CRS Southern Africa Guidelines for Gender-Responsive Programming

How to address gender-based violence and integrate gender considerations into projects on agriculture & livelihoods and health & HIV.

GUIDELINES

CRS
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Since 1943, Catholic Relief Services (CRS) has held the privilege of serving the poor and disadvantaged overseas. Without regard to race, creed or nationality, CRS provides emergency relief in the wake of natural and man-made disasters. Through development projects in fields such as education, peace and justice, agriculture, microfinance, health, HIV and AIDS, CRS works to uphold human dignity and promote better standards of living. CRS also works throughout the United States to expand the knowledge and action of Catholics and others interested in issues of international peace and justice. Our programs and resources respond to the U.S. Bishops' call to live in solidarity – as one human family-across borders, over oceans, and through differences in language, culture and economic condition.

CRS SOUTHERN AFRICA GUIDELINES FOR GENDER-RESPONSIVE PROGRAMMING

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

Below is a list of the participants at the workshop where this resource was developed, followed by the names of those who compiled and edited the guidelines. The editors would like to thank all who contributed to the guidelines and to those who shared their feedback after testing them in their programming work.

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GUIDELINES FOR GENDER-RESPONSIVE PROGRAMMING

WHY WERE THESE GUIDELINES CREATED?

This resource was developed because programming staff in Southern Africa asked for support in understanding and addressing issues of gender in programs. Over the course of a year, the region undertook a learning process to document information about gender, gender inequality, gender-based violence and its relation to two key areas of programming in Southern Africa: HIV and AIDS and Agriculture and Livelihoods. The guidelines were then developed during a workshop with partners, CRS country program staff, CRS technical staff from within and outside the region, and external gender practitioners. By providing reference and background information on some of the best thinking related to integrating gender into programs, these guidelines offer an accessible starting point and serve as a gateway to other relevant resources.

WHO SHOULD USE THEM?

The primary target audience is the program manager at the country program level because he or she is at the forefront of program design and management. Other users may include CRS and partner programming staff at all levels.

HOW SHOULD THEY USE THEM?

Program managers should use these guidelines at each stage of project cycle management to ensure that they are adequately integrating gender into their programs. The checklists provide a tool to use while conducting the work but can also be kept on file or shared with management, donors or technical staff to demonstrate how gender has been considered and addressed. As mentioned above, program managers should use the tool to learn about important gender issues and considerations and then refer to the resources listed to find more information and relevant tools. *The use of these guidelines alone is not enough to ensure high-quality gender-responsive programming!*

KEY PRINCIPLES TO REMEMBER FOR CRS GENDER-RESPONSIVE PROGRAMS

- Engage the people and institutions, including CRS partners, of your target community as the most relevant resources for information and long-term meaningful change.

- Work with local institutions and partners in understanding how addressing gender is essential to the work they do.

- Support your programming with gender-aware and gender-responsive management.

- Foster champions at all levels and positive role models that can help serve as agents of change.

- Remember that males and females are not homogenous groups. Age, socio-economic class, religion, race and ethnicity will influence different needs and experiences. Also remember the differences between livelihood groups, e.g. internally displaced persons vs. host community; pastoralists vs. agriculturists.

- Conduct a gender analysis across all projects and apply the information throughout the project cycle.

- Engage men in addition to women in gender work, recognizing that male gender norms can sometimes be harmful.

- Make sure your programs respond to internationally recognized safety, ethics and protection standards especially for survivors of violence (see resources in each section).

WHY IS GENDER IMPORTANT TO CRS' MISSION?

Understanding and addressing gender is central to CRS' mission for both its intrinsic and instrumental value to our work. Intrinsic because working for gender equality is driven by our values and principles, and instrumental because understanding and addressing gender issues are critical in achieving sustainable development results.

The values of CRS compel us to promote right relationships among all people by ensuring that men and women have the opportunity, capacity, voice and support they need to participate on an equal basis to realize their full human potential, and to reduce the disparities and imbalances of power including those which exist between men and women. Gender-responsive programming means addressing the gender roles, relations, needs and interests of women and men, girls and boys to meet their immediate needs and achieve equal rights, opportunities and outcomes.The underlying concept of CRS' mission and its programming is Integral Human Development, a concept which envisions "all people able to lead *full and productive lives*, meeting all of their *physical needs sustainably*, and living with *dignity* in an atmosphere of *peace and social justice"*. Integral human development reminds us that <u>people</u> are at the center of development. They are the drivers and benefactors of development processes. Men, women, boys, and girls experience their surroundings differently as they fulfill a different set of roles but also face a different set of rules, norms and practices informed by their culture and context. Therefore, it is impossible to remove the significance of gender from the equation in developing strategies for individuals and communities to achieve integral human development.

KEY DEFINITIONS AND CONCEPTS FOR GENDER-RESPONSIVE PROGRAMMING

A critical first step in adequately incorporating and addressing gender issues in programs is to establish a common understanding of the definitions of key terms and the various ways in which gender is discussed within the context of poverty and development. Here are some key definitions, the sources for which are noted below[1]:

Sex: Sex refers to the <u>biological</u> identity of males and females, as manifested primarily by our physical characteristics.

Gender[2]: Gender refers to the two sexes, male and female, within the society in which we live. Gender roles can be affected by factors such as ethnicity, class, race, age and religion. Gender roles may vary widely within and between cultures and often evolve over time. These characteristics differ both within and between cultures and define identities, status, roles, responsibilities and power relations among the members of any society and culture. Gender

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[1] Other sources for definitions: Canadian International Development Agency, OECD's Development Assistance Committee, InterAction's Gender Audit Facilitator's Guide, American Center for International Labor Solidarity's Gender Manual.

[2] From address given by Archbishop Francis Chullikatt, permanent observer of the Hold See to the United Nations at the 55th session of UNESCO's Commission on the Status of Women, March 18, 2011

is learnt through socialization; it is not innate but evolves to respond to changes in the social, political and cultural environment.[3]

Gender equality: Gender equality reflects the concern that women and men, boys and girls have equal opportunities, resources, rights, access to goods and services that a society values, and the ability to make choices and work in partnership. Gender equality also means equal responsibility in terms of workloads and energy expended within individual capability in caring for families and communities. Gender equality <u>does not mean</u> that men and women, boys and girls become the same, but that their opportunities and life chances are equal and that the differences that do exist in their talents, skills, interests, ideas, etc. will be equally valued. <u>There is no single model of gender equality for all societies, all cultures, and all times.</u> Rather, the goal in gender equality reflects the concern that women and men, girls and boys have equal opportunities to make choices about what gender equality means and work in partnership to achieve it in their particular society.

Gender equity: Gender equity is the means by which we achieve equality. It refers to the process of being fair to men and women, boys and girls and leads to the equal valuing in society of both the similarities and differences between men and women and the varying roles that they play. To ensure fairness, measures must often be available to compensate for historical and social disadvantages or biological makeup that prevent women and men, girls and boys from otherwise operating on a level playing field. Equity leads to equality – the equal valuing of society of both the similarities and differences between females and males and the varying roles that they play.

Gender analysis: Gender analysis examines the differences in women's and men's lives, including those which lead to social and economic inequality for women, with the view of applying this understanding to policy development and service delivery in order to address inequalities and power differences between males and females.

Empowerment: Empowerment is a process of awareness and capacity-building that leads to greater participation and decision-making power. It enables people to take control over their lives, set their own agendas, build self-confidence, solve problems, and develop self-reliance. It involves the ability to make choices as well as to define what choices are offered. <u>While only women and men can empower themselves, institutions can support processes that create space for them to develop their skills, self-confidence, and self-reliance.</u>

Gender-based violence: Gender-based violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. While women, men, boys and girls can be victims of gender-based violence, women and girls are the main victims.[4]

Gender mainstreaming: Gender mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy and approach used as a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are integrated into all activities such as policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programs and projects.[5]

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[3] UNHCR. "Sexual and Gender-Based Violence against Refugees, Returnees and Internally displaced Persons: Guidelines for Prevention and Response". 2003

[4] Definition based on Articles 1 and 2 of the UN General Assembly Declaration on the Elimination of Violence against Women (1993) and Recommendation 19, paragraph 6 of the 11th Session of the CEDAW Committee

[5] http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm

CONDUCTING GENDER ANALYSIS

WHAT IS GENDER ANALYSIS?

Gender analysis is a tool for systematically collecting data that can be used to examine the differences between the roles that women, men, boys and girls play, the levels of power they hold, their differing needs, constraints and opportunities, and the impact on their lives.[6]

WHY ANALYZE GENDER?

The aim is to identify, understand and develop strategies to redress inequities based on gender. [7]Gender analysis also informs us as to how gender roles and relations could impact and be impacted by our programs. Without it, critical assumptions can be overlooked and either our programs are undermined or harm is inadvertently caused.

WHEN SHOULD YOU CONDUCT YOUR ANALYSIS?

- Throughout the project cycle: design, baseline, implementation, monitoring and evaluation.

- As part of a Livelihood Assessment

- As part of the Strategic Planning Process

- As a complement when using the Program Quality and Management Quality Assessment Tools (PQAT and MQAT), Propack I and II, and the Integral Human Development Framework.

HOW TO PLAN AND CONDUCT GENDER ANALYSIS.

- Prior to planning and conducting a gender analysis, determine if an analysis has already been done within the country program and for the geographical location targeted. If yes, compare with the checklist and determine gaps of information or needs for further analysis.

- Prior to conducting a gender analysis, ensure an understanding and appreciation of gender concepts and analysis among staff and partners involved. This is important in order to recognize and overcome staff's own biases, fears and stereotypes. Explain that it does not have to be complicated.

- Offer equal opportunities for males and females to participate.

- Make sure that the number and sex of interviewers is proportionate to the number and sex of participants.

- Identify and include different sub-groups amongst males and females according to age or other distinctions as appropriate.

- Choose appropriate time and location of discussion to allow for active participation by men, women, boys and girls in single-sex and mixed discussion groups.

- Ensure that the confidentiality of participants is respected by disassociating the

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[6] M. Biasutti. Vibrant communities. Gender in poverty project.

[7] Three common gender research methodologies. United Nations International Research and Training Institute for the Advancement of Women, 2007

There are numerous gender analysis tools available. Some of the most commonly known include the Harvard Analytical Framework, Moser's Gender Planning Framework, the Social Relations Framework, and the Gender Analysis Matrix. A tool or combination of tools should be based on the purpose of the gender analysis.

Harvard Analytical Framework:
http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm

Moser's Gender Planning Framework
http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/moserfw.htm

Social Relations Framework
http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/socrelfw.htm

Gender Analysis Matrix
http://www.gdrc.org/gender/framework/matrix.html

information from the source of the information.

- Provide a safe space for discussion when necessary.

- Identify appropriate analysis tools and review secondary data of existing gender analysis done country wide. Remember that you can use a combination of different tools in order to give you the information that you need.

- Identify other organizations that are implementing gender activities in your target area. Identify gaps and opportunities for referral services.

Checklist: Gender Analysis	
Data Collection	
	Ensure all data is collected disaggregated by sex and age; considering men, women, boys and girls.
	Gather information on access and control of resources by women and men, girls and boys at individual, household and community level. This can include:
	• information on where and when people can or could access services
	• who controls resources; e.g. income, natural resources, etc.
	• how resources are allocated
	Collect relevant laws and policies
	Determine which activities are undertaken by men, women, boys and girls, e.g. care for children, food preparation, agriculture and non-agriculture labor.
	Inquire about power dynamics amongst the members of the household.
	Inquire about power dynamics at the community level.
	Understand cultural and traditional beliefs regarding gender and inequality within:
	• community, e.g. community leaders and organizations, schools, government, churches
	• legal frameworks
	Inquire about aspirations of different sex groups; livelihood groups.
	Inquire about coping strategies of different sex groups; livelihood groups.
Analysis	
	Identify needs, challenges and problems for different sex groups.
	Identify opportunities and benefits for different sex groups
	Determine differences in power, access, and control among sex groups.
	Analyze laws and policies for needs in policy, legal reform or implementation gaps.
	Determine how roles, relations, access/control, inequalities have changed as a result of shocks, cycles, and trends.
	Identify potential risk to men, women, boys and girls associated with planned project activities.

PROJECT PLANNING AND DESIGN

WHY DO YOU NEED TO CONSIDER GENDER DURING PROJECT DESIGN?

To encourage consultation with and participation of men, women, boys and girls and CRS partners to design interventions that address their immediate practical needs and long-term strategic interests. Doing so will ultimately improve the quality of program results.

HOW DO YOU INTEGRATE GENDER INTO PROJECT DESIGN?

Read and understand the gender analysis. If a gender analysis wasn't done, go back and do one – even if it must be quickly discussed amongst the program design team – or look at an earlier analysis done for the SPP.

- Ensure program design team is composed of staff and partners with relevant capacities and attitudes. At a minimum, invite an external gender expert or technical advisor to lead a discussion on addressing gender issues.

- Use a participatory process with appropriate subsets of beneficiaries in the project design

- Identify opportunities for referral services.

- Determine whether the program will be gender-sensitive or transformative.

Completion of the gender analysis and the checklist below will provide the basis for writing a gender-responsiveness statement in a concept note or proposal.

Checklist: Gender in Project Planning and Design	
	Be specific in defining the project's target population by indicating age and sex. Other demographic information may be important such as marital status, socio-economic status, etc.
	Identify priority issues for and vulnerabilities of men, women, boys and girls based on the gender analysis that the project will address, and design interventions accordingly.
	If targeting one sex, consider and plan for managing the impact on the other sex group and any inherent risks.
	Ensure the project accommodates for the availability of time of women, men, girls and boys.
	Consider and include behavior change training that might be necessary to accompany activities.
	Consider lessons learned and best practices from CRS projects and other organizations.
	Objectives and indicators reflect gender-specific impacts. See Annex.
	Determine opportunities for integration between project being developed and ongoing projects.
	Develop measures to mitigate gender-associated risks of project activities (e.g. increase risk of GBV to women traveling to market, involved in microfinance activities).
	Include budget and provide training for staff, partners and community on gender sensitivity.

IMPLEMENTATION

WHY CONSIDER GENDER DURING PROJECT IMPLEMENTATION?

Considering gender in project implementation will lend to ensuring equitable opportunities for men and women to access, participate in, and benefit from project services and activities. It is also important to remember that gender norms can influence how staff, partners and participants engage in the project and has the potential to undermine a project that is gender-responsive in design.

Checklist: Gender in Implementation	
	Develop detailed implementation plans consistent with the approved project document to ensure capture of gender-responsive components.
	Ensure strategies include equitable measures to support gender equality, e.g. distributing sanitary napkins to girls to facilitate and increase school attendance.
	Ensure project activities address priority issues for and vulnerabilities of men, women, boys and girls identified in project design in a meaningful and appropriate way.
	Conduct community sensitization about the project including the gender-responsive components.
	Project staff supports equitable participation and equal opportunities for project benefits.
	Promote gender balance in community committee membership.
	Promote equity in participation, leadership and decision-making.
	Track how the project impacts men's and women's time and workload.
	Consider providing or organizing child-care services to facilitate women's participation.
	Involve men in women-focused interventions as a do-no-harm strategy.
	Establish communication channels for both men and women to have full and accurate information about project activities and intended benefits.
	Capacity building for CRS staff and partners on gender issues.
	Work with the projects within CRS country program to share and document experiences on gender responsiveness.
	Continue to develop linkages with other organizations to complement project interventions as appropriate, e.g. NGOs, local government, police, shelters, medical and legal assistance providers in intervention communities.

WHY CONSIDER GENDER IN MONITORING, EVALUATION, REPORTING ACTIVITIES?

Project data must be collected and tracked by sex and age to inform project decision-making and ultimately to measure impact of the project on men, women, boys and girls; their roles and relations. Inequities in participation, access and benefits can be identified promptly in order for corrective measures to be taken.

Checklist: Gender in Monitoring, Evaluation and Reporting	
	Disaggregate data for indictors at input, output, outcome and impact levels by sex and age. See Annex.
	Integrate indicators that are gender-specific for both content and quality
	Conduct a Knowledge, Attitudes and Practices (KAP) survey to collect baseline information. This can help measure behavior change.
	Monitoring and evaluation teams include men and women.
	Analyze and report on how program has impacted women, men, boys and girls; gender roles and relations in baseline, monitoring, and evaluation reports.
	Consider gender learning reflections during the monitoring process to capture challenges and successes experienced by participants and community members.
	Ensure monitoring and evaluation processes adhere to ethical and safety recommendations appropriate to project interventions, e.g. *WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies.*
	Monitor gender-related risks associated with project activities identified during gender analysis and project design
	Project information systems and databases should have the capacity to store data disaggregated by sex and age.
	Create systems to allow for identification of unintended consequences in impact on gender roles and relations.
	Create mechanisms to identify and respond to conflicts that may arise between men, women, boys and girls.

LEARNING AND DOCUMENTATION

WHY CONSIDER GENDER IN PROJECT LEARNING AND DOCUMENTATION ACTIVITIES?

Efforts to document success and challenges encountered during project implementation support project improvement and inform future project design. This information can also be shared externally to inform and influence the development community.

Checklist: Gender in Learning and Documentation	
	Document success stories and challenges highlighting a project's impact on gender equality.
	Showcase gender-responsive programs through success stories.
	Document less successful programs to learn from mistakes.
	Ensure project participant confidentiality especially for gender-based violence projects, e.g. use pseudonyms to replace real names.
	Analyze and report on how program has impacted women, men, boys and girls; gender roles and relations in baseline, monitoring, and evaluation reports.
	Consider gender learning reflections during the monitoring process to capture challenges and successes experienced by participants and community members.
	Ensure monitoring and evaluation processes adhere to ethical and safety recommendations appropriate to project interventions, e.g. *WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies.*
	Monitor gender-related risks associated with project activities identified during gender analysis and project design
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SECTOR-SPECIFIC GUIDELINES: GENDER-RESPONSIVE PROGRAMMING TO ADDRESS GENDER-BASED VIOLENCE

WHY IS IT IMPORTANT TO ADDRESS GENDER-BASED VIOLENCE?

Gender-based violence (GBV) occurs in many different forms and is often wide-spread in the communities we serve. Many kinds of gender-based violence are culturally condoned and even sanctioned, leaving survivors with little recourse even when appropriate legal frameworks exist. The impacts of GBV are multifold including medical, health, psychological, social and economic costs to the individual and to the family, which undermine livelihood strategies, increase vulnerability to HIV and deny the enjoyment of human dignity. Where widespread, GBV can have a significant negative impact at the national level constraining economic development and burdening health and justice systems.

Although gender-based violence affects women and girls in greater numbers, it also affects and impacts men and boys. It is critical that programming to address gender-based violence, both prevention and response approaches, reflect and consider the different gender roles and norms related to violence as they affect men, women, girls and boys. Where programs specifically address violence against women and children, it is important to involve men as agents of change.

ESSENTIAL ELEMENTS OF PROGRAMMING TO ADDRESS GBV

Prevention and response activities should be included in every program that deals with gender-based violence.

Both Prevention and Response

- Engage men and boys by empowering them to be stakeholders in GBV prevention and response, e.g. including men and boys in life-skills courses and as awareness campaign organizers.

- Work with traditional/religious leaders in all programs both as beneficiaries as well as agents of change, e.g. work with traditional legal systems and also ensure awareness of formal legal system and structures.

- Address norms of socialization in order to prevent gender-based violence, e.g. encourage communities to be supportive of respectful dialogue between marriage partners.

- Promote the enforcement of existing laws and engage the formal structures to improve their response, e.g. conduct sensitization on human rights and relevant national law for local judicial and law enforcement authorities as well as the community.

- Establish linkages, through a referral network, with HIV and health programs or services

offered in the community for the identification of survivors and to ensure survivors receive medical care.

- Establish linkages, through a referral network, with livelihoods, food security or other developmental programs implemented in the community.

- Develop economic empowerment interventions such as SILC or income-generating activities within target community. These can be effective for preventing the conditions that enable gender-based violence but also for survivors to become self-reliant. The implementation of these activities should not stigmatize the individuals targeted nor disempower the ones not targeted. Such programs should be carefully designed, informed by the gender analysis, so as not to increase vulnerability to GBV for the beneficiaries.

- Ensure coordination with government agencies and services, NGOs, and UN agencies addressing the same issues or serving the same population. (eg. Ministry of Women's Affairs, medical providers, the local bar association, etc.)

- Give special consideration for the needs of boy and girl child survivors such as protection from harm and exploitation.

- Ensure all programming staff and volunteers sign and understand codes of conduct.

Prevention

- Conduct policy analysis and develop advocacy campaigns (local or national) where possible for necessary policy change.

- Investigate, analyze and design interventions to address power dynamics that contribute to gender-based violence in a particular community.

- Conduct community awareness-raising activities using behavior change communication.

- Work with men and boys to address cultural gender norms, including the culture of silence and power dynamics around gender-based violence.

- Recognize where positive and progressive cultural changes have already occurred.

- Inform women, men, girls and boys of their inalienable rights and responsibilities.

- Dispel harmful beliefs and practices that may be associated with traditional healers, e.g. raping infants and girls as cures for HIV.

- Identify and engage potential perpetrators in programs that challenge harmful gender, social and cultural norms as well as provide economic empowerment.

- Promote education and ensure safety in schools, e.g. activities that increase equal enrollment of boys and girls in schools; Behavior Change Communication in schools; ensuring adequate and safe sanitary facilities; work with schools to eradicate 'sex for grades'.

Response

- Develop a comprehensive survivor-centered approach for response programs that includes:

    - Legal aid/counseling
    - Psychosocial counseling
    - Medical care
    - Reintegration activities
    - Security mechanisms

- Establish a referral system for other services for the survivor.

- Support family reintegration and reduce stigma for survivors of rape by someone outside of the family.

- Be careful using mediation alone to address violence within the household or wider family networks. Sometimes these efforts may also require measures for legal action or other ways of monitoring intended results. Intervention at the family level may be useful for prevention in some cases, e.g. to discourage early marriage.

- Ensure that confidentiality and survivor protection is at the center of all programming, e.g. accompanying women to the police station.

KEY CONSIDERATIONS FOR PROGRAMMING TO ADDRESS GBV

- Remember that survivor confidentiality and consent are central pillars of all interventions; ensure that all survivor cases (interview, referral and follow-up) are handled in accordance with the *WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies.*

- Provide safety and protection for survivors, the at-risk, and staff who face danger.

- Recognize, understand and mitigate concerns or resistance by men/women and/or the community to participate in or accept the program.

- Identify how religion and religious structures condone, discourage or otherwise respond to gender-based violence.

- Remember that women and girls are equally responsible for changing gender norms.

- Ensure that the location of service provision is appropriate for access, safety and confidentiality.

- Provision of transportation for survivors to points of service may be necessary.

- Ensure that programming and partner staff have necessary professional skills and have budgeted for training as required.

RESOURCES

- IASC Gender handbook
  http://www.humanitarianreform.org/Default.aspx?tabid=656

- IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings
  http://www.humanitarianreform.org/Default.aspx?tabid=657

- Researching violence against women (PATH)
  www.path.org/files/GBV_rvaw_complete.pdf

- Measure VAW indicators (USAID)
  http://www.cpc.unc.edu/measure/news/indicators-for-programs-to-address-violence-against-women-and-girls

- Addressing GBV through USAID'S Health Programs (USAID)
  www.prb.org/igwg_media/GBVGuide08_English.pdf

- Guidelines on ethic and safety consideration for sexual violence (WHO)
  http://www.who.int/gender/documents/en/final%20recommendations%2023%20oct.pdf

- GBV guidelines (UNHCR 2003)
  www.unhcr.org/protect/PROTECTION/453492294.pdf

- Men as Partners Promising Practices Guide (Sonke Gender Justice)
  www.genderjustice.org.za/resources/men-as-partners-programme-promising-practices-guide/download.html

- Caring for Survivors of Sexual Violence (UNICEF)
  http://www.humanitarianreform.org/humanitarianreform/Portals/1/cluster%20approach%20page/clusters%20pages/Gender/Gender%20Toolkit/ii-%20Caring%20For%20Survivors%20Training%20Manual.doc

- Engaging men and boys in GBV prevention (RHRC/USAID)
  www.rhrc.org/resources/Conflict%20Manual_CARE_for%20web.pdf

- Gender-based Violence in Sub-Saharan Africa: A Review of Demographic and Health Survey Findings and their use in National Planning (USAID)
  http://africahealth2010.aed.org/pub_GBV.html

- Women, Violence and AIDS: Exploring the Interfaces (ActionAid) -
  http://www.genderandaids.org/downloads/topics/Women%20Violence%20and%20AIDS.pdf

- www.raisingvoices.org

- Advocacy Guide Engaging Religious Leaders in GBV & HIV
  http://www.healthpolicyinitiative.com/Publications/Documents/971_1_A_Call_to_Act__GBV_and_HIV_Advocacy_Guide_for_Religious_Leaders_FINAL_acc.pdf

- The USAID-funded Doorways Training Manuals (Student, Community Counselor and Teacher training Manuals – specifically to tackle GBV in schools
  http://www.usaid.gov/our_work/cross-cutting_programs/wid/doorways.html

GENERAL-RESPONSIVE AGRICULTURE & LIVELIHOODS PROGRAMMING

WHY IS GENDER IMPORTANT IN AGRICULTURE AND LIVELIHOODS?

Men, women, boys and girls have distinct roles in agricultural production, income generation, and household activities. They also face unique constraints. Understanding and taking into account these different roles helps to ensure that projects do not reinforce or exacerbate gender inequality or power imbalances. If constraints are not identified, strategies cannot be developed to overcome them.

All too often, women involved in agriculture perform much of the work required to produce crops, but they are excluded from decision-making related to agriculture and livelihoods. Women typically have limited access to markets or control over income from selling crops, despite the fact that increases in women's income is associated with improvements in child nutrition. In many societies, women's access to productive assets such as land, formal credit, capital, inputs, and extension services is constrained even though women produce most of the subsistence crops, manage household seed stocks, and contribute to the maintenance of plant biodiversity.

Essential Elements of Gender Programming in Agriculture and Livelihoods:

- Understand the roles of men, women, boys and girls in the household reproductive and productive systems and anticipate how the project might affect them. This includes:
    - Division of labor
    - Workload and time allocation
    - Technology and innovation adoption
    - Marketing activities
    - Crop and livestock management and use
    - Control of household finances

- Empower both men and women to understand gender roles and their impacts on agriculture production and livelihoods

- Train men and women in the agro-enterprise five skill sets[8]: group management skills, internal savings and lending skills, basic market skills, innovation and experimentation, sustainable production and natural resource management skills taking into account gender-specific constraints and opportunities.

- Understand access to and control over productive resources and services.
    - Credit/savings
    - Agricultural income
    - Extension services and methods
    - Land, water, irrigation, draught power
    - Tools, inputs, seed

- Ensure men and women have access to agricultural technologies and innovations.
    - Extension service agents understand and respond to the different roles and constraints of men and women in agricultural production, technology and

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[8] See resource for Agro-enterprise five-skill set here:
http://www.crsprogramquality.org/2007/03/preparing-farmer-groups/

innovation adoption (e.g., appropriate for illiterate men and women)

- New products respond to the different needs of men and women (e.g., marketability, palatability, ease of cooking, etc.)

- Ensure that women and men benefit equally from livelihood activities (e.g., equal pay for equal labor).

- Design off-farm livelihood activities that do not discriminate against women or men.

- Ensure that women and adolescent girls have equal access to livelihood programs and support services as men and adolescent boys.

- Develop vocational training and non-formal education programs that target the specific needs of adolescent girls and boys, and provide them with practical skills that they can use, including non-traditional skills.

- Develop monitoring and evaluation systems able to track changes in men's and women's roles, involvement in project, labor, adoption of new practices, income, decision-making, potentially negative consequences (e.g., increase in gender-based violence).

- Budget sufficient resources for gender-specific strategies and activities.

- Assess the impact of activities, programs, and technologies on both men and women.

- Ensure activities are gender appropriate (i.e. tools, machinery, etc.).

- Anticipate and mitigate potential risks/safety issues stemming from interventions (e.g., increased income and migration associated with agro-enterprise which may increase behaviors associated with transmission of HIV).

- Ensure targeted beneficiaries benefit from the intervention (understand relationships/power within households).

- Allow and plan for maximum participation of project participants and allow them to select the crops and activities appropriate to them (e.g., utilization of participatory methodologies, vouchers).

- Design project and community structures to allow for participation by men and women and promotion of leadership among women e.g., farmer's groups, watershed management committees.

KEY CONSIDERATIONS FOR INTEGRATING GENDER INTO AGRICULTURE & LIVELIHOODS

- Consider how gender interacts with each of the four pillars of the CRS Agriculture Strategy:
  - Agriculture for Emergency Response
  - Agriculture for Health and Nutrition
  - Agriculture for the Environment
  - Agriculture for Income

- Ensure interventions/gender activities are integrated across sectors.

- Include gender analysis in all steps of the value chain.

- Ensure gender balance in project staffing.

- Understand local policy frameworks and cultural practices that inhibit or promote women's engagement in agriculture. Advocate for change if appropriate.

RESOURCES

- Bill and Melinda Gates Foundation. ND. Gender Checklist.
  https://global.crs.org/communities/Gender/Pages/AgricultureandEnvironment.aspx

- Gender in Agriculture Sourcebook. Washington, D.C.: The International Bank for Reconstruction and Development / The World Bank
  www.worldbank.org/genderinag

- Integrating Gender into USAID Agricultural Programs (USAID)
  www.usaid.gov/km/seminars/2009/gender_agri_hobgood.pdf

- Catholic Relief Services. 2009. Catholic Relief Services Agriculture Strategy. Baltimore: Catholic Relief Services.
  http://crsprogramquality.org/pubs/agenv/Agriculture_and_Environment_Strategy_2009-2014_low.pdf

- Inter-Agency Standing Committee (IASC). "Gender and Livelihoods in Emergencies." In Women, Girls, Boys, Men: Different Needs – Equal Opportunities. Inter-Agency Standing Committee Gender Handbook in Humanitarian Action, 2006.
  http://www.humanitarianreform.org/humanitarianreform/Portals/1/cluster%20approach%20 page/clusters%20pages/Gender/Gender%20Toolkit/E_GH_09_Livelihoods.pdf

- Asian Development Bank Gender Checklist: Agriculture
  http://www.adb.org/Documents/Manuals/Gender_Checklists/Agriculture/default.asp?p=genchck

- Women, Food Security and Agriculture in the Global Marketplace: A Significant Shift (ICRW)
  http://www.icrw.org/files/publications/A-Significant-Shift-Women-Food%20Security-and-Agriculture-in-a-Global-Marketplace.pdf

- Making the Strongest Links: A practical guide to mainstream gender analysis in value chain development
  http://www.ilo.org/empent/Whatwedo/Publications/lang--en/docName--WCMS_106538/index.htm

- Gender and Rural Microfinance: Reaching and Empowering Women (IFAD)
  www.ifad.org/gender/pub/gender_finance.pdf

GENDER-RESPONSIVE HEALTH & HIV PROGRAMMING

WHY IS IT IMPORTANT TO INTEGRATE GENDER CONSIDERATIONS INTO HEALTH AND HIV PROGRAMMING?

The determinants of health include biological, behavioral, social, political, cultural, and economic factors which are all influenced by unequal power relations and gender norms within a given society. While men, women, boys and girls all face health challenges, the risks and vulnerabilities throughout their lifetimes are not the same. Health risks and vulnerabilities vary depending on the sex, age, and gender norms within the society. They also differ between low- and high- income countries. Gender inequality at all levels contributes to ill-health for both sexes, but ill-health among girls and women impacts not only her, but future generations (WHO, 2009).

In low-income countries, over 38% of female deaths can be attributed to communicable diseases (lower respiratory tract infections, diarrheal diseases, and HIV and AIDS) or conditions associated with maternal or perinatal conditions (WHO, 2009). Differences between males and females emerge at a young age in ways that have long-term implications for mental and physical health. For example, girls are exposed to more abuse than boys, may be subjected to female genital mutilation/cutting, early marriage, and are less likely to attend school. Limited education reduces a woman's access to health information and employment opportunities, as well as her ability to care for her future children. Women (and girls) not only provide most of the non-formal health care in community settings, but are the backbone of the health care system. Women working in the health sector often hold lower-skilled jobs, face more harassment in the workplace, and have an increased risk of exposure to occupational hazards such as needle sticks and workplace violence. As a result of their lower socio-economic status, women may be unable to access health care due to lack of control over the decision-making process, lack of availability, distance to services, or the cost of care. Poor quality of care, including lack of confidentiality, lack of privacy, and lack of appropriate services may also limit health-seeking behaviors (WHO, 2009).

On the other hand, gender norms often result in a perception by men that seeking health care is weak or unmanly, and therefore they may delay seeking care resulting in poorer outcomes than if they had sought treatment earlier. Due to societal norms, boys and men are often encouraged to be more physical and take risks. As a result, they may be attracted to more dangerous professions such as the police or military. More men than women die or face injury as a result of crime, fights, and warfare. Men experience more disability as a result of consuming unhealthy foods, alcohol, and smoking (Ehrhardt et al., 2009). Social norms often condone or encourage multiple concurrent sexual partners for men, increasing the risk for sexually transmitted infections (STIs) and HIV.

There are significant gender differences related to HIV. Gender norms for males and females contribute to practices that exacerbate the spread of HIV and determine its impact on each individual. Demographic and Health Surveys in Southern Africa show that women are more infected and affected by HIV than men. This is largely because HIV is both a cause and effect of gender inequality and gender-based violence.

An opportunity for good health and access to health services is a right of men, women, boys and girls. Without developing systems to support the economic, educational, cultural, social

and political empowerment of women, power imbalances will remain, thus making good health difficult to achieve (Ehrhardt et al., 2009).

WHAT ARE THE ESSENTIAL ELEMENTS OF INTEGRATING GENDER CONSIDERATIONS INTO HEALTH AND HIV PROGRAMMING?

- Budget sufficient resources for gender-specific strategies and activities.

- Complete a multi-level gender analysis. This includes an analysis of state policies, community, households, and individuals. Consider implication for health-related activities – care-seeking, water, sanitation and hygiene (WASH), Maternal and Child Health (MCH), etc.

- Understand the power imbalances that exist at the multiple levels (e.g., individual, household, community, health system, policies) that impact health status, risks and vulnerabilities.

- Understand predominant gender norms that may impact health or health-seeking behavior. Work with communities to identify harmful norms and explore culturally appropriate alternatives to them.

- Collect sex and age disaggregated data and use it to make programmatic decisions to address gender issues within the project and beyond.

- Ensure that prevention activities are sensitive to the various risks, needs, socio-economic and cultural situations and gender roles of men, women, girls, and boys.

- Encourage the constructive engagement of men and boys in activities to improve health in traditional and non-traditional areas, e.g., activities for the improvement of maternal and child health.

- Community behavior change and communication activities should be culturally appropriate, rooted in traditions and considerate of non-harmful gender roles.

- Promote and support universal education on gender equality.

- Support safe economic empowerment of women, men, boys and girls, e.g., support community members to identify institutions and structures within communities that can be used to further livelihoods based on locally available resources. Assist communities in conducting value-chain analysis to bring locally produced projects to market and improve financial management through activities like savings and internal lending communities (SILC). Promote activities that can support the social and political empowerment of women.

- Ensure equitable access to prevention, treatment, care and support for men, woman, boys and girls.
    - Ensure that standard protocols are in line with international standards for equitable access to services and benefits.
    - Consider changes in the health care system that could improve health seeking behavior, e.g., introduction of mobile services, cost reductions, improved privacy, etc. The changes would need to be at different levels of the health system (national, district, local, and community levels.) Ensure equal access to health and HIV information for men, women, boys and girls.

- Increase education and involvement of men to stop sexual and other forms of violence and coercion in homes, workplaces, and communities.

- Encourage the integration of GBV services into health services, ideally in a single location.

- Create and disseminate information about GBV referral pathways and link to health programs.

KEY CONSIDERATIONS

- Advocate for equitable access to health and HIV resources (human, financial, technical, educational, medical supplies, research agendas) to respond to health needs.

- Conduct capacity building within CRS and for partners on gender-responsive programming.

- Deliver gender-sensitive, culturally-appropriate and age-specific psychosocial support.

- Make WASH programming more gender and age-sensitive (e.g., incorporate gender analysis into design and placement of latrines, style and location of boreholes, etc.)

- Integrate gender elements into all health-related education (e.g., consider education around who sleeps under bed nets, nutrition).

- Integrate gender education into malaria programs.

- Integrate HIV and gender education into livelihood programs. The purpose of this is to mitigate the impact of increased income and migration that may result as a result of agro-enterprise activities.

RESOURCES

- WHO. 2009. Women and Health: Today's Evidence Tomorrow's Agenda: Geneva: WHO.
  www.who.int/gender/women_health_report/en/index.html

- Gehrhardt, A.A. et al. 2009. Gender, Empowerment, and Health: What is it? How does it work? J Acquir Immune Defic Syndr. 1:S3 (S96-S105).

- CRS Compassionate Action: A guide to CRS HIV Programming

- UNAIDS Gender Policy and Guidance Documents for Eastern and Southern Africa
  www.unaidsrstesa.org/thematic-gender

- IASC Gender handbook
  www.humanitarianreform.org/Default.aspx?tabid=656

- Addressing GBV through USAID'S Health Programs (USAID)
  www.prb.org/igwg_media/GBVGuide08_English.pdf

- Guidelines on ethic and safety consideration for sexual violence (WHO)
  www.who.int/gender/documents/en/final%20recommendations%2023%20oct.pdf

- GBV guidelines (UNHCR 2003)
  www.unhcr.org/protect/PROTECTION/453492294.pdf

- Men as Partners Promising Practices Guide (Sonke Gender Justice)
  www.genderjustice.org.za/resources/men-as-partners-programme-promising-practices-guide/download.html

- Engaging men and boys in GBV prevention (RHRC/USAID)
  www.rhrc.org/resources/Conflict%20Manual_CARE_for%20web.pdf

- Gender-based Violence in Sub-Saharan Africa: A Review of Demographic and Health Survey Findings and their use in National Planning (USAID)
  http://africahealth2010.aed.org/pub_GBV.html

- Women, Violence and AIDS: Exploring the Interfaces (ActionAid)
  www.genderandaids.org/downloads/topics/Women%20Violence%20and%20AIDS.pdf

- www.raisingvoices.org

(The above resources do not necessarily represent the views of CRS.)

ANNEX

Following are guidelines for choosing indicators:

- *Indicators should be developed in a participatory fashion*
- *Indicators are the tools used to measure the attainment of objectives*
- *Indicators should be desegregated by sex, and whenever possible, by age, ethnicity, and socio-economic status*
- *The number used should be small*
- *The selection of indicators should stress concerns of the project and reflect only those things that the project intends to change*

The following indicators are supplied as examples to aid in developing project-specific indicators relating to gender responsiveness. They are illustrative and do not include all possible indicators to measure a project's success or failure. Indicators should be measured at baseline, monitored periodically throughout the life of the project, and evaluated at the project's end.

Indicators to Measure Gender-Responsive Staffing (applicable in HQ, country programs and projects)

- % of men/women employed
- change in % of women employed
- % of men/women employed in management or supervisory positions
- change in % of women employed in management or supervisory positions
- % of job descriptions that include gender-sensitive responsibilities
- % of performance plans that include gender sensitization and training
- % of male/female employees trained in gender sensitivity, in gender analysis and planning
- % of SPPs and project proposals that include gender analysis and gender sensitive objectives

Indicators to Measure Participation

- % of men/women at different levels (government, partners, participants)
- % of men/women participating in identification, planning, monitoring meetings held
- % of men/women participating in project or activities
- Participants/perceptions of levels of participation of different groups through different stages of the project cycle (using a scale of 1 to 4, for example)
- % of men/women involved in key making key decisions related to the project
- % of benefits of project going to men and women (e.g. increased employment, greater crop yields)
- Benefits to the community (e.g., a school created to which all members have access)
- Ratio of women's/men's inputs in terms of labor, tools, money, etc.
- Perceived ability of participants to prevent and resolve gender-related conflicts (to be measured through qualitative methods).

EXAMPLES OF SECTOR- SPECIFIC GENDER- RESPONSIVE INDICATORS

Education

- % of parents who perceive schooling of girls/boys to be beneficial
- % of boys/girls enrolled in school (desegregated by primary school, secondary school, and socio-economic status)
- change in % of boys/girls enrolled in school (desegregated by level)
- % of drop-outs by gender and level
- change in % of drop-outs by gender and level
- % of completion by gender and level
- ratio of male/female teachers
- perceived improvement of gender content in curriculum (e.g. improved representation of women, self-esteem training included in curriculum)

Agriculture

- % of males vs. % of females with access to land
- change in % of men/women with access to land
- % of men/women with access to extension services
- % of men/women who utilized extension services
- % of women/men who have attended agriculture training workshops
- change in % of crop yields by gender

Poverty-Lending

- % of men/women with access to credit
- % of increase men/women with access to credit
- % of repayment rate of loans by gender
- % of women in management roles in village banks
- change in % of women/men reporting increased self-confidence/self-esteem
- change in % of women making decisions on resource use in the household
- changes in the well-being of the household (% of increase in quality or quantity of food, health, schooling, housing, etc.)
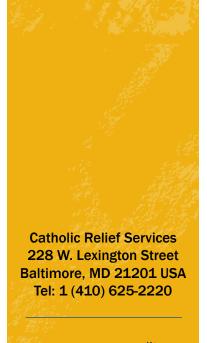
Community-Based Health

- infant and child mortality data by gender
- morbidity incidence (e.g., diarrheal disease, respiratory infections, measles, malaria) by gender
- health care practices (e.g., immunization rates and ORT) by gender
- health seeking behavior (when and how often child is taken for health care) desegregated by gender
- nutritional status by gender
- feeding practices (e.g., quality and quantity of food, breast- feeding, order of feeding) by gender
- change in % of men participating in health education activities

- change in % of fathers/mothers who perceive health care to be equally beneficial for boys/girls children

- ratio of men/women employed by project to provide health services

Indicators for Situations of Emergency and Displaced Persons

- % of female-headed households

- % of male/female children without parents or guardians

- % of male/female elderly without family support

- incidence of rape or sexual abuse (per population)

- incidence of teenage prostitution (per population)

- number of robberies and attacks on food stocks of female-headed households

- prevalence of malnutrition by gender and age

- % of women responsible for food selection and distribution

- % of guards and staff trained in protection and rights of women and girls