

**Gender analysis**

Subsidy Programme for Responsible Business

**Carrying out a gender analysis in phase A is part of the qualitative research. The analysis helps to understand the gender dynamics behind behaviour and specific roles in the supply chain. Sometimes, there is a link between the root causes of social risks in the supply chain. Research helps you analyse if this is the case in your supply chain and what gender-specific actions you can take to resolve this.**

## Gender

Gender refers to the characteristics, behaviours and gender roles a society or culture has defined. Based on their gender, people often have different positions in society. Gender differences at work are often closely linked to household dynamics. For example, household-level dynamics can negatively affect women's access to finance. Also, it can affect their professional work options.

Gender equality means no discrimination based on a person's biological sex or societal role. Gender inclusivity means that all people should have equal access to opportunities, resources and services.

## Instructions

To ensure you include different perspectives, we recommend you collect input from a broad range of stakeholders, including a gender expert. Please state in your answers if it concerns women or men, for example:

* Women or men entrepreneurs, employees or managers;
* Women or men farmers or producers; and
* Women or men community members.

Also, it is important to make a difference between women and men of varying:

* Ages;
* Ethnicity;
* Incomes; and
* Educational levels.

## Questions

### Question 1: What are men's and women's gender roles and dynamics in your value chain?

Answering this question allows you to identify the different roles between women and men, their work opportunities, and the leadership positions they can hold, for example, in a factory or farm, or cooperative or support services. Consider local rules, regulations and customs. For example, are there specific jobs women are not allowed to do? These insights form the basis for understanding answers to the other questions.

*(At most 800 words)*

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### Question 2: Who has access to what assets, and who owns them? Who has access to financial and other services, and how?

This allows you to identify the differences between women's and men's opportunities. It involves opportunities related to access to assets and services, and ownership of assets. For example:

1. Who manages the household budget?
2. Who makes decisions about investments?
3. Separate the household and workplace levels.

*(At most 500 words)*

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### Question 3: Who has the power to act? Who decides what? Who has the opportunity to act because of self-confidence and capabilities?

Show us the differences between women's and men's opportunities as a result of differences in power to act. For example:

* Who holds leadership positions in the community?
* Are there (young) women leaders or role models?
* Are women active in and represented in trade unions?
* Do men and women own farms or businesses?
* Separate the decision-making power and level of empowerment within the household and workplace.

*(At most 500 words)*

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### Question 4: To what extent is gender equality embedded in the Dutch and local companies' policies and management systems?

Show us that your company understands its responsibilities within the limits of its operations. Let us know what you expect from your suppliers in terms of respecting gender-related human rights.

* Does the company have a sexual harassment policy?
* What are the procedures for handling complaints?
* Do men and women in the same workplace receive equal pay for equal work?
* Are women represented in the company's management or board of directors?

*(At most 500 words)*

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### Question 5: For all of the above questions, to what extent do gender differences play a role in social violations in the international value chain? What are gender-related risks? And why is the situation that way?

This may help you understand gender in relation to social risks and violations. Also, it will show whether you understand the dynamics behind the behaviour and defined roles. For example, at the household level, in the community, and in the workplace. Identifying risks also allows you to take action to reduce them.

*(At most 500 words)*

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### Question 6: How can the project effectively address gender equality, improve circumstances and use opportunities in phase B?

**Use the answers to the first 5 questions**. Identify opportunities to address gender equality and women's economic empowerment challenges in the project. What type of interventions can you include in phase B? For example:

* Strengthen women's financial knowledge and skills;
* Help women take part in training programmes by offering childcare;
* Address the gender pay gap; and
* Offer working mothers paid maternity leave.

*(At most 800 words)*

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### List the stakeholders you have consulted for this gender analysis:

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| 1. … 2. … 3. … 4. … 5. … |

### For more information on gender, see:

* [RVO Gender Guide](https://english.rvo.nl/sites/default/files/2021/09/Gender-Guide-2021.pdf)
* [Resources on Gender Responsive Due Diligence](https://www.genderduediligence.org/resources-grdd/)