



# A Critical Review: Gender Analysis and Frameworks

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## ABSTRACT

The first phase in a mainstreaming plan is gender analysis, which is an investigation of the relationships and variations in roles between men and women. Gender analysis analyses, examines, and guides action to address disparities that result from men and women playing different roles or from their unequal power relationships, as well as the effects of these disparities on their lives, health, and well-being. The premise of gender analysis frameworks is that men and women are equal and need to be treated as such. These frameworks place a strong emphasis on distributing resources equally among men and women and hold that doing so will lead to equality. The desire for emotional security and reproductive rights in interpersonal interactions, as well as the ability to govern resources in social connections, are all areas in which women frequently face discrimination notwithstanding the equal distribution of resources. In this article, gender analysis and the use of gender-analysis frameworks are discussed.

**KEYWORDS:** Gender Analysis, Mainstreaming, Gender Analysis Framework

## I. INTRODUCTION

### GENDER ANALYSIS

Analyzing how gender power relations affect men and women's lives, how these variations in needs and experiences affect men and women, and how policies, services, and programmes might help to address these gaps are all parts of the process of gender analysis.

### GENDER ANALYSIS FRAMEWORK

A framework is a tool that aids in organising ideas, research topics, data gathering, and analysis for academics, policymakers, and planners. Gender-analysis frameworks guide through the process of considering and responding to inquiries

about how various domains of gender power relations affect the subject or area of interest. Who has what (access to resources), Who does what (the division of labour and everyday activities), How values are determined (social norms, ideologies, beliefs and perceptions), and Who decides are common areas of gender power relations (rules and decision-making).

## II. REVIEW OF LITERATURE

**Feldstein et al (1989)** found that the application of the analysis suggested by the conceptual framework will help protect research from gross errors of inefficiency or inequity in outcomes. It offsets the prevailing bias toward concepts of a unitary household and male heads of household as sole decision makers and sources of information. It provides the rationale and means for understanding gender roles and intrahousehold dynamics as they affect farm production, and it will contribute to improved planning of on-farm research and extension.

**Wiebe (1997)** concluded that the effectiveness of the Harvard Gender Analytical Framework is apparent in the analysis of data collected in Comitancillo, San Marcos. It is equally apparent, however, that continued evaluation of research tools such as this is necessary to enhance our basic understanding of gender-based roles and activities and the implications for community development.

**Hunt (2004)** concluded that Gender analysis is most useful when it is applied routinely to all aspects of program and project planning, implementation and review (rather than as an after-thought or 'add-on'); when it is undertaken in a participatory manner; and when it is applied to program and project objectives, so that they are modified in response to the needs and interests of both women and men.

**Warren (2007)** concluded that the demand for tools and methodologies, including gender-



analysis frameworks, among participants and development organisations keen to increase their capacity to incorporate 'gender' into their work remains, as desire for promoting gender equality. Ultimately, what is clear, and what needs to be kept in mind, is that no technical tools or frameworks can take the place of, or be used in the absence of, clear objectives in relation to gender, and a commitment to these.

**Walter (2011)** concluded that if ecotourism research continues to remain largely unaware of gender as an analytical category, its contribution to tourism and sustainable development will likely be limited. The adoption of basic, widely employed concepts of gender analysis such as the gender division of labour, access to and control over resources, and levels of empowerment would likely help to rectify this situation. Ultimately, such research may help to develop more gender-aware ecotourism projects, policies and practices, thereby providing increased benefits to both men and women.

**Morgan et.al (2016)** concluded that gender analysis is important for HSR. All too often the inclusion of gender is regarded as a 'tick-box' exercise, or it is considered an 'add-on' to HSR. Stronger HSR leads to better recommendations, more strategic interventions and programs and more effective policies; the inclusion of gender analysis into HSR is a core part of that endeavour.

**Mpiima et.al (2019)** concluded about the need for a more GAD-oriented approach that tackles gender relations by including men in the promotion and use of ICTs as agricultural information sources, as well as offers greater support to women to improve their access and use levels.

**Tannenbaum et.al (2019)** concluded that universities need to step up and incorporate sex and gender analysis as a conceptual tool into science and engineering curricula. Numerous universities offer gender analysis in the humanities and social sciences, but not in core natural science and engineering courses. The Organization for the Study of Sex Differences has advanced sex and gender analysis methods for the life and health sciences. Much work remains to be done to systematically integrate sex and gender analysis into relevant domains of science and technology—from strategic considerations for establishing research priorities to guidelines for establishing best practices in formulating research questions, designing methodologies and interpreting data. To make real progress in the next decade, researchers, funding agencies, peer-reviewed journals and universities

need to coordinate efforts to develop and standardize methods of sex and gender analysis.

### III. PRINCIPLES WHEN PLANNING AND OUTLINING A GENDER ANALYSIS

- Be as specific as you can.
- Consider what has been done before.
- Base decision on relevance and usefulness.
- Review the questions posed and the data collection methodology.
- Request an initial report.
- Include the perspectives of both men and women, boys and girls, and the relationships between them.
- Request sex-disaggregated data.
- Bring together both quantitative and qualitative data

#### Tools for Gender-based Analysis

##### New Questions

It is the goal of gender-based analysis to pose fresh questions. Set of few examples of the guiding questions that make up GBA's toolkit:

- What is the context of women's and men's lives, and how do these settings connect to the topic at hand?
- How and to what extent do sex and gender play a role in this particular issue?
- What does this imply for chances to act or intervene?
- What effects might this understanding have on both men and women, boys and girls?
- Do the disparities between and among men and women get captured by the present measurement tools?

##### Beyond Sex-disaggregated Data

An important fundamental tool for gender-based analysis is the reporting of data that has been sex-disaggregated, or divided into male and female groups. Just as good analysis depends on GBA, so do the correct questions and the appropriate measurement techniques.

#### WHO SHOULD DO A GENDER ANALYSIS?

It is crucial that professional researchers with quality research abilities supervise both the process and the data collecting for primary data. The finest data collectors are those with strong facilitation abilities. It is crucial to have a gender specialist, someone with experience in gender analysis and integration, or someone with training examine secondary data.



### HOW DO WE DO A GENDER ANALYSIS?

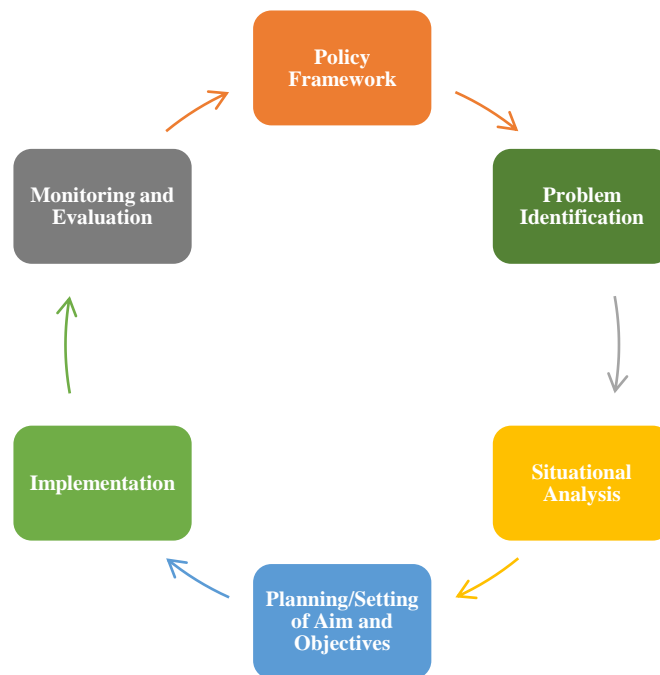
In order to address research questions about how gender differences and inequalities will affect project outcomes and how the project will differently affect men's and women's health, opportunities, and status, gender analysis uses traditional social science quantitative and qualitative data collection and analysis methods.

- For generating data on quantifiable inequalities and disparities between men and women on health status and access to care, **quantitative methods** are most suited.
- **Qualitative methodologies** offer deeper understanding of how gender inequality affects men and women's capacity to adopt healthy behaviours and manage the healthcare system to access assistance when necessary.

### WHEN TO CARRY OUT GENDER ANALYSIS?

In order to guide the project's design, a gender analysis is carried out prior to or at the project's beginning. To determine whether data and information collected are meaningful in terms of gender and address the different needs of women and men, gender planning should be done at the following stages of a policy, programme, or project:

- during the initial design
- prior to the implementation
- during the monitoring and evaluation.



Stages of the development cycle for Gender Analysis

## IV. KEY STEPS OF GENDER ANALYSIS

### Step 1: Collect sex-disaggregated data/information

Statistics that are broken down based on sex, among other factors, are commonly referred to as gender-disaggregated statistics. This means that while obtaining data for planning, executing, monitoring, and assessing development efforts, we must account for both men and women.

### Step 2: Analyze the patterns of decision-making and the gendered division of labour

The gender analysis process identifies who performs what tasks in the home, neighbourhood, workplace, organisation, or industry.

- What work is done and by whom are important factors to take into account. There are several sorts of employment to take into account, including productive work (both in the formal and informal sectors), reproductive work, vital home and community services, and work in community management and politics.

- Where does each activity occur (e.g., at home, in a village, at a market, in the fields, in an



urban region, or in a rural setting, and how far away from the home)?

**Step 3: Analyze your control and access to productive resources, assets, and perks**

Gender analysis identifies the power structures in a household, community, workplace, organisation, or industry.

- Who has access to resources and assets that can be used for production, such as land, forests, water supplies, machinery, labour, capital, credit, new technology, and training?
- Who controls who uses these resources and assets, and how are they used? It's critical to distinguish between control or decision-making authority and access to these resources (who uses them formally or customarily).
- Who receives mentoring or promotion, whether they are a part of formal or informal clubs or organisations?
- Who benefits from development initiatives, educational and training opportunities, and the products of men's and women's labour?

**Step 4: Recognize the variations in requirements and abilities**

Men and women frequently perceive their needs and strengths differently. They could also disagree on who does what, uses what resources, and controls those resources or decides on other crucial matters in life.

**Step 5: Recognize how intricate gender relations are in the context of social interactions**

This aspect of gender analysis takes into account social, cultural, religious, economic, political, environmental, demographic, legal, and institutional factors and trends, as well as their potential effects on the programme or project, in recognition of the fact that development programming takes place in a complex and changing social context.

**Step 6: Examine obstacles that prevent men and women from participating in the project or programme equally and realizing its benefits**

Based on the information acquired, it is necessary to identify the main obstacles and limits to men's and women's participation as beneficiaries and decision-makers during the project's design for all components and important activities.

**Step 7: Implement and use gender equality promotion tactics in project planning and execution**

It is necessary to identify strategies and tactics for removing obstacles to participation and benefit for both men and women. It's crucial to determine which limitations, obstacles, or imbalances can actually be removed during the course of the project.

Making sure that plans are properly resourced and monitored is also crucial.

**Step 8: Evaluate the partner's or counterpart's capacity for planning, carrying out, and monitoring with gender equality in mind**

Partner ability for gender-sensitive implementation is still widely ignored. The counterpart agency is typically chosen for bilateral and multilateral development initiatives well in advance of the start of execution. (Hunt 2000).

**Step 9: Evaluate whether the project/program has the ability to empower women and take strategic interests into account**

It is helpful to distinguish between real-world gender demands and long-term gender preferences that could be taken into account while implementing programmes or projects:

The immediate and practical demands that women have to survive are known as practical gender needs, and they don't question prevailing culture, tradition, the gender labour divide, legal disparities, or any other features of women's inferior status or authority.

**Step 10: Create gender-sensitive indicators**

Gender sensitive performance indicators are crucial for tracking how activities affect men and women and how gender relations change.

**Step 11: Apply data and analysis to all key program/project documents and throughout the program/project cycle**

This necessitates the establishment of a number of questions, the answers to which will depend on the nature and industry of the project or programme, as well as the social and development backdrop. Many organisations now offer helpful, electronically accessible tools to help with this process (for example, AusAID 1997 and DAC).

**WHY WE NEED GENDER ANALYSIS IN EDUCATION**

For the majority of development organisations, gender equality is a top priority in both social and educational development. Denying someone access to an education is against their human rights, much like denying them access to security, healthcare, and possibilities for economic and social development. Young people must be taught about their rights, including their right to information, to services, to political representation, to having a "voice," and to a responsible government. Since the goal of education is to unleash each person's potential and to increase knowledge of the significance of gender equality in education, no educational institution should tolerate any form of discrimination or injustice.

**Gender-Analysis Training**



Similar to the requirement for gender analysis frameworks, development organisations frequently implement gender training in response to the need to provide staff with the required skills and resources. As a result, it is frequently viewed as a technical answer to the problems with integrating gender into development (Porter and Smyth 1999; Seed 1999), especially in the case of gender-analysis (and planning) training.

#### **Beyond Training: The Application of Gender-Analysis Frameworks**

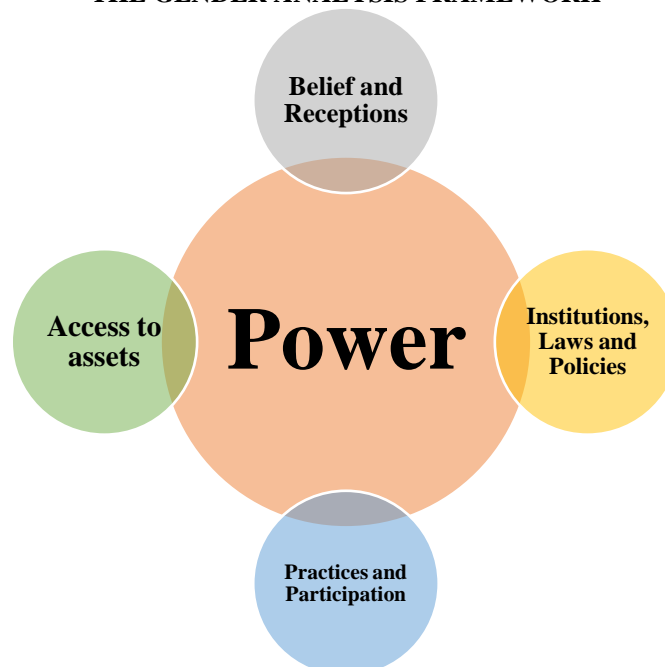
Issues and difficulties with the practicality and possible complications of applying such frameworks in development practise exist outside of the scope of training. It is essential to learn the abilities required to apply gender analysis frameworks responsibly and effectively, in addition to just comprehending their theory, methodology, and constraints. These include the capacity to hear out the communities about which and for whom information is being gathered, consult with them, and learn from them. Munro (1991), highlighting the significance of elements like the style of discussions and the location, size, and composition of the group,

describes various techniques that can be used to help women [and men] identify their needs. These techniques include discussions around photographs and the documentation of life histories. Additionally, emphasis has been made on the necessity of including both men and women in the planning and evaluation of initiatives and programmes (Longwe 1991; Munro 1991), as opposed to merely obtaining information, evaluating it, and then developing and enforcing interventions.

#### **V. GENDER-ANALYSIS FRAMEWORKS**

Since the mid-1980s, various gender-analysis frameworks have been applied in development practice. In order to inform development interventions at various phases, from project/programme conception and design to evaluation, they seek to provide techniques for gathering and using sex-disaggregated and gender-related data and information. By ensuring that gender is taken into account at every step of programme implementation, they hope to encourage the use of gender-aware development practices.

#### **THE GENDER ANALYSIS FRAMEWORK**



#### **The Need for And Development of Frameworks for Gender Analysis**

When it became clear how important it was for development of men's and women's roles and the social construct of gender, gender-analysis frameworks first began to emerge. Up until the

1970s, it was generally believed that development was gender-neutral and beneficial to both men and women (Karl 1995; Rao 1991). However, a number of studies demonstrated not just how development affects men and women differently (often noting detrimental consequences on women), but also how



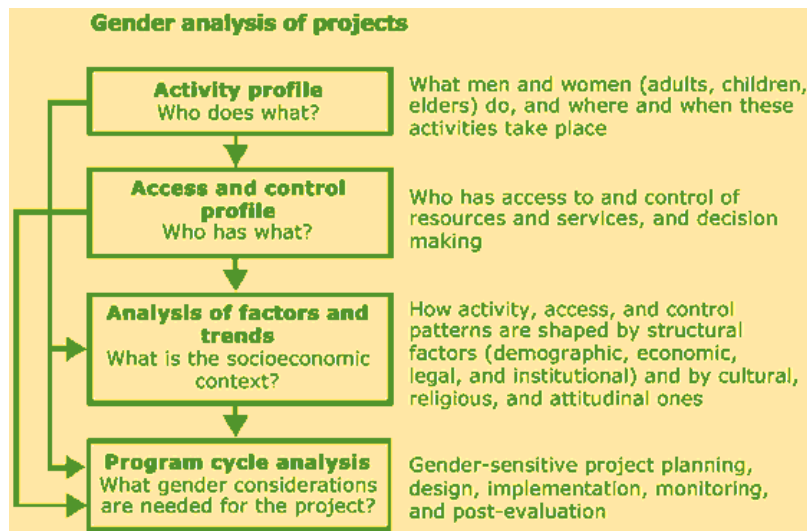
development programmes frequently fail (what Kabeer refers to as "project misbehaviour") (1994, 268).

These failures were determined to have happened as a result of neglecting or making incorrect assumptions about the various contexts in which development initiatives were being executed and the various responsibilities and activities carried out by men and women. According to Karl, "The high rate of failure of development programmes, programmes, and projects is at least in part attributed to the neglect or lack of knowledge of women's productive and reproductive roles" (Karl 1995, 94, emphasis mine). Thus, a need for techniques that may help development planners acquire information to help them make

decisions that would benefit both men and women, eliminate any negative impacts, and make development more effective and efficient emerged. (Longwe 1991; Rao 1991; Gianotten et al. 1994; Kabeer 1994; Karl 1995).

## VI. GENDER ANALYSIS FRAMEWORK

The four components of the framework for analysing gender are carried out in two basic steps. The Activity Profile and the Access and Control Profile require the first set of data to be gathered. The analysis of causes and trends influencing activities, access, and control as well as the analysis of the project cycle use this information after that.



1. "The Activity Profile," which describes how productive and reproductive work is divided by gender and age. Activity Profile takes into account the following factors:

- a. Production of goods and services
- b. Activities related to reproduction and maintaining human resources
- c. Community service
- d. Community involvement

### ACTIVITY PROFILE

	Women	Men	Girls	Boys
<b>Production Activities</b>				
<b>Agriculture:</b>				
-activity 1				
-activity 2				
<b>Income Generating</b>				
-activity 1				
-activity 2				
<b>Employment</b>				
-activity 1				
-activity 2				



Reproductive Activities				
Water-related -activity 1 -activity 2 Fuel-related: Food preparation Childcare Health-related Cleaning and repair Market -related				

2. "The Access and Control Profile," which reveals variations between men and women in terms of their ability to access and exert control over resources and advantages. The Access and Control Profile takes into account the following productive resources: land, machinery, labour, capital, and credit, as well as education and training.

#### ACCESS AND CONTROL PROFILE

	Access		Control	
	Women	Men	Women	Men
<b>Resources</b>				
Land Equipment Labour Cash Education/Training Etc.				
<b>Benefits</b>				
Outside Income Asset ownership Basic needs(food, clothing, shelter) Education Political Power/Prestige				

3. An "Analysis of Influencing Factors," which outlines the social, economic, and political factors that could affect gender roles and relationships. The structural and sociocultural elements that affect gender patterns of activity, access, and control in the project area are taken into account in this analysis:

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

#### INFLUENCING FACTORS

	Women	Men	Women	Men
<b>Factors</b>				
Political				



<b>Economic</b> <b>Cultural</b> <b>Educational</b> <b>Environmental</b> <b>Legal</b> <b>International</b> <b>Other</b>				
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4. To assess whether a project is intended to increase women's involvement and advantages, "The Project Cycle Analysis" compares specific project proposals to the three aforementioned profiles.

In order to increase the likelihood that the project will succeed and lessen the possibility that women will be disadvantaged as a result of it, this analysis shows whether and where the aims and techniques proposed for the project should be amended.

**THE HARVARD GENDER ANALYTICAL FRAMEWORK**

As a useful research tool for international development organisations, Catherine Overholt, Kathleen Cloud, Mary B. Anderson, and James E. Austin created the Gender Analytical Framework at the Harvard Institute for International Development in the 1980s. The GAF strives to improve comprehension of gender dynamics at the community level and to make sure that both men and women participate in and gain from project interventions.

**STRENGTH AND WEAKNESSES OF THE FRAMEWORK**

**Strengths**

- It is practical and simple to use
- It assists in gathering and organising data about the gendered division of labour
- It helps make women's work visible
- It distinguishes between resource access and control and it can be applied in a range of contexts and circumstances.
- A non-threatening enquiry of a man or woman's behaviour that is based on "facts"

**Weaknesses**

- Pay more attention to material resources than to strategic gender requirements (such as expanding women's access to decision-making).
- Has a propensity to oversimplify and homogenise disparities (e.g., differences between mothers-in-law and daughters-in-law)
- Ignores fundamental injustices related to class, race, or ethnicity.

**MOSER CONCEPTUAL FRAMEWORK**

The concepts of gender roles and gender requirements serve as the foundation of Moser's conceptual framework for gender analysis and planning. It distinguishes between two categories of gender requirements: practical gender needs, which pertain to women's day-to-day existence yet preserve existing gender relations, and transformative gender needs, which have the ability to eliminate existing gender subordination (strategic gender needs). The Moser framework entails gender-role identification (in production, reproduction, and community management), gender needs assessment, disaggregating control of resources and decision-making within the household, planning for balancing the triple role, separating between various policy intervention goals, and involving women and gender-aware organisations in planning.

**THE LEVY CONCEPTUAL FRAMEWORK**

By addressing gender mainstreaming in institutions for development planning, the Levy conceptual framework, also known as the web of institutionalisation, goes beyond the Moser framework. A web of 13 interconnected components created by Caren Levy is necessary for the systematic institutionalisation of gender equality in policy and planning.

**THE CAPACITIES AND VULNERABILITIES APPROACH (CVA)**

The capabilities and vulnerabilities approach (CVA), which primarily targets challenges of organisational change, was created to address humanitarian and disaster-preparedness issues. The fundamental tenet of this strategy is that people have capacities and weaknesses that influence how they will be affected by and respond to a humanitarian catastrophe. This framework claims that three key factors should be explored using a gender lens when creating a policy, programme, or initiative in this area, including:

- Physical/material capacities and vulnerabilities
- Social/organisational capacities and vulnerabilities
- Motivational/attitudinal capacities and vulnerabilities.





## THE GENDER ANALYSIS MATRIX FRAMEWORK

Through community involvement, the gender analysis matrix framework promotes bottom-up analysis to determine how gender inequalities affect four areas: labour, time, resources, and sociocultural influences. This framework offers a method that is utilised at the level of society, the community, the home, and both women and men as individuals for the identification and analysis of gender disparities. By doing this, it helps the community recognise and respectfully challenge its presumptions about gender roles.

## VII. CONCLUSION

The results of a gender analysis serve as the foundation for developing gender-sensitive or responsive indicators that can be used to track changes in gender disparities in leadership, resource management, and decision-making for men and women, as well as sex-disaggregated health indicators that can be used to track any variations in health outputs and outcomes for men, boys, women, and girls.

According to gender analysis frameworks, patriarchy as an institution contributes significantly to the exploitation and oppression of women and serves as a roadblock to their empowerment and legal rights. Institutions like patriarchy can thus be overthrown by ensuring equal resource distribution and empowering women economically. These frameworks are founded on the equality principle that has been presented, which assigns men and women to equal positions.

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