

How to reflect different roles, needs and priorities of men and women in development, humanitarian, educational and awareness-raising projects

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This document is intended for the Ministry of Foreign Affairs (MFA), Czech Development Agency (CZDA), coordinators and evaluators of the official development assistance (ODA). Its aim is to provide examples how to reflect gender-specific needs and roles of men and women / girls and boys in planning, implementing, monitoring and evaluating projects and programmes. It is built upon five years of experience of the Gender Work Group at the Czech Forum for Development Cooperation (FoRS). Furthermore, it adds the perspective of experienced evaluators from the Czech Evaluation Society (CES).

Women still suffer from poverty and exclusion more than men



According to the United Nations¹, 60 % of people living in extreme poverty are women. Even though they make up more than 50 % of world's population, they only possess 2 % of the world's wealth. Women are also small-scale food producers; however, their access to farmland, water, seeds, technology and financial resources is limited. They also give approximately 90 % of their income to their families and communities whereas men only give from 30 to 40 %². At the same time, their participation in decision making is very limited at all levels. Recently, there have been some positive changes, e.g. more girls were enrolled in basic schools and in some regions, the number of female members of parliament has also risen. Still, women and girls especially from the most poverty-stricken and conflict-ridden areas benefit less from the implementation of the Millennium Development Goals (although the accessible data often do not take gender into consideration). Moreover, women are often subjected to discrimination and violence, they are more likely to end their studies prematurely and their access to information is often restricted. They are also more afflicted with the global economic crisis, climate changes or natural disasters.³

Reflecting gender means supporting human rights

Mainstreaming gender in ODA and humanitarian aid contributes to poverty eradication, human rights and social justice in the World. Gender does not focus only on women but also on men. While planning, monitoring and evaluating projects, it is therefore necessary to examine the roles and responsibilities of both women and men in the context of a specific culture.⁴

Gender⁴ stands for socially influenced differences between men and women.

¹ UNDP: Gender and Poverty Reduction (visited on 12 April 2014)

http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_gender_and_poverty.html

² OECD DAC Guiding Principles for Aid Effectiveness, Gender Equality and Women's Empowerment (2008)

<http://www.oecd.org/dac/gender-development/42310124.pdf>

³ UNWomen: Challenges and achievements in the implementation of the Millennium Development Goals for women and girls, 3/2014, <http://www.unwomen.org/~media/Headquarters/Attachments/Sections/CSW/58/CSW58-agreedconclusions-advanceduneditedversion.pdf>, UNDP: Gender and Disasters (2010),

<http://www.undp.org/content/dam/undp/library/crisis%20prevention/disaster/7Disaster%20Risk%20Reduction%20-%20Gender.pdf>

⁴ Horký, Ondřej – O'Sullivan, Míla: Genderová rovnost a posílení postavení žen. Cesta ke spravedlivější a efektivnější rozvojové spolupráci. (Gender Equality and Women's Empowerment. A Journey towards a Fairer and more Effective Development Cooperation, FoRS Policy Brief (2010), <http://www.fors.cz/wp-content/uploads/2014/04/FoRSGenderPolicyBrief2010.pdf> (in Czech)

Gender is a cross-cutting issue of ODA, but the practice lags behind

The Czech Government committed itself (in the ODA Strategy for 2010–2017⁵) to supporting gender equality on all levels. This includes gender mainstreaming in all projects as well as special projects aimed at women empowerment. Nevertheless, on the basis of the analysis of 16 out of the 21 evaluation reports produced for the Government from 2012 to 2013, the Czech Evaluation Society⁶ came to the conclusion that gender mainstreaming in projects and evaluations is rather limited.

Evaluations mostly focused only on attendance of women and men / girls and boys. However, according to some project managers and evaluators, it is not always possible to insist on equal participation in activities. For instance, some trades and crafts are typically associated with men, other with women. Therefore even a minor participation of the other gender can be considered a success. Further, the evaluations often lacked an assessment of gender-specific needs, roles and benefits for women and men. Some evaluations were more concerned with subjective impressions than with facts.

On the other hand, several evaluation reports apparently used more criteria:

- The evaluation of a project concerning prevention of floods in Moldova revealed and appreciated equal participation of men and women in accordance with their roles and job descriptions. In this case, both men and women were instructed in disaster risk reduction. Roughly 80 % of the employees were women.⁷
- During the evaluation of a project dealing with socio-economic stabilization in Mongolia it was discovered that women were able to work or do other activities thanks to their children being taken care of in new mobile kindergartens. Later, both boys and girls from the pastoral communities found it easier to adapt to basic schools.⁸
- The evaluation of a project focusing on prevention and early diagnosis of breast and cervical cancer in Georgia appreciated an equal access to health care for all women in the given regions, both local and internally displaced, regardless of their age. On the other hand, it highlighted that men were not directly involved (the statistics concerning awareness-raising did not include gender as a parameter) even though they indirectly influenced the diagnosis and the subsequent medical treatment. Furthermore, it stated that several women would welcome a similar project targeted at men, e.g. at prostate cancer.⁹
- The evaluation of a project that supported an agricultural service centre in Georgia pointed out its limited impacts caused by cultural, religious and legal influences concerning particularly division of labour. Still, both men and women benefited from a relative decrease of manual labour thanks to technology. According to the evaluators, any further improvement would require additional capacity, time and funding.¹⁰

⁵ Czech MFA: Development Cooperation Strategy of the Czech Republic 2010–2017, <http://bit.ly/1PiTOgZ>

⁶ Czech Evaluation Society, January 2014, www.czecheval.cz

⁷ Evaluation report of the project „Monitoring surface water and flood protection in the Reut River Basin 2006 – 2008“, <http://bit.ly/1F1waMu> (in Czech, incl. summary, main findings and recommendations in English)

⁸ Project Evaluation Report „Socio-economic stabilisation of geographically and socially isolated communities in 2008–2010“, English summary at http://www.mzv.cz/file/961468/MNG_1_D_ENsummary.pdf

⁹ Project Evaluation Report “Promotion of prevention and early detection of breast and cervical cancer among women in the regions of Samegrelo and Shida Kartli II” 2011–2013, <http://bit.ly/1N7UAY4>

¹⁰ Project Evaluation Report “Establishment and Support of a Rural Service Centre in the Khulo District, the Autonomous Republic of Adjara, Georgia” 2011–2012, <http://bit.ly/1HypmtP>

It is necessary to reflect gender in planning, implementation, monitoring and evaluation

The above mentioned analysis leads to the conclusion that gender has to be reflected in every phase of the project cycle. To evaluate different roles of women and men / girls and boys on the national, community and household levels, **gender analysis**¹¹ is applied.

The UNDP¹² recommends following three basic principles:

- 1) to determine the differences between men and women and their causes,
- 2) to explain the effects they have on development, thus increasing the relevance of the findings above all for decision makers and
- 3) to suggest solutions including effective ways of implementation.

During the planning phase of the ODA projects and programmes, a gender analysis provides qualitative and quantitative data separately for men and women. It also points out the causes of inequalities, different needs, access to resources, priorities of women and men and the possibilities of engaging them in the project. Besides incorporating gender as a cross-cutting issue, the project can then provide specific activities for women or men. During monitoring, the gender analysis helps in keeping the track of the level of awareness men and women have about the project. It also helps to monitor their involvement in project activities and in decision-making. Further, it reveals to what extent the gender-related objectives are being achieved or what new gender-related questions arose and how they can be solved. During the evaluation, gender analysis assesses compliance with gender indicators and further various effects of the evaluated project, both expected and unexpected.

Gender criteria and questions¹³

The following approach (so called **gender mainstreaming**) does not deal only with women and their participation in projects. It focuses on relationships between women and men and supports equal development, where men and women share resources. It also deals with equal possibilities, power and decision-making. Project managers, but also CZDA, Czech MFA and evaluators can use the following criteria¹⁴ to assess whether gender was taken into account during a given phase of the project or programme cycle. The gender criteria (see the box on the right) can help CZDA assess project applications. MFA can apply them when commissioning evaluations.

Gender Criteria

1. *Contextual factors and specific needs of women and men; girls and boys*
2. *Access to resources and decision-making concerning their utilization*
3. *Involvement of men and women and their influence on decision-making*
4. *Benefits of the Project*

¹¹ Gender Mainstreaming in Development Cooperation, Practical Manual, Open Society p. b. c. – ProEquality Centre (2010), <http://bit.ly/1c8TsZF>

¹² UNDP: Gender Mainstreaming in Practice. A Handbook, UNDP Regional Centre for Europe and the CIS (2005), <http://bit.ly/1erH5cR>

¹³ Horký, Ondřej – O'Sullivan, Míla (p. 62–63), FoRS Policy Brief (page 3, note 4) and UNDP Gender Mainstreaming in Practice (page 138, note 13), EQUAL Guide on Gender Mainstreaming, the European Commission (2004), <http://bit.ly/1c8Sfl3>, adapted by the FoRS Gender Working Group and Czech Evaluation Society.

¹⁴ Ibid

Possible Questions

Below are examples of questions which can be asked during each phase of the project cycle. For further inspiration, existing lists of questions for individual sectors can be used, i.e. **Gender Checklists**.¹⁵

1. **Contextual factors and specific needs of women and men / girls and boys**

- ✓ What specific needs and priorities of women and men / girls and boys have been identified?
- ✓ How did the project incorporate them during planning / implementation / evaluation?
- ✓ Is it, for example, advisable to talk to women, men, girls and boys separately?
- ✓ What other factors, for example cultural, religious, institutional, political, legal and others, influence the relationships between men and women?

2. **Access to resources and decision-making concerning their utilization**

- ✓ Who has a formal employment and who has an informal one?
- ✓ What access do women and men have to resources such as land, property, income, loans, information, education, time, communications technology, social services, job opportunities etc.?
- ✓ Who decides about their utilization?
- ✓ What is the division of labour in the given sector?
- ✓ Do women and girls have other roles and responsibilities than men and boys?

3. **Involvement of men and women and their influence concerning decision-making**

- ✓ To what extent were men and women involved in the individual project activities?
- ✓ Were they consulted on the subjects of problem identification, planning, implementation and evaluation of the project?
- ✓ If there was an uneven representation of women and men in the management, what effects did it have?
- ✓ Did the project fully use the potential of both women and men?

4. **Benefits of the Project**

- ✓ What expected and unexpected, positive and negative effects did / will the project have on women and men / girls and boys?
- ✓ How do women and men perceive these effects? What are the differences?
- ✓ How did / will the position of women and girls change in economic, political, social and family terms?
- ✓ In what way, if at all, will / did the project help fight prejudice and stereotypes? How did it promote equality and equity?
- ✓ What negative effects did the project have (e.g. increase in domestic violence caused by the involvement of women in public activities, molestation of girls on their way to school or at the newly built public toilets etc.)?
- ✓ Will the positive effects last even after the project ends? What are the sustainability factors?
- ✓ How will both men and women learn about the results of the project, its successes and failures?

With regard to the aforementioned facts, it is desirable to analyse the key differences in more detail:

- ✓ What complex causes can the identified differences have?
- ✓ What complex effects can these differences have?
- ✓ How can the project work with these differences / how did it work with them?
- ✓ How did / will these factors influence the activities, outcomes, results and effects of the project?

¹⁵ See e.g. the sector lists of questions and tools of the Asian Development Bank, <http://www.adb.org/themes/gender/checklists-toolkits> or the Gender Checklist of the Bill & Melinda Gates Foundation https://genderedinnovations.stanford.edu/images/Gender_Checklist.pdf or the lists of UNDP: Gender Mainstreaming Handbook <http://un.by/pdf/Checklist.ppt> (visited on 12 April 2014)

It is unlikely that the project will be able to include all the complex causes of the differences. In such case it is advisable to decide which factors could directly influence the project and which will have to be monitored as a part of risk management.

Specific questions related to introducing payment for health care



Mother and her child taking part in an HIV prevention programme in a Kenyan hospital (photo: Inka Píbilová)

UNDP¹⁶ gives an example of hospitals which introduced a small fee for health services.

Without a sufficient gender analysis, this step may appear as a measure leading to a more efficient and accessible health care.

If, however, a gender analysis reveals that the fee restricts the access of certain groups of people to health care, the measure doesn't in fact increase its accessibility.

It is advisable to ask the following questions:

- ✓ Who uses health care more – men or women?
- ✓ What complex causes can these differences have?
- ✓ Do women and men have the same disposable income they can spend on health care?
- ✓ Who pays for children and senior citizens, especially in single parent families?
- ✓ Is it possible that the fees will shorten the length of a patient's stay in hospital?
- ✓ Does it mean that sick people will have to recover at home?
- ✓ Who will take care of them?
- ✓ What negative effects will this fact have on women with regard to economic, social and other lost opportunities?
- ✓ What effects will this step have on children?

Gender analysis differs per country, sector and other local characteristics

As apparent above (see also Gender Checklists), the specific questions of gender analysis have to be adapted to the given country, culture, sector and local context. For example, in an area stricken by a natural disaster or in an armed conflict, it is necessary to analyse the effects the disaster or the conflict has on women and men. It is also necessary to pinpoint the opportunities of involving them in rebuilding and prevention¹⁷. If a project aims at women empowerment, it should first find out how local women define an improvement of their position and what changes can the project bring them.

Other examples of ODA projects from the individual sectors explained below were reported both by project managers and evaluators.

¹⁶ UNDP Regional Centre Bratislava: Gender Mainstreaming in Practice (2005, page 140), <http://bit.ly/1erH5cR>, modified according to comments of the FoRS Gender Platform workgroup, Czech Evaluation Society and Czech Development Agency

¹⁷ Gender Mainstreaming in Development Cooperation, Practical Manual, Open Society p. b. c. – ProEquality Centre (2010), <http://bit.ly/1c8TsZF>

Erosion Control in the Awassa Lake Area in Ethiopia



Girls and boys from the Environmental Club supported by the project (Photo: Marie Körner)

Deforestation in Ethiopia caused by a high consumption of firewood for heating water and cooking resulted in erosion. Farmers were losing arable land and a source of livelihood. Between 2008 and 2010 People in Need¹⁸, supported by the ODA and the local community, started replanting forests in the affected areas. They planted new fodder crops and introduced simple technologies to help build renewable energy resources – e.g. efficient wood-saving stoves. A public information campaign was organized for locals to

instruct them on the ways of preventing environmental degradation of the land they depend on.

The 2013 evaluation of the project appreciated that the decrease in the loss of crops caused by floods and access to cheap grass used as roof covering contributed to the whole families – men and women, boys and girls alike. It also acknowledged the fact that most manufacturers were women. They were also the chief beneficiaries of the above-mentioned wood-saving stoves. Manufacturing of these stoves was supported by the project in an attempt to improve their income. The training courses were attended by an equal number of women and men. Owing to the fact that the project was aimed at farmers, very poor households without access to arable land did not directly benefit from the project and were not equal partners.

EcoFair – Awareness Raising about Fair and Sustainable Regulations of World Trade



Poster for the World Food Day 2012 (photo: Glopolis)

Between the years of 2010 and 2013 Glopolis¹⁹ managed the international educational project EcoFair Trade Dialogue. It was co-financed by the EU and the Czech ODA. Within the framework of the project, fair and sustainable regulations of world trade with agricultural products were discussed. Thus it aimed to help fighting poverty and hunger and support sustainable development.

Most of the representatives of the “developing” countries the project cooperated with were women. More than a half of them actively participated in the events organized in the EU. However, this project did not specifically deal with the question whether agricultural trade and violation of human rights caused by the economic activity of “rich” countries have a more devastating effect on women or men. It pointed out the general negative effects on poor populations of developing countries. Still, one can assume that women are more affected e.g. by rising prices of food. Women are also more often malnourished. Lack of food and malnutrition affects mainly children, whose physical and mental development it impedes, and pregnant women, who then give birth to less healthy children.

¹⁸ Project “Afforestation of land and protection against erosion around Lake Awassa” 2008–2010, <http://www.clovekvtisni.cz/en/humanitary-aid/country/ethiopia/programs> (visited on 12 April 2014), summary of the evaluation report in English accessible at <http://bit.ly/1HHVWbc>

¹⁹ Glopolis, <http://glopolis.org/en/projects/ecofair-trade-dialogue-project/> (visited on 12 April 2014)

Caritas Czech Republic – Global Development Education in Czech Schools



Workshop for basic school students
(Photo: Caritas CR)

The HUMR Project – Humanitarian Aid and Development Cooperation in Schools²⁰ has been carried out by Caritas Czech Republic (CR) since 2013. The project is being financed by the Czech ODA. It focuses on close cooperation with selected basic schools, where it educates teachers and older students.

As there is a significant majority of female teachers (the same goes for tutors and volunteers) in the Czech educational system, it has become clear that requiring

equal representation of women and men in the project activities would be unwise. In educational and awareness-raising projects which breach stereotypes,

Caritas CR found it key to avoid the depiction of women and men in the same stereotyped ways (e.g. man as an IT specialist, woman as a housewife taking care of children).

Caritas CR made an effort to take this approach into account when presenting certain countries or topics. It also tried to draw students' attention to specific problems of both genders. For instance, in certain countries, it is rather difficult for girls to attend school, in other countries, it is the other way round. Caritas CR also tried to show the same number of women and men / girls and boys in all the promotional materials for schools, in methodological instructions for teachers and in worksheets for students. It stressed the fact that women and men can take similar roles. If, for example, one chapter of the methodology deals with an average day of a male humanitarian worker, the next chapter describes a regular day of a female development worker. The same goes for beneficiaries. It is also necessary to take into account the target group the materials are intended for. For example, the stickers Caritas CR gives to children depict boys and girls in various colours according to the preferences of children of certain age.

More information about teaching gender and fighting stereotypes in the global development education can be found in the Stride journal.²¹

Electrification of Palestinian Autonomous Territories



Eng. Ishraq Jarrar TDECO, Tubas
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(photo: Marie Körner)

Between 2006 and 2011, the Nova Partner Ltd. company (supported by the Czech ODA) built small and medium-size power sources and connected power supply systems in the selected areas of Palestine (Tubas and Jenin).

Women in these areas typically take care of the household. Before the villages and the households were electrified, simple manual household jobs like doing laundry or kneading dough were very demanding, taking into account

the big size of the families.

²⁰ Caritas Czech Republic, <http://svet.charita.cz/globalni-rozvojove-vzdelavani/projekt-humr> (in Czech) (visited on 12 April 2014)

²¹ STRIDE Spring/Summer 2013: What does gender equality mean? How is it taught in our classrooms? Are we challenging stereotypes?, <http://bit.ly/1IXqQB2>

When electricity became available, the residents started buying electrical appliances such as washing machines, boilers, fridges, freezers, electric stoves and other household and kitchen appliances. These appliances have increased the living standard of the residents and at the same time made the housework carried out by women much easier. The irrigated areas grew in size as well. Women from poorer households were able to find seasonal work (agricultural) more easily, thus contributing to the household budget. Street lights have helped to increase safety.

Men in these areas are typically breadwinners. The electrification increased the number of job opportunities; the men were thus able to find work in workshops, services and also in agriculture. Power expenses of small-scale producers dropped drastically. Farmers have enlarged the irrigated areas and increased their productivity by introducing modern technologies (drip irrigation) or they leased their land.

Children from the families which could afford buying computers started learning to work with modern communications technologies. The project has had similar effects on schools. Moreover, electrification allowed classrooms to be air-conditioned, which positively influenced the students' ability to concentrate. In areas with access to the internet, people started using distance education courses, which has helped to eliminate the risks connected with commuting to more distant schools.

Analysis of Water Supply and Sanitation in the SNNPR Region in Ethiopia

The analysis²² was carried out in 2011 by the AKSES Ltd. company. It was commissioned by the Czech Development Agency. The experts pointed out that women and children spent considerable time carrying drinking water from distant sources. Women also traditionally took care of the sick. However, decisions concerning drinking water and sanitation were traditionally made by special committees of men.



Men engage in a discussion about sources of drinking water
(photo: Marie Körner)



Women and children are carrying drinking water
(photo: Marie Körner)

Therefore the AKSES team suggested involving women in the decision-making, thus strengthening positive effects on women and men as well as sustainability. They pointed out the fact that the Ethiopian Government is currently creating special positions for women on the level of the smallest municipalities (self-governed units), so called kabele. Other suggestions included raising the women's awareness concerning drinking water and sanitation as well as explaining the benefits of women empowerment for the community. The experts expect women to be gradually elected not only as low-ranking officials and cashiers but also as chairwomen of committees or technicians. Thus they will be able to take part in decisions

²² Source: AKSES Archive, the analysis has not been published

concerning technologies, distribution systems, devices, fees, maintenance and other operative issues. Within the scope of the planned projects, it was stressed that cooperation with the already involved women was needed in order to strengthen the cooperation with the whole communities. These measures were expected to increase the benefits, particularly for women and their children. Women could use the spare time to take care of their children or to earn some money. Because women and girls will not have to cover long distances and walk to remote places, lower risk of sexual molestation and rape was also expected. Better access to drinking water and improved sanitation should allow girls and boys to attend schools more regularly and to achieve better education.

Selected outputs of members of FoRS Gender working group

- Horký, Ondřej – O'Sullivan, Míla: Genderová rovnost a posílení postavení žen. Cesta ke spravedlivější a efektivnější rozvojové spolupráci. Gender Equality and Women's Empowerment. A Journey towards a Fairer and more Effective Development Cooperation, FoRS Policy Brief, 2010, <http://www.fors.cz/wp-content/uploads/2014/04/FoRSGenderPolicyBrief2010.pdf> (in Czech)
- Horký, Ondřej – Šimůnková, Blanka – O'Sullivan, Míla: Gender in Development Matters, Resource Book and Training Kit for Development Practitioners, Open Society, 2011, http://al.odu.edu/gpis/docs/gender_in_development_matters.pdf
- Kotková, Anna: Genderová rovnost jako klíč k rozvoji (Gender Equality is Key to Development), Člověk v tísni, Rozvojovka, 2013, http://www.rozvojovka.cz/download/docs/211_rozvojovka-gender-v2-web.pdf (in Czech)
- O'Sullivan, Míla: Gender Mainstreaming in Development Cooperation, Practical Manual, Open Society p. b. c. – ProEquality Centre (2010), <http://bit.ly/1c8TsZF>
- Píbilová, Inka: Preventing and Combating Child Trafficking in Ethiopia, 2013, <http://www.evaluace.com/portfolio-item/evaluation-child-trafficking-in-ethiopia/>

Other recommended resources

- Australian Aid: Tool Kit on Gender Equality Results and Indicators, Asian Development Bank, 2013, <http://bit.ly/Qmngbn>
- United National Entity for Gender Equality and the Empowerment of Women, <http://genderevaluation.unwomen.org/>
- European Commission (ECHO): Gender-Age Marker Toolkit (for activities in the area of humanitarian aid), 2013, <http://bit.ly/1g6iB25>
- World Bank: Good Gender & sustainable development Practices, 2013, <http://bit.ly/1FMIHlp>
- Landesa: Women's secure rights to land. Benefits, Barriers and Best Practices, 2012 <http://www.landesa.org/wp-content/uploads/Landesa-Women-and-Land-Issue-Brief.pdf>
- EQUAL Guide on Gender Mainstreaming, the European Commission (2004), <http://bit.ly/1c8Sfl3>
- Taylor, G., Pereznieto, P.: Review of evaluation approaches and methods used by interventions on women and girls' economic empowerment, Overseas Development Institute, 2014, <http://bit.ly/PrRJ6l>
- IDEAS Network: What does gender equality mean?, Stride, Spring / Summer 2013, <http://bit.ly/1IXqQB2>

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