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Nordic Council of Ministers

Projects seen from a gender and equality perspective.

Guidance notes for project owners submitting funding applications.



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BACKGROUND

'The Ministers of Agriculture and Forestry oppose all forms of discrimination and promote gender equality throughout the sector.'

The Nordic Council of Ministers' Gender Equality Plan for the Agriculture and Forestry Sector, August 2002.

Intention

It is the duty of both the Nordic Council of Ministers and the Nordic Committee of Senior Officials for Agricultural and Forestry Affairs (NEJS) to promote gender equality in the way they allocate resources.

These notes are designed to guide users and decision-makers through the process of conducting gender and equality analysis of projects and initiatives. The notes cover issues and questions which it is hoped will prove relevant and useful when evaluating the gender perspective of such projects and the consequences for gender equality within them.

The issues highlighted in these notes are based on, and follow the logic of, a method of analysis called the '3R method' - representation, resources and rights. The 3R method is described in greater detail at the end of this document.

REQUIREMENTS

- These guidance notes are written on the assumption that any project for which a funding application has been submitted will have a project owner, who is responsible for running the project.

The gender and equality consequences of the project will form part of the basis on which the application is processed and evaluated. These notes are designed for the applicant/project owner.

- An administrative evaluation is made of the gender and equality consequences of every project application submitted to the NEJS, and this evaluation is based partly on the responses to questions on the application form.
- Due consideration is taken of the fact that neither the theme of the project, nor its objectives, nor the activities it includes will be primarily designed to promote equality between women and men.
- No special competence in gender and equality issues should be needed in order to conduct the evaluation.

FOUR RECOMMENDED PERSPECTIVES ¹⁾

There are four recommended perspectives, and these are explained in greater detail here:

1. Content and focus - the relevance of the project to gender and equality
2. Representation and participation - the proportion of women to men, and who does what
3. Allocation of resources - the allocation of resources between women and men involved in the project
4. Consequences - the gender and equality consequences of the project.

1) Fredrikkes Hage BA, Knowledge Centre for Gender Equality, has contributed valuably to the development of this guide.

1. CONTENT AND FOCUS

The relevance of the project to gender and equality

It is important for you to identify what the gender perspective consists of and where it resides in your project. Is it easy or difficult to spot? For example, it may be difficult on the face of it to identify a gender perspective in a project about combating animal disease or halting the spread of unhealthy bacteria in food. Depending on the scope and breadth of the project, it may transpire that such a perspective is actually irrelevant in the given context. It would be much easier to identify gender as a relevant aspect of a project about entrepreneurship strategies in rural communities, for example.

Relevant questions and issues

When evaluating the relevance of a gender and equality perspective in a project, you should take stock of whether the following three factors have a different impact on the women in your project than on the men:

- the challenges that the project is designed to meet
- the explicit objectives of the project
- the effects of the project on the actions and decisions of the stakeholders.

If, having run through these factors, you conclude that the project has no consequences for gender or equality, then there is no need to construct a gender and equality perspective.

2. REPRESENTATION AND PARTICIPATION

The proportion of women to men, and who does what

Representation and participation are important through every phase and at every level of your project. It is important for you to think through who has an effect and who is affected, who takes the decisions and for whom these decisions have consequences. Look at everyone who participates in the management and running of the project, as well as everyone for whom the project has consequences, the different target groups, and any others who will be affected.

The purpose of the project vs those involved in it

Clarifying the purpose of the project may help you to uncover a gender dimension. In this context, the word 'who' is a keyword:

- The project aims 'to generate new knowledge for use in further research or in making political decisions' – for whom?
- The project aims 'to try out new working methods' - who will use them?
- The project aims 'to create new forms of co-operation' - between whom?
- The project aims 'to provide specific information' – to whom?

Look at who participates in the professional discussions and decisions, who the target groups are, and whom they represent.

The representation of men and women in the organisation of the project

You should provide information about the representation of women and men in the following areas:

- the project management
- the project group
- the steering committee
- reference groups and consultation groups
- the participants
- the recipients/users

Relevant questions and issues

When evaluating how each gender is represented and participates in the project, it may be useful to reflect upon the following questions:

- Who took the initiative and who formulated the objectives?
- How were the people in the various positions recruited/selected?
- What qualifications, skills and characteristics are sought in those appointed to the various tasks, positions and roles?
- Are particular criteria applied when selecting people to positions and tasks in the project? If so, do the criteria provide opportunities for, and/or set restrictions on, balanced gender representation?
- Is gender significant when people are selected to take part in the project?
- Are there any systematic differences between the age, status, competence, priorities, needs and wishes of the women in the project and those of the men? If so, can anything be done to even out these differences without it having a negative impact on the quality

and running of the project?

- Will women and men have the same opportunity to exert influence in the project?

3. ALLOCATION OF RESOURCES

The allocation of resources between women and men involved in the project

The term 'project resources' can cover a multitude of things but in this context it mainly refers to money, labour, skills, time, facilities and equipment. Not all resources are easy to quantify. Money, the monetary value of equipment and the amount of time available to the project are easy to quantify. It is more difficult to quantify value in terms of the quality of the resources that the project represents, and how this value is split between women and men. It is relevant to evaluate the spread of resources among the people involved in the project, however, as well as among those affected by the project.

Relevant questions and issues

When you evaluate the division of resources between women and men in the project, it may be useful for you to reflect on the following questions:

- Will women and men enjoy equal access to project resources?
- Who will do the different jobs?
- Who enjoys access to and is able to make use of the project's material resources? How are the allotted resources allocated?
- Which people involved in the project possess professional skills, and who enjoys access to those skills?

4. CONSEQUENCES

The gender and equality consequences of the project

It is important to ask what the gender and equality consequences of the project are, in order to reveal which aspects of the project may have such consequences. It is also important that the official in charge, or the decision-maker, gets to the core of all the various activities. As the project owner, it is important for you to think through, and try to obtain a perspective on, what the planned activities entail.

Relevant questions and issues

When evaluating the potential gender and equality consequences of the project, it is important to reflect upon the following questions:

- Does the project have the potential to change relationships or conditions for people?
- Are these consequences direct results of your project, or will they happen in the longer term, perhaps more indirectly?
- Can these consequences be different for women and men? If so, how?
- Will the results of the project have different levels of importance for women and men? If so, how?
- If the project leads to changes in professional practices, do these changes have different levels of importance for the conditions or situations of women and men?

THREE EXAMPLES OF EVALUATIONS OF THE GENDER AND EQUALITY PERSPECTIVE IN PROJECTS

Example 1: Little relevance

Project description

This project is a study of the incidences, content and types of *Campylobacter* in chickens, and is designed to develop methods that will demonstrate/reveal these factors. The project aims to help identify new methods to replace existing ones. Its results will have direct consequences for other researchers in the food-safety field, such as vets, microbiologists and epidemiologists, because they might gain access to new information and methods.

Evaluation of the gender and equality relevance of the project (perspective 1)

This project is not designed to communicate with producers or consumers. Any effects on them are indirect, and they are not target groups for the project. The actual theme of the project has no gender or equality relevance.

Evaluation of representation, participation and allocation of resources between the genders in the project (perspectives 2 and 3)

As far as this project is concerned, what is important is that it strives for balanced representation and allocation at all levels and during all phases of the project, as is the case with all applications for project funding from the Nordic Council of Ministers

Evaluation of the potential gender and

equality consequences of the project (perspective 4)

This project has only indirect consequences for people (as consumers and producers of chickens). The results are hardly likely to change anything in terms of gender, and the direct consequences for people are so far removed from the object of the project that it is not relevant to evaluate its consequences for equality.

Example 2: Clear and visible relevance

Project description

This is a multi-sectoral information project for pupils in the upper classes of basic comprehensive school. It is designed to provide pupils with the opportunity to participate in the learning process, and give them a balanced understanding of different aspects of food. The spotlight is directed towards the people who influence what we eat, the food that is served up on the plate, and the consequences of eating habits on our own health and the environment. This includes the historic, cultural, social and economic aspects of food, the meal and the act of eating together, with special focus on the food culture of the Nordic countries. Interactive teaching material will be published on the Internet, and will be tested on teachers and school pupils. Teachers' knowledge and use of the materials will be monitored.

Evaluation of the gender and equality relevance of the project (perspective 1) and its potential gender and equality consequences (perspective 4)
Women and men have traditionally played different roles in connection with

food, and they still do. They also have different attitudes to food. For example, girls are more concerned with the social importance of the food than boys and, over time, women and men gradually develop different preferences when it comes to food and mealtimes. The world sends young people information and signals about food, which affect their knowledge, attitudes and actions to a great degree. This is one reason why each gender develops partial differences as users and consumers. This project therefore has a clear gender and equality perspective.

Evaluation of the representation and participation of the genders in the project (perspective 2)

This project has gender and equality aspects which it is important to be aware of and to take into consideration during the running of the project. In general, the gender (and the age range) of the people involved in the project will influence the final outcome.

Evaluation of the way resources are allocated between women and men in the project (perspective 3)

It will be relevant to look at how the choice of material, the written and visual language, and the approach taken by the project, take account of the different needs, interests, attitudes and knowledge of girls and boys. The composition of the project group should be balanced in terms of gender, but that alone is not enough. The composition of test groups will influence the testing of the material.

Example 3: Direct and indirect relevance

Project description

A project has been designed to map the use of IT by local agricultural advisers, in order to identify potential areas of co-operation. The project's objective is to improve opportunities to develop an open and transparent food value chain (from the earth to the table) and to support the development of the most effective application of resources and energy in agriculture. In the first phase of the project, existing and accessible IT tools used by farmers in different countries will be mapped, in order to identify the synergistic effects of Nordic co-operation on development work. In the second phase, a specific action plan will be drawn up for co-operation on the development and use of IT tools in agricultural counselling.

Evaluation of the gender and equality relevance of the project (perspective 1) and its potential gender and equality consequences (perspective 4)

At first sight, this project may appear to be about technology, and about making routines and ways of working with technology more effective. Because the technology is only a tool for agricultural counselling, however, the effects of any changes for the target groups and recipients should also be evaluated. Agricultural counselling is given to people who live and work in agricultural communities, and the content and form of the advice are both important. In a project of this type, it will be relevant to consider what qualities it is desirable to achieve with the advice. The

next step will be to evaluate whether these qualities have a gender perspective - that is, whether they look after the needs and interests of both women and men.

Evaluation of the representation and participation of the genders in the project (perspective 2) and evaluation of the allocation of resources between women and men in the project (perspective 3)

If the advice is to reach its target audience, the situation and condition of that audience have to be taken into account. Women and men often have different positions, roles and tasks in agriculture and on the farm. The backgrounds to counselling sessions are often different for men and women, particularly when it comes to the use of technology. Not everybody is qualified to use technology, or even to receive IT-based advice. In this instance, it cannot be taken for granted that it is women who are least qualified to make use of IT-based advice and other IT tools in agriculture. On the contrary, women are often responsible for financial and administrative tasks on the farm, and are accustomed to using PCs and IT tools. Mature male users, in particular, may feel left behind by technological developments. It is therefore necessary to evaluate what it would mean for users, both female and male, if there were to be an increase in computer-based counselling. This might include more information on the Internet, the use of e-mail for communication, more courses, and guidelines on the use of PCs and the Internet.

In this project, the composition of an

advisory group will be important. The users should be adequately represented in terms of gender, age and circumstances.

CONCEPTS AND METHODS

Gender perspective

Taking a gender perspective entails looking at the effects of gender and gender differences on the ways people relate to society, the way society is structured, and the way society works. A gender perspective might reveal that women and men often have different backgrounds or different connections to the labour market, for example, and therefore have different needs and wishes.

As a point of departure, an analysis from the gender perspective is based on the idea that the two genders are neither simply equal nor unequal, but can be both. Both women and men have opportunities to change the roles and patterns for their gender. Such an analysis reconstructs and redefines social structures, which (in terms of gender) are currently divided in two. This analysis perceives gender as a social phenomenon, something created, changeable and ambiguous. A gender-perspective analysis of social conditions (in agriculture, for example) will focus on identifying changes between the genders, rather than only describing typical, existing differences.

Gender-equality perspective

The Nordic Council of Ministers' programme for co-operation 2001-2005 defines gender equality as follows:

'Gender equality entails the equal distribution of power and influence, women and men enjoying the same rights, duties and opportunities in all areas of life and a society free of gender-related violence.'

Gender equality does not just mean equality in the eyes of the law. It also means equal opportunities despite different conditions, desires and needs. Equality often covers up differences, and formal or apparently equal treatment can sustain or reinforce gender differences. An analysis from the gender-equality perspective looks at the inequalities between women and men as they are manifested in practice.

Gender mainstreaming/integration of the genders

The main objectives of the Nordic Council of Ministers' equality policy are to redress the imbalance between the genders by working towards equal opportunities, rights and duties for women and men in every important area of life, and to make sure that the knowledge, experiences and opinions of women and men are taken into account and exploited.

Gender mainstreaming is a strategy designed to help fulfil the Nordic Council of Ministers' gender-equality objectives. The strategy entails the integration of a gender and equality perspective into the targets, structures, priorities, decisions, processes, activities, projects, resource allocation and levels of participation in the agriculture and forestry sector.

The 3R method

The 3R method was originally developed by Gertrud Alström and the Swedish Association of Local Authorities, for use in activities and/or companies (such as local authorities) that provide services and do work for external users. It highlights:

- representation: the representation of gender among the decision-makers, the people who define the terms and conditions, service providers and users/recipients
- resources: the allocation of resources to women and men as users/recipients (can also include the allocation of internal resources)
- rights: the discussion of rights involved in the status of gender equality in the company or activity, to clarify the picture provided by the mapping of representation and allocation of resources.

The most important aims of 3R analyses are to generate gender-based information about companies, to develop greater awareness of the importance of thinking in terms of gender and, thereby, to create the basis for discussion and for improving the quality of the service. (Lien and Taksdal, 2004)¹

The method was originally designed to enable local authorities to map and analyse the influence exerted by women and men, the way women and men participate in local authority activities, and the norms for that involvement. It was later refined for use in other areas of society, and in other companies and organisations.

The method is based on the collation of quantitative data, which forms the basis for a quality analysis of the company or activity. The method is based on the idea that we often subconsciously take decisions or instigate activities that help sustain inequality between women and men. This could be because we have stereotyped ideas about gender, or because we consider a particular administrative, professional or political sector to be gender-neutral. By combining quantitative facts and qualitative discussions, the 3R method aims to generate debate about what gender equality entails and what changes are needed in order to achieve gender equality within a particular company, activity or sector. (op. cit.)

The 3R method involves a mapping phase and an analysis and discussion phase, and these lead to an action phase. The process can be summarised as follows.

<i>Mapping phase:</i> Compilation and systemisation of numerical information about the activity or company in relation to gender	
R1 - representation How many women and how many men take decisions, lay down conditions for, or are responsible for, the allocation of resources within a company or activity? How many women and how many men benefit from the service or activity?	R2 - resources What proportion of the resources is allocated to female users and what proportion to male users?
<i>Analysis phase:</i> Interpretation of numerical data	
R3 – rights discussion What questions does this raise about the fairness of the allocation of resources?	
<i>Action phase:</i> Future initiatives	

1) Renate Storevedt Lien and Arnhild Taksdal: Integrering av kjønnsperspektiv i offentlig tjenesteproduksjon og planlegging, (Integration of a Gender Perspective into Public-sector Planning and Services), Stein Rokkan Centre for Social Studies, University of Bergen Research Notes 8/2004.

Further information about the 3R method:
www.svekom.se
www.likestilling.no
www.lige.dk
www.eurofem.net/valtavirtaan



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Nordic co-operation

Nordic co-operation, one of the oldest and most wide-ranging regional partnerships in the world, involves Denmark, Finland, Iceland, Norway, Sweden, the Faroe Islands, Greenland and Åland. Co-operation reinforces the sense of Nordic community while respecting national differences and similarities, makes it possible to uphold Nordic interests in the world at large and promotes positive relations between neighbouring peoples. Co-operation was formalised in 1952 when the Nordic Council was set up as a forum for parliamentarians and governments. The Helsinki Treaty of 1962 has formed the framework for Nordic partnership ever since. The Nordic Council of Ministers was set up in 1971 as the formal forum for co-operation between the governments of the Nordic countries and the political leadership of the autonomous areas, i.e. the Faroe Islands, Greenland and Åland.

