



# Framework for Conducting Gender Responsive Analysis



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# Context

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A gender-based analysis team must:

- Be aware of the fact that gender construction, and thus, the relations established between women and men, have a historical-cultural character, and are specified through processes associated to particular territories, such as the systems related to production and symbolic and daily appropriation of nature and the environment.
- Conduct the analysis with a clear understanding and expectation of working from a gender perspective from a strategic, collective, and individual point of view. This implies visualization about existing differences between women and men regarding the access, information, control, and distribution of the benefits derived from the resources, based on their own perceptions and assessments about prevailing differences and inequalities. It also implies making visible and recognizing, within a given community, who does what type of work, the levels of participation, existing social systems, the patterns about the use of time, and power relations.
- Obtain accurate information about the social, cultural, environmental, and productive conditions. This information should be acquired through participatory observation techniques, to learn about the working context. The ideal participants would be people with working experience in the region.
- Ensure the adequate time and space needed to conduct the analysis. It is extremely hard to become acquainted with a community's realities in a short period of time. Moreover, the availability and pace of the participating women and men should also be identified and considered.

# I. Analysis of the Situation or Local Context

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Disaggregation by sex of quantitative and qualitative data is essential. It is highly advisable to conduct a previous search for statistical information. There are some countries where considerable progress has been achieved regarding sex disaggregation of several statistical data items. This would be of great help to obtain a preliminary idea about the composition of the population of the region in question.

## **Key questions asked:**

### **At a productive level**

- a. Which are the productive activities (formal and informal) undertaken by men, women, boys and girls?
- b. Which are the characteristics of the main productive activities in the region? (labor, capital, income, commercialization, seasonality, and investment)
- c. Which are the main local human, financial, material, and natural resources available for conservation and sustainable development?
  - Natural resources used directly or indirectly (water, flora and fauna)
  - Agricultural production for commercialization
  - Income sources obtained from fishing, hunting, agriculture, craftsmanship, community services
  - Cooperatives, associations, organized groups
- d. What are the advantages and disadvantages of productive activities for a conservation and sustainable development process? (Technology, training, organization, income, employment, community participation, etc.)
- e. How are the benefits of development distributed in the area?
- f. Which are the problems that limit the conservation and sustainable development process?
- g. What changes are taking place in the area's productive and economic process, and how are men and women affected by these changes?

### **At a socio-demographic level**

- a. How many people comprise the communities? (Distribution by sex and age)
- b. What is the poverty level by sex, ethnicity and age?
- c. What is the illiteracy rate by sex, ethnicity and age?

- d. What is the level of education by sex, ethnicity and age?
- e. What is the school dropout rate by sex, ethnicity and age?
- f. What are the ten top causes of morbidity and mortality disaggregated by sex, age and ethnicity?
- g. What is the fertility rate?
- h. What types of family structures exist, and are most prevalent, within the communities? (Women as household heads, large families, nuclear families, etc.)
- i. What are the migration and immigration patterns in the area?
  - Which and what type of migration types prevail (permanent, temporary, regular, irregular)?
  - Are some migrations caused by environmental degradation of the region (eutrofication of coastal lagoons, oil contamination, soil loss, deforestation)?
  - How does migration affect women? How does it affect men? How does it affect other members of the household (girls, boys, elderly people)?
  - Regarding seasonal migration, do women participate in this migration or do they stay home? Which are the women's specific duties and problems during seasonal migration? What support do women receive when they remain at their place of origin? Is the support received by men prior to the migration made extensive to women? How does this affect decision-making within the household?
  - Which types of immigration take place?
  - From which areas of the country or other countries does immigration originate?
  - In what type of ecosystems were the immigrants used to working?
  - How does this immigration affect the use of resources?

**At a health level**

- a. What basic community services are provided and in what condition (water, electricity, sewage and garbage disposal)?
- b. How does water pollution affect the health of women and men (presence of skin, gastrointestinal, gynecological, etc., diseases)?
- c. Which health services are available in the area?

- d. What is the nutritional condition of the population?
- e. Have any educational or information programs on population or reproductive health issues been implemented in the community or areas adjacent to the intervention area?
  - What were the results and experience gained?
  - Are courses or chats on sexual and reproductive health issues shared with/targeted to men and women alike?
- f. Is traditional medicine practiced? What type?
- g. Which are the health problems caused by environmental effects?
- h. How do population growth and density affect the use, access, control and distribution of resources?

**At a cultural level**

- a. Are there any local myths, cultural habitats or legends associated with natural resources?
- b. Is there any cultural monument or heritage in the area? Who is responsible for it?
- c. What are the main recreational spaces (disaggregated by sex)?
- d. How does the community perceive the changes in cultural patterns caused by the installation of industries, drawback activities, tourism and/or other?

**At a natural resource level**

**Uses**

- a. Which natural resources permits and concessions are granted in the zone, to whom, and of what type (water, land, flora, fauna)?
- b. What is the land tenure system?
  - Collective, individual, communal, ancestral?
  - Do people have ownership rights (men-women)?
- c. What are the stakeholders' environmental perceptions about the condition of the resources, contamination and degradation of the landscape?

## At a political-institutional level<sup>1</sup>

- a. What is the political background of the area?
- b. What is the level of autonomy of the stakeholders with regard to the government at a national level?
- c. What is the experience of stakeholders (by sex) regarding participation?
- d. Do stakeholders feel entirely free to express their opinions, or do they experience a certain degree of fear?
- e. What is the national government's attitude and perception regarding community participation? Is it encouraged, restricted, rarely promoted, prohibited?
- f. What are the stakeholders' main forms of organization?
- g. What is the participation of men and women in the organizational structures of the stakeholders? Who are responsible for decision-making?
- h. What is the relationship and level of negotiation of the organizations with other local and national entities?
- i. Are there any legal dispositions about the use and exploitation of natural resources? (For example, imposition of close seasons, endemic flora and fauna, endangered species, permit clearance, phytosanitary conditions)
- j. Are there policy-related conflicts among stakeholders?
  - Are the conflicts clear enough?
  - Have workshops been held and agreements made toward conflict resolution?
- k. Is there any hierarchical relationship or inter-dependence links among the various groups of stakeholders?
- l. Are there any political fractions or groups linked to the various groups of stakeholders?

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<sup>1</sup> The stakeholders' perceptions and information should be gathered at this level.

## II. Work Division by Sex

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Each society assigns different roles, responsibilities and duties to women and men, in accordance with what has been pre-determined as appropriate for each gender. This is commonly called work division by sex. Men and women have not always performed the same activities. Throughout history, both genders have performed different roles, jobs and work schedules.

As this is a social construction, work division by sex is susceptible to change, it varies considerably from one society to another, it has been modified over time, and it is flexible and adapts to the constant transformations taking place within and outside of the household.

### Key questions asked<sup>2</sup>

- a. Who does what?
  - Who participates in product catching, hunting, gathering or fishing activities, and how?
  - Who participates in product processing, and how?
  - Who participates in product commercialization, and how?
- b. How is it done?
  - How are women, men, girls and boys involved in all stages of the productive process?
- c. How much time is devoted to the activity?
- d. Does it change according to the seasons of the year?
- e. How far from your home is your workplace?
- f. Is work an income-generating activity? Are women in control of the activity and potential income?
- g. Are men or women culturally excluded from certain types of work? Which? Why?
- h. In the case of activities conducted in manufacturing plants or industries:
  - What are the working opportunities for men and women within the industry?
  - What are the working conditions like?
  - What is the type of work carried out by women in activities related to the industrial processing of resources?
  - What is the hiring policy?

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<sup>2</sup> A few questions have been included for illustration purposes; however, these are, by no means, exhaustive.



- What are their working conditions?
- Are there reports on sexual harassment cases?
- Which are the work risks faced by men and women, according to their duties and work places?
- Is there a labor union of some sort?

### III. Use, Access to, and Control of Resources, and Equitable Distribution of Costs and Benefits

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Productive, reproductive and community work entail the use of resources. Both the work and the use of resources usually generate benefits for the individuals, the households and the communities. The gender approach considers the accessibility of the social players to the resources needed for their work, the control they exert over the resources to be able to use them as they wish, and the access to the benefits coming from them to the worker and the family.

The **resources** may include:

**Economic or productive resources**, such as the forests, rivers, estuaries, lagoons, mangroves, land, equipment, animals, tools, labor, credit, employment and income-generating capacity.

**Political resources**, such as representative organizations, cooperatives, labor unions, concessionaries, leadership capacity, education, information, public work experience, etc.

**Time**, as a resource valued differently by women and men. It is particularly critical and scarce among women.

**Benefits** include meeting basic needs, such as food, clothing and shelter, cash money and income, possibility regarding land ownership, education and training, political power, prestige, status and opportunities to undertake new projects or activities.

From a conservation and sustainable development perspective, it is important to stress the fact that the use, access to and control of natural resources and the equitable distribution of costs and benefits, as is the case of other areas or goods, are affected by the gender system prevailing within a given community. The men and women of a community interact with and use resources in different ways, and they express their environmental reality in a differentiated manner.

The perception about and the use of the resources is closely interrelated with age, social class and culture. Thus, it is necessary to have a reference framework whereby it may be possible to visualize these interrelations within a society and a given context.

#### Key questions asked

The following needs to be clarified:

- a. How do the various social players behave within their ecological environment?

- b. Identification of primary resources and determination about their use patterns and associated impacts.
- c. Who benefits or does not benefit from these resources, and how?
- d. Are there any conflicts regarding the use of resources?
- e. Which resources are available to men? Which resources are available to women?
  - Bodies of water, estuaries, lagoons, rivers, mangroves, land, water, housing, small species, seeds, trees, forest
  - Capital, credit, savings (e.g., in the event that credit facilities are available for the activities undertaken by men and women, do women have access to credit services?)
  - Labor (boys, girls, relatives, employees, other)
  - Production tools
  - Infrastructure
  - Permits and concessions
  - Raw materials for work
  - Transportation
  - Time
- f. Which are the different types of land tenure?
  - What types of land do women have access to or control of?
  - Who holds the title or deed to the land? (men only, women only, both)
  - Are there any cultural restrictions for women to own land?
- g. When and where are resources used in an illegal manner? By whom (men/women)?
  - Extraction of lumber or firewood
  - Extraction of flora and fauna
  - Extraction of rocky material
  - Depredation of cultural-archeological resources
  - Hunting
  - Fishing
- h. What is the destination of the illegal use of the resources?
  - Sale
  - Local consumption
- i. Is there national legislation regulating product capture, hunting or harvesting? To whom are hunting or harvesting permits granted?
- j. What is the extent of the local population's dependence on the natural resources for food, house construction, income, and basic resources in critical times?

- k. Is the use of the resources subject to any type of payment?
- l. Who exerts control over the resources (men, women)?
  - Who owns the production-related tools?
  - Who owns the processing-related equipment or tools?
  - Who owns the storage equipment?
  - Who owns the commercialization-related equipment (transportation)?
- m. Who decides whether or not a resource may be used?
- n. Who benefits from the resources (usufruct)?
  - How is the money distributed within the household?
  - How does the man invest the money and on what?
  - How does the woman invest the money and on what?
- o. Which are the services or facilities that men and women have access to?
  - Extension services
  - Training
  - Commercialization and marketing (information about prices, contacts for commercialization purposes)
  - Water and sanitation
  - Education
  - Organization
  - Health care services
- p. Are there any regulations, customs or territorial rights that pose restrictions on either gender about the use, access to or control of the resources?

## IV. Environmental Degradation and Impact by Sex/Gender

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It is impossible to ignore environmental degradation and its differentiated impact on women and men. As the degradation of the environment continues and social structures shift, as a result of climate change, population growth, depletion of natural resources, and soil infertility, men and women are forced to migrate to new places, regardless of whether or not these are protected areas. In addition to creating legal and environmental conflicts, this also increases ecological deterioration.

### **Key questions asked**

- a. What are the major environmental problems?
- b. Which resources have become scarce now? Have habitats or species disappeared?
- c. From the population's point of view, which are the causes of these problems? (e.g., natural disasters, poverty, migration, population increase, climate change)
- d. How does environmental degradation affect women and men?
- e. Which activities are required to improve environmental conditions? Do people feel they can do something to prevent this situation or is it a government responsibility?
- f. Who will take over responsibility for environment-oriented activities? Does this reflect an equitable distribution of costs and benefits derived from resource management?
- g. What has been the impact of environmental legislation and regulations on the living conditions of local populations?

# V. Cultural or Traditional Notions

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Cultural factors are vital to appraisals, as it is around them that stakeholders have been creating, shaping, and defining their social, cultural, religious, economic, and ecological environment.

There are a series of myths, traditions and taboos associated with the various ecosystems (forests, deserts, seas), which—to a certain extent—regulate the utilization, knowledge and connection of part of the users with the resources.

## **Key questions asked**

- a. Are there traditional or customary regulations and legislation regarding the use and conservation of natural resources?
- b. Are there common law rights over natural resources and informal agreements regulating the access to community or “open” resources?
- c. What are the main traditions and celebrations upheld by community members?
- d. How dependent are community populations on the resources in terms of social customs, cultural practices, or ceremonial or religious practices?
- e. Is any special cultural or spiritual significance attached to a particular site or species?
  - Are these protected or is there a certain level of restriction within the traditional or native system (e.g., holy forests, caves, cemeteries)?
  - Are there any groups or individuals who view themselves as owners or custodians of certain habitats or resources?
- f. What is the traditional knowledge about the climate, dynamics of the natural resources, etc.? Is knowledge differentiated by gender?
- g. Are there any gender-based cultural restrictions affecting the access to or control over any resource?
- h. Which are the cultural regulations, traditions or restrictions that affect gender relations associated with productive and environmental aspects?
- i. How do these restrictions affect the possibilities to improve resource management in order to increase its sustainability and equity?

## VI. Levels of Social Participation

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Society produces and reproduces social relations and assigns differentiated roles to women and men, which—in turn—results in different opportunities and spaces for leadership exercising purposes.

Acknowledgment of this situation is essential to promote conservation and sustainable development initiatives, particularly when considering that development is determined by the power relations and interests that exist among local and external social players.

### **Key questions asked**

- a. How are male and female stakeholders involved in the decision-making and planning processes at a household and community level?
- b. What type of organizations exist (traditional, clans, formal and informal associations and organizations), and how are they comprised (by sex, age, etc.)?
- c. Are there any specific organizations or groups of stakeholders linked to the management of any natural resource?, Are these local or do they enjoy national or international recognition?
- d. In which organizations or groups of stakeholders are women involved and how?
- e. What is the projection or impact of the groups' actions on community life?
- f. Are there any social networks and networks for mutual help to strengthen the community's organizational processes? How do men and women participate in these networks, and what are their roles?
- g. Is there an organizational structure to facilitate negotiation processes among the different stakeholders?
- h. Which is the level of information of men and women about the legal dispositions affecting their rights in general terms, and their access to and use of resources, in particular?
- i. Which participation spaces exist for men and women in community organization, and local and regional governments?