CARIFORUM-EU
EPA CSME
STANDBY FACILITY FOR CAPACITY BUILDING

GENDER ANALYSIS

TRAINING MANUAL

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INTRODUCTION

The EPA and CSME Standby Facility is available to CARIFORUM countries to build capacity to better access the benefits of Europe's Economic Partnership Agreement (EPA) and the CARICOM Single Market and Economy (CSME). Financed by the European Union under the 11th European Development Fund (EDF), the resources are being managed by the Caribbean Development Bank (CDB). The pool of funds is available to the CARIFORUM region - which comprises the 15 Caribbean Community States and the Dominican Republic - and are directed to finance trade related projects on behalf of governments and business support organisations. Its focus on trade and gender equality is a conscious effort to address noted disparities in the sector.

Trade liberalisation and expansion have had a differentiated effect on the female population and other vulnerable groups. The benefits or harm of increased economic activity, available job opportunities, the impact on pay, working conditions, family or personal circumstances, and the formal and informal limitations that prevent women from trade benefits are not regularly studied or reported.[1] However, it is known, that women are still the poorest and most marginalised societal group in many countries,[2] a significant obstacle to them obtaining the potential benefits generated from trade. While it has been noted that the adoption of trade agreements and the consequent expansion of trade activities can improve or worsen the working conditions and lives of women and men, there is significant room for more trade related interventions that advance gender equality and women's empowerment. The activities supported by the Standby Facility through capacity building and gender mainstreaming seek to ensure that gender is integrated in all projects from inception to implementation as reflected in the Bank's policy and that of its development partners.

OVERVIEW OF CDB'S GENDER EQUALITY POLICY AND OPERATIONAL STRATEGY

CDB is committed to gender equality guided by its Gender Equality Policy and Strategy (GEPOS) 2019 and its Gender Equality Action Plan 2020-2024. The Bank is a leading agency acting on gender equality and has set a standard for gender mainstreaming in development institutions while leveraging its gender mainstreaming coordinating role across sectors leading as a catalyst for female empowerment. The organisation prioritises gender equality as a cross-cutting issue with a policy that incorporates emerging international targets and is anchored in a broad human rights framework.

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[1] Eguíluz Zamora, Alejandra. Trade and Gender / Alejandra Eguíluz Zamora, María Inés VásquezAlma Espino. p. cm. — (IDB Technical Note ; 464)
[2] (Gibb 2012)

The GEPOS 2019 is built on several multilateral agreements[3] and highlights CDB's gender equality commitment as part of a broader framework of socio-economic and political empowerment and autonomy towards enhanced access to, and benefits of development resources. It focuses on Goal 5 of the UN Sustainable Development Goals, which speaks to achieving gender equality and empowering all women and girls. The Bank prioritises gender analysis and assessment to determine the particular needs of the various populations by positioning gender as a cross-cutting theme and priority.

Internally, the GEPOS 2019 is operationalised on four pillars.[4] Externally, the focal areas for gender equality are equitable access to infrastructure services, combatting gender-based violence, providing quality education and training, economic empowerment and resilience for all. The GEPOS is intersectional, considering gender and correlating identity characteristics including the dimensions of class, ethnicity, age, race, religion, income, language, employment status, geography, education, sexual orientation, ability and disability recognising that diverse identities overlap. Additionally, the Bank recognises that achieving gender equality requires that the interests, needs and priorities of all are considered. CDB consistently strengthens its focus on integrated approaches while also committing to explicit gender-targeted results that address gender inequality through all its policy dialogue, instruments and operations.

This gender policy is operationalised through a Gender Equality Action Plan (GEAP 2020-2024) plan to enhance gender equality at the Bank and in Borrowing Member Countries. The plan, provides dedicated resources to create the enabling environment for gender equity and overcome existing barriers to achieving established gender equality targets. All actions intend to become GENDER TRANSFORMATIVE by addressing the root causes of gender-based inequalities and addressing harmful gender roles, norms and power relations.

This manual serves as an introduction to key gender concepts for use by the beneficiaries of the Standby Facility. It is a resource for mainstreaming gender in project activities by ensuring the encapsulation of gender from conceptualisation onward in keeping with the mandate of the Standby Facility and in alignment with GEPOS 2019.

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[3] The Universal Declaration on Human Rights (https://www.un.org/en/about-us/universal-declaration-of-human-rights); the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW 1979) and the Optional Protocols (https://www.ohchr.org/en/professionalinterest/pages/opcedaw.aspx); Convention on the Rights of the Child (CRC, 1989) [https://www.ohchr.org/en/professionalinterest/pages/crc.aspx]; the Beijing Platform for Action (https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf); the Inter-American Convention on Human Rights (1969) [https://www.cidh.oas.org/basicos/english/basic3.american%20convention.htm]; Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (Convention of Belém do Pará, 1994) [https://www.oas.org/juridico/english/treaties/a-61.html]; the United Nations Sustainable Development Cooperation Framework https://unsdg.un.org/sites/default/files/2019-10/UN-Cooperation-Framework-Internal-Guidance-Final-June-2019_1.pdf
[4] These are work life balance for all; CDB's Core Values for Benefit of all, equitable treatment and empowerment for all and safety and security for all.

GEPOS TARGETS

90% of all approved projects are rated as gender mainstreamed

10% of all approved projects are rated as gender specific

80% of all projects implemented under the Gender Equality Action Plan (GEAP) achieve expected gender outputs

The Bank is deliberately working to achieve:

Equitable Access to Infrastructure for All

Equal access of women and men and all vulnerable populations to water, sanitation, transportation, Renewable Energy & Energy Efficiency (REEE), education and training infrastructure services

Economic Empowerment for All

Equal access to industry training, business advisory and financial development services, labour markets and training opportunities provided

Education and Training for All

Retention of at-risk male and female students in the education sector increased

Fair and inclusive classrooms and teaching and learning environments created

Elimination of Gender Violence for All

Country systems to support victims and to reduce recidivism of perpetrators of gender-based violence enhanced

Resilience for All

Equitable access to psychosocial support to adapt to climate change and bounce back after disasters

PROMOTING A GENDER-RESPONSIVE PARTICIPATORY APPROACH IN PROJECT DEVELOPMENT PLANNING

EPA & CSME Standby Facility for Capacity Building

TRAINING MODULE OUTLINE

Module 1: Promoting a social and gender-responsive participatory approach in project/programme development planning under the CARIFORUM-EU EPA CSME Standby Facility.

Training objective(s): To provide participants with information and skills in using the participatory approach to plan and develop socially inclusive and gender responsive projects/programmes through gender mainstreaming into their projects/programmes.

Target group: Project coordinators and support staff

Learning Outcome(s): By the end of this session, participants will be able to:
- Understand gender concepts and their relevance in projects
- Understand gender analysis and its importance in the project/programme cycle analysis
- Understand the social aspects for consideration when planning for development projects/ programmes
- Understand the type of research needed to support gender inclusiveness

Duration: 2 hours

Equipment required: Computer with access to internet

#	Activity	Description	Duration
1	Introduction and training overview	Rationale and expectations of the training are shared with participants	5 mins
2	Overview of CDB's Gender Equality Policy and Operational Strategy	Participants will learn CDB's gender policy and procedures for advancing gender equality inclusiveness and mainstreaming in CDB projects and within Borrowing Member Countries	20 mins
3	Introduction to gender analysis	Reaching a common understanding of key gender analysis framework and the relevance of integrating a gender dimension in projects	30 mins
4	Conducting social analysis	Highlighting the importance of conducting a social assessment of the country's situation and specific information	30 mins
5	Introduction to Participatory research	Participants are exposed to the participatory learning and action approach (PLA) to collect sex, age disaggregated data etc for social and gender analysis	30 mins
6	Wrap up and close	Evaluation	

GENDER CONCEPTS

Introduction to Gender

Mainstreaming gender means active inclusion of gender considerations and integrating gender equality into projects. To accomplish this, key concepts and definitions must first be understood. The successful inclusion of gender-related issues from the stage of project conceptualisation requires project planners to consult widely and consider how best to ensure a socially inclusive and gender-responsive activity is designed. These considerations are then infused into projects or programmes to, as far as practically possible, resolve the existing gender gaps and gender inequalities.

What is Gender?

Often confused with biological sex, gender is shaped by society. Biology determines whether an individual is either male, female or intersex, while one's gender is the role and expectations ascribed to persons based on their biological sex. People learn to fulfil a gendered role based on what society attributes to their biological sex. Even these change over time. We are born male or female (our sex) but we are taught what it means to be a man or woman (our gender). The manifestation of gender is shaped by the expectations of society and culture, which create unwritten rules around the expectations and behaviours of males or females. As part of society, men and woman adopt those behaviours which are normalised and deemed as acceptable or appropriate for each gender role. Gender roles teach us how women and men should behave, the appropriate or inappropriate, and how men and women relate to each other. Through gender socialisation these behaviours, values, and expectations are further reinforced and sanctioned for non-conformity.

Gender, Gender Concepts, & Definitions

"Gender" is often confused with "Sex"; while used interchangeably there's a distinct difference.

We are BORN female or male.

This is our biological sex. This usually does not change.

We LEARN to become woman or man (femininity and masculinity) this is our gender. The gender and those constructs (sociological and political) also influence how males and females are treated and in terms of the behaviour the males and females ought to operate, the attitudes persons have about men and women in certain situations and the values put on male and females. Projects can address some of these factors if gender is properly mainstreamed.

We take on gender roles based on what we learn to be appropriate for a woman or man. We learn what qualities are considered masculine or feminine.

By definition:
Gender: The behaviours, attitudes, values, beliefs and other characteristics that a particular cultural group considers appropriate for males and females on the basis of their biological sex.

Sex: Refers to the biological difference between men and women.

There are differences between sex and gender, below are a few notable distinctions.

Sex	Gender
Fixed and unchanged	Dynamic and fluid
Determined at birth	Constructed over lifetime
Universal (with variations mainly biological i.e. determined by genes) e.g. eye colour, skin colour, hair, height	Can be culture specific
Biologically defined	Socially constructed
Usually two distinct categories	Multiple manifestations

IDENTIFYING GENDER ROLES

To better understand each concept, its visibility and its influence on shaping society, consider the questions and complete the activity below.

In society, there is sex segregation in labour and education based on perceived gender roles. Take a look at persons working in your community and jot down responses to the questions to explore gender's inequalities in your environment.

Who are the teachers? Males ☐ Females ☐ Both ☐
Who are the school prinicipals? Males ☐ Females ☐ Both ☐
Who are the mechanics? Males ☐ Females ☐ Both ☐
Who are the nurses? Males ☐ Females ☐ Both ☐
Who are the doctors? Males ☐ Females ☐ Both ☐
Who works in hospitality? Males ☐ Females ☐ Both ☐
Who studies engineering? Males ☐ Females ☐ Both ☐
Who studies physics? Males ☐ Females ☐ Both ☐
Who is employed in social work? Males ☐ Females ☐ Both ☐

TIME USE SURVEY

Conduct your own **time use survey.** This is an instrument used to measure the amount of time people spend doing activities. It includes all paid and unpaid work or duties completed by those in the household. Leisure and social activities are also recorded. A weekly recording of activities accompanied by interviews may provide a more accurate image of the allocation of time by those in your household.

In your home, list the person who does what activities from dusk (6p.m.) to dawn (6a.m.)?

Once finished with the survey write down your thoughts on what you have observed.
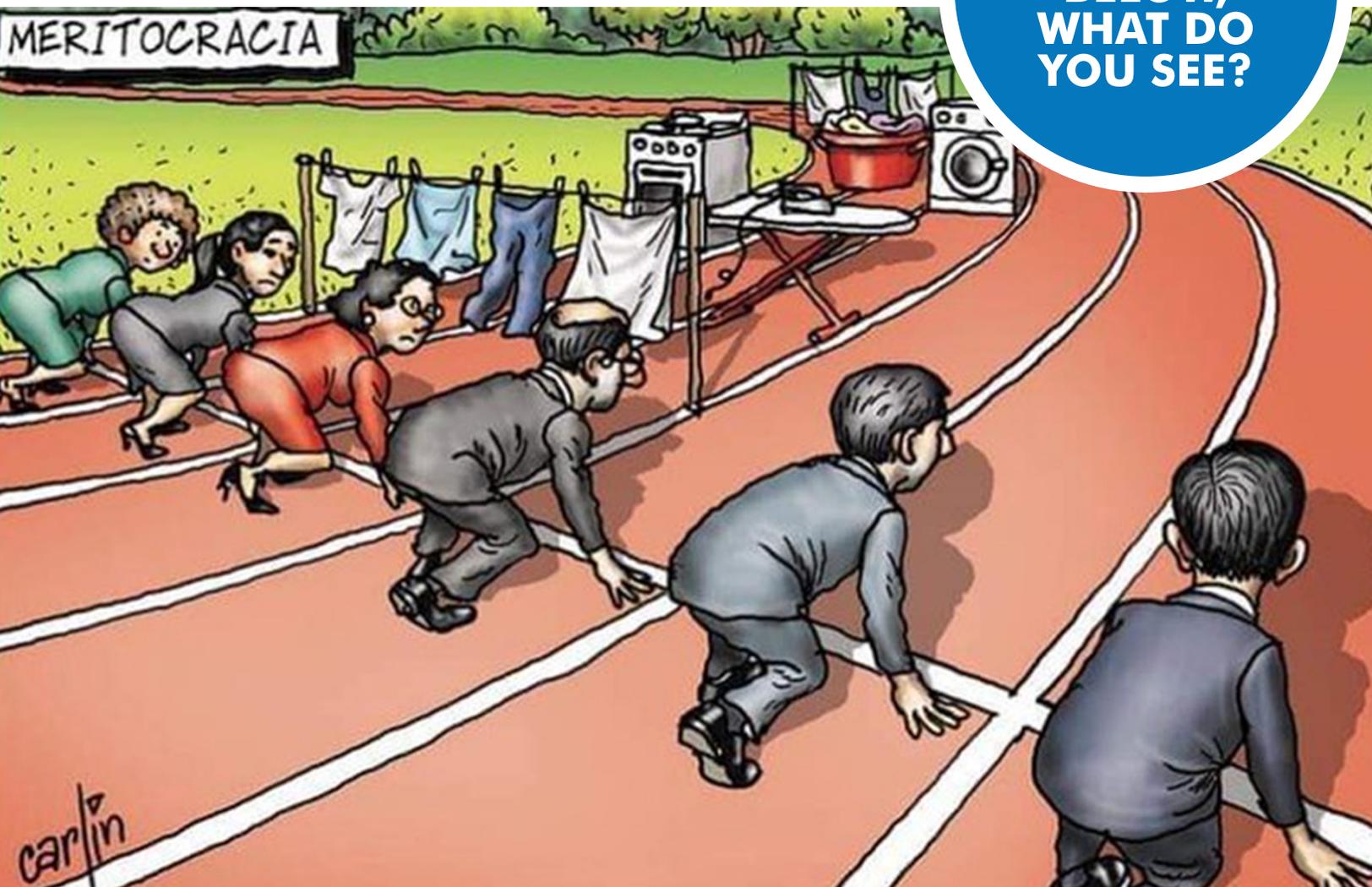
What are the implications?

Are they positive or negative?

What do you think contributes to what you see?

What factors can be taken into account when considering gender mainstreaming to reduce barriers and inequalities?

Taking note of the male and female gender roles, it would be useful to consider whether or how your project takes into account the gendered perspective. How can it address some of these factors?

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[5] Image by Peruvian political cartoonist Carlin, who draws a regular panel for Peru publication, La Republica

CONSIDERATIONS

Gender is constructed by society and shaped by institutions. It is systemic and organises every aspect of our society. When planning your project to ensure mainstreaming, it is valuable to note that:

- men and women experience different constraints and hurdles
- these constraints may be created by society (based on how men and women are socialised), culture (the factors in some cultures which may position men as leaders and women as submissive), history, law, the political environment (which determines access to resources, decision makers and the control of those resources) and economics.
- the likely negative implications associated with these constraints namely the difference in opportunities available to men and women, the different value placed on men and women within the home, family and society and the access to resources and benefits by men and women which exacerbates women's vulnerability.

All projects should aim to be gender-responsive. A conversation about sex and gender is required by project planners as the environment may reflect particular inequalities which the intervention may be able to impact. Project planning mandates equitable consideration for both men and women. Implementation, therefore should strive to ensure that all are provided with the opportunities while also ensuring that those who are more vulnerable receive the additional support required. Critical to guaranteeing inclusion is the identification and understanding of the roles played by each gender and their vulnerabilities. In identifying particular roles, knowledge of additional concepts may be required. Gender roles, strategic and practical gender needs, and gender-responsive approaches are concepts with which one should become familiar. Gender identities are influenced by perceptions and expectations arising from class, age, ethnicity, social, cultural, political, environmental, economic and institutional factors. Gender roles on the other hand are determined by our society and culture, which influence practical gender needs.
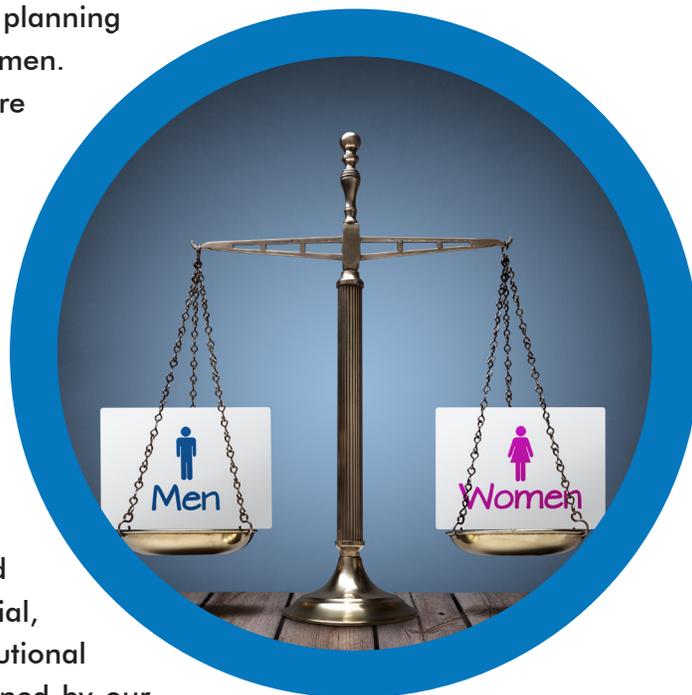
We must be mindful of practical gender needs which are required merits for survival as identified in socially constructed gender roles. These needs do not challenge the gender division of labour or women's subordinate position in society, although they arise out of them. Practical gender needs are a response to immediate perceived necessity, identified within a specific context. They tend to be practical in nature and are often concerned with inadequacies in living conditions such as water provision, health care and employment.

Relatedly, strategic gender needs are those which push against the status quo. They are those needs that include what women and men require in order to improve their position or status. Addressing these needs allow people to have control over their lives beyond socially-defined restrictive roles. Strategic gender needs for women might include land rights, more decision-making power, equal pay, and greater access to credit. If these needs are met, they will enable women to transform existing power imbalances. Support for their attainment can be achieved through various means including quotas, since within the trade sector many projects may be male dominated with male leadership.

GENDER RESPONSIVE APPROACHES

Projects should therefore adopt gender-responsive approaches which recognise and address the specific needs and priorities of women and men. Recognising that gender operates on two levels - the ideological or ideas and the behaviours or practices and that in these realms men control the public and private space. It should be noted that these practices shape not only what masculinity and femininity ought to look like but it also impacts, influences and affects interpersonal relationships, family divisions of labour, the design of the labour market and the structure of the education system as well as the decisions we make based on expectations associated with gender identity. It is also important to note that masculinity is given greater value which manifests in power imbalances that have become systemic.

In this exercise we will examine how we think women and men should behave.

What activities do we consider appropriate or inappropriate for women and men?

How we think women and men should relate?

How can the concept of gender responsiveness be applied?

GENDER MAINSTREAMING IN PROJECTS/PROGRAMMES

CONDUCTING A GENDER ANALYSIS

Gender analysis is an assessment of how and why gender differences and inequalities exist. They identify, understand, and explain gaps between males and females that exist in households, communities, and countries. It is also used to identify the relevance of gender norms and power relations in a specific context (e.g., country, geographic, cultural, institutional, economic, etc.). (USAID's definition of gender analysis). A gender analysis also identifies opportunities to narrow gender gaps or inequalities to promote gender equality.

Gender analyses reveal the reasons vulnerable groups including women need at times additional support or consideration to achieve gender equity and equality. While there is a belief that projects are gender neutral and a project may not automatically include a gender component once we generate activities that affect how the genders interact then there is a gendered perspective. Consequently, it can be concluded that in all trade-related projects or activities, mainstreaming is required.

WHY A GENDER ANALYSIS?

The analysis aids in examining how gender roles affect a variety of elements. A thorough analysis requires the examination of women and men's access to assets —markets, income generating opportunities, education, and public services etc. Additionally, the knowledge, beliefs and perceptions; practices and participation in society and political processes are also examined when effecting gender analysis. Their respective use of space and time including geographical mobility; their respective legal rights and status as well as their power exerted through ownership and control of productive resources.

In considering gender, answers to the following questions may be useful.[6]

- Who (men & women) has what and why?

- Who has access to resources specifically, leadership and why?

- Who does what and why? What are the gender roles and responsibilities that dictate the activities in which men and women participate? How do men and women engage in development activities?

- How do men and women spend their time, as well as where and when?

- Who needs what and why?

- Who decides on what and why?

These considerations will ensure that the consequences of gender dynamics are not ignored which undermines the achievement of fundamental human rights. This approach includes gender related issues safeguarding against any harm done to women and vulnerable groups during implementation. It seeks to limit any negative impact on the economic growth of both men and women, as well as potential reductions in access to public services and advances the achievement of broad development goals.

[6] Adapted from Nelson & Huyer, 2016 & USAID, ADS chp. 205

APPROACHES TO GENDER ANALYSIS: MOSER

There are several frameworks which can be utilised to ensure gender considerations are included in projects e.g. Moser Gender Planning Framework[6] and the Harvard Analytical Framework[7]. Moser recommends the examination of the triple role of women and assesses the sex division of labour. It is used to show the unequal division of labour among men and women. This is segmented into paid (productive) work, household (reproductive) work and community work as varying values are placed on different kinds of labour in society.

Productive labour is defined as any kind of work involved in sustaining oneself and one's family in either the formal, informal sector, or in subsistence agriculture. It is generally paid work that is counted and recognised in national accounts.

Reproductive labour is any type of work at the household level including child and elder care, food preservation and preparation, fuel and water collection, household management and repairs, clothing repair, cleaning, waste disposal, and household administration (paying bills, taxes, etc.). It is generally unpaid and unrecognised both socially and in national accounts and includes social reproduction (i.e., transmission of social values including gender values and attitudes).

Community labour includes volunteer work, support to neighbours and communities holding local political office, religious activities, etc. It is generally unpaid and may not be recognised. Depending on the work, it may or may not confer power and social status (e.g. elected office vs. volunteering in childcare centre). When assessing community labour and the other types of labour evaluate by examining the gender dynamics at play.

- Who does this work?

- Who has the time?

- What is the social and personal cost of this work?

- Who benefits from this work?

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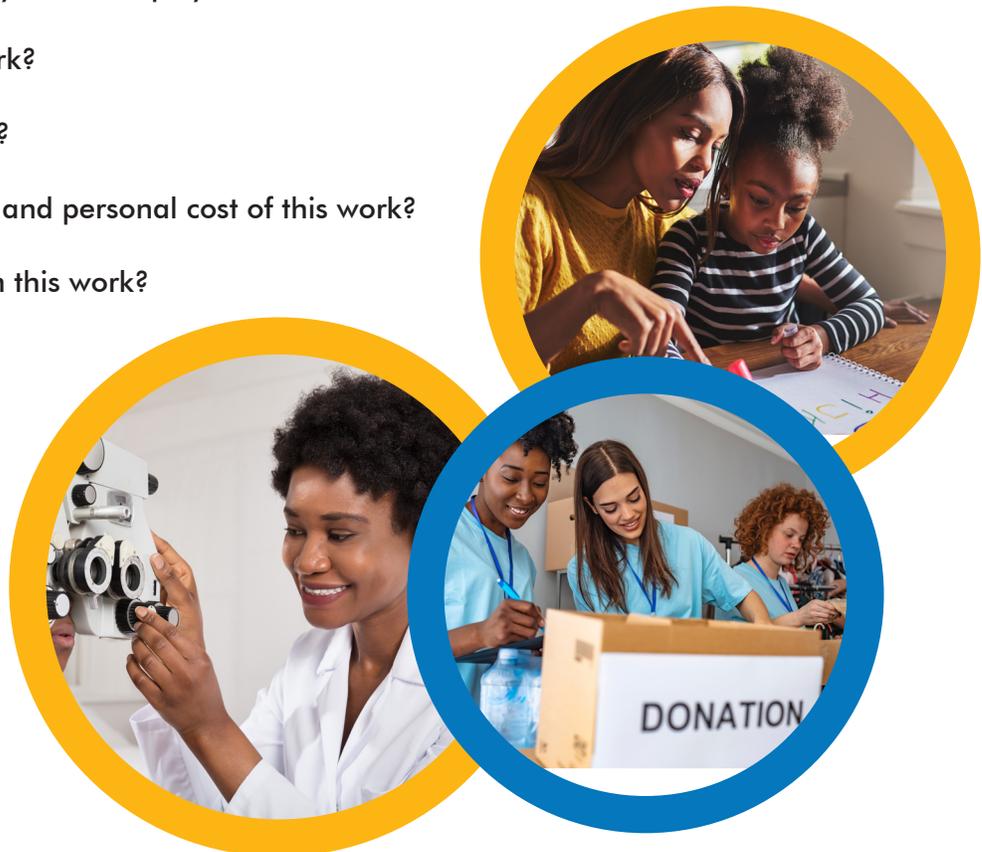
[7] Caroline Moser (1980) this is a tool for planning and assessing assumptions related to gender in development interventions at all levels, including policy, program, project, or community work
[8]Gender Roles Framework or Gender Analysis Framework 1985

ACCESS AND CONTROL FRAMEWORK

The access and control framework, on the other hand has three main categories of analysis. It advocates for examining the differences in women's and men's access to and control over the resources they need to sustain themselves, the division of labour between men and women as well as the socio-cultural, political, legal and economic factors influencing these differences. In this evaluation it is recognised that men and women have different access to resources and control over the various elements including the means of production and the right to obtain services, products or commodities in the private (household) and public spheres. These resources include land, capital, time, education, political power, networks, external income (such as remittances), training, technology, and credit.

If applying the access and control methodology one should respond to the following questions:

- Which specific resources do men and women need to support their activities in the productive, reproductive and community spheres?

- Who has control over and access to these resources?

- How will this affect the planning process and the results you need to achieve through your policies, projects or programmes?

- Who makes the decisions regarding women and men's access to resources and/or controls/own the means of production?

- Are there any significant gender gaps in women and men's access to and control over the primary resources in this community?
  This would refer to things like access to comprehensive health care services, social protection, financial resources- credit, savings, insurance etc, access to land and housing etc.

- How can or will your policy, project, or programme change this?

Exercise on Access and Control profile

M – Male   F – Female

To understand or see the dynamics at play in your community complete the exercise below. In your environment , who has access and control of the following resources?

Resources	Access (M/F)	Control (M/F)
Land		
Determined at birth		
Labour - Production		
Labour - Reproduction		
Capital		
Education/Training		

Who has access and control of the following benefits?

Benefits	Access (M/F)	Control (M/F)
Outside income		
Assets ownership		
Education		
Political power/prestige		

Project planning that integrates gender stipulates that persons consider varying components. In your proposed approach, responses to the questions below will provide guidance.

- How will your project impact gender norms and stereotypes?
- Where are strategic entry points to integrate key gender dimensions in the project cycle?
- What are key gender indicators that can be used to monitor and evaluate the project's impact?
- Will the project transform the political, social, cultural, and economic concerns and experiences of men and women as an integral dimension of the design, implementation, monitoring and evaluation?

- New developments: COVID-19 has put into stark focus and exacerbated pre-existing gender inequality, especially relating to unpaid care work, the bulk of which falls predominantly on women. This, coupled with the differences in access to technology and the internet for both men and women has implications for women's and men's full participation and economic empowerment. How will the project account for this?

The application of these methodologies has led to some findings which can prove helpful in shaping a project which includes gender considerations. They offer insight into the drivers of sex division of labour and access and control. One can discover perceptions held about the behaviours, aptitude, capabilities of men and women; issues and patterns of power. For example, you may discover that women will go into partnerships with male relatives/husbands in order to benefit from low interest rates on loans or to secure land at a reasonable rate; how women balance their productive, reproductive, and community roles as well as the quantum of senior decision-making positions held by men and women. The latter can influence or identify under-representation/overrepresentation of women in senior positions in organisations deemed as male dominated fields.
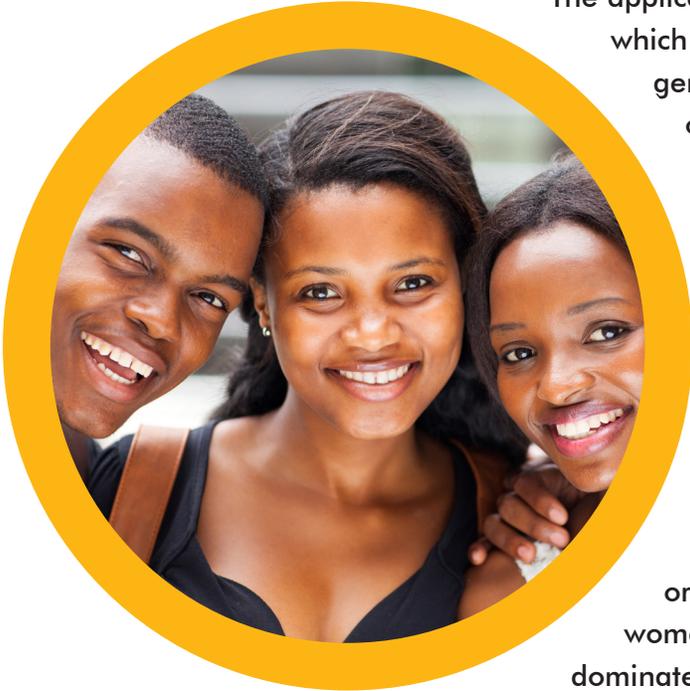
Therefore when endeavouring to mainstream gender in projects it would be helpful to ensure participatory engagement with both men and women to identify their specific needs, priorities, and interests. This can be done by forging strategic partnerships with state and non-state actors to address gender inequality and cultural practices and beliefs about men's and women's roles, e.g. Gender Bureaux. Sex disaggregated data can be used to specifically identify whether it is a male or female assigned to execute the activity. Gender-sensitive result indicators should also be utilised as a tool. One may wish to identify strategic entry points to integrate key gender dimensions into the project/programme/policy. As the project architect one should always be deliberate when planning projects to ensure that the interests, needs, and priorities of men and women are recognised and accounted for as the ideal of the trickle-down effect is a false premise.

PROJECT CYCLE

The questions below can be utilised in examining gender as it relates to the entire project cycle.

Here are some guided questions for the project cycle analysis

Gender Dimension in Project Identification

i. What is the local context?
ii. What are the needs and opportunities for increasing men's and women's productivity/access/benefits?
iii. Have men and women been directly consulted in identifying needs, opportunities, constraints, and priorities concerning to such needs and opportunities?
iv. Are the project objectives explicitly related to the needs and opportunities identified and closing gender gaps that exist as well?
v. What are the political, legal, and social constraints on men's and women's economic, social, and political participation?
vi. What will be the effects of the project on men and women in the short and long-run?

Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone's responsibility.

Ban Ki-moon,
Former Secretary-General of the United Nations

Gender Dimension in Project Design

i. Which specific activities of men and women will the project affect? (example, production, reproduction, socio-political)
ii. How will the components in the project impact men's and women's access and control of resources and benefits stemming from socio-political functions?
iii. Has a situational analysis been conducted to inform the interventions and gender analysis?
iv. Does the project include or exclude stakeholders on the basis of gender or age?
v. Are resources financial and otherwise allocated for gender and training on gender?
vi. Is gender responsive programming included in the terms of reference of all project staff?
vii. Are indicators gender-specific and developed in a participatory manner to reflect age and gender perspectives?

Gender Dimension in Project Implementation

i. Will there be appropriate opportunities for women to participate in project management positions?
ii. Does the organisational structure enhance women's access to resources?
iii. Are there mechanisms to ensure that the project resources or benefits are not one sided in favour of either men or women?
iv. Will appropriate mechanisms be in place to guard against preferential access to resources by either men or women?
v. Will the project be able to trace funds for women from allocation to delivery with a fair degree of accuracy?

We cannot all succeed if half of us are held back.

Malala Yousafzai

vi. Does the project have enough flexibility to adapt its processes/structures/operations to meet the changing needs of men and women? For example, the impact of the COVID-19 work from home protocol on men and women. (see How COVID-19 worsened gender inequality in the U.S. workforce https://www.sciencenews.org/article/covid19-worsened-gender-inequality-us-workforce)

Gender Dimension in Project Evaluation

i. Will the project collect sex disaggregated data?
ii. Will the data be analysed to be used to provide guidance to the design of other projects?
iii. Will the data that is collected be used to update men's and women's activity analysis and access and control analysis?

Gender Mainstreaming Best Practices

Here are some good practices for gender mainstreaming:

- Collect sex disaggregated data. The collection of data on males and females separately in relation to all aspects of their functioning, for example, race/ethnicity, caste, class, age, location/region.

- In preparing the project proposal say who will be performing what functions and who are the beneficiaries, for example, instead of 10 auditors will be trained say instead 5 men and 5 women will be trained as auditors.

- There are some projects that gender dimensions will not be clearly apparent, for example, accreditation and certification standards of food safety management systems. A strategic entry point to integrate key gender dimension in such a project could be when collecting data for the baseline/needs assessment also capture information about access and deterrent to standards faced by men and women in the industry. The findings could be used to help to create an enabling environment for men and women in the industry. (see Gender & Standards, West Africa Quality System Programme (WAQSP) https://tii.unido.org/sites/default/files/publications/UNIDO_Flyer_Standardization.pdf)

The Bank remains steadfast as a multilateral development agency to work to achieve gender equality and empower women and girls in alignment with Sustainable Development Goals and our gender policy and strategy. The deliberate mainstreaming of gender into another highly productive and economically viable sector through this project signals CDBs continued push in the area as we endeavour to create a more inclusive region.

Daniel Best, Director Projects Department, Caribbean Development Bank

- It is not expected that a single agency/project will be able to achieve gender equality on its own. Forming strategic partnerships with government and non-governmental organisations (NGOs) can result in low or no cost to the project. For example, Universities in your countries can offer technical support; NGOs have mandates that they have to achieve and may already have secured funding to do what you need for your project; Gender Bureaux can provide gender awareness training for staff and project beneficiaries as well as help to identify gender dimensions in the projects.

- Some projects have clear gender dimensions, for example, agricultural projects, exporting projects, etc. Consider meeting with beneficiaries and stakeholders comprising a combination of women, men, and young persons (as applicable) early in the development of the project to find out their perceived constraints that may affect their ability to participate fully in the project. Also, if there is a training component in the project (a) state clearly how participants will be selected; and (b) what additional support will be put in place to accommodate the specific gender needs of participants, such as women who may have caregiving responsibilities for children, older adults. Consideration should also be given to the time of day training will be held. For women in particular, working from home due to COVID-19, with school aged children who may require home schooling, or whose schools and daycares may be closed, will require some consideration especially if you want them to be engaged fully.

By putting these safeguards into the projects, it shows that the interest, needs, and priorities of women and men and the diversity between them are recognised and accounted for. The outcome is to contribute to Sustainable Development Goal (SDG) # 5 Gender Equality.

In the project lifecycle diversity and variety should be encouraged. To encourage this level of inclusion the Participatory Learning and Action (PLA) methodology should be used. This approach utilises tools which engage all those who can be impacted with the intent of ensuring equal benefit and access by the project beneficiaries. This should also be included into full implementation and into monitoring and design of the project to assure complete participation. This will be dealt with in another module.

THE LIE OF THE LAND

HOW DO YOU MAKE A LIVING HERE? DO WOMEN WORK?

NO, WE DON'T WORK... WE JUST STAY AT HOME...

...AND FETCH THE WATER, FIND THE FIREWOOD, AND LOOK AFTER THE CATTLE...

...AND PREPARE THE GARDEN AND PLANT THE SEEDS...

...AND DO THE WEEDING, THEN HARVEST THE CROPS, AND SELL THEM IN THE MARKET...

...AND BUY FOOD AT THE MARKET, COOK MEALS, AND DO THE HOUSEHOLD CHORES...

...ATTEND THE WOMEN'S GROUP MEETINGS FOR OUR COMMUNAL TASKS – LIKE MAKING BRICKS FOR THE SCHOOL BUILDING...

...AND WASHING AND MENDING THE CLOTHES FOR THE CHILDREN WE BEAR AND RAISE... THAT'S ALL...

...SO, NO, WE DON'T WORK!

MMM... I JUST WANTED TO CHECK!

Agroforestry Today. Vol 1. No 2.

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GLOSSARY OF TERMS

Gender roles/identity are influenced by perceptions and expectations arising from social and cultural, political, environmental, economic, institutional factors, as well as class, age, ethnicity.

Gender equality: The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realising their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equity: The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group.

Practical gender needs refer to the needs [people] identify in their socially constructed roles in society. These needs do not challenge the gender division of labour or women's subordinate position in society, although they arise out of them. Practical gender needs are a response to immediate perceived necessity, identified within a specific context. They tend to be practical in nature and are often concerned with inadequacies in living conditions such as water provision, health care and employment.

Strategic gender needs: Requirements of women and men to improve their position or status. Addressing these needs allow people to have control over their lives beyond socially-defined restrictive roles. Strategic gender needs for women might include land rights, more decision-making power, equal pay and greater access to credit. If these needs are met this would enable women to transform existing imbalances of power between men and women.

Gender responsive approaches recognise and address the specific needs and priorities of women and men, based on the social construction of gender roles. Gender responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits

Gender mainstreaming is a strategy aimed at making the concerns and experiences of women and men an integral of the design, implementation, monitoring, and evaluation of programmes/projects/policies in all political, social, and economic spheres, so that they benefit equally, and inequality is not perpetuated.

For additional definition of terms see UNICEF Glossary of terms and concepts (November 2017). UNICEF Regional Office for South Asia.

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