Gender Manual

A practical guide to gender mainstreaming

English version

Vi Agroforestry

VI AGROFORESTRY

Vi Agroforestry is a Swedish development organisation fighting poverty and climate change through agroforestry and strengthening of farmers' organisations to empower smallholder farmer families to reduce poverty, hunger, deforestation, and contribute to increased biodiversity. It aims to enable people in poverty to improve their lives with increased food, income and equality in a sustainable environment. Vi Agroforestry's target group is smallholder farmer families living in poverty with a special focus on women, youth and children, who are members or potential members of democratic farmers' organisations, in areas vulnerable to climate change in Sub-Saharan Africa.

Vi Agroforestry believes in equal rights for all and everyone's right to a decent standard of living and a healthy environment. Vi Agroforestry believes that people are stronger together and that sustainable development requires respect for human rights, democracy and the environment.

Vi Agroforestry adopts a holistic approach to smallholder agriculture, enabling tangible and positive impact on both farmers' livelihoods and on the environment. Agroforestry is at the core providing food, fuel, fodder, fertility, finance and ecosystem balance with improved biodiversity. Since its inception in 1983, the organisation has helped planting over 100 million tress and improved the livelihoods for 1.8 million people.

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Foreword

EQUALITY AND EMPOWERMENT are necessary for sustainable development. Although women make substantial contribution to agricultural production, men largely control the sale of crops and the use of income. Ensuring gender-equal access to agricultural resources, services and employment opportunities would boost agricultural production, food security and economic growth.

GIVEN THE EXTENSIVE PARTICIPATION OF WOMEN in all aspects of agricultural production, the mainstreaming of gender in agriculture and climate change is a key strategy not only for the promotion of equality between women and men, but also for sustainable agricultural and rural development. Gender mainstreaming focuses on the fact that women and men have different life courses and that development policies affect them differently. It addresses these differences by taking gender into account in all activities: policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation of projects and programmes. Its focus is less on providing equal treatment for women and men and more on taking whatever steps are necessary to ensure that women and men benefit equally. It recognises that the empowerment of women can only be achieved by taking into account the relationships between women and men. The aim is to make sustainable contribution to equality between women and men, rather than unintentionally increasing the inequality in some unforeseen way.

THE PURPOSE OF THIS RESOURCE PACK IS TO SHOW that both women's and men's productive capacity and their capacity to participate in the economy is shaped by their gender roles; therefore, gender relations impact agricultural outcomes and affect economic efficiency. This demonstrates that gender ought not to be considered as a purely social issue or an add-on category to decision-making but rather, as an integral part of policy-making and implementation thus deserving explicit analytical attention.

THIS RESOURCE PACK SHOWS HOW TO MAINSTREAM GENDER ANALYSIS in agricultural sector policies and programs through institutional analysis, baseline gender analysis, budgeting, monitoring and evaluation. It provides tools, mechanisms and processes to facilitate the formulation of gender sensitive policies, plans and programmes and promote the advancement of gender equality within Vi Agroforestry, Vi Agroforestry's working partners and collaborators.

THIS GENDER MAINSTREAMING RESOURCE PACK HAS BEEN DEVELOPED by Vi Agroforestry. Elizabeth Mwiyeria is appreciated for putting together this reference guide. The contributions and support of Rose Kyundo, Victoria Nakajumo, Mathias Masiga, Harriet Kansiime and Claude Rutayisire is also much acknowledged and appreciated. It aims to support Vi Agroforestry and its partner organisations to ensure that gender perspectives are incorporated into development initiatives, and to monitor and evaluate gender equality results and ultimately achieve *"A sustainable environment that enables people in poverty to improve their lives"*.

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1. Gender mainstreaming

What is gender mainstreaming?

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and projects/programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated.

It is a development approach that looks more comprehensively at the relationship between women and men in their access to and control over resources, decision-making, benefits and rewards in society. It requires addressing both the condition as well as the position of women and men in society.

It involves analysing the existing situation with the purpose of identifying and taking into account inequalities between women and men at all times and in all areas. It involves a process of change and transformation which implies developing policies and programmes which aim to redress these inequalities and undo the mechanism that caused them. This means integrating a systematic consideration of the differences between the conditions, situations and needs of women and men, the relations existing between them, and the differentiated policy/programme impact in the concrete lives of women and men. It requires changes in policies, goals, strategies, and actions so that both women and men can influence, participate in, and benefit from development processes.
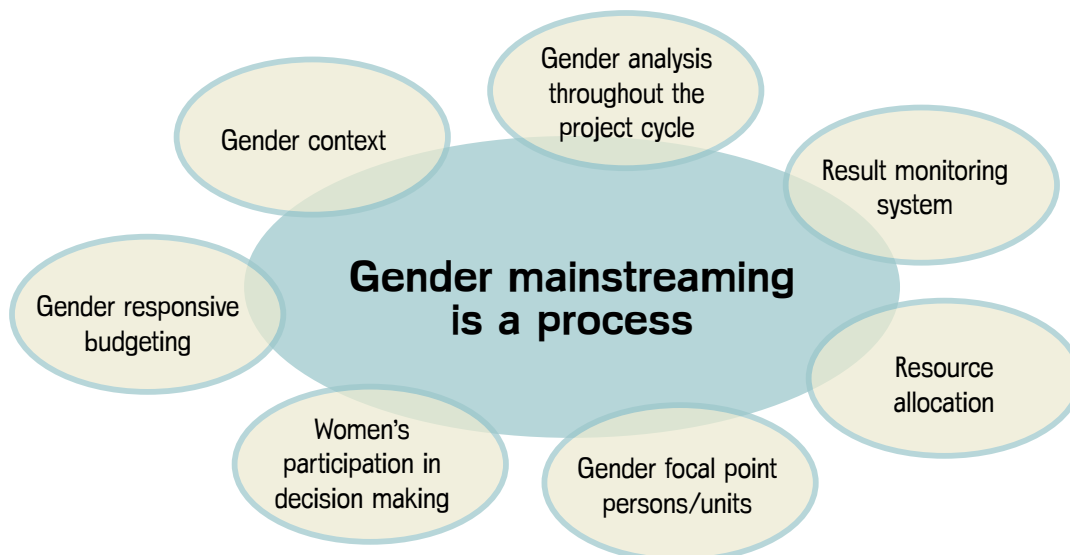
Gender mainstreaming includes gender-specific activities and affirmative action, whenever women or men are in a particularly disadvantageous position. Gender-specific interventions may target women exclusively, women and men together, or only men, to enable them to participate in and benefit equally from development efforts. Targeted initiatives focusing specifically on women or men or on the promotion of gender equality are important for reducing existing disparities and serving as a catalyst for promotion of gender equality.

The main goal of gender mainstreaming is to have both men and women able to enjoy equal visibility, empowerment and participation in all spheres of public and private life.

Why gender mainstreaming is important

Policies, programmes and legislations are most effective when the impact on gender is considered and addressed. Decisions in economic and social policies and programmes influence and impact women and men differently. Gender inequality aggravates food insecurity, malnutrition and poverty. Strategies for agriculture and rural development do not always benefit rural populations especially women; sometimes they even amplify existing disparities. Every policy, programme, legislation and activity has a gender perspective or implication.

Gender mainstreaming therefore:

- Makes policies, legislation and programmes respond more effectively to the needs of all target population – women and men, girls and boys.
- Contributes to the redresses of systematic gender-based discrimination.
- Takes into account the diversity among women and men.
- Puts women and men, girls and boys at the heart of programmes, policy and legislature making.
- Ensures that inequalities are not perpetuated.
- Makes interventions more effective.
- Leads to better institutions.

Responsibility for gender mainstreaming

While specific structures should be established and persons responsible appointed, the responsibility of gender mainstreaming should be with the entire staff under the leadership of the management. It is not only the responsibility of specific individuals working in certain units or areas.

Illustration: Realising gender equality is the responsibility of everyone.

In order to effectively mainstream gender in an organisation, the staff should be able to:

- Identify gender inequalities in their field of activity;
- Define gender equality objectives;
- Take account of gender when planning and implementing policies and programmes;
- Monitor progress;
- Evaluate programmes from a gender perspective.

Principles of gender mainstreaming

The following are guiding principles for gender mainstreaming

- Gender analysis should always be carried out.
- The initial identification of issues and problems across all area(s) of activity should be such that gender differences and disparities can be diagnosed.
- Clear political and management will and allocation of adequate resources for mainstreaming, including additional financial and human resources if necessary, are important for translation of the concept into practice.
- Establishment of adequate accountability mechanisms for monitoring progress.
- Mainstreaming does not replace the need for targeted, women or men specific policies and programmes and positive legislations; nor does it do away with the need for gender units or focal points.
- Gender issues are not only related exclusively to women, gender relations are examined as a relationship between women and men.
- The responsibility for gender equality should not be a sole responsibility for individual gender focal persons but for all staff in all departments and levels.
- Assumptions that issues or problems are neutral from a gender-equality perspective should never be made.
- Gender mainstreaming requires that efforts be made to broaden women's equitable participation at all levels of decision-making.

Steps in gender mainstreaming

The following are the basic steps in gender mainstreaming:

1. Identify the people involved in the policy/project making process.
2. Who are the stakeholders – are they individual or are they groups with a gender perspective?
3. Is there a gender balance in all the groups/institutions and bodies involved?
4. What is your main development problem or issue?
5. What is the subject of your policy/project initiative?
6. Does the issue affect women and men differently?
7. Discern what your goal is.
8. Map the situation.
9. Refine the issue.
10. Decide on a course of action.
11. Design advocacy strategies.
12. Monitor and evaluate progress.
13. En-gender communication.

Key concepts in understanding gender mainstreaming

Sex: The genetic, biological and physiological characteristics and traits that indicate whether one is female or male.

Gender: These are the socially constructed/learned roles and responsibilities assigned to women and men in a given culture and the societal structures that support these roles.

Social construction of gender: Gender, like all social identities is socially constructed. The behaviour of women, men, girls and boys is influenced by a range of factors including class, culture, religion, age. Social relationships shape our understanding of what it means to be male and female, both individually and collectively. These relationships are influenced by agencies such as the family unit, media, schools, rites of passage, folklore, culture, peer pressure, religion. The construction of gender identities is dynamic, ongoing, changing and changeable rather that static or fixed.

Illustration: Social construction of gender – the family plays a big role in the construction of gender. It also serves as the best opportunity phase to challenge the gender relations and norms between girls and boys, women and men by modeling non-gender biased behaviour.

Gender relations: These are the social relationships between women and men within a specified time and place. They explain the differences in power relations between the sexes and examine the relative position of women and men in the division of resources and responsibilities, benefits and rights, power and privilege.

Gender division of labour: The different work, responsibilities and activities that are assigned to women and men as a consequence of their socialisation patterns. It results to the identification of tasks as "women's" or "men's" work.

Sex roles: These are roles that are performed by females or males by virtue of their biological make up. Sex roles can only be performed by only one of the sexes. For example, females receive their monthly menstruations, conceive (produce ova), and give birth and breastfeed whereas the males sire children (produce sperm). These roles are not inter-changeable.

Illustration: A woman breastfeeding, a role biologically exclusive to women.

Gender roles: These refers to those behaviours that society considers appropriate for females and males - they are the learned behaviours in a given society/community that condition which activities, tasks and responsibilities are perceived as female and male.

They are reflected in the activities ascribed to women and men on the basis of perceived differences which are reinforced through the gender division of labour. Most often, gender roles are not based on biological and physical imperatives but rather result from stereotypes and presumptions about what women and men can and should do. They vary among the different societies, classes, cultures, ages and during different periods in history. The role of men is often more visible because usually, they are paid for their productive work and if they have a community management role, it tends to involve political organisation and leadership rather than managing for consumption. Women's role on the other hand is undervalued or given relatively little recognition.

Illustration: A couple taking their child to the clinic – it is the responsibility of both parents to nurture and care for their children.

These gender roles are generally categorised into reproductive, productive and community roles. Gender roles shape men's and women's decision making in all areas of household and community life, from agricultural decisions such as what crops to grow or when to harvest, what assets they have access to and can control, to how to earn or spend income, what foods to eat, and how to raise their children. Depending on the context, it may be typical for men and women to have different spheres of decision making or they may share decision making. An individual's decision making is shaped by the information and knowledge they possess, their level of participation (this may be dictated by social norms), the options available to them and the urgency and risk they perceive is posed by the decision.

Gender stereotype: It is a generalised view or perception about attributes, or characteristics that are or ought to be possessed by women and men or the roles they should be performed by women and men. Gender stereotype is a belief and that belief may cause its holder to make assumptions about members of the subject group, women or/and men. Gender stereotyping is the practice of applying that stereotypical belief on someone.

Illustration: Gender stereotype – "men make good welders whereas women make good office assistants" is a typical stereotype.

A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Gender stereotyping is wrongful when it results in violation of human rights and fundamental freedoms. Stereotypes about women's role within the family leads to a division of labour within households that often result in time poverty for women and lower levels of education. Gender stereotypes can have both positive and negative connotations. For example, the notion that women are better caregivers than men is a positive connotation, but it is a generalisation and not necessarily true in all cases. Further the notion often results to child bearing responsibilities falling exclusively on women.

EXAMPLES OF GENDER STEREOTYPES:

a. **Personality traits:** Women are supposed to be shy, passive and submissive, are organised and clean whereas men are expected to be tough, aggressive, dominant and self-confident.

b. **Domestic behaviours:** Women are supposed to cook and do housework and that they are better at raising children while on the other hand men are better at house repairs, cannot cook, sew or care for their children.

c. **Occupations:** Women are supposed to have clean jobs such as teachers, nurses, secretaries and librarians and are not politicians. On the other hand men are supposed to do dirty work like mechanics, construction workers, plumbers, engineering and that they make better politicians.

d. **Physical appearance:** Women are expected to be slender, small, and delicate whereas men are supposed to be tall. However, physical gender stereotyping varies from culture to culture.

Reproductive roles: It involves care and maintenance of the household including its members. It includes activities such as child bearing and care, washing, cooking, cleaning, nursing/taking care of the sick, fuel and water collection, shopping. In most rural communities, reproductive work is in most part manual, labour intensive and time-consuming. It is almost always the responsibility of women and girls. Although these household maintenance tasks are essential economic functions ensuring development and preservation of the family and the nation, often, these are viewed as non-economic activities.
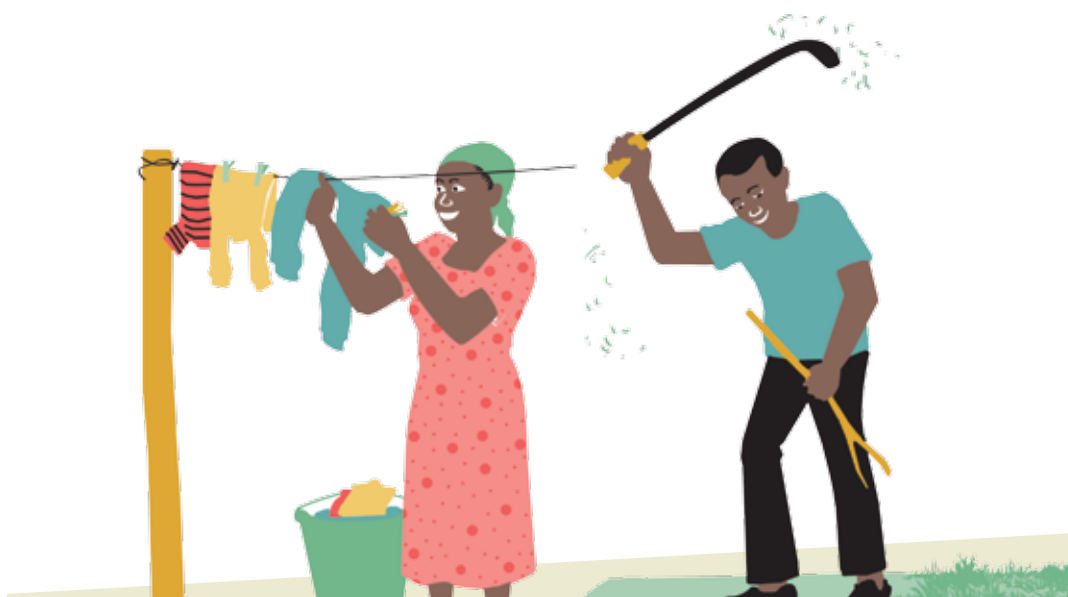
Illustration: Reproductive roles – they are daily/routine activities which in most cases are undertaken by women. Often times, those reproductive roles taken up by men are not undertaken on a daily basis, they are seasonal.

Productive roles: It includes all tasks which contribute to the income and economic welfare of the household and the community. The activities include production of goods and services for income or subsistence for example in agriculture, livestock rearing, employment and income generating activities. Both women and men can be involved in productive activities but for the most part, functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

Illustration: Productive roles – both women and men participate in productive roles.

Community roles: It involves the collective organisation of social events and services. They can be seen as community managing roles such as managing of scarce resources such as water, healthcare, education, road infrastructure. It also includes social and political events at the community level such as ceremonies and celebrations. This role involves considerable volunteer time and is important for the development of communities and as a vehicle for community organisation and self-determination. Both women and men are engaged – however, their engagement is often limited/guided by the gender division of labour and gender relations.

Illustration: Community roles – whereas both women and men participate in community roles, women's role is invisible and therefore not recognised.

Women, men, girls and boys are likely to be involved in all the three areas of work, however, in many societies, women do almost all of the reproductive work and much of the productive work. Women's workload can prevent them from participating in development projects. When they do participate, it means less time for other tasks such as childcare and rest.

Practical gender needs: these are needs related to peoples' basic needs for their day to day survival. They are concerned with improving the condition of women and men through promoting the efficiency of resources rather than addressing the issues of empowerment. These needs are not unique to women but also affect disadvantaged men. They include provision of services such as clean water, shelter, health care and income generating activities. Addressing practical gender needs tends to involve women as beneficiaries and participants and does not alter traditional roles and responsibilities. Women's needs differ from men's needs because of their different tasks and responsibilities.

Illustration: Practical gender needs – these can be addressed by provision of material inputs such as water, health facilities.

Strategic gender needs: They refer to the relative status/position of women and men in pursuit of empowerment and equity. They include interests such as land rights, increased decision making and protection from domestic violence. They relate to structures and systems such as legislation, culture, religion and policies, therefore requiring fundamental transformation. They affect all women regardless of socio-economic class. Addressing strategic gender needs involves women as change agents and seeks to empower women and transform relationships.

Illustration: Strategic gender needs – they intend to remove the restrictions/barriers and are less visible as they seek to change attitude. Examples are increasing participation of women in decision making, giving rights to land, inheritance, financial services.

The table below summarises the differences between practical and strategic needs of women and men.

PRACTICAL GENDER NEEDS	STRATEGIC GENDER NEEDS/INTERESTS
▪ They are needs that women identify in their socially accepted roles in society. ▪ They do not challenge gender division of labor or women's subordinate position in society, although arising from them. ▪ They respond to immediate perceived necessity defined within a specific context. ▪ They are often concerned with inadequacies in living conditions such as water, healthcare, and employment.	▪ These are needs that women identify because of their subordinate position to men in their society. ▪ They relate to gender division of labor, power and control. ▪ They may include such issues as legal rights, domestic violence, equal wages, and right to reproductive health. ▪ It alters existing roles and therefore challenges women's subordinate positions.
▪ Relate to daily needs such as food, housing, income and healthy children.	▪ Relate to a disadvantaged position – subordination, lack of resources and education, vulnerability to violence and poverty.
▪ Unique to particular women.	▪ Common to almost all women.
▪ Tend to be immediate, short term.	▪ Tend to be long term.
▪ Easily identifiable by women.	▪ Neither basis of disadvantage nor potential for change is necessarily easily identifiable by women.
▪ Can be addressed by provision of specific inputs: food, hand pumps, clinic.	▪ Can be addressed by consciousness raising, increasing self-confidence, education, and strengthening women's organisations, political mobilisation.

Gender gap: The unequal outcomes achieved by women and men on the labour market as well as women's restricted access to rights and assets worldwide.

Gender inequality: The unequal access to and control over the various material and non-material resources and assets of the society.

Gender based constraints: These are barriers inhibiting women's or men's access to resources or opportunities based on their gender. A gender-based constraint statement includes:

- Who is being affected?
- What the observed and measurable inequality is?
- What the cause of it is?
- What the consequence of it is?

Illustration: Gender based constraints – the barriers for women and men are often not obvious; and identifying them is not enough. Actions must be formulated to address them.

Discrimination against women: Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or nay other field.

Gender sensitive: Being aware of the differences between women's and men's needs, roles, responsibilities and constraints.

Gender equality: A state in which all people enjoy equal rights, opportunities and rewards, regardless of whether they were born female or male. It encompasses equality of rights, equal value, equal status, equal access to resources and benefits and equal participation in decision making to voice their needs and to claim this equality.

> *Gender equality does not mean that women and men become the same; but that their access to opportunities and life changes is neither dependent nor constrained by their sex. Gender equality is not a woman's issue but should concern and fully engage women as well as men.*

Gender equity: Means fairness and the impartiality in the treatment of women and men according to their respective needs. It involves recognition of inequality and requires measures to work towards equality of women and men. The essence of equity is not equal treatment – treatment may be equal or different, but should always be considered in terms of rights, benefits, obligations and opportunities.
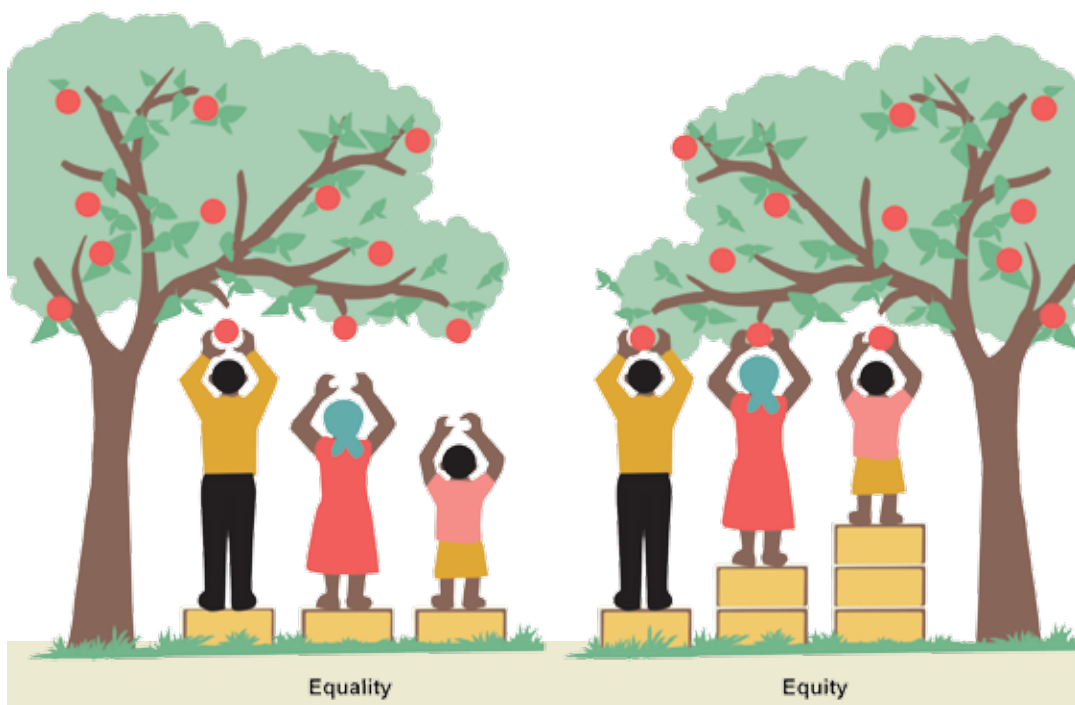
Equality   Equity

Illustration: Gender equality vs gender equity – gender Equity is a stepping stone to gender equality.

Gender equity recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. To ensure fairness, special measures must be available to compensate for historical and social disadvantages that prevent women and men from operating at a level playing field.

Equal opportunities for women and men: It indicates the absence of barriers to economic, political and social participation on the basis of sex and gender and other characteristics. Such barriers are often indirect, difficult to discern and caused and maintained

by structural and social representations that have proved particularly resistant to change. This therefore means that, to achieve equal opportunity as one of the objectives of gender equality, a whole range of strategies, actions and measures are necessary to redress deep-rooted and persistent inequalities.

Equal opportunity for all

Gender equity, a stepping stone to gender equality

No barriers to opportunities; therefore realizing gender equality
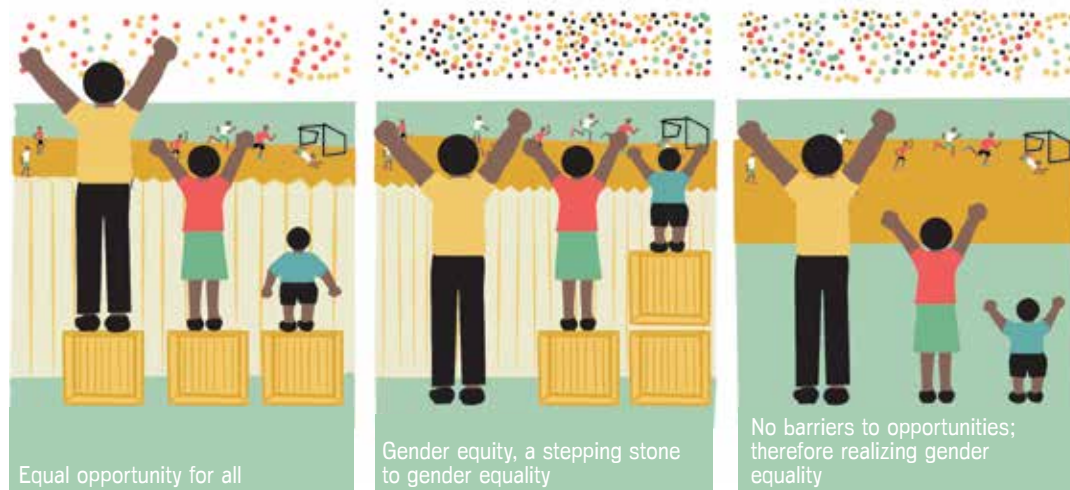
Illustration: Equal opportunities for women and men – there are no barriers to economic, political and social participation.

Affirmative action: A measure taken when either women or men (or any other unrepresented group) are granted specific assistance in order to correct massive inequalities. It comprises of special – mostly temporary measures – to redress effects of past or continuing discrimination in order to eliminate and prevent discrimination arising for existing attitudes, behaviours and structures. Such measures might include reserving a number of spaces for women in decision making bodies, giving preference to women in hiring practices as long as the female candidates possess all other specified qualifications. Once a general balance is achieved, such measures will no longer be needed.

Empowerment: The process of increasing the opportunity of people to take control of their own lives. Empowerment of women or men includes developing self-reliance, gaining skills or having their own skills and knowledge recognised and increasing their power to make decisions and have their voices heard and to negotiate and challenge societal norms and customs.

Women empowerment: Involves awareness-raising, building of self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. Empowerment comes from within; women empower themselves. It does not only cover women's condition relative to men but also their power to make choices and their ability to control their own destiny. Important elements of women's empowerment include access to and control over resources, meaningful political participation, the reduction of women's unpaid care responsibilities, and the ability to have control over their own bodies such as living free from violence and making decisions in relation to fertility.

Gender impact assessment: The type of gender analysis that is used to predict and reveal how projects and policies have affected or will affect women and men differently. It shows how women as a group and men as a group may differ from each other in terms of their capacity to participate and benefit from a given policy/project.

Gender indicators: These are established to measure and compare the situation of women and men over time. Gender sensitive indicators allow changes to be measured in the relations between women and men in relation to a certain policy area, a specific programme or activity

or changes in the status or situation of women and men. They can refer to quantitative (statistics broken down by sex) or qualitative (based on women's and men's experience, attitudes, opinions and feelings). They should be easy to understand, clearly defined and easily adaptable.

Equity of outcomes: Means that gender inequality and discrimination are no longer a cause of gender difference. Any gender difference can be attributed to free and realisable individual differences in choice rather than gender inequality of or discrimination. In gender equitable society, women and men continue to make different choices, but gender biases cease to influence those choices.

Diversity: The differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, skills, knowledge and life experiences of each individual in any group of people.

Access and control over resources and/or benefits: Access refers to the opportunity to make use of a resource whereas control is the power to decide how a resource is used and who has access to it. Women and men do not have the same access or control over productive resources or benefits accruing from them. This gender based inequality can have implications for the design and implementation of development interventions.

Gender mainstreaming is not:
- About adding a "women's component" or even a "gender equality component" into an existing activity.
- Increasing women's participation; it goes beyond this.

Gender mainstreaming is:
- Bringing the expertise, knowledge and interests of women and men on the development agenda.
- To modify development's agenda so that the results will benefit women and men equally.
- To transform social and institutional unequal structures.

The most important factor for successful gender mainstreaming is reliable information and analysis. Gender analysis is the starting point for addressing the gender dimensions of any given issue or intervention to mainstream gender. Without gender analysis, gender mainstreaming is not possible.

2. Gender analysis

What is gender analysis?

Gender analysis is the process of systematically gathering and analysing information on the gender organisation of communicates and institutions in order to establish:

- Who is positioned where?
- Who does what?
- Who has access to what resources and opportunities?
- Who makes decisions?
- Who benefits from what resources and opportunities?
- Who needs what resources and opportunities?
- What factors limit the equal participation and benefit by women and men?

Illustration: Why gender analysis – gender analysis helps to identify who has constraints to opportunities, and factors that limit equal participation and benefit by women and men.

The goal for gender analysis is to reveal the connections between gender relations and the development problem to be solved by providing quantitative and qualitative information and data that can enable informed decision making for the benefit of both women and men.

The potential differential effects of policies and legislation on women and men can often be masked or obscured. When gender analysis is explicitly considered in policy, project and programmes, these effects are revealed and previously hidden implications come to light. It pays specific attention to differences in the gender roles, activities, needs and available opportunities for women and men. It seeks to highlight similarities and differences between women and men.

Gender analysis recognises that:

- Women and men's lives and therefore experiences, needs, issues and priorities are different;
- Women's lives are not the same (women do not form a homogenous group) and as such women's lives, experiences, needs, issues and priorities vary for different groups of women dependent on age, marital status, ethnicity, income levels, empowerment status, sexual orientations, disability and whether they have dependents.

The following are the key elements that gender analysis seeks to answer:

1. The division of roles and responsibilities between women and men, girls and boys:
- Who does the productive, reproductive and community roles?
- Who does what work? Women? Men? Girls? Boys? Is it done by both women and men? By only one of them?
- How long does to perform the roles and responsibilities? Is it seasonal? Monthly? Weekly? Daily? Hourly?
- Where is the work carried out?
- How flexible is the gender division of labour?
- Do women and men have different incentives for participation in these activities?

2. Ownership, access to and control over resources, technology and services:
- What resources do women and men have to work with?
- Who uses/owns/controls each of these resources?
- Who is included from the use/ownership/control?
- What decisions do women and men make in the household and in the community?
- What are the constraints to participation in social and economic life for women and men? How similar or different are they?

3. Access to and control of benefits:
- Who benefits from economic activities?
- Who receives the incomes?
- Who received the non-income benefits?

4. Balance of power and decision making between women and men:
- Who controls productive activity/reproductive activity?
- Who controls incomes?
- How are decisions on the utilisation of resources and services made?

5. Knowledge, beliefs and perceptions:

- Do gender stereotypes in the geographic area of the planned project help or hinder opportunities?
- Considers the diversity of beliefs?
- Identifies the different types of knowledge that women and men have?
- Are there views about the size of business/activities (small, medium, large) or type of businesses that are considered as appropriate for women or men? If yes, do these stereotypes contribute to women opening businesses in sectors that are less likely to be profitable or sustainable?
- Do women and men have equal access to and knowledge of markets/fields that are available for the products/services they produce?
- Do women's or men's self-perceptions or levels of self-confidence help or hinder them in the area of entrepreneurship?
- Do women and men have unequal education or knowledge in areas that are important for successful entrepreneurship? If so, in what areas?

It is important to analyse and understand the reasons behind these differences in gender with regard to the development and implementation of policies, programmes and legislations.

When to apply gender analysis

Gender analysis should be carried out in all the stages of a policy/project/programme cycle. Since gender analysis is an effort to understand how gender issues relate to development process, it is imperative to ask how a particular activity, decision or plan will affect women differently from men at all stages of the development process.

However, the identification and the formulation phases are the most important phases as it allows the compilation of a balanced set of ideas, giving special attention to female and male opinions; and help address the potential impacts the project will have on the lives of women and men. Further, it allows the collection of necessary information on gender issues through indicators that will be useful in monitoring progress and assessing the impact of the project. Introducing gender analysis at the project/policy evaluation phase can serve as an important learning tool to see how well a policy/project addressed the needs of both women and men. This information can then inform the development of future projects and policies.

The section that follows introduces the tools that are available for use for the facilitation of the gender analysis.

Gender analysis tools

1. 24 hour clock/day

It raises awareness of gender division of labour amongst women and men, girls and boys as well as the value and extent of women's work. It describes how women, men, girls and boys spend their time during a typical 24-hour day. It analyses the roles women, men, girls and boys are involved in so that it can be taken into consideration when planning and implementing policy/project. It is particularly useful for looking at relative workloads between women and men by showing who works the longest hours, who concentrates on a few activities, who has the most leisure time and sleeping time.

When facilitating this tool:

- Conduct the discussions with separate groups of women and men because they might have different interests or that one of the groups – women or men might dominate the discussions and the interests of all therefore not adequately captured.

- The groups should be composed of a representation of the community members.

- The group members list the activities they undertake in their daily routines.

- Once completed, the group should discuss on activities that are most tedious/time-taking/labour intensive.
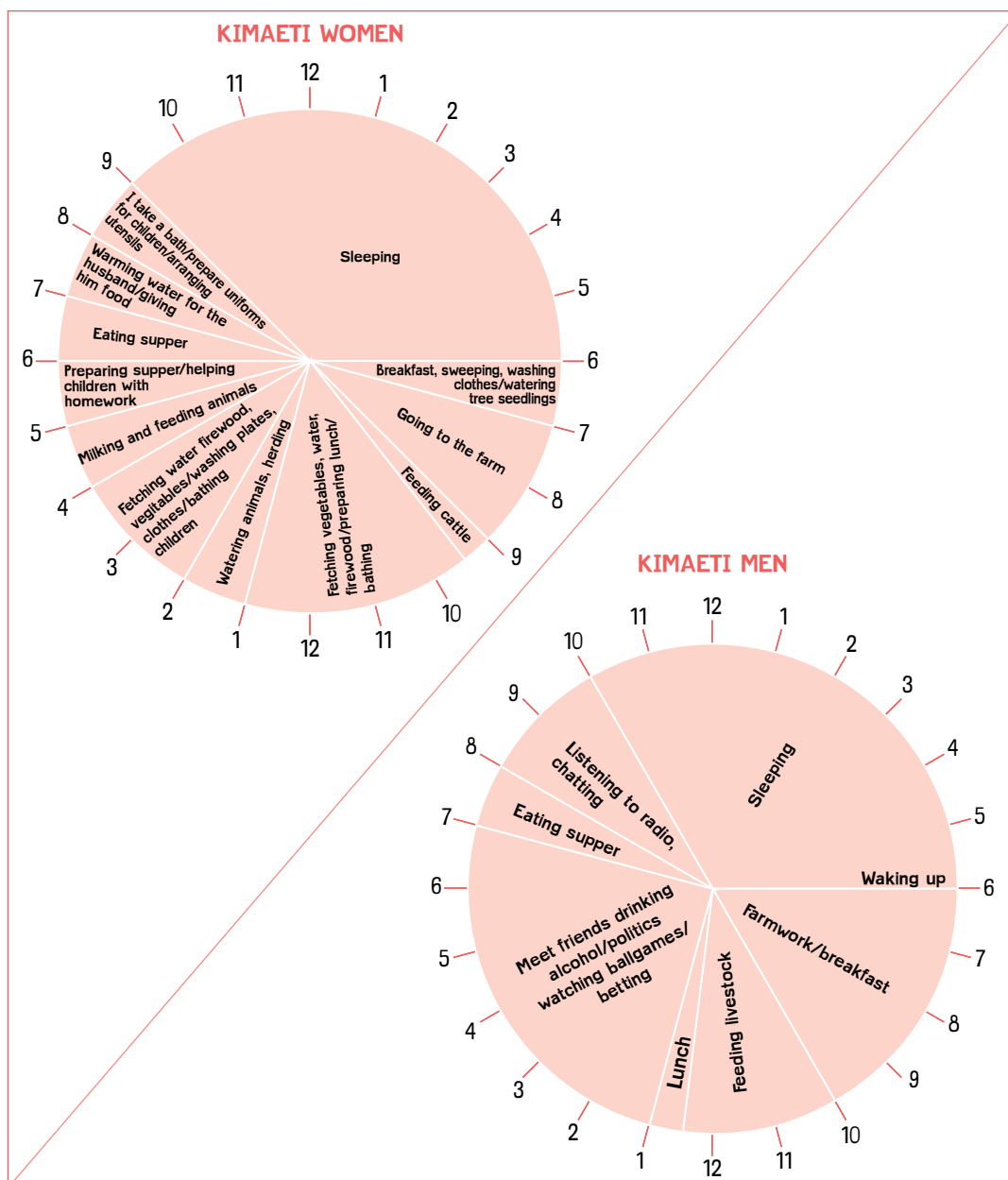
Illustration: Sample of 24 hour clock for women and men – what does the clock communicate to you? What are some of the practical needs that need to be addressed for both women and men? Will your project increase the time and labour burden for the women or will it ease? What strategies would you need to employ to have the full participation of both women and men? It is important to note that the 24 hour clock for both for the same population could vary with seasonality.

From the results of administering the tool, the project/policy should:

- Develop a strategy based on availability of time for all stakeholders.
- Ensure that reproductive time is protected for both women and men and therefore accurately plan time availability and impact on productive time for both genders.
- Introduce innovative approaches and appropriate technology that address the time constraints and labour burdens for those adversely affected; this is usually often women.

2. Activity profile

It captures what women and men do, where and when these activities take place; it is based on the division of labour. It describes the economic activities of the population in the project area by sex, age and other distinguishing factors such as social class and ethnicity. It indicates the amount of time spent by individuals to accomplish these activities.

This tool capture the activities that people do for their livelihood, the location of those activities, who is involved in the activities, frequency of those activities. It helps to give us a clear picture of the labour patterns of women and men and reveals women's and men's vulnerability to heavy workloads, time and mobility constraints.

It further helps to understand how women and men participate within the communal organisations, the fields in which they make decisions, who elect authorities and why there are no female authorities.

ACTIVITY	WHO/SEX		WHERE/PLACE	WHEN/TIME OF DAY OR YEAR	HOW OFTEN/FREQUENCY	HOW	WHY
	F	M					
1. Reproductive (childcare, health related, market related, fuel related, food preparation, water related, cleaning, washing clothes)							
2. Productive (animal care, land preparation, cultivation and maintenance, harvest/post harvests, income generating, employment, other)							
3. Community (community managing, politics)							

While using this tool:

- Conduct interviews separately for women and for men;
- List major tasks (break them down) on the left hand side column.

You can use the symbol (X) represent who does that particular activity. An extra symbol (that's is XX) can be used to reflect the relative contribution of a person performing that activity – who is spending more time on that particular task. In case both women and men share the task equally, then each of them get similar "score" (each of them gets either X or XX). If only one of them is entirely responsible for that particular activity, the symbol will be noted for only that person.

Women's project involvement can depend on whether or how a project affects reproduction and household activities, production of goods and services, and/or the interrelationship between these activities.

3. Access and Control profile

The Access and Control profile identifies what resources women and men can command to carry out their activities and the benefits derived. It is a tool that helps in determining power relations and interests. It is about who has access and who has the final decision making power (control over resources and to have the opportunity to impose choice on others).

Analysing the flow of resources and benefits is fundamental in the evaluation of how projects will affect and be affected by women, men, girls and boys.

RESOURCES ANALYSIS				
Resources	Access Female	Access Male	Control Female	Control Male
Land				
Equipment				
Labour				
Livestock				
Training/education				
Trees				
Technology				
Information				
Capital				
BENEFITS ANALYSIS				
Benefits	Access Female	Access Male	Control Female	Control Male
Milk				
Timber				
Sale of produce				
Non-monetised benefits				
Political Power/prestige				

This tool:
- Helps to reveal the power between women and men.
- Highlights gender differences in vulnerability to resources constraints.
- Enables assessment of women's and men's capacities to participate in and benefit from development projects.
- Helps in the identification of decision making process – is it women or men who make the decisions concerning production, family finances and economy?
- To understand who makes internal decisions and who makes external decisions.

- To understand who makes decisions in the reproductive and housekeeping domains.
- Helps to better understand the different perceptions that women and men have about the same resource and its value.
- Will help in discussing strategies for equal access to productive resources with farmer producer organisations and cooperatives.

In the tool facilitation:
- Conduct the interviews separately for women and men groups;
- List all major resources in the left hand column whereas on the right-hand side you indicate who has access to and control over the resources and benefits. Unpack all the resources for example under livestock – cows, goats, sheep, donkeys and poultry. Use the symbol X to indicate who has the access/control over the resource and benefits;
- Use an extra symbol (XX) to reflect the relative access/control of a person over that particular resource/benefit. In case both women and men have equal access or control, each against them gets an X, whereas if only one of them is entirely in control of that particular resource/benefit, the symbol will be noted only for that person.

Guiding questions for discussions on the access and control over resources and sharing of resources:
- Who owns the land? Do women possess land, house or other resources? Are these legalised in their names/can they sell them?
- Who decides what crops to grow? Can women decide on which crops to grow?
- Who owns what livestock – goats, pigs, cows, and poultry?
- Which working tools do women and men possess for cultivating, harvesting, processing, and transporting and handicraft activities?
- Which skills and access to technology do women and men have?
- Do women and men access credit; are there differences in amount of credit or credit conditions?
- What resources are available and controlled by men and in particular women?
- How is the money used that is generated with the sale of products?
- How is the income invested? In whose name are new assets purchased?
- How is income redistributed within the family?

Kimaeti

RESOURCES	ACCESS		CONTROL		INFLUENCING FACTORS
	M	F	M	F	
1. Jembe/plough	✓	✓	✓	✓	Culture
2. Utensils	✓	✓	✓		Responsibility
3. Furniture	✓	✓	✓		Culture
4. Cow	✓	✓	✓		Culture
5. Land	✓	✓	✓		Culture
6. Farming tools	✓	✓	✓		Owner
7. Training	✓	✓	✓		Head of the household, time
8. Food					
9. Poultry	✓	✓	✓	✓	Responsibility
10. Borehole, water tank	✓	✓	✓	✓	Responsibility
11. Trees	✓	✓	✓		

Table: An example of a filled up access and control of resources profile – what does the analysis communicate? Where are the gaps? What are the root causes/influencing factors on the analysis? What are the opportunities for bringing about desired change?

By focusing on both resources and benefits, a more accurate assessment of the relative power between women and men in a society or economy is determined. This knowledge is then utilised to analyse probable interactions between women and men in a project and its likely effects on both women and men.

4. Analysis of factors influencing activities, access and control

This analysis focuses on underlying past, present and future factors that determine the gender division of labour and the gender-related control over resources and benefits. This analysis helps in identifying factors that create the differentials in opportunities or constraints for women's or men's participation in and benefits from projects/policies/legislation. It helps in highlighting and understanding how external factors influence gender empowerment and disempowerment.

The factors affecting who does what in population target group, and what access and control women and men will have to resources or benefits can be categorised as follows:

i. General economic conditions such as poverty levels, income distribution;
ii. Institutional structures including the organisations' bureaucracies and arrangements for generation and dissemination of knowledge, technology and skills;
iii. Community norms such as religious beliefs and family norms;
iv. Socio-cultural factors;
v. Legal parameters;
vi. Training and education;
vii. Demographic factors;
viii. Political events, both internal and external.

It is therefore important to understand what constraints and opportunities that these factors present for promoting gender equality and the empowerment of women.

5. Gender Analysis Matrix (GAM)

It is a tool for gender analysis of development projects at the community level to determine the different impacts of development interventions on women and men, girls and boys. It is facilitated at the planning stage to determine whether potential gender effects are desirable and consistent with project goals. It includes four levels of analysis and four categories of analysis.

Women: refers to women of all ages in the target group (if the target group includes women) or to all women in the community.

Men: refers to all men of all ages in the target group (if the target group includes men) or to all men in the community.

Household: refers to all women, men, girls and boys residing together, even if they are not one nuclear family.

Community: refers to everyone within the project area as a whole. However, communities are complex and usually comprise a number of people with different interests. So, if this is not meaningful in the context of the project, this level of analysis may be eliminated.

Resources: refers to the changes in access to capital (income, credit, assets, technology, training) as a consequence of the project and the extent of control over changes in resources for each level of the analysis.

Time: refers to the amount of time it takes to carry out a task associated with the project or activity (five hours, five days).

Labour: refers to changes in tasks (fetching water from the river, collecting firewood from the forest), level of skill required (skilled versus unskilled, training, formal education) and labour capacity (how many people are they and how much can they do? Do people need to be hired of can the household members do the task)?

Cultural factors: the changes in social aspects of participants' lives (changes in gender roles or status as a result of the project).

PROJECT OBJECTIVES				
	LABOUR	TIME	RESOURCES	CULTURE
Women				
Men				
Household				
Community				

The Gender Analysis Matrix (GAM) is filled in by assessing impact of the project on each category for example, will the project have on women's work? What impact will the project have on women's resources? After all potential changes that the project may bring are filled in, these potential changes are reviewed by:

- Putting a plus (+) sign if its consistent with programme goals;
- Putting a minus (-) sign if it is contrary to the programme goals;
- Putting a question (?) mark where one is not sure whether the identified change is consistent with or contrary to the programme goals.

In administering the tool:

- Where possible, women and men in equal numbers should perform the analysis;
- The analysis should be done during and after project implementation;
- Add unexpected results to the matrix.

The GAM must be used in addition to other standard tools for analysis such as monitoring tools and needs assessment.

Questions to ask after the analysis:

   i.   Are the effects listed above desirable/Are they consistent with programme goals?
   ii. How will this activity affect those who do not participate?
   iii. What are the unexpected results? – These are to be identified during implementation.

6. Gender Equality and Empowerment Framework (GEEF)

Empowerment is about both women and men gaining control over their lives by acquiring skills and abilities that enable them to make decisions, determine choices and influence social, economic and political orientations of their communities. It is the process of working to change unequal positions of women in relationship to men by giving women control over economic, social and political processes that affect their lives. It is a process that seeks to increase the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. It tries to match practical gender needs with strategic gender needs, seeks to change both the condition (practical gender needs) and the position (strategic gender needs) of women.

The key question in empowerment is "how do different approaches to women's condition (practical gender needs) affect the possibility or nature of changes in women's position (strategic interests)"?

Some key terms related to empowerment are explained below:

- **Empowerment**: The process if challenging existing gender relations and allowing disenfranchised groups greater control over sources of power.
- **Ideology**: Generation, propagation and institutionalisation of sets of beliefs, values and attitudes and behaviours.
- **Material assets**: Human, financial, land, water, labour, forests.
- **Intellectual resources**: Knowledge, information, ideas.
- **Power**: Control over assets, intellectual resources and ideology. Power can be classified into four categories which are helpful in understanding gender subordination – this subordination takes place in the context of class, race, age, differences.
    i.   **Power over**: It is conceived as a win/lose relationship of domination/subordination. It is based on socially sanctioned threats of violence and intimidation.
    ii. **Power to**: It enables a person to gain control over her/his life. Most people describe situations where they have felt powerful as those in which they understood how something works, solved a problem, were successful at a task, learned a skill. It is the kind of power that is behind empowerment.
    iii. **Power with**: It is collective sense of empowerment through organising and uniting for a common purpose or understanding. It is experienced when a group tackles problems together.
    iv. **Power within**: The type of power that resides within an individual. It is a spiritual strength and uniqueness based on self-acceptance and self-respect which in turn extends to respect for and acceptance of others as equals.

Equality and Empowerment Framework (also known as Longwe Hierarchy of Needs) establishes five levels of equality and empowerment as a basis by which to assess women's and men's, girls' and boys' development in any area of social or economic life. EEF provides assessment of existing advantages for both women and men and illuminates what remains to be done.
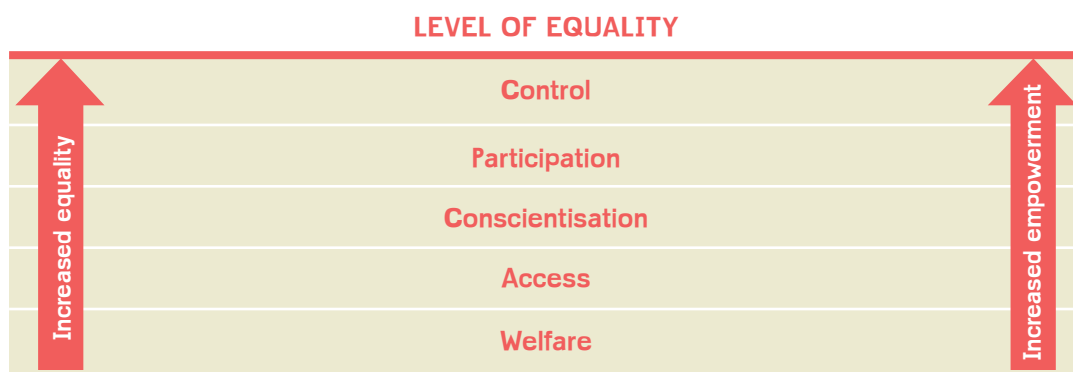
LEVEL OF EQUALITY

The five levels of empowerment represent a progression. Higher levels of equality and empowerment indicate that individuals and groups possess increasing means of control over their lives. The lowest level is welfare and the highest is control.

Below is an explanation to the five levels of empowerment

- **Welfare**: It is the measure of material welfare of women and men in such matters as food supply, income and medical care – it is concerned with relative level of welfare. It is not concerned with whether women and men are themselves active creators and producers of their material needs.

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- **Access**: It documents access to factors of production on an equal basis for both women and men. It includes access to land, labour, credit, and training, marketing facilities and all publicly available services and benefits on an equal basis. To achieve equality of opportunity would sometimes necessitate the reforming of laws and administrative practice to remove all forms of discrimination.
- **Conscientisation**: This implies understanding of differences between sex roles, which are biological and gender roles which are cultural and can be changed. It involves consensus that gender division of labour should be fair and agreeable to both women and men and not involve economic or political domination of one sex by the other. Belief in sexual equality is the foundation of gender awareness and provides the basis for collective participation in development.
- **Participation**: Equal participation in decision making means participation in the process of policy making, planning and administration. Equality of participation means involving all members of a community affected by decisions taken.

  It is particularly important in development projects where involvement in needs assessment, project formulation, implementation and evaluation can alter resource allocation and distribution of benefits.
- **Control**: It means a balance of control between women and men so that neither gender is put in a position of dominance or subordination. It involves the utilisation of participation through conscientisation and mobilisation to achieve equality of control over factors of production and to achieve gender equity in control over distribution of benefits.

Drawing conclusions

Use the information collected to:
- Point out the differences between women and men and more importantly why the differences exist;
- Assess the impact of gender disparities on human development so that appropriate policy/project/programme interventions are formulated;
- Include relevant conclusions about the causes and effects of any gender disparity the analysis uncovers.

Analysing the implications for this description is key for successful gender analysis.

3. Engendering the Project Cycle Management

A project is a temporary endeavour consisting of a series of activities aimed at bringing about clearly defined objectives and results within a given time period and with a specified budget. Projects are generally formed to solve a problem or take advantage of an opportunity.

Project Cycle Analysis

The Project Cycle Analysis includes careful examination of activities the project will affect and how issues of access and control relate to these activities. The analysis also determines project areas that must be adjusted to achieve desired gender equality outcomes. Needs, opportunities and current constraints for both women and men should be considered in the entire project management cycle.

Why conduct gender analysis in a project cycle?

Illustration: Why conduct gender analysis in the Project Cycle Management. A project could mean different things to different categories of the targeted population. Constraints and opportunities to could vary and it's important to recognize these and integrate appropriate actions in the entire project cycle.

The following is a highlight of why gender analysis should be conducted when designing a new project:

■ To analyse gender roles in the project design;
■ To identify the root causes of existing gender inequalities in that context so that they can be addressed in the project design and implementation;

- To collect sex-disaggregated baseline data;
- To avoid perpetuating traditional power imbalances;
- To enhance the likelihood of strong and sustainable project results;
- To ensure that the project does not do any harm to the intended target population.

To help us reflect further on why project cycle analysis is important for realising gender equality in projects/policies/organisations, we will look through the gender equality continuum.

The Gender Equality Continuum

The Gender Equality Continuum is used as a diagnostic tool or a planning framework. As a diagnostic tool, it is used to assess if, and how well, interventions are currently identifying, examining and addressing gender considerations, and to determine how to move along the continuum toward more transformative gender programming. As a planning framework, it is used to determine how to design and plan interventions that move along the continuum toward transformative gender programming.

GENDER EQUALITY CONTINUUM

Gender blind ignores:

- The set of economic/socio political roles, rights, entitlement, responsibilities, obligations and associations with being female and male
- Power dynamics between and among men and women, boys and girls

GENDER BLIND

GENDER AWARE Examines and addresses these gender considerations and adopts an approach along the continuum

EXPLOITATIVE

1. Does the current vision statement reinforce or take advantage of unbalanced gender norms, roles and relations?
2. Does the current vision statement provides privilege to men over women, boys over girls?
3. In order to reach the current vision statement, does one sex enjoy more rights or opportunities than the other?

ACCOMMODATING

1. Does the current vision statement acknowledge but work around gender differences and inequalities?

TRANSFORMATIVE

1. Does the current vision statement allow for critical examination of gender norms and dynamics?
2. Does the current vision statement strengthen or create systems that support gender equality?
3. Does the current vision statement work to change inequitable gender norms and dynamics?

GOAL

Gender equality and better development outcomes

Chart: The continuum shows a process of analysis that begins with determining whether interventions are gender blind or gender aware.

Gender blind programmes and policies: These to not consider how gender norms and unequal power relations will affect the achievement of objectives or how the programme or policy will affect gender norms and relations. Gender blind projects do not address gender; they ignore gender implications and assumes that gender norms, roles or power differentials do not influence who participates in or benefits from a project or policy. They are designed without any prior analysis of the culturally defined set of economic, social and political roles,

responsibilities and rights, entitlements, obligations and power relations associated with being female and male, or the dynamics between women and men, girls and boys.

Gender blind approaches are least likely to result in gender transformative projects/policies; rather, they are most likely to either exploit or accommodate inequitable and harmful gender norms, roles, or practices however accidental/unintended.

Gender aware programmes and policies: They examine and address the set of economic, social and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female or male and the dynamics between and among women and men, girls and boys. The process then considers whether the gender aware interventions are exploitative, accommodating or transformative.

Exploitative gender programming: These programmes and policies intentionally or unintentionally reinforce or take advantage of gender inequalities, norms and stereotypes to achieve project outcomes therefore reinforcing gender inequality and perpetuating stereotypical images of women's and men's roles.

This approach is harmful and can undermine programme objectives in the long run and is an unacceptable approach for integrating gender; programmes and policies must never be gender exploitative.

Accommodative gender programming: These are programmes and policies that acknowledge, but work around, gender differences and inequalities to achieve project goals and objectives. This approach does not reduce inequality or address the gender norms that contribute to the differences and inequalities. Instead, they try to limit any harmful impact on gender relations as well as make it easier for women to fulfil the duties ascribed to them by their gender roles.

Gender accommodative approach does not deliberately contribute to increased gender equality or address the underlying structures and norms that perpetuate gender inequality. However, it can provide a sensible step to gender integration in contexts where gender inequality is deeply entrenched and pervasive in society.

Transformative gender programming: These are programmes and policies that seek to transform gender relations to promote equality and achieve programme objectives. This approach attempts to promote gender equality by:

- Fostering critical examination of inequalities and gender roles, norms and dynamics;
- Recognising and strengthening positive norms that support equality and an enabling environment;
- Challenging the distribution of resources and allocation of duties between girls and boys, women and men;
- Highlighting the relative position of women, girls, and marginalised groups, transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequality.

Programmes and policies should ultimately work toward transforming gender roles, norms and dynamics for positive and sustainable change.

With reference to the gender integration continuum, where do you think your policy/ projects/organisation is influencing at? Where do would you like to be? What do you need to do be at the transformative phase of the continuum?

Engendering the project cycle

The following is a list of guiding questions to inquire into at each phase of the project cycle. They are useful in identifying the extent to which the project objectives address transformed gender relations in dynamic, transformational and relevant ways.

The following section lists the key questions to ask at each of the phases of the project cycle.

A. Project assessment & identification - *questions for identifying opportunities and/ or constraints for women's and men's project involvement.*

- Who are the target groups? Have they been disaggregated by sex?
- Have women and men been directly and separately consulted in identifying needs and opportunities?
- Is baseline information sex disaggregated? Have gender sensitive tools been used in the assessment?
- What needs and opportunities exist for increasing females and males access to and control over resources?
- What needs and opportunities exist for increasing productivity and/or production opportunities for women and men?
- What needs and opportunities exist for increasing access to and control of benefits for women and men?
- How do the needs and opportunities identified relate to the country's other general and sectoral development needs and opportunities?

Illustration: Community planning – it is important to have the participation of both men and women in identifying community issues and designing solutions for them because they are affected differently and their solutions for the same problem could be different. Be aware of time constraints likely to be faced by women, hold separate session with them.

B. Project design – *questions related to the impact on women's and men's activities in defining project goals, objectives and indicators as well as in the identification of access and control of resources and benefits.*

- Are project goals and objectives explicitly related to the needs of women and men?
- Which of the activities (reproductive, production and community) does the project affect for women and men?
- If intended to change current gender performance of that activity (technology, money, location, skills) is this feasible and what effects will this have on women and men?
- How will each project component affect both females and males access to and control of resources and benefits in and stemming from production of goods and services, socio-political functions, and reproduction and maintenance of human resources?
- What design elements will encourage further exploration of constraints and possible improvements in community relations?

C. Project implementation – *questions regarding gender relationships in the projects area, project personnel, organisational structure, operations and logistics.*

- Are project staff sufficiently aware of and sympathetic to gender needs?
- Do personnel have necessary skills to provide special inputs required by women and men?
- What capacity-building strategies will be used to develop delivery systems?
- Are these appropriate opportunities for women and men to participate in project management positions in an equitable manner?

D. Monitoring and evaluation – *data requirements for evaluating the project's effects on gender.*

- Does the project's monitoring and evaluation system explicitly measure projects effects on women and men?
- Does monitoring and evaluation involve collecting data to update the activity analysis and the access and control analysis?
- Are both women and men involved in designing data requirements?
- Are women and men involved in collection and interpretation of data?
- Is data analysed to provide guidance on the design of other projects?

Steps in the Project Cycle Integration Framework

STEP	PLANNING PROCESS	INTEGRATION OF GENDER PERSPECTIVE
1	Defining the problem	How this issue affects women and men.
2	Identifying the solutions	How the proposed solutions will affect women and men.
3	Selecting methodology	Empowering approach; Methodology adapted to socio-cultural context.
4	Choosing partners	Gender sensitive and committed to promoting gender equity; or partnering with organisations championing gender equality.
5	Defining objectives and outcomes	To contribute to equitable access to meaningful resources, reduction of women's work, and women's empowerment.
6	Defining outputs and activities	To benefit both women and men by addressing their differential needs and capacities.

STEP	PLANNING PROCESS	INTEGRATION OF GENDER PERSPECTIVE
7	Building implementation team	Gender balanced composition; aware of gender issues in their sector and committed to addressing such issues with expertise in gender analysis and mainstreaming.
8	Budgeting	Allocate sufficient funds for special measures to increase women's benefits and their participation; Consider women's needs as priorities – not secondary or optional.
9	Establishing the monitoring and evaluation process	Define indicators to measure the impacts of the programme on women and men.
10	Reporting the results and findings	Make visible the differential impact of the programme on women and men and the benefits of mainstreaming gender for the success ad sustainability of the outcomes.

Gender responsive budgeting

Gender responsive budgeting is the means of integrating a gender perspective into all steps of the budget process – planning, drafting, implementing and evaluating – as to ensure that budget policies take into consideration the gender issues in society and neither directly nor indirectly discriminate against either women or men. It refers to analysing budgets to assess the different impacts on women as compared to men. It allows for budget allocations to be made that can promote gender equality as well as empowering women.

Gender responsive budgeting is one of the tools used to tackle the gender gap. The aim of gender responsive budgeting is to promote gender equality. Gender responsive budgeting is one tool for implementing gender mainstreaming when distributing financial resources.

The idea behind gender responsive budgeting is that budgets are non-neutral policy instruments. Budgets may have very different impacts on women and men.

The goals of gender responsive budgeting are:
- To raise awareness and the understanding of gender issues and the impacts of gender and polices;
- To make organisations/institutions accountable for their budgetary and policy commitments to gender equality;
- To change and refine organisations/institutions budgets and policies to promote gender equality.

Stages in gender responsive budgeting

Stage 1:   Budget analysis from a gender perspective – it entails producing a sex - disaggregated report of end users or recipients of budget programmes. This can be probed from a gender perspective to demonstrate:
- The degree to which the budget has satisfied the needs of women and men, girls and boys;
- How the gendered needs and roles of the recipients contribute to the level of satisfaction;
- The challenges and barriers faced by those in the target group who have not accessed services;

- The degree to which the budget has reduced, exacerbated or left unchanged gender inequality;
- The relationship between stated policies - particularly gender equality policies – and budgetary decisions;
- Why the budget needs to take account of the differing participation rates of women and men in the care economy.

Stage 2: Restructuring the budget based on gender analysis - where analysis reveals that budget resources have not been distributed in a gender equitable way, a response from the budget is required to redress the inequity. Where the distribution of budget resources does not match the organisation's gender equality policies, realignment is required. Once the differential impact of the budget on women and on men is revealed, there is an obligation to incorporate gender as a category of analysis within the budgetary processes.

Stage 3: Mainstreaming gender as a category of analysis in the budgetary process - it requires an ongoing commitment to understanding gender, which includes analysis and consultation, and ongoing budget readjustments to take account of the changing needs of women and men, boys and girls.

Methods and tools for gender responsive budgeting

These include:

- **Gender-aware policy appraisal:** Aims to (1) identify all gender issues in a budget and the related resource allocations (2) to assess whether the budgetary implications of the policies will reinforce or reduce gender inequalities and (3) to check whether the allocation of resources is aimed at reducing inequalities.
- **Gender-disaggregated beneficiary assessment:** Potential and actual beneficiaries of a budgetary programme are surveyed to find out their opinion on its implementation.
- **Gender-disaggregated public expenditure incidence analysis:** Compares the expenditure of a given programme with the number of women and men affected by it. It aims at revealing how much is distributed to the women relative to the men.
- **Gender-disaggregated analysis of the impact of the budget on time use:** It focuses on the time that women spend working in their households. The reason for including the value of unpaid work in budgets is to avoid false economies.
- **Gender aware medium macroeconomic policy framework:** It introduces a medium-term perspective for assessing budgets. It aims at creating a virtuous cycle that will impact on future budgets.

Why gender responsive budgeting is important

- It helps to understand and illustrate the existence of inequality in budgetary impacts on women compared to men. Gender budget analysis helps in identifying various areas where gender inequality occurs. As inequalities may exist between different groups of women as well as men, it is important that other socio-economic dynamics are integrated into gender budget analysis.
- It is a tool for increasing accountability and accelerating the implementation of commitments to gender equality and human rights.
- It is useful for increasing efficiency of projects/organisation budgets by allowing better informed financial resource allocation. If the gender differences in socio-economic positions and budgetary impacts are not recognised, project/organisations' budgets could produce a loss for society in terms of productivity, quality of the labour force, economic growth and health.

- It increases the effectiveness of both policies and programmes by providing a way to assess whether stated objectives have been achieved.
- The analysis of gender issues and the participation of women and men in decision making processes at all levels coupled with the recognition by institutions/organisations recognition of women's rights and needs contribute to good governance. Gender responsive budgeting is a means of strengthening collective action and advocacy skills for gender equity and equality in policy and project development process.

4. Gender mainstreaming in value chain development

What is a value chain?

A value chain refers to the entire system of production, processing and marketing of a particular product, from inception to the finished product. It consists of a series of chain actors, linked together by flows of products, finance, information and services.

It is called a value chain due to the fact that value is added to preliminary products through combination with other resources (for example tools, manpower, knowledge and skills, other raw materials or preliminary products). As the product passes through several stages of the value chain, the value of the product increases. At each stage of the chain the value of the product goes up, because the product becomes more convenient for the consumer. Besides value, costs are added at each stage in the chain.

Value chain concepts

Value chain development: Is the process of working toward improving the efficiency of the actors in delivering the produce from the producer to the consumer. It is the deliberate act to strengthen mutually beneficial linkages among actors so that they work together to take advantage of market opportunities. This can be done by creating and building trust and by identifying common problems among actors in the chain and pursuing solutions that generate win-win outcomes.

Value chain actors: These are the individuals or organisations that are directly involved in the production, marketing and consumption of a product.

Value chain supporters: Are individuals and institutions who never directly deal with the product but who offer essential services to support the value chain actors. Chain supporters may provide various financial services to the chain actors. These supporters include moneylenders, savings and credit groups, microfinance institutions, banks, crop and livestock insurance and so on. There are other value chain supporters who provide non-financial services to the chain actors, such as extension, transport, warehousing, financial service providers, and certification. Value chain supporters include private companies, governmental bodies, NGOs.

Value chain influencers: This includes the regulatory framework, policies, infrastructures and the local, national and international levels.

Value chain analysis: It is the process of mapping out and characterising all the actors, services and institutions involved in getting agricultural products from the producer to the consumer. The analysis allows farmers to identify the strengths and weaknesses of each of the actors in the chain and decide on suitable actions that they can take to strengthen their participation in the market.

Value chain selection: It is a decision-making process to help farmers identify the enterprises that will yield the best returns for their investments. It is based on comparing different products and identifying the best among the many options available. Selection of a value chain should be conducted during the planning stages through prioritisation of a short-list of value chains in a particular area weighted and ranked against selection criteria.

Reasons for integrating gender into value chain analysis and facilitation

1. Women and men are likely to be involved at different stages of the chain. Areas where women are involved are often less visible but may constitute critical links at which change and/or upgrading should occur in order to bring about development of the chain.

2. Gender inequality in agricultural value chains creates a missed business opportunity. Gender inequality has high economic costs and leads to wasted human resources and missed opportunities for innovation.

3. Mainstreaming gender in the value chain leads to positive effects on poverty reduction; fighting poverty is hard if organisations/institutions are gender blind.

4. It leads to the inclusive and sustainable development of societies; men and women should benefit from development interventions.

5. Gender roles have impact on women and men's differentiated roles and participation in the value chain. This coupled with women's and men's respective control over decisions affect the management of the chain as well as the use of the benefits generated by the activity.

6. Value chain development can have reverse effects on power relations and income distribution within the value chain between women and men if gender is not taken appropriately into account.

Steps towards gender-equitable agricultural value chain programming

1. Map out the gender roles and relations along the value chain;
2. Identify the gender inequalities and gender based constraints;
3. Assess the consequences of gender based constraints;
4. Take actions to remove gender based constraints;
   a. Foster equitable participation,
   b. Address the special needs of women where appropriate,
   c. Support women's economic empowerment,
   d. Promote gender equitable market-driven solutions,
   e. Design equitable benefit-sharing mechanisms,
   f. Include men in defining the problem and the solution,
5. Measure success of the actions.
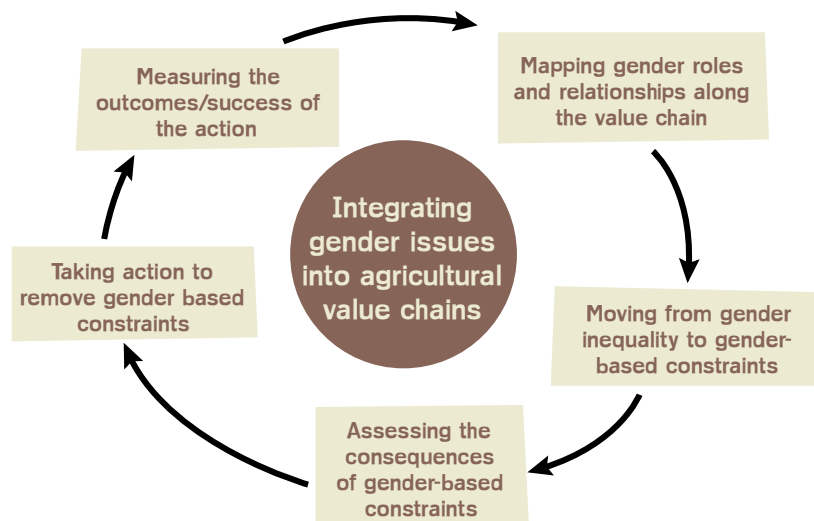
Analysing the value chain with a gender perspective

Analysing the chain with a gender perspective entails facilitating the collection of sex-disaggregated quantitative and qualitative data at the macro, meso and micro levels using both a gender and a value chain development perspective.

The purpose is to:

1. Identify and facilitation on gaps, discriminations and key gender issues keeping in mind:
   - The multiple dimensions on which gender inequalities and opportunities operate – economic, psychosocial, social political;
   - The different levels the dimensions operate – individual, household, community, market, institutional, national and international.

2. Help identify relevant actors, partners and clients involved in the value chain development facilitation process.

3. Raise awareness of the different stakeholders that they act in a complex system with mutual influences that can be positive or negative.

From the results of the analysis, identify key gender issues and select appropriate actions for the value chain development services.

Value chain analysis on macro level: The macro level deals with the overall institutional environment and interactions between actors throughout the chain and analyses whether these are conducive to the development of equitable, inclusive and responsive value chains. The following aspects should be looked at:

- What is the cultural, ethnic context in which we work? What religion or ideology is dominating the society?
- What are the norms and values regarding women's and men's roles and responsibilities?
  - What are the stereotypes, perceptions and values regarding women's contributions?
  - How do they affect sexual division of labour?
  - What is societies' willingness to accept new gender roles/responsibilities?
- How is the overall legislative and regulatory environment relating to women's status and economic rights (labour laws, inheritance and property)?
- What is the impact of these regulations/legislations on women's freedoms' of choice, access to resources and to benefits?
- Are provisions in laws relating to women's rights known and enforced?
- Are the public institutions gender sensitive and aware of women's and men's specific needs and interests?
- Has the government made commitments to address gender equality issues in the value chain/sector?
  - Is there a national policy document/plan that expressly states the government's commitment to gender equality?
  - Are these commitments reflected in sector policies in forestry/agriculture/rural development or in the framework of trade liberalisation and export promotion policies?
  - Do agriculture sector policies and programmes take into consideration women's specific needs and interests? Do they consider the potentially differential impact on women and men?

The gender grid helps to identify and discuss with stakeholders key gender issues in relationship with the cultural setting and the institutional and regulatory framework in which the value chain operates.

Value chain analysis on meso level: The meso level focuses on institutions and organisations and their delivery systems and investigates whether they reflect gender equality principles in their structures, in their culture, in the services they provide and in the way these services are provided.

The micro level and value chain analysis: It helps to identify major constraints faced by women at the household level, which will have repercussions on the meso and macro levels.

The following is a grid for gender analysis at the macro, meso and micro levels of the value chain.

Macro level analysis: Analysis of overall cultural setting, values and norms and institutional environment	
Gender grid	**Check list**
Gender roles: *The sexual division of labour within the chain*	■ What is the portion of women and men working in this specific sector/value chain by activity (supply, production, processing, transportation and trade)? ■ Are they part of the formal or informal economy? ■ What are the functional as well as sexual divisions of labour and roles within the different segments of the value chain (supply, production, processing, trading, and marketing) according to gender roles? ■ Are there segments where the presence of women or men is more important? Are women involved where value added is generated? Where is actual income earned? ■ What is the visibility and value generated to women's role? What are the perceptions by women themselves, men and the community? What is the nature of women's work? Of men's work? Who is largely at the casual/temporary type of work? Are women only used as unpaid labour?
Gendered access to resources: *How resources are shared/distributed according to laws, regulations and norms and values*	■ What are women's and men's entitlements? What are the characteristics that mediate women's and men's access to and control over different types of resources (natural, productive and services)? ■ Who owns the land/trees/harvests? ■ What are the women's/men's capabilities to use these resources? ■ What is women's access to information on production, organisations and services available? Through what means of communication? Are these adapted? ■ Is information more difficult to obtain for women producers in "feminine" and mixed value chains? For women in other segments of the value chain? ■ If yes, what are the main constraints faced by women in different segments of the value chain? ■ Any specific information on market segments relevant for gender issues?
Gendered control over benefits: *Looks at women's and men's management of the chain*	■ Are there uneven power relationships? Any gender-related discriminations/exclusions? ■ How is power distributed within production and exchange relationships across the value chains? ■ Who decides? Who controls benefits? ■ What are the entitlement capabilities of women and men throughout the chain? Is there uneven distribution of these capabilities? ■ What choices/alternatives do women have regarding chain management activities? ■ What is the ability female and male producers to influence the price? Who signs for the contract for the sale of the product? ■ Do women in different segments of the value chain more income following the intervention? ■ Are women's roles changing? Do they take leadership positions? Do they sign contracts? ■ What is women's own perception of change? Do they gain more self-confidence, credibility? - Can these changes be interpreted as empowerment?

Gender grid	Check list
Gendered influence on enabling factors: *Determines how women/ men leaders can influence policy-making and legislations to promote their economic rights and make the overall environment more conducive to gender equality*	■ Are institutions working on women's and gender issues in this sector/value chain, as well as women producers or farmers associations involved in decision-making at national policy and planning levels? ■ What is women's ability to influence decisions/policies/programmes at all levels? ■ Do they have access to specific spaces of power (invited or claimed spaces), and places of power (municipal, cooperative, farmer organisation, parliament)? ■ Do they have the opportunity to speak? Are women's voices heard? Are they listened to? Which women's voices? ■ Are women in specific segments of the value chain/sector/activity organised? ■ Do they build strategic alliances with institutions working on gender issues?

Meso level analysis: Focuses on institutions and organisations and their delivery systems and investigates	
Gender roles: *Analysis of women's positioning within organisations (producers, users, processors) of value chain*	■ What is women's and men's role and positions within these organisations? ■ Do women have specific constraints? Do men have specific constraints (representation in decision-making instances, power to influence decisions)?
Gendered access to resources: *To understand women's specific needs in terms of access to resources*	■ What in women's access to Business Development Services (BDS)? ■ Do female producer groups have the same access to BDS? If not, why? ■ Are technological innovations and investments specifically addressed at men or also at women? Are they adapted to women's needs (physical strength and daily schedules)? ■ Are BDS adapted to female producers' specific needs (daily schedules)? ■ Do service providers know how to perform gender mainstreaming to better analyse/understand and address these constraints? Are they sensitive to delivering gender sensitive services? ■ Employment in BDS: does it foster employment of women? Are employment opportunities equitable? How are working conditions? ■ Do women who concentrate in specific segments of the value chains face particular constraints in accessing financial services? What are these constraints? ■ Are financial services adapted to their needs? What are the most suitable financial products? ■ Are there any institutions (private of public sector) which specialise in facilitating women's access to financial services?
Gendered control over benefits: *Looks at power relations within groups/ associations, whether they are inclusive and how costs and benefits are shared*	■ Are women members of the producer groups? ■ Do they take part in meetings? Do they have a right to voice their needs and vote? ■ Do they have the right to access social and financial benefits offered by the organisations? ■ Do they have the opportunity to be elected to governing bodies and if so, are they elected and to what degree? ■ Are there any special measures in the Articles of Association such as quotas to guarantee their participation in decision making?

Gender grid	Check list
Gendered influence on enabling factors: *Looks at the empowerment side of groups and associations in terms if access to arenas where decisions that affect their lives are made*	■ What are female leaders' capacities to influence collectively decision making about sector services and value chain development? ■ How can those who do not have access to resources and services claim to be included? ■ In what "claimed or invited" spaces and places?

Micro analysis level: Helps identify major constraints faced by women at the household level	
Gender grid	**Check list**

Gender roles*:* *Looks at the sexual division of labour within the chain – where in the chain are women and men active?*	■ What is the sexual division of labour within the household?
	  - What are women and men's reproductive roles?
	  - What are the tasks performed by women and men?
	■ How much time and energy is spent?
	■ How does it relate to women's and men's other roles (reproductive and community?)
	■ How does the work performed in the value chain add to their work burden?

Gendered access to resources:	■ What is women's and men's access to resources in order to perform tasks? ■ Are there any specific constraints faces by women in particular?

Gendered control over benefits:	■ Do women/men benefit equally at the household level?
	  - Who earns income?
	  - Who decides on the use of the income?
	  - Who decides on family budget allocation?
	  - What is women's decision making power on spending of the household?
	■ Are other types of benefits generated (financial, visibility, credibility, better access to information and social networks)?

Gendered influence on power dynamics within the household:	■ Are gendered roles changing? Is women's changing role/increased income valued within the household, within the community? Does it have an impact on her decision making and negotiating power? ■ Do women attend/participate in more meetings at community level? Do they speak up? ■ For what purpose is additional income generated by the intervention spent? ■ What are the changes in women's men's behaviour/attitude? Do women and men and still take their responsibilities within the household? Do men get involved in household chores and childrearing to support their wives?

5. Gender policy

A gender policy clearly outlines the organisation's stated gender equality intent/goal/commitment, priorities and practices. It communicates the expectation and standards to ensure that women and men are represented, valued and rewarded in the organisation. It expresses a determined intention to address gender equality at all levels of the project design, in the workplace and in the environment in which the organisation operates for the socio economic good of the organisation, the staff and the general society.

Importance of gender policy

- It assists the organisation to provide both women and men access to equal opportunities and outcomes.
- It helps in eliminating discrimination on the basis of gender.
- It helps in elimination of barriers to the full and equal participation of women and men.
- It provides full and genuine access to all occupations including leadership roles to women and men.
- It informs employees of their rights and responsibilities.
- It shows a clear commitment and will.
- It makes a clear reference framework for concerted work on gender.
- More scope for challenging existing policies and practices by setting new agenda.
- It prevents gender issues from being lost in a plethora of policies.

Gender policy framework

A gender policy should have:

- A clear analysis of the issues – why do you want to have a policy?
- Statement of principles/mission statement;
- Specific objectives written as desired outcomes/what you want to achieve. Objectives must always be smart – specific, measurable, achievable, realistic and time-bound;
- Implementation strategies;
- Roles and responsibilities;
- Monitoring and evaluation mechanisms and workable time frames.

A gender policy should cover the concerns of workers, society and employers. It should cover the responsibility of employees, managers, organisations and the individual worker and the family. It also has a focus on welfare of workers and on labour laws and workers' rights.

Before developing a company policy it is wise to carry out a situation analysis to establish the true situation of your company. This could be done using the following approaches:

- Gender analysis,
- SWOT (Strength, Weakness, Opportunities and Threats) analysis,
- Gender assessments,
- Awareness workshops,
- Gender audit.

In the section that follows, we shall look at the gender audit process.
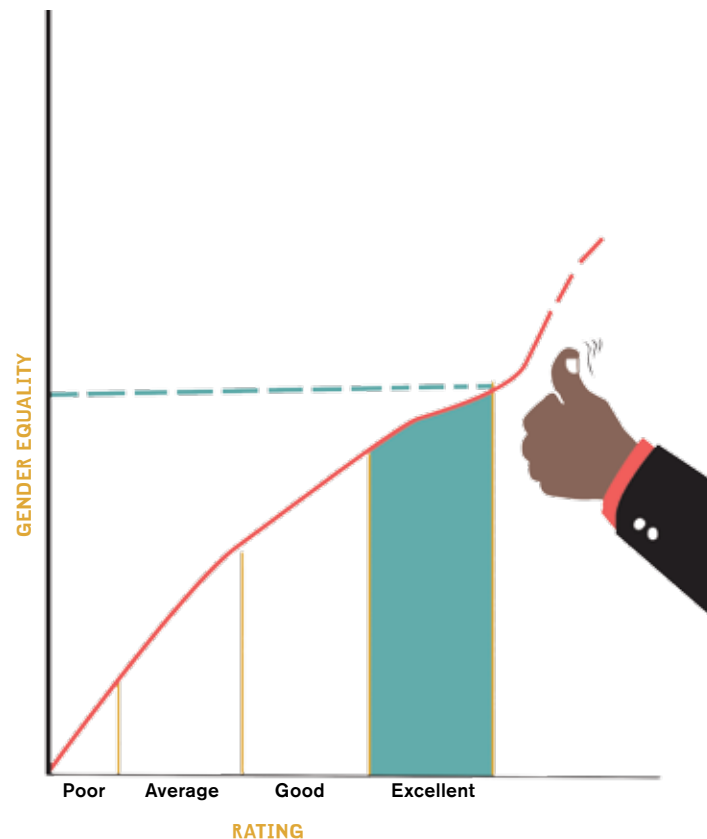
Gender audit

Illustration: Gender Audit: Tracking progress towards achieving gender equality.

It is the analysis and evaluation of policies, programmes and institutions in terms of how they apply gender related criteria. It assesses the extent to which gender equality is effectively institutionalised in the policies, programmes and organisational structures and proceedings (including decision making processes) and in the corresponding budgets. It considers whether internal practices and related support system for gender mainstreaming are effective and reinforce each other when they are being followed.

It is a process for promoting organisational learning on gender mainstreaming practically and effectively. Gender audit considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other.

It monitors and assesses the relative progress made in gender mainstreaming by:

- Establishing a base line;
- Identifying critical gaps and challenges for the organisation/organisation's unit/ department;
- Recommending ways of addressing them;
- Suggesting possible improvements and innovations;
- Documenting good practices towards the achievement of gender equality.

Gender audit enhances the collective capacity of the organisation to examine its activities from a gender perspective and identify strengths and weaknesses in promoting gender equality.

It monitors and assesses the relative progress made in mainstreaming gender and helps to build organisational ownership for gender equality initiatives and sharpens organisational learning on gender.

The gender audit process is a tool to help organisations assess where they are and what they need to do to increase gender equity in their programming and internal organisational processes. It enables organisations to not only get the information they need for action planning but to also build commitment to move ahead with all parties on board.

Four important elements in transforming gender blind organisations into gender responsive ones are:

a. **Political will:** Ways in which leaders use their position of power to communicate and demonstrated their support, leadership, enthusiasm for and commitment to working toward gender equality in the organisation.

b. **Technical capacity**: Evidenced in the staff increased skills in gender analysis, adoption of new systems for gender disaggregated data and the development of gender sensitive tools and procedures necessary to carry out the practical aspects of gender mainstreaming for enhanced programme quality and level of institutionalisation of gender equitable organisational processes.

c. **Accountability:** Mechanisms by which an organisation determines the extent to which it is "walking the talk" in terms of mainstreaming gender equality in its programmes and organisational structures.

d. **Organisational culture:** It is the norms, culture, beliefs and codes of behaviour in an organisation that support or undermine gender equality. It includes how people relate, what are seen as acceptable ideas, how people are expected to behave and what behaviours are rewarded. It is evidenced in gender balanced staff, a gender sensitive governance structure and the equal valuing of women and men's working styles.

Mainstreaming gender equality in an organisation's activities and structures has dimensions that are both external and internal to the organisation itself:

- External dimension Weakness, Opportunities gender mainstreaming fosters the inclusion of and benefits to women and men who participate in or who are affected by an organisation's projects, services or initiatives.

- Internal dimension – gender mainstreaming promotes women's leadership and equality within the organisation's policies and structures and provide benefits for both women and men in the process.

After conducting the gender audit, hold discussions and planning sessions which should include:

- A review of the gender audit results – examine the reflection of the questionnaire results including the recommendations proposed by the staff – this should be summarised into the four key categories – accountability, organisation culture, political will and technical capacity.

- A discussion of the action steps to address identified weaknesses and gaps and enhanced steps.

Gender equality evaluation sheet

		Yes	No	Not sure
1.	**PROGRAMMING**			
A.	**Planning and design (focus on the procedures and methods used by your organisation to conceptualise, design and monitor programmes)**			
1.	Is gender mandated by your organisation to be included in all projects/programmes?			
2.	Is a situation analysis with sex disaggregated data carried out before setting the objectives? Is the analysis conducted from a gender perspective?			
3.	Are gender equality goals and objectives included in programme/project design?			
4.	Does the problem analysis identify patterns of gender discrimination and exclusion to describe the situation of women, girls, men and boys?			
5.	Does the selection of target groups consider gender based interests and needs?			
6.	Have women and men been equitably consulted in assessing the usefulness of the programme activities?			
B.	**Programme implementation (focus on how projects actually operate in the field)**			
1.	Do the project implementation plans include activities that specifically strengthen skills and provide women/girls with equal access to services and training?			
2.	Do the project implementation plans include activities that specifically strengthen skills and provide men/boys with equal access to services and training?			
3.	Do the project implementation plans take into account existing gender roles and interests of both female and male participants?			
4.	Have financial and/or technical resources been allocated to promote gender equality?			
5.	Does the programme address issues of inequality and discrimination between women, girls, men and boys and analyse underlying causes of gender inequalities, if these are identified in the situation analysis?			
6.	Does the programme include strategies to work with men and boys to support women's and girls' rights and gender equality?			
7.	Does the programme include training for implementing partners/groups/staff to enable them to identify solutions for the different vulnerabilities facing women, girls, boys and men?			
8.	Female beneficiaries of my organisation's programmes/projects/initiatives value and see our programmes/projects/initiatives as beneficial to their lives?			
9.	Male beneficiaries of my organisation's programmes/projects/initiatives value and see our programmes/projects/initiatives as beneficial to their lives?			
C.	**Technical expertise (focus on the level of the staff's expertise in gender analysis and evaluation)**			
1.	Do programme inputs reflect gender related responsibilities and expertise?			
2.	Is there a person or department responsible for gender in your organisation?			
3.	Do the staff in your organisation have the necessary knowledge, skills and attitude to carry out their work to include gender?			
4.	Is adequate training in gender planning and analysis provided for project staff?			
5.	Do the project/programme planning, monitoring, evaluation and advisory teams in my organisation include at least one person with specific expertise in gender issues?			

		Yes	No	Not sure
D.	**Monitoring and evaluation (focus on the extent to which gender disaggregated data and information is incorporated in the monitoring and evaluation of your organisation's projects and on programme outcomes)**			
1.	Is sex disaggregated data collected for projects and programmes?			
2.	My organisation's programmes/projects contribute to the empowerment of women/girls and the changing of unequal gender relations.			
3.	Does the programme evaluation and monitoring require assessments of the differential impact of activities on girls, women, boys and men?			
4.	Does the monitoring system include qualitative and quantitative gender sensitive indicators?			
5.	Are gender dimensions reported systematically on programme effectiveness?			
6.	Are gender experts included as part of a programme evaluation team?			
7.	Are gender equality issues included in all review meetings?			

8.	My organisation's programmes/projects contribute to increased gender equality in the following areas:
	    a. Material well-being
	    b. Access to resources
	    c. Access to training
	    d. Participation in decision making
	    e. Self-respect/legal status
	    f. Control over resources/benefits			

9.	My organisation's programmes/projects collect sex-disaggregated data in the following areas:
	    a. Material well-being
	    b. Access to resources
	    c. Access to training
	    d. Participation in decision making
	    e. Self-respect/legal status
	    f. Control over resources/benefits
	    g. Participation in the public sector
	    h. Beneficiaries view of the project's benefit to their lives			

2.	**ORGANISATION**			
E.	**Gender policy (focus on the nature and quality of your organisations gender policy)**			
1.	Does your organisation have a gender policy that affirms a commitment to gender equality?			
2.	Does your organisation's gender policy have an operational plan that includes clear allocation of resources (budget), responsibilities and time for monitoring and evaluation?			
3.	Is gender taken into account during strategic planning for organisational activities?			
4.	Everyone on my organisation feels ownership over the gender policy.			
F.	**Staffing (gender composition of staff in your organisation)**			
1.	Is there a good balance of female and male represented in senior management?			
2.	Women and men are both strongly represented on my organisation's board			

		Yes	No	Not sure
3.	Are there proactive strategies implemented to promote women into senior management positions?			
4.	Are there proactive strategies implemented to promote men into senior management positions?			
G.	**Human resources (focus on the human resources and the level and extent of gender equality in hiring considerations and personnel related matters)**			
1.	Does your organisation have a written equal opportunity policy?			
2.	Is there a paternity leave policy?			
3.	Are staff encouraged to take advantage of paternity leave?			
4.	Are staff encouraged to take advantage of maternity leave?			
5.	Is there a child care and dependent care leave policy?			
6.	Do job descriptions for professional positions include a skill requirement related to gender in development?			
7.	Is gender a measure included in a professional staff's job performance criteria?			
8.	Is there training for staff in gender awareness and sensitisation?			
9.	Is there training of senior management and members of your board to institutionalise gender equality in management?			
10.	Management is commitment to promoting female representation at senior levels of my organisation including the board?			
11.	There has been an increase in gender expertise of staff in my organisation.			
12.	Good performance in my organisation in the field of gender is rewarded in my organisation.			
H.	**Advocacy, public relations and communications (quality and gender sensitivity in your organisation's communication and advocacy campaigns)**			
1.	Is gender equality incorporated in your organisation's communications, fund-raising and media strategies?			
2.	Is a gender perspective reflected in your publications for example reports, newsletters, books, brochures?			
3.	Are advocacy campaigns and initiatives planned and informed by a gender equality perspective?			
I.	**Financial resources (the level of resources in your organisation that are budgeted specifically for gender equality)**			
1.	Has your organisation budgeted adequate financial resources to support its gender mainstreaming and integration work?			
2.	Are adequate financial resources allocated for implementation of your organisation's gender policy at all levels?			
3.	Is staff training on gender equality and gender analysis systematically and consistently budgeted for in your organisation?			
J.	**Organisational culture (the level of gender sensitivity in the culture of your organisation)**			
1.	Does your organisation encourage gender sensitive behaviour and procedures to prevent and address sexual harassment?			
2.	Is staff in your organisation committed to the implementation of a gender policy?			
3.	There is gap between how women and men in my organisation view gender.			

	Yes	No	Not sure
4. The staff in my organisation are enthusiastic about the gender work they do.			
5. The staff in my organisation think that the promotion of gender equality fits into the image of our organisation.			
6. Women in my organisation feel that the organisation is women friendly.			
7. Men in my organisation feel that the organisation is men friendly.			
8. My organisation could do much more that it is currently doing to institutionalise gender equality.			
9. Meetings in my organisation tend to be dominated by female staff.			
10. Meetings in my organisation tend to be dominated by male staff.			
11. In my organisation, males have a much easier time establishing personal and professional networks within the organisation that do females.			
12. In your organisation, what are the three characteristics of an ideal worker? 　i. 　ii. 　iii.			
13. What do you think your organisation should do to fully integrate gender equality?			
14. Please describe any successes or challenges you have experienced in integrating gender in programming or other aspects of work in your organisation			
Demographics 1. Are you male or female? 2. What is your position in your organisation? 3. What is your age? 4. How long (many years) have your worked at your organisations?			

Feedback and reporting:

At the end of the audit process, prepare a summary report for the exercise pointing out the main findings of the assessment while highlighting the major key areas of good practice in gender mainstreaming as well as key areas for improvement. The team validates the areas in which the work unit is doing well and point the examples of good practices on which they can build. In highlighting the areas for improvement, the teams identify and verify the possible practical changes that could be made and how they could be achieved. These findings and recommendations should be well and systematically presented under the key areas of analysis. The recommendations should:

■ Be numbered and limited;

■ Be simply formulated, relevant and useful;

■ Not be too general but specific to the programme evaluated;

- Specify who is called upon to act;
- Specify which action is needed to remedy the situation that needs improvement;
- Distinguish the priority of importance of single commendations;
- Specify the recommended time frame for follow up;
- Acknowledge where there are resource implications.

Checklist/outline for gender policy

- **Cover page**

- **Table of content**

- **Introduction**

- **Background & justification**: Highlight gender issues that are related to your intervention. Develop a justification to include convincing argument for the gender equality policy.

- **Goal**: Propose a goal for the gender equality policy. Does the goal seek to correct the gender imbalances through addressing practical needs of women and men? Does the goal seek to transform the institutions (social, cultural, economic and others) that perpetuate gender inequality?

- **Target Beneficiaries**: Who is the policy seeking to address – is it among the staff of the organisation, the members affiliated to the organisations (those that the organisation seeks to serve) or both? Is there a gender balance within the target beneficiary group?

- **Objectives**: Develop SMART objectives (Specific, Measurable, Achievable, Realistic and with clear Timelines for achieving them) that will help achieve the desired goal as stated above. Do your objectives address internal institutional barriers to gender equality as much as they address gender inequality among the target beneficiaries that the organisation seeks to serve?

- **Activities**: Do the planned activities involve both women and men? Will they contribute to the realisation of each of the objectives?

- **Indicators**: Develop indicators to measure progress towards the fulfilment of each objective. Are the indicators sex disaggregated? Are targets set to guarantee a sufficient level of gender balance in activities?

- **Implementation**: Clearly indicate who and when the planned interventions will be implemented. Have these persons received training? Will both women and men participate in implementation?

- **Monitoring and evaluation**: Are the monitoring tools gender sensitive – do they provide for collection and analysis of sex disaggregated data? Will it examine both the substantive (content) and the administrative (process) aspects of the policy interventions?

- **Budget**: What will be the budgetary implication for the implementation of the gender policy?

- **Communication strategy**: Develop a communication strategy for informing your target audience, partners and stakeholders about the existence, progress and the results of the gender equality policy.

- **Accountability framework:**

- **Policy review:**

- **Annexes:**

6. Sexual harassment

Sexual harassment refers to unwelcome sexual advances, comments of sexual nature, request for sexual favours and harassment or comments about an individual's gender, all of which create a hostile work environment. In most cases, sexual harassment is perpetrated by someone in a position of power or authority, whether by social, political, or educational differences, difference in age, or an employment relationship.

Consent is a freely and affirmatively communicated willingness to participate in particular sexual activity or behaviour, expressed either by words or clear unambiguous actions. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent is not produced by the use of physical force, compelling threats, intimidating behaviour or coercion.

Common relationships in sexual harassment include:

- **Perpetrator**: employer, co-worker, client, teacher.
- **Victim**: male or female, person in an inferior role, someone other than the person being harassed such as a witness to sexually harassing behaviour.
- **Place**: workplace, school, university, public spaces or other location.
- **Gender**: both perpetrators and victims may be of either gender and the perpetrator is not necessarily someone of the opposite gender.

There are two forms of sexual harassment:

1. Quid Pro Quo (this for that) – when a person's submission to or rejection of sexual advances has a positive or negative effect on their employment/education/service. For example, when an employee is made to believe that a promotion is likely if the employee goes on a date with the employee's supervisor.

2. Hostile environment – occurs when unwelcome conduct of sexual nature creates an intimidating, threatening, offensive or abusive working or learning environment which may or may not threaten one's employment or education. While a person engaging in harassing behaviour most often has some form of power or authority over the person engaging in harassing behaviour, that is not always the case. The harasser can be a peer of the person being harassed. Sometimes the harasser is harassing a person who has power over them. For example, pervasive unwelcome sexual comments or jokes that continue even though the recipient has indicated that those behaviours are unwelcome.

Illustration: Are there clear work place reporting structures for sexual harassment?

Examples of sexual harassment:

- Sharing sexually inappropriate images or videos such as pornography with co-workers.
- Displaying inappropriate sexual images or posters in the workplace.
- Making sexual comments about appearance, clothing or body parts.
- Unwanted deliberate touching, leaning over, cornering or pinching.

To have a conducive working environment that is free of sexual harassment:

- The definition of sexual harassment must be clear and understandable to all employees.
- Structure a reporting channel which is friendly to complaints. These should be different from the normal hierarchy.
- Investigations and disciplinary procedures should be effected in a short time frame, dragging cases further traumatises complainants.
- Set and effect strong penalties. This will send a message to both complainants and perpetrators that the organisation/institution takes sexual harassment seriously.
- Provide counselling where possible.
- Conduct awareness raising programmes to sensitise both women and men at all levels of the organisation/institution.
- Provide possibility for reporting cases anonymously

Test your sexual harassment in the workplace

Answer true or false to the following questions:

1	**True**	**False**	If no one complains, then it's not sexual harassment.
2	**True**	**False**	It cannot be sexual harassment if both parties are the same gender.
3	**True**	**False**	Quid Pro Quo harassment occurs when a female boss tells dirty jokes to the other women in the office.
4	**True**	**False**	Sexual harassment is prohibited by law and is also prohibited by my employer's policy.
5	**True**	**False**	Sexual harassment can only come from a boss or a co-worker.
6	**True**	**False**	Sexual harassment involves offering job benefits in exchange for sexual favours, or alternatively threatening a person's job if they don't agree to the offer.
7	**True**	**False**	If someone is offended by my behaviour in the break room, they should take their break elsewhere, or at another time. I am not "working" while I'm on my break and I have a right to freedom of speech.
8	**True**	**False**	If most people find a comment amusing and inoffensive, then the one person who is offended does not have a right to complain about harassment.
9	**True**	**False**	It is unlawful, and a violation of the company's policy, to retaliate against someone who resists unwelcome behaviour, files a complaint about harassment or perceived harassment or participate in an investigation.
10	**True**	**False**	Employees are subject to disciplinary action, up to and including termination for engaging in unlawful harassment or discrimination.

Annexe 1

International human rights instruments

Vi Agroforestry applies the Human Rights-Based Approach (HRBA) in all its work hence the emphasis in addressing the root causes of poverty. The purpose of HRBA is to empower girls, boys, women and men to claim their human rights (as right holders) and to increase the capacity of those who are obliged to respect, promote, protect and fulfil those rights (as duty bearers).

International human rights instruments are treaties[1] and other international documents relevant to international human rights law and the protection of rights in general. They can be classified into two categories*: declarations*, adopted by bodies such as the United Nations General Assembly, which are not legally binding and *conventions* which are legally binding instruments concluded under the international law. International treaties and declarations can over time, obtain the status of customary international law.

International Human Rights can further be divided into global instruments, to which any state in the world can be a party, and regional instruments which are restricted to states in a particular region of the world.

The Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights are sometimes referred to as the International Bill of Rights.

The International Bill of Human Rights

It consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and its two Optional Protocols.

Universal Declaration of Human Rights

It was adopted and proclaimed on 10 December 1948 by the General Assembly. The declaration arose directly from the experience of the Second World War and consists of thirty articles which have been elaborated in subsequent international treaties, economic transfers, regional human rights instruments, national constitutions and laws. It has come to be recognised as a historic document articulating a common definition of human dignity and values. The Declaration is a yardstick by which to measure the degree of respect for, and compliance with international human rights standards everywhere on earth. It preserves validity for every member of the human family, everywhere, regardless of whether or not governments have formally accepted its principles of ratified the covenants.

International Covenant on Economic, Social and Cultural Rights

It entered into force on 3rd January 1976. It is the primary international legal source of economic, social and cultural rights. It recognises and protects the right to: work, to just and favourable working conditions, join trade unions and take collective labour action, social security, protection of the family especially mothers, children and young persons, an adequate standard of living, food, housing, health, education as well as the right to participate in cultural life and the right to benefits of science and culture.

International Covenant on Civil and Political Rights

It was entered into force on 23rd March 1976. It lays down that no one is to be subjected to torture or to cruel, inhuman or degrading treatment or punishment, prohibits slavery, no one is to be forced to perform compulsory labour.

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1 A treaty is an agreement under international law entered into by actors in international law. It may also be known as an international protocol, agreement, and covenant.

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

It was adopted in 1979 by the United Nations General Assembly and it entered into force as an international treaty on 3rd September 1981. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

> *The convention defines discrimination as "any distinction or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field".*

It spells commitment for states to undertake a measure of series to end discrimination against women in all forms including:

- To incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- To establish tribunals and other public institutions to ensure the effective protection of women against discrimination and;
- To ensure elimination of all acts if discrimination against women by persons, organisations or enterprises.

The Convention provides the basis for realising equality between women and men through ensuring women's access to, and equal opportunities in, political and public life including the right to vote and to stand for election as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures so that women can enjoy all their human rights and fundamental freedoms.

The Convention affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. State parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

International Labour Organisation (ILO) conventions

The International Labour Organisation (ILO) is devoted to promoting social justice and internationally recognised human and labour rights, pursuing its founding mission that social justice is essential to universal and lasting peace. The main aims of ILO are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

The Gender, Equality and Diversity Branch (GED) is responsible for promoting equality and respect for diversity in the world of work. GED expertise focuses on issues related to equal opportunities and treatment for all women and men in the world of work, and eliminating discrimination based on gender, race, ethnicity, indigenous identity and disability. The branch provides policy advice, tools, guidance and technical assistance to constituents including respect to promoting more inclusive work places, and ensuring that policies, programmed and institutions are gender-responsive. GED coordinates the ILO Action Plan for Gender Equality, which is the results-based tool for operationalising the 1999 policy on gender equality and mainstreaming in the International Labour Office.

Beijing Platform for Action (Beijing Declaration 1995)

The Beijing Platform for Action, adopted in 1995, is an agenda for women's empowerment. The platform for action recognises that women face barriers to full equality and advancement because of factors such as their race, age, language, ethnicity, culture, religion or disability because they are indigenous or because of other status. Many women

encounter specific obstacles related to their family status, socio-economic status including their living conditions in rural or impoverished areas. Many women are also particularly affected by environmental disasters, infectious diseases and various forms of violence against women.

There are 12 critical areas of concern identified by the Platform for Action: women and poverty, education and training of women, violence against women, women and armed conflict, women and the economy, women in power and decision making, institutional mechanisms for the advancement of women, human rights of women, women and the media, women and the environment and the girl-child.

Equality between women and men is a matter of human rights and a condition for social justice and is also a necessary and fundamental prerequisite for equality, development and peace. A transformed partnership based on equality between women and men is a condition for people-centred sustainable development.

Sustainable Development Goals – the 2030 Agenda for Sustainable Development

The Sustainable Development Goals (SDGs) otherwise known as the global goals are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. It envisions a world of "universal respect for human rights and human dignity" and a world in which "every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed".

The 2030 agenda asserts that gender equality is not only a fundamental human right, but as a necessary foundation for a peaceful, prosperous and sustainable world. Therefore, gender equality is not just the focus of Sustainable Development Goal 5 "Achieve Gender Equality and Empower all Women and Girls"; it is also integrated throughout the SDGs.

Regional commitments

At the regional level, African governments and non-governmental organisations (NGOs) contribute to the formulation and the adoption of the global commitments. In addition, African governments reaffirmed their commitments by signing the following instruments:

- *African Charter on Humans and People's Rights 1981 –* also known as the *Banjul Charte*r: It's an international human rights instrument that is intended to promote and protect the rights and basic freedoms in the African continent.
- *The Protocol 2 to the African Charter on Human and People's Rights on the Rights of Women in Africa 2003 –* also known as *The Maputo Protocol:* It was adopted by the African Union on 11 July 2003. It guarantees comprehensive rights to women including the right to take part in the political processes, to social and political equality with men, improved autonomy in their reproductive health decisions and an end to female genital mutilation.

National commitments

Gender equality is ingrained in the constitutions of most African countries. These constitutions prohibit discrimination on account of sex, race, ethnicity, disability, age and other variables. In addition, most countries have signed and ratified the global conventions listed above, thereby committing to review, amend or abolish national laws to bring them to conformity with these conventions. All countries where Vi Agroforestry operates have national gender policies, in addition to sectoral policies in key areas such as agriculture, environment, natural resources which give more specific guidelines on critical gender issues that must be addressed.

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2 A protocol is a treaty or international agreement that supplements a previous treaty or international agreement. It can amend the previous treaty, or add additional provisions.

Annexe 2

Gender mainstreaming checklist

1. *Background and justification:* Is the gender dimension highlighted in the background information to the intervention? Is all the data in the situation analysis disaggregated by sex? Does the justification include convincing arguments for gender mainstreaming and gender equality?

2. *Goals:* Does the goal for the proposed intervention reflect the needs of both women and men? Does the goal seek to correct gender imbalances through addressing practical needs of women and men? Does the goal seek to transform the institutions (social and other) that perpetuate gender inequality?

3. *Target beneficiaries:* Except where interventions specifically target women or men as a corrective measure to enhance gender equality, is there gender balance within the target beneficiary group?

4. *Objectives:* Do the intervention objectives address the needs of both women and men?

5. *Activities:* Do planned activities involve both women and men? Are there additional activities needed to ensure that a gender perspective is made explicit?

6. *Indicators:* Have indicators been developed to measure progress towards the fulfilment of each objective? Do these indicators measure the gender aspects of each objective? Are indicators sex disaggregated? Are targets set to guarantee a sufficient level of gender balances in activities?

7. *Implementation*: Who will implement the planned intervention? Have these partners received gender mainstreaming training so that a gender perspective is sustained throughout implementation/will women and men participate equally in the implementation?

8. *Monitoring and evaluation:* Does the monitoring and evaluation strategy include a gender perspective? Will it examine both the content and the process aspects of the intervention?

9. *Risks:* Has the greater context of gender roles and relations within society been considered as a potential risk? Has the potential negative impact of the interventions been considered (e.g. potential increased burden on women or social isolation of men?

10. *Budget:* Have financial inputs been assessed to ensure that both women and men will benefit from the planned intervention? Has the need to provide gender sensitivity trainings or to engage short-term gender experts been factored in to the budget?

11. *Annexes:* Are any relevant research papers included as annexes (particularly those that provide sound justification for your attention to gender)?

12. *Communication strategy:* Has a communication strategy been developed for informing various publics about the existence, progress and results of the project from a gender perspective?

Sexual harassment

1. If no one complains, then it's not sexual harassment – **FALSE**
    Sexual harassment in unwelcome conduct of a sexual nature. Just because no one complain does not mean that it does not exist.

2. It cannot be sexual harassment if both parties are the same gender – **FALSE**
    Harassment can exist between the same sex and between the opposite sex.

3. Quid Pro Quo harassment occurs when a female boss tells dirty jokes to the other women in the office – **FALSE**
    Quid Pro Quid means "this for that" and consists of exchanging job benefits for sexual favours or threatening to deny job benefits if sexual favours are not given.

4. Sexual harassment is prohibited by law and is also prohibited by my employer's policy – **TRUE**
    Whereas sexual harassment is prohibited by law, it is important to that this too is prohibited by the employer.

5. Sexual harassment can only come from a boss or a co-worker – **FALSE**
    Sexual harassment can exist at all levels of an organisation.

6. Sexual harassment involves offering job benefits in exchange for sexual favours, or alternatively threatening a person's job if they don't agree to the offer – **TRUE.**

7. If someone is offended by my behaviour in the break room, they should take their break elsewhere, or at another time. I am not "working" while I'm on my break and I have a right to freedom of speech – **FALSE**
    It is not your right to make discriminatory or harassing comments in the workplace.

8. If most people find a comment amusing and inoffensive, then the one person who is offended does not have a right to complain about harassment – **FALSE**
    Harassment and discrimination laws protect everyone in the workplace.

9. It is unlawful, and a violation of the company's policy, to retaliate against someone who resists unwelcome behaviour, files a complaint about harassment or perceived harassment or participate in an investigation – **TRUE.**

10. Employees are subject to disciplinary action, up to and including termination for engaging in unlawful harassment or discrimination – **TRUE.**

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