

## What we do we mean by gender?

### Introduction

UK Aid Direct is a demand-led fund, supporting projects focused on poverty reduction. The overarching programme objectives of UK Aid Direct are to:

1. increase access to services by specific groups – often those who are marginalised or discriminated against; and address providers’ lack of capacity to deliver services in areas such as: WASH, health, education, finance, and sustainable livelihoods
2. enable citizens and civil society to be aware of their rights to such services; to overcome barriers and to demand access to services
3. changing community attitudes and social norms that result in harmful traditional practices or social discrimination e.g. FGM, early or forced marriage, gender-based violence, preventing girls from accessing education or other forms of exclusion
4. increase economic empowerment through improving access to credit, business knowledge, and markets; and improving laws and policies which impact on the livelihoods of poor people

UK Aid Direct builds on the experience and learning of the preceding Global Poverty Action Fund (GPAF), for which these guidelines were first prepared.

In order to ensure that the projects funded under UK Aid Direct properly respond to the specific needs of women, boys, girls, men and people of third gender<sup>1</sup> it is important to recognise the differences in the needs, perceptions, behaviours, responses, opportunities, barriers, and the priorities of each gender.

Addressing gender is an essential part of addressing poverty, inequality and vulnerability. There are many references to support this business case including the Department for International Development (DFID)’s 2011 Strategic Vision for Women and Girls.

‘DFID recognises that gender equality and the empowerment of women are important goals in their own right and moreover are vital to poverty elimination, and achievement of all the Millennium Development Goals (MDGs). DFID has expressed this commitment through a number of public documents, including the Public Service Agreement (No 29) on International Poverty Reduction (2008-11), the Departmental Strategic Objectives (2008-11) and the Gender

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<sup>1</sup> The terms **third gender** and **third sex** describe individuals who are categorised (by their will or by social consensus) as neither man nor woman.

Equality Action Plan (GEAP, 2007-10), which governs the approach of the whole of DFID to gender mainstreaming<sup>2</sup>.

The UK government's commitment to gender equality has recently been demonstrated in the passing of the International Development (Gender Equality) Act 2014, which promotes gender equality in the provision by the UK government of development and humanitarian assistance to countries outside the UK and for related purposes.

### About this Guidance

This guidance seeks to ensure that UK Aid Direct applicants and grant holders understand what DFID means by gender and gender mainstreaming, and more specifically, that they:

- a) understand the terms used in relation to gender in UK Aid Direct guidance and templates
- b) understand why and how gender should be considered at all stages in the project cycle
- c) understand that gender also needs to be considered as an organisational issue across the organisations involved in the fund

Each of these areas is addressed in the following sections. At the end of the document there is a list of useful web sites for further information and reference.

### Definition of key terms

#### What is gender?

"Differences between men and women are both biologically and socially determined. Sex differences are based on biology. Gender differences are socially defined and differ between countries and cultures. This means that they are not fixed and can be changed." (DFID Gender Manual 2008)

It is also important to recognise people who are agendered or third gender; those who are either biologically or ideologically not defined as either men or women for whatever reason. Increasing of awareness towards these individuals must be addressed in any comprehensive programme.

#### What is gender analysis?

Gender analysis is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender roles and power dynamics in a specific context. Gender analysis typically involves examining the differential impact of development policies and programmes on women and men, and includes the collection of sex-disaggregated and gender-sensitive data. Gender analysis examines the different roles, rights, and opportunities of men and women and the relationships between them. It also identifies disparities between men and women, examines why such disparities

<sup>2</sup> [http://www.dfid.gov.uk/r4d/PDF/Publications/GuidanceNote\\_Gender&SE.pdf](http://www.dfid.gov.uk/r4d/PDF/Publications/GuidanceNote_Gender&SE.pdf)

exist, determines whether they are a potential impediment to achieving results, and looks at how these disparities can be addressed.

### **What is the difference between gender equality and gender equity?**

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

Gender equality means equal visibility, empowerment and participation of all sexes in all spheres of public and private life. It puts both women and men at the heart of policy-making and takes into account the diversity among men and women to ensure good governance and development.

### **What is gender mainstreaming?**

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

### **What does 'gender-neutral' mean?**

"Gender-neutral is used to refer to policies and programmes that are seen to impact equally and in the same way on women and men. In reality, because gender difference is intrinsic to human life, no policy or programme that impacts on people is gender-neutral." (DFID Gender Manual 2008)

### **Gender analytical information**

Gender analytical information is qualitative information on gender differences and inequalities.

### **Sex-disaggregated data**

This differs from gender analytical information. It is the separation of data about men and women and provides quantitative statistical information on differences and inequalities between men and women.

## **Gender considerations at each stage of the project cycle**

Without gender analysis, targeting and inclusion, equal development cannot be achieved. It may also mean that interventions lead to negative development for those who are excluded, or people who are included but become overburdened as a result of project engagement. Gender needs to be 'mainstreamed' into all stages of the project cycle: Identification; Planning; Implementation; Monitoring and Evaluation; Learning.

### **Stage 1: Identification**

The initial stages of gender analysis during project design include looking at the evidence of the need for a project intervention and determining what kind of intervention is required to address the poverty experienced by men, women, girls and boys. It is important to analyse from the start where the idea for the project came from, who has asked for the intervention, and who owns the idea. The political context will set out what is feasible and what is likely to be achieved within a given timeframe. The existing evidence base will indicate whether or not the anticipated achievements are likely and what has been done both within the same context and elsewhere.

A gender analysis should be undertaken at the project identification stage to identify gender issues at national, district and local project levels. Gender analysis is about understanding culture - the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed. Patterns of gender difference and inequality are revealed in sex disaggregated data, and this can be used with qualitative gender analytical information, in gender analysis to examine why the disparities are there, whether they are a matter for concern, and how they might be addressed (DFID Gender Manual 2008).

#### Key Issues at Identification Stage

- what are the different needs and priorities of women, men, boys and girls?

The needs of girls and boys, men and women are often different; they cannot be assumed to be the same, and they rarely are. Men and women may have different practical needs, such as how to access water and transport and what health facilities are available. Men's and women's priorities on the relative importance of these will also vary. Men and women may also have different strategic needs relating to their positions in society; if these are not addressed, efforts to address practical needs may not be sustained. For example, a project may feel that it is important to ensure that both women and men take part in community-level decision making. Men may not feel this is necessary while women may believe it is necessary but that they lack the practical skills to participate effectively<sup>3</sup>.

Example: a project to improve agricultural production

What information do women need in order to engage with the project compared to men? Who has control of land / marketing / inputs and resources? How do women's priorities for agricultural improvement differ from those of men in terms of crops and improved husbandry? (e.g. for income generation, food security or labour reduction?) How will the differing priorities and needs be accommodated? What else do we need to know to ensure that the proposed project will provide relevant benefits for both men and women?

Example: a project to improve access to primary education

How is the importance of improved education for children considered by both women and men?

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<sup>3</sup> Much has been written about "practical gender needs" and "strategic gender needs". For further information, see DFID's Gender Manual (2008).

Both are likely to say it is important but there may be a different understanding of what that means. There will be different practical needs related to improving children's access to education: How will girls get to school and is it safe? How will the fees be paid? Who will help with the family business if the child is a helper? There will also be different strategic needs: Why should girls go to school? Why should boys go to school? The answers to these questions will be different depending who is being asked.

- identify and understand the experiences of women, men, boys and girls

The experiences of men, women, girls and boys will be different in different contexts. It is important to not assume that both boys and girls will have similar experiences and it is necessary to understand what those experiences are so that they can be considered as part of the project design phase.

Example: Project to improve the services of a sexual health clinic

Is there a need to understand the attitudes of staff towards the women, men, girls or boys who access the service? Are all of the staff the same in their treatment of patients? Are they neutral or judgemental? Does the location of the clinic make it equally accessible for men, women, girls and boys?

- identify and understand the roles of women, men, boys and girls

Gender roles and expectations are learned and are socially constructed. They can change over time and they vary within and between cultures. It is important to understand that stated roles (e.g. 'a women's role is in the home' or 'a man's role is to earn money') can be changed. It is also important to listen to everyone's understanding of who does what and why, and to identify entry points for change.

Example: vaccination programme

Who takes girls and boys to be vaccinated? Do both girls and boys get taken? Who decides? If there is a financial implication who pays?

Example: agriculture production programme

Who is involved with which stages of production: sowing, weeding, harvesting? Who makes decisions on land use, water use and control? Who is in control of food storage and food usage?

- understand the culture within which the society and community are operating.

Each culture has differences and different ways of working. In order to engage in development and change, understanding what the culture is and where it is rooted is essential to understanding how women and men interact with society and within societal structures - what is allowed by whom, when and why.

Example: project including a component to increase women's participation in village development committees

Who holds power? Who is in charge? Who is 'not in charge'? What are the rules of the society and the cultural factors affecting the current gender situation? For example, is the society patriarchal, matriarchal? What are the various class and caste groups? How do age, ethnicity, colour, and the status of being indigenous (or non-indigenous) affect the ability to participate? Who has influence on these issues (e.g. chiefs, politicians, religious leaders or landlords)?

### Other key questions to ask at the identification stage

- who has access to what in terms of resources, information, education, decision-making?
- whose voices are heard and where, in the public sphere, in the private sphere?
- whose voices are listened to and where, in the public sphere, in the private sphere?
- what are the expected changes? For whom? Why? How?

### Stage 2: Planning and Implementation

Project planning needs to be designed to ensure that all of the issues identified through the gender analysis are addressed in order to achieve the project objectives. The project approach and implementation plans should consider how the target group(s), including women, men, girls, boys, third gender, will be involved in an on-going analysis of issues, decision-making and implementation; what gender barriers they have to overcome to participate and how this will be achieved; who needs to be involved, and how they should be involved to make the necessary sustainable changes.

There will be barriers to equal access and appropriate responses for men, women, girls, boys and third gender. It should not be assumed that all groups have equal access to engage with the project and or equal access to the benefits offered by the project. UK AID Direct projects should include clear processes to support relevant groups to overcome barriers.

### Key Issues during Planning and Implementation:

- what is being put in place to ensure that all identified target groups have access to services, decision-making, being heard, representation and power structures?
- who else needs to be involved to ensure that the project addresses gender issues and ensures equal representation, respect and opportunities? If only the target group is involved in the project, then gender barriers in social groups and societal structures beyond the immediate target group will still be in place and could potentially have a negative impact on project's success and sustainability. All organisations and other stakeholders involved in the project need to be involved in the gender analysis and project response.

Example: project introducing women health workers in villages

After extensive analysis and planning at the village level, all stakeholders accepted that women could go for training and take on the role of health workers. This was a new concept. However, the training department in the Ministry of Health had not been involved and would only accommodate male health workers. As a result, they were not prepared to train women from the rural areas.

- which other organisations can be involved to support the project to ensuring that women, men, girls and boys are fully involved and their priorities, needs and participation are addressed? For example, is it relevant to engage human rights groups, media groups and/or women's organisations?

Example: starting a micro-credit programme

A micro-credit project for men and women who had not had an opportunity to go to school was identified as a need and started. It was expected that those involved would take part in meetings with relevant finance institutions. This was a totally new venture and very few of those taking part had the confidence to engage in any meaningful discussions about their needs and what the finance institution could offer. Confidence-building activities were needed. The project also needed to work closely with the target group to enable participation, access to resources and understand what the needs and priorities were.

- does the project take account of and/or address specific issues facing women and girls such as ending child marriage, delaying first pregnancies, stopping female genital mutilation and cutting (FGM), getting girls to complete secondary school, preventing violence against girls and women, or delivering economic assets directly to girls and women?

Example: a project to enable more girls to stay on in secondary school. Some important issues were addressed such as convincing fathers that it was worth investing in their daughters, and working to reduce the number of early marriages. However, the project failed because the project did not consider the impact of sexual abuse of girl students by the teachers. In another school the lack of private toilet facilities meant menstruating girls always missed school.

- does the project directly address issues facing men and boys such as work migration, social and economic expectations, completing secondary school?

Example: a small business model project was established for women. Initially, when the women's earnings were small, the men of the village were supportive of their wives' engagement. However, as the women's businesses grew they started to fail. It was discovered that the men were not allowing the women to run their own businesses and often took their earnings. There were also high levels of domestic violence, which was silenced and the women could not progress their businesses.

**Other key questions to ask while planning and implementing programmes:**

- are there clear approaches to ensuring equality of access to services and information, participation, involvement, and ownership of resources and assets?
- are there clear strategies for ensuring that the targeted groups are not side-lined by project management, and clear mechanisms for them to feed into project decision-making?
- are there strategies to ensure that men's, women's, boys' and girls' (depending on the target) voices/needs are taken seriously?
- are opportunities for confidence-building built into the project approach?

### Stage 3: Monitoring

Monitoring systems need to be established to measure the progress of the project. Monitoring is a key part of the UK AID Direct project cycle and is closely linked to the logframe that grant holders develop during the initial stages of the project. Monitoring activities must include a strategy to monitor issues of gender equality identified in the gender analysis at the identification and planning stages. The monitoring systems should enable the involvement of all key individuals, including organisations and agencies that are both directly and indirectly involved in the programme. Monitoring activities must also enable participants' voices to be heard, to find out what is working and why (or why not). Monitoring must be linked to project management so that approaches can be modified if necessary.

#### Key Questions and Issues during Monitoring:

- is data sex/age disaggregated?

Example: project combating child mortality

Is data about child morbidity and mortality and access to services recorded separately for boys and girls? This is necessary to indicate differences in the incidence of certain types of illnesses between girls and boys; differences in their access to health services; and differences in the health outcomes achieved.

- are indicators of success gender-specific?

Indicators (i.e. things that are measured to indicate progress and appear in UK AID Direct logframes) should specify clearly whether they are for men, women, girls, and boys. This will enable a differentiation of progress for each gender and age group involved in the project:

Example: project to improve agricultural production

The indicator statements should demonstrate that they are measuring the change experienced by different groups – i.e. by 'men and women farmers', rather than just 'farmers'. The plan to monitor progress in relation to this indicator will therefore need to measure the changes separately for men and women. If the term 'farmers' is used without mentioning men and women specifically, the monitoring process is more likely



to only ask the most visible and easy to access group rather than making sure that all of those involved (or who are supposed to be involved) are being monitored for progress. If they are not measured separately, the difference between women's and men's involvement and achievements may not be picked up or adequately understood.

- who is involved and why?

Example: conflict resolution in an elections project

The target group is young men who will be engaged to reduce and resolve election conflict. As well as providing opportunities for the young men to participate in monitoring, it is also necessary to involve young women; older men and women; and others such as politicians, across a broad range. This is to ensure that gender disparities and 'blind spots' are not being overlooked.

- who is being spoken to? Who is doing the speaking? Who is being listened to and why?

It is very easy to only involve those who are accessible, articulate and 'of a similar mind-set'. It is important to ensure that all voices - of men, women, able bodied, not able bodied, third gender and all ages - are involved and listened to. It is important to see who is being recognised within the community. Are people being 'seen'? Is there a role for the project to enable unheard voices to be heard? This needs to be built into the project design and monitoring systems as it will take resources and time. Without this involvement, it is unlikely that the project will make full progress and ensure that sustainable change is achieved. Monitoring can help to ensure that this can happen.

- how are gender lessons being learned and used?

It is important to ensure that lessons learned from monitoring project progress in relation to gender are fed back into the project management and decision-making processes. This will ensure that the project plans can adapt and change to reflect observed progress and experiences, and changes in the project environment.

Example: community water management project.

A safe drinking water management project was established and a community management team was set up to maintain the systems. However, monitoring indicated that many households continued to use water from a contaminated source. The management team found that the technically informed location of water points had not sufficiently taken into account cultural and community factors relating to the security and safety of women and girls collecting water. As a result, the location of all subsequent sites was based on both technical factors as well as community consultation with men, women, girls and boys.

- is the result or outcome being monitored?

It is important that monitoring activities do not just look at who is attending or participating in activities (e.g. numbers attending training session), but who they are, what they are getting out of it, and critically what difference this has made to how they are living and working. The constant question of ‘So what?’ needs to be asked for every man, woman, girl, boy, third gender person. What difference is the project making to each of their lives? This should be underpinned by the initial gender analysis and constant questioning of whether this was robust. It should also lead to a monitoring of whether the activities are working in practice and accessing and targeting those that the project states it is supporting.

Example: project increasing food security through promotion of tree foods

Both men and women were trained in tree food harvesting and preparation for both income and family nutrition. What difference has the training made for men? For women? How is the training used – by men? By women? The question is not just how many are trained but rather whether the training will be utilised in different ways because of different priorities and societal cultures.

- has gender been considered in the allocation of resources?

Reviews of project expenditure against the project’s budget should include an analysis of the allocation of resources in relation to gender. This will assist in identifying possible discrepancies and inequities and to ensure that adequate resources are allocated to all of the intended beneficiary groups within the community.

Example: project to improve food security in rural areas

A project was developed to improve food security by training farmers’ groups on small-scale agriculture and kitchen gardening, as well as to protect against post-harvest losses. The budget included lines towards capacity building of farmers’ groups but this was not linked to other project documentation which showed that many groups contained only a very small number of women and were dominated by older men. By separating the budget lines so that support to women’s and men’s groups were shown separately, it was possible to analyse the amount of financial support going into various community groups and to ensure that the benefits of the project were more equitably distributed.

#### Stage 4: Evaluation

Consider whether we need examples or whether the evaluation section can be introduced differently.

The final evaluation of a UK Aid Direct project is an important opportunity to review objectively and honestly the extent to which the project has achieved the anticipated outcome and how all members of the target communities have benefited. In terms of gender, the evaluation of

UK Aid Direct projects should also include an appraisal of the original gender analysis and whether and how the project has led to changes in gender relations within the community. Evaluation should also consider whether there were any unintended or negative gender-related outcomes.

There are various questions related to gender which can be considered when carrying out an evaluation. Some of these are listed below.

- what are the changes to the division of power and authority within the community? For example, is it now possible for women to speak openly in meetings? Can landless men be elected onto the village committee(s)?
- how have women's, men's, girls' and boys' access to opportunities and resources changed? For example, in a project on breaking down the stigma of caste in India, can lower caste men now access training in institutions as a result?
- how have roles within society changed within households, families, village structures, or local government? For example, do fathers now get involved in taking sons and daughters to the clinic, when this was previously not considered to be their role?
- how have attitudes, beliefs and 'accepted gender norms' changed? For example, in a project focused on improving the marketing of agricultural products, gender analysis identified that women were not allowed to take part in the wholesale marketing of cash crops. As a result of the project, it was recognised that they had an important role to play and it became accepted practice for wholesaler traders to contact women farmers directly.
- have new entry points for changes to gender roles been identified? How will these be developed and built upon?
- how will changes be sustained? What is needed to support the sustainability of the changes?
- what are the connections to policies, laws etc. and how will these be followed through for action? For example, during one project it was recognised that inheritance laws needed to change to enable women to inherit land. Without this change the project would not sustainably achieve its objectives. The project needed to engage with the Ministry of Justice and legal rights groups to work towards the required legislative changes

### Stage 5: Learning

UK Aid Direct grant holders, DFID, other donors, civil society organisations and governments want to learn from experiences and share findings, especially in relation to improving gender equality. There is a need to continue to build an evidence base for what works well – and indeed why it works - in relation to gender equality. This evidence is importance not only to

the UK Aid Direct but also to other DFID funding mechanisms such as the Civil Society Challenge Fund.

DFID is particularly interested in learning from the experiences of projects which have brought about changes in gender relations – either at national, local or community levels – and ensuring that the lessons identified through that learning can be made available to UK Aid Direct applicants and grant holders, as well as other donors and non-governmental organisations.

As UK Aid Direct develops and the portfolio of projects grows, the sharing of project experiences and the evidence base both for UK Aid Direct funded interventions and their impact on gender equality and gender relations will be encouraged. The Fund Manager has a key role to play in building and sharing information within the UK Aid Direct portfolio and to convene fora where lessons can be shared both widely between grant holders and on a one-to-one basis.

### Useful gender-sensitive tools for use throughout the project cycle

There are many potential sources of gender-related information as well as a number of relevant methodologies that can be used to collect relevant data throughout the project cycle. Many of these methodologies are particularly relevant during the identification and planning phases but are also useful in monitoring and evaluation as they help implementing organisations to understand the impact of their work on various groups.

- **collection of sex-disaggregated data:** a great deal of sex-disaggregated data often exists in relation to issues such as health and education (e.g. school enrolment or completion rates) although it may also be available at the national, regional or district level in relation to legal processes, politics, the economy and agriculture. Sex-disaggregated data is useful in demonstrating where disparities exist and it can usefully be combined with qualitative information (gained, for example, from focus groups and key informant interviews) to gain a more thorough understanding of community power relations and whose voices count in different contexts. Sex-disaggregated data is often useful in quantifying a problem (e.g. Only 50% of girls received measles vaccinations while 80% of boys did) but other information is usually needed to provide a context for this information and to help design interventions which effectively tackle the problem (e.g. Why is there is disparity in the number of boy and girl children who are vaccinated?)
- **focus group discussions (FGDs):** focus group discussions are a useful participatory method for obtaining information about the need and priorities of different groups. In running focus groups, project implementation teams need to be aware of the dynamics at work within the project communities. It is often useful, for example, to run separate focus groups for different members of the community (i.e. to have different focus groups for young men, older men, young women and older women). FGDs are useful in going beyond the needs and priorities of various groups and providing information which assists in understanding the experiences of different stakeholders. FGDs can be used throughout the project cycle. In addition to using them at the project identification stage, they can be helpful during the implementation, monitoring and evaluation phases as they enable project staff to gain an

insight into changes among various groups. FGDs are also one methodology which can assist in collecting sensitive information. Where violence against women is a particular issue, for example, it can be helpful to discuss the topics in small, sex and age-differentiated groups.

- **key-informant interviews:** interviews with “key informants” – people who have important information about the topic you are investigating – are a useful means of collecting qualitative data. Interviews can be “semi-structured” in that they are guided by a series of questions which are open-ended and allow the interviewees to add in details that are important to them. As with FGDs, key-informant interviews can be very useful in collecting information about sensitive topics such as female genital cutting, violence against women, or access to sexual and reproductive health services. Care must be taken to triangulate the data collected through key informant interviews as the interviewees will only be able to speak from their point of view. However, these types of interviews can be helpful in understanding community dynamics, gender relations, and power relations. With both focus groups and key-informant interviews, it is important to consider who is collecting the information. To encourage openness and build trust, it is often useful to have men interviewing or running FGDs with men, and women running similar activities with women.
- **pair-wise ranking:** pair-wise ranking is a structured, participatory tool that allows women and men to identify, share and compare the priority they give to different problems and expenses. It is an activity which asks group members to choose between two options. Where used as a method of collecting gender-sensitive information, it may be worth doing the activity separately with different groups (i.e. older women, younger women, older men, younger men) and using differences in results as a point for discussion and planning. There are many examples of pair-wise ranking being used in development (see resources at end of this document).
- **seasonal activity calendars:** calendars that capture seasonal activity are useful in understanding how patterns of community life vary throughout the year. These calendars are also useful in understanding how agricultural and non-agricultural tasks are divided up between family members or by gender. Having men and women complete the calendars together can assist development practitioners in understanding the way in which community work is structured as well as highlighting that all of those in the community contribute to its success. This methodology can, for example, demonstrate that women who work in fields but who are not usually considered “farmers” are still carrying out critical work and are very busy at particular times of the year.
- **access and control profiles:** access and control profiles are a useful participatory tool for understanding who has access to various resources and who controls them. “Resources” in this case can be anything – land, animals, crops, money or human resources. People with “access” to a resource can use it; those who “control” the resource usually own the resource, can decide whether or not to sell it and can also restrict or allow access. Profiles can be developed through the use of “proportional piling” where communities split piles of 10 rocks between women and men, indicating who has greater control and access. For example, access to bananas may be split 5:5 between women and men, but the control and sale of the bananas might be shown to be 9:1 in the men’s favour. Following the

development of access and control profiles, it is useful to follow up in groups of men and women to discuss the reasons for differences in access and control to certain resources.

- **transect walks** were originally used as both a way of representing information and as a technique to familiarise outside facilitators with different parts of a community and local land use. They are useful at the project identification stage and may be particularly helpful in communities where there are high levels of illiteracy. This technique is useful for understanding the realities of women's (and men's) lives as it is a tool that enables target groups to visualise the community's issues and to indicate how these issues affect their use of land and space. Transects can be done with different groups at different times to obtain various views on the way in which the community is organised.
- **venn diagrams** are useful in mapping individuals and institutions in a community together with their relationships and their relative decision-making power. As with transect walks, they can be a particularly useful tool at the project identification stage but they could also be repeated during an evaluation to gauge changes within target communities. Venn diagrams can be used in a number of ways but one of the easiest is to cut out circles of varying sizes for various groups. The larger circles represent those with greater decision-making power so older men may be represented by a larger circle than older women, but older women may be represented by a circle that is larger than that of younger women. The circles can be arranged to represent difference levels of collaboration (e.g. a small overlap for a small amount of cooperation, a large overlap for a large amount of cooperation).

### Gender mainstreaming within organisations

The sections above focus on gender at different stages of the project cycle. However, in order to implement a project effectively it is also important for UK Aid Direct grant holder and their implementing partners to understand gender at an organisational level. Indeed, it is not appropriate to ask projects to mainstream gender if the principles are not understood and practiced within the implementing organisations. An organisational understanding is therefore vital if gender is to be truly "mainstreamed", with good practices promoted and efforts toward gender equality sustained.

### Why is gender an organisational issue?

No organisation is gender neutral. Government ministries, non-governmental organisations, training organisations and private enterprises all have their own institutional culture, values and competencies in their respective fields. This makes up their identity and it is this identity that can greatly influence how gender is taken on board institutionally. In addition, within all organisations, there are individuals (women as well as men) who may support, or challenge, the principle of 'gender equality'. Often, this happens regardless of the commitment of their organisation on the main issue (e.g. poverty reduction or education). Within organisations funded by the UK Aid Direct, there needs to be a clear understanding of, and agreement on, gender, gender mainstreaming and gender equality including what these terms mean and how they are promoted internally

### Key questions for grant-holding organisations

- is there a gender policy? What does this look like?

Gender policies are helpful in ensuring that there is a clear understanding throughout the organisation about its role, responsibilities and responses to gender across all of its work and decision making

- is there a gender strategy? How is gender equality being adopted across the organisation?

Gender policies are also useful in ensuring that gender equity and diversity are seen to have a high-level commitment within an organisation. It is also vital, however, that such policies are accompanied by a clear strategy that ensures that the principles of gender equality are embedded in budgets, procedures, culture, human resources, equal opportunities, and capacity building initiatives. Gender strategies can also be useful in demonstrating an organisation's values on gender and equal opportunities by seeking to ensure, for example, that there is appropriate representation in all bodies, committees, and decision-making bodies?

- does the organisation have the needed capacity in gender?

Many development organisations, including UK Aid Direct grant holders, recognise the importance of gender equality work. They may, however, lack the institutional capacity to fully adopt a gendered approach to their work. It is important that staff audits include a review of gender capacity and the ability to integrate gender into all facets of the organisation's work. Where this is weak, a concerted effort may be needed to embed gender equality principles; this may mean developing policies and strategies but it can also involve training programmes for staff, or a process of accompaniment whereby an outsider (a consultant or a staff member seconded from another organisation) is able to support the grant holder to develop the needed knowledge and skills

- are organisational systems engendered?

For example, in terms of monitoring practices within the organisation: Are there clear gender indicators? Is sex disaggregated data the norm? Is gender budgeting undertaken or being considered?

### Key questions for implementing partners

The expectations for the UK AID DIRECT implementing partners are similar to those for grant holders. Although grant holders have direct responsibility to DFID, it is vital that implementing

partners also adopt gender equality principles across their work and are able to demonstrate relevant knowledge, skills and capabilities in relation to gender mainstreaming.

- do the partners have a robust gender policy?
- is this policy supported by a clear strategy to embed gender equality across all elements of work (both within the operation of the organisation and in the implementation of UK Aid Direct projects)?
- do partners have the capacity to manage and implement projects in a gender-sensitive way? This means recognising and taking into full account the different needs, priorities and differences between men and women, girls and boys and the power dynamics within societies which exclude and discriminate against certain members of society while promoting others? As with the grant holding organisations, implementing partners may need to consider how they can develop their gender capacity (e.g. through training programmes, consultancy, practical exercises)
- do the projects being implemented represent potential opportunities for learning about gender for the staff? How can this be supported and promoted so that projects are stronger and organisational capacity is built at the same time?

#### Useful references and links to further information on gender

##### DFID Gender Documents

1. DFID Gender Equality Action Plan  
<http://users.ox.ac.uk/~gehwemc/documents/DFID-Gender-equality-plan-2007.pdf>
2. DFID's Strategic Vision on Women and Girls (2011)  
<http://www.dfid.gov.uk/Documents/publications1/strategic-vision-girls-women.pdf>

##### International Conventions and Agreements

3. Beijing Declaration and Platform for Action  
<http://www.un.org/womenwatch/daw/beijing/platform/index.html>
4. Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)  
[www.un.org/womenwatch/daw/cedaw](http://www.un.org/womenwatch/daw/cedaw)
5. EU Gender Equality Legislation



[http://europa.eu/legislation\\_summaries/employment\\_and\\_social\\_policy/equality\\_between\\_men\\_and\\_women/index\\_en.htm](http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/index_en.htm)

6. UK Equality Legislation  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
7. Monitoring gender across the MDGs  
<http://www.un.org/millenniumgoals/gender.shtml>

#### Gender Sourcebooks and Manuals

8. DAC Sourcebook on Concepts and Approaches linked to Gender Equality  
<http://www.oecd.org/social/gender-development/31572047.pdf>
9. DFID Gender Manual 2008  
<http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>
10. Gender Budgeting: Practical application (Handbook). Directorate General of Human Rights and Legal Affairs. Council of Europe. April 2009.  
[http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/CDEG%282008%2915\\_en.pdf](http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/CDEG%282008%2915_en.pdf)

#### Organisational Gender Mainstreaming and Gender Audits

11. An Introduction to a Gender-Audit Methodology: Its design and implementation in DFID Malawi  
<http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/1818.pdf>
12. Strategic Gender Mainstreaming in Oxfam GB  
<http://www.eldis.org/go/topics/resource-guides/gender/gender-mainstreaming/in-organisations&id=21809&type=Document#.UZZONEoaO7A>
13. Gender Mainstreaming Training Manual (UNDP – Environment and Sustainable Energy)  
[http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender\\_Mainstreaming\\_Training\\_Manual\\_2007.pdf](http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/Sustainable%20Energy/Gender_Mainstreaming_Training_Manual_2007.pdf)
14. Example of Action Aid Gender Policy  
[http://www.actionaid.org.uk/doc/lib/119\\_1\\_gender\\_policy.pdf](http://www.actionaid.org.uk/doc/lib/119_1_gender_policy.pdf)

#### Sector-specific guidance

15. Gender and Water, Sanitation and Hygiene:  
[http://www.unicef.org/wash/index\\_womenandgirls.html](http://www.unicef.org/wash/index_womenandgirls.html)  
  
<http://www.wsscc.org/topics/crosscutting-themes/gender-and-wash>
16. Gender Justice  
<http://policy-practice.oxfam.org.uk/our-work/gender-justice>
17. Gender and Social Protection:  
<http://www.odi.org.uk/sites/odi.org.uk/files/odi-assets/publications-opinion-files/6262.pdf>  
  
Tools for collecting gender-sensitive information
18. Guidelines for a Gender Sensitive Participatory Approach  
<http://www.icimod.org/?q=1286>
19. IFAD/FAO Programme for Regional Gender Capacity and Knowledge  
<http://genderlearning.wikispaces.com/file/view/IFAD+FAO+Grant+methodologies.pdf>
20. A Manual for Gender-focused Field Diagnostic Studies (Appendix)  
<http://www.ifad.org/gender/tools/gender/appendix.pdf>
21. Participatory Approaches: A Facilitator's Guide  
[http://www.growourregion.ca/images/file/meetings/participatory\\_guide\\_facilitation.pdf](http://www.growourregion.ca/images/file/meetings/participatory_guide_facilitation.pdf)
22. Gender Indicators: What, Why and How  
<http://www.oecd.org/social/gender-development/43041409.pdf>
23. Data for monitoring gender  
<http://datatopics.worldbank.org/gender/monitoring-progress>