aware of language.** Language is often characterised by gender norms. Raising awareness of this means language can be used as a tool to promote gender equality. Gender-neutral expressions can hide inequalities which may need to be highlighted and differentiated language can be used for the purpose of discrimination.
- ✦ **Cultural awareness.** Gender equality is strongly linked to culture and identity. It can be experienced as very insulting to feel that your culture and beliefs are being questioned and in the worst case this can cause resistance and even reinforce gender inequality. The answers we receive to our questions are also influenced by culture and identity. They are culturally coded. Cultural awareness helps us to formulate our questions in a way that creates trust and increases our chances of getting an answer and to interpret the answers we are given.
- ✦ **Combine quantitative and qualitative information** and use disaggregated data as far as possible.
- ✦ **Do not forget men!** Gender equality embraces both genders, and an analysis that only includes women does not give enough guidance. Gender equality is not a women's issue, and men are also negatively affected by the lack of gender equality. One area that is receiving more attention today is linked to masculinity. Problematising the male role and asking yourself how stereotypical perceptions about men might influence the programmes/projects is just as relevant as examining how women, and women's gender roles, affect, and are affected by, the programme/project.
- ✦ **Use the methods materials available.** The Palme Center's methods handbook for gender equality "Equality benefits all" contains basic information about gender equality and discusses factors that a gender analysis should take into account. It also contains exercises and questions that can be asked when planning a project. In addition, the Palme Centers Project Handbook, contains a brief guide to gender analysis in relation to project planning, with examples of practical questions. There is also a wealth of materials and manuals for gender analysis on the Internet.

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