

**The Heller School for Social Policy and Management
Brandeis University
Sustainable International Development Graduate Program**

**HS232f Advanced Gender Analysis
Spring 2017 Module 2
Weds 2:00 – 4:50 p.m.**

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Gender Analysis refers to the use of specific gender frameworks and methodologies generated for ensuring that development interventions (at the project, program and/or policy level) do not further exacerbate gender inequalities but rather contribute to the goal of gender equality. Gender Analysis recognizes the need to make an explicit effort to understand how interventions are affected by and affect gender relations, since gender ideologies and institutional practices contribute to reproduce gender inequalities and to keep them invisible, both within the institutions and staff designing and implementing interventions and within the communities and social groups defined as beneficiaries of these interventions.

This module is focused on introducing the main frameworks and specific tools developed for Gender Analysis at the project, program or institutional levels and to that aim, it will provide students with plenty of exercises and assignments to learn how to use these tools and to be able to differentiate what each framework and tool has to offer for specific development problems and interventions. There is insufficient time to introduce gender concepts necessary to fully understand, use and assess these different gender analysis frameworks, and for that reason students are required to have acquired familiarity with gender and development issues and concepts, by taking as a pre-requisite MA-SID gender courses like HS283f Gender & Development or HS223f Gender and Globalization.

The notion of gender used in this class is not restricted to sex or to women but it refers to the social construction of female and male roles, entitlements, identities, needs, interests, knowledge and behavior according to specific contexts and intersecting other social hierarchies like class, caste, ethnicity, racial groups, age and seniority and sexuality. The Gender Analysis frameworks selected for this class will be studied to see their logic, theoretical assumptions, tools proposed and practical implications. These frameworks and tools will also be compared to see how well they capture the complexity of gender or how much they reinforce a narrow focus on women only, or a narrow focus on gender roles only –a n important difference when it comes to contrast the Harvard and Moser frameworks vs the Social Relations/Kabeer or the GSA/Espinosa frameworks. While there is a growing awareness on the importance of including men in gender analysis and in interventions focused on gender, there is less awareness on the importance of including LGBT, still assuming that gender only applies to heterosexual men and women (as discussed in HS283f Gender and Development course). This course however tries to keep this inclusive and comprehensive definition of gender when discussing the different frameworks and tools, even though the instructor could not find case studies including LGBT for the class exercises.

This module is designed as a hands-on course, more like an advanced training than a regular seminar. It aims at providing students with the opportunity to have a critical and grounded understanding of the main frameworks and tools of Gender Analysis, compare them and be able to apply them. Due to limited time, our focus will be on most important gender analysis frameworks and tools, in order to go deep enough to critically apply and review these frameworks and tools, their different advantages and limitations.

This module will heavily rely on students' participation. Students are expected to come prepared to class, having read the assigned readings and identified key ideas, facts and concepts, and be ready to discuss and apply them in class.

Learning objectives:

By the end of this module, students will be able to:

- Understand the importance of gender analysis and planning to mainstream gender within development
- Discuss the main frameworks used in gender analysis and how they relate to the WID and GAD approaches to mainstream gender within development
- Understand the advantages and limitations of each one of the Gender Analysis frameworks and protocols discussed in class
- Be able to apply the concepts and tools presented in each one of the gender analysis frameworks discussed in class to specific situations and interventions.
- Be able to apply, adapt and combine specific Gender Analysis Frameworks and Tools to specific development problems and interventions.
- Express their own ideas orally and in written texts and use facts, information, concepts and theories to debate important issues related to gender and development.

Pre-requisites

In order to register for this course, students need to have taken one of the following gender courses offered at MA-SID focused on gender and development: HS283f Gender & Development or HS223f Gender and Globalization;

Course Requirements

Full and timely attendance is required for students enrolled in this class. Prior to each session, students are expected to have read assigned readings and to come to class prepared for discussion. Since this is a hands-on course, student participation in class, small group discussion and assignments are crucial— students will be asked to complete group exercises after class and submit them at next session as an assignment (to be delivered next session printed out – no email submissions are accepted).

The final grade will be calculated based on individual class attendance and participation (25%), weekly assignments (40%) and the final assignment (35%). Assignments are to be submitted on time, as specified in class. All assignments should be printed out (1.5 line spacing, font #12, minimal margins and with no cover page to save paper. Don't forget to put your name (LAST NAME in capital, as listed in LATTE/SAGE), date and what assignment number are you delivering).

Students are expected to come on time to class, participate actively and maintain cordial and collegial interactions in class. Originality, seriousness and honesty are expected during class discussion and when preparing assignments. This class offers a safe space for students to freely express their opinions and perspectives, including disagreement with the instructor or with the fellow students. Debate is welcome in this class!

Academic honesty

You are expected to be honest in all of your academic work. The university policy on academic honesty is distributed annually as section 5 of the Rights and Responsibilities handbook. Instances of alleged

dishonesty are subject to possible judicial action. Potential actions include failure of the course and suspension from the University. Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person –be it a world-class philosopher or your roommate –without proper acknowledgement; you must use footnotes and quotation marks to indicate the source of phrases, sentences, paragraphs or ideas found in published volumes, internet or expressed by another student. Consult the instructor if you need clarification on this topic.

Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please contact the instructor before the first session.

ALL Required Readings will be available at LATTE.

This course will meet on March 15, 22, 29; April 5, 26; May 3 and 10 (Final Assignment due)

Content of the sessions and readings

Session 1: Introduction. What is Gender Analysis? The Harvard Framework

This session will have a brief introduction to the topic, goals and scope of the course and its dynamics. This session will review some basic gender concepts and the differences between WID and GAD approaches to gender analysis and gender mainstreaming within development and how these basic gender models or paradigms are reflected and influence the main gender frameworks discussed in class. Then we will start with to discuss in detail the Harvard Framework –the first Framework developed by Harvard/USAID for gender analysis, and its four tools. After discussing the key concepts, theoretical assumptions and practical implications of this framework, its advantages and limitations, we will present each of the four tools, explaining their rationale. Then we will use an example to see how the tool is to be completed, allowing students to try to fill in each tool and then to ask for clarifications about how to use the tool. The class will break into pairs to do this exercise and then we will use the plenary format to discuss how the tools are to be filled out. After this exercise, the instructor will introduce the second case study that will be used to apply the tools presented in class, as the first assignment to be delivered in the following session. The pairs formed will be charged with completing this first assignment after the class following specific guidelines provided by the instructor and present it in written next session,

Required readings:

- Espinosa Handout # 1 on The Harvard Analytical Framework (includes short case study to be used in class)
- Short Case Study for the First Home Assignment: Minzenberg, Eric. 2005. Household dynamics. (Excerpt from *Hunting and Household Dynamics in PDS Sao Salvador, Acre, Brazil*. Dissertation. University of Florida: Gainesville)

Session 2: The Moser's Gender Planning Framework

This session will discuss in detail the Gender Planning Framework –the second Framework developed by Caroline Moser – World Bank, and its two tools. After discussing the key concepts, theoretical assumptions and practical implications of this framework, its advantages and limitations, we will present each of the tools, explaining their rationale. Then we will use an example to see how the tool is to be filled out. To do so, the class first will break in pairs to do this exercise allowing students to try to

complete each tool and then we will use the plenary format to discuss how the tools are to be filled out, providing a space for students to ask for clarifications about how to use each tool. After this exercise, the instructor will introduce the second case study that will be used to apply the tools presented in class, as the second home assignment to be delivered in the following session. The pairs formed to do the class exercise will be charged with completing this second assignment after the class following specific guidelines provided by the instructor and asked to submit it in written the following session,.

Required readings:

- Espinosa Handout # 2 on Moser Gender Planning Framework (includes three short case studies to be used in class)
- Case Study for the Home Group Assignment # 2: Engaging Adolescent Males in Nigeria

Session 3: Kabeer Social Relations Framework

This session will discuss in detail the Social Relations Framework –the third Framework developed by Naila Kabeer – a Bangladeshi researcher at ISD, UK, and its two tools. After discussing the key concepts, theoretical assumptions and practical implications of this framework, its advantages and limitation, we will present each of the tools, explaining their rationale. Then we will use an example to see how the tool is to be filled out. To do so, the class first will break in pairs to do this exercise, allowing students to try to fill in each tool, and then we will use the plenary format to discuss how the tools are to be filled out, providing a space for students to ask for clarifications about how to use each tool. After this exercise, the instructor will introduce the case study that will be used to apply the tools presented in class, as the third home assignment to be delivered in the following session. The pairs formed to do the class exercise will be charged with completing this second assignment after the class following specific guidelines provided by the instructor and asked to submit it in written form in the following session,.

Required readings:

- Espinosa Handout # 3 on Social Relations Framework-Kabeer (including short case study to apply Kabeer tools in class)
- Kabeer N. and R. Subrahmanian. 1999. From Concepts to Practice...” in: Kabeer and Subrahmanian 1999, pages 197- 230) (Case study for Home Assignment # 3)

Session 4: Comparing Harvard, Moser and Kabeer frameworks

This session will compare the three frameworks analyzed in previous sessions, their advantages, limitations and complementarity, discussing what do they have in common and where do they depart, for what situations they might be more useful. We will then use the table prepared by the instructor comparing key concepts introduced by each framework, their theoretical assumptions and practical implications, how they relate to the WID/GAD approaches to gender, at what level each framework operates (micro or macro), and their advantages and limitations. We will review again the key tools, rationale and their protocols. Then we will use an example to see how the tool is to be filled out. To do so, the class first will break into pairs to do this exercise allowing students to try to fill out each tool, and then we will use the plenary format to discuss how the tools are to be filled out, providing a space for students to ask for clarifications about how to use each tool. After this exercise, the instructor will introduce the case study that will be used to apply the tools presented in class, as the third home assignment to be delivered in the following session. The pairs formed to do the class exercise will be

charged with completing this second assignment after the class following specific guidelines provided by the instructor and to submit it in written form for the following session,.

The students will receive in this session the guidelines for the final assignment (to be delivered in session #7) and be encouraged to use the spring break to start working on this assignment. This final assignment will require students to use the provided case study to identify the development problem and the gender aspect of this development problem (using their choice of the different frameworks and tools provided in this course) and to justify their selection by assessing how the tools and frameworks selected are better suited to the goal of the assignment. Based on this analysis they will provide recommendations to plan or enhance development interventions with the goal of fostering gender equity.

Required readings:

- Espinosa Handout # 4: Comparing Harvard, Moser and Kabeer Frameworks
- Handout with Case Studies to apply the three Gender Frameworks reviewed in class & guidelines
- Guidelines for the Final Assignment

Session 5: Integrating intersectionality into Gender Analysis: the SGA

This session will discuss in detail the Social Gender Analysis Framework –the Framework developed in 2002 and 2004 by Espinosa, Cristina – at that time Head of the Social Policy Program of IUCN, and its six tools. After discussing the key concepts, theoretical assumptions and practical implications of this framework, its advantages and limitations, we will briefly present each of the tools, explaining their rationale, choosing one tool and a short case study to see how the tool is to be filled out. To do so, the class first will break in pairs to do this exercise, allowing students to try to fill out each tool and then we will use the plenary format to discuss how the tools are to be filled out, providing a space for students to ask for clarifications about how to use each tool. After this exercise, the instructor will further explain what is expected from the final assignment and go through the guidelines. There will be no home assignment and the students will be encouraged to advance their group work on the final assignment, which will include this framework as well.

Required readings:

- Espinosa Handout # 6 The Social Gender Analysis (SGA) including the short case study to do the exercise in class for the SGA tools
- Case Study for applying the SGA Framework. Adapted from Espinosa, Cristina. 2001. *Desenredando el Laberinto. Guia de Analisis Social y de Genero para Proyectos de Gestion Ambiental comunitaria mas equitativos*. IUCN: Gland-Switzerland and Quito-Ecuador.
- Espinosa, Cristina 2004. *Unveiling Differences, Finding a Balance, Social Gender Analysis for Designing Projects on Community-based Management of Natural Resources*. IUCN: Gland, Switzerland and Quito, Ecuador. (pages 30-70)

Session # 6

Gender Analysis Clinic: In this session students will submit in class their first draft of the final assignment to have the opportunity to receive feedback and clarify issues.

Required reading for Final Assignment

- Kulthoum Omari, 2010. Gender and Climate change: Botswana Case Study. Published by the Heinrich Böll Foundation Southern Africa: Cape Town (excerpt and full versions available in LATTE)
- Guidelines for the final assignment

Session 7

Final Assignment is due

Additional materials on gender analysis

- Commonwealth Secretariat. 1999. *Gender Management System Handbook*. (www.thecommonwealth.org/gender)
- Status of Women Canada. 1966. *Gender-based Analysis. A Guide for Policy-making. Working Document*. Status of Women Canada: Ottawa
- ILO/SEAPAT On-line Gender Learning and Information Module (www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/htm)
- Knowledge Center – section on GAM, Women Empowerment framework – Also final Section Opportunities and Limitations of Frameworks (www.knowledgecentre.drwa.org.im/green/pdffiles/KingC1.htm)
- Illo, Jeanne Frances I. 2010. *Harmonized Gender and Development Guidelines for Project Development, Implementation, Monitoring and Evaluation*. National Economic and Development Authority- Philippine Commission on Women- Official Development Assistance Gender and Development Network: Manila
- Moser, C. 2005. *An Introduction to Gender Audit Methodology: Its design and implementation in DFID Malawi*. Overseas Development Institute: London
- Morris, Patricia and Jeannie Harvey. 2010. *The Gender Audit Handbook. A Tool for Organizational Self-Assessment and Transformation*. InterAction: Washington D.C. (www.interaction.org)
- Balmori, Helena Hofbauer. 2003. *Gender and Budgets. Overview Report*. BRIDGE. Institute of Development Studies, University of Sussex. Brighton, UK (www.ids.ac.uk/bridge/)
- Balmori, Helena Hofbauer 2010. *Gender and Budgets Cutting Edge Pack: Overview Report*. Institute of Development Studies: Sussex, England. <http://www.bridge.ids.ac.uk/reports/CEP-Budgets-report.pdf>
- UNIFEM. 2010. *Integrating gender responsive budgeting into the aid effectiveness agenda: Country summaries*. UNIFEM: New York. OR
- Elson. 2006. “Budgeting for Women’s Rights: Monitoring Government Budgets for Compliance with CEDAW.” United Nations Development Fund for Women/UNIFEM: New York.
- FAO 2001. *Field Level Handbook*. SEAGA. Socio-Economic and Gender Analysis Programme. FAO: Rome.
- Wieringa, Saskia E. 1998. Rethinking Gender Planning: A critical Discussion of the Use of the Concept of Gender.” *Gender, Technology and Development* 2 (3)
- Moser, Caroline. “Conceptual rationale for gender planning in the Third World.” IN: Moser, Caroline. 1993. *Gender Planning and Development. Theory, Practice and Training*. Routledge: London and New York (pages 1-79)
- March, Candida, Ines Smith, and Maitrayee Mukopadhyay. (1999) *A Guide to Gender Analysis Frameworks*. Oxford, England: Oxfam GB
- Kabeer, N. 1999. “From Feminist Insights to an Analytical Framework. An institutional Perspective on Gender Inequality.” IN: Kabeer N and Subrahmanian. 1999 (pages 3- 48).