

Gender in Development Matters

RESOURCE BOOK AND TRAINING KIT FOR DEVELOPMENT PRACTITIONERS

The Open Society, p.b.c. (Otevřená společnost, o.p.s.) is a non-profit organization supporting the consolidation of civil society in the Czech Republic by pursuing principles and promoting policies based on the culture of law and legal state, on a democratic form of administration as well as on human rights principles. The Open Society was founded in 1999 by the Open Society Fund Prague.

ProEquality Centre is a think-tank promoting gender equality and women's empowerment both at the national and international level. It was founded in 2008 on the basis of the experience and principles of the Open Society, p.b.c.



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Gender in Development Matters

Resource book and training kit for development practitioners

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Foreword

In the past decade, there has been increasing consciousness as well as recognition of the need to pursue a gender sensitive approach to development. Gender capacity-building and gender analysis are generally considered to be fundamental tools in the process leading to sustainable development.

The stakeholders within the Czech development constituency have also slowly started to identify with the notion of gender equality and equity as the essential prerequisites of development success and legitimate goals of any development intervention at the same time.

This manual celebrates their increasing interest and effort in promoting gender-focused interventions. It also encourages them to continue despite the prejudices and misinterpretations related to gender they may encounter in everyday practice.

We also would like to stress that we have strived to make this manual practical with concrete tools how to facilitate gender sensitive development programming. On the other hand, “doing gender” does not mean only using the adequate matrices but it requires a deep and often painful shift on a personal and professional level.

We hope you find this resource book and training kit useful in this endeavour.

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The feminization of poverty

Poverty reduction is presumably the key aim of development practices and therefore a significant purpose of development practitioners. Poverty has many forms and is not experienced by women and men in the same way. It is estimated that of over the 1.2 billion people living in poverty, more than two out of three of them are women and girls. This unfavourable fact is often referred to by the term *feminization of poverty*. Women and girls get less education, health care, material benefits. Their poverty is directly related to the absence of economic opportunities and resources, including credit, land ownership, and inheritance, as well as minimum participation in the decision-making processes at national up to community level. On the other hand, women and girls carry great responsibility and work load for the maintenance of families and household, childrearing, care for seniors and disabled and support for men in general. In other words, reducing poverty without tackling the specific situation of women and girls is condemned to failure.

About the resource book and training kit

Our objectives and intended users

The main objective of this manual is to provide guidelines for the capacity-building of civil society organizations and their staff while conducting gender sensitisation and awareness-raising workshops in their partner communities. It also assists in facilitating round tables, working focus groups or simple discussions about gender “issues” within organizations or state institutions. Lastly, it aims to deepen self-reflection on gender perspectives in our daily lives.

It is dedicated to a wide range of users from development practitioners in the field to those sitting behind the desks in the offices of the development civil organizations or state institutions, to the policy makers in the Global South and North. The readers of this manual are not anticipated to be gender experts or to become ones. They might be people who believe in gender justice and the promotion of human rights for everyone.

The manual does not aspire to be able to give the right answers to all questions about gender “problems” in and out of development. In order to secure flexibility and simplicity of use, it does not cover all important gender topics.

The authors wish that the manual will provoke further “active listening” to and questioning of women’s and men’s mutual relationships and equal life chances.

How to use the manual

This manual can be used in different ways for different groups of users. It is divided into introduction, and five modules that correspond to the proposed structure of training for newcomers in gender and development. The first module is the introductory *Module 1. Getting started: Introduction and expectations*. Three core modules then follow that advance from the level of conceptual to one of practical knowledge and skills: *Module 2. Understanding gender and development*, *Module 3. Gender analysis: Tools*, and *Module 4. Engendering development in practice: Case studies*. The final *Module 5. Wrapping up* closes out the training. Moreover, this

manual offers a glossary of the most frequently-used gender terms, a list of abbreviations and a list of recommended additional resources.

Each module is arranged to provide information background of the given topic and several exercises to deepen the gained knowledge. The exercises are optional and should be selected according to the needs of the trained group. Objectives, suggested timing, a proposed structure of the activities, as well as the required materials, are provided for each module. Ready-to-use handouts that help you do the exercises without any other preparation other than photocopying the worksheets are also included in the modules and follow their structure.

The manual is built for a day workshop (eight hours in total with two 10-minute breaks and a 30-minute lunch break); however, with a reduction of the number of exercises, it also can be used for a few hour-long trainings or to lead a discussion. The optimal number of the participants at one capacity-building workshop is twenty, preferably of mixed sex, experience, region, age, etc.

The manual should not be considered a rigid and fixed tool for gender capacity-building. Alternatively, it should serve as an open and flexible resource of information and inspiration for women and men who are interested in doing development work in order to develop a society that does not exclude women and girls.

Acknowledgements

We would like to thank Veronique Dion for facilitating the capacity-building workshop that took place in Prague in September 2011, as well as her valuable tips and comments on earlier versions of this manual, together with Emily Esplen from One World Action. We are also grateful to the Czech non-governmental organizations People in Need and ADRA for providing us with the material for case studies, as well as the other participants of the workshop from the Czech non-governmental development organizations (NGDO) for their input and feedback. The Czech NGDO platform and its Gender working group were also very kind in helping to define their needs and promoting the project among their members.

By all means, the resource book and training kit rely on the best practices, tools and training methods that have proven valuable worldwide, as well as suitable in the Czech context. We have not tried to reinvent the wheel and we strongly appreciate the effort of all the organizations and individuals, mostly women from both the North and South, whose knowledge and experience have inspired this manual or whose tools were directly adopted here while always acknowledging the sources.

Finally, our acknowledgments go to the Ministry of Foreign Affairs of the Czech Republic, and namely the Department for Development Cooperation and Humanitarian Assistance, and the Czech Development Agency for acknowledging gender as one of the cross-cutting priorities of the Czech Development Cooperation and for funding this publication.

Your feedback

This resource book and training kit is but one of the first steps in making the Czech Development Cooperation, and especially that of the civil society organizations, more accountable to women and girls as well as for more gender and social equality in the South.

Therefore, we strongly welcome your feedback to this manual, its relevance and feasibility during the gender training of your organization, as well as any potential impediments to its use in partially or fully raising awareness of gender issues. You can contact us at the following e-mail address: info@proequality.cz.

Module 1. Getting Started: Introduction and expectations

- Objectives:**
- To welcome the participants and introduce the learning objectives of the training to the participants
 - To share the participants' expectations and motivations for the training
 - To start questioning the way gender frames everyone's life
- Duration:** recommended 1 hour
- Training options:**
- | | |
|---|------------|
| • Activity 1: Getting to know each other | 20 minutes |
| • Activity 2: Breaking the ice | 30 minutes |
| • Activity 3: Expectations and objectives of the training | 30 minutes |
- Handouts:**
- Handout 1: Statements on Gender Equality and Women's Empowerment
 - Handout 2: Objectives of the Training
- Training tips:** Activities 1 and 2 are both focused on encouraging the participants to get to know each other. If the facilitator prefers to link the introduction to gender and development issues, s/he can use Activity 2: Breaking the Ice instead, in which the participants work with statements on gender and development.

Activity 1: Getting to know each other

Duration: 20 minutes

Materials: Flipchart, marker

Special preparation: Write on flipchart questions in Step 1

Step 1

Mix the group of the participants into couples, pairing people who do not know each other well. Ask them to interview each other giving them five minutes time (two and a half minutes for each participant). Tell them to discuss their backgrounds in relation to gender issues using the following questions:

- What do you work on?
- What is your favourite and least favourite aspect of your job?
- How have you come to become interested in gender issues?
- What could you say is the most important gender issue you or your organization has faced? How did you or the others deal with it?

If the participants know each other well, including their work, they can instead discuss issues less known to the other participants, such as their leisure activities, hobbies, etc. On the other hand, if the participants do not

know each other at all, they can introduce themselves when interviewing each other (name, organization, job title). Gender questions can always be asked.

Step 2

After five minutes of discussion in couples, the facilitator brings the group together and asks the participants to present each other's responses to the group (10 – 15 minutes). By sharing their prior experiences with gender issues, the participants have a chance to get to know each other.

Training tips:

Participants' work or personal stories related to gender can provide examples that the facilitator can refer to throughout the training.

Sources:

Gender Awareness and Development Manual. Ministry of Women's Affairs Afghanistan, UNDP, 2007.

Gender and Development. The CEDPA Training Manual Series Volume III, Centre for Development and Population Activities, 1996.

Activity 2: Breaking the ice

Duration: 30 minutes

Materials: Flipchart, marker

Special preparation: Paper strips with gender statements cut in half (see the slash for cutting), questions written on flipchart in Step 2, Handout 1 (Statements on Gender Equality and Women's Empowerment)

Step 1

Distribute among the participants paper strips with statements on gender issues. Ask them to find the matching part to their statement (see Handout 1 for the statements).

Each strip is cut in half differently, e.g.:

Women's empowerment

is about rights and equitable societies

115 countries in the world

guarantee women's equal property rights

Step 2

Once the participants find the matching part of their statements, ask them to form pairs with the person holding the matching part. Give the coupled participants a few minutes to find out about each other. Specify the information to be gathered during this interviewing as follows:

- What is your name? Where do you work?
- What is your reason for attending this workshop?
- How have you come to become interested in gender issues?
- What are the main issues concerning gender in relation to your work?

Afterwards, have the participants read out the whole statement and introduce each other to the rest of the group.

Training tips:

If the participants are work colleagues and know each other well, they can instead discuss issues less known to the other participants, such as their leisure activities, hobbies, etc., similar to Activity 1: Getting to Know Each Other.

Depending on the time dedicated to this activity, the facilitator can also ask the participants to provide their comments on the statements: Do you support or oppose this statement and why? How does this statement relate to your work experiences?

Source:

Gender Awareness and Development Manual. Ministry of Women's Affairs Afghanistan, UNDP, 2007.

Handout 1: Statements on Gender Equality and Women's Empowerment

- Women's empowerment / is about rights and equitable societies.
- 115 countries in the world guarantee / women's equal property rights.
- Empowering women / is a well-proven strategy for improving children's wellbeing.
- Putting more income in the hands of women / yields beneficial results for children's nutrition, health and education.
- When women control additional income, / they spend more of it than men do on food, health, clothing and education for their children.
- Closing the gender gap in agricultural inputs alone / could lift 100-150 million people out of hunger.
- Equitable development implies that women / receive a fair share of development resources and benefits.
- Scaling up investment in gender equality and women's empowerment / is essential for making progress on all the MDGs and for donors to meet their own policy commitments.
- Men can provide critical leadership through their roles as decision makers, public figures and opinion makers / in speaking out against violence against women and ensuring that priority attention is given to the issue.
- Young girls should have the exact same opportunities / that boys do to lead full and productive lives.
- An analysis of poverty / should include an understanding of how men's and women's poverty is similar and different.
- Changing attitudes and behaviours of men / leads to better health outcomes for women.
- Educating men about sexual and reproductive health / ensures safe motherhood.

Sources of the statements:

Progress of the World's Women 2011-2012: In Pursuit of Justice. UN Women, 2011.

Women's Economic Empowerment. Issues Paper, OECD, April 2011.

Women in Agriculture: Closing the Gender Gap for Development 2010 - 2011. FAO, 2011.

Women 2000 and Beyond: The Role Of Men and Boys in Achieving Gender Equality. UN, December 2008.

Gender Equality and Swedish Non-governmental Organisations: Overview and Talking Points. SIDA, 1996.

Activity 3: Expectations and objectives of the training

Duration: 30 minutes

Materials: Pens (enough for all participants), note paper, flipchart, marker, clear tape or reusable glue pads

Special preparation: Handout 2 (Objectives of the training)

Step 1

Give each participant a pen and two note cards. Ask the participants to write on each note card one expectation they have of this training. Ask them to pin the cards to the wall when finished for everyone to see.

Step 2

Invite one participant or volunteer to come to the wall and read out the expectations and if possible to put cards with similar expectations into a group.

Step 3

Distribute Handout 2 (Objectives of the training) to the participants. Read throughout the objectives with the participants and compare how their expectations match up with the set objectives. If there are expectations not mentioned among the objectives, check the possibility of adding them to the agenda. Clearly specify what can be covered during the training and what not. Make a commitment to send further information to the participants, not included in the training.

Training tips:

The facilitator should not distribute the programme of the training before it starts, as the participants could be influenced by it.

The facilitator should also refer to the card notes with expectations at the end of the training. The facilitator may hear expectations, which are too high within the framework of this training (due to the limited time, etc.) and can use them at the end of the training as recommendations for future workshops.

Sources:

Gender Awareness and Development Manual. Ministry of Women's Affairs Afghanistan, UNDP, 2007.

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Handout 2: Objectives of the training

- To raise awareness of the centrality of gender equality and women's empowerment to sustainable development and encourage the participants to integrate a gender approach into their daily work
- To strengthen understanding of basic gender concepts and approaches and improve skills for analyzing roles, relations, inequalities and situations from a gender perspective
- To familiarize the participants with Gender and Development (GAD) analytical tools, to explain gender analysis and equip the participants with the tools to analyze gender disparities
- To improve skills in incorporating gender perspective into project programming
- To be able to apply the theoretical tools acquired on empirical cases of development projects
- To increase confidence in "doing gender"
- To decrease gender prejudices and misinterpretations
- To interlink a personal and professional level of understanding of gender

Module 2. Understanding gender and development

- Objectives:**
- To increase understanding of gender and development concepts among the participants and strengthen their ability to identify roles, power relations, inequalities, and situations from a gender perspective
 - To increase understanding of gender approaches to development and learn how to apply these tools into practice of development cooperation

Duration: recommended 2.45 hours

Training options: **Session 1: Gender Terms and Definitions**

- Activity 1: Defining Gender 30 minutes
- Activity 2: Defining Gender Concepts 30 minutes
- Activity 3: Sex versus Gender 45 minutes

Session 2: Gender Roles and Relations

- Activity 1: Understanding Inequalities 30 minutes
- Activity 2: Disclosing Stereotypes 45 minutes
- Activity 3: Gender Roles and Power Relationships 90 minutes

Session 3: Why gender matters to development practitioners

- Activity 1: What poverty means for women and men 15 minutes
- Activity 2: Learning policy approaches to WID, GAD 20 minutes

Training tips: This module aims to build gender awareness among the trainees, which is a prerequisite to “doing gender in practice.” Therefore, it is recommended to do at least two activities from each session of this module and distribute all the handouts prior to moving to gender analysis (Module 3) and practical work with case studies (Module 4).

Session 1: Introducing gender concepts

Objectives of this session:

- To introduce gender concepts and start building gender awareness
- To stimulate thinking about gender concepts through personal experiences

Handouts:

Handout 3: Gender Terms and Definitions

Activity 1: Defining Gender

Duration: 30 minutes

Materials: Flipchart, marker

Special preparation: Sex and Gender Chart (either in PowerPoint or drawn on a flipchart), Handout 3 (Gender Terms and Definitions)

Step 1

Ask the participants the question: How would you define gender?

Step 2

Combine and refine the definitions formulated by the participants and write one operating definition on the flipchart.

Step 3

Present to the participants the Sex and Gender chart you have prepared.

Sex and Gender chart

Sex	Gender
Biologically determined Born with Can not be changed	Socially constructed Not born with Can be changed

Step 4

Ask the participants to brainstorm examples for each of these two headings (social and biological male and female characteristics).

Step 5

Establish a common understanding of the definition of gender. Explain what characteristics are related to the concept of gender – what is socially constructed, learned, culturally conditioned. Encourage discussion using the following questions:

- What do these characteristics mean and where do they come from?
- How have you received your gender, what does it mean to you?

Step 6

Distribute Handout 3: Gender Terms and Definitions among the participants. Ask the participants to read out loud the definitions of gender and sex.

Training tips:

It is important that the participants know the principles of sex and gender before you proceed further with the training to gender roles and gender analysis. As an alternative, the facilitator can select the more advanced Activity 2: Defining Gender Concepts, which introduces more gender-related concepts.

Source:

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Activity 2: Defining Gender Concepts

Duration: 30 minutes

Materials: Box, clear tape or reusable glue pads

Special preparation: Gender concepts and definitions on separate pieces of paper, Handout 3 (Gender Terms and Definitions)

Step 1

Prior to the training, write down on separate pieces of paper the concepts and the definitions, using Handout 3 (Gender Terms and Definitions). Place all the pieces of paper into a box.

Step 2

Ask the participants to select a piece of paper from the box and then walk around the room trying to find a matching definition to the concept and vice versa. Once the participants find their matching pairs, tell them to post them on the wall, so that everyone can see them.

Step 3

Go through every concept and definition with the participants, correcting any errors and answering any queries. Use as many examples as possible during explanation. Ask the participant if they need any concepts to be clarified. Finally, distribute Handout 3: Gender Terms and Definitions among the participants.

Training tips:

It is fundamental that the participants know the basic principles of sex and gender before proceeding to further training. If necessary, ask them to clarify differences between sex and gender using examples during Step 3.

Source:

Aguilar, L. et al. *Training Manual on Gender and Climate Change*. GGCA, IUCN, UNDP, 2009.

Activity 3: Sex versus Gender

Duration: 45 minutes

Materials: Blank cards, markers, clear tape or reusable glue pads

Special preparation: Handout 3 (Gender Terms and Definitions)

Step 1

Divide the participants into two groups and give them markers and blank cards. Ask one group to write on the cards the characteristics of women and the other group the characteristics of men. Ask them to write down traits, characteristics, adjectives, etc. Tell them not to focus only on their own interpretations but to go further and write down the characteristics, which can be generalized across generations and societies. Provide them with several examples and explain that there is no right or wrong answer.

Step 2

Prepare two cards as headings, one with WOMEN written on it and the other with MEN. If possible, use different colour cards or markers. Stick these headings to the wall, preparing two columns. Invite each group to stick its results on the wall under the heading they were assigned.

Step 3

Let the participants go back to their seats and analyze the results. Encourage discussion among the participants using the following questions:

- What do you think of the characteristics you have identified?
- Can you draw any stereotypes, prejudices, perceptions from them?

Men		Women
fathers		mothers
independent		patient
bread winners		emotional
grow beards		peace-makers

Step 4

Switch the heading WOMEN and MEN, and ask the following questions:

- What are the characteristics or terms that are not interchangeable? Stick these cards on the middle column and write the word SEX at a heading of this column. Afterwards, write the word GENDER at the top of the columns for men and women.
- What do you notice?
- According to your observations, what is the difference between gender and sex?
- Where does gender come from?
- How do stereotypes arise out of these characteristics?
- What are the consequences of stereotypes?
- What conclusions can you make from this exercise?

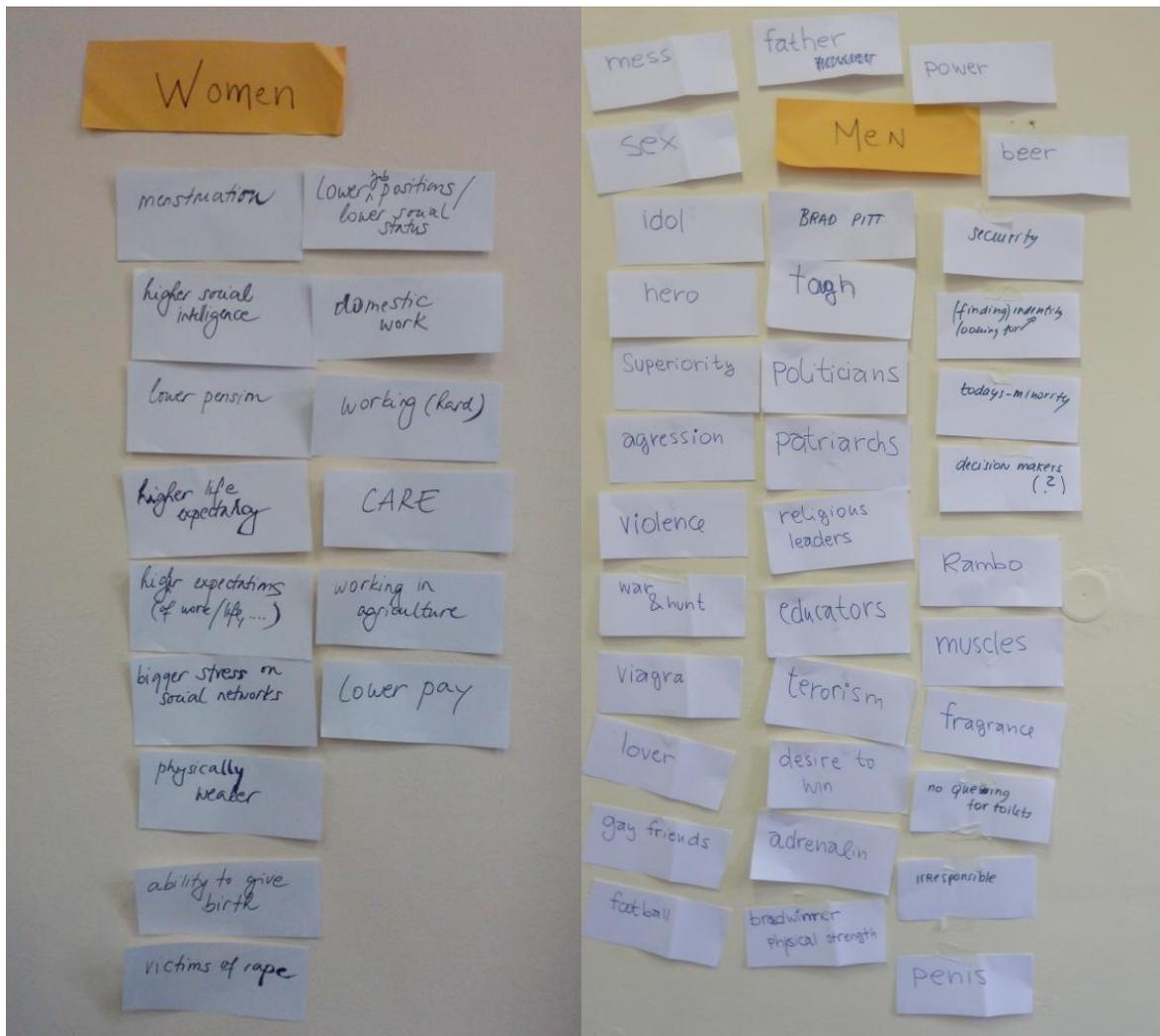
Women - Gender	Sex	Men - Gender
independent bread winners	mothers fathers grow beards	patient emotional peace-makers

Training tips:

This activity clearly demonstrates, at the end, what are biological attributes and what are characteristics determined by social norms and practices. As this activity touches gender stereotypes and relations, it can be used as a transition to the section on gender roles and relations.

Source:

Gender Awareness and Development Manual. Ministry of Women's Affairs Afghanistan, UNDP, 2007.



Activity Sex versus Gender – an example of responses from a capacity-building workshop of Czech NGOs, September 2011.

Handout 3: Gender Terms and Definitions

Gender

Socially-constructed roles and responsibilities of women and men in a given place or culture. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviours are learned through socialization and are changeable.

Sex

The biologically-determined differences between men and women. These differences are generally unchangeable and universal.

Gender roles

The activities ascribed to men and women on the basis of perceived differences. “Division of labour” is a term used in gender literature to mean the roles and tasks assigned to women and men on the basis of perceived gender characteristics and attributes, instead of ability and skills. Gender roles and responsibilities vary among cultures and can change over time.

Gender relations

The division of power between women and men in their family lives, education, in the labour market, in politics, etc. Gender relations are not static but are constantly changing due to the economic development, legislative or political changes, and social or cultural factors.

Gender division of labour

The roles, responsibilities, and activities assigned to women and men based on gender.

Gender equality

The situation in which women and men are granted equal rights, equal opportunities, and freedom of choice. Gender equality also means that nobody can impose any gender roles on women or men.

Gender equity

The condition in which women and men participate as equals, have equal access to resources, and equal opportunities to exercise control.

Women’s empowerment

Women acquiring an ability to control their own lives, enabling them to take advantage of their rights and skills and to improve their access to and control over various resources (political, economic, information, etc.).

Gender mainstreaming

A strategy aimed at achieving gender equality. It means mainstreaming a gender perspective at two levels: as a cross-cutting issue into all policies, programmes, and projects; and through specific activities aimed at achieving women's empowerment.

Gender sensitive

Awareness of the differences between women's and men's needs, roles, responsibilities, and constraints.

Women's triple roles

Women's roles in most societies fall into three categories: productive (relating to production of goods for consumption or income through work in or outside the home), reproductive (relating to domestic or household tasks associated with creating and sustaining children and family), and community management (relating to tasks and responsibilities carried out for the benefit of the community). Women must balance the demands of these three different roles and should be recognized for their contributions.

Sources:

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Gender Mainstreaming in Development Cooperation. Open Society, p.b.c. – ProEquality Centre, July 2010.

Session 2: Gender roles and relations

Objective of this session:

- To stimulate thinking about gender stereotypes, different gender roles
- To highlight gender inequalities based on different gender roles and gender power relations and to start developing strategies to overcome gender inequalities

Handouts:

Handout 3: Gender Terms and Definitions

Handout 4 A: Gender Roles and Relationship Matrix: Women

Handout 4 B: Gender Roles and Relationship Matrix: Men

Activity 1: Understanding Gender Inequalities

Duration: 30 minutes

Materials: Box, paper cards, pen

Special preparation: Prepare cards with different roles of people within a given project, community, society, region, i.e.: “Widow,” “Village chief,” “Male farmer,” “Wife of a poor farmer,” “Girl-child in a farmer family,” “Divorced woman, a head of household,” “Landless farmer,” “Male trader”, etc.

Try to contextualize the roles to the region you work in or to a particular project, etc. Have in mind that these roles should reflect gender as well as class differences.

Step 1

Put all cards in the box and ask the participants to choose one card each. Ask the participants to line up in the middle of the room and respond to the facilitator’s questions by taking a step forward for a positive answer or by taking a step back for a negative answer.

Step 2

Start asking questions, bringing attention to the different opportunities the card holders have in their stereotypical roles, e.g., Are you educated? Can you decide whom to marry? Do you earn money? Can you own land? Do you have control over your assets?

For example, in response to the question “Can you own land?”, the card holder with the role “widow” might take a step backward while the “village chief” takes a step forward.

Step 3

Ask the participants what they have learned from this activity. In addition, you can open a discussion on how they would try to overcome these inequalities in a development project.

Training tips:

This activity is especially useful for an audience where some scepticism remains and the participants believe that there are no gender inequalities. If the audience is from one NGO, it is best to contextualize this activity into a particular project of this NGO.

Source:

Aguilar, L. et al. *Training Manual on Gender and Climate Change*. GGCA, IUCN, UNDP, 2009.

Activity 2: The 24 – hour day

Duration: 1 hour

Materials: Flipchart and paper, markers, clear tape or reusable glue pads

Special preparation: Questions in Step 2 written on the flipchart (or in a PowerPoint presentation), Handout 3 (Gender Terms and Definitions)

Step 1

Divide the participants into four groups, ideally of mixed sexes. Assign each group one of the following categories of a person:

- male farm worker
- female farm worker
- male top executive
- female top executive

Give each group a flipchart paper and ask them to draw a large circle and divide it into sections as if they were slicing a cake or pie. The circle forms a 24 – hour day while the sections represent the amount of time spent on each activity. Ask the groups to show in each section the amount of time the person spends on a particular activity, including everything the person does during the day.

Step 2

Bring the groups together and ask them to post their charts. Lead a discussion based on the following questions:

- What was your first feeling when you saw your completed chart?
- Which of the activities are considered to be work?
- How do you define work?
- What differences do you notice in the way in which men and women spend their day? Their spare time?
- What are some of the consequences of these differences for women? What are the health implications? Implications regarding income?
- What are some of the consequences of these differences for men?
- What are some of the consequences of these differences for society?

Step 3

Distribute Handout 3 and ask one of the participants to read out loud the definition of gender roles and women's triple roles. Summarize the key lessons learned from this activity referring to women's triple roles.

Source:

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Activity 3: Gender Roles and Power Relationships

Duration: 1.5 hour

Materials: Flipchart, marker

Special preparation: Points in Step 3 written on the flipchart, Handout 3 (Gender Terms and Definitions), Handouts 4 A, 4 B (Gender Roles and Relationship Matrix: Women / Men)

Step 1

Ask the participants to form two single sex groups. Distribute Handout 4A and B: Gender Roles and Relationship Matrix, among the participants. Give the women's matrix to the women's group and the men's matrix to the men's group. Give the two groups about 30 minutes to fill in the matrix.

Step 2

Ask each group to present its findings. Afterwards, encourage discussion among the participants using the following questions:

- What differences in women's and men's roles have you observed?
- How would you describe the power relationships between men and women?
- What is the impact of these roles and power relationships on women's and men's life choices?

Write these questions on the flipchart prior to the discussion so that everyone can see them.

Step 3

Ask the participants to return to their groups and their matrix, giving them the following task:

- Identify under the heading "Roles" and "Relationships" specific points, which in your view must be changed in order to achieve a more equitable gender relationship.
- Identify strategies for applying these changes into practice.

Write these points on the flipchart prior to the discussion so that everyone can see them.

Give the participants about 20 minutes to complete this task.

Step 4

Invite each group to present its findings. Afterwards, ask each participant to identify one change they would like to make in their own life and write it on the flipchart.

Handout 4 A: Gender Roles and Relationship Matrix: Women

GENDER ROLES AND RELATIONSHIPS MATRIX

WOMEN			
		RELATIONSHIP	
ROLES		POWER OVER	POWERLESS/AUTHORITY
HOME			
COMMUNITY			
ORGANIZATION			

Handout 4 B: Gender Roles and Relationship Matrix: Men

GENDER ROLES AND RELATIONSHIPS MATRIX

		MEN			
		RELATIONSHIP		ROLES	
		POWER OVER	EQUAL	POWERLESS/AUTHORITY	
HOME					
COMMUNITY					
ORGANIZATION					

Source:

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Session 3: Why gender matters to development practitioners

Objectives of this session:

- to bring the participants to an understanding of why gender equality/equity is an essential part of sustainable development
- to facilitate teaching the participants that projects for women are important but only half of the solution to gender disparities

Handouts:

Handout 5: Two main approaches to women and men in development

Handout 6: Statements how women and men experience poverty

Handout 7: Policy statements considering gender disparities

Handout 8: The diamond chart

Training tips:

It is recommended to distribute Handout 5 (Two main approaches to women and men in development) at the beginning of the training or during the break so the participants have enough time to read it through. If time allows, it would be also useful to dedicate 5-10 minutes explaining the differences between Women in Development (WID) and Gender and Development (GAD).

Activity 1: What poverty means for women and men

Duration: 15 minutes

Materials: Flipchart, marker

Special preparation: A printout of Handout 6 (Statements how women and men experience poverty) in big letters on A4-size paper, cut the statements to have two unfinished and interrelated sentences on each paper strip (i.e. 1.A and 1.B).

Step 1

Separate the participants into working groups and give each group one printout of a set of two unfinished and interrelated sentences (i.e., 1.A and 1.B).

Step 2

Each group shall discuss and then complete the sentences with at least three statements per sentence by writing them on the flipchart paper. Use examples such as "I am a poor man, this means I cannot travel to a neighbouring province", "I am a poor woman; I cannot support all my children in getting basic education", etc.

Step 3

Invite one participant or volunteer from each group to read out the full sentences the group agreed on.

Training tips:

Mixed sex groups work better as women might sometimes be more difficult to be in the “shoes” of men and conversely.

Activity 2: Learning policy approaches to WID and GAD

Duration: 20 minutes

Materials: Flipchart, markers, pens

Special preparation: Printouts of Handout 7 (Policy statements considering gender disparities) cut each box with a statement separately, Handout 8 (The diamond chart)

Step 1

Separate the participants into working groups, give each group a set of fifteen statements (A-P), and a printout of the diamond chart.

Step 2

Each group shall discuss the statements and then come to a consensus, which one represents the WID approach and which the GAD. Each statement shall be marked with the abbreviation WID, GAD.

Step 3

Now each working group shall organize all the statements into the shape of a diamond chart.

Step 4

Invite one participant or volunteer from each group to read out and explain the diamond chart the group agreed on.

Training tips:

Make sure that participants understand the diamond chart and its direction. The shape of the diamond chart is important, not the size. This training is not an exercise to test someone’s knowledge but to discuss the issues and come to a mutual consensus. To come to a consensus in the group might be challenging but the process and discussion should be very enriching.

Sources of Session 3:

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

The Oxfam gender Training Manual. Oxfam, 1994.

Training Manual for Gender Awareness / Sensitisation Workshop for Community Representatives. Aga Khan Rural Support Programme Baltistan and the Agriculture University of Norway, 2002.

Handout 5: Two main approaches to women and men in development

Poverty is gendered. Women and men, girls and boys experience poverty in a different way:

- women's and men's poverty is initiated by different overall factors
- the impacts of poverty often differ for women and men
- women and men often adopt different strategies to deal with poverty

The way policies or projects define and understand poverty will greatly influence the role that gender plays in poverty reduction programmes. Two major schools of thoughts can be recognized to deal with gender inequalities: (1) Women in Development (WID) and (2) Gender and Development (GAD), both leading to different policy approaches.¹

WID

WID grew out of the work of Danish economist E. Boserup, who argued at the beginning of the 1970s that women's contributions to society were being ignored for a long time and development had suffered as a result. The goal of WID was more *efficient, effective* development through the *integration* of women into existing development processes.

The strategies that were developed included:

- adding women's projects or project components
- increasing women's income and productivity
- improving women's ability to look after the household

The WID approach did not address the root causes of discrimination and inequality that prevented women's full participation in their societies.

GAD

Based on the critique of WID as well as reflecting the new development approaches, a new school of thought emerged in the 1980s. Gender and Development (GAD) started a transformation in thinking about sustainable and equitable development. The justification for conducting women's development projects began to shift from increased efficiency to greater equity and empowerment for women. The new focus on gender concerned the problems of women who were perceived not in terms of sex — biological differences — but in terms of gender — the social roles/relationships and the forces that perpetuate and transform these relations. It was pointed out that women had been systematically subordinated, which led to their secondary or inferior roles in society as well to the fact that their needs had been considered in isolation from the larger context. GAD reflects the recognition that women are an integral part of every development strategy.

GAD main concepts are:

- Both men and women create and maintain society, however, they benefit unequally. Therefore, *greater focus must be placed on women* because they have been historically more disadvantaged.
- Women and men are socialized differently and often function in different spheres of the community, although there is mutual interdependence. As a result, they have distinct priorities and perspectives. Because of gender roles, *men can constrain or expand women's options*.
- Development affects men and women differently, and women and men will have a different impact on projects. *Both must be involved* in identifying problems and solutions if the welfare of the community is to be advanced.

¹It should be mentioned that other schools of thought and policy approaches focusing on women's involvement in development exist, e.g., Women and Development.

Women in Development and Gender and Development are often used interchangeably, but there are some basic differences, which can be in short described as follows:

Comparison of WID and GAD

Women in Development (WID)	Gender and Development (GAD)
<i>1. The Approach</i>	
Considers women as the problem	An equitable and sustainable approach to development focused on people
<i>2. The Focus</i>	
Women	Male-female relationships
<i>3. The Issue</i>	
The exclusion of women (who represent half of the potential productive human resources) from the development process	The unequal power relations (between rich and poor, men and women etc.) that prevent an equitable development as well as the full participation of women
<i>4. The Objective</i>	
A more efficient and effective development	A sustainable and equitable development in which both men and women have decision-making power
<i>5. The Solution</i>	
Integrate women in the existing development processes	Empower women and the most disadvantaged groups of society Transform unequal relations between men and women
<i>6. Strategies</i>	
Women-centred projects or components Increase women's productivity, revenues and capacities Associated with women's traditional roles	Men and women identify their practical needs together Women's strategic interests are also considered Address the strategic interests of the most vulnerable for a people-centred model of development
<i>7. Actions</i>	
Small-scale credit activities targeting women Animal fattening, etc. Training/education in nutrition, etc.	Training of women in areas / activities traditionally occupied by men and vice versa Equal access to information (e.g., on entitlements, etc.)
<i>8. Role of women</i>	
Beneficiaries and sometimes participants of various actions / development activities	Agents of and actors in their own development

Although WID and GAD emerged in a sequential manner, they still very much overlap in today's practices. The Czech Development Cooperation programming and NGOs' projects have been dominated by the WID approach.

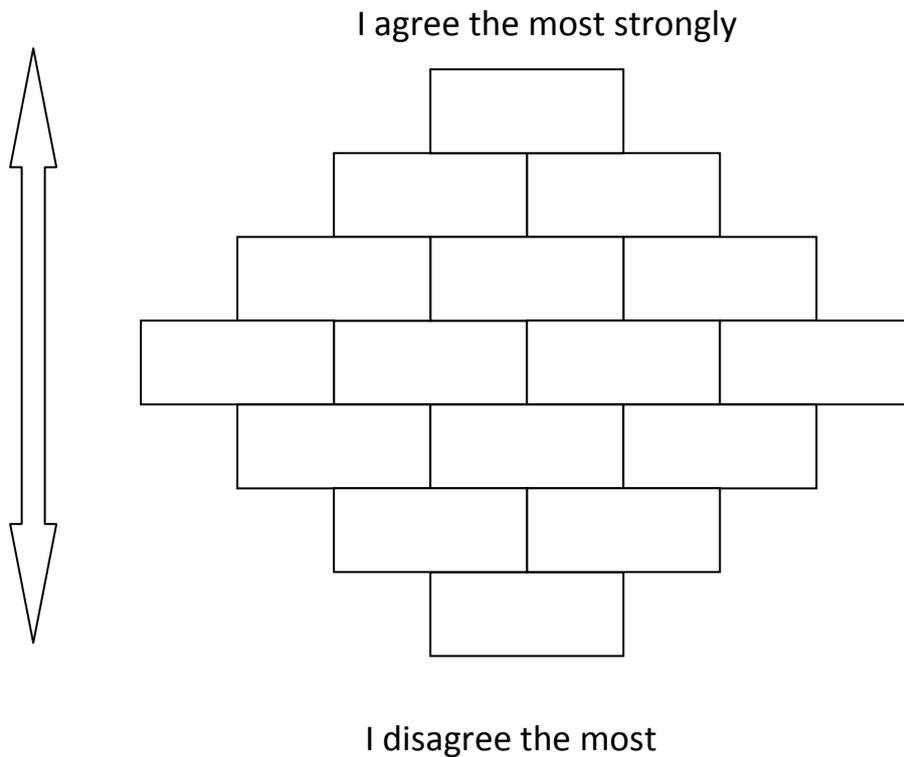
Handout 6: Statements how women and men experience poverty

1.A I am a poor man, this means I	..., ..., ...
1.B I am a poor woman, this means I	..., ..., ...
2.A I am a poor man with AIDS, this means I	..., ..., ...
2.B I am a poor woman with AIDS, this means I	..., ..., ...
3.A I am a poor illiterate man, this means I	..., ..., ...
3.B I am a poor illiterate woman, this means I	..., ..., ...
4. A I am a poor man-farmer, this means I	..., ..., ...
4. B I am a poor woman-farmer, this means I	..., ..., ...

Handout 7: Policy statements considering gender disparities

<p>A</p> <p>A sustainable development project will benefit the whole community, which will automatically include women.</p>	<p>B</p> <p>We aspire to help the poorest of the poor. Poor women are particularly disadvantaged, so they should be especially helped.</p>	<p>C</p> <p>I agree that the southern women have a hard life, but it is not up to us to change their culture.</p>	<p>D</p> <p>Women (in any society) often find it difficult to speak in the presence of men. Therefore, it is important to find ways enabling them to speak.</p>
<p>E</p> <p>Women do the main farming work. Therefore, they must be involved in any agriculture programming if it is to succeed.</p>	<p>F</p> <p>There should be an aspect of income-generating in all schemes for women. The goal should be that such schemes should be self-financing.</p>	<p>G</p> <p>Sustainable development for women would enable them to have the power to make meaningful choices and changes in their lives.</p>	<p>H</p> <p>Equal Opportunities policy and practice in northern NGOs should be directly relevant to, and can offer guidelines for, the projects we support in southern countries.</p>
<p>I</p> <p>When the situation is serious, you cannot take the time to stop and think about gender inequalities.</p>	<p>J</p> <p>If a community is involved in a national liberation or class struggle, then this has to be the priority for both men and women. To concentrate on women's specific needs is divisive and disruptive.</p>	<p>K</p> <p>Women as wives and mothers are responsible for the health and welfare of the whole family. Thus, we should assist them to help the whole family.</p>	<p>L</p> <p>All aspects of development will affect women and men differently. Therefore, we need to look at everything for its different impacts on men and women.</p>
<p>M</p> <p>Within each culture, women are subordinate to men. The goal should be to reduce this inequality and subordination.</p>	<p>N</p> <p>If women had more education, they could catch up with men to become more economically self-reliant.</p>	<p>O</p> <p>The significant thing is to help the people most in need, not just the women.</p>	

Handout 8: The diamond chart



1. level – I agree the most strongly (1 statement)
2. level – I agree moderately (2 statements)
3. level – I agree slightly (3 statements)
4. level – I neither agree nor disagree (4 statements)
5. level – I disagree slightly (3 statements)
6. level – I disagree moderately (2 statements)
7. level – I disagree the most strongly (1 statement)

Module 3. Gender analysis: Tools

- Objectives:**
- To explain gender analysis and equip the participants with tools how to examine/analyze gender disparities; it should be noted that this session is rather theoretical; the practical use of the session will be in the next module 4 (Engendering development in practice: Case studies)
- Duration:** recommended 30 minutes
- Handouts:**
- Handout 9: Integrated gender analysis: steps
 - Handout 10: What is the current state of gender relations: data collection
 - Handout 11: What are the needs: data analysis
 - Handout 12: Who does what and how: actions
 - Handout 13: What changes have been made: results
- Training tips:** This part of the book is rather theoretical and more of a tutorial. The practical use of the session will be in the next module (4). Therefore, it is highly recommended to distribute Handouts some reasonable time before the training to allow the participants to glance through it. On the day of the training, the participants shall be taken through Handouts by the facilitator step by step using, for example, a PowerPoint presentation.

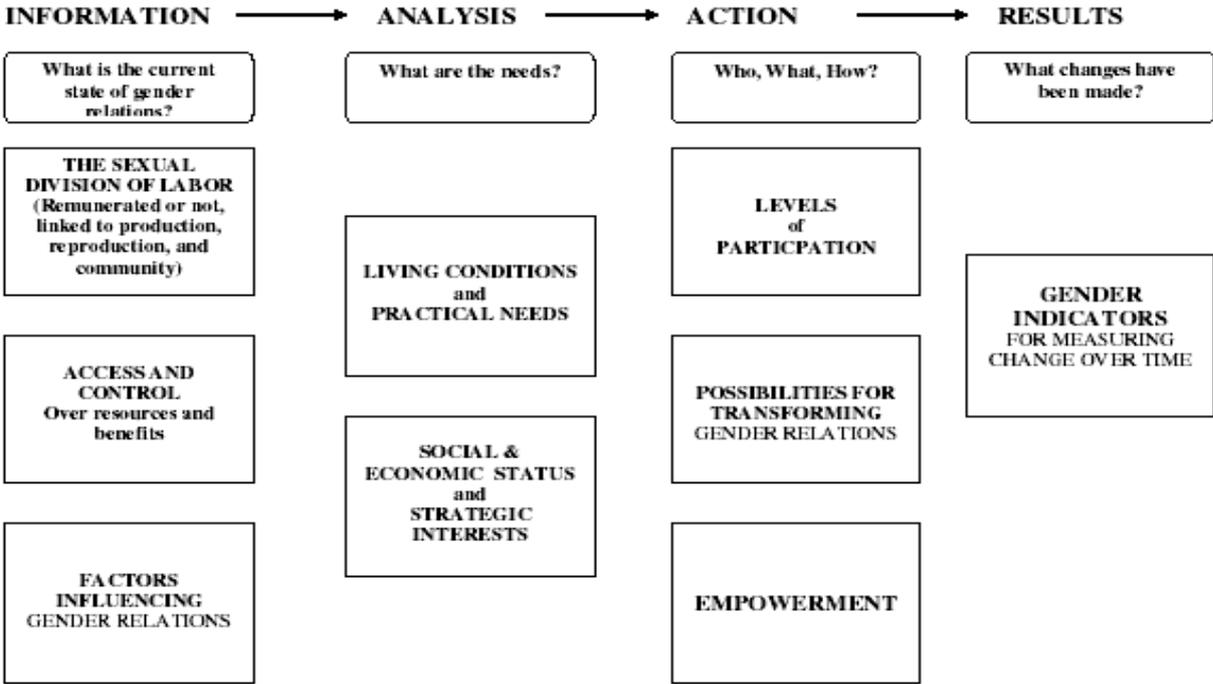
Handout 9: Integrated gender analysis: steps

As development practitioners, we need concrete tools to scrutinize and tackle gender disparities. The tool to do so is called gender analysis, which examines relationships between women and men by identifying different roles played by both sexes in the household, community, workplace, political processes, economy, etc. These different roles usually result in women having less access than men to resources, decision-making processes and control over them. Over time, several analytical frameworks, leading to a complex gender analysis, have been developed to serve different contexts, environments, stakeholders, aims, strategies, etc. Among them can be named i.e. Development Planning Unit (often called Moser) Gender Analysis Framework, Harvard Analytical Framework, Longwe Women's Empowerment Framework, Institute of Development Studies Social Relations Framework. Considering that this manual will be used predominantly for community projects, the most suitable for such an environment would be a combination of several frameworks organized into an Integrated Gender Analysis (IGA).

The IGA is arranged into *nine sequential steps*:

1. Sexual division of labour, Triple role →
- 2. Access to and control over resources and benefits →
- 3. Influencing factors →
- 4. Living conditions and social situation →
- 5. Practical needs and strategic interests →
- 6. Participation levels →
- 7. Possibilities for transformation →
- 8. Concept of empowerment →
- 9. Gender indicators.

The IGA can be also understood as a process from getting the *information* (data collection) → to be used for further *analysis*→leading to *actions* to be taken → *resulting* in “measurable” gender indicators or to say *four procedural steps*:



Handout 10: What is the current state of gender relations: data collection

1. Gender division of labour – the first step of the IGA - is found in every culture and varies from community to community. Its importance nests in finding out how work is organized in communities involved in the project. This division of labour further recognises three types of work (Triple role): activities related to the (1) *production* of goods or services (agriculture, fishing, employment), (2) *reproduction* (housework, home maintenance, care for members of the household), and (3) *work serving the community* (ceremonies, feasts, political representation, participatory organizations).

Women and men are engaged in activities related to any of the three categories, but most of the time their responsibilities and workload are different. An intervention in one area will have effects on other areas, i.e., women’s triple workload/roles may prevent them from participating in development projects. Therefore, it is important to define the division of labour and the type of work each sex does in the community using suitable data collection tools.

Some questions for the Gender division of labour

- What work do women and girls do (paid and unpaid)?
- What work do men and boys do (paid and unpaid)?
- Does the project generally confirm or call into question the current division of labour?
- What type of work do women and men, girls and boys do?
- How will a program or project influence women’s and men’s work related to production, reproduction, and the community, and what consequences will the project have on the various types of work?

Collected data can be organized into a matrix.

Matrix for data collection on Gender division of labour

ACTIVITY PROFILE				
Activities	Women/girls	Men/boys	Women/girls	Men/boys
Productive Agriculture: activity no. 1, activity no. 2, etc. Income generation: Employment: Other:				
Reproductive Water: activity no. 1, activity no. 2, etc. Fuel: Food production: Child care: Elderly care: Health-related: Household and repairs: Market-related: Other:				
Community involvement Attendance at meetings: Religious activities: Recreation: Community activities: Other:				

2. Access to and control over resources and benefits – the second step of the IGA leads us to understand the important issues, such as what *resources* (economic, political, agricultural etc.) women and men have *access to* (can use) and *have control over* (can decide on) and what *benefits* (food, shelter, money, etc.) both sexes have *access to* and *have controls over*, e.g., women may have access to land for farming, but do not have authorized ownership, meaning they cannot decide how the land will be used. Furthermore, women may have access to income from the produced food or staple by selling it on the market, but have no control over the way the income is spent.

Some questions for access to and control over resources and benefits

- What resources related to production do women and men have access to?
- What resources related to production does each sex have control over?
- How can a project contribute to giving women greater access to resources and more control over those resources?
- What benefits do women and men each derive from work related to production, reproduction, and the community?
- What benefits does each sex have control over?
- How can we give women greater access to benefits and control over those benefits?

Matrix for data collection on access to and control over resources and benefits

ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS PROFILE				
Activities	Access to		Control over	
	Women/girls	Men/boys	Women/girls	Men/boys
Resources Land Equipment Labour Cash Education, training, etc. Other				
Benefits Income earned outside the home Possession of property Basic needs (food, clothing, housing) Education Political power, prestige, etc. Other				

3. Influencing factors – the third step of the IGA is built on the basis that gender roles, relations between women and men, are not static but keep changing. A range of interwoven factors influence and shift these social relationships all the time. Therefore, a complex IGA shall take into consideration such sorts of influence in order to classify strategies to transform these relationships.

Some questions for Influencing factors

- What key factors have an *impact* on and change gender relationships, the division of labour, access to resources and control over those resources?
- What *constraints* and *possibilities* do these factors impose in the promotion of gender equality and in giving women greater power?

Matrix for data collection on influencing factors

INFLUENCING FACTORS			
	Impacts on	Constrains on	Opportunities for
<ul style="list-style-type: none"> • Socio-cultural factors, such as evolving traditional lifestyles, etc. • Economic factors, such as financial crises, etc. • Political factors, such as new policies, changes in government, war, etc.; • Environmental factors, such as drought, etc. • Demographic factors, such as the labour migration, urbanization, etc. • Legal factors, such as amendments to legislation on ownership and the right to vote, etc. • Factors relating to education, such as the new expectations of educated girls, etc. • International factors, such as the influence of Western culture, etc. • Religious factors, such as the rise of fundamentalism, etc. • Other 			

Handout 11: What are the needs: data analysis

4. Living conditions and social situation – the fourth and fifth steps of the IGA are closely interlinked. Both refer to and analyze women’s living conditions and their social situation. The former shapes women’s material well-being in their daily lives, the latter relates to political, economic, and social circumstances in the long term.

Development policies and interventions shall not only improve women’s living conditions, but also more importantly target the improvement of their social position – status. We can use a common water supply project in the community as a practical example. Such a project may have very different impact if (i) women are only considered water pump users – beneficiaries (the fulfilment of living conditions), or (ii) they are also included as members of a village water committee, trained to provide pump maintenance and health-care education to the community (the betterment of their social status).

Some questions for living conditions and social situation

- How and to what extent do organizations’ programs/projects and policies contribute to improving the living conditions of women and men?
- How and to what extent do they contribute to improving women’s status in society?

5. Practical gender needs and strategic interests – the former step (fourth) of the IGA gives us insights into the day-to-day living conditions as well as the over-time built social situation of women (and men). Such insights further lead to identifying short-term (practical gender) needs and long-term (strategic gender) interests.

Practical gender needs (PGN) are those, which, if met, help women and girls with their current activities. They are a response to the pressing living conditions within a particular context and are usually of a practical nature (e.g., water provision, specific training or income earning opportunities). The fulfilment of PGNs, however, will not challenge the existing imbalanced gender division of labour or women’s subordinate position.

Strategic gender interests (SGI) exist because of women’s subordinate social position and would, if met, facilitate women to transform the inequality of power between both sexes. Strategic gender interests are context-specific but may include issues such as legal rights, education, equal wages or domestic violence.

Key points of practical gender needs and strategic interests

Practical gender needs	Strategic gender interests
<ul style="list-style-type: none"> • Tend to be immediate and short-term. • Are common to almost all women and men. • Are linked to daily needs such as food, shelter, income, childcare, etc. • Can be fulfilled in a material way. 	<ul style="list-style-type: none"> • Tend to be long-term. • Are specific to particular (groups) of women and men. • Are linked to a position of subordination: i.e., lack of resources or education, vulnerability to poverty and violence, etc. • The cause of the subordination and the potential for change is not always identifiable by those concerned. • Can be fulfilled through awareness-raising, higher self-confidence, education, mobilization, etc.
Addressing practical gender needs	Addressing strategic gender interests
<ul style="list-style-type: none"> • Tends to consider women as beneficiaries and sometimes as participants. • Can improve women’s living conditions. • In general, does not alter traditional gender roles and relations. • Does not question women’s position of subordination. Generally tends to reinforce traditional gender roles and relationships. • These are needs that are shared by all members of the household, but they are often identified as women’s practical needs because they are generally responsible for carrying them out. 	<ul style="list-style-type: none"> • Considers women as agents of change or builds their capacity to become actors. • Can improve women’s status in society. • Can empower women and transform gender relations.

Some questions for practical gender needs and strategic interests

- How and in which project activities and organizational policies are the practical needs of women and men taken into account?
- How and to what extent do they take into account the strategic interests of the community in general and women in particular?

Matrix for data collection on gender practical needs and strategic interests

(it should be noted that men’s practical gender needs and strategic interests are optional allowing practitioners to get the holistic view; men’s PGNs and SGIs are presumably recognized and satisfied in majority development projects)

GENDER PRACTICAL NEEDS AND STRATEGIC INTERESTS PROFILE	
Women’s practical gender needs	Women’s strategic gender interests
<ul style="list-style-type: none"> • Access to seedlings • Firewood • Needs related to reforestation and forestry activities • Improved ovens • Marketing of produced products • Specific training • Paid work • Credit programs • Other 	<ul style="list-style-type: none"> • Collective organisation • Right to speak out • Right to vote • Right to own land • Skills in leadership and leadership positions in the project or community • Education • Protection from violence • Equal pay • Other
Men’s practical gender needs	Men’s strategic gender interests

Handout 12: Who does what and how: actions

6. Participation levels (WHO does the IGA) – the GAD approach, including the IGA, is built on the fullest possible participation of women and men in all development activities. Given the gender disparities, a great emphasis is placed on the promotion of women as agents of change, i.e., being planners, managers, organizers, and committee members in all development projects. Such participation is an important part of the women's *empowerment* processes.

Therefore, it is highly important to pay attention to “quality” or to say levels of participation as is shown in the following table:

Levels of participations in the IGA

- **passive participation** – recipient of aid, material resources, or services has no control over the continuity of such assistance
- **prescribed participation**– act in ways set by others, i.e., by contributing to their work or using a co-operative
- **consulted participation** – recipient is consulted on problems and needs, but not necessarily on solutions
- **accomplished participation** – recipient has the power to manage to meet her/his own needs, suggest solutions, and take responsibility for development activities (**agent of change**)

Some questions for Participation levels

- What type of participation do women and men have in the program/project and in the organization?
- To what extent are the women active agents at each stage of the program/project?

7. Possibilities of transformation (WHAT is to be done in the IGA) – when comparing women's subordination now and 50 years ago, the progress in narrowing down gender inequality is noticeable, though an imbalance still exists. The shift, in women's and men's roles and relations, has been brought on by struggles, with risks and not without losses. Therefore, a sustainable development project shall ensure that people in general and women in particular are able to recognize and define their own aims and processes for change, or, in other words, identify the possibilities of transformation.

Some questions for the possibilities of transformation

- Does the project have the possibility to bring about a change in gender disparities?
- Do participants gain the confidence and skills they will find useful for other activities?
- Does the project support participants' efforts to organize themselves and confront associated issues?
- Is there a potential for networking and forming alliances with other groups?
- How does the project contribute to transforming relationships between disadvantaged people and those who have more resources?

8. Concept of empowerment (HOW to do the IGA) – the eighth step of the IGA alerts us to understand how we want to support the transformation of gender disparities, how to facilitate a shift of the deep-rooted power that brings people, especially women, into subordinated positions. The concept of power(s) – leading to *empowerment*–has been theoretically approached by several thinkers. Although it might appear distant to a practical use in the development field, it is highly important to be aware of the several definitions of power.

Forms of power

- **Power over** (someone) – based on threats and force. If the subordinate women/men fails to do what he/she is asked to do, the dominant one will use power/force to make the subordinate one comply.
- **Power to** (do something) – an individual aspect of power (or empowerment) is often a creative one that gives an individual the ability to accomplish things. Sources of this power are intellect, resources, knowledge, stamina, etc.
- **The power with** (others) –a collective form of power, the ability to work with others to get something done

by cooperation. This is the power of consensus - the power of people working together to solve a common problem, get organized and unite in following a common goal, or sharing a common vision.

- **Internal power** – refers to the spiritual strength and unique character all of us possess; it is built on self-acceptance and self-respect, and respecting and accepting others as equals.

Women and men have different life experiences, knowledge, perceptions, and priorities. Neither can represent the welfare of the other, and neither can fully speak for the whole community. Therefore, both sexes have to be *empowered* the way they can satisfy their practical needs and strategic interests. In other words, *the power over of subordinated women to men shall be transformed to power to, power with, and internal power*. The sustainable development projects carry a high responsibility to facilitate and support this transformation.

Handout 13: What changes have been made: results

9. Gender indicators – the eight previously described steps of the IGA give us data to analyse the gender relations and roles, help us to answer who shall do what and how to transform the gender disparities. The final step of the IGA, the gender indicators, sets up a framework to measure the desirable change over time.

In general, the gender indicators aim for or measure:

- the impact of activities to address women’s or men’s practical gender needs, i.e., new skills, knowledge, resources or services, etc.
- the impact of activities to target gender strategic interests, i.e., equality of opportunity, influence or control over resources, benefits, etc.
- the impact of activities designed to develop gender awareness amongst policy-making, management and implementation staff
- the impact of activities to promote greater gender equality within the organizational culture of development organizations

The gender indicators can and shall be expressed in quantitative and qualitative form and if possible identified per sector, e.g., health, education, income generation, etc.

Effective gender indicators

- comparable over time
- comparable with other countries, regions or target audiences
- measurable
- precise
- selective and representative

Examples of quantitative gender indicators

- women form at least 33% of water committee members by the end of Year 1
- at least 40% of network members have developed a gender policy by the end of Year 2
- equality in girls and boys access to primary education by 2012
- 20% increase in the number of female police officers by 2012, from a baseline of x%

Examples of qualitative gender indicators

- at least 40% of women participating in water committee *confirm* active involvement in management and decision-making by the end of Year 2 (from a baseline of 10% at the start of the project)
- at least 50% of women respond positively to the evaluation of police dealing with their cases in intended police stations by the end of Year 3 (from a baseline of 5% average at the start of the project)
- significant improvement in staff knowledge, skills and approaches on mainstreaming gender equality in participating organizations by the end of Year 2
- considerable increase in quantity and progress in quality of media covering gender violence

Although nine sequential steps were introduced on how to proceed with the integrated gender analysis, it is important to mention that this approach shall not be understood as a rigid and neutral tool. It might be thought that the IGA is often imposed by ‘North outsiders’ who are ‘experts’, but conversely the local knowledge and nuance understanding of the culture, customs, and gender relations is irreplaceable! Therefore, gender-sensitive local active women and men and their civil organizations shall be involved in the IGA. In any case, the IGA cannot replace common sense, empathy and sensitivity in development work.

Sources:

Gender and Development – the training kit. The Comité québécois Femmes et développement (Quebec Committee on Women and Development, 2004.

Gender Analysis. World Bank (10. 10. 2011).

Gender Mainstreaming Manual – Resource Material for Gender Facilitators. Ministry of Women's Affairs Afghanistan, UNDP, 2007.

Gender Matters – Capacity-building. Dion V. One World Action, 2011.

Module 4. Engendering development in practice: Case studies

- Objectives:**
- To apply the acquired skills of gender analysis to empirical cases
 - To share knowledge from the field through small group educational case studies and mutual learning
 - To become conscious of the amount of usually missing engendered and sex-disaggregated data, and hence of the importance of gender analysis for poverty reduction
 - To learn basic principles of designing and managing gender-equal projects

Duration: recommended 1 hour

- Handouts:**
- Handout 14: Food security in southern Ethiopia
 - Handout 15: Food security in northern Afghanistan
 - Handout 16: Improving life conditions of internally displaced people in northern Sri Lanka
 - Handout 17: Matrices for gender data collection
 - Handout 18: Gender checklist for Development and Humanitarian Projects
 - Handout 19: Questionnaire for creating gender and development case studies

Training tips: The case studies present a unique occasion to confront the newly acquired gender knowledge and skills with the “real” world. Given the typical position of this module near the end of the training, the facilitator should ensure that adequate time is dedicated to this exercise. At the same time, the empirical content of the case studies is generally attractive so that it is quite easy to keep the attention of the participants before wrapping up the training.

This manual is an introductory one and it insists on a deeper understanding and internalization of gender concepts or, in other words, putting on the “gender lenses” once and for all; it cannot provide detailed technical information on the design of projects generally, and on project cycle management and logical framework approach particularly. Though these technical tools are very often required by the donors, they are not meaningful alone. Instead, the module offers a simple but comprehensive checklist that should be a sufficient first step for the participants to change their perspectives on gender so that they could design and manage more gender sensitive and participatory projects in the future. Many participants may have expectations of learning merely technical skills, yet the facilitator should also insist on the personal and political aspects of engendering development.

Activity 1: Solving a case study

Duration: 1 hour

Materials: Blue, red and green pens (or of different colours, if instructions changed accordingly)

Special preparation: Handouts 14-17 (Case studies and Matrices for gender data collection)

Step 1

Let the participants choose a case study from the manual (Handouts 14 to 16) according to their territorial and sectoral priorities or field experience, or propose to them a case study that you have tailored to the needs of your organization based on the questionnaire (Handout 19). In the first case, divide them in groups to solve different case studies; in the latter case, several groups may solve the same study and compare results.

Step 2

The participants start by reading the general and gender specific information about the project individually (Handouts 14 to 16, or the specific case study).

Step 3

Exclusively from what they have learned from the case study, the participants try to fill in as much information as possible in the matrices for gender analysis: I. gender division of labour, II. access to and control over resources and benefits, III. influencing factors, and IV. gender practical needs and strategic interests (Handout 17). The four tables may be divided between group members to ensure the participation of all in sorting data. In order to underline how little they have might learned from the seemingly gender neutral projects, they fill in the information from the part *General information* in **blue** first, and only then from the part *Gender specific information* in **red** colour.

Step 4

Once finished, the participants are invited to discuss the lacunae of the project and, following their previous experience from the South (or from the North) as well as their general development awareness, they conjecture what might be the empty spaces in the matrices. The group fills in these estimations in **green** and discusses the ratio between the data learned from the general information, gender specific information and the unknown data. Further, they shall look back at the project proposals and agree on three to five recommendations to the involved organisation for redefinition or continuation of the projects (according to its actual state). The facilitator advises them that they should pay special attention to how practical needs and strategic interests are tackled (or not) within the project. As a support and inspiration, the facilitator distributes *Handout 18. Gender checklist for development and humanitarian projects*.

Step 5

A representative of each of the groups that solve different case studies summarizes their case and presents the recommendations. The facilitator gives her/his feedback on the “solution” of the cases. Optionally, the group can also initiate a reflection on how the case has changed the participants’ perspective on their past, ongoing or planned development projects. This discussion may naturally serve as a bridge to the concluding module of the training.

Training tips:

The interactive form of the case studies brings the trainee's experience into the learning process even if s/he has not directly participated on the projects presented in this manual. Furthermore, the training kit includes a questionnaire (Handout 19) that enables the facilitator to prepare her/his own case study that might be closer to the particular experience, values and institutional culture of her/his organisation. The recommended sources are the project proposal, monitoring and evaluation reports, and the interviews or written communication with field personnel

Case studies on Ethiopia and Afghanistan were prepared using the questionnaire and the case study on Sri Lanka was entirely written by the staff of the organization and edited by the authors of the manual. The field experience of the presented studies might be distant from the trainees' experience. However, they should read the case studies with a natural dose of suspicion and think about the possible gender biases of the NDGOs. For example, the participants should be encouraged to pay some attention to the language used in the case studies and compare it critically with the gender concepts presented in the training (such as the stereotypes about the expected roles of both sexes, the erasure or suppression of politics, economics and culture from the case, etc.).

Since the case descriptions are limited in their extent, the facilitator should go round to the groups, observe them and possibly give hints. Do not forget that the information filled in green colour are only conjectures; the "right" solutions of the cases would require a thorough gender analysis, unavailable at the time of completion of the case studies.

The case of Afghanistan gives more information on the gender division of labour than that of Ethiopia and hence its solution might be easier. Nevertheless, the Afghani cultural context is more specific since it is difficult to find greater gender gaps in the global South. The case of Sri Lanka is unique since the productive role of women is less accentuated, but it is quite typical of short-term projects that might be relevant for the participants.

The ideal number of members in each group is four to five. If there are more participants involved in the training with experience from a field tackled by a case study, distribute them evenly among groups.

Handout 14: Food security in southern Ethiopia



Photo: People in Need

Name of the NGO: **People in Need**

Name of the project: **Supporting agricultural livelihood and sustainable use of natural resources in the Sidama Zone**

Donor(s): **Czech Development agency, internal resources**

Total budget: **13,000,000 CZK (520,000 €)**

Country, region and place of the project: **Ethiopia, Southern Nations, Nationalities, and People's Region, Sidama Zone**

Duration of the project: **April 2011 – December 2013**

Current phase of the project: **Awaiting government authorisation**

General Information

People in Need have identified four main development needs in the zone: Firstly, there is low diversity and quality of the produced agricultural commodities and their prices are highly volatile. Secondly, the use of natural resources is unsustainable and some of them are exhausted due to deforestation, erosion, water scarcity and soil depletion. Thirdly, the local farmers cannot easily reach the local markets in logistic terms and their financial literacy is low. Finally, alternative sources of income of farmers are non-existing. All these needs were identified in a field assessment that focused on the specific problems encountered by the farmers. The survey also included meetings with local officials, visits of the sites damaged by erosion, structured interviews with the representatives of the local communities and others.

The goal of the project is to ensure that the local population uses natural resources sustainably and its income opportunities are enlarged. The direct target group consists of 4,290 people that will participate in planting and public works, such as artisans participating in the technical training, officials and employees of district (*woreda*) administration, including field workers, farmers, other artisans and tradesmen, pupils from environmental clubs of eight elementary schools, traders and agents, and employees of the tree nurseries. The final recipients live in four neighbourhoods (*kebele*) of the Shabadino *woreda* and four kebeles in Awassa Zuria *woreda* for a total population of 39,000.

The main activities include reforestation and soil preservation in cooperation with the communities, production and use of alternative energy sources that reduces wood consumption, awareness raising on sustainable use of natural resources, and the involvement of local businesspersons in prepared business plans as well as the delivery of their products on local markets. The participation of the community in the activities is a key element of the project and it touches upon all project outputs and the majority of activities. The whole project is designed so that the management of natural resources is improved as well as their use become sustainable. If all the project outputs are produced, a long-term impact on the community may be expected. Moreover, the activities are designed in a way they could be easily replicated by the community without external aid and generate new and regular income.

Gender specific information

The project is in its initial stage and therefore the information on gender, which is not the priority of the project, is only suggestive. Better data will be available once the socio-economic study is carried out. In the Sidama zone men have traditionally a dominant position in the society. Most of public decision-making activities take place at meetings where the overwhelming majority of the participants are men as well. On the other hand, planting, digging and water transport are carried out by women. The access of boys and girls to the first class of schools is almost equal; however, during the following years, the gaps in attendance become wider and girls tend to leave school earlier than boys. The target community did not participate in the identification phase of the project as it was based on the preceding experience of People in Need in the Awassa Zuria *woreda* with the community as a whole, with its individual members and different male and female self-help group in the Alaba area. The identification of the project was consulted with the local administration and it drew, *inter alia*, on the recommendations of the administrative body for the women's and youth cause in both *woredas*.

Generally speaking, men decide and women work. Therefore, People in Need will strive to involve women in the trainings. Self-help groups, which are mostly composed of women, will be directly supported as well as cooperatives (many of them in the Sidama zone are female as well) and small entrepreneurs, both men and women. The activity of starting new businesses and finding alternative sources of income will be primarily targeted at women, which will improve their social and economic position. It is crucial to involve women as soon as in the beginning of the project to support actively their participation in decision-making, especially during community meetings.

The initial project document included only basic information such as the division of men and women between decision-making and working and the fact that the project would aim at empowering them through local training and direct support. The planned target group includes the mostly rural population: individuals at the household level and small entrepreneurs as well as bigger organized groups of village women and men of the relatively homogeneous Sidama ethnic group. Most of them are subsistence farmers, small artisans or tradesmen at a productive age and Christians, belonging to protestant and Ethiopian orthodox churches. Ethnic instability is occasionally experienced in the area of Sidama, especially in border areas where regional cross-border issues are sensitive with the Oromia people. Therefore, some ethnic discrimination is sometimes

experienced but not in the targeted areas. Two major Sidama clans can also be recognised: the Yanase clan is considered superior to Hadicho – the minority class. The discrimination of Hadicho members is therefore sometimes experienced and inter-clan relations are discouraged. But the actual composition of the target groups will be available only once the social and economic study is carried out, and the recipient groups are identified. A technical study will identify suitable technologies for the different localities, and the main guidance for allocation will be given by the ability of the groups to prepare and implement business plans.

Gender equality is not the priority output of the project. However, especially the activities focused on the marketing of agricultural products and the distribution of new commodities could be aimed at women's groups. There are some success stories of women's groups in the Sidama zone and their perception by the local administrations is positive as well. These facts raise expectations that a successful support of these groups and the development of women's production cooperatives will have a positive impact on gender existing disparities. Sex-disaggregated data will be part of project monitoring. In its preparatory phase, the implementation team counts two males only. During upcoming vacancy calls, no difference will be made among sexes when choosing a focal person and project officers. Professional skills will be the only criteria.

Source:

People in Need

Handout 15: Food security in northern Afghanistan



Photo: Blanka Šimůnková

Name of the NGO: **People in Need**

Name of the project: **Increasing food availability and income stability in northern Afghanistan**

Donor: **EuropeAid**

Total budget: **1.843.986 € (46,000,000 CZK)**

Country, region and place of the project: **Afghanistan, Balkh Province, Kishinde and Zare Districts**

Duration of the project: **November 2009 – October 2011**

Current phase of the project: **final stage**

General information

About 60% of the Balkh Province population lives under the poverty threshold of USD 1,25 per day. Levels of both acute and chronic food insecurity are high, between 35 – 40 % in targeted districts, which are considered least developed in the province. Being mostly rain-fed, land produce depends on rain and snow falls. Little precipitation and frequent years of long droughts, from 1998 until 2004, 2006, and severe drought of 2008 caused deterioration of village economies and subsistence strategies. Loss of animals during droughts and farmers cultivating larger areas to minimize drought risks converted pasture and former woodland to rain-fed areas. The remaining pasturelands are overgrazed. During spring and rain seasons, excessive torrential rains lead to soil erosion. A shortage of firewood led to a complete deforestation of areas. Due to monoculture cultivation, lack of soil protection measures and inefficient cropping, yield from existing fields is diminishing.

Although the Afghani Ministry of Agriculture Irrigation and Livestock (MAIL) has drafted appropriate policies, low capacity of government and community representation does not allow for addressing the problems.

The project *Increasing food availability and income stability in northern Afghanistan* was designed based on field assessment, data collection and consultations with governmental offices, coordination with other stakeholders (donors and NGOs). It builds on the experience from previous projects implemented by People in Need and its partners. The aim of the project is to contribute to the easing of food insecurity in the remote areas of northern Afghanistan through improved production of local population and thus their increased resilience towards price instability. The objective is to strengthen food availability and accessibility in the Balkh province through support to both producer and business groups as well as capacity development of local authorities. The project targets 9,000 vulnerable families (36,000 people) of the targeted areas as well as other stakeholders, among them the Provincial Departments of MAIL, Districts administration, Community Development Councils. It cooperates with the Food and Agriculture Organization (FAO), Districts Development Assemblies (DDA) and Community Development Councils (CDC).

The project consists mainly in the provision of inputs, trainings, construction works, local market research and capacity-building. The activities are proposed directly based on the discussions held with entities such as the Department of Agriculture, fall into priority programs of MAIL, and are designed for neglected, underdeveloped areas, parts of which have not participated in either humanitarian or development activities since the shift of power in Afghanistan. Increased income and price realization from agriculture produce is the strongest factor ensuring participation. Institutional participation is furthermore strengthened by the prospective Memorandum of Understanding with MAIL, in order to clearly define and follow certain roles and responsibilities. Best practices will be integrated to both community and district development planning, thus further strengthening role of CDCs as well as district authorities. The project is implemented according to the plan with small variations in some cases (such as seed distribution). The project takes into account financial sustainability (income generation, including established entities [producer groups, cooperatives] is a key factor in ongoing financial sustainability after the project ends), institutional sustainability through support to establishing producer groups, close cooperation with MAIL and other governmental institutions, and policy level sustainability. The project includes an internal mid-term and external ex-post evaluation.

Gender specific information

In the regions where the project is implemented, the decision-making power of women in the society is zero (all is decided by local councils where only men can participate) and even in the family is very low (including livelihood, family planning, education, etc.). Women are in most cases not allowed to leave the house without company, even for women (widow) - headed households the livelihood possibilities are extremely limited (women cannot work in fields, graze livestock, sell goods at the market). They have limited access to education, as families prefer to educate men. The illiteracy of women is 90 %, which is 20 % more than that of men. Women have lower access to health care as families spend more money for boys' health care than for girls. Furthermore, Afghanistan is one of the three countries in the world where statistics show shorter life expectancy for women than for men.

Men were included in the proposal writing, assessments and discussion with stakeholders (no women participated from the government authorities either). The baseline study was disaggregated by sex and age. Detailed specification of village needs during the project implementation was also carried out in two groups – male and female – since it is not possible to join them. The outputs of both groups were taken into account, however, decision-making in the village, including the distribution of resources is done by the village council where only men can participate. The division of labour is determined by the fact that women can work only

inside the house. Afterwards, income generation activities were tailored to fit to women as well (for example poultry rearing, which can be done inside the compound, dairy products, etc.).

The initial project document mentioned that the *“Beneficiaries belonging to ‘working’ and ‘non- working’ categories will be identified by the project staff in close cooperation with Community Development Councils (both male and female sub-committees if existing). The resulting list will be made public in order to enable community members to appeal the selection made and then finalized by project staff. If women sub-committee does not exist, PIN (People in Need) will facilitate inclusion of women into the selection process.”* It also stressed the process of the selection of beneficiaries for alternative income generating activities (other than farming), *“A priority will be given to the most vulnerable, mostly women headed households with disabled and/or high number of children to ensure improvements in nutrition situation of household members along with increased income from dairy products.”* One of the stakeholders was the Ministry of Woman Affairs (MoWA) and a *“Representative of MoWA was a member of Project steering committee and was consulted on activities and best practices to ensure maximum possible and real inclusion of women in planning and decision-making processes taking place at community level.”* Finally, the process of beneficiaries’ selection for community/farmers loans specified that *“Priority will be given to no manpower households with emphasis on marginalized members as women and elders who cannot work, particularly Khalifas. Returnees to the villages and excluded within the communities. At least 30% of the beneficiaries will be women, excluding farmer loans, where bigger part of beneficiaries is expected to be males. Women will be nevertheless prioritized, if cases of female farmers do occur.”*

The targeted population were the farmers, community members and, as final beneficiaries, all inhabitants of the area, and the governmental officials. The project included inhabitants of two provinces in Afghanistan, both men and women (i.e., whole families), all Islamic, without any age specification, coming from the most vulnerable farming families. The concerned governmental officials within the agriculture sector are also Muslim and mostly men (with only few female officials working in the governmental sector, but still a higher number compared to the private one). No discrimination according to social class or ethnicity within villages was recognized as the villages consist always of one ethnic group and there is no trade or relations between villages of different ethnics. Usually there was no discrimination in the community due to disability and sexual preference is a total taboo.

Proportionally, men were included in much more activities than women were. On activities focused on farming, grazing, inputs delivery, sale of products, transport, etc. only men participated. Participation of women was not possible, as they cannot freely move outside the house. On activities focused on alternative income generation, women participated by 40 % (again, even though women take care of poultry, men must go to the market and purchase feed, sell eggs and meat). Female employees were in charge of trainings and conversation with women. Even the PIN female staff was limited in movement (if women travel at least two of them have to be in the car or a male companion from their family must go with them). The planned involvement of men/women in the project did not differ from the planned one.

As the project was not focused on gender but food security of the area, there was no way to include women more intensively. It did not really change the power relations between sexes. . The only change was that women had for the first time a chance to be part of the decision-making process (with two separate groups of community conversations and the decision of both to taken in account). Monitoring did not involve the increase in gender awareness. All data during the preparation of the baseline study, monitoring and evaluation were separated by sex and age. The number of female beneficiaries increased and represented 40% of income generating activities.

The core implementation team consisted of a programme manager (expat, male), a project manager (Afghan, male) and two deputy project managers (Afghan, one male and one female). There were altogether 19 other positions such as field assistants, site supervisors, site engineers, agriculture specialists, etc., and 5 of them were women. The consulted local authorities consisted of elder males; there were only men in government offices at regional level as well, with few women at the central level. Elders held important positions (head of office, department), young men low positions (due to their ability to speak English).

Source:

People in Need

Handout 16: Improving life conditions of internally displaced people in northern Sri Lanka



Photo: ADRA

Name of the NGO: **ADRA Czech Republic and ADRA Sri Lanka**

Name of the project: **Better living conditions for orphans and seniors touched by the military conflict in Sri Lanka / A chance for internally displaced people with special needs in the north of Sri Lanka**

Donor(s): **Ministry of Foreign Affairs of the Czech Republic**

Total budget: **N/A**

Country, region and place of the project: **Sri Lanka, Jaffra Peninsula**

Duration of the project: **April 2010 – December 2011**

Current phase of the project: **first project completed, second project under way**

General information

ADRA identifies itself as a needs-based organisation. It does not primarily focus on good governance or human rights but on the so-called hard components (such as water and sanitation) and their consequent use. That does not mean, however, that human rights are not recognized. Quite the contrary, ADRA reflects these values and implements them in project designs as cross-cutting issues. This case study presents a short-term humanitarian project in Sri Lanka.

During the last phase of the civil war in Sri Lanka, more than 280,000 people were displaced to the Northern Province. These internally displaced persons dispersed in the Jaffna Peninsula and Vavuniya and Mannar

districts. They dwell in temporary refugee camps, hospitals or in the homes of their relatives. Among others, the group of internally displaced people includes many children and elderly people that have lost all their property during the conflict as well as their closest families and relatives. They completely lost their background. As a reaction to this stressful situation, a number of institutions started to appear within the activities of small local organisations, individuals or religious institutions. These homes received groups of the most vulnerable refugees that used to wander aimlessly in the surroundings and they offered to fulfil their basic needs, especially food and shelter. They are strongly dependent on the contributions of non-governmental organisations.

That is why ADRA has focused on the institutions or homes with whom it has worked for a long period and strives to mitigate the impact of the war on the refugees that have lived there. As many homes appeared *ad hoc* in an uncoordinated way, most of their buildings did not answer the basic requirements given their purpose and number of inhabitants. ADRA has carried out some construction works that have provided them with water, sanitation and security. Nevertheless, the technical infrastructure cannot be considered as the fulfilment of the needs of the target group. As they still live in a post-traumatic situation, influenced by the bad experience from the war, ADRA also focuses on the psycho-social support of the direct beneficiaries, especially by providing them with additional means for a sustainable livelihood, school tools and extra-curricular activities.

On the base of a thorough needs analysis, ADRA has chosen nine homes across the whole region. The choice was conditioned by the financial capacity of the project on the one hand, and the intensity of needs and vulnerability of the clients on the other. The institutions strongly supported by other donors were excluded. The institutions that did not receive official registration by the local administration were discarded as well since the risk of being closed greatly threatened the sustainability of the whole project. Eventually, the target group consisted of 620 of the most vulnerable, internally-displaced people in nine homes, among them orphans, single parents, and elderly and disabled people.

Gender specific information

As a typical ADRA project, the activities dealt primarily with hard components. However, in this case, the gender aspect was taken into account as well. Since the whole region was hit by the long-term and exhausting military conflict, many households are not headed by the men anymore: they were killed in the war. Widows often lack access to living resources and do not have the capacities to feed children. Moreover, in comparison to other parts of Sri Lanka, the northern part is deemed to be more traditional, with a greater emphasis on the caste and gender roles divisions. The man is considered the breadwinner of the family while the woman takes care of the household. But these traditional structures are not applicable to a society decimated by the conflict anymore. Some societal changes have naturally occurred. They are recognized and supported by this project.

About a half of the target group represents girls of pre-school and school age that have lost at least one parent, followed by young mothers, often not older than 18 years, who cannot find support in their families since their children were conceived as a consequence of rape. About forty of these mothers are involved in the project. A lot of emphasis was put on a thorough need-analysis to identify the missing appropriate services. A survey was lead among the girls by female members of the implementing team in order to ensure the required openness in speaking out about sensitive issues. The most important things lacking were identified in the sanitation infrastructure, water provision and the overall security of the homes. The girls feared the intrusion of violent men from outside. At the same time, however, the girls required some leisure activities that would help them in mitigating stress and traumas. They found a keen interest in education.

According to the individual needs of the institutions, water sources, plumbing, bathrooms and latrines were installed. The Sphere standards were respected in order to allow enough light into the interiors and to keep appropriate distances of latrines and waters sources so as to prevent rape as much as possible. Fences and walls were built to give the girls a greater sense of security and foster their healing. Girls of school age were supported in their interest in education. School and education tools were distributed, study rooms and libraries were founded in the homes. That allowed girls to attend local schools or get education directly in their homes. The fact alone that girls attend schools helps to break gender stereotypes in the society. An educated girl can get other skills, which opens her other opportunities in her adult age, opportunities other than only taking care of the household. Moreover, the young raped mothers can find a job and feed their families in the future.

A woman was chosen as the project coordinator on purpose since it allows her to communicate much more easily with the female portion of the target group. In some cases, women were not able to communicate with a male worker directly at all. The management of the homes is predominantly composed of women as well. Given that some of them were founded by religious organisations and charities, some of them are nuns. Overall, the project helps the target group to reintegrate into society and the support for education has allowed the majority of young girls to attend school. In all the cases, living conditions and spaces improved and they allowed the offering of leisure activities that help the psychosocial healing of the target group. As a consequence of the conflict, the traditional structure of the society was disturbed and many formerly masculine roles are now conceded to women. Many of the activities formerly denied to women are being reconsidered and a space leading to more changes toward greater gender equality has opened.

Source:

ADRA

Handout 17: Matrices for gender data collection

Matrix for data collection on the gender division of labour

ACTIVITY PROFILE				
Activities	Women	Men	Girls	Boys
Productive Agriculture: activity no. 1, activity no. 2, etc. Income generation: Employment: Other:				
Reproductive Water: activity no. 1, activity no. 2, etc. Fuel: Food production: Child care: Elderly care: Health-related: Household and repairs: Market-related: Other:				
Community involvement: Attendance at meetings: Religious activities: Recreation: Community activities: Other:				

Matrix for data collection on access to and control over resources and benefits

ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS PROFILE				
Activities	Access to		Control over	
	Women	Men	Girls	Boys
Resources Land Equipment Labour Cash Education, training, etc. Other				
Benefits Income earned outside the home Possession of property Basic needs (food, clothing, housing) Education, political power, prestige, etc. Other				

Matrix for data collection on influencing factors

INFLUENCING FACTORS			
	Impacts on	Constrains on	Opportunities for
<ul style="list-style-type: none"> • Socio-cultural factors, such as evolving traditional lifestyles, etc. • Economic factors, such as financial crises, etc. • Political factors, such as new policies, changes in government, war, etc.; • Environmental factors, such as drought, etc. • Demographic factors, such as labour migration, urbanization, etc. • Legal factors, such as amendments to legislation on ownership and the right to vote, etc. • Factors relating to education, such as the new expectations of educated girls • International factors, such as the influence of Western culture, etc. • Religious factors, such as the rise of fundamentalism, etc. • Other 			

Matrix for data collection on gender practical needs and strategic interests

GENDER PRACTICAL NEEDS AND STRATEGIC INTERESTS PROFILE	
Women's practical gender needs	Women's strategic gender interests
Men's practical gender needs	Men's strategic gender interests

Handout 18: Gender checklist for development and humanitarian projects

Gender analysis

- Were women/women's/gender organisations involved in consultation with local partners within the development problem identification process, and have their expert views on poverty and the intended development project been obtained?
- Did the needs analysis include learning the needs and interests of women and girls, and those of men and boys in the relevant intervention sector?
- Were different roles and responsibilities identified for women and girls vs. men and boys, pertaining to gender division of labour in the relevant sector, access to and control of resources such as land, time, household income, micro-loans identified (e.g., finding that women play an important role in the care of specific crops and thus should be involved in project training on new technologies)?
- Were any specific needs of a gender nature identified that must be taken into account (e.g., finding that due to cultural traditions, female interpreters are needed when working with women, or separate training sessions in the sector for women and for men)?
- Was the local women's (of various ethnicities, age, education and other categories) own definition of empowerment determined? (e.g., finding that the women view their empowerment primarily through an economic perspective, as economic independence further improves their positions in the family and society).
- Were expected changes to the women's position suggested (both on the economic/ political position levels and on the level of position within the family/society) as a result of the project and expected impact on gender relations?

Findings for projects in conflict/post-conflicts areas

- Was the impact of the conflict on men and women, girls and boys examined?
- Were the possibilities of involving men and women, girls and boys in solving the conflict and in post-conflict reconstruction identified?

Findings for humanitarian projects

- Did the rapid needs assessment reveal any impact of the disaster on women and men, girls and boys?
- Was it ascertained whether or not men and women alike have access to aid and resources, whether or not women are involved in decision-making within the framework of the organisation of assistance, and whether or not the possibilities of involving them in the restoration have been identified?
- Was the rapid needs assessment performed in cooperation with local women's gender organisations and activists?

Project design

- Are the gender differences identified and the method of taking them into account discussed throughout the project proposal (i.e., project justification, targets, target group, activities, quantitative and qualitative indicators) rather than in a separate project sustainability column (e.g., the target group being divided by sex, with practical needs of women and men being listed separately, and with project activities based on both men's and women's knowledge and skills)?
- Do the project activities concentrate on the major problems of gender dimension as discovered by the needs analysis (e.g., is it ensured that women will have time to participate in the planned activities and the project will not constitute another workload for them on top of existing obligations)?

Project implementation, monitoring and evaluation

- Are both men and women actively involved in project implementation considering the different obligations of both sexes, and are individual steps in the implementation adjusted to accommodate such obligations?
- Is the gender perspective being monitored and recorded in regular reports (e.g., recording new gender-related problems, listing gender indicators, i.e., the number of men's and women's groups established, the level of contribution by men and women where knowledge, work, resources are concerned)?
- Does the gender impact of the project form part of the evaluation (e.g., an assessment of benefits acquired by men and women, whether or not there has been any modification to the women's and men's workload, any change in access to and/or control of the resources)?

Source:

Gender Policy Caritas Czech Republic. ProEquality Centre, Caritas Czech Republic, 2010 (25. 10. 2011).

Handout 19: Questionnaire for creating gender and development case studies

General information

1. Name of the NGO
2. Name of the project
3. Donor(s)
4. Total budget
5. Country, region and place of the project
6. Duration of the project (from... to)
7. Current phase of the project
8. Identified development needs
9. Process of identification of the development needs (a short description)
10. Objectives of the project
11. Target group(s) (number and description)
12. Other stakeholders
13. Main activities
14. Participation of the target group on activities (a short description)
15. Differences in the project outcomes compared to planned results
16. Sustainability of the project (a short description)
17. Evaluation of the project
18. Lessons learned

Gender specific information (please answer with sex-disaggregated data)

1. What is the general situation and position of men/women in the given community (include perspectives in education, health, culture, religion, local decision-making, family labour division, etc.)
2. How did men/women (including boys and girls) participate in the identification of development needs? What development needs were identified by men and by women?
3. What gender inequalities were identified (i.e. access to resources, division of work, etc.)? Who owns and decides on the resources involved in and gained in the project?
4. How were these gender inequalities tackled in the project?
5. What references to gender and women's empowerment did the initial project documents include?
6. What type of men/women were the planned target group of the project? (include ethnic group, religion, age, class)
7. What type of men/women were the actual target group of the project? (include ethnic group, religion, age, class)
8. What other types of discrimination, such as by class, ethnicity, age, disability, sexuality, were present in the field?
9. Did the budget include expenditures on activities promoting gender equality (i.e., gender training)? What type of gender training or awareness raising did the desk officer and in-field workers receive?
10. What was the implementation team composed by sex, ethnicity, age and other categories? How was the team selected?
11. What was the composition of the stakeholders group by sex, ethnicity, age and other categories?
12. How did men/women participate in the activities of the project?
13. What changes in the lives of men/women are noticeable after the project?
14. How and why did the actual involvement of men/women in the project differ from the planned one?
15. How would better involvement of men/women increase the sustainability of the project?
16. How did the project change the perception of the power relations between men and women and their subgroups in the field (i.e., changes in access to and control over resources, changes in gender division of labour, improvements in other areas promoting women's empowerment, such as education, employment in modern sectors, control over own income, etc.)?
17. How did the monitoring and evaluation of the project include gender aspects (i.e., monitoring of gender indicators, such as gender sensitive decision-making, increase in gender awareness)?

Module 5. Wrapping up

- Objectives:**
- To summarize the key learning points of the capacity-building workshop
 - To revisit the expectations of the capacity-building workshop
 - To initiate thinking on how to proceed with gender equality approaches in life and the organization we work for
 - To evaluate the capacity-building workshop

Duration: recommended 30 minutes

- Training options:**
- | | |
|--|------------|
| • Activity 1: Looking back – matching the expectations of the workshop | 5 minutes |
| • Activity 2: What have we learned today? | 20 minutes |
| • Activity 3: My next steps with gender | 20 minutes |
| • Activity 4: Evaluation of the capacity-building workshop | 5 minutes |

- Handouts:**
- Handout 20: Evaluation of the capacity-building workshop

Activity 1: Looking back – matching the expectations of the workshop

Duration: 10 minutes

Materials: Flipchart, paper, markers

Special preparation: Note cards with expectations from the beginning of the capacity-building workshop

Step 1

Stick on the wall the flipchart paper with grouped expectations' note cards from the beginning of the workshop.

Step 2

Invite one participant or volunteer to come to the wall and read out the groups. S/he shall comment whether the written expectations were fulfilled during the training.

Training tips:

It is likely that not all expectations were accomplished during the workshop. The facilitator can use them as recommendations for future workshops or suggest resources where related information can be found.

Activity 2: What have we learned today?

Duration: 20 minutes

Materials: Note cards, paper, pens, clear tape or reusable glue pads

Special preparation: Write on four A4 papers the statements from the Step 1 below.

Step 1

Stick on the wall the statements from the table in four columns.

What was	<ol style="list-style-type: none">1. the most useful information for my personal life2. the most useful information for my work3. the most shocking information for me4. the most boring information for me	of the workshop today?
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Step 2

Give each participant a pen and four note cards and ask him/her to write on each note card an answer to the four questions and stick them on the wall for others to read.

Step 3

Invite one participant or volunteer to come to the wall and read out all of the answers and if possible group the cards with similar answers together.

Step 4

Facilitate a discussion with the participants on the most frequent answers (the most note cards in one group) per question. Lead the discussion towards answering WHY, e.g., Why did you find this information the most shocking?

Training tips:

The discussion, especially over the most shocking and boring information, might be quite lively, so it might require managing it with diplomacy.

Activity 3: My next steps with gender

Duration: 20 minutes

Materials: Note cards, paper, pens, clear tape or reusable glue pads

Special preparation: Write on four A4-size pieces of papers the statements from the Step 1 below.

Step 1

Stick on the wall the questions from the table in four columns.

- | | |
|----|--|
| 1. | What can I do for gender in one week time? |
| 2. | Who can help me with promoting the GAD approaches? |
| 3. | What possible barriers will I face in promoting the GAD approaches? |
| 4. | What do I need to start or strengthen the GAD approaches within my organization? |

Step 2

Give each participant a pen and four note cards and ask him/her to write on each note card an answer to the four questions and stick them on the wall for others to read.

Step 3

Invite one participant or volunteer to come to the wall and read out all of the answers and if possible group the cards with similar answers together.

Step 4

Facilitate a discussion with the participants on the most frequent answers (the most note cards in one group) per question.

Activity 4: Evaluation of the capacity-building

Duration: 5 minutes

Materials: pens for all participants

Special preparation: Printouts of Handout 20 (Evaluation form)

Step 1

Distribute the Evaluation form and ask the participants to fill it in. It is recommended to appeal to the participants to be honest and open in the evaluation.

Handout 20: Evaluation form

We truly appreciate your effort to give us your most honest and open responses to the following questions. This will help us to modify similar capacity-building workshops in the future.

- 18. What did you find the most useful?
- 19. What did you find the least useful?
- 20. Do you consider your knowledge of gender equality as a development approach has increased? If yes, how? If not, why?
- 21. How will you be using what you have learned today? Please give one concrete example.
- 22. Do you feel more confident in integrating a gender approach to your work?
- 23. What would prevent you from applying a more gender-sensitive approach to your work? (including your personal attitudes and fears)

24. How would you rate the capacity-building workshop in terms of:

(on a scale of 1-10, 1 being unsatisfactory and 10 very satisfactory)

- Time allocated to theoretical aspects _____
- Time allocated to practices _____
- Facilitation _____
- Length of the capacity-building workshop _____
- Tools used to convey information _____
- Clarity of information _____
- Helping me to find answers _____
- Encouraging me to engage in the topic _____

25. How would you rate the capacity-building workshop’s sessions?

- Getting Started: Introduction and expectations _____
- Introducing gender concepts _____
- Gender roles and relations _____
- Why gender matters to development practitioners _____
- Gender analysis: Tools _____
- Engendering development in practice: Case studies _____
- Wrapping up _____

Other comments and suggestions:

Source:
Gender Matters – Capacity-building workshop of Czech NGOs. Dion V. One World Action, 2011.

Glossary

Gender

Socially-constructed roles and responsibilities of women and men in a given place or culture. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviours are learned through socialization and are changeable.

Gender analysis

The analysis of poverty from a gender perspective. It entails an explanation of the causes and consequences of existing gender inequalities, different needs, priorities, and experiences of women and men. The aim of such analysis is to incorporate its findings into a planned project which is supposed to have a positive impact on both sexes and narrow the gap between them.

Gender division of labour

The roles, responsibilities, and activities assigned to women and men based on gender.

Gender equality

The situation in which women and men are granted equal rights, equal opportunities, and freedom of choice. Gender equality also means that nobody can impose any gender roles on women or men.

Gender equity

The condition in which women and men participate as equals, have equal access to resources, and equal opportunities to exercise control.

Gender mainstreaming

A strategy aimed at achieving gender equality. It means mainstreaming a gender perspective at two levels: as a cross-cutting issue into all policies, programmes, and projects; and through specific activities aimed at achieving women's empowerment.

Gender relations

The division of power between women and men in their family lives, education, in the labour market, in politics, etc. Gender relations are not static but are constantly changing due to the economic development, legislative or political changes, and social or cultural factors.

Gender roles

Activities ascribed to men and women on the basis of perceived differences. "Division of labour" is a term used in gender literature to mean the roles and tasks assigned to women and men on the basis of perceived gender characteristics and attributes, instead of ability and skills. Gender roles and responsibilities vary among cultures and can change over time.

Gender sensitive

Awareness of the differences between women's and men's needs, roles, responsibilities, and constraints.

Practical gender needs

Those needs, which, if met, help women and girls with their current activities. They are a response to the pressing living conditions within a particular context and are usually of a practical nature (e.g., water provision, specific training or income earning opportunities). The fulfilment of PGNs, however, will not challenge existing imbalanced gender division of labour or women's subordinate position.

Sex

The biologically determined differences between men and women. These differences are generally unchangeable and universal.

Strategic gender interests

Interests that stem out of women's subordinate social position and, if met, facilitate women to transform inequality of power between both sexes. Strategic gender interests are context-specific but may include issues such as legal rights, education, equal wages or domestic violence.

Triple role of women

Women's activities related to the production of goods or services (e.g., agriculture, fishing, employment), reproduction (housework, home maintenance, care for members of the household), and work serving the community (ceremonies, feasts, political representation, participatory organizations).

Women's empowerment

Women acquiring an ability to control their own lives. Enabling women to take advantage of their rights and skills and to improve their access to and control over various resources (political, economic, information, etc.).

Abbreviations

CDC	Community Development Councils
DDA	Districts Development Assembly
FAO	Food and Agriculture Organization
GAD	Gender and Development
IGA	Integrated gender analysis
MAIL	Ministry of Agriculture Irrigation and Livestock
MDGs	Millennium Development Goals
MoWA	Ministry of Women's Affairs
NGDO	Non-governmental development organisation
NGO	Non-governmental organisation
PIN	People in Need
PGN	Practical gender need
SGI	Strategic gender interest
WID	Women in Development

Additional resources

Czech Development Cooperation and gender:

Gender Equality and Women's Empowerment: Towards More Equitable and Effective Development Cooperation in the Czech Republic. FoRS Policy Brief, FoRS, květen 2010 (25. 10. 2011).

<http://www.proequality.cz/res/data/007/000858.pdf>

Gender policy of Caritas Czech Republic. Caritas Czech Republic, ProEquality Centre, 2009 (25. 10. 2011).

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Horký, Ondřej. Gender a rozvoj: co nás rozděluje, co nás spojuje. *Gender, rovné příležitosti výzkum*, [Gender and Development: What Keeps Us Apart, What Keeps Us Together Gender, Equal Opportunities, Research] 9(2), 10–21. 2008 (25. 10. 2011).

www.genderonline.cz/download/Rocnik09_2_2008.pdf

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<http://www.proequality.cz/res/data/006/000781.pdf>

Gender training manuals:

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http://cmsdata.iucn.org/downloads/eng_version_web_final_1.pdf

Gender Awareness and Development Manual: Resource Material for Gender Facilitators. Ministry of Women's Affairs Afghanistan, UNDP, 2007 (25. 10. 2011).

<http://www.undp.org.af/howeare/undpinafghanistan/Projects/dcse/GenderManuals/Gender%20Awareness%20and%20Development%20Manual.pdf>

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996 (25. 10. 2011).

<http://www.cedpa.org/content/publication/detail/737>

The Oxfam gender Training Manual. Oxfam, 1994.

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Gender manuals:

Gender Manual: A practical guide for development policy makers and practitioners. London: Department for International Development (DFID), 2008 (25. 10. 2011).

<http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>

Making Disaster Risk Reduction Gender-Sensitive. Policy and Practical Guidelines. UNISDR, UNDP and IUCN, Geneva, 2009 (25. 10. 2011).

http://www.preventionweb.net/files/9922_MakingDisasterRiskReductionGenderSe.pdf

Mayoux, L. Sustainable micro-finance for women's empowerment. Strategy checklist. 2006 (25. 10. 2011).

<http://www.genfinance.info/Documents/Gender%20Checklist.pdf>

Project Cycle Management Technical Guide. Socioeconomic and Gender Analysis Programme. Rome: FAO - Food and Agriculture Organisation of the United Nations (FAO), 2001 (25. 10. 2011).

<http://www.fao.org/sd/seaga/downloads/En/Intermediateen.pdf>

Toolkit. Integrating a gender dimension into monitoring & evaluation of rural development projects. World Bank, 2005 (25. 10. 2011).

http://siteresources.worldbank.org/INTGENDER/Resources/RuralM_EToolkit2005.pdf

Toolkit on Mainstreaming Gender Equality in EC Development Cooperation. European Commission, (25. 10. 2011).

<http://ec.europa.eu/europeaid/sp/gender-toolkit/index.htm>

Tools for specific sectors and themes. World Bank, (25. 10. 2011).

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20243479~menuPK:489230~pagePK:210058~piPK:210062~theSitePK:336868,00.html>

Training package for the promotion of gender equality in NGO development cooperation. Global Finland, 2004 (25. 10. 2011).

<http://global.finland.fi/gender/ngo/english/>

Women, Girls, Boys and Men. Different Needs – Equal Opportunities. Gender Handbook in Humanitarian Action. IASC, December 2006 (25. 10. 2011).

http://www.humanitarianinfo.org/iasc/documents/subsidi/tf_gender/IASC%20Gender%20Handbook%20%28Feb%202007%29.pdf

Internet resources:

Association for Women's Rights in Development (AWID)

<http://www.awid.org/>

Bridge, Institute of Development Studies

<http://www.ids.ac.uk/bridge/>

CONCORD (Gender & Development)

<http://www.concordeurope.org/Public/Page.php?ID=74>

Czech Forum for Development Cooperation (FoRS)

www.fors.cz

Information website of the NGO People in Need
www.rozvojevka.cz

Men's Resources International
<http://www.mensresourcesinternational.org/>

OECD, Gender Equality and Women's Empowerment
http://www.oecd.org/document/27/0,3746,en_2649_34541_46582811_1_1_1_1,00.html

ProEquality Centre of the Open Society, p.b.c.
www.proequality.cz

UNDP Gender in Development Programme
<http://www.undp.org/gender>

UN Women
<http://www.unwomen.org/>

Women Watch
<http://www.un.org/womenwatch/>

N.B. All sites tested and accessible as of 25 October, 2011.



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