



increase women's participation and promote their empowerment. A gender module or leadership skills training could be considered.

On the contrary, in **Scenario B**, available data show that in the community there is a situation of relative gender equality, with women having access/control to the same extent as men. In this situation, facilitators and project planners should be careful to distribute resources and take action in such a way that this balance is not disrupted.

Conclusion

This tool will allow facilitators and project partners to better understand the gender dynamics of the community and address existing inequalities. Although these tools can help close this gap, the direct observation of facilitators and project managers and their cultural sensitivity are of crucial importance.

The gender analysis tool should be a monitoring tool that can be used throughout the project implementation and after the delivery of CD interventions, to keep track of changes in terms of promotion of gender equality and women's empowerment. Moreover, as every context has its own unique characteristics, facilitators should adapt and tailor this tool to the community's specific needs and socio-cultural factors.





For further information

Tropical Agriculture Platform (TAP):

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Common Framework products



*Conceptual
Background*



*Guidance Note on
Operationalization*



*Synthesis
Document*

*These documents are also available in French and Spanish on the Common Framework pages of TAPipedia.
<https://www.tapipedia.org/content/tap-framework>*



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Gender Analysis Tool



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Tool factsheet

IMPLEMENTING THE COMMON FRAMEWORK ON CAPACITY DEVELOPMENT (CD) FOR AGRICULTURAL INNOVATION SYSTEMS (AIS)

This factsheet is part of a series outlining tools and approaches to promote more effective capacity development for Agricultural Innovation Systems (AIS). These tools and approaches put to use the principles of the Common Framework of the Tropical Agriculture Platform (TAP), a G20 initiative. Some of these tools are applied through the Capacity Development for Agricultural Innovation Systems (CDAIS) project, funded by the EU and jointly implemented by Agrinatura and FAO in collaboration with national partners in Angola, Bangladesh, Burkina Faso, Ethiopia, Guatemala, Honduras, Laos, Rwanda. New tools are proposed to be used at different stages of the CD for AIS cycle in similar CD for AIS projects. Since 2018 FAO implements a Capacity Development for AIS project in El Salvador, funded by the Italian Government.

Background

In the context of the agricultural innovation system (AIS), multi-stakeholders partnerships are considered one of the entry points for capacity strengthening. These partnerships are composed of producers/farmer organizations, traders, input suppliers, stakeholders from extension services, the local government and the private sector. It is essential that both men and women equally participate and benefit from project activities and be part of the innovation partnerships: yet, often men still represent the majority of the participants. A stakeholders analysis can help identify whether women and youth groups are adequately represented. While addressing the capacity needs of the innovation partnership as a whole, it is crucial that interventions adequately take into consideration the differences between men and women, both in terms of access to information and assets and capacities, especially in participatory or community-led initiatives. It is also important to analyze the existing interrelationships between productive, reproductive and community work of men and women and the power dynamics within the households and the communities. To support in carrying out a gender analysis, a tool is proposed.

Purpose

The overall goal of this tool is to help facilitators examine the roles that women and men play in the partnership and to better integrate their specific needs and priorities in the interventions planned for the innovation partnership.

Gender analysis of the innovation partnership can also be used throughout project implementation to monitor how men and women are integrated and benefit from the project and to reduce the gender gaps. After the interventions are carried out, this tool might also be used to assess the possible impacts of the intervention and whether the expected results (improvements of functional capacities) are gender-responsive.



What is Gender Analysis?

- Study the roles of women and men, analyzing what they do, what resources they have, what their needs and priorities are and power relations, in a certain context.
 - It reveals links between gender relations and problems to be solved, to assess gender impacts of interventions and identify alternative actions, if needed
 - It examines benefits and incentives (e.g. Who benefits from the economic activity? Who receives or controls the income?)
 - It must be integrated in sector assessments to ensure gender equality Collection, analysis and use of sex-disaggregated data
- Collection, analysis and use of sex-disaggregated data

Sources: FAO

How to use the tool

Depending on time and resources available and what is the specific objectives of the gender analysis, a series of exercises/matrixes are proposed below.

The facilitator, in consultation with the project staff, will select which one is the most relevant.

A gender analysis is recommended to be carried out at the inception phase (which corresponds to the Galvanizing Commitment stage of the CD for AIS cycle) and- if possible- repeated during the Capacity Needs Assessment phase (in connection with the Capacity Scoring questionnaire) and the CD intervention delivery. It is important to use this framework to capture women's and men's individual perceptions, rather than those that they have about the whole community. In this way, more powerful insights can be captured, and the power dynamics within each household can be taken into consideration.

To start the gender analysis the following actions are recommended:

- Divide men and women so that they both feel more comfortable when sharing their views. If participants are more than 20, it is recommended to further split them into smaller groups;
- The facilitators team prepares the table/(s) illustrated below on a flip chart before the meeting (one matrix per group);
- The main facilitator introduces the questionnaire to be used for the gender analysis to the participants;
- Each participant in the group, with the help of a facilitator, fills in the questionnaire individually;
- Women and men put a cross on their assigned column (e.g. if women have access to agricultural land, they can put a cross on the "women column" for that invoice). A double cross (XX) marks a particularly strong access/control/ participation in an activity, a single cross (X) an average access/control/ participation in the activity, no cross indicates no participation in the activity. Men can use one color (e.g. red) to write the responses and women can use a different one (e.g. green).
- Each facilitator collects the answers of all men and all women and applies the following scores to the crosses:

MARK PUT BY THE PARTICIPANT	SCORE APPLIED BY FACILITATOR
No X	0
X	1
XX	2

- Then he/she sums up the scores by keeping the responses of men and of women separated. The average is obtained by dividing by the total number of men and women in the session.
- The aggregated results (average scores for women and for men) are then inserted in a flipchart and presented to the participants in plenary; the results of the analysis are discussed with the help of the facilitator;
- A set of recommendations for follow up actions is elaborated after the gender analysis to address specific gender-related issues observed in the partnership.

Three different steps can be undertaken for carrying out the gender analysis in order to get information on access and control of resources, services and benefits (Step 1); activities (Step 2); Decision Making (Step 3), as illustrated below.

5) Who is responsible for deciding on the following expenses:

EXPENSE	W	M	W	M
Children education				
Clothing				
Health Care				
Daily food items				
Inputs for land				
Vaccines				
Livestock				
Fertilizers				
Seeds				
Others (as required)				

Gender Analysis

Two scenarios (A,B,) are illustrated below as examples to guide you in carrying out the gender analysis. The marks given by each of the participants are then translated into number by the facilitator, who sums them up (always keeping men's and women's divided) to obtain an average. Even if only the first step is presented here, its interpretation is emblematic for the interpretation of the other two steps as well.

	ACCESS		CONTROL	
	W	M	W	M
RESOURCES				
Agricultural land	••	••	•	••
Agricultural equipment (tools, seeds, fertilizers...)	•	••	••	••
Livestock (poultry/cows/goats...)	•	••	•	••
Work opportunities	•	•	•	••
Cash	•	••	•	••
Credit	••	•	••	•
Education	•	•	•	••
Training	•	•	•	• X
ICTs	••	•	•	••
BENEFITS				
Outside income	••	•	••	••
Asset ownership		••		••
Ability to fulfil basic needs (food, clothing, shelter...)	•	••	•	••
Education	•	••		• X
Political power	•	••		• X

In **Scenario A**, available information shows that the community faces severe gender inequalities, with women in a situation of strong disadvantage. In such a scenario, it is particularly important to allocate resources and conduct trainings to



SOURCES

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March, C., Smyth, I. and Mukhopadhyay, M. (1999). A Guide to Gender Analysis Frameworks. Oxford: Oxfam.