

The Gender Manual

A Practical Guide



About DFID

What is Development?

International development is about helping people fight poverty.

This means people in rich and poor countries working together to settle conflicts, increase opportunities for trade, tackle climate change, improve people's health and their chance to get an education.

It means helping governments in developing countries put their own plans into action. It means agreeing debt relief, working with international institutions that co-ordinate support, and working with non-government organisations and charities to give communities a chance to find their own ways out of poverty.

Why is the UK Government involved?

Getting rid of poverty will make for a better world for everybody.

Nearly a billion people, one in six of the world's population, live in extreme poverty. This means they live on less than \$1 a day. Ten million children die before their fifth birthday, most of them from preventable diseases. More than 113 million children in developing countries do not go to school.

In a world of growing wealth, such levels of human suffering and wasted potential are not only morally wrong, they are also against our own interests. We are closer to people in developing countries than ever before. We trade more and more with people in poor countries, and many of the problems which affect us – conflict, international crime, refugees, the trade in illegal drugs and the spread of diseases – are caused or made worse by poverty in developing countries.

In the last 10 years, Britain has more than doubled its spending on aid to over £5 billion a year. We are now the fourth largest donor in the world.

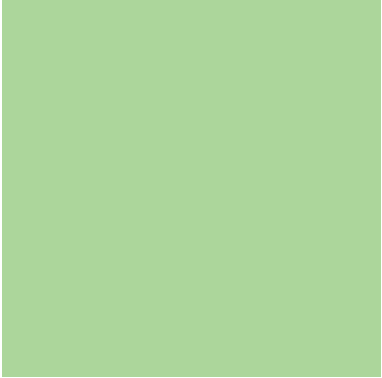
What is DFID?

DFID, the Department for International Development, is the part of the UK Government that manages Britain's aid to poor countries and works to get rid of extreme poverty.

We work towards achieving the Millennium Development Goals – a set of targets agreed by the United Nations to halve global poverty by 2015.

DFID works in partnership with governments, civil society, the private sector and others. It also works with multilateral institutions, including the World Bank, United Nations agencies and the European Commission.

DFID works directly in over 150 countries worldwide. Its headquarters are in London and East Kilbride, near Glasgow.



Preface

In March 2007, DFID launched a new 3-year Gender Equality Action Plan (GEAP) to cover the period from 2007–2010. The Plan was drawn up in response to findings of the 2006 Evaluation¹ of DFID's work in support of gender equality and women's empowerment. The Evaluation concluded that DFID was having strong impact in the education and health sectors, and in international discussions and negotiations on issues of gender equality and women's rights. However, outside these areas, DFID programmes were not having the impact that we would like, particularly given increased recognition by the international community of the importance of progress on gender equality to achievement of the Millennium Development Goals (MDGs). It was clear that DFID needed to be more systematic in ensuring issues of gender equality and women's rights were integrated in all areas of its work.

The GEAP sets out a comprehensive programme of institutional change across DFID aimed at significantly increasing focus and impact on gender equality and women's rights in our development assistance. In implementing the GEAP, we are committed to bringing about a comprehensive and sustained change in how DFID addresses gender equality issues across everything we do. It is not about improving performance in just one or two additional areas, or about spending targets – but about putting in place new processes to ensure that, regardless of area of work, staff systematically ask the key questions:

Think.... what does this mean for women and girls

- Have we counted all women and men?
- Have both women and men been consulted?
- Have we invested equally in women and men?
- Do women and girls have a fair share?
- Do staff have the skills, knowledge and commitment to make a lasting change?

This Manual is for everyone who works for DFID. Promotion of gender equality and women's rights is part of the responsibility of all staff, cutting across Advisory, Administrative and Managerial roles.

The Manual is designed to help non-gender specialists in recognising and addressing gender equality issues in their work. It sets out what everyone needs to know about:

- **Why** DFID is concerned about women and girls.
- **What** all DFID staff need to know.
- **How** we can promote gender equality better in our work.

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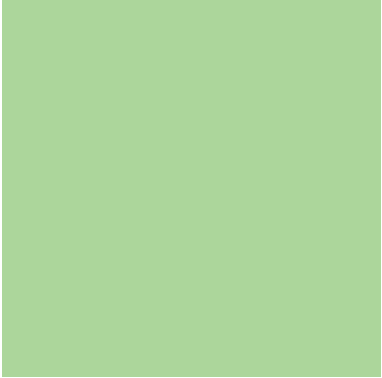
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1.1 *Introduction*

DFID's commitment to Gender Equality

We recognise that poverty will not come to an end until women have equal rights with men. Promoting women's rights will accelerate the progress already made towards poverty reduction, it will also strengthen the sustainability of these achievements in the long run. This is not about doing something extra, it is essential to our success.

- We want the UK to take a lead in promoting gender equality and human rights for women and girls, and we will do this by putting women and girls at the heart of all of our work.
- We will challenge and support our bilateral, multilateral and civil society partners to achieve better outcomes for women and girls.
- We will consistently raise the importance of women's rights and gender equality in international and national efforts to achieve the MDGs.
- We will produce and share evidence and data on the links between gender equality and the MDGs.
- We will use this evidence to ensure that our programmes and policies achieve the best possible outcomes for women and girls.
- We will value, recognise and reward individuals and teams that demonstrate excellence and best practice in promoting gender equality.
- We will account for and report on our progress against these commitments and we will publicise our progress and success to our partners and to the UK public annually.



1.2 *What is the problem?*

Decades of international development have made significant differences to the lives of poor women and men. But in every area of progress, being female remains a disadvantage. Whether it is in claiming their right to an equal wage or the right to inherit and own the land they work on, or in claiming their right to be educated and included in decision-making, women and girls lose out. In the work place, the market and the home, discrimination not only makes women poorer but it adversely affects their dependents and the next generation.

Who is affected?

Women who do the same jobs as men but get paid less.

Throughout South Asia, women's wages range from half to two-thirds of those received by men. In India, the gender wage gap is growing and persists even amongst educated women and men.¹

Women and girls who play a major role in subsistence but don't have rights to land or access to credit.

In sub Saharan Africa, women produce up to 80% of basic foodstuffs, but they receive less than 10% of the credit given to their male counterparts². In Kenya, only 1% of women own the land they and their families farm.³

Girls whose brothers go off to school in the morning while they stay at home to look after younger siblings.

Of the estimated 780 million people in the world who are illiterate, nearly 2/3 are women. Globally, 75 million primary school age children are out of school, of whom over 41 million are girls.⁴

Women and girls who bear the brunt of conflicts and violence between communities and in wars.

Rape and forced pregnancy as a tool of war, retaliation and dominance have been documented in conflicts around the world. According to a UN report, an estimated 5,000 women are killed in the name of "honour" every year.⁵

Women who die in childbirth.

Somewhere every minute a woman dies from complications in pregnancy or childbirth. 99% of these deaths are in developing countries.⁶ For every woman who dies, approximately 20 more suffer injuries, infection and disabilities in pregnancy or childbirth.

Girls who are not hospitalised or taken for life-saving health treatment where cost is an issue.

In many parts of South Asia, girls and women are less likely to receive costly in-patient treatment than their male counterparts, and charges are more likely to be a barrier.⁷ In general, Indian girls are 61 percent more likely than boys to die between the ages of 1 and 5.⁸

Women and girls affected by HIV and AIDS.

Worldwide, for every 10 young men aged 15-24 who are HIV positive, there are 16 young women.⁹

Women who are excluded from decision-making.

Women hold only 17% of parliamentary seats worldwide and only 8% of the world's cabinet ministers are women. In many countries, the figures are considerably lower. In Egypt, for example, just 2% of MPs are female.¹⁰

Women who face barriers to access services and decision-makers.

Research into public administration in India found that women had to wait on average 37% longer than men to see the same local government official, women of roughly the same income as men were 3 times more likely to be queue jumped, and 16% of women reported sexual harassment from local government officials.¹¹

Everywhere there are men and women seeking to promote greater equality and to change the laws and traditions that deny women their rights, but all too often they are marginal to the centres of power and influence. So the problem is also one of governance. It is possible to tackle discrimination – but it requires strong leadership, political will and deep social change.

¹ ILO www.ilo.org/ India Gender Profile. BRIDGE, IDS Sussex, 2001

² FAO <http://www.fao.org/FOCUS/E/Women/Sustin-e.htm>

³ Land: better access and secure rights for poor people. DFID, 2007

⁴ UNESCO Institute of Statistics (UIS) <http://www.uis.unesco.org>

⁵ In-Depth Study on All Forms of Violence against Women: Report of the Secretary-General. UN, 2006

⁶ MDG Progress Report. UN, 2005

⁷ India Gender Profile. BRIDGE, IDS Sussex, 2001

⁸ State of the World's Mothers Report, Save the Children, 2008

⁹ AIDs Epidemic Update. UNAIDS, 2006

¹⁰ MDG Progress Report. UN, 2007/ Inter-Parliamentary Union (IPU) <http://www.ipu.org/english/home.htm>

¹¹ Corbridge, S Gender, Corruption and the State: Tales from Eastern India, 2007



1.3 *How does gender equality contribute to poverty reduction?*

Human rights and poverty reduction

Human rights, defined and upheld internationally, are universal and based on the equal worth and dignity of people – the denial of rights and opportunities based purely on an individual's sex is unjust and unfair. Internationally agreed human rights include standards of health, education and the right to a secure livelihood, as well as civil, political and legal rights.

Poverty will not come to an end until women have equal rights with men. Promoting women's rights will accelerate the progress already made towards poverty reduction, and it will also strengthen the sustainability of these achievements in the long run.



Millennium Development Goals

The aim of UK international development policy is to contribute to the elimination of world poverty. The empowerment of women and the promotion of gender equality is one of the eight internationally agreed development goals designed to achieve this.

Research has shown that education for girls is one of the most effective ways of reducing poverty, and because of this, the elimination of gender disparity in education was selected as the key MDG 3 target to demonstrate progress. However, education alone is not enough. Progress towards gender equality is dependent on success in tackling inequalities between women and men in all aspects of economic, political, social and cultural life.

Gender equality and women's empowerment are important goals in their own right, but gender discrimination also constrains progress on all aspects of poverty elimination. The MDGs that are most off-track are those that are most reliant on progress towards achieving women's rights. MDG 5 – to reduce maternal mortality by 75% between 1990 and 2015 – is the most off-track MDG, and progress is closely dependent on improving the status of women and girls. The realisation of rights for women and girls has a critical role to play in achievement of *all* the MDGs.

Investing in women can accelerate growth and overall poverty reduction

Women play a vital role in household food security and social protection, and tend to spend a higher proportion of their income on food for the family than men do. Economically

Millennium Development Goal 3

Goal:

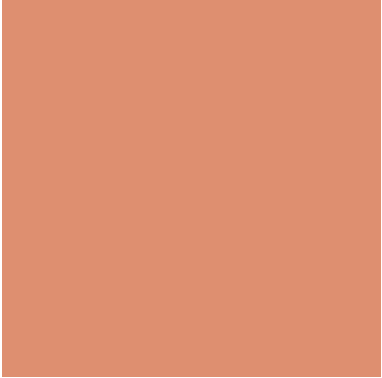
Promote Gender Equality and Empower Women.

Target:

Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015.

Indicators:

- Ratio of girls to boys in primary, secondary and tertiary education.
- Ratio of literate females to males of 15-24 year olds.
- Share of women in wage employment in the non-agricultural sector.
- Proportion of seats held by women in national parliament.



empowered women with equal wages and equal rights to land ownership and inheritance, make real and lasting differences to their families and communities.

Estimates indicate that:

- in the Middle East and North Africa, if women's labour participation had increased during the 1990s at the same rate as women's education, the average household income would have been 25% higher;¹²
- Tanzania could increase growth by 1% by removing barriers to women entrepreneurs;¹³
- if India increased the ratio of female to male workers by 10%, GDP would go up by 8%;¹⁴
- total agricultural outputs in Sub Saharan Africa could increase by 6–20% if women's access to agricultural inputs was equal to men's.¹⁵

Educated women tend to be better nourished; to marry later; have fewer, healthier, better nourished children; who themselves go to school

- In Africa, Asia and Latin America, women with 7 or more years of schooling have between 2 and 3 fewer children than women with less than 3 years of education.¹⁶
- In Africa, the children of mothers who have spent 5 years in primary education are 40% more likely to live beyond the age of 5, and an educated woman is 50% more likely to have her children immunised.¹⁷

- Missing the target for gender parity in primary and secondary education could lower a country's annual per capita growth rates by 0.1–0.3 percentage points.¹⁸

Educated women and girls tend to be better informed about the risk of HIV, and are more likely and better able to negotiate safer sex.

- In Swaziland ⅔ of teenage girls in school are free from HIV, while ⅔ of girls out of school have HIV.¹⁹

Good governance

Almost everywhere, men predominate in government bureaucracies, parliaments and civil society organisations. Male-dominated systems of government tend to result in male biases in decision-making on opportunities, services and resource allocation. The evidence from across the world shows that when more women participate in politics, either formally or informally, their access to services, jobs and education – and rights more generally – improves. Good governance, fully representative of women's and men's interests, is essential for women and men to enjoy equally the benefits of development.

¹² Klasen, S and Lamanna, F *The impact of gender equality in education and employment on economic growth in the Middle East and North Africa* (background paper for World Bank), 2003

¹³ Tanzania Gender & Economic Growth Assessment. IFC et al 2007

¹⁴ Esteve-Volart, B *Gender Discrimination and Growth: Theory and Evidence from India*, 2004

¹⁵ *Gender Equality and the MDGs*. World Bank, 2003

¹⁶ Population Council <http://www.popcouncil.org/gfd/girlseducation.html>

¹⁷ *Girls' Education: towards a better future for all*. DFID, 2005/UNGEI <http://www.ungei.org>

¹⁸ Abu-Ghaida, D and Klasen, S *The costs of missing the Millennium Development Goal on gender equity*. 2004

¹⁹ *Girls' Education: towards a better future for all*. DFID, 2005



1.4 *What does gender equality mean?*

When we talk about “gender”, are we really talking about women and girls?

Promoting greater gender equality is about transforming women’s and men’s roles, identities and power relations to create a fairer society for all.

Men are as affected by gender roles and expectations as women. There are situations where men’s lives and opportunities are adversely affected by gender stereotypes, and where men and boys need targeted support. In some cultures, boys’ education and attainment is undermined by images of manhood which are not associated with doing well in school. Conflicts may be sustained by leaders who exploit a sense of powerlessness among men and boys.

- An estimated 8000 Bosnian men and boys were killed in Srebrenica in 1995, solely because they were Muslim and male. It was the largest act of mass murder in Europe since World War 2 and has been classed as an act of genocide by the International Criminal Tribunal in The Hague.
- In conflicts in Rwanda, DRC and Sierra Leone, local leaders coerced and manipulated young men and boys to take up arms based on distorted ideals of “what a man should be”.
- In parts of Lesotho, boys are valued more for their ability as herders than for their education, and therefore are not encouraged to go to school.

Gender equality is therefore about equality for both men and women, girls and boys. However, gender norms most widely and frequently work to women’s disadvantage. Generally women and girls have fewer opportunities, lower status and less power and influence than men and boys – and consequently, progress towards gender equality commonly requires complementary actions to promote women’s empowerment and rights.

Does gender equality mean treating women and men in the same way?

Gender equality does not simply or necessarily mean equal numbers of men and women in all activities, nor does it necessarily mean treating men and women exactly the same. It is about recognising that men and women often have different needs and priorities, face different and unequal constraints, have different aspirations and contribute to development in different ways. Gender analysis is about recognising these differences and designing interventions with those differences in mind.



Gender equality and gender equity

DFID draws an important distinction between equality of opportunity and equity of outcomes.

- **Equality of Opportunity.**
This means that women should have equal rights and entitlements to human, social, economic and cultural development, and an equal voice in civic and political life.
- **Equity of Outcomes.**
This means that the exercise of these rights and entitlements leads to outcomes which are fair and just.





1.5 *What are DFID's policy commitments to gender equality and women's rights?*

UK policy commitments

DFID has made a number of policy commitments towards gender equality and women's rights and is regarded as a leader in the international community for its policy positions on issues such as promoting women's role in conflict and security, and on sexual and reproductive health and rights.

Public Service Agreement No: 29 on International Poverty Reduction (2008-11)

Gender equality is emphasised in the vision statement, delivery strategy and targets.

<http://www.dfid.gov.uk/pubs/files/PSA/DFID-PSA-2005-08.pdf>

Departmental Strategic Objectives (2008/9-2010/11)

DFID's first Strategic Objective - to "promote good governance, economic growth, trade and access to basic services" - includes as one of its indicators: increased access by women and girls to economic opportunities, public services and decision-making.

<http://www.dfid.gov.uk/news/files/psa-1712.asp>

Gender Duty Scheme (2007-2010)

Under the Gender Equality Duty of the 2006 UK Equality Act, public bodies in the UK are required to promote equal opportunities between women and men. The 2007-10 Gender Duty Scheme sets out DFID's three overarching Gender Equality Objectives:

- to mainstream gender equality and women's empowerment into the full range of policy dialogue, programme lending, research and project work;
- to influence the policy and practice of partners, including multi-lateral organisations, civil society and suppliers;
- to promote gender equality in our employment functions and linkages with the UK public;

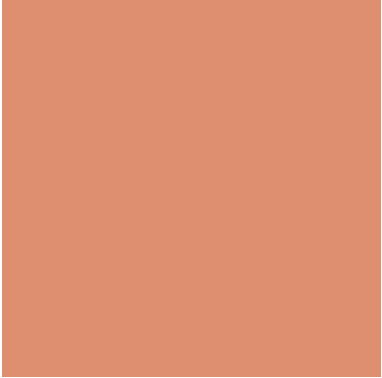
<http://www.dfid.gov.uk/pubs/files/gender-scheme07-10.pdf>

Gender Equality Action Plan (2007-10)

The 2007 Gender Equality Action Plan focuses on DFID's policies and programming setting out how DFID will promote gender equality and empower women in its development work.

<http://www.dfid.gov.uk/pubs/files/gender-equality-plan-2007.pdf>





International policy commitments

There is a powerful international framework for the pursuit of gender equality and women's rights, embodied in the following international agreements supported by the majority of governments in the countries where DFID is working.

Millennium Development Goals (2000)

The aim of international development policy is to eliminate world poverty. The empowerment of women and the promotion of gender equality is one of the 8 internationally agreed MDGs designed to achieve this.

<http://www.un.org/millenniumgoals/goals.html>

Beijing Declaration and Platform for Action (1995)

The 4th World UN Conference on Women held in Beijing in 1995 set out a global Platform for Action on gender equality, building on CEDAW and other human rights instruments. This was reinforced at a Special Session of the UN General Assembly in June 2000 which reviewed progress and proposed actions to accelerate implementation.

<http://www.un.org/womenwatch/daw/beijing/index.html>

Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) (1979)

CEDAW, adopted in 1979 by the UN General Assembly, provides the basis for ensuring women's equal access to and equal opportunities in political and public life, as well as in education, health and employment. Countries that have ratified the Convention are committed to submitting reports every four years on measures taken to comply with their obligations.

<http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

In addition the UK is bound by **EU Gender Equality Legislation**. Gender equality has been a fundamental principle of the European Economic Community since its establishment in 1957. Article 2 of the EC Treaty stipulates that promotion of equality between women and men constitutes a European Community responsibility, and this is reinforced in numerous Articles and Council Directives.



1.6 *What can you do to promote gender equality and women's rights?*

The right questions to ask

All DFID staff have a role to play in making sure that we take our corporate commitment to gender equality seriously. This means all staff need to know the right questions to ask, and when to call in expertise. You can start by asking these 5 simple questions:

What does this mean for women and girls ?

- Have we counted all women and men?
- Have both women and men been consulted?
- Have we invested equally in women and men?
- Do women and girls have a fair share?
- Do staff have the skills, knowledge and commitment to make a lasting change?

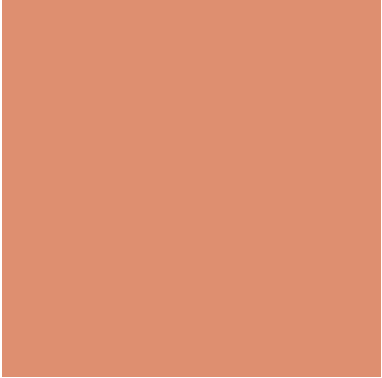


DFID's Gender Equality Framework

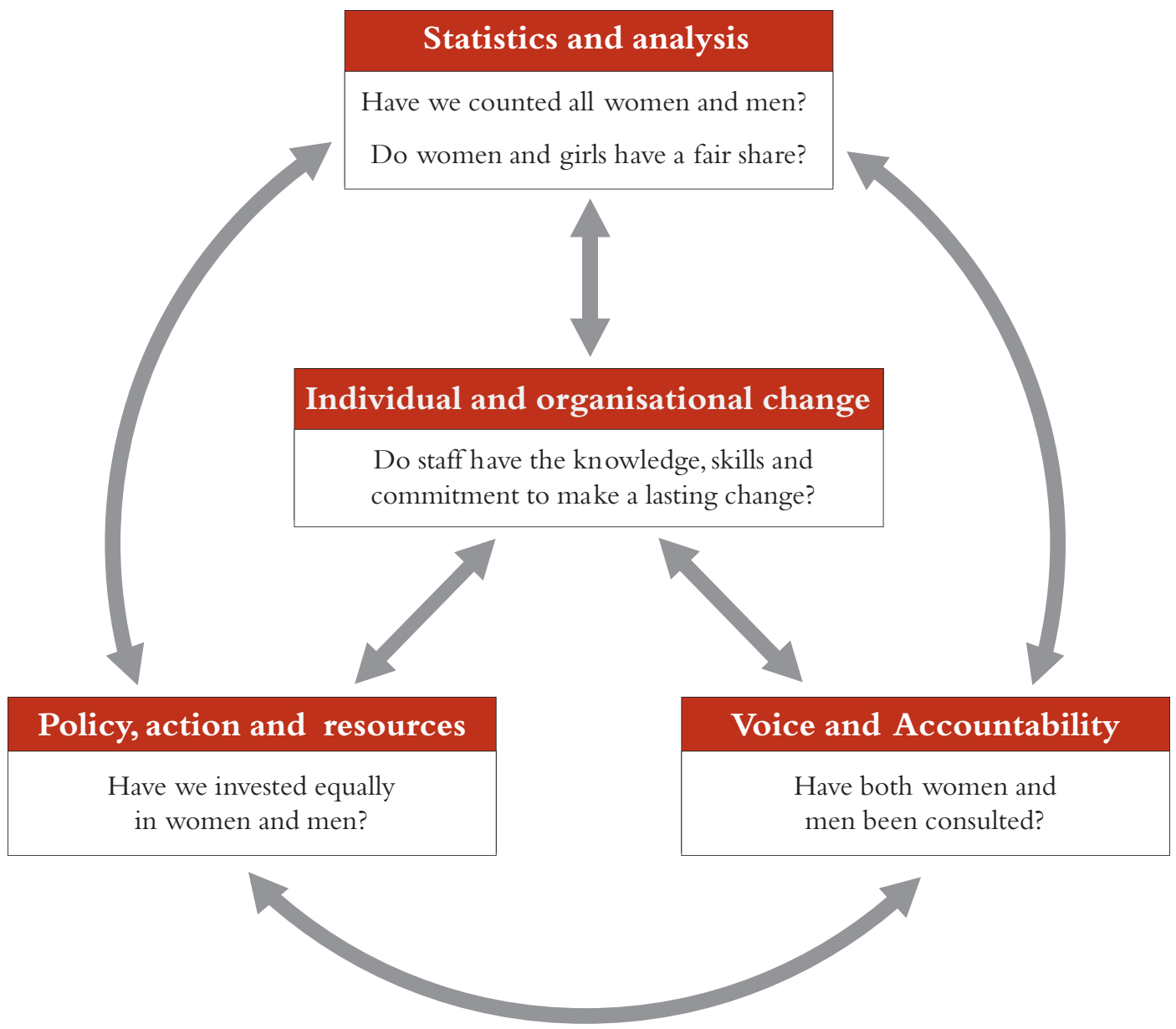
These 5 questions are a shorthand version of DFID's Gender Equality Framework. The Framework sets out four distinct but interconnected areas of work that are essential for progress on gender equality and women's rights.

DFID, in common with most governments, donors and civil society organisations, adopts a "twin-track approach" to promoting gender equality and women's rights. This means:

- **Mainstreaming gender equality into all initiatives** ie. giving systematic attention to gender equality and women's rights throughout the life-span of any initiative: policy dialogue, contracting, situation analysis, policy and programme design, implementation, monitoring and evaluation. At different points of the policy/programme cycle, this means considering all of the aspects of the Gender Equality Framework.
- **Targeted initiatives** ie. initiatives specifically designed to address rights or needs particular to women or men eg. targeted support to girls' education or support to former child soldiers. It also means targeted support to one of the areas of work specified in the Gender Equality Framework to support wider processes of gender mainstreaming eg. support for the collection of sex disaggregated statistics or support to increase the representation of women in parliament.



Gender Equality Framework





Gender Equality Framework

Statistics and analysis

- *Have we counted all women and men?*
- *Do women and girls have a fair share?*

Accurate and up-to-date sex disaggregated statistical data, and associated analysis examining differences and inequalities, are the essential starting point for identifying gender-related issues in any particular context. This information is used to inform policy and programme design, define target groups, develop appropriate indicators, and monitor change.

Voice and Accountability

- *Have both women and men been consulted?*

Women will only have equality when they are able to act on their own behalf with a strong voice to ensure their views are heard and taken into account. This means ensuring the involvement of women as well as men in consultation and decision-making at all levels from national policy to community-level processes of change. It also means ensuring that women and men committed to the promotion of gender equality and women's rights are influencing decision-making at all levels.

Policy, action and resources

- *Have we invested equally in women and men?*

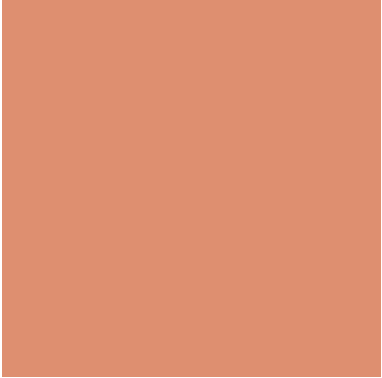
Action to promote greater equality between women and men in opportunities, resources, services, and influence, as well as action to address women's or men's needs and rights, should be devised on the basis of context-specific statistics and analysis, and a clear understanding of women's and men's experiences and priorities. Objectives and actions to promote gender equality need to be explicitly included in policy and project documents and logical frameworks, backed up with staffing and investment, and monitored and reviewed through appropriate indicators of change.

Individual and organisational change

- *Do staff have the knowledge, skills and commitment to make a lasting change?*

Individual and organisational change is at the heart of instituting gender equality – none of the rest happens in a systematic or sustainable way without this. The effective promotion of gender equality and women's rights depends critically on the skills, knowledge and commitment of the staff involved in policy making, planning, management and implementation. Critical aspects of organisational change are political will and leadership; investment in staff capacity including gender champions; robust systems and procedures; and progress towards equality at work.

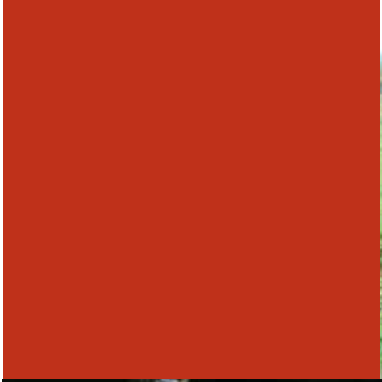




Working in partnership

Strong partnerships are central to cost-effective interventions and sustainable impact on gender equality and women’s rights. DFID is committed to strengthening engagement with international partners including pushing for more effective UN support on gender equality, contributing to EU efforts to strengthen performance on gender equality across member states, and promoting greater attention to gender equality in the work of international institutions.

In the countries where DFID works, many partners have enshrined gender equality and the rights of women in their legislation, constitutions and policies, and DFID will support them, either directly or through partnerships with other donors, to make these commitments a reality. We will also share our knowledge and expertise and use this to inform improved interventions.





1.7 *What have we learned?*

Progress towards gender equality and women's empowerment is possible and it is happening

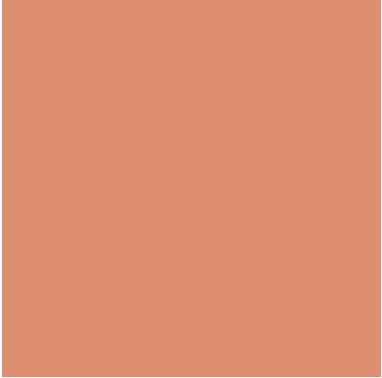
Decades of international development have made significant differences to the lives of poor people. Great progress has been made and women and girls enjoy greater freedom and power than ever before. Many partners have enshrined the rights of women in their legislative frameworks and policies – and helping them to make these commitments a reality has proved to be the best starting point for achieving progress. There is a growing international consensus that gender equality is a goal that is achievable.

But we have learnt that progress doesn't happen automatically.

We know that:

- progress is not dependent on the income level of the society. Some poorer developing countries outperform much richer countries in the opportunities they afford women.
- there is no such thing as a gender-neutral policy or programme. In societies where women and men do not enjoy equal influence, opportunities, and resources, the default is that policies and programmes reinforce gender inequality unless active steps are taken to make sure that girls' and women's interests are addressed and women are actively involved.
- policy commitments alone do not create change. Evaluations in all contexts repeatedly find failure to translate policy commitment into actions that make a real difference to poor women's and men's lives.
- we have to make change happen, and continually monitor the impact of our programmes to ensure that it does so. This requires sex disaggregated data and analysis, champions of change, targeted action, budgets and staff empowered to implement policy.
- progress is greatest when there is strong and sustained political will and leadership ensuring that gender equality and women's rights are taken seriously.





1.8 *Where can you find out more?*

Bridge

BRIDGE supports gender advocacy and mainstreaming efforts by bridging the gaps between theory, policy and practice with accessible and diverse gender information in print and online.

The gender ‘cutting edge’ packs are especially useful.

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

OECD-DAC

DAC work in the area of gender equality is conducted primarily through the Network on Gender Equality (GENDERNET). GENDERNET is the only international forum where gender experts from development co-operation agencies meet to define common approaches in support of gender equality.

www.oecd.org/dac/gender

Siyanda

Siyanda is an on-line database of gender and development materials from around the world. It is also an interactive space where gender practitioners can share ideas, experiences and resources.

<http://www.siyanda.org>

UN Division for the Advancement of Women

The Division for the Advancement of Women (DAW) advocates the improvement of the status of women of the world, and the achievement of their equality with men –as equal actors, partners, and beneficiaries of sustainable development, human rights, peace and security.

<http://www.un.org/womenwatch/daw/>

UNIFEM

UNIFEM is the women’s fund at the United Nations. It provides financial and technical assistance to innovative programmes and strategies to foster women’s empowerment and gender equality.

<http://www.unifem.org>



2.1 *Promoting gender equality in the new ways of delivering aid*

Changes in the aid environment

DFID is increasingly moving away from project and programme-based ways of providing development assistance towards using budget support mechanisms, where this is possible. We are also increasingly providing assistance in the context of joint assistance strategies, basket funding and joint donor/government performance assessment frameworks.

The UK is also a signatory to the Paris Declaration which represents an unprecedented level of consensus to reform the delivery of aid in the context of significant scaling up. These reforms are intended to ‘increase the impact of aid... by reducing poverty and inequality, increasing growth, building capacity and accelerating the achievement of the MDGs’.²⁰ The Paris Declaration outlines five overarching principles or partnership commitments—ownership, alignment, harmonisation, managing for development results and mutual accountability. Donors and partner governments have agreed on a set of indicators, targets and a timetable to the implementation of the Paris Declaration until 2010. The goal of the Paris Declaration is to make aid more effective.

Evidence of impact

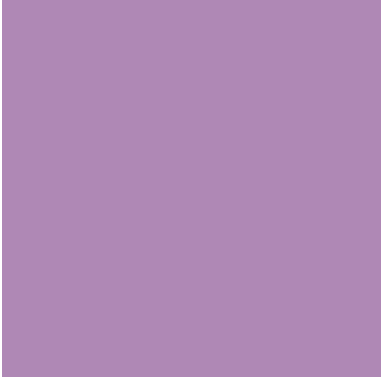
Donors and country governments have focused to date on improvements in aid delivery to increase the efficiency of financial and administrative arrangements, such as public financial management. There is also evidence that aid reforms have encouraged a more participatory and coherent approach to policy making through the Poverty Reduction Strategy (PRS) process.

However, there are a number of risks associated with implementing aid through new modalities which include:

- excessively narrow dialogue and accountability mechanisms involving central government ministries and donors, but often excluding wider government institutions and civil society;
- processes of harmonisation between donors which lead to a ‘lowest common denominator’ approach on gender issues;
- threats to the funding of civil society organisations in both their advocacy and service delivery roles, as donors seek to channel resources through government systems.

The common thread is the potential for the capture of aid processes by powerful donor agencies and interest groups within national governments. The concern is that these actors are not sensitive to the significance of equity and rights issues in achieving development effectiveness and that they prioritise other objectives.





Impact on gender equality and women's rights

Wider considerations of development effectiveness and social justice, including gender equality, have yet to be systematically incorporated into aid effectiveness mechanisms.²¹ The default position is that PRSs, Sector Wide Approaches (SWAPs) and Direct Budget Support (DBS) do not address women's rights and gender equality. Any mention of women's rights or gender equality is the result of targeted and often coordinated advocacy by gender advocates and women's rights activists within developing country governments, civil society and donor organizations.

The following problems are typically highlighted in gender evaluations of national policies:

- there is insufficient gender-disaggregated analysis of poverty and this is a barrier to recognising and addressing gender issues effectively;
- a few PRSs have addressed gender issues in specific sectors (usually health and education) with reasonable depth, but the overall coverage is weak;
- action to promote gender equality – when included – is too often vague, and not backed up with appropriate monitoring indicators;
- commitments to gender equality at the national level are subject to “policy evaporation”;
- the donor voice in advocating gender equality goals is inconsistent.



²⁰ Paris Declaration on aid effectiveness (para 2). OECD, 2005

²¹ See the report on 'Making aid more effective through gender, rights and inclusion: Evidence from implementing the Paris Declaration'. www.oecd.org/dac/gender





Promoting gender equality and women's rights in the new aid environment

Aid can only be judged effective when it makes an impact on the lives of poor people. Discrimination on the basis of gender, race or caste reduces the impact of aid, is costly and constrains progress towards the MDGs. Gender equality can be integrated into these new aid modalities and can also strengthen aid effectiveness outcomes.

The processes of gender mainstreaming in the context of the new aid environment are the same as the processes of gender mainstreaming in the context of projects.

Key elements of gender mainstreaming

Statistics and analysis

Sex disaggregated data and gender analytical information is essential to understand gender dimensions of poverty; to formulate policy and action to promote equality and rights; to monitor the implementation of policy commitments; and to hold governments to account.

Voice and accountability

Women's as well as men's voices need to be heard and to exercise an influence in consultation processes, policy dialogue, policy formulation, and in activities to hold the government to account.

Policy, action and resources

Policy commitments and actions are needed to address women's and men's needs, and promote access by both to services, resources and opportunities. These need to be backed up with budgets and appropriate indicators.

Organisational and individual change

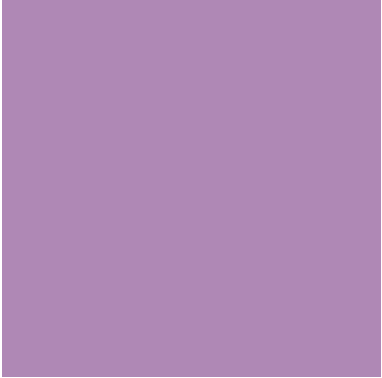
The capacity of staff to plan and implement in a gender-sensitive way is critical to success.

This requires political will and leadership, champions of change, resources devoted to building staff capacity, and progress towards gender equality at work.

Emerging lessons

- Progress on getting commitments to gender equality and women's rights into national policy has almost invariably derived from government, civil society and donor gender advocates working together.
- The establishment of common results frameworks, either at national or programme level, can help build consensus and ensure clarity on policy priorities.
- Basket funding, when implemented with a results framework can provide a useful opportunity to address gender and equity issues.
- Social goals in national plans are strengthened where they are accompanied by monitoring and evaluation systems using disaggregated quantitative and qualitative data and analysis.
- Civil society organisations can play an active role throughout the policy process to sharpen the focus and accountability for gender equality, equity and human rights.





2.2 *Checklists for mainstreaming gender equality*

Screening Concept Notes for gender sensitivity

- Do the proposed purpose and objectives seek to promote a fair share of benefits for women and men, and/or promote women's rights?
- Do the principal partners have the commitment and capacity to manage and implement in a gender-sensitive way?
- Will design and appraisal be informed by sex disaggregated statistics and analysis?
- Will women/women's organisations be consulted during the course of design and appraisal?

Screening Project Memoranda for gender sensitivity

Summary

- Do the expected outputs and outcomes seek to promote a fair share of benefits for women and men, and/or promote women's rights?

Appraisal

Background

- Are relevant gender policies referred to?

Approach

- Have gender considerations influenced the approach?
- Are women as well as men included in key stakeholders?

Social appraisal

- Are sex disaggregated statistics and analysis used to outline how the issue

affects women and men including constraints to equality?

- Is the initiative seeking to promote a fair share of benefits for women and men, and/or promote women's rights?

Institutional appraisal

- Do the principal partners have the commitment and capacity to manage and implement in a gender-sensitive way?
- Does the initiative seek to build and support this capacity?

Political appraisal

- Does the initiative reflect an understanding of prevailing attitudes towards gender equality and women's rights, and of the forces for and against change?
- Does it seek to strengthen the voice of women in policy decisions?

Lessons and evaluation

- Is the initiative informed by an understanding of good practice in promoting gender equality and women's rights?
- Do indicators provide the basis for assessing whether women and men receive a fair share of benefits, and/or women's rights have been enhanced?

Implementation

Funding

- Are activities to promote a fair share of benefits for women and men, and/or women's rights, adequately funded, including targeted activities to address identified constraints to equal benefit?



Markers for gender equality

The promotion of gender equality and the empowerment of women is one of the eight international agreed Millennium Development Goals (MDGs) that contribute to DFID's purpose. It links and contributes to the achievement of the other MDGs. When developing a new project, it is important to assess DFID's contributions to specific MDGs and objectives. There are specific categories for scoring gender equality as a cross-cutting objective. A value for a project's contribution is recorded as part of the project cycle management based on the following markers:

Principal – ie. initiatives where the promotion of gender equality or women's empowerment is a fundamental objective.

Significant – ie. initiatives where the promotion of gender equality or women's empowerment is important, but not the principal reason for undertaking the initiative.

Non-targeted - ie. initiatives where the promotion of gender equality or women's empowerment is not part of the goal or purpose, or where gender equality and women's empowerment are mentioned only vaguely or not at all.

Criteria for eligibility (principal and significant)

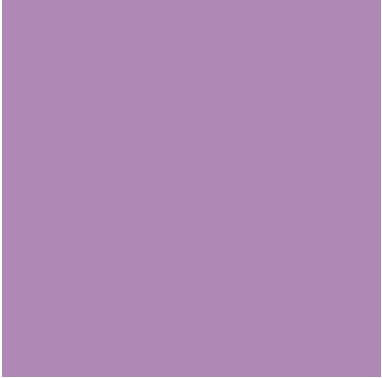
Equality between women and men is explicitly promoted in activity documentation (this includes initiatives which explicitly seek to benefit women and men, as well as positive actions to promote equality between women and men including women-specific or men-specific activities);

AND Gender analysis has been carried out either separately or as an integral part of standard procedures;

AND Gender analysis has been incorporated into activity design such that the activity meets (normally at least 4 for a principal marker, less for a significant marker) of the following criteria:

- gender-sensitive strategies and implementation plans are incorporated and reflected in the activity **budget**;
- specific means have been designed to help **overcome identified barriers** to women's full participation in the activity;
- specific means have been included to help **ensure equitable control** by women and men over the activity output;
- gender-sensitive **indicators** including impact indicators have been or will be developed for monitoring and evaluation;
- **gender skills** are used in design and will be used in implementation and monitoring.
- gender-sensitive **consultation** is carried out at all levels and stages.





Screening TORs, bids and tenders for gender sensitivity

Background

Should include:

- Existing information on how the issue affects women and men differently.
- Information on relevant DFID or partner organisation policy commitments to gender equality and women's rights.

Objectives

- Objectives should seek to ensure that women and men receive a fair share of benefits, and/or promote women's rights.

Scope of work

- Review of existing literature should include relevant sex disaggregated data and gender analysis.
- Samples for data collection and interviews should ensure that women and men of different ages, ethnicities, and socio-economic status etc. are well represented.
- Steps should be taken to ensure that interview and data collection methodologies enable women and men to express their experiences and views.
- Activities should seek to ensure women and men are involved in decision-making.

- Activities should seek to ensure that women and men receive a fair share of benefits, and that women's and men's needs and priorities are taken into account and addressed.
- Activities to promote gender equality and/or women's rights should be explicitly backed up with indicators, and resources.
- There should be explicit reference to gender issues in any Logical Framework.

Selection criteria for consultants/skills requirement

- Demonstrated knowledge of and skills in gender analysis, and gender-sensitive planning.
- Experience in promoting gender equality and women's rights.
- Female and male team members.



3.1 *Statistics and analysis*

Gender dimensions of poverty and social exclusion

Definitions

Sex disaggregated data and gender analysis are both fundamental to mainstreaming attention to gender equality.

Sex disaggregated data

Sex disaggregated data is *quantitative* statistical information on differences and inequalities between women and men. Sex disaggregated data might reveal, for example, quantitative differences between women and men in morbidity and mortality; differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office.

Gender analysis

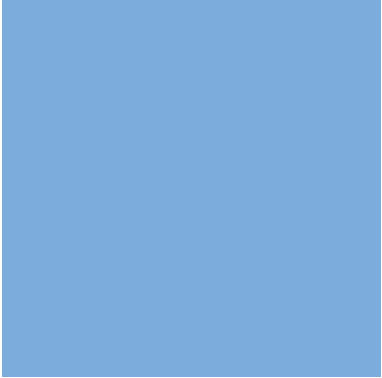
Gender analytical information is qualitative information on gender differences and inequalities. Gender analysis is about understanding culture, e.g. the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed. Where patterns of gender difference and inequality are revealed in sex disaggregated data, gender analysis is the process of examining why the disparities are there, whether they are a matter for concern, and how they might be addressed.

Use of sex disaggregated data and analysis

The collection of gender analytical information and sex disaggregated data is not an end in itself - it is required for certain specific tasks. These include:

- making the case for taking gender issues seriously. Champions and advocates seeking to promote attention to gender equality and women's rights need relevant, up-to-date, context-specific information on gender differences and inequalities and men's and women's different priorities and needs. Advocating gender equality on the basis of assertion and rhetoric is of limited effectiveness. Sex disaggregated data is particularly powerful for advocacy purposes, producing clear statistical evidence of gender difference and inequality.
- policy and project planning and review. Context-specific gender analytical information and sex disaggregated data are necessary to:
 - ◆ *ensure that women's as well as men's experiences and priorities inform the development agenda;*
 - ◆ *devise appropriate actions to promote greater equality of influence, opportunity, access to resources and services, including addressing barriers to equality;*
 - ◆ *devise appropriate actions to address women's and men's needs and rights;*
 - ◆ *monitor the differential impact of policy and project commitments on women and men and review activities accordingly.*





Action to support improved sex disaggregated statistics and analysis

- Ensure all data collection systems are routinely disaggregated by sex.
- Provide support to National Statistics Agencies to build capacity and systems for sex disaggregated data to inform and monitor policy development.
- Recognise and address the need to go beyond standard surveys to capture some aspects of gender difference.
- Recognise the need to take gender differences into consideration in all aspects of surveys including definitions, classifications and data collection methodologies.
- Invest resources in building strong relationships between data providers and data users prior to designing surveys to improve evidence based policy making.
- Ensure that sex disaggregated data and gender analysis is integral to processes of policy and project appraisal and monitoring.

Gender and Social Exclusion Analysis Framework (GSEA)

The GSEA provides a framework for analysing how social exclusion and gender inequality impacts on poverty reduction, the MDGs, political stability and economic growth. It is used as part of the country planning process to provide a robust analysis on gender inequality and exclusion to complement and inform other analyses such as the Country Governance Analysis (CGA) and Human Rights Assessment (HRA)

Drawing on quantitative and qualitative data, the GSEA is a critical tool for country offices to analyse who is excluded and in what way and to integrate this information into County Plans and related performance frameworks. The overall objective of the GSEA is to ensure that all of DFID's work is grounded in thorough social analysis so that it can be effective in its aims to eliminate world poverty and take account of the poorest and most vulnerable people in society.

There are four main outputs from a GSEA

- Evidence to improve understanding of who is excluded, the processes that cause and perpetuate gender inequality and social exclusion and the impacts on poverty reduction and the MDGs, economic growth and conflict.
- An assessment of changes and trends in gender inequality and social exclusion over time.
- Identification of opportunities, entry points and drivers of change for tackling gender inequality and social exclusion.
- Critical information for the design of DFID's country programmes.



Gender Audits and evaluations

Introduction

The terms “gender audit” and “gender evaluation” are used to refer to assessments of organisational performance on the promotion of gender equality and women’s rights. Typically they are designed to accomplish one of the following:

- instigate gender-related analysis and activity in organisations and programmes where gender has received minimal attention.;
- monitor the implementation of gender equality policy commitments;
- breathe life into gender-related policy commitments that are floundering in translation into action and impact;
- document and disseminate good practice.

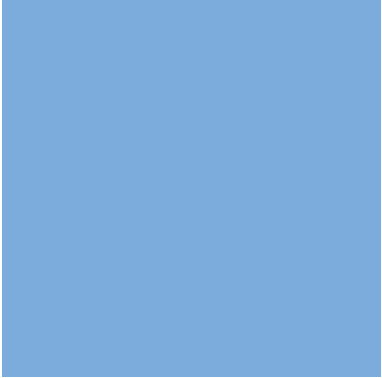
There is no standard approach. Most audits involve a review of internal systems and capacity, and an examination of programme planning and implementation in a selection of programmes. Some also include assessment of gender issues within the organisation as a workplace. Most are undertaken as external expert evaluations. Some are facilitated processes of self-assessment, involving staff in analysing and reflecting on their own work and planning for improved practice.

Lessons on methodology

Key lessons on methodology emerging from DFID experience are:

- The value of audits/evaluations lies at least as much in the process of conducting them, as in the impact of findings and recommendations.

- Well-known actions to address well-known problems repeatedly feature in reports, and self-assessment exercises tend to reach similar conclusions to those reached by external experts. More in-depth/expensive audit/evaluation exercises do not necessarily produce greater insights.
- Participatory and self assessment gender equality audits have the benefit of building capacity as they are being conducted – developing staff understanding and engagement as they analyse and debate gender issues in relation to their work.
- Leadership and systems of accountability are essential to progress in implementing recommendations arising from audits and evaluations. These outweigh issues relating to the design of the audit or evaluation (breadth and depth of study, and methods used) in determining impact.
- Recent successful experience of several donor organisations simultaneously conducting gender equality self assessments and developing plans to hold each other to account for the implementation of resulting Action Plans, has considerable potential in the context of multi-donor partnerships and the new aid environment.



Gender audit/evaluation framework

The following is a general framework to assist consideration of issues to address.

Policy and Action Plans

- Is there a gender equality policy? When was it developed? Who was involved in its formulation? What are the arrangements for implementation and monitoring?
- To what extent are gender issues considered in other key policies? What are the arrangements for implementation and monitoring? To what extent have policy review and evaluation processes considered impact on women and men?

Leadership

- What is the attitude of senior management staff to gender issues? Who does the management consult with about gender issues?
- Which external organisations and people have an influence on the organisation? Do they take gender issues seriously?
- What are the decision-making bodies? What role do women and men play in decision-making?

Capacity

Gender Focal Staff/gender champions
Is there a designated gender unit/staff member? Since when?
What do they do? With what resources? How effectively?

All staff

What responsibility do staff have for gender equality issues? What training have they received? Have staff been

issued with guidelines on gender mainstreaming? What is their level of knowledge and skill? Is sensitivity to gender issues included in job descriptions/assessed at interview/monitored at appraisals?

Organisation

Does the organisation have capacity to learn from past and current activities, and use that learning to inform future interventions?

Programming and accountability

- Is attention to gender issues included in routine systems and procedures: situation analysis, consultation, planning, budgeting, recruitment/contracting, implementation, monitoring and review procedures? How and to what effect?
- Are programmes being implemented to ensure women and men get a fair share of benefits and are barriers to equality being addressed?
- Is the organisation, and are staff held to account for their gender equality policy commitments. Who by and how?

Partnerships

- Do partners see DFID as committed to and skilled in gender equality?
- Does DFID learn from partners and support partners to promote gender equality and women's rights?

Equality Impact Assessments (EIAs)

In line with UK equalities legislation, DFID is required to consider the potential equality impact on gender, disability and race of all existing, new or revised policies and processes that are relevant to the work that we do in the UK. Following best practice, we also consider other forms of diversity. The Diversity Team has developed an Equality Impact Assessment toolkit 'Making Diversity Work for Everyone' to improve the quality of our policies and processes. It requires individuals and teams in DFID to think carefully about the likely impact of their work on different groups of people in the UK and to take steps to ensure that any negative impact is eliminated. Equality Impact Assessments work best if they are started early and developed as part of new or revised policies or processes.

3.2 *Voice and accountability***Women influencing national policy processes**

Any mention of women's rights or gender equality in PRSs, SWAPs or DBS tends to be the result of targeted and often coordinated advocacy by gender advocates and women's rights activists within developing country governments, civil society and donor organizations.

The key players involved in promoting attention to gender equality and women's rights are:

- the National Women's Machinery (ie. government Ministries or Departments of Women/Gender);
- gender Focal Points (government staff in sector ministries including sometimes the Ministry of Finance, at national and sometimes at district levels, with responsibility for promoting attention to gender equality);
- civil society women's organisations involved in policy lobbying, advocacy, research and/or consultation processes;
- other civil society organisations committed to and active in promoting gender equality and women's rights;
- donors - specifically gender or social development staff with a cross-cutting mandate to promote gender equality and women's rights, and sector staff with a strong commitment to the promotion of women's rights and gender equality.

In many countries, Gender Working Groups, Theme Groups and Task Forces are set up with representatives from government, civil society and donor organisations to

influence and review PRS and other policies. Progress on getting commitments to gender equality and women's rights into national policy has almost invariably resulted from *government, civil society and donor gender advocates working together.*

Gender Equality Advocates within government

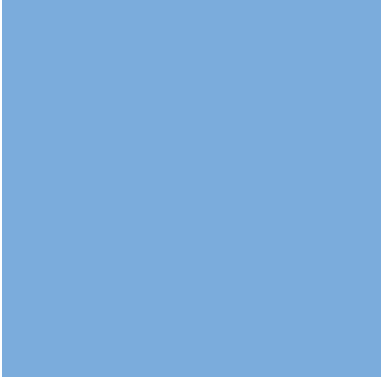
The term "National Women's Machinery (NWM)" is typically used to refer to units or ministries within government with a specialist remit to focus on women or gender equality. NWMs have a critical role to play in giving voice to women's rights in the context of national government policy and legislation.

The 1995 Beijing Platform for Action marked an important international shift in the role of National Women's Machineryes away from implementing projects, to supporting government-wide mainstreaming of gender equality and women's rights in all policy areas. UNIFEM has played a key role in helping NWMs make that shift. The role of NWMs typically includes:

- recommending measures for improving gender equality policies;
- influencing wider policy processes;
- monitoring the implementation of gender-related legislation and international conventions;
- capacity building and training.

Worldwide, NWMs commonly face operational constraints which are symptomatic of the problems they are seeking to address. Lack of commitment to gender equality within the government as a





whole results in marginalisation and minimal resourcing for NWMs, which in turn limits their mandate and capacity to influence government practice.

Lessons

- In countries and sectors where gender mainstreaming is more accepted and established (eg. the health and education sectors in some countries in sub-Saharan Africa), experience demonstrates that gender units within sectoral ministries are in the best position to promote, support and monitor policy commitments to gender equality and women's rights.
- In the absence of commitment and capacity within line ministries, NWMs (however weak and marginal) have a critical role to play in keeping gender equality on the government agenda.
- Donors have an important role to play in providing direct support to NWMs, and in seeking to influence overall partner government commitment to gender equality, including funding for NWMs and funding for gender focal staff within line ministries.

Women in representative politics

Policy-making processes associated with the new aid environment tend to have been driven by the executive arm of government. There is increasing recognition of the importance of involving politicians in policy making - whilst recognising the limited extent to which politicians in some countries are accountable to and representative of the people.

Throughout the world, formal politics has been and in many respects continues to be the domain of men. Nonetheless, every region in the world, except for Eastern Europe and Central Asia, has seen a slow increase in the numbers of women in office. In all the countries with more than 30% female representation, there is a government enforced affirmative action policy in place. Designated seats for women and all women quotas on party electoral lists are the most common affirmative action means of promoting women's political participation and are in use in over 80 countries.

Research in industrialised countries demonstrates that the presence of more women in political bodies does promote greater sensitivity to gender issues. Research into the impact of women's political representation in developing countries is not well established, and to some extent, too few women have been in power in sufficient numbers for long enough to draw conclusions.

However, whilst assisting women's access to office is an important step in ensuring that 50% of the population get a better level of representation in democratic political systems, it is evident that it is only the beginning of the struggle to bring gender equality into policy-making. The kind of women who become politicians is often influenced by the design of quota systems; female politicians can be highly diverse in who and what they represent; and they are not necessarily interested in promoting a gender equality agenda.



Lessons

- Positive action measures have resulted in significant numbers of women getting into elected office. Factors found to assist this include:
 - ◆ *political party commitment to increasing women's representation;*
 - ◆ *positive attitude in the ruling party towards gender equality and women's rights;*
 - ◆ *well organised women's structures within parties, linked to a strong women's movement outside parties;*

Civil society women's groups

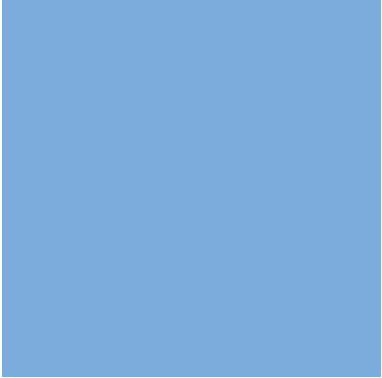
Women's activism in civil society, as well as civil society advocacy for women's rights, plays an important role in advancing the agenda of gender equality and women's rights. Civil society-based gender equality champions are often freer to express their views than gender equality champions working within government. Women's organizations have a long history of delivering important services for women. A strong voice coming from civil society also provides an external base of support and legitimacy for gender champions within governments and donor organizations, and potentially strengthens their arm in pushing for change.

Women are well mobilized in civil society associations and movements almost everywhere – and women's rights and greater gender equality are the key motivating force for many. However, some countries have also recently seen the growth of conservative ethnic and religious movements, which attract female as well as male members, whose vision of a better society is focused on more traditional roles and behaviour.

International and national NGOs also play a significant part in campaigning on women's rights. These are not necessarily women's organizations, but professional bodies with strong policy commitments to gender equality and women's rights, and professional staff dedicated to gender advocacy. A bi-product of the new aid environment in many countries has been the proliferation and expansion of urban-based civil society organisations focusing on policy advocacy funded by international donors. These national level organisations are not necessarily closely linked with and representing the interests of poor women and men at community-level, and their staff can have more in common with urban-based development professionals in government and donor organisations than they have with poor women.

Lessons

- It is important to ensure that pooled funding for civil society organisations to influence the government and hold the government to account:
 - ◆ *specifically includes funding for women's organisations;*
 - ◆ *requires all civil society organisations to pay attention to gender equality and women's rights.*
- Special efforts are needed to ensure funding and support to smaller, community based and activist women's organisations, particularly those working with poor women, and those directly representing the interests of poor women.
- funding for targeted service delivery work is vital for the promotion of women's rights and gender equality e.g. work on violence against women.



Advocacy and lobbying strategies

Persuading those in positions of power and authority to take gender equality and women's empowerment seriously is key to making progress. Gender advocacy requires patience, persistence and commitment, the ability to think strategically, and to take advantage of unexpected opportunities. Donors can be in a position to play an important role in policy advocacy, and in brokering linkages between gender equality advocates in government and in civil society.

Advocacy strategies

Effective advocacy involves: identifying appropriate "entry points". These could be:

- international, national, sectoral or organisational policy commitments to gender equality;
- new research findings, or analyses of sex disaggregated data;
- the support of key individuals in powerful positions;
- specific events (elections, international conferences, local conferences, issues in the headlines);
- new initiatives, or reviews of existing initiatives;
- research funding;
- funding for training;
- developing strategic alliances and recognising the need for compromise;
- developing a well argued case for taking gender issues seriously, drawing on appropriate sex disaggregated data and gender analysis;

- moulding arguments into a shape that fits the goals, culture and procedures of the targeted organisation or process;
- using a language that is bold and appealing to policy makers and practitioners, quite different from the complexity of academic gender analysis;
- making clear, well thought through and realistic suggestions for change. In constrained circumstances, suggestions for change may have to be confined to least worst scenarios and damage control, rather than to a more ambitious concerns with the promotion of gender equality;
- anticipating opposing arguments and developing reasonable responses;
- recognising the importance of small incremental steps towards the long-term goal of gender equality;
- revisiting strategies to take account of what has been achieved and learned as well as to assess new opportunities and changing circumstances;
- recognising that gains made towards the long-term objective of gender equality cannot be taken for granted.

In individual meetings with people you are seeking to influence, remember: be brief, be clear, be accurate, be persuasive, be timely, be persistent and be grateful!



Women's involvement in community planning

Issues to address

Traditionally, women are often excluded from decision-making at the community-level. A number of factors combine to bring this about, including traditional attitudes concerning the role and status of women, and aspects of women's work burden, knowledge, skills and confidence. When steps have been taken to include women in community-level decision-making, too often women become token representatives on community committees with a passive role and few real responsibilities.

Progress at the community-level in inclusive participatory planning efforts can also be frustrated by bureaucratic delays or unwilling staff at the local/municipal government level. Women community representatives can be particularly vulnerable to being sidelined because of their generally lower social, economic and educational status.

Action to support increased involvement by women

Planning

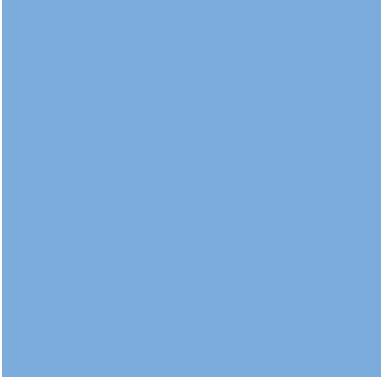
- Before taking action to involve women in community-level decision-making, it is important to be fully aware of existing gender roles, structures and attitudes in relation to decision-making at the community-level.
- Appropriate and negotiated ways of strengthening women's involvement in decision-making need to be specified in planning documents, included in

implementation staff TORs and supported with necessary funding and capacity building.

- Criteria for monitoring and evaluation of women's participation must also be established. Indicators of effectiveness should include qualitative as well as quantitative aspects of participation.

Consulting with women

- Practical measures are needed to ensure that project information reaches women, that they are able to attend meetings and that meetings provide a forum in which they can actively participate.
- Women themselves will often have insights on the best way to work around male dominated power structures.
- It may be necessary to follow up large meetings with smaller planning groups, including key women representatives, where women's roles, responsibilities, priorities and constraints can be elaborated in more detail.
- Given the limitations on poor women's time, considerable outreach work and flexibility is required about when and where to meet.
- Working with existing women's NGOs or community organisations is a way to involve women directly. However, such organisations tend to be monopolised by more affluent women with more free time, and may exclude poorer sections of the community.



- Women's organisations are not necessarily "gender-sensitive", in the sense that they may have limited understanding of ideas concerning gender mainstreaming and gender equality. It may be useful to take steps to strengthen the gender sensitivity of CBOs and networks.

Activities to gain the support of men

- Early consultation with men, particularly community leaders, and attempts to promote positive attitudes towards women's active participation, are important.
- Men's negative attitudes to women's increased involvement have often shifted once the benefits to the community, households, and women themselves have been demonstrated.

Promoting women's active role in community-level decision-making

- Women's involvement in selecting candidates is likely to result in a higher and more dynamic level of women's participation.
- The quality of women's participation in committees, as well as the quantity, needs to be improved. For women who are unused to assuming positions of authority, training and support in leadership, confidence building and communication is important.

Links with local authorities

- Supporting and training community representatives to negotiate effectively for gender-sensitive services.
- Training staff in municipal authorities to increase their understanding of gender issues, needs and rights, as well as their responsibility for delivering gender-aware responses.
- Developing activities to increase information to marginalised groups, including women, about the services and resources they can expect, e.g. service charters setting out standards of provision.





3.3 Policy, action and resources

Gender in logical frameworks

In the context of projects and programmes, the project framework agreed between the donor and partner government/civil society organisation is the key document for mainstreaming gender. It fulfils many functions:

- It provides a structured framework for participatory project design discussions.
- It presents in summary form the agreed key aspects of the project. It is the point at which DFID “signs off” on a project.
- It is an instrument of accountability. The project management are accountable for delivering what is specified in the project framework: they are not accountable for what is not.
- It provides the basis for budgeting, marking, and review (including Annual Review) processes.

When and if to include gender

Policy and project documentation, which is typically substantial, is important for planning, discussion and approval purposes. However, subsequent management, budgeting and review processes focus on the Logical framework summary, which serves as a stand-alone document. *Therefore:*

- If gender issues are relevant to the policy or project, explicit references are required in the Logical Framework.
- Inclusion of gender issues in Social and Institutional Annexes or in Social and Institutional Appraisal sections of the Policy/Project documents alone is not sufficient.

How and where to include gender

The extent to which gender issues are included in Logical Frameworks depends on the motivation, influence and knowledge of the people involved in drawing them up. In many situations, staff with the motivation to include gender equality issues lack the influence to put this into practice. In this situation, it is important to bear in mind that almost any mention of gender/women in the Logical Framework is better than nothing – and advocacy activities should be geared to this end. This ensures that at least some attention is paid to gender issues in processes of management, resource allocation, and monitoring – and it opens the door to increasing attention to gender issues in review processes.

However, where staff are in a position to address gender issues more systematically in the Logical Framework, it is useful to bear the following points in mind.

Logical Framework table – key issues to consider

Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Important Assumptions
Goal:			
<p>Purpose:</p> <ul style="list-style-type: none"> ■ Is it clear who the programme is targeting? ■ Will women and men get a fair share of benefits and/or is the programme designed to empower women? 	<p>Indicators</p> <ul style="list-style-type: none"> ■ Do indicators ensure measurement of benefit to women and men? ■ Are targets for women’s and men’s access to resources/ services/opportunities realistic in view of current inequalities and constraints? 	<p>Sources of information</p> <ul style="list-style-type: none"> ■ Is sex disaggregated data part of the routine management information system? ■ Are sources of qualitative data on benefit to women and men specified? 	<p>Risks</p> <ul style="list-style-type: none"> ■ Is there likely to be opposition to greater gender equality from key stakeholders? Will this undermine the achievement of the purpose? If so, include activities to build understanding and buy-in, and/or adjust targets?
<p>Outputs:</p> <ul style="list-style-type: none"> ■ Benefit for women and men should be considered as an aspect of each output. ■ It may be useful to have one output specifically concerned with targeted activities for women. 	<ul style="list-style-type: none"> ■ Do indicators ensure measurement of benefit to women and men? ■ Are targets for women’s and men’s access to resources/ services/opportunities realistic in view of current inequalities and constraints? <p>Inputs:</p>	<ul style="list-style-type: none"> ■ Is sex disaggregated data part of the routine management information system? ■ Are sources of qualitative data on benefit to women and men specified? 	<ul style="list-style-type: none"> ■ Is there likely to be opposition to greater gender equality from key stakeholders? Will this undermine the achievement of the outputs? If so, include activities to build understanding and buy-in, and/or adjust targets?
<p>Activities</p> <ul style="list-style-type: none"> ■ Promoting a fair share of benefits for women and men will require targeted action to address existing constraints to equality eg. capacity building for staff, training for women, targeted services and opportunities. 	<ul style="list-style-type: none"> ■ Activities to promote greater equality or promote women’s rights need to be backed up with budgets, and staffing. 		



Target groups

- It should always be clear from the Logical Framework who the policy/project is targeting:
 - ◆ *This should be clear from the use of sex disaggregated indicators.*
 - ◆ *It should be clear which activities and outputs are targeted to women, which to men and which to both.*
 - ◆ *Replacing general terms such as “the poor” or “poor farmers” with, where appropriate, “poor men and women” and “poor male and female farmers” makes women as well as men clearly visible and avoids misunderstanding.*

Purpose and goal

- The promotion of a fair share of benefits for women and men, or women’s empowerment, should be an aspect of the purpose and goal of all development policies/projects concerned with impacting on people’s lives. This should be reflected in Purpose and Goal Indicators and, where possible, also in the wording of the Purpose/Goal statement. See “Gender-Sensitive Indicators”.
- If a fair share of benefits to men and women is part of the goal and purpose, specific activities/outputs are required to address barriers to equal access to resources, opportunities, services and/or influence (as identified in the Social Appraisal). These activities need to be specified in the Logical framework, and resourced.

Outputs

- It may be useful to have one output specifically concerned with targeted activities for women. However, it is important not to ghettoise women’s activities within one output with a very small claim on resources and no influence on the rest of the policy/project. Targeted outputs of this kind should complement activities to mainstream gender throughout the policy/project. Benefit for women as well as men should be considered as an aspect of each output.
- It is principally important to include gender in Output indicators, to be clear about the intended beneficiary. See “Gender-Sensitive Indicators”

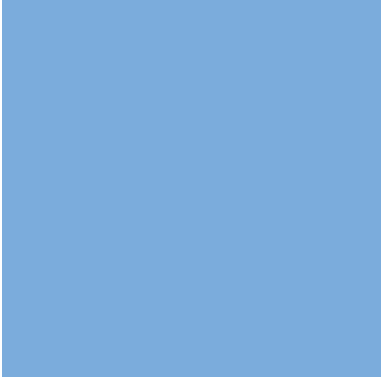
Activities

- Working towards a fairer and more equal share of benefits for women and men almost always requires targeted activities to overcome traditional barriers to accessing resources, opportunities, services or influence in a fair and equal way.
- These activities need to be specified and backed up with human and financial resources. Resource allocation is directly linked to the activity line of a Logical Framework.

Gender-sensitive indicators

What are they designed to measure?

Gender-Sensitive Indicators allow measurement of benefit to women and men. Depending on the policy/project, this might include:



- the impact/effectiveness of activities designed to promote access for women and men to new resources, opportunities, services and/or influence;
- the impact/effectiveness of targeted activities designed to address needs or rights specific to women or men;
- the impact/effectiveness of activities designed to develop gender-awareness and skills amongst policy making, management and implementation staff;
- the impact/effectiveness of activities to promote greater gender equality within the staffing and organisational culture of development organisations eg. the impact of affirmative action policies.

How do they measure?

Gender-sensitive indicators need to capture quantitative and qualitative aspects of change.

Quantitative indicators

Quantitative indicators refer to the numbers and percentages of women and men involved in or affected by any particular group or activity. Quantitative indicators draw on the sex disaggregated statistics collected before and during the initiative, and usually include some element of target setting. For example:

- women form at least 33% of water committee members by the end of Year 2;
- at least 50% of network members have developed a gender policy by the end of Year 3;
- equality in girls and boys access to primary education by 2009;

- 25% increase in number of female police officers by 2010, from a baseline of x%.

This information should be available through routine data systems and records.

Qualitative indicators

Qualitative information refers to perceptions and experiences. Qualitative information is vitally important. It is not enough to know that women are participating in an activity: the quality of their participation and experience – whether as members of parliament, as pupils in a primary school class, or as users of public services – is all important.

Qualitative indicators (as well as quantitative indicators relating to visible change at the community-level) should be developed in conjunction with beneficiary groups. In project documents it is legitimate to use in a phrase like “quantitative and qualitative indicators to be developed with beneficiary groups in first 6 months of the project”. This creates the space to develop indicators in conjunction with beneficiary groups once they have fully understood the nature of the project. (What changes would they like to see? What will the change look like? How can it be measured?). This process should take place using qualitative methods such as focus group discussions and informal interviews.

It is only possible to set targets for qualitative change if baseline data is available. This requires baseline surveys: it is highly unlikely that appropriate baseline data will be available from secondary sources. Where baseline data is available on experiences and perceptions, targets for qualitative change can be set. For example:



- at least 50% of women participating in water committees report 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 70% of women respond positively to evaluation of police handling of their case in targeted police stations by the end of Year 3 (from a baseline of 5% average at the start of the project);

Where baseline data is not available – or is not easily aggregated into numbers and percentages – it is necessary to resort to general statements of improvement. For example:

- significant improvement in staff knowledge, skills and attitudes on mainstreaming gender equality in participating organisations by the end of Year 3 (where each organisation starts with markedly different levels);
- significant increase in quantity and improvement in quality of media reporting on gender violence;

Information on qualitative indicators should be collected through evaluation surveys. Depending on the indicator, these might be questionnaire surveys reviewing perceptions and experiences of agreed indicators, or participatory methods such as focus group discussions and case studies.

The greater the degree of existing gender inequality, the more subtle changes are likely to be. It is important in this context for indicators to recognise the significance of

modest gains and breakthroughs

Gender policies and action plans

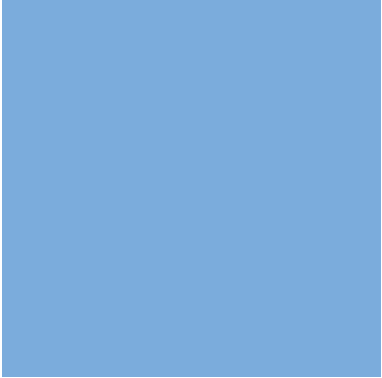
A Gender Equality Policy is a useful starting point for gender mainstreaming.

Content

A gender mainstreaming policy usually includes:

Background information

- Problem/situation analysis, focusing on beneficiary groups. What is the evidence for gender inequality? Why is it a problem? Relate this to your own organisational goals. Use appropriate sex disaggregated data and gender analytical information.
- What is being done (generally) to address the issue of gender inequality. Existing/previous government/donor/civil society organisation initiatives and approaches. Focus on:
 - ◆ *achievements;*
 - ◆ *challenges;*
 - ◆ *lessons learned.*
- focus within own organisation.
 - ◆ *history in addressing the issue of gender inequality;*
 - ◆ *current work and responsibilities;*
 - ◆ *achievements/challenges/lessons learned;*
 - ◆ *ways forward.*



Policy commitments

- Succinct statement of policy rationale (a statement of organisational vision and mission in relation to gender equality. Statements of principle and belief including words like “we believe” or “we recognise”). For example: “We believe that women and girls are overrepresented amongst the poor, marginalised and oppressed, as a result of the unequal distribution of power and resources between women and men in all societies.”
- Succinct statement of policy commitments in relation to specified areas of work (statements of action including words like “we will”). It is possible and quite helpful to use a logical framework format for this). For example: “We will provide appropriate training and support to all staff to ensure they have adequate awareness, knowledge and skills with which to concretely address gender issues in their work.”

Strategy/action plan

This stipulates how the policy commitments will be put into practice. In relation to all policy commitments, it is important to specify the following:

- objectives;
- indicators;
- activities;
- time frame;
- designated responsibility;
- budget.

Lessons

Policy evaporation

All too often, gender mainstreaming policies “evaporate” before implementation, and remain paper commitments only. Policies must include strategies/action plans with clear procedures and targets as well as designated roles and responsibilities for promotion, implementation, and monitoring. These should be based on a clear and realistic analysis of the organisation/department including its decision-making structures, incentive systems, planning routines and history with respect to gender equality.

Focus on process and product

The value of a gender mainstreaming policy lies at least as much in its formulation as in its existence. The formulation of a mainstreaming policy is a golden opportunity to involve as many staff and, where appropriate, stakeholders external to the organisation as possible. This process promotes ownership; enhances understanding and commitment to gender equality issues; ensures that the policy fits with the organisational culture, structures and procedures; and substantially increases the chance that the policy will be implemented. In this context:

- gender policies from other similar organisations can be used for ideas and inspiration, but shouldn’t be copied or used as blueprints;
- external consultants often have a useful role to play in facilitating a consultation and policy development process, but appointing a consultant to write a gender policy carries the risk of undermining ownership and effectiveness.



3.4 *Organisational and individual change*

Policy evaporation

Since the early 1990s, many governments, donor organisations and civil society organisations have taken significant steps to mainstream attention to gender equality in their work. Repeatedly and consistently, evaluations of gender mainstreaming have found that policy commitments to gender equality “evaporate” in planning and implementation processes, with the result that impact on women’s and men’s lives is very limited. The following findings are typical:

- there is a lack of reliable systems and procedures in place and attention to gender equality is not systematic in policy-making, planning, implementation and evaluation;
- high level commitments made by governments are often not reflected in sectoral policies;
- there is a general lack of understanding on what mainstreaming entails;
- there remains a tendency to view women as a sector;
- gender equality is not systematically included in the TORs of staff and consultants;
- gender-awareness amongst staff is not necessarily easily translated in policy and planning initiatives: there is a need for tools;
- mainstreaming gender equality is often reduced to a women’s component in projects that has a very small claim on resources;
- concern for gender equality can be seen as imposed by donor agencies, leading to lip service from partner agencies.

The extent to which gender equality policy commitments will be formulated and then effectively implemented depends on the commitment, understanding and skills of staff in policy-making, planning and implementation roles. In most development organisations in the north and south, only a small minority of staff have the level of understanding, skills and commitment to act effectively and consistently in line with gender equality policy commitments.

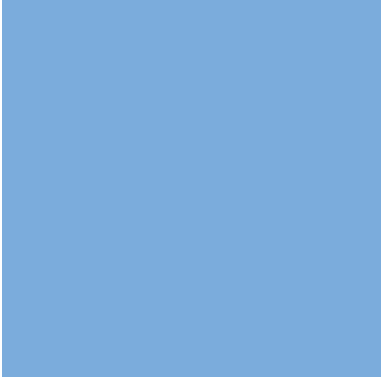
Developing and sustaining staff commitment, knowledge and skills is a long-term process of organisational change with political and technical dimensions.

The critical factors involved in promoting individual and organisational change are:

- Political will and leadership.
- Gender champions and focal points.
- Staff capacity.
- Robust systems and mechanisms of accountability.
- Progress towards gender equality at work.

These are critical to progress within DFID – but also in partner organisations.





Political will and leadership

The importance of political will and leadership to progress on gender equality and women's rights cannot be overstated.

Political leaders and senior managers provide signals about the relative priority assigned to various issues through making demands on staff for analysis, information and updates on progress. When such demands are not made, and when staff are not held accountable for action on issues of equality, there is little incentive for action.

Equally, senior management support for those spearheading gender equality work is a key to success. Mainstreaming gender equality is a highly sensitive issue and often meets with staff opposition. Management support plays an important role in providing gender staff with the necessary space to try out different and at times controversial activities.

Demonstrations of leadership

Political leaders and senior managers can demonstrate commitment to gender equality and women's rights by:

- making demands on staff for information, ideas, and progress reports;
- providing recognition to staff for innovation/achievement related to gender equality and women's rights;
- integrating gender equality into speeches and statements on a range of subjects and not reserving comments on this theme purely for gender/women-specific occasions;
- ensuring the allocation of sufficient resources, financial and human, for the promotion of gender equality;

- participating in discussions on gender equality issues i.e. opening workshops, chairing panels, sponsoring discussions;
- providing moral support;
- supporting policy advocacy and dialogue on gender equality, e.g. raising it in discussions with politicians and with partner organisations;
- promoting measures to develop greater gender equality in the staffing and culture of the organisation.

Promoting leadership and management support

Gender advocates and focal points can encourage senior management support through:

- arranging gender training/briefing specifically for senior management, with a focus on policy issues;
- involving senior management in gender policy development, including discussion of implementation and monitoring strategies;
- ensuring that senior management roles and responsibilities in relation to the promotion of gender equality and women's rights are clearly spelt out in gender mainstreaming policies;
- developing strategic alliances with women's groups and advocacy groups outside the organisation, seeking to hold the organisation to account;
- where management staff are being appointed, lobbying for the inclusion of understanding/commitment to gender equality in TORs, and in assessment procedures.



Gender champions and focal points

Evaluations of gender mainstreaming consistently conclude that effective gender mainstreaming in any context requires staff – variously referred to as gender focal staff/change agents/gender “entrepreneurs”/gender advocates/gender champions – to take responsibility for spearheading, supporting and sustaining gender work. The role of these staff is not to take full personal responsibility for gender work, but to act as catalysts supporting and promoting gender-related skills and approaches amongst professional colleagues. The evidence is overwhelming that unless there are staff with this kind of designated responsibility, responsibility for gender equality all too easily becomes “mainstreamed” out of existence.

In DFID there are two aspects to this role.

Gender champions – There is at least one Senior Civil Servant (SCS) gender champion in each of DFID’s ten divisions. In some divisions, there are also gender champions at departmental and country office level. Their role is not to be gender experts – but to champion the gender equality and women’s rights agenda, work on establishing the right enabling environment, direct resources towards initiatives to build capacity and increase impact, and provide senior support for staff focusing on technical aspects of the gender equality agenda.

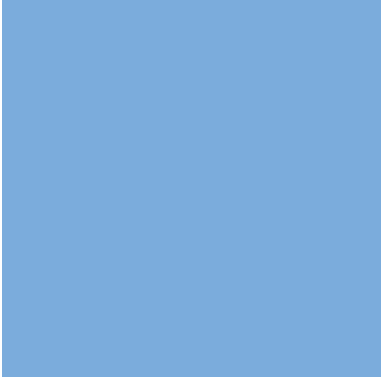
Social Development Advisers – provide the analytical and technical expertise to support colleagues and partners to address gender equality and women’s rights in their work.

In partner governments, gender equality and women’s rights tends to be championed by *gender focal points*.

Gender focal points

The effectiveness of gender focal points, particularly those based in sectoral and regional ministries and project implementation teams, has often proved disappointing, at least partly because expectations of what they might achieve can be unrealistically high. Gender focal points commonly face the following constraints:

- lack of clarity about their roles and responsibilities;
- lack of management support;
- no additional time/resources allocated to their gender focal point role;
- women staff members selected as focal points on the basis of their sex rather than their commitment to the issues;
- relatively junior staff members selected as focal points but lacking the authority and seniority to undertake this role effectively. The potential for introducing change from below in an organisation accustomed to hierarchical top down forms of decision-making is inevitably limited;
- huge demands on their personal and professional initiative and resilience;
- many existing gender analysis methodologies and training packages are oriented to data gathering/analysis at the community/project level. A lot of this is not directly relevant to gender focal points operating at a policy level.



Promoting effectiveness

Positive focal point experiences, associated with promoting tangible change and sustaining momentum, are strongly related to supportive management, scope and resources for developing and implementing policy and activities, and adequate support. Donors have an important role to play in facilitating the effectiveness of gender focal points both in partner organisations and in project implementation teams.

- Recognise the importance of leadership and management support to enable focal points work in an effective way – and look into ways of promoting and supporting this.
- Focal point TORs: terms of reference for gender focal points should be clearly spelt out, and, if appropriate, developed in conjunction with senior managers and gender focal points themselves. TORs should realistically bear in mind the time and resources that will be available to individual focal points, and confirm the role of the gender focal point as a catalyst.
- Capacity-building: this could include training (in gender mainstreaming and advocacy skills), mentoring, links to professional networks, participation in workshops.
- Professional and personal support: through backstopping support and involvement in networks.

Gender Training

What is gender training?

In-service gender training emerged in the mid 1980s to “teach” development policy makers, planners and implementation staff to see and take account of the differential impact of development interventions on men and women. This kind of gender training commonly involves:

- raising participants’ awareness of the different and unequal roles and responsibilities of women and men in any particular context;
- looking at ways that development interventions affect, and are affected by, differences and inequalities between women and men;
- equipping participants with knowledge and skills to understand gender differences and inequalities in the context of their work, and to plan and implement policies, programmes and projects to promote gender equality.

Pitfalls in gender training

Good gender training can promote a more positive climate of opinion to facilitate gender equitable work, and develop staff confidence and skills. Poor gender training not only fails to promote gender equitable practice, it can provoke a backlash to hard-won progress. Too much gender training provokes resistance and/or is ineffectual because:

- it is formulaic;
- it is dislocated from the needs of the group;
- it says more about the trainer than the trainees: it is “too academic”, it is “too feminist”, it regurgitates what the trainer learnt on a training of trainer course.



“Best practice” in gender training: the context

Gender training is most effective when used as part of a broader strategy for influencing the climate of opinion within an organisation for promoting gender equitable practice. Complementary activities include:

- follow up discussion and feedback workshops;
- participatory gender policy development with clear, measurable and achievable objectives;
- promoting leadership and senior management support;
- ensuring staff have back-up access to gender expertise and to professional support;
- inclusion of attention to gender equality issues in personnel appraisals;
- forming internal gender networks and committees/working with external advisory/consultative groups;
- establishing earmarked funds for pilot initiatives;
- active monitoring of gender policy implementation.

“Best practice” in gender training: the content

Gender training works most effectively when:

It is learner centred

All training should be based on an analysis of the participants and their needs. It is important to allow trainers sufficient preparation time to conduct some form of Learning Needs Analysis prior to the

training. The more homogenous the group of participants, the more the training can be tailored to their specific needs, the more effective it will be.

It uses participatory methods

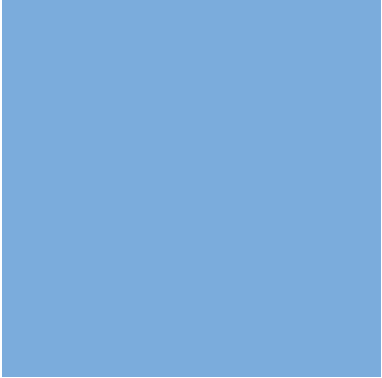
Effective training uses participatory methods such as case studies, brainstorming, and problem solving to allow participants to actively engage with the subject matter, and learn by doing. Choice of methods will depend on the topic, the group, the trainer and practical factors. It is important to use country, culturally and sectorally specific case material directly relevant to the circumstances in which participants live and work. The participants' own policies, projects, experiences, observations and deliberations should be the principal materials for discussion.

It introduces skills as well as awareness

Effective training is based on an understanding of the participants own job responsibilities, an understanding of where they fit in their organisational structure and an understanding of their organisational systems and procedures. It should help participants to identify and discuss their own opportunities and constraints to develop a gender equality perspective, and encourage the development (and follow up) of personal action plans.

The trainer has credibility with the participants

The trainer needs to have knowledge, understanding and status appropriate to the group. In all circumstances trainers need to adopt a non-threatening approach allowing discussion and exploration of different viewpoints. It is often best for external consultants to work with internal gender staff in order to ensure the relevance of the training to the organisation.



Training is followed up

Competence development is a process not an event. Training needs to be followed up with discussion workshops, more tailored training and/or on-the-job support.

Commissioning gender training

In commissioning gender training, it is important to be aware of best practice in both the context and content of gender training and to ensure, as far as possible, that this is followed. To promote effectiveness:

Work alongside external gender training consultants

- it is preferable for external gender trainers to work alongside staff responsible for promoting attention to gender mainstreaming within the organisation in order to ensure the relevance of the training to the organisational culture, structures and procedures, and to ensure that the training complements and reinforces other mainstreaming initiatives

If possible, use a team of trainers rather than an individual trainer

- training is often conducted most effectively by teams rather than individuals. This is partly because gender training can be extremely challenging and tiring, and co-facilitators can give each other support and feedback. It is also because, in moving from “one size fits all” to training tailored to the needs of the participants, it is unlikely that one trainer will have all the knowledge and skills required. Co-training is also a way of building training capacity.

Factors to consider in selecting trainers

- gender trainers have different areas of expertise as well as different styles and approaches to training, i.e. they do not all do the same job in the same way. Find out all you can about the approach of different gender trainers from people who have experienced working with them. It is important to think about the credibility of the trainer/s with the group
 - ◆ *It is important for at least one trainer to come from the same area and ethnic group as the majority of the participants.*
 - ◆ *Male gender trainers can stop gender being seen as a woman’s issue, and promote the credibility of gender mainstreaming in mixed and/or largely male groups.*
 - ◆ *Trainers with highly developed theoretical understanding of gender analysis may be appropriate to promote credibility with highly educated and policymaking groups, but a very academic approach is likely to have limited impact on skills and practical application.*
 - ◆ *Trainers with practical and applied experience of mainstreaming gender in particular sectors can work well with sector-specific groups.*
 - ◆ *Trainers with an overtly radical/feminist approach can work well with groups already committed to mainstreaming gender equality and/or women’s groups.*
- Always allow time and resources for Learning Needs Analysis and for trainers to develop appropriate and tailored training materials.



Gender equality at work

DFID is committed to promoting gender equality at work, both internally, and with partner organisations. This means eliminating unlawful discrimination and harassment in DFID employment practices and actively promoting gender equality within the DFID workforce. DFID's approach to promoting gender equality within the workforce is set out in the Gender Duty Scheme and associated Action Plan.

“To be credible in urging partners to take action to reduce gender inequality and discrimination, we need to demonstrate our own commitment to gender equality within DFID, in terms of workplace policy and the signals that we give to staff about the seriousness with which the organisation views the issue.”

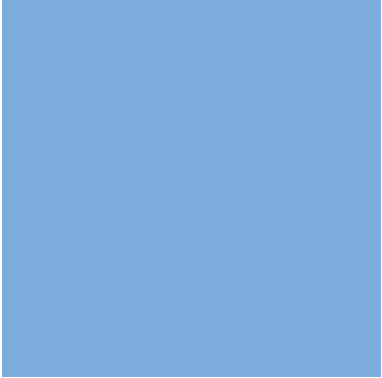
(DFID Gender Duty Scheme 2007)

Actions include:

- Increasing the representation of women in senior and middle management. The Crossing Thresholds mentoring programme is providing mentoring and coaching over a 12 month period for women in the feeder grade to the senior civil service.
- E-learning modules to help staff understand the background to equality and diversity legislation and their responsibilities.
- Production of a training DVD containing a mixture of legislation, interactive programmes and thought-provoking cases studies.

- The development of Diversity Principles to integrate diversity into the identification, design, implementation and evaluation of training, and to ensure diversity issues are considered in drafting terms of reference and choosing consultants.
- Analysing data on the life of a DFID employee, covering areas including workforce profile, recruitment, promotions, training, redundancy, staff in need of development, discipline, grievance and leavers.
- Undertaking an Equal Pay audit (2008).

We have met the target for women in the SCS set at 37% in 2008. Promoting gender equality will be one of the criteria on which DFID's Senior Civil Servants' performance will be evaluated in 2008-9.



Equal opportunities at work: issues to consider

Equality is not only important within the DFID workforce. Progress towards equal opportunities within the workforce of partner governments and civil society organisations is central to good governance, and to the promotion of gender equality and women's rights in wider society. Issues to consider in identifying ways of supporting equal opportunities within partner governments and organisations include:

- Does the organisation keep sex disaggregated statistics on recruitment, promotion, career development and wages?
- Does the culture of the organisation discriminate against women or men? (information flow; communication networks; decision-making; attitude towards male/female staff; incidence/perceptions of sexual harassment).
- Does the organisation have an Equal Opportunities policy or equivalent directive? What does this policy cover?
- What initiatives have been taken to promote greater equality in recruitment, promotion, career development, and/or wages, and to what effect?
- What initiatives have been taken to combat discrimination and harassment?
- Does the organisation create a safe and practical environment for women and men – consider issues like transport arrangements, working hours, travel commitments, child-care responsibilities?





4.1 Sources of further information

General sources

Bridge

BRIDGE supports gender advocacy and mainstreaming efforts by bridging the gaps between theory, policy and practice with accessible and diverse gender information in print and online.

The gender 'cutting edge' packs are especially useful.

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

OECD-DAC

DAC work in the area of gender equality is conducted primarily through the Network on Gender Equality (GENDERNET). GENDERNET is the only international forum where gender experts from development co-operation agencies meet to define common approaches in support of gender equality.

www.oecd.org/dac/gender

Siyanda

Siyanda is an on-line database of gender and development materials from around the world. It is also an interactive space where gender practitioners can share ideas, experiences and resources.

<http://www.siyanda.org>

UN Division for the Advancement of Women

The Division for the Advancement of Women (DAW) advocates the improvement of the status of women of the world, and the achievement of their equality with men –as equal actors, partners, and beneficiaries of sustainable development, human rights, peace and security.

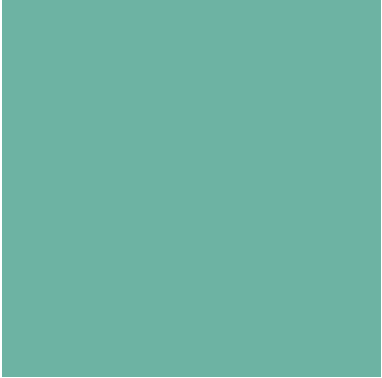
<http://www.un.org/womenwatch/daw/>

UNIFEM

UNIFEM is the women's fund at the United Nations. It provides financial and technical assistance to innovative programmes and strategies to foster women's empowerment and gender equality.

<http://www.unifem.org>





Related DFID policy documents and resources

General

Gender Equality Action Plan (2007)

<http://www.dfid.gov.uk/Pubs/files/gender-equality-plan-2007.pdf>

First progress report (2008)

<http://www.dfid.gov.uk/Pubs/files/first-progress-report14July.pdf>

Gender Equality: at the heart of development (2007)

<http://www.dfid.gov.uk/pubs/files/gender-equality.pdf>

Gender Duty Scheme (2007)

<http://www.dfid.gov.uk/pubs/files/gender-scheme07-10.pdf>

Climate change

Gender and climate change: mapping the linkages (2008) (BRIDGE for DFID)

http://www.bridge.ids.ac.uk/reports/Climate_Change_DFID.pdf

Economic growth

Gender equality and growth: evidence and action (2008) – see PRD Growth Team page on Insight

Governance

Governance, development and democratic politics (2007)

<http://www.dfid.gov.uk/pubs/files/governance.pdf>

Gender and trade

Gender and trade website

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

Fighting HIV and AIDs

Strategy paper: Achieving Universal Access (2008)

<http://www.dfid.gov.uk/pubs/files/achieving-universal-access.pdf>

Girls' education

Strategy paper: Girls' education: towards a better future for all (2005)

<http://www.dfid.gov.uk/pubs/files/education/girls-education-full-final.pdf>

Improving maternal health

Strategy paper: Reducing maternal deaths – evidence and action (2004).

<http://www.dfid.gov.uk/pubs/files/maternal-deaths-strategy.pdf>

Third progress report (2008)

<http://www.dfid.gov.uk/pubs/files/maternal-health-strategy-report3.pdf>

Sexual and reproductive health and rights

Position paper: Sexual and reproductive health and rights

<http://www.dfid.gov.uk/pubs/files/sexualreprohealthrights.pdf>

See also PRD's Gender Equality page on DFID Insight.



4.2 *Glossary of key terms***Discrimination**

The special treatment of individuals or groups that contravenes the justice principle that all people should be treated as equals.

Empowerment

Empowerment means individuals acquiring the power to think and act freely, exercise choice and to fulfil their potential as full and equal members of society.

Gender analysis

Gender analysis is the process of analysing the ways in which women's and men's or boys' and girls' experiences differ. It often draws on sex disaggregated data, and analyses the causes and consequences of gender difference and inequality.

Gender-aware/gender-sensitive

Gender-aware and gender-sensitive are terms used to refer to policies and programmes that do take into account difference and inequality between women and men.

Gender-blind

Gender blind is a term used to refer to policies and programmes that have failed to take difference and inequality between women and men into account.

Gender budget

The term gender budget refers to gender analysis of all or part of the government budget, either to plan or to assess the extent to which government expenditure will benefit each sex equally, and/or meet their respective needs.

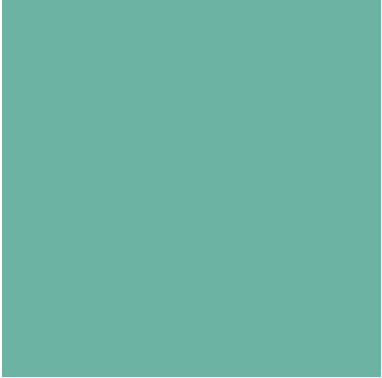
Gender equality and gender equity

DFID draws a distinction between equality of opportunity and equity of outcomes. Equality of opportunity means that women and men should have equal rights and entitlements to human, social, economic and cultural development, and an equal voice in civil and political life. Gender equity means that the exercise of these rights and entitlements should lead to outcomes which are fair and just. This distinction is important because it underlines the rights of women to define for themselves the objectives of development and to seek outcomes which are not necessarily identical to those sought and enjoyed by men. Equality does not mean that everyone has to be the same. Diversity enriches human life and should be a cause for celebration not a basis for discrimination.

Gender mainstreaming

Mainstreaming gender equality means ensuring that women's and men's (or boys and girls') concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes, with the aim of making sure inequality is not perpetuated, women's and men's different rights and needs are recognised and addressed, and women and men share benefits – with the overall aim of promoting gender equality.





Gender-neutral

Gender-neutral is used to refer to policies and programmes that are seen to impact equally and in the same way on women and men. In reality, because gender difference is intrinsic to human life, no policy or programme that impacts on people is gender-neutral.



Social Exclusion

This term describes a situation where a group or groups of people, distinguished by their social identity, race, caste, religion, physical attribute, age or gender are excluded from participation in the normal activities of their society and unable to assert their rights.



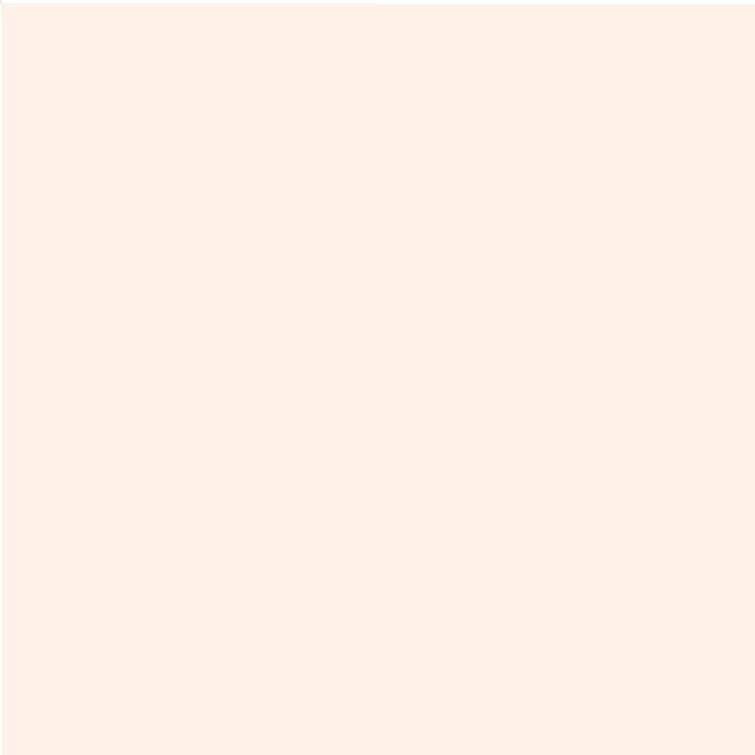
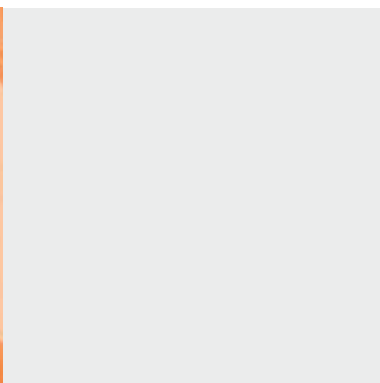
Sex disaggregated data

Sex disaggregated data is statistical information separating out male and female outcomes. Disaggregation of data makes gender differences visible.



Sex and Gender

Differences between men and women are both biologically and socially determined. Sex differences are based on biology. Gender differences are socially defined and differ between countries and cultures. This means that they are not fixed and can be changed.



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