

# **Steps in Gender-Integrated Planning**

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## Introduction

There are 4 modules in part II. Each module contains the following:

- Key Questions in gender-integrated planning
- Key Steps in gender-integrated planning
- Key Concepts in gender-integrated planning

### ***What are the Key Questions?***

- *Key Question 1: What is the present gender situation from a capacities and vulnerabilities perspective?*
- *Key Question 2: What goals do you want to achieve in order to address the immediate and long term capacities and vulnerabilities of women and men?*
- *Key Question 3: How will you achieve these goals?*
- *Key Question 4: How will you know if and when you have achieved these goals?*

### ***What are the Key Steps?***

- Step 1: Conduct a **Problem Analysis** to determine the capacities and vulnerabilities of women and men?
- Step 2: Develop the **Objectives** for the goals (s) you want to address in the immediate term and long term
- Step 3: Develop the **Activities and Inputs** that will be required to achieve the goals you have established in your Objectives
- Step 4: Identify the **Risks** that may hinder the achievement of the goals you have outlined
- Step 5: Identify the **Indicators** or markers that will help you know if and when you have achieved these goals you have outlined. The Risks and Indicators, along with a time schedule will become the basis of your Monitoring and Evaluation process.
- Step 6: Develop the **Monitoring and Evaluation Plan**

## Overview of Modules for Gender-Integrated Planning<sup>1</sup>

	PLANNING QUESTIONS	PLANNING STEPS	GENDER CONCEPTS <sup>2</sup>
<b>MODULE 1</b>	What is the present gender situation?	<u>Step 1:</u> Conduct a gender analysis	➤ Identify <u>Capacity &amp; Vulnerabilities</u> of women and men
<b>MODULE 2</b>	What goal do you want to achieve?	<u>Step 2:</u> Develop Objectives	➤ Identify the difference between <u>Immediate ! needs</u> and <u>Strategic or long term interests</u> of women and men ➤ Ensure that both <u>Immediate needs</u> and <u>Strategic or long term interests</u> of women and men have been incorporated in steps 2-6
<b>MODULE 3</b>	How will you achieve these?	<u>Step 3:</u> Develop Activities and Inputs	
<b>MODULE 4</b>	How will you know you have achieved these?	<u>Step 4:</u> Identify Risks <u>Step 5:</u> Develop Indicators <u>Step 6:</u> Develop M&E Plan	

<sup>1</sup> The modules in the following sections of this chapter contain more detailed instructions than appear in this overview

<sup>2</sup> Refer to Annex 5 for definitions of gender concepts

## ***What are the Key Concepts?***

### **Planning Concepts**

**OBJECTIVES:** they are the measurable accomplishments (results). Objectives are not a process, but an end point (results)

**IMPACT:** long term change (s) that is desired. They are long term improvement (s) in a given society. An example of a gender impact result would be when women and men benefit equally from sustainable and equitable agricultural growth.

**OUTCOME:** short term intermittent changes that contribute to the long term change that is desired. They represent the most important result in this framework. Outcomes are both intended and unintended. Examples of gender outcomes in a project are: greater gender equality in decision making, access to resources and division of labor etc

**OUTPUT:** products or activities that contribute to achieving short/long term change that is desired. They are normally quantitative results, products or services that are relevant for achieving Outcomes. Outputs are the short term products of completed activities. They can be measured regularly. Examples of gender outputs are trainings for women's leadership skills, local organizational capacity, skills development to improve access to services and markets etc.

**ACTIVITIES:** represent WHAT is to be done to achieve the results

**INPUTS:** represent what resources (human capacity, financial resources and time) that will be needed to accomplish the activities

**RISK:** according to Wikipedia, it is the potential that a chosen action or activity will lead to a loss or an undesirable outcome. It is the potential that a chosen action or activity will lead to a loss or an undesirable outcome. Risks are closely related to the results and it becomes important to analyze risks against the results framework of a project. There are internal and external risks

There are 2 types of Risks

- **Internal risk:** factors which are under the control of the project/program that may hinder the achievement of results. They could be limited capacity of human resources, lack of funds, etc.
- **External risk:** these are conditions outside the control of the project/program that could have a negative influence on achievement of results. They could result from political, institutional, economic, environmental, social and technological conditions

**RESULT:** consists of Output, Outcome, Impact

### **Gender Concepts<sup>3</sup>**

**GENDER:** refers to the different roles, responsibilities, rights, relationships and identities of women and men that are defined by a given society and context. Gender differs from the concept of Sex

**CAPACITIES:** This term refers to the existing strengths of individuals and social groups. They are related to people's material and physical resources, their social resources, and their belief and attitudes. Capacities are built over time and determine people's ability to cope with crisis and recover from it.

**VULNERABILITIES:** This term refers to the long term factors which weaken people's ability to cope with the sudden on-set of disaster, or with drawn-out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, make effective disaster response more difficult, and continue after the disaster.

**PRACTICAL NEEDS:** this term refers to the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men.

**STRATEGIC INTERESTS:** this refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men, or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often, women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.

Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.

### **Gender Methods/Tools**

**CAPACITIES AND VULNERABILITIES ASSESSMENT (CVA):** The CVA is designed on the premise that people's existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as well as the way they respond to the crisis

**ACTIVITY PROFILE:** tool to identify the different work responsibilities of women and men in a given community

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<sup>3</sup> The gender terms provided here are those that are used in the modules. For a more exhaustive list of gender terms, please refer to annex 5.

**ACCESS and CONTROL PROFILE:** Access is the opportunity to make use of resources. Control is the power to decide how a resource is used. The Access and Control Profile shows who has access (use) to these resources, and who controls (decides) on them.

**INFLUENCING FACTORS:** the socio cultural, political, economic and religious institutions and their associated values that influence the differences in the roles of women and men, and the differences in access and control over resources in a given community.

**PRODUCTION:** This refers to the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.

**REPRODUCTION:** this refers to the work done within the household such as the care and maintenance of the household and its members such as cooking, washing, cleaning, nursing and bearing children and looking after them, and maintaining the household. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

## Q 1: WHAT IS THE PRESENT GENDER SITUATION?

### STEP 1

#### **What to do?**

- Conduct a PROBLEM ANALYSIS

#### **How to conduct a PROBLEM ANALYSIS?**

- Apply the CVA framework
- Apply the Activity Profile
- Apply the Access/Control Profile
- Identify Influencing Factors

#### **How to Apply methods to specific sectors?**

- Apply questions contained in the CVA matrix

#### **What field tools to apply?**

- PRA tools

#### **How to summarize problem?**

- Use the Problem Tree
- Apply gender concepts

#### **What gender concepts to apply in PROBLEM ANALYSIS?**

- Capacities and Vulnerabilities

## **Introduction: Why Conduct a Problem Analysis?**

The first step in planning is to generate a clear and in depth understanding of the problems. The problem or situational analysis is one of the most important steps in Planning. It is important for several reasons: firstly, it is critical to generate a clear and concise understanding of the problems that men and women are faced with; second, it is important to understand the contribution that is made by both women and men to agricultural production, and that their contributions are dependent on the different roles and responsibilities they assume due to the socialization process; third, as a result of their different contributions to agricultural production, women and men have extensive and sometimes, specialized knowledge that results from their roles and responsibilities.

## **How to Conduct a Problem Analysis?<sup>4</sup>**

### ➤ **How to Conduct a Problem Analysis?**

The following methods from gender analysis will be applied (see annex 1 with Profiles)

- CVA Framework: The CVA is designed on the premise that people’s existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as well as they way they respond to the crisis
- The Activity Profile: this tool identifies the different work responsibilities of women and men in a given community.
- Access and Control Profile: all agricultural production is related to resources, and the access and control profile shows who has access (use) to these resources, and who controls (decides) on them.
- Influencing Factors: the differential control over resources, and the work responsibilities for women and men are to a large extent determined by socio-cultural factors such as values, traditions and so on.

### ➤ **How to Apply methods to specific sectors? (see annex 2 with questions for each sector)**

While using the three profiles listed above, utilize the key questions provided for each sector: Agriculture; Forestry; Livestock/Fisheries; Irrigation in the annex of Module 1

### ➤ **What field tools to Apply? (annex 3 for field tools)**

There are a series of participatory tools that can be used effectively to gather data on the problems within a given community. Some useful participatory tools are:

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<sup>4</sup> There are many frameworks and methods for diagnosing gender issues. Here we draw largely from the Harvard Analytical Framework and People-Oriented Planning for its simple application. For a more detailed discussion of frameworks see: Candida M., I. Smyth, and M. Mukhopadhyay “A Guide to Gender-Analysis Frameworks: 1999. OXFAM GB.



- Interviews/discussion
  - Individuals
  - Households
  - Focus groups, community meetings
- Mapping
  - Community maps
  - Resource maps
  - Institutional maps
- Ranking
  - Problem ranking
  - Preference ranking
  - Wealth ranking
- Trend Analysis
  - Historical diagramming
  - Seasonal calendars

➤ **How to Summarize the Problem?**

Use the Problem Tree (**Problem Tree in Annex 4**)

The problem tree has three components:

- The tree trunk represents the PROBLEM
- The roots represent the CAUSES of the Problem
- The branches in the canopy represent the EFFECTS

➤ **What gender concepts to apply in the Problem Analysis?**

The CVA is designed on the premise that people's existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as well as they way they respond to the crisis.

**Capacities**: This term refers to the existing strengths of individuals and social groups. They are related to people's material and physical resources, their social resources, and their belief and attitudes. Capacities are built over time and determine people's ability to cope with crisis and recover from it.

**Vulnerabilities**: This term refers to the long term factors which weaken people's ability to cope with the sudden on-set of disaster, or with drawn-out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, make effective disaster response more difficult, and continue after the disaster.

In the context of the CVA, immediate needs are often addressed by short term, practical interventions (e.g relief food). Addressing vulnerabilities in contrast, requires longer term strategic solutions which are part of development work.

For instance, those who experience regular flooding /mud-slides/earth quakes may have needs for temporary shelters and medical attention. On the other hand, their vulnerabilities are linked to those factors which directly contribute to the suffering caused by the event (lack of disaster preparedness programs/social inequalities perpetuated by gender and other forms of exclusion etc.).

## **MODULE 2**

# Q 2; WHAT CHANGE DO YOU WANT TO ACHIEVE IN GENDER RELATIONS AND / OR THE STATUS OF WOMEN?

## **STEP 2**

### **What to do?**

- Develop OBJECTIVES

### **How to Develop OBJECTIVES?**

- Take the Impacts and Outcomes (Results) you would like to achieve and make them into your Objectives

### **What are OBJECTIVES?**

- The end Result or change you want to achieve

### **What are RESULTS?**

- Expected Impacts
- Expected Outcomes

## Key Question 2: What change do you want to achieve in gender relations and/or the status of women?

### *Why focus on Objectives first?*

In a results-based approach to planning, the first focus is on identifying the final BENEFIT (s) that is to be achieved in response to the problems identified, by asking the question: what do you want to achieve?. This is an important point of departure from the traditional approach that begins with identifying the inputs, activities and processes that will eventually address the question: what have you done?. Emphasizing one question over another will tend to have a wholly different orientation to the planning and its final outcome, particularly as it relates to monitoring and evaluation results.

### *What are Objectives?*

Objectives are the end RESULT or change you would like to achieve in response to the Problem that has been identified in the Problem Analysis.

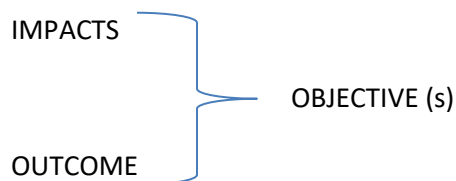
There are 2 types of RESULTS:

- Long term, also called IMPACT
- Intermediate term, also called OUTCOME which contributes to the long term change (IMPACT) that is desired.

### How to develop OBJECTIVES?<sup>5</sup>

- In order to develop objectives, it is important to begin by developing the RESULTS or the IMPACT and OUTCOME

### *TYPES OF RESULTS<sup>6</sup>*



<sup>5</sup> Adapted from: Results Management in Norwegian Development Cooperation: A Practical Guide. NORAD. Norwegian Ministry of Foreign Affairs. See also. Jody Zall Kusek, and Ray C. Rist, 2004. Ten Steps to a Results Based Monitoring and Evaluation System: A Handbook for Development Practitioners. World Bank, Washington DC.

<sup>6</sup> According to the Manual for Public Investment Program (PIP) Project Management in Lao PDR (August 2010), the Results chain begins with GOAL, and PURPOSE. The GOAL is the same as IMPACT; and PURPOSE is the same as OUTCOME.

**GENERAL EXAMPLE of Objective-setting from Results**

<p><b>R E S U L T S</b></p>	<p><b><u>IMPACTS</u></b> Sustainable and equitable agricultural growth achieved</p> <p>Women and men benefit equally from agricultural production</p> <p><b><u>OUTCOMES</u></b> Greater gender equality between women and men</p> <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Access to resources</li> <li>• Division of labor</li> </ul> <p>Organizational and negotiating capacity of women improved</p> <p>Local production groups are effective</p>	<p><b><u>OBJECTIVE (s)</u></b></p> <p><b><u>To achieve sustainable and equitable agricultural growth</u></b></p> <p><b><u>To ensure that women and men benefit equally from agricultural production</u></b></p>
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**MODULE 3**

**Q 3: HOW WILL YOU ACHIEVE THESE CHANGES?**

**STEP 3**

**What to do?**

- Develop ACTIVITIES
- Develop INPUTS
- Develop activities into OUTPUTS

**What are ACTIVITIES?**

- WHAT is to be done to achieve the results

**What are INPUTS?**

- resources (human capacity, financial resources and time) needed to accomplish the activities

**What are OUTPUTS?**

- products or activities that contribute to achieving short/long term change

**How to turn ACTIVITIES into OUTPUTS?**

- Number of activities to be conducted
- Number of times activity is to be conducted
- Number of beneficiaries to be targeted

### **STEP 3: DEVELOPING ACTIVITIES and INPUTS**

#### **What to do?**

- Develop the ACTIVITIES and INPUTS required in order to achieve the RESULTS (IMPACT and OUTCOME) already developed above.
- Upon completion of the activities, develop the OUTPUTS from the activities

**What are Activities?** These are WHAT is to be done to achieve the results

**What are Inputs?** They are the resources (human capacity, financial and time) that will be needed to accomplish the activities.

**What are Outputs?** They are the products that contribute to achieving short/long terms changes. It is easy to think of them as:

- a) Number of activities to be conducted?
- b) When they are to be conducted?
- c) What is the number of beneficiaries?

#### *General Example of Results Chain*

Comprehensive gender assessments	Trainings/extension for women and men <ul style="list-style-type: none"> <li>• Women's leadership</li> <li>• Village-based planning skills</li> <li>• Local organizational capacity</li> </ul> Support to women farmer organizations <ul style="list-style-type: none"> <li>• How to access services</li> <li>• How to access markets</li> </ul>	Greater gender equality between women and men <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Access to resources</li> <li>• Division of labor</li> </ul> Organizational and negotiating capacity of women improved  Local production groups are effective	Sustainable and equitable agricultural growth achieved.  Women and men benefit equally	
Existing information and disaggregated data				
Gender expertise				
Funds/budget				
Time				
<b>INPUTS</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>	<b>IMPACTS</b>
INTERVENTIONS		➔	RESULTS	➔

## Q 4: HOW WILL YOU KNOW KNOW IF AND WHEN YOU HAVE ACHIEVED THE CHANGES?

### What to do?

STEP 4

- Identify RISKS

STEP 5

- Identify INDICATORS

STEP 6

- Make M&E Plan

### What are RISKS?

- Potential impediments to achieving changes outlined in the objective

### Types of RISK

- External (factors outside the project)
- Internal (factors internal to the project)

### What is an INDICATOR?

- Markers to monitor and evaluate expected changes. T

### Types of indicators

- Quantitative
- qualitative

### How to make an M&E Plan?

- Identify the Frequency of monitoring
- Collect information and means of verification
- Assess information
- Identify who is responsible



## **STEP 4: IDENTIFYING RISKS**

**What is a Risk?** According to Wikipedia, it is the potential that a chosen action or activity will lead to a loss or an undesirable outcome.

**Risks:** are closely associated with RESULTS (impact, outcomes and outputs), and it becomes important to assess risk against all three components.

While identifying risks with results, it is important to differentiate between 2 types of Risks:

- **Internal risk:** factors which are under the control of the project/program that may hinder the achievement of results. They could be limited capacity of human resources, lack of funds, etc.
- **External risk:** these are conditions outside the control of the project/program that could have a negative influence on achievement of results. They could result from political, institutional, economic, environmental, social and technological conditions

### **General Example of Risks in Gender planning**

OUTCOMES (example)	RISKS (example)
<ul style="list-style-type: none"> <li>➤ Greater gender equality between women and men in:               <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Access to resources</li> <li>• Division of labor</li> </ul> </li> <li>➤ Organizational and negotiating capacity of women improved</li> <li>➤ Local production groups are effective</li> </ul>	<ol style="list-style-type: none"> <li>1. Technical mandate of agricultural programs is too narrowly focused and has a supply driven agenda (internal)</li> <li>2. Resistance to women's leadership due to cultural norms/attitudes etc.(internal and external)</li> <li>3. Participation of local people (especially women) in project decision making is not sustainable beyond project life (internal)</li> </ol>

### **Key Definitions**

**Result:** consists of the Output, Outcome, Impact.

**Outputs:** are normally quantitative results, products or services that are relevant for achieving Outcomes. Outputs are the short term products of completed activities. They can be measured regularly. Examples of gender outputs are trainings for women's leadership skills, local organizational capacity, skills development to improve access to services and markets etc.

**Outcomes:** represent the most important result in this framework. Outcomes are both intended and unintended. Examples of gender outcomes in a project are: greater gender equality in decision making, access to resources and division of labor etc.

**Impact:** is the long term improvement (s) in a given society. An example of a gender impact result would be when women and men benefit equally from sustainable and equitable agricultural growth.

**Risks:** it is the potential that a chosen action or activity will lead to a loss or an undesirable outcome. Risks are closely related to the results and it becomes important to analyze risks against the results framework of a project. There are internal and external risks

## **STEP 5: DEVELOPING INDICATORS, ESTABLISHING BASELINES AND SETTING TARGETS**

### **What is an indicator?**

It is a way of verifying change. Indicators are ‘markers’ to show if progress is being made or not made on the way to progress.

Outcome indicators are the most important measure for performance. However, indicators and targets can and should be developed at all stages of the Results Chain.

### ***General Example of Gender Targets at OUTCOME Level***

<b>OUTCOMES</b>	<i>Indicators</i>
<ul style="list-style-type: none"> <li>➤ Greater gender equality between women and men               <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Access to resources</li> <li>• Division of labor</li> </ul> </li> <li>➤ Organizational and negotiating capacity of women improved</li> <li>➤ Local production groups are effective</li> </ul>	<ol style="list-style-type: none"> <li>1. Women actively making demands for services from extension/NGOs and other service providers increased from % in 2010 to % in 2014</li> <li>2. Service providers have increased the internal capacity for gender-sensitive targeting in their programming by % in 2010 to % in 2015</li> <li>3. Satisfaction of community women towards service providers has increased from % in 2010 to % in 2015</li> </ol>

### **Quantitative and Qualitative Indicators**

Quantitative indicators: these are numerical values as such as the number of women and men who attend a training activity, or the number of agricultural technologies (e.g. new seeds) that have been distributed , or the increase in agricultural yields etc.

Qualitative indicators: reflect people’s judgments (e.g levels of satisfaction with service providers), opinions and attitudes towards how they may feel about a particular intervention (e.g. ‘we are very

happy with DAFO for distributing new seeds to us; or, providing us with training to develop our marketing skills etc’).

### Key points to remember when developing indicators

- It is important to develop only a few key indicators
- Fewer indicators may be more effective in delivering a message (particularly true for gender issues)
- Stakeholders (community, other partner organizations, donors etc.) should be involved in the process of developing indicators to the extent possible
- Indicators must be based on reliable data. Keep the following in mind:
  - What is the source of the information
  - Cost/benefit.
  - Alignment with MAF or National systems. Do not develop an indicator if one is already available in the Ministry or National System (e.g. MAF’s gender strategy; NCAW policy etc.)
- As much as possible, indicators should be **S-M-A-R-T**

<b>S</b> = specific
<b>M</b> = measurable
<b>A</b> = achievable
<b>R</b> = relevant
<b>T</b> = time-bound

### Key Gender concept (s) that will guide steps (2-5)

While following the steps (2-5) of the results chain, it is important to ask the following two questions all throughout:

1. To what extent does the objective (final result) of the proposed project you are planning reflect the practical needs of women and men?
2. To what extent does the objective (final result) of the proposed project you are planning reflect the strategic interests of women and men?

**Practical needs:** this is the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men

**Strategic interests:** this refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men, or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often, women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.

Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.

#### **STEP 6: LINKING RESULTS - CHAIN TO MONITORING AND EVALUATION PLAN**

Upon establishing the results, activities, inputs and indicators, it becomes necessary to link this to a plan and a system that feeds back information to project managers on a regular basis. This monitoring and evaluation plan should have the following components:

- Frequency of monitoring
- Collection of information and means of verification
- Assessment of information
- Responsibility

#### ***An example of a monitoring framework (outcome level only)***

OUTCOME	Indicators	Means of verification	Collection methods	frequency	Responsibility
<ul style="list-style-type: none"> <li>➤ Greater gender equality between women and men               <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Access to resources</li> <li>• Division of labor</li> </ul> </li> <li>➤ Organizational and negotiating capacity of women improved</li> </ul>	<ul style="list-style-type: none"> <li>➤ Women actively making demands for services from extension/NGOs and other service providers increased from % in 2010 to % in 2014</li> </ul>	Minutes of record from public meetings	Document review	Annually	Project team

<p>➤ Local production groups are effective</p>	<p>➤ Service providers have increased the internal capacity for gender-sensitive targeting in their programming by % in 2010 to % in 2015</p> <p>➤ Satisfaction of community women towards service providers has increased from % in 2010 to % in 2015</p>	<p>Action plans from past and present</p> <p>Statements of women</p>	<p>Review of project logframe</p> <p>Interviews and focus groups</p>		
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Evaluations are complementary to regular monitoring. The data from monitoring is crucial for conducting an evaluation.

There are many types of evaluations (see below). However, it is quite common practice to have a mid-term evaluation, followed by a final evaluation near or after completion of the project. Whether you choose to conduct one or various types of evaluations listed below, what is important however, is to keep in mind the following categories while preparing the check list of evaluation questions:

- **Efficiency:** is the cost of the development intervention justified? (e.g. are the trainings and activities targeted for gender equality have any results to show?)
- **Relevance:** does the intervention address the needs and priorities of the women (and men) who are the target constituencies? (e.g. does it meet the practical needs and strategic interests of women and men?)
- **Sustainability:** will the project interventions continue by itself upon completion of the project activities? (e.g. will groups established by the project continue, and if so, will women continue to have leadership and influencing roles within the groups?)

## Example: Common Types of Evaluation

Types of Evaluation	Questions
Process evaluation	<ul style="list-style-type: none"> <li>• How was the problem identified?</li> <li>• How were beneficiaries involved in project design?</li> <li>• What external factors impacted the project?</li> <li>• What were the input costs compared to the output (cost-effective)?</li> <li>• To what extent are short-term objectives being met?</li> <li>• How should the findings be used?</li> <li>• To help in redesigning and making amendments in project implementation</li> <li>• To identify positive factors that need to be re-enforced</li> <li>• To help in re-allocation/re-classification of budget funds</li> </ul>
Mid-term evaluation	<ul style="list-style-type: none"> <li>• Are the project activities being delivered to the right and intended target group?</li> <li>• Are there other people who should have been included in the target group?</li> <li>• Is the coverage of the program adequate?</li> <li>• Are there any deviations in project implementation and, if so, have such deviations restricted the possibility of reaching the outcomes/objectives?</li> <li>• Are there any constraints identified and what are their corrective measures?</li> </ul>
Impact Evaluation	<ul style="list-style-type: none"> <li>• Is change due to the intervention?</li> <li>• Are there other external factors influencing the change?</li> <li>• How should the findings be used?</li> <li>• Documentation and recommendation</li> <li>• Help to re-plan</li> </ul>

## Annexes that are to be used with MODULE 1

### **1. Capacities and Vulnerabilities Assessment Framework (CVA)**

The CVA is designed on the premise that people's existing strengths (or capacities) and weaknesses (or vulnerabilities) determine the impact that a crisis has on them, as well as the way they respond to the crisis.

**Capacities:** This term refers to the existing strengths of individuals and social groups. They are related to people's material and physical resources, their social resources, and their belief and attitudes. Capacities are built over time and determine people's ability to cope with crisis and recover from it.

**Vulnerabilities:** This term refers to the long term factors which weaken people's ability to cope with the sudden on-set of disaster, or with drawn-out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, make effective disaster response more difficult, and continue after the disaster.

In the context of the CVA, immediate needs are often addressed by short term, practical interventions (e.g. relief food). Addressing vulnerabilities in contrast, requires longer term strategic solutions which are part of development work.

For instance, those who experience regular flooding /mud-slides/earth quakes may have needs for temporary shelters and medical attention. On the other hand, their vulnerabilities are linked to those factors which directly contribute to the suffering caused by the event (lack of disaster preparedness programs/social inequalities perpetuated by gender and other forms of exclusion etc.).

### **Three Categories of Vulnerabilities & Capacities**

#### ***1. Physical or material Capacities and Vulnerabilities***

These include features of the climate, land, and environment where people live, or lived before the crisis; their health, skills, their work; their housing, technologies, water and food supply; their access to capital and other assets. All of these will be different for men and women. While women and men suffer material deprivation during crisis, they always have some resources left, including skills and possible goods. These are capacities which agencies can build upon.

#### **Key Questions to consider:**

- What were/are the ways in which men and women in the community were/are physically or materially vulnerable?
- What productive resources, skills, and hazards existed / exist? Who (men and/or women) had/have access and control over these resources?

## 2. **Social or organizational capacities and vulnerabilities:**

This category refers to the social fabric of a community, and includes the formal political structure and the informal systems through which people make decisions, establish leadership, or organize various social and economic activities. Social systems include family and community systems, and decision making patterns within the family and between families.

Gender analysis in this category is crucial, because women's and men's roles in these various forms or organization differ widely. Decision making in social groups may exclude women or women may have well developed systems for exchanging labor and goods. Divisions on the basis of gender, race, class, or ethnicity can weaken the social fabric of a group, and increase its vulnerability.

Key questions to consider are:

- What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster?
- What has been the impact of the disaster on social organization?
- What is the level and quality of participation in these structures?

## 3. **Motivational and attitudinal capacities and vulnerabilities**

These include cultural and psychological factors which may be based on religion, on the community's history of crisis, on their expectation of emergency relief. Crisis can be a catalyst for extraordinary efforts by communities, but when people feel victimized and dependent, they may also become fatalistic and passive, and suffer a decrease in their capacities to cope with and recover from the situation. Their vulnerabilities can be increased by inappropriate relief aid, which does not build on people's own abilities, develop their confidence, or offer them opportunities for change.

Key Questions to consider are:

- How do men and women in the community view themselves, and their ability to deal effectively with their social / political environment?
- What were people's beliefs and motivations before the disaster and how has the disaster affected them? This includes beliefs about gender roles and relations.
- Do people feel they have the ability to shape their lives? Do men and women feel they have the same ability?



### **3 Categories of Capacities & Vulnerabilities Analysis Matrix**

	<b>Vulnerabilities</b>	<b>Capacities</b>
<b>Physical / Material</b> <ul style="list-style-type: none"> <li>• What productive resources, skills and hazards exist?</li> </ul>		
<b>Social/ Organizational</b> <ul style="list-style-type: none"> <li>• What are the relationships between people?</li> <li>• What are their organizational structures?</li> </ul>		
<b>Motivational / Attitudinal</b> <ul style="list-style-type: none"> <li>• How does the community view its ability to create change?</li> </ul>		

#### **Example: CVA Matrix disaggregated by gender**

	<b>Vulnerabilities</b>		<b>Capacities</b>	
	Women	Men	Women	Men
<b>Physical/material</b> <i>security of survival &amp;</i>				
<b>Social/organizational security</b> <i>of livelihood</i>				
<b>Motivational/attitudinal</b> <i>Dignity</i>				

#### **Example: CVA matrix disaggregated by class**

	Vulnerabilities			Capacities		
	Rich	Middle	Poor	Rich	Middle	Poor
<b>Physical/material Security of survival</b>						
<b>Social/organizational</b>						
<b>Motivational/attitudinal</b>						

## **Activity Profile**

### ➤ *The Activity Profile*<sup>7</sup>

This tool identifies all relevant productive and reproductive tasks and addressed the question: WHO DOES WHAT?

How much detail you need depends on the nature of your project. Those areas of activity which the project will be directly involved in require the greatest detail. For instance, an activity profile for an agricultural project would list, according to the gender division of labor, each agricultural activity (such as land clearance, preparation, and so on) for each crop, or each type of field. Depending on the context, other parameters may also be examined:

Gender and age denominations: identifying whether the adult women, adult men, their children, or the elderly carry out an activity;

Time allocations: specifying what percentage of time is allocated to each activity, and whether it is carried out seasonally or daily;

Activity locus: specifying where the activity is performed, in order to reveal people's mobility. Is work done at home, in the family field, the family shop, or elsewhere (within or beyond) the community?

Activities can be grouped into three categories

**Production:** This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic

<sup>7</sup> Source: March Candida, Ines Smyth, and Maitrayee Mukhopadhyay 1999: A Guide to Gender-Analysis Frameworks. OXFAM GB.

statistics. Both women and men perform productive work, but not all of this is valued in the same way.

**Reproduction:** This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

**Community:** This included all the community activities that household members engage in. These could include communal labor, attending religious ceremonies, marriages, political meetings, training workshops and so forth.

➤ **The Access and Control Profile – resources and benefits**

This enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use, and who controls the benefits of a household's (or a community's) use of resources. Access simply means that you are able to use a resource, but this says nothing about whether you have control over it. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

➤ **Influencing factors**

This allows you to chart factors which influence the difference in the gender division of labor, access, and control as listed in the two profiles above. Identifying past and present influences can give you an indication of future trends. These factors must also be considered because they present opportunities and constraints to increasing the involvement of women in development projects and programs.

Influencing factors include all those that shape gender relations, and determine different opportunities and constraints for men and women. These factors are far-reaching, broad, and inter-related. They include:

- Community norms and social hierarchies, such as family/community forms, cultural practices, and religious beliefs
- Demographic conditions
- Institutional structures, including the nature of government bureaucracies, and arrangements for the generation and dissemination of knowledge, skills, and technology

- General economic conditions, such as poverty levels, inflation rates, income distribution, international terms of trade, and infrastructure
- Internal and external political events
- Legal parameters
- Training and education
- Attitude of community to development/assistance workers

The purpose of identifying these influencing factors is to consider which ones affect women’s or men’s activities or resources, and how they, in turn can affect them. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions. It should help you anticipate what inputs will be needed to make the intervention successful from a gender perspective.

### Tool 1: Example of the Activity Profile

#### Introduction<sup>8</sup>

The identification of the gender division of labour is crucial because it defines men’s and women’s socio-economic opportunities, constraints and incentives.

Such a profile may be drawn up for the macro, meso, or micro level, as appropriate to the development activity under consideration.

The main questions to ask are:

- who does what?
- where do men and women work?
- when do men and women work and for how long?

#### Agriculture

ACTIVITIES	WOMEN/GIRLS	MEN/BOYS
<u>Production Activities</u>		
• Seed selection	X	
• Seed Storage	X	
• Seed bed preparation	X	X
• Seed sowing	X	X
• Land preparation	X	X
• Plowing	-	X
	X	X

<sup>8</sup> Adapted from Gender Issues in the World of Work: Gender Training Package, ILO, Geneva, 1995 and Arja Vainio-Mattila, International Training Package: Gender Analysis and Forestry, FAO, Rome. 1995

<ul style="list-style-type: none"> <li>• Transplantation</li> <li>• Weeding</li> <li>• Watering</li> <li>• Harvesting</li> <li>• Crop storage</li> <li>• Marketing</li> <li>• Attending trainings on seed management etc</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> </ul>
<p><b><u>Reproduction Activities</u></b></p> <ul style="list-style-type: none"> <li>• Cooking</li> <li>• Value adding for markets</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> </ul>	
<p><b><u>Community Activities</u></b></p> <ul style="list-style-type: none"> <li>• Attending harvest ceremonies</li> <li>• Making religious offerings of first crops</li> <li>• Cooking and serving others</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> </ul>

## Tool 2: Example of the Access and Control Profile

Men and women do not have the same access or control over productive resources or benefits accruing from them. This gender-based inequality can have implications for the design and implementation of development interventions. In doing gender analysis, planners therefore need to obtain information about the gender-based patterns of access to and control over resources and benefits in the given community. The resources and benefits profile is a tool to help identify these gender-based patterns

### Agriculture

Resources	Access		Control		Benefits
	Women	Men	Women	Men	
<ul style="list-style-type: none"> <li>• Land rights</li> <li>• Agricultural Equipment</li> <li>• Labor</li> <li>• cash</li> <li>• trainings</li> <li>• extension services</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> <li>-</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> <li>X</li> </ul>	<ul style="list-style-type: none"> <li>X</li> </ul>	<ul style="list-style-type: none"> <li>X (by law equal land rights, but may vary in practice)</li> <li>X (control of cash depends on decision making)</li> </ul>	<ul style="list-style-type: none"> <li>• Outside income</li> <li>• Asset ownership</li> <li>• Basic needs (food, clothing, shelter etc)</li> <li>• Exposure to new ideas and knowledge</li> <li>• Increased decision making capability</li> <li>• Political power/prestige</li> </ul>

				between woman and man  X Attending trainings depends on whether husband allows wife to attend; and also on the extension service's provision of women to attend	<ul style="list-style-type: none"> <li>• Other</li> </ul>
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### Tool 3: Example of Influencing Factors

This tool helps construct a profile about the constraints and opportunities in the environment that can potentially influence gender-related development efforts in the area.

<u>INFLUENCING FACTORS</u>	<u>CONSTRAINTS</u>	<u>OPPORTUNITIES</u>
<ul style="list-style-type: none"> <li>• community norms &amp; social hierarchy</li> <li>• demographic factors</li> <li>• institutional structures</li> <li>• economic factors</li> <li>• political factors</li> <li>• legal parameters</li> <li>• training</li> <li>• attitude of community to development workers</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance to new ideas and social change</li> <li>• Low capacity of community members to implement new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• National policy for gender equality</li> <li>• Innovative training programs</li> <li>• Funds for programs etc.</li> </ul>

## **ANNEX 2: Key Questions**<sup>9</sup>

The tools outlined above will need to be applied differently, depending on the specific sector you are working in. For instance, the issues and questions for agriculture/crop production will be different for forestry, livestock, irrigation etc. Each sector has a specific set of issues that are relevant to their particular context, and hence, the questions for analysis will follow these specialized contexts.

Below is a list of special or key issues and accompanying assessment questions that are specific the following sectors:

- Crop production/agriculture
- Forestry
- Livestock and fisheries
- Agricultural water management/ irrigation

The following are a list of sample questions for each sub-sector, but it should be noted that these questions are not exhaustive, and additional questions may be included depending on the context.

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<sup>9</sup> Source: Gender in Agriculture Sourcebook. 2009. The International Bank for Reconstruction and Development / The World Bank. Washington DC

## Crop Production / Agriculture

### ***Key issue 1: Gender and Crop choice***

#### ***Questions:***

- What crops do women favor? What crops do men favor?
- What are women's preferences that determine their crop/variety choice?
- Do women have the same access as men to seed and other agricultural services?

### ***Key issue 2: Gender and crop management tasks***

#### ***Questions:***

- What are the different roles for women and men in agricultural production?
- What is the impact of male outmigration on women's tasks / burden?
- How do women manage additional responsibilities?
- Do women have similar access to agricultural services, seed technologies etc. than men?

### ***Key issue 3: Gender and knowledge differences***

#### ***Questions:***

- How does women's knowledge differ from men's knowledge for different crops and varieties? If so, for which crops / varieties?
- Do planners of projects take this gender differentiated knowledge on crops/varieties into consideration for appropriate project intervention?

### ***Key issue 4: Gender and access to information, organizations and markets***

#### ***Questions:***

- Are gender-sensitive participatory methods widely adopted by extension staff, planners and project implementing staff during the situational analysis and design of the project?
  - Are there sufficient women professionals in extension services? If so, are they technically qualified or do they largely occupy administrative positions?
  - What are some of the key challenges for women to access markets?
-



### **Annex 3: PRA Tools and how to use them<sup>10</sup>**

#### **TECHNIQUE 1: Daily Activity Chart**

Constructing a Daily Activity chart requires drawing a 24 hour clock and recording how women and men spend each hour of their day. The purpose of the Chart is to make a comparison of the daily activities between women and men, and between married women versus single women etc.

The Activity chart can also show which times of the day are the busiest, and this will provide important information to plan the timing of project – related activities. For example, it can show the most appropriate time of day for organizing a women’s training course and so forth.

#### **Organizing Tips**

- The chart can be completed in small focus groups where women and men are separated
- Provide participants with charts and pens for them to make the drawings
- Use the completed charts to present to the whole group so that women and men can view how each other’s days are spent
- As much as possible, one should cross-check the information through direct observation if possible, or with extended interviews.

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<sup>10</sup> Source: Reitbergen-McCracken Jennifer and Deepa Narayan. 1998. Participation and Social Assessment: Tools and Techniques. The International Bank for Reconstruction and Development / The World Bank, Washington D.C.

## **TECHNIQUE 2: Participatory Mapping**

Maps are a useful tool to gather several types of information related to natural resources and the socio-economic conditions of the community. The maps can be drawn by the community members and the final map is recorded for use later in the analysis.

Maps can be drawn for various themes such as:

- Resource maps: women and men can be asked to draw separate resource maps. This will show which resources are important to them, what boundaries are there for women and men, and how they manage their resources
- Social maps: will show different economic conditions within the community, such as wealth status of different households, levels of resource use, and so forth.
- Historical maps: are useful to documenting changes that the community has witnessed over a period of time.

### **Participatory Mapping: Tips**

- First, decide what type of information is needed and what type of map to draw
- Ensure that the local participants involved in drawing the map has knowledge of the area and is willing to share this knowledge / experience
- Help the people get started but let them draw the map themselves. Be patient and don't interrupt them. It's their map
- Do not interrupt participants who are drawing the maps. Let them decide what to draw first, what to draw larger, and what component of the map draws the largest response from those members who are watching.
- Once the map is drawn, ask questions about what is shown, and take note of issues to follow-up on in subsequent interviews
- Keep a permanent (paper) record, including mappers' names to give them credit.

## **TECHNIQUE 3: Semi-structured Interviewing/Conversational Interviewing**

This method is meant to be like a conversation rather than a 'formal' interview. The most important component of the semi-structured interview is to have a checklist of questions or interview guide already prepared to be used as a guide rather than a questionnaire as such.

This type of informal interview can be conducted with:

- Individuals from the community to learn about their own situation in detail, to discuss issues that would be difficult to address in group situations, and to reveal their personal perspective on particular topics. For example, one can conduct such interviews with women and men from different age groups, or different statuses etc. This will allow you to develop a deeper

understanding of issues which may not necessarily reveal themselves in a group or more formal interview context

- Key informants, or people with specialist knowledge, to gain insights on a particular subject, or people who can represent a particular group or view point. For instance, women have specialized knowledge on crop choice, seed storage practices, harvesting NTFPs etc. Men on the other hand, may have special knowledge on markets since they are more likely to interact with external agents such as shop keepers and wholesalers from outside the community.

### **Semi-Structured Interviewing: Organizing Tips**

- The interview team should consist of two to four people of different disciplines
- Conduct the interview informally and mix questions with discussion
- Be open-minded and objective
- Let each team member finish their line of questioning (don't interrupt)
- Do not ask sensitive questions (e.g income status, marriage status etc) without building some degree of trust and respect first.
- Assign one member of your group to take notes of the interview and discussions
- Pay close attention to non-verbal signs. For instance, some questions and discussions may make some in the group feel uncomfortable. This is particularly true when discussing sensitive issues like gender, wealth and so on.
- Try to avoid asking questions that can be answered with a simple "yes" or "no". The important point to note here is that you want a longer discussion to take place.
- Try and limit your interviews with individuals to about 45 minutes
- And limit the group interviews to no longer than 2 hours.

#### **TECHNIQUE 4: Focus Group Discussion**

Focus Group Discussions are facilitated discussions held with a small group of people who share common concerns. The discussions usually last one or two hours and have many potential uses.

The size of the focus group depends on the skills of the facilitator. The facilitator uses group process skills to ensure that all participants can speak openly and to direct their discussions to the relevant topic. In addition to the facilitator, another member of the research team should be present to take notes on the discussion.

#### **Focus Group Discussion: Tips**

- Have a clear purpose for the group discussion, based on a few key topics
- Identify participants with the help of local leaders and key informants in the community. Ensure that women are equally represented in the group.
- After establishing a time when participants can attend, let people know well in advance
- Start the discussion with a brief introduction, explaining the purpose of the meeting
- Facilitate the discussion with enough authority to keep the meeting on track, but with enough sensitivity to include as many people as possible in the discussions. Make sure that women members are also participating in the discussions. However, take note that a single woman is not representing all the women. It is important to try and get the opinions of all the women in the group to be heard.
- Try to identify which issues are of general concern to the group and which issues are more controversial or personal in nature. For instance, do women demonstrate more interest in gender issues, while men show disinterest, or make jokes
- Look for potential “spokes persons” from different groups who could be asked to meet together to summarize the concerns of their groups and discuss differences among the groups

## Annex 4 : Problem Tree

- Use the Problem Tree to show the causes and effects of a given focal problem

### Problem Tree

**Time: 2-3 hours**

<b>What is it?</b>	It is a drawing of a tree which shows the main problem identified, along with its causes and effects
<b>What is it for?</b>	It allows us to identify the causes and effects of a given problem
<b>What kind of information does it contain?</b>	It includes the problem that has been identified (trunk), the causes (roots) and the effects (branches)
<b>How is it done?</b>	<ol style="list-style-type: none"> <li>1. Draw a tree trunk. Then groups should discuss and identify 2 or 3 main problems</li> <li>2. Then draw the roots. Identify the main causes of the problem</li> <li>3. Then draw the branches. Identify the main effects or impacts of the problem</li> </ol>

## **Annex 5:**

### **Gender Concepts<sup>11</sup>**

**Sex** refers to the biological difference between women and men. Men produce sperm; women bear children and breast feed them. Such sexual differences exist in all societies of the world.

**Gender**: this refers to the socially constructed differences in roles and responsibilities between women and men in a given cultural context. The concept of gender is different in each culture. Gender identity determines how women and men are perceived and how women and men are expected to behave in a given context. However, the concept of gender can change over a given period of time.

**Gender relations**: Gender relations refer to the distribution of power between women and men and they define the way in which roles and responsibilities and access and control of resources are allocated in a given society. Gender relations also vary over time and space.

**Production**: This includes the production of goods and services for income or subsistence. It is the work done which is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued in the same way.

**Reproduction**: This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

#### **Access to, and Control over, Resources**

When considering the way in which resources are allocated between women and men (the 'gendered' allocation of resources), it is important to look at the difference between access to resources and control over them.

- **Access**: This is defined as the opportunity to make use of a resource
- **Control**: This is the power to decide how a resource is used, and who has access to it.

Women often have access but no control.

#### ***Condition and position***

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<sup>11</sup> Source: March Candida, Ines Smyth and Maitrayee Mukhopadhyay. 1999. A Guide to Gender Analysis Frameworks. OXFAM Publication. See also; Groverman Verona and Jeannette D. Gurung. 2003. Gender and Organizational Change: A Training Manual. International Center for Integrated Mountain Development. Nepal.

- **Condition:** This term describes the immediate, material circumstances in which men and women live, related to their present workloads and responsibilities. Providing clean water or stoves for cooking for example, may improve the condition of women by reducing their workloads
- **Position:** This concept describes the place of women in society relative to that of men. Changing women's position requires addressing their strategic gender interests, including equal access to decision making and resources, getting rid of discrimination in employment, land ownership and so on. In order to change women's position, we must address the way gender determines power, status, and control over resources.

**Practical needs:** this term refers to the immediate material needs of women and men. If these needs are met, they will lead to an improvement in the material condition of women and men.

**Strategic interests:** this refers to the change in the relationship between women and men (if they are unequal) or to the change in the decision making ability of the community vis a vis external agencies like your proposed project. If these interests are met, the existing relations of unequal power between women and men, or between community and external stakeholder would be changed. In gender terms, strategic interests refer to gender division of labor, power, and control over resources. It should be noted here that very often, women may not recognize their strategic needs and view unequal relations as part of the norm. It is only through an effective facilitation process can women be enabled to realize their strategic need in a given gender relationship.

Men also have strategic interests; they may aim to transform their own roles (eg in order to be able to take part in child care or to resist conscription into a fighting force), or, on the other hand, they may resist women's demands for more control over their own lives.

**Gender Mainstreaming:** according to the UN Economic and Social Council, it is the *... "process of assessing the implications for women and men of any planned action, that includes legislation, policies or programs in all areas and at all levels. It is a strategy to make women's as well as men's concerns and experiences integral in the design, implementation, monitoring and evaluations of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality"*.<sup>12</sup>

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<sup>12</sup> United Nations "Report of the Economic and Social Council for 1997". A/52/3.18 September 1997.