

# **GENDER GUIDE - INDICATORS**

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Content	Gender indicators for the new program
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Validity	To be reviewed at the start of a new program  To be constantly evaluated
Annexes	<ol style="list-style-type: none"> <li>1. <u>Gendercharter ngo-federation</u></li> <li>2. <u>Ethische code</u></li> <li>3. <u>SDG's: 5 gender equality</u></li> <li>4. Gender action-plan</li> <li>5. <u>Inspiration guide gender NGO-federation</u></li> </ol>

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# 1. GENERAL: VISION OF BOS+ ON GENDER

The genderteam of BOS+ is still writing a broader vision on gender, due end of may 2021.

## 1.1. PURPOSE OF THIS MANUAL

The gender working group wants to support all staff involved. We wrote this guide based on our gender trajectory with Rosa VZW.

When writing the new program, we would like to:

- Think about gender in a more integral and profound way and integrate these reflections in our entire work
- Describe our indicators in a uniform way in all partner countries and in Belgium, in a gender-aware way.

## 1.2. HOW BROAD DOES BOS+ SEE 'GENDER(AWARENESS)'?

What is an achievable and realistic goal of BOS+ for the new program?

- Set up a dynamic gender track for partners (in the tropics) in the next program
- Guidelines to help with the writing of the program 2022-2026: minimum 2 gender indicators for every country based on suggestions from the working group
- Point out gender indicators in PME dashboard (tags)
- Include a paragraph on gender in the contracts with all our partners (especially tropical)

What do you propose as an objective for which country/program/project?

- Gender sensitivity? Gender awareness? ...
- In the next program we want to achieve:
  - o Gender equality
  - o Empowerment of women and socially discriminated groups
  - o No stereotypical representations of women and other vulnerable groups in our activities
- By means of the following projects we want to draw attention to...

Guiding principles: approach= not necessarily content

- E.g. "BOS+ financed activities address and do not exacerbate existing gender-based inequalities"
- E.g. "A gender-responsive approach is applied throughout the identification, design, implementation, monitoring, and evaluation of our programs."



## 1.3. PROGRAMS: GENERAL PRINCIPLES

A gender-responsive approach should be applied throughout the identification, design, implementation, monitoring, and evaluation of our programs

- What can the project mean for gender equality, but also what can gender equality mean for the program (and the objectives)? → a gender view equals better results for BOS+
- Targets, objectives, strategies, and actions to address gender inequalities must be explicit
- Consider whether and how gender is relevant to your objectives
- Ask the question: how to effectively link gender with participatory forest management?

Our goal is not only to ensure that programs and projects are designed with a good understanding of relevant gender differences, roles and needs: we aim to actively pursue activities that contribute to equality

*The team:* vacancies related to the program

- How is it set up?
- Gender integration as a key aspect?

*Budget:* is part of the budget reserved specifically for ‘gender related activities, research and/or partners’?

*Expertise:* if there is no ‘gender expert’ involved with the program, did an external organisation give input or a look at the design?

*Communication:* is there attention for the gender perspective in communication about the program? (content) + is this done in a gender-aware way? (approach)

## 1.4. IMPORTANCE OF INTERSECTIONALITY

- Realise not all men/women have the same experience
- Recognition → more effective programs
- Women as group is questioned
- Who speaks for who is questioned
  - o The voice of women (in the name of) is not the same as every woman has a voice (individually)
- Perspective BOS+: gender and age → not as two separate entities, but as a link between them!
  - o “Therefore, we work actively with indigenous and non-indigenous youth groups in order to raise awareness of gender issues. Testimonies and experiences show us that young people, compared to adults, often are more open to collaborate despite social, cultural, and physical barriers. For this reason, they often make good promoters of gender equality.” – Forests of the world

## 2. LESSONS LEARNED

Rosa vzw checked indicators of several BOS+ programs (2017-2021). Below some examples of indicators we can adapt and why

### 2.1. PROGRAM 2017-2021, ETHIOPIA

- “Other key intersection areas are gender and boosting of agricultural transformation and land productivity”
  - o This doesn’t say much; why? How? What exactly? No real basis for implementation
- “... female farmers benefit less because *they play a different role* in rural communities than their male counterparts. ... with female farm managers *being 23% less productive* than their male counterparts. *There is a need for agricultural programs that are aimed at addressing this gender gap and to ensure higher agricultural income for female farmers. Honey production, tree nursery work, tree aftercare, and so on, are activities which are particularly suited for women’s empowerment.*”
  - o Be concrete and action-oriented instead of descriptive/appointive
  - o Pay attention to language and description without clarification such as ‘productive’
  - o Being good options doesn’t say anything about commitment, approach, plans of BOS+...
  - o How come they are ‘less productive’? What are the barriers? What are you going to do about/with it?
- “The project addresses the root causes of environmental degradation: poverty, and does so in an inclusive way by incorporating a gender dimension.”
  - o How does BOS+ want to make this concrete?
  - o What does this gender dimension entail for you? → be concrete
  - o Vital to uncover ‘gender dimension’ is sex-disaggregated data + views/gender norms
  - o Be careful with exclusive focus on ‘vulnerable’ → where lies potential?

### 2.2. PROGRAM 2017-2021, UGANDA

- “...while being *attentive* for the different roles and capacities of men, women and *youth* in forestry management.”
  - o Attentive for vs paying attention to
  - o We mentioned youth a lot → no attention to differentiation of roles, norms and expectations M/W (and intersectionality)?
- “Beneficiaries: [Members of rural communities, often] members of farmer associations and their staff are the main beneficiaries of our interventions.”
  - o What does representation and participation tell us there?
  - o How can BOS+ bring this more into balance?
  - o How can BOS+ help to raise awareness?
- “We strive for women’s development and promote the involvement of youth in rural development, in accordance to JSG5 of the JSF.”
  - o How does BOS+ want to make this concrete?
- “Train and coach local partners, MBO’s and communities (with a focus on *women* and young people) about ...”
  - o What does this actually say? = somewhat global line of integration ‘women’

- Yes, gender perspective is included but how?  
It is there, it is mentioned, but what is the concrete focus? How are you going to do it? What is your goal? Why? → Lack of overall story, motivation, background ...

## 2.3. PROGRAM 2017-2021, TANZANIA

- “Participatory planning process where priority-setting and activity planning are based on the partner’s needs and the institutional requirements”
  - Whose needs are that? Who is heard? Who speaks and decides?
  - Choice partners → also gender view
- “We strive for women’s empowerment and promote the involvement of youth since according to the FAO, investing in smallholder family farmers, rural women and youth is key to achieving inclusive and equitable growth. *Direct beneficiaries are the staff and members of the 3 farmer associations.*”
  - Align/balance these two focusses → What will BOS+ to ensure that women and youth have a voice and involvement within those FAs or in addition to them?
  - Intersection: highlighting gender and age
- “...training courses will *pro-actively* include young people and women, and be open for local authorities. Time or *obstacles will be discussed* with them so that optimal integration is possible. *Their point of view* is very important to incorporate in community-based governance of forests.”
  - + analysis how and why?



vs.



- Be careful with icons:

## 3. DESIGN

### 3.1. IDENTIFICATION

We should not consider women as an additional focus in the process, this would only lead to ad hoc or add on solutions. We should bring a positive story, a story of agency. Without ignoring the local reality. Identify the norms and find out how you can give them a twist to break through the barriers. Be creative and inventive where necessary.

#### 3.1.1. Required

- Sex-disaggregated data & relevant gender norms
- Both statistics and qualitative input (i.e. interviews)
  - Asking (challenges women *expressed*) vs observing (e.g. women did not often speak up) → both important because gender is often unknowingly present
- Uncover (and take away) both the visible and the unaware
- Gender perspective in content AND approach
- Even if there is ‘no gender dimension’, gender plays a role
- Briefly describe (not only mention) any gender dimensions relevant to the project and any plans to address gender during project preparations
  - E.g. Do you expect to increase the participation of women and their role in decision making?
- Find out which overarching entries you can use in the context of a country

- E.g. [Uganda](#): “Forestry Policy, Forestry Act and Forestry Plan all address gender and women’s specific needs. Nevertheless, institutional, legal and policy frameworks are not backed up by relevant legal provisions for ensuring compliance.”
- E.g. [Ethiopia](#): “The government of the FDR of Ethiopia has committed to gender ... we are working toward gender-responsive climate action.”
- E.g. program Ethiopia: “Research shows that the potential of non-timber forest products remains mostly unused, including in northern Ethiopia.”
- Define relevant and feasible gender sensitive indicators per program and make them concrete, what are the ‘gender dimensions’ here?

### 3.1.2. Questions we should/can ask ourselves

- What are needs, experience and barriers, are they different for W/M?
  - Use the reality of differences uncovered here to shape effective design & planning
  - E.g. “women are more typically engaged in subsistence and minor crops, whereas men tend to be involved in paid commercial farming” – [Ethiopia](#)
  - Which issues are particularly ‘gendered’? Different roles? Access? Participation?
  - Do young people have the same barriers for W and M?
- To what extent could the program activities have a different impact on women and men? Both positive and negative
- Who are you going to consult about what?
  - Who do we interview? Sufficient balance W/M? Also when looking further: roles of these W/M?
- Which partners and stakeholders will be involved when, about what and how do we, or the partners, have the necessary expertise to tackle this or do we need to involve a third party?
- Is a gender perspective relevant for the success of the program?
  - If yes, in which ways?
  - If no, always also explain why not
    - + impact can be different for W/M → to be measured in any case
- Have you considered whether you need to plan for mixed- and/or single sex interviews, focus group discussions (and/) or other participatory activities?

### 3.1.3. Gender analysis and action plan ideally include

- % W vs M
  - Relations and power differences M/W
  - Gender norms (what is expected of M/W, allowed ...?)
    - E.g. who can speak in front of male elders
- Collect concrete data on specific participation (often already available)

### 3.1.4. Gender sensitive indicators – take into account

- Make your choices relevant based on a baseline (not on the ideal)
- Indicators with a specific gender sensitive focus (e.g. separate talking groups for women)
- Indicators that focus on a gender sensitive approach (e.g. when and how do you organize talking groups?)
- Both indicators for participation and access, as well as for impact on beneficiaries
- Who benefits from an incentive?



- Who gets a voice?

### 3.1.5. Sex-based and gender sensitive indicators

- % M and W with access
- Number of activities that strengthen women's access
- Include indicators to measure changes in knowledge, capacity or behaviours of the target population at the outcome level
- % women involved in technical/supervisory role within the program
- % M and W following training, by specific training
- #trainings on participatory techniques for both men/women + %attendees
- % indigenous women and men who had their voices heard
- #actions taken to make indigenous women and men's voices heard
- #women and men being trained in sustainable production technologies
- Examples of changes in women's involvement in decision making
- Satisfaction M/W → differences?
- Perception of M/W (by age) on the quality of their participation and the impact of the project on their life
- Not only who is attending training, but who is hosting it and what is it about

### 3.1.6. Prove that...

- participation and involvement of women on all levels is considered seriously and as an active goal (watch out, participation vs active gained knowledge)
- the program design is based on a gender analysis
- you follow gender sensitive guidelines when designing a training
- the initiatives you undertake to involve more women also have an effect and meet their needs/break through their barriers
- sex-disaggregated data is documented and applied
- diverse women are heard and involved
- women and men have been questioned about their specific barriers to gatherings
- Proof of changes of W/M 's vision on gender norms and roles
- Prove enquiry of how men and women use land

### 3.1.7. Language program

- How much agency do you give groups? E.g. "vulnerable groups, the underprivileged" → pay attention to not only approach the target group in such way
- Attentive for vs paying attention to
- In the previous program BOS+ "youth" was mentioned a lot → no attention to differentiation of roles, norms and expectations M/W (and intersectionality)?
- Be concrete and action-oriented instead of descriptive/appointive

### 3.1.8. Inspiration

- Series of community workshops organised by the [West Africa Forest-Farm Interface project](#), to explore gender inequity and what might be done to change things for the better
  - o Location: women's community centre (M&F)
  - o Interviews with M&F head of household
  - o Participatory process

- Ethiopia: A lack of training and formal education may limit women's ability to participate or women's voice may not be legitimized or influential  
→ voice ≠ influence and participating in 'existing services' will not always be enough
- Methodology for identification: Example from Peru for the exploratory phase of any natural resource management initiative in mountain areas with high environmental and sociocultural variability

## 3.2. DEVELOPMENT



- Recognize that women and vulnerable groups are stakeholders of change in adaptation processes, not (only) victims → they can be this 'separately' or 'integrated'
- Gender norms apply to everyone so impact on everyone, also men → how is this point of view covered in the program?
  - o Involve men in empowering W?
  - o Questioning masculinity norms?
  - o Linking gender to deforestation etc.?
  - o Formulation: do women always stand separately?

### 3.2.1. Input and expertise

- Also see part: Partners and stakeholders
- Participatory functioning
- Dialogue with local actors and beneficiaries
  - o Example of an action: involve local women's organisations as key stakeholders during the information of a project program
- Dialogue and input will reveal shortcomings among partners and stakeholders → responding in further development: needs?
- From this follows a 2-gender focus points program → make sure the relevance of integration is clear and supported by local partners and beneficiaries

### 3.2.2. Gender analysis

- What is the baseline → Where are needs but also entries
- Integrate gender into the program's theory of change
  - o Be concrete
  - o Entry for gender perspective in Sphere of Control (output)
- *Concrete* activities/actions required to respond to differences, risks, challenges ... & make them *integral* to the program
- Analyse whether there is a need for a *specific* initiative or a change in the ones that are already in place

- Analyse whether there are unintended or harmful effects for women/men
- Have you identified both men and women as beneficiaries?
- Have you described how you will ensure that both men and women are among the beneficiaries?
- Have you identified, as secondary beneficiaries, any women's groups or other organisations working in support of gender equality?

Participation:

- "everyone is welcome" is not enough because;
  - o 'formal rules' can dictate that only one member of the household can be represented in community forest groups, this excludes women
  - o Opportunity costs involved in attending meetings, participating ... are often higher for women
- Which questions do you ask and how?
  - o Instead of (only) asking why women do not participate in formal forestry user groups, it might be more important to (also) ask where women do participate and still influence resource access, use and management

### 3.2.3. Gender action plan

- Integrated into your existing action plan, not separate!
- A tool to help translate and make visible findings of the gender analysis in program implementation and evaluation
- Examples:
  - o Equal access to information → different challenges mean different approach
  - o Reduce the workload of all beneficiaries (e.g. new technological tools? For whom?)
- Which strategies and action are needed to take different barriers into account?
  - o Barriers for women to participate in decision making
  - o Need for specific financial investment certain target group?
  - o Difference in access to education and training
  - o High(er) illiteracy among women as barrier → information intake
- Paying attention to the specific needs of a certain target group does not mean that you have to put forward that measure 'for that target group' (e.g. do not say "specially for ...")
  - o Is about more than 'opening up to everyone'
  - o Applies in both directions (W&M)
  - o A layered phenomenon (e.g. participation 40% but succeeding only 5% or attendance 65% but real voice only 25%)
- Use the reality that is there

### 3.2.4. Gender responsive framework

- Will there be separate results for gender or will you integrate them? This can be different for each 'step'
- Need to formulate specific outputs W/M separately?
- Compare data for women and men when analysing effectiveness 'different needs'

## 4. IMPLEMENTATION

- Running project → gender reading reality
- New project → gender perspective integrated
- Have any of the challenges or barriers arisen during project implementation hindered the equal participation of men and women in activities and decision-making processes?
- Are partner organisations aware of and trained to address gender inequalities among beneficiaries?
- Do not concentrate on women as something additional in the process to avoid ad hoc or add on solutions
- Make sure gender considerations do not fade out in the implementation phase

## 5. MONITORING & EVALUATION (M&E)

- Clear and measurable outcomes and indicators must be identified to track progress towards gender equality, supported by collection and analysis of sex-disaggregated data
- Does the program reach women as well as men?
- Does the program reach women and men in similar positions?
- What impact does the program have on existing gender dynamics?
- Does the M&E strategy take differences between men and women into account? Are they assessed separately?
- Has a gender analysis been carried out to check what possible negative impact interventions within the project may have on (the reality of) both women and men?
- When carrying out surveys, was the following considered
  - o Who was reached (W/M)?
  - o Content: gender norms, different needs ...?
- What were the benefits and opportunities of integrating a gender perspective into the program?
- What lessons have we learned about gender that we can take into account for similar programs in the future? Think about design, implementation, M&E?

## 6. PARTNERS AND STAKEHOLDERS

- Who are already involved as partners?
  - o What is their vision on 'gender'?
  - o What is their knowledge of 'gender'? → maybe need for a training? 'noses in the same direction'? What BOS+ understands by this = clear?
  - o How do they see a gender-aware approach and (more importantly) how do they put it into practice?
  - o What about participation, representation, and balance W/M?
- What view/voice/perspective is lacking?
  - o Are there local organisations we can involve?
  - o If not, are there international partners/stakeholders we can involve?
  - o Is there an organisation involved with specific 'gender knowledge' on the subject?
- Who gets a voice on what?
  - o Are the female experts always experts in gender and feminism or also just in agroforestry, technical aspects or as an engineer?
- Take the gender perspective along when forming partnerships and when setting up any guiding principles

- Who is involved, when, about what and how?
  - o Consider gender during stakeholder identification and consultation
- “Forest user groups themselves are not neutral institutions but entities that may express elements of social divisions and power”
- Importance intersectionality: not all women/men have the same experience

## 7. INTERESTING PUBLICATIONS

Publications are inserted in the Mendeley of BOS+, examples are:

- Inspiration guides
  - o [Guidance to advance gender equality](#) – GEF
  - o [Tool kit on gender equality results and indicators](#) – Australian Aid
  - o [How to mainstream gender in forestry, a practical guide](#) – FAO
- Intersectionality
  - o [At the intersection of gender and generation, engaging with ‘youth’ in the CGIAR Research Program on Forests, Trees and Agroforestry](#)
  - o [Making sense of intersectionality, a manual for lovers of people and forests](#)
- Country context
  - o [Greater rights for women in Uganda lead to large-scale reforestation initiative](#)
  - o [Beyond the coffee ceremony: women’s agency in western Tigray, northern Ethiopia](#)
- Involve men: [Promundo: engaging young men in advancing gender equality](#)
- Gender analysis
  - o [How to integrate gender issues in climate-smart agriculture projects](#)
  - o [Gender in climate smart agriculture](#)
  - o [Data on specific participation: e.g. responsibility for managing planted trees in Marangu and Mamba districts, Tanzania](#) – [Gender and Agroforestry in Africa: are women participating?](#)
- Gender action plan: [Gender Assessment GCF](#)
- M&E: GEIRS [tool for monitoring if gender issues are addressed](#)