GENDER IMPLEMENTATION GUIDELINES

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1 Gender within HEKS/EPER

In its International Programme, HEKS/EPER defines 'to contribute to equality and prosperity for rural communities' as the overarching goal.

This goal also implies striving for gender equality, i.e. equal and fair power relationships between women and men, girls and boys, in society as a whole. Gender will no longer be a barrier to achieving one's rights.

HEKS/EPER places emphasis on:

- The lives of women and girls, as well as men and boys, being visible and accounted for.
- The voices of women and girls, as well as men and boys, being heard, listened to and exercising influence.
- Women and girls, as well as men and boys, receiving equal access to, control over and benefit from resources, services and opportunities.
- The needs and rights of women and girls, as well as men and boys, being upheld through strategic, targeted and complementary interventions.
- Just and equitable power relations between men and women.

Gender inequality and discrimination affects women and girls especially. Women's empowerment is a part of achieving gender equality. It is useful to understand empowerment in terms of:

- *Agency:* The capacity to make decisions about one's own life and act on them to achieve a desired outcome, free from violence, retribution or fear.
- *Relations:* The power relations through which women negotiate their individual and collective empowerment.

- *Structures:* The environment that surrounds and conditions women's (and men's) choices.
  (DFID, A theory of change)

Gender as a cross-cutting issue

HEKS/EPER explicitly focuses on gender equality as a cross-cutting commitment in all its programmes and projects to make them more effective and sustainable.

HEKS/EPER strongly believes that mainstreaming gender will lead to more efficient, meaningful and effective programmes and projects. Mainstreaming gender means considering gender from the programme to the project level and vice versa; and it is reflected in the partner portfolio. A gender-sensitive situation analysis at programme level helps to set priorities when selecting projects and partners.

Gender equality is not only a matter of increasing sustainability, efficiency and programme results. It is closely linked to social justice, which requires advocacy work and a conflict-sensitive programme approach within an existing framework of rights and duties.

Purpose of these guidelines

This paper will guide HEKS/EPER's staff and partners at headquarters and in the countries in mainstreaming gender equality in their practices. It gives a brief background of the rationale based on existing experiences and publications, and sets HEKS/EPER's gender-related standards with regard to core procedures and priority themes. Finally, the paper formulates key questions on gender aspects that will be considered when planning, implementing and monitoring any programme or project.

2   Gender as a human rights issue

2.1   Global framework

The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted by the General Assembly in 1979. Since then, more than 165 States have ratified it, which makes it one of the most widely ratified human rights conventions. The CEDAW enshrines the principle of non-discrimination and equality and declares that all states that have ratified the convention should eliminate all exclusions and restrictions made based on sex and gender, to achieve gender equality by law and in practice.

NGOs can submit shadow reports to the CEDAW committee. These shadow reports are a useful source for analysing a country context and formulating objectives, e.g. for advocacy work.

Since 2000, an Optional Protocol allows groups and individuals to submit complaints about violations of the Convention to an International body (NGLS 2002, p. 24ff).

Also relevant for specific gender issues, such as gender-based violence, is the Beijing Declaration and Platform for Action adopted by governments at the 1995 Fourth World Conference on Women. The UN Security Council Resolution 1325 on Women, Peace and Security (2000) and the six associated resolutions which recognise that war impacts women differently, and reaffirms the need to increase women's role in decision-making with regard to conflict prevention and resolution.

2.2   Human rights-based approach

According to the human rights-based approach (HRBA), poverty is not caused by a shortage of economic resources but results from inequality of people in their access to resources, services and opportunities. It is a denial of human rights. Barriers in accessing resources, services and opportunities result from multiple forms of discrimination. Discrimination and exclusion of people occurs along social categories such as sex and gender (e.g. gender identity, sexual orientation), religious belief, ethnicity, class, etc.

Therefore, gender equality is part of the HRBA. A human rights-based approach without attention to gender relations will fail to address inequality or fight the root causes of poverty. Mainstreaming gender equality and the HRBA to development helps tackle power imbalances, discrimination and call attention to the impact and sustainability of activities, as well as to the importance of empowerment, inclusion and participation in decision-making. A gender inclusive HRBA enforces the accountability of duty-bearers for the fulfilment of human rights for all men and women.

GENDER-INCLUSIVE RIGHTS-BASED DEVELOPMENT

ACT Alliance has developed a gender-inclusive rights-based development training manual facilitating the integration of rights-based and gender-equality development programming: ACT rights & development working group / APRODEV gender reference group, with HEKS/EPER collaboration.

-> http://actalliance.org/capacity-building/gender-inclusive-rights-based-manual/

3   What is gender mainstreaming?

Gender mainstreaming is a strategy to achieve gender equality. Gender equality refers to equal access to social goods, services and resources and equal opportunities in all spheres of life for both men and women. The concern for gender equality has to be integrated into all decisions and to be considered in all activities (HEKS/EPER Gender Policy, p. 4). In order to be able to consider and integrate gender at all levels of the management process of programmes and projects, some general principles apply right from the start as crucial elements of **gender mainstreaming:**

- **Gender mainstreaming is a process, not an end in itself:** It involves considering both the needs and experiences of men and women in the design, implementation, monitoring and evaluation of policies. The aim of gender mainstreaming is equality between men and women.
- **Need for gender analyses:** A prerequisite for mainstreaming gender equality is to understand how and why gender inequalities exist, how they are relevant to the work and where to find culturally appropriate opportunities that support greater equality between women and men.
- **Sex-disaggregated data:** A necessity for the promotion of gender equality is the availability of sex-disaggregated data for every statistic, which involves counts of people. This is critical for detecting and quantifying inequalities between men and women. Once inequalities are known, the power dynamics that create those inequalities can be made visible. Such data also give the basis for measuring outcomes and impacts of change processes.
- **Benefits in using multi-track strategies**: Promoting gender equality will often require pursuing several efforts at once: developing an understanding of the nature of the inequalities, building alliances, earning leadership support and piloting initiatives. In order to achieve tangible results, efforts can focus on mainstreaming gender equality in specific policy areas or on special interventions for women or men.
- **Integrate men's perspectives/masculinities**: Understanding men's roles and needs, identities, and societal pressure is an integral part of gender mainstreaming. Men have to be involved. Integrating them actively in projects may help to increase gender equality, raise acceptance of women's rights and overcome prejudices or social stigmatisation.
- **Consider women-specific interventions and safe spaces:** Such interventions aim at building up women's capacities and resources. At different levels, women need space for reflection on their gender-specific situation in order to develop realistic strategies for gender change.

DEFINITIONS

Gender is a social and cultural construct, which distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts […].
(*UNICEF Gender Equality Training. Glossary.*)

Gender Equality means that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. […] Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration […].
(*UNICEF Gender Equality Training. Glossary.*)

Gender Mainstreaming is a strategy to achieve gender equality. […] Mainstreaming implies that actors and institutions […] involved in development are able to incorporate a gender equality perspective in the way they work (their institutional culture, competence, etc.) as well as in all their policies and programmes, at all levels and at all stages of their planning cycle.
(*SDC tool-kit 'Gender in Practice', sheet 1*)

4 Gender in NGOs/CBOs

Two elements contribute to institutional capacities and organisational commitment with respect to gender equality:

- An **equal representation and participation of men and women** at all levels of the organisation, especially in decision-making bodies.
- **Gender competence** of staff.

When looking at HEKS/EPER as an institution and local partner organisations, the following questions need to be clarified in order to assess their institutional capacities:

- Is sex-disaggregated data provided for the whole institution?
- What is the representation of women in decision-making bodies within the institution / partner organisation?
- Are staff informed about gender and gender-based violence?
- Does the organisation actively develop their gender competence to promote gender mainstreaming?
- Has the organisation developed a gender policy?
- Does the institution / partner organisation have gender specialists or does it work together with local, regional or national institutions, which have gender competence?

Why is gender competence necessary?

Programme officers and project staff need to be able to understand the rationale and relevance of the questions posed in the checklists of these implementation guidelines. The HEKS/EPER gender

policy as well as the general strategic papers highlight some general points relating to the gender gap. However, in the individual project context, the situation is much more specific. A detailed analysis of the context allows project partners to develop strategies to reduce the existing gender gap. These strategies should then be reflected in the planning, implementation and monitoring of the programme or project.

In the context of organisational development, partner organisations can be supported in developing their gender competence. This may be a decision taken at programme level or for an individual partner.

Aspects of gender-sensitive organisations

In the context of organisational development and capacity building, the following aspects should be considered to increase gender competence within the organisation:

- Organisational analysis and development of a gender policy.
- Integration of gender into all internal processes and human resource management.
- Working on a gender-friendly organisational culture.
- Pro-active commitment to achieve gender balance at all levels (special efforts to reach 'minorities', professional development to support gender balance).
- Capacity building of staff to integrate gender into their respective field of work.
- Introduction to gender budgeting.

5 Gender in HEKS/EPER country programmes

In order to steer the work of HEKS/EPER effectively and coherently in its focus countries, overall goals and focuses for each country or region are defined in country and regional programmes. Country programmes set the basis for the further development or redesign of the projects in a country or region. Therefore, it is crucial to reflect on gender aspects in the country or regional programme as well as include an assessment of how these aspects can be integrated throughout the PCM cycle from context analysis, through to planning, implementation, monitoring and evaluation of a country programme.

In this section, guidance is given on how to best integrate gender aspects in these different phases.

5.1 Integration of gender aspects in a country context analysis

At country level, it is crucial to thoroughly analyse the context, and check prerequisites for implementing gender mainstreaming and gender-specific objectives at the macro (national laws, policies, etc.) and meso (HEKS/EPER focus areas and institutions, structures and services) levels. The following topics and checklists provide HEKS' staff with gender-relevant issues, themes and questions for context analysis. Collecting and analysing data, it is paramount that:

- **Data and information** should (whenever expedient) be **disaggregated by sex** (see guidance notes for HEKS/EPER key indicators).
- **Quantitative *and* qualitative data** is required.

Key questions for the integration of gender aspects during context analysis level

The following key questions may serve as guidance for country directors and desk officers to be able to check and revise the most important gender-related questions during the context analyses phase:

- Is the situation of women and men considered differently in the description of the context?
- What are the significant incidents and trends in gender roles and relations in the country/region?
- Are international and national laws concerning gender issues (family codes, etc.) and the implementation of these laws analysed?

- What customary laws, cultural practices, values and customs have a positive or negative impact on gender roles and relations?
- Is the analysis (and baseline study) based on data disaggregated by sex and relevant social factors?
- Are access, participation and roles of women and men in key economic sectors (employment, self-employment, unemployment, informal economy, etc.) as well as in decision-making processes (parliament, government; peace processes, etc.) analysed?
- What are the major inequalities in access to and control of resources and services (land, water, credit, information, skills, legal protection, etc.) and the benefits men and/or women obtain (e.g. income, status and information)?
- Are local gender experts (both female and male) involved in the analysis?
- Are there links to external local women's organisations, networks and gender experts, which (may) support project partners?
- Are local and traditional institutions identified which influence conceptions of gender and discrimination in a positive or negative way?
- Does an overview exist with regard to the gender profile and competence within partner organisations?

5.2 Country programme planning

During the planning stage of a country programme, the following key question shall be considered and addressed:

- Is gender equality between women and men an explicit focus of the programme within a context of reducing discrimination and social exclusion?
- Are practical and strategic goals (needs and interests) formulated for women and men and are indicators defined which address these issues and gender equality within the programme?
- Is there a budget allocated for capacity development and networking on gender issues?
- Are training sessions on gender issues planned?
- Does the baseline study contain gender-disaggregated data that can be monitored?

5.3 Monitoring and evaluation

For the monitoring and evaluation phase, the following key questions are relevant:

- Are gender-specific indicators identified, with regard to gender equality and the fulfilment of strategic interests?
- Does the reporting system contain information based on gender-specific outcomes and indicators?
- Do the ToR of the evaluation contain questions about achieving gender justice?

- Are the ToR and a budget identified concerning gender mainstreaming and gender-specific aspects and activities (gender budgeting)?

HEKS/EPER gender key indicators

Within its key indicators, HEKS/EPER places special emphasis on the generation and use of sex-disaggregated data and defined indicators in the area of gender *(see Table 1 below).*

Table 1: Gender-related key indicators of HEKS/EPER.

Objective area	Objectives	HEKS/EPER gender key indicators	Priority
Civil society & governance	Inclusive and participatory governance structures	% of women that report effective participation in decision-making bodies at community level	Mandatory
Access to land, resources and services	Secured access to land and resources	Time (no. of hours) spent on collecting fuel or water, disaggregated by sex	Recommended
Civil society & governance	Empowered right-holders & accountable duty-bearers	% of women (self-perception) decisively taking part in key decision-making about household income allocation	Recommended
Production and market systems	Inclusive and efficient market systems (value-chain development)	Quantitative change in hours of household labour and care work by time and task allocation, disaggregated by sex	Inspiring

5.4 Checklist: Core issues addressed to promote equality between women and men at country programme level

The following checklist (Table 2) will help to monitor whether the programme adequately reflects gender aspects. It is mandatory to attach this list to a country programme proposal and to define which outcome and/or output the CP contributes for promoting equality between women and men. If a programme has no A or B ratings, internal discussion must be carried out on the reasons and a possible adaption of the CP considered.

Table 2: Gender minimum check at country programme level.

Issues	Degree of 'gender equality'			Outcome (link to log frame)	Output (link to log frame)
The programme promotes gender equality between women and men in:	A	B	C	Outcome	Output
Access to quality services (e.g. education, training, health and legal services), addressing the different needs and priorities of women and men					
Access to and control over resources, income and assets (e.g. land, water, housing, credit, information and access to markets)					
Physical mobility (freedom to move and act)					
Social and economic mobility (social inclusion, equal opportunities and upward mobility)					
Decision-making processes and participation processes of civil society participation at family/household and/or community level					
Time use and time burden (paid and unpaid labour, distribution of workload and work volume)					
Living lives free of violence and discrimination (domestic violence, trafficking, forced labour, displacement, state violence through penal system, security systems, etc.)					
Governance issues, public administration reforms (processes led by the central state actor, formalised processes at state level and global governance)					
Other					
Other					
Comments:					

(adapted from SDC)

(A: Specifically targeted on outcome level, B: Side effect expected through programme, C: No impact expected)

IMPORTANT

Reflect on the findings of the list above in the country programme proposal in the chapter covering the cross-cuttings issues – you may also attach this list to the proposal as an appendix.

6 Gender in HEKS/EPER projects

6.1 Gender throughout the project cycle

Gender aspects are relevant and must be taken into account throughout the whole project management cycle. In this section, different aspects that need to be considered from context analysis, through the planning phase and up to the implementation, monitoring and evaluation phases are described and will serve as guidance for more explicitly addressing gender issues within HEKS/EPER's projects.

6.1.1 Situation/context analysis

Gender analysis is a systematic analytical process used to identify, understand and describe gender differences and the relevance of gender roles, power dynamics and power structures in a specific context.

Such analysis typically involves examining the differential impact of development programmes and projects on women and men, and includes the collection of sex-disaggregated or gender-sensitive data. Gender analysis examines the different roles, rights and opportunities of men and women and relations between them. It also identifies disparities, examines why such disparities exist, determines whether they are a potential impediment to achieving results and looks at how they can be addressed.

In a HEKS/EPER project context, the following **two overarching aspects** are relevant:

1) Does the context analysis contain gender-specific information with regard to the respective priority themes as indicated?

2) Has a baseline study been conducted which provides sex-disaggregated data suitable for monitoring and evaluation?

Key questions

- What are the major inequalities in access to and control of resources and services (land, water, credit, information, skills, legal protection, etc.) and the benefits that can be obtained (e.g. income, status and information)?
- What are the barriers to gender equality?
- What are the power relations in general and between the sexes?
- What can women and men change? What do men and women prioritise?
- What are the differences in participation and decision-making power of men and women? What factors influence the participation of women and men and the relations between them?
- What cultural factors influence gender relations?
- Which initiatives by gender and development institutions affect the sector?
- What are the relevant gender roles and relations in the sector? Functions/position of women and men – what values/authority do these functions represent. What are the significant incidents and trends in gender roles and relations in the sector?
- What are the relevant gender roles and relations in the household? What are the care and household tasks of men and women in the family? What is the distribution of time, resources and workload like by gender? Who decides on how money is used?
(See also EXAMPLE household below and next page.)

EXAMPLE: Household analysis in rural settings

In the context of fair trade production, gender training was provided in **South Africa,** where participants used a **clock exercise** to illustrate the daily activities of male and female producers. Using the context of small-scale farming and farm supervision, both cases illustrated the extra time burden for women related to their household activities and responsibilities. Women were thus less able to invest in the generation of resources for their productive activities. This tool is useful in the context of family visioning as a base for discussion on how to manage household duties for the benefit of all.

EXAMPLE: Households as an economic unit of care

All people live in households, which are often considered as the private sphere and difficult to access. The household is the unit of care for themselves and for others. Members of households interact in various different ways to negotiate rights, tasks, distribution of resources, make decisions, resolve conflicts, etc. In poor settings, households develop strategies for livelihoods and survival in line with existing norms and institutional support. The following questions help identify women's and men's care obligations within the household and hence their freedom to be involved with development activities.

- Who are the members of the household?
- What are their care activities (education, health, nutrition, agricultural production, etc.)?
- Why? What is their rationale to engage in care activities? What is their role?
- Where? Under what circumstances in what kind of environment (resources, bargaining power, support from within and outside the household)?

Care activities within the household are very time consuming: They include cleaning, food preparation, the education of children, caring for the sick and elderly and entertaining guests. Food preparation includes planning meals, purchases, preparation, cooking, setting the table and cleaning the dishes.

Various forms of households exist. Women manage the majority of single-headed households. While they often experience a low per-capita level of resources, existing resources are often used better for the well-being of the household, compared to male-headed households. This has led to a focus on women as more efficient recipients of development aid. However, this may lead to an overburden of workload for women, unless household dynamics are thoroughly analysed.

A good understanding of the household situation holds a potential to differentiate between benefits and costs for households and their members and to deal with backlash reactions.

6.1.2 Planning

In the planning phase of a project (incl. situation analysis, baseline, formulation of outcomes, outputs, indicators, activities, allocation of funds and human resources) gender aspects have to be considered. The questions in this section may help to check whether gender equality is mainstreamed in the planning phase.

Key questions

- Have practical needs and strategic interests of women and men been identified to address gender equality change in the interventions?
- Has an analysis been made with regard to opportunities and risks of gender equality change?
- Is gender equality mainstreaming reflected in the formulation of outcomes and outputs (throughout the planning process)?
- Are gender-specific interventions planned?
- Has a budget been allocated to activities related to gender?

6.1.3 Implementation

Throughout the entire implementation, it is crucial that the organisation/team is informed about and competent to implement the project in a gender-sensitive way. The gender balance of project staff as well as the following questions should be checked.

Key questions

- Are responsibilities and decision-making power distributed equitably between the sexes in the team?
- Is the workload distributed fairly between the sexes in the team?
- Is there gender awareness in the team and/or is there access to gender-specific counselling?

6.1.4 Monitoring

Gender, as a cross-cutting issue, needs to be integrated in all monitoring systems. It helps us to keep in touch with reality in the field and provides us with qualitative and quantitative data about:

- The contribution and participation of women and men in achieving the objectives.
- The effects of the programme on gender relations and disparities.

However, a monitoring system can also put the focus on women's and men's equality within a programme/project (gender monitoring).

The following questions may help to integrate gender relevant aspects in monitoring:

Key questions

- Are the indicators formulated in a gender-sensitive way? (Is gender-disaggregated data included?)

- Have output and outcome indicators been established that refer to gender equality and equity?

- Are methods developed and applied to gather data on men's and women's perception of change caused by the project?

6.1.5 Evaluation

In the evaluation phase, the planned/previously mentioned gender-relevant aspects of the content and process of the intervention are examined. Often evaluations suffer from gender blindness in the evaluation methodologies and terms of reference, insufficient gender competency or commitment among the evaluators as well as lack of gender disaggregated monitoring information. To facilitate gender sensitive evaluations check the following questions:

Key questions

- Is gender competence a requirement in the profile of the evaluators?

- Are the included terms of reference explicit and clear on gender questions?

- Have the effects of the project been tested according to the checklist e.g. on participation in decision-making processes and distribution of workload between women and men?

- Were there any unexpected outcomes that reduce or perpetuate gender inequalities?

Afterschooling class in Kosovo.

6.2 Checklists and key questions for HEKS/EPER priority areas

The HEKS/EPER International Programme focuses on the interrelated thematic areas of market system development / value chain development, access to land and resources, and conflict transformation.

For each of these areas, literature on gender is available and studies have been conducted to gain a better understanding of the existing gender gaps and their relevance to development change. These implementation guidelines suggest key questions to be considered throughout the PCM cycle and especially during the context analysis phase. In order to help practitioners with the planning of projects and programmes, some principles for implementation as well as indicators are proposed.

6.2.1 Development of an inclusive market system

When it comes to activities in specific value chains or market systems, it is important to understand the contributions of both women and men in producing a good or service. Women often appear as providers of services and the individuals performing tasks due to their role as wives and unpaid family labourers, while men appear in the public in their role as owners of resources, investors and representatives of the family unit. The different positions of women and men are directly linked to the division of labour in the household.

A gender approach to value chain development and market system development focuses on gender inequalities within a particular value chain / market system. **Women and men have to be made visible.** All interventions must consider the role of women within the system. A gendered analysis has to include the size of the household with gendered division of labour, time budgets and decision-making processes; the value chain level (or institutional level) with differing access to value chain functions, resources and services; and the overall chain / market system management with gender-related power disparities.

Issues for a gender-sensitive market system intervention

- Gender-relevant questions have to be explicit in the market system analysis and **barriers, constraints**, **entry points** and **opportunities** that are specific to women have to be identified.
- Gendered value chain analyses are important for identifying the **contributions of women and men** as well as possible **sources of**

conflict in connection with both mixed-gender and women-only group formation.

- Increasing **access to and control of resources** is crucial for women to strengthen their position within the value chain.
- Promoting forms of **cooperation** amongst women in self-help or producer groups or promoting access to mixed-gender producer groups can be effective in facilitating upgrading in various forms.
- Value chain interventions focused on forging new vertical linkages or on creating **women-centred value chains** can be effective in overcoming constraints to female participation related to prohibitive social norms, restrictions on mobility, limited bargaining power and access to market information.
- Participation of women may not be sufficient. Participation in **decision-making** as well as **household decision-making** and better **bargaining power for women** is crucial. Increasing bargaining power both in relation to other value chain actors (e.g. buyers and input suppliers) but also in relation to intra-household gender dynamics (e.g. negotiations over distribution of income) improves gains.
- **Workload** of women may increase (e.g. due to certification processes for fair trade products) as well as women's unpaid workload (e.g. household, family and care work).

Gender questions for a context analysis on projects with a focus on market system development

- How do women and men participate in the value chain? What are their **roles and responsibilities**? What is their gender-specific knowledge? What is the **workload** for women and for men, what are their specific tasks and how much time is required for the tasks? What access do women have in comparison to men to paid labour, as well as to unpaid family help and assistance such as preparation of meals for workers on the field? What other obligations limit the productive activities of women and men?
- What are the **benefits** of value chain participation for women and men and how are these benefits used? Who **controls and decides** how benefits are used and invested? What decision-making process is applied?
- What are the opportunities for women to be **integrated** or better integrated in value chain activities with regards to horizontal linkages (relationships within one stage of the chain e.g. within an organisation, producer group or self-help group) and with regards to vertical

linkages (relationships along the chain with value chain participants in earlier or later stages)?

- Do women have **access to** value chain services such as **credit** or **training**, as well as to inputs, information and new technologies?
- What are the **risks** for women of being replaced in the value chain and/or losing their traditional role and function?

Specific indicators on gender and market system development

- Representation of women versus men in different positions.
- Change in participation of women and men in community-based rural producers' organisations, including holding leadership roles.
- Perception of the ability to make decisions regarding programme-relevant household expenditure.
- Perception of the importance of women's additional income to the household, due to the intervention.
- Ability to make decisions regarding use of time.
- Satisfaction of women and men with their access to agricultural inputs, training, credit and markets, measured annually.

Further guidelines on gender and market system development

**DCED (2014).** Measuring Women's Economic Empowerment in Private Sector Development. Guidelines for Practitioners. http://www.enterprise-development.org/page/download?id=2433

DFID, M4P Hub (2012). M4P and women's economic empowerment. Phase 2: Guidelines for incorporating WEE into M4P programmes. http://www.m4phub.org/userfiles/file/12007XR%20Final%20Report.pdf

GIZ / BMZ (2013). Gender and Value Chains. https://www.giz.de/fachexpertise/downloads/giz2012-en-gender-and-value-chains.pdf

ILO (2008). A practical guide to mainstreaming gender analysis in value chain development. http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_ent/documents/instructionalmaterial/wcms_106538.pdf

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EXAMPLE: Market system

A very interesting method for contributing to a more gender-fair household decision-making process was brought in by a HEKS partner in the **Philippines**. They developed 'family visioning' to encourage families to reflect on the use of their income. These villagers barely had a notion of money before. The HEKS partner developed and discussed a 'family vision' with each of the 440 participating families, including the values of each family member and their priorities for spending the money. Women and men, sons and daughters, could put forward their vision and negotiate. As a shared top priority, it turned out that the families wanted to send their children to school. In these family discussions, awareness about different needs and priorities is raised and changes of attitudes are reported.
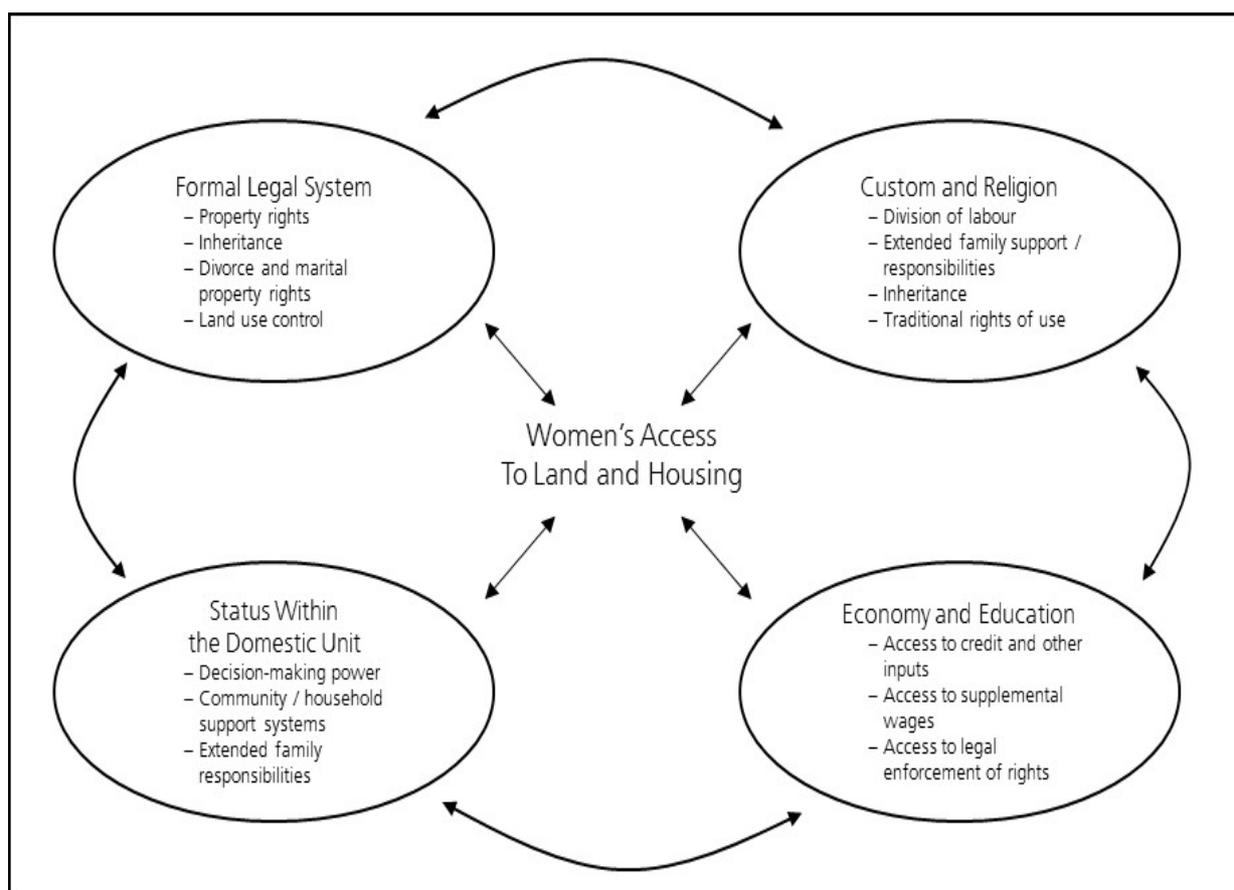
Figure 1: External and internal factors influencing women's access to land and housing.

Source: FAO (2002). Gender and access to land. Land Tenure Series 4. Rome, Italy.

6.2.2 Access to land and resources / services

A lack of resources in terms of time, assets, education and mobility, in addition to their bargaining position and the support they can expect from their environment is detrimental for women and men in attempts to follow through with their activities. In rural settings, productive activities are closely linked to household arrangements, which are highly gendered.

A low level of access to resources increases the vulnerability of those affected and marks power imbalances between stakeholders. Any changes that benefit the vulnerable may lead to conflicts. Here, the key issues of conflict transformation and development of rural communities coincide. The strategy of building up the resilience of the PooC needs to include a strong gender focus, since women tend to receive less access to resources than men do.

Access to and control over land has been identified as a crucial issue for rural communities. Although women spend much of their time in agricultural production, they rarely hold **land titles** or have only **restricted rights to use land** (communal or

individual). **Figure 1** illustrates how women's access to land and housing is embedded in the society's institutions and how it is related to other areas of livelihood. As such, gender questions must be included in a context analysis on access to land and resources / services.

Women's key role in agroecology[1]

To have land of their own and to control production on the ground is important for women farmers. Access to land is a precondition for agroecological farming. Many innovations led by women are based on agroecological principles such as increasing diversity, using fewer pesticides, or building new relationships with consumers. While men tend to invest most of their time and energy in crops for sale, women differentiate risk by mixing food crops that have different growth periods and purposes. Agroecology is crucial for women farmers. Mostly, women are growing various kinds of crops and vegetables alongside other crops (also cash crops); they maintain genetic diversity while improving nutrition and livelihoods. Such production systems based on diversity are not designed to maximize the productivity of any single crop but to ensure overall stability and resilience of the farming system as a

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[1] Women forging change with agroecology. Farming matters 12/2015.

http://www.agriculturesnetwork.org/magazines/global/women-agroecology

whole. Women are the custodians of seed saving, ensuring food security and genetic diversity.

The following questions serve as guidance for addressing different gender issues related to access to land and resources / services grouped by different sub-topics.

Land

- Who owns the land title?
- Does joint ownership exist between men and women?
- What are the regulations with regard to marriage, divorce and inheritance / succession?
- Who has the right to land exploitation/use?
- Are there alternative forms of joint ownership or land use? Other entitlements?
- Influence of customary laws, cultural practices?

Time

- What are the core duties of women and men for the household, in production and at community level?
- What time constraints arise from those duties?

Mobility

- What determines women's and men's mobility? Permission? Time? Fear? Means of acceptable transport?

Education, training and knowledge

- What is the level of education of women and men (with regard to literacy, language, etc.)?
- What are acceptable forms of training for women and men, with regard to mixed groups, time availability, literacy, mobility, specific experiences and tasks?
- Is it generally accepted that women participate in training? What may be the objections of men?
- What are information channels that reach men/women?

Financial assets

- What forms of savings exist for women / men, and how secure are they?
- Who decides about financial resources?

Technologies

- What technologies are acceptable for women?
- What assistance can women get from men?

- What forms of alternatives exist, such as group ownership of technology, but run by an employee?

Seeds and fertilisers

- What is the traditional role of women in seed preservation and how has this changed?
- What extra work is required when using alternative methods? Who benefits most?
- What are the dangers to health and who is most affected?

Labour

- Do women have the same access to labour as men (e.g. family assistance)?
- Do women have to provide unpaid family labour and what are their benefits?
- What is the situation like in the informal economy?
- What are the migration flows? Are men available as workers? Who controls the use of land?

Infrastructure

- What access do women have to storage facilities, unions, cooperatives, transport and markets?
- What infrastructure exists to alleviate household responsibilities, such as extended family, childcare facilities and health facilities?

Water, sanitation and hygiene (WASH)

- Have the different needs, interests and priorities of women, men, girls and boys been taken into account when designing the project?
- Do you use a gender perspective to gather information? Does the data specify gender? For example, an informal setting with a female interviewer may be more conducive to open dialogue with women.
- Have the physical and cultural aspects of gender been included in sanitation services and hygiene promotion projects?
- Do the sanitation services provide privacy and convenience for women and girls? Are there menstrual hygiene facilities? Is the whole family trained in hygiene promotion?
- Do the water and sanitation project objectives work toward gender balance? How will they change the condition and position of women and girls and that of men and boys with respect to domestic chores, community management, decision-making, involvement in water supply,

household sanitation and hygiene behavioural activities?

Additional issues for a gender-sensitive project intervention

- Use of alternative forms of land-control, such as provision of common land to women's groups with contracts.
- Provision of training that is adapted to women's level of educational, mobility and time availability.
- Supporting cooperation from men as teachers, husbands and providers of resources under fair conditions.
- Making existing workload and time availability an issue, leading to the identification of time-saving initiatives which are acceptable to both men and women.
- Facilitating women's participation in mixed-gender groups and organisations can be important when such groups control access to important resources.
- Facilitation of women's networks and alliances to encourage training and joint action, such as seed banks, management of technologies or storage facilities, or promoting the provision of infrastructures such as childcare and health facilities.
- Training to increase women's bargaining skills and conflict transformation, both at organisational level and within the household.

Specific indicators on gender and access to land and resources / services

The following indicators are examples to measure gender-aspects related to access to land and resources / services:

- Women's participation in decision-making positions in mixed organisations.
- Percentage of women and men actively participating in natural resource management committees and water-user groups.
- Percentage of women and men that rate their access to land, as well as land titling and dispute resolution procedures, as having improved during the period covered by the project.
- Number of hectares of land to which number of people (disaggregated by sex) received secured access (HEKS/EPER key indicator).
- Number and percentage of total disputes resolved in favour of women's and men's land rights over a set period.

- Changes in legal norms regarding access to and control of land and resources with regard to gender over a set period.
- Change in knowledge regarding women's and men's land rights, as well as land titling and dispute resolution procedures.
- Self-perceived confidence level of women.
- Perception of the general acceptance of women's contributions.
- Volume of storage controlled by women for their own benefit.
- Support given by men to relieve women of care activities.
- Time spent or distance walked by household members to collect potable water, disaggregated by gender and age.
- Access to public and private sanitation, before and after the project activities, disaggregated by gender.
- Time available for women to use for their own benefit / choice.
- Existence of women's networks, which work and which make a change to the distribution of resources (economically, socially and politically).
- Percentage of both women and men that rate their access to finance as having improved during the period covered by the project.
- Percentage of new investments in non-traditional businesses (i.e. not basic food crops or selling merchandise).

6.2.3 Conflict transformation

Gender equality, violence, conflict and non-violent conflict transformation are in different ways closely interlinked.

Gender-based violence (GBV) for example, is both a cause and a consequence of gender inequality and predicated on social and cultural conditions which are highly gendered. These complex gendered causes and consequences exist differently in pre-, mid- and post-conflict settings.

Gender perceptions and corresponding inequalities are engrained components of cultural and structural violence and may trigger direct violence and violent conflicts. Therefore, gender inequality is often a root cause of conflict.

Furthermore, gender inequality may not only cause conflicts and violence but also keep conflict alive and hinder non-violent conflict transformation.

Moreover, direct violence very often results in further human rights violations and threatens men and women in particular ways, e.g. women and girls are more often subject to domestic and sexual violence, rape, sexual slavery and human trafficking; boys and young men more often subject to forced recruitment.

The following sections explain these links between conflict transformation and gender equality and list the key questions for a gender-sensitive conflict analysis.

Gender inequality as a root cause of conflict

Gender inequality and violations of human rights are often forms of cultural and structural violence (cf. HEKS/EPER Conflict Transformation Concept p.8). An important root cause of violence in general is the fact that the use of threats and power plays as a model of coexistence is learned from early childhood onwards, since gender-based violence dominates the system in numerous households around the globe.

Cultural and structural violence against women and girls (or men and boys) is usually hidden and may trigger direct violence and violent conflict.

Although gender inequalities are rarely the direct cause of violent conflict, these links between gender inequality, along with structural and cultural violence, and direct violence are particularly relevant in the analysis and prevention of conflicts.

Gender-based violence as a means for keeping armed conflict alive

Gender-based injustice and violence is one of the most important manifestations of conflict. The systematic use of rape and other forms of sexual violence as a means of prosecuting war has been observed in many conflicts, notably in genocidal conflicts (e.g. in the Balkans, Sudan and the Democratic Republic of Congo).

In conflict situations, gender-specific patterns need to be considered in the process of conflict transformation. In situations where the space for NGOs shrinks due to government repression, women may be even more affected if this trend is accompanied by policies that strengthen traditional gender roles, thus allowing men more power in the private sphere.

In violent conflict situations, household unities in their livelihood strategies are threatened and individuals' human rights are ignored. Particularly in times of war, constructions of masculinity and womanhood are used as an instrument for maintaining violent conflict. Therefore, particular attention must be paid to the different situations, security needs, and roles and requirements of women and men. A gendered analysis reveals the different specific issues for women and men as both victims and agents for peace and reconciliation. Women's voices and experiences are often ignored at both national and community level, because they are generally barred from the arenas in which decisions are made.

Experience shows that women can play a crucial role in transforming conflict. UN Security Council Resolution 1325 on women, peace and security directs all parties and actors to involve women at all levels of peace processes and negotiations. Women's roles in conflict and their active contribution to peace processes has also been recognised in UN Resolutions 1820 and 1888, although negotiation processes remain dominated by men.

Gender and the impact of violence and war

Women and girls, as well as men and boys, suffer differently from violent conflict. The negative impact of conflict on gender relations and on women in particular has been well documented. Rape and sexual violence traumatise and weaken families and break down the social fabric of communities and societies. Women are also subjected to displacement, disrupted livelihoods, disrupted access to public services, additional workloads within and outside the home, and domestic violence. Either from dying or becoming traumatised by war, men and positive role models of non-violent masculinities, are often missing in post-conflict situations. This may increase not only the workload of women and girls, but also negative gendered stereotypes.

In post-conflict and post-disaster situations, traditional gender roles and constructions are often challenged, for example when men or women were forced to take on new roles during the conflict

which they would usually not do due to traditions and culture. There is also evidence that in post-conflict and post-disaster situations, gender-based violence increases due to a lack of safety and protection networks, lack of housing alternatives, economic pressure forcing people back into violent relationships, inadequate and overcrowded housing conditions, limited law enforcement and juridical intervention, non-functional shelter or protective networks and lack of security (USGDRA 2012).

In fragile states such as South Sudan and the Democratic Republic of Congo, increased gender-based sexual and domestic violence 'stays' within the communities and families. There is the need to address gender-based violence in the aftermath of conflict and during post-conflict transition. (KOFF, AMS Factsheet Series on Gender and Peacebuilding)

Furthermore, evidence shows that even in contexts were women played important political roles as peace activists during conflict or were fighting in rebel forces; they were often marginalised within the political settlement and pushed out of public life and back into traditional roles after the conflict ended (Castillejo 2011).

It is crucial that in conflict transformation processes both sexes are adequately included and that the different roles and needs of men and boys and women and girls are considered during and following a violent conflict.

Gender-sensitive project intervention issues

- Creation and strengthening of existing women's groups and networks.
- Strengthening all partners' gender competence with regard to existing instruments and the national and international rights framework.
- Leadership training and capacity building for women in women's groups and in mixed groups, along with raising men's awareness of women's contributions and challenges.
- Awareness-raising activities directed at men and women with regard to women's rights as human rights.
- Raising awareness against gender stereotypes, discrimination and gender-based violence.
- Working with men as advocates for gender justice.

- Capacity building in conflict transformation for women and men, including intra-household negotiation.
- Encouraging appropriate representation of women in all parties to a conflict and within conflict-facilitation teams.

Key questions for a gender-sensitive context analysis (overcoming violence / peaceful co-existence AND strengthened civil society structures)

If a conflict analysis is carried out at the beginning of or during a project (HEKS/EPER Conflict Transformation Concept, p. 21), the following questions regarding gender equality may be relevant:

- In what way are women and men involved in and affected by the existing conflict? How does the conflict affect the vulnerability of different groups of men and women?
- What specific needs arise from this conflict situation?
- Which constructions of masculinity and womanhood maintain the violence of the conflict?
- Is sexual violence an instrument of conflict outside and within households?
- In the case of armed conflict, what are the roles of boys and men as combatants and where does the burden of re-integration lie?
- In the case of migration and re-integration: What are the changes to household structures and what are the roles of men and women in sustaining a livelihood?

In the HEKS/EPER Conflict Transformation Concept (p.13), there are five spheres of action for conflict transformation: contribution to a reduced emergence and escalation of conflict, cooperation and trust between rival actors, accountability for the fulfilment of human rights, active contribution to social cohesion (and mutual respect) and inclusive and participatory governance systems. Within these spheres of action, the questions in the following table may assist with carrying out a gender-sensitive analysis.

Reduced emergence and escalation of violence	What are the specific needs of women and men in relation to protection and security? Which women's networks exist that contribute to security? What potential and constraints do they have?
Cooperation and trust between different/rival actors	In what way are men and women involved in existing peace processes (NGO and public level: community, local, regional, national and international)? Do women's groups and networks exist and how are they involved? What is the level of participation and decision-making/leadership of women versus men in mixed groups?
Accountability for the fulfilment of human rights	What is the existing rights framework with regard to human rights and women's rights? Do all human rights initiatives recognise and support women's rights as human rights? In what way do women and men participate in advocacy activities? Do they have the same priorities and issues? What is the accountability of duty-bearers with respect to gender justice, e.g. fighting impunity of sexual violence? What is the level of awareness with regard to human rights and women's rights among the public?
Active contribution to social cohesion (and mutual respect)	How are values interlinked with gender constructs? Does the intervention contain also an element of raising awareness against gender stereotypes, discrimination and gender-based violence? Are the concepts of equality and non-discrimination part of the dialogue between rivalling groups? Is there peace and non-violence education within families and schools?
Inclusive and participatory governance systems	Do women and men within different vulnerable groups enjoy equal rights de jure and de facto? What are specific gender issues and needs within the excluded social groups in question? Along which social categories (other than sex and gender, e.g. religious belief, ethnicity, class, sexual orientation, etc.) are people discriminated against and excluded? Which groups suffer from double or multiple discrimination?

EXAMPLE: Colombia – UNSCR 1325

The 'Women, Peace and Security' project (UNSCR 1325) in Colombia (Nororiente region) effectively combines food security and peace promotion as well as organisational development and leadership training. The HEKS partner organisation OFP (Organización Femenina Popular) uses UNSCR 1325 as an instrument for education in peace and gender competence.

In the context of the armed conflict (guerrilla/paramilitary) in Colombia, women and women's organisations are confronted with insecurity and violence. The HEKS partner organisation OFP (Organización Femenina Popular) has been active in this context for many years trying to decrease the impact of violence on women in the region (Magdalena Medio, Girón), in addition to offering refuge to women and their families. Many OFP leaders have been threatened and attacked; three members of the organisation have been murdered. Furthermore, threats have forced them away from their houses and the whole region, with some houses being destroyed.

A couple of years ago, OFP started a project with UN Resolution 1325 (Women, Peace and Security), which now is bearing fruit. As part of the national Victim's Act, OFP women have been recognised as collective victims of the armed conflict, and a process of judicial recourse and collective reparation by the state for the organisation and for 1,610 individual victims has been initiated. The OFP has asked for assessors to assist with the process and help provide security and protection for women, in addition to helping ensure that the state complies. HEKS has been invited to act as an assessor.

This initiative has a high degree of regional and national political impact because it brings together various local efforts and works towards building strategic agendas for peacebuilding in the conflict. Furthermore, the fact that this initiative is one of the strategies of the women's global peace agenda gives it an international dimension.

Also within the 1325 project, the OFP organised two women's courts and a public convention in 2013. They documented the violations of indigenous women's human rights. In the courts, women gave their testimonies as victims of different forms of gender violence, including sexual violence, socio-political and economic violence, femicide and cultural violence.

6.2.4   Resilience building

Disasters, climate change and conflict risks are not gender-neutral. The nature and extent of exposure and vulnerability is different for women, men, girls and boys because of their different roles, responsibilities and access to resources, along with domestic and traditional law and legal and cultural issues.[2]

Studies have shown that disaster fatality rates are much higher for women than for men due to, in large part, gendered differences in ability to cope with such events and insufficient access to information and early warnings. For example, women accounted for 61 per cent of fatalities caused by Cyclone Nargis in Myanmar in 2008 and 70–80 per cent in the 2004 Indian Ocean tsunami. This gendered asymmetry to disaster risk is rooted primarily in geographic, economic, social, educational/informational and political power imbalances at all levels. Women tend to live and work closely with natural resources and geographical features that are most affected by shocks and stresses; socio-cultural norms may cause restrictions when attempting to escape; they have lower levels of access to economic resources in general, and in particular, lower levels of education and information to access, read and act upon disaster warnings.[3]

Women's coping strategies

On the other hand, women bring unique experience and valuable skills that benefit resilience building. They are often experts in traditional farming practices, such as soil conservation or intercropping, which can reduce the damage caused by drought or sudden rainfall. Many women, particularly in Africa, know a great deal about traditional seed varieties and how to use them to better adapt to changing climatic conditions or about alternative sources of food, such as roots and foods growing in the wild that families can turn to when crops fail. They know how to preserve food for use during the lean season or prolonged periods of scarcity. Women are often experts in household health care and knowledgeable about traditional medicines. They are responsible for keeping drinking water clean and in some societies for building and maintaining houses.[4]

Crises, shocks and stresses offer opportunities for women and men to challenge socially conditioned gender roles and power structures. In such situations, building resilience can offer win-win outcomes in terms of risk management and gender equality.[5]

Key gender issues to be considered in resilience building

- Advocate with local government officials and community leaders to fully involve women and men, as well as marginalised groups, in disaster management activities and decision-making.
- Facilitate consultation of women and men in participatory risk analysis, and generating inputs from both with respect to their resilience-building priorities.
- Include both women and men's traditional knowledge in the analysis and evaluation of disaster risk.
- Ensure that social, cultural and economic gender aspects are being addressed in strengthening adaptive capacity and building resilience.
- Analyse risk and climate change data (e.g. desertification, floods, drought and deforestation) with a gender-sensitive perspective, collect sex-disaggregated data and support research on gendered impact of disaster and climate change risk.
- Promote the involvement and engagement of both genders in community-based early warning, contingency and evacuation planning to ensure procedures are sensitive to both male and female needs.

(Adapted from IFRC)

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[2] Turnbull et al. 2013. Towards Resilience, http://www.alnap.org/pool/files/ecb/downloads/ECB-toward-resilience-Disaster-risk-reduction-Climate-Change-Adaptation-guide-english.pdf

[3] UNDP 2013. Gender and Disaster Risk Reduction, http://www.undp.org/content/dam/undp/library/crisis%20prev

ention/disaster/7Disaster%20Risk%20Reduction%20-%20Gender.pdf

[4] Twigg, J. 2015: Disaster Risk Reduction, Good Practice Review 9, http://goodpracticereview.org/wp-content/uploads/2015/10/GPR-9-web-string-1.pdf

[5] Turnbull et al. 2013. Towards Resilience.

6.2.5   Humanitarian aid

Humanitarian crises have a different impact on women and men of all ages.

Gender inequality often leaves women and girls in a more vulnerable position. For instance, gender-based violence, sexual exploitation and abuse are reported to increase during and in the aftermath of emergencies. However, women also have specific capacities and skills to contribute to recovery, rehabilitation and reconstruction. While emergencies can intensify disparities, they are also an opportunity to challenge gender-based inequalities.

As a cross-cutting theme, gender is mainstreamed in the **Sphere Standards**: 'Humanitarian responses are more effective when they are based on an understanding of the different needs, vulnerabilities, interests, capacities and coping strategies of women and men, girls and boys of all ages and the differing impacts that disasters or conflicts have on them. The understanding of these differences, as well as inequalities in the roles and workloads of women and men, along with their access to and control over resources, decision-making power and opportunities for skills development, is achieved through gender analysis.'

Key gender issues to be considered within a humanitarian context

Relief
- Collect data on gender (and other social categories such as age) of the affected population during emergency-needs assessments. Conduct separate interviews with affected men and women.
- Ensure that needs-assessment and response teams are gender balanced. Recognise that in some cultures women can only talk to women.
- Make certain that procedures for relief registration and distribution do not accidentally exclude women or vulnerable and marginalised groups or individuals, for example, households headed by women, the disabled or transgender people. Do not register beneficiaries solely based on male heads of household.
- Consult with and seek feedback from both men and women to ensure the contents of relief packages actually meet their respective needs and are socially and culturally appropriate. Preferably, this should be done as part of disaster preparedness planning and pre-stocking of relief items.
- Make sure that cash transfers are spent on covering the needs of the most vulnerable (e.g. on food and nutrition). Often men receive the cash transfers even though women often spend money more reliably on food security for the family and children.
- Include counselling on domestic violence and alcohol abuse prevention when providing psychosocial support. Ensure this support is sensitive to the needs of some men for helping them cope with changes in their gender roles, i.e. caring for young children after loss of a spouse.
- Design emergency and transitional shelters and support services (toilets, water supply and lighting) that are responsive to the socio-cultural and economic needs and preferences identified by both affected men and women, and keep in mind privacy and safety considerations.
- Identify the possible need to protect vulnerable women and men, including those from ethnic minorities or those who are older or disabled. Rigorously monitor, report on and advocate for the safety of these groups. (IFRC)

Recovery, rehabilitation and reconstruction
- Conduct a full gender analysis as an essential component of recovery needs-assessment.
- Ensure that the team conducting the needs assessment is gender balanced and competent.
- Consult with and fully involve women and men from all social and economic groupings in the affected communities when making decisions about the repair, design and location of new housing and community infrastructure, such as water and sanitation facilities and community halls.
- Encourage local participation in physical reconstruction, including the hiring of women and providing them with training in construction-related skills such as risk-reducing reconstruction (e.g. through training in earthquake- and flood-resistant construction techniques).
- Obtain accurate information on the different roles women and men play in contributing to the household's food security or income, whether as family members or heads of the household, and design livelihood recovery activities that meet the needs of both.
- Design housing, cash or food-based assistance (home reconstruction, cash or food for work, cash grants, etc.) that provides opportunities for both vulnerable men and women and ensure that those without land titles, such as squatters, unregistered migrants and female heads of household, are not missed. Pay all persons fairly and equally for performing the work.

- Provide female and male personnel to meet ongoing rehabilitation needs, especially when women's mobility may be restricted.
- Take into consideration the extra burdens taken on by women as caregivers and home-based earners. (IFRC)

Links and references

International Federation of Red Cross and Red Crescent Societies (IFRC), Asia Pacific Zone. A practical guide to Gender-sensitive Approaches for Disaster Management.

http://www.ifrc.org/PageFiles/96532/A%20Guide%20for%20Gender-sensitive%20approach%20to%20DM.pdf

The Sphere Handbook
http://www.spherehandbook.org/en/

Humanitarian Response Gender Handbook IASC
https://www.humanitarianresponse.info/system/files/documents/files/Gender%20Handbook.pdf

World Bank (2009). Building Resilient Communities: Risk Management and Response to Natural Disasters through Social Funds and Community-Driven Development Operations, Washington DC
http://siteresources.worldbank.org/INTSF/Resources/Building_Resilient_Communities_Complete.pdf

Oxfam Minimum Standards for Gender in Emergencies
https://www.gdnonline.org/resources/ml-oxfam-gender-emergencies-minimum-standards-291113-en_0.pdf

SDC Swiss Agency for Development and Cooperation, Gender and Humanitarian Aid Toolkit
https://www.eda.admin.ch/content/dam/deza/en/documents/Themen/gender/Gender-Humanitarian-Aid_EN.pdf

European Union (ECHO)
http://ec.europa.eu/echo/sites/echo-site/files/Gender_SWD_2013.pdf

ECHO Gender Factsheet
http://ec.europa.eu/echo/files/aid/countries/factsheets/thematic/gender_en.pdf

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EXAMPLE: Livelihood recovery and rehabilitation – Nias/Indonesia

The tsunami of 26 December 2004, and the earthquake of 28 March 2005, struck Nias Island, off the coast of Sumatra, Indonesia, resulting in deaths, injuries and a severe disruption of production, markets and the economy.

Between April 2006 and November 2011, HEKS/EPER, together with its partner organisation Holi'ana'a and funded by Swiss Solidarity, supported three livelihood recovery projects on Nias island to ensure economic recovery and livelihood rehabilitation and to contribute to better disaster preparedness.

The situation of women has seen some marked changes. Asset ownership by women has increased, although ownership patterns for livestock have hardly changed. Women's roles and responsibilities have changed a lot. Primarily, the number of women engaging in income-generating activities has increased. Men are now also carrying out household chores, which were previously considered the responsibility of women. Community activities, such as attending village meetings or taking a position on the board of a credit and savings union, are now considered open to men and women alike. Women now also have a wider choice of leisure activities. However, these changes imply that women now carry a dual responsibilities for the household, as well as for their livelihood activities.

Lessons learnt: Earning an income while being in charge of both the household and childcare means that women carry dual responsibilities and face severe time constraints; i.e. either men have to be more involved in household duties and childcare, or alternative mechanisms for household chores and childcare ought to be found (Evaluation Report, Livelihood Recovery on Nias Island, Sumatra, Indonesia, p. 52, 44, 4).

6.3 Checklist: Core issues addressed to promote equality between women and men in projects

The following checklist (Table 3) helps to monitor whether a project integrates gender components. It is mandatory to attach this list to a project proposal and to define which outcome and/or output the project contributes to for promoting equality between women and men. If a project has no significant A or B ratings, internal debate on the reasons for this must occur and a possible adaption of the CP has to be taken into consideration.

Table 3: Gender minimum check at project level.

Issues	Degree of 'gender equality'			Outcome (link to log frame)	Output (link to log frame)
The project promotes gender equality between women and men in:	**A**	**B**	**C**	**Outcome**	**Output**
Access to quality services (e.g. education, training, health and legal services), addressing the different needs and priorities of women and men					
Access to and control over resources, income and assets (e.g. land, water, housing, credit, information and access to markets)					
Physical mobility (freedom to move and act)					
Social and economic mobility (social inclusion, equal opportunities and upward mobility)					
Decision-making processes and participation processes of civil society participation at family/household and/or community level					
Time use and time burden (paid and unpaid labour, distribution of workload and work volume)					
Living lives free of violence and discrimination (domestic violence, trafficking, forced labour, displacement, state violence through penal system, security systems, etc.)					
Governance issues, public administration reforms (processes led by the central state actor, formalised processes at state level and global governance)					
Other					
Other					
Comments:					

(adapted from SDC)

(A: Specifically targeted on outcome level, B: Side effect expected through project, C: No impact expected)

> **IMPORTANT**
> Reflect on the findings of the list above in the project proposal in the chapter covering the cross-cuttings issues – you may also attach this list to the proposal as an appendix.

7   Gender-specific projects

The commitment to gender mainstreaming usually also requires gender-specific interventions. This may be a small intervention within an existing project or an entire project in of itself, which contributes to gender justice and decreases the existing gender gap in a defined area/sector.

Through a gender-sensitive context analysis, the existing gender gap is revealed and the practical needs and strategic interests related to gender can be defined. Entry points for gender-specific projects as well as the identification of the people of concern have to be drawn from the context analysis. Such projects usually include both men and women, often targeting very specific groups of women and men.

Key questions

- What is the existing gender inequality in a defined area/sector that could/should be tackled by an intervention?

- What special measures for only women or men are planned?
- How are men or women (who are not within the target group) involved so that they will back the project?
- Is it certain that the programme/project does not reinforce or reproduce gender inequalities?

Examples

- Supporting women's leadership and networking in value chain development and raising awareness among men so that they encourage women in their organisations and their households.
- HIV/AIDS projects specifically targeting male travellers/lorry drivers, wives and prostitutes.

While responding to practical needs, these projects need to cover strategic elements and work with existing female and male identities in order to promote reflection on and changes to gender relations.

EXAMPLE: Senegal

In Senegal, the socio-economic empowerment of women (access to land, dairy) was focused on and HEKS/EPER partners organised capacity building (2013) as well as political empowerment for women in the run-up to the communal elections in 2014, where a 50/50 female/male quota was applied. Raising awareness among the local authorities was included according to an inclusive and sustainable gender approach, which considers the whole social environment, men and women.

EXAMPLE: Niger

In Niger, where child mortality and maternal mortality are devastating, husbands' schools (écoles des maris) have been established in 22 villages to involve men (fathers) in health promotion (e.g. hygiene and sanitation issues) and foster a change in behaviour in their communities. Men are also taught how to draw up a budget so that they could allow women and children to go to a hospital or health centre in case of an illness. Furthermore, authorities should be urged to build new health centres.

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