



The Gender impact assessment and monitoring tool



Publication Data

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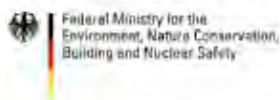
WECF e.V.

Sankt-Jakobs-Platz 10
D - 80331 München
Phone: +49-89-23239380

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The gender impact assessment and monitoring tool

Women2030 is a programme implemented by a coalition of five global women's rights and gender equality networks working as part of the Women's Major Group to implement the Sustainable Development Goals (SDGs) in a gender-equitable and climate-just way.

They are part of a five year partnership agreement with the European Commission, called "Women CSOs implementing SDGs Agenda2030" (short: Women2030).

The five groups are WECF International, Women Environmental Programme, Global Forest Coalition, Gender and Water Alliance, and Asia Pacific Forum on Women, Law and Development. Together they represent over 200 organisations in 52 countries, as well as a network of over 900 member organisations in over 100 countries



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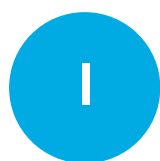
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Abbreviations

APWLD:	Asia Pacific Forum on Women, Law and Development
CEDAW:	Convention on the Elimination of All Forms of Discrimination Against Women
COPD:	Chronic obstructive pulmonary disease
CSO:	Civil society organisations
DHS:	Demographic and health survey
ECLAC:	Economic Commission for Latin America and the Caribbean
EWA:	Empower Women-Benefit for All
FAO:	Food and Agriculture Organisation (of the United Nations)
GBV:	Gender based violence
GDI:	Gender Development Index
GEM:	Global Entrepreneurship Monitor
GID-DB:	Gender institutions and development database
GIM:	Gender impact assessment
HLPF:	High Level Political Forum
IFAD:	International Fund for Agricultural Development
LGBT(QQIA+):	Lesbian, gay, bisexual, transgender (queer, questioning, intersex, asexual, other)
MAT:	Monitoring and accountability tool
NEET:	Not in education, employment or training
OECD:	Organisation for Economic Cooperation and Development
SDG:	Sustainable Development Goals
SIGI:	Social Institutions and Gender Index
STD:	Sexually transmitted disease
UNDP:	United Nations Development Program
UNECE:	United Nations Economic Commission for Europe
UNESCO:	United Nations Scientific and Cultural Organisation
WB:	World Bank

II Introduction

This gender impact assessment and monitoring tool (GIM tool) has been developed in the framework of the Women2030 project, with the explicit objective of helping women and gender civil society organisations to implement the UN 2030 Agenda for Sustainable Development, with a particular focus on Sustainable Development Goal (SDG) 5. The 2030 Agenda was built on the foundation of and expands upon the Millennium Development Goals by promoting sustainable development, human rights and gender equality in the economic, social and environmental realms.

The aim of the tool (first part) is to provide Women2030 partners with a common understanding of how to assess gender issues within local, regional and national contexts, in order to create a sound basis of comparable data for the project Women2030 and laying the groundwork for gender just implementation of the SDGs. Furthermore, monitoring is an ongoing systematic process of assessing and measuring achievements towards the agreed-upon aspects of the SDGs in regard to gender equity. To this end, Women2030 with this tool (second part) adopts a gender-responsive monitoring approach, which allows all partners to measure gender-sensitive indicators of each SDG, and assess changes and progress over time.

A. Target Audience

This GIM tool (the tool) is a set of practical instruments and has been drafted with the intention to be used by grassroots civil society organisations (CSOs; primarily the Women2030 partners), by policy-makers as well as by international donors and researchers. It intends to be of use primarily for practitioners but can be useful for a wider audience.

We hope that Women2030 partners will find it useful and rely on it for their programmatic as well as reporting and monitoring work. To the most possible extent, the tool has been conceived to adapt to different contexts and local realities.

Since this tool is primarily targeted at grassroots organisations, their feedback will be welcomed and always encouraged. Comments addressed to the editorial team will serve to assess the relevance of the tool and hopefully improve it with lessons learned in the field.

B. Aim and Use

The first part of the tool intends to provide partners with a practical and ready-to-use methodology to conduct a gender assessment. It should allow practitioners to visualise and report on the gender situation of a given context, in order to identify areas of concern, entry points and priorities for action. It aims at informing programmatic decisions and simplifying decision-making by helping partners assess complex gender dynamics, in the context of the implementation of Agenda 2030.

The main goal of this tool is to help CSOs establish a baseline for their work and a methodology to monitor the impact of their activities through increasing their capacity to design and implement projects and programmes that are in line with the Agenda2030, and in particular with Sustainable Development Goal (SDG) 5 on gender equality. These are understood as projects and programmes which i) do not exclude or harm women and other marginalised groups, ii) take into consideration gender dynamics and both women's and men's needs, and iii) in the long run, generate transformational change by shifting discriminatory gender norms.

Additionally, the tool might be of use for partner CSOs in their reporting work, be it for donors or UN processes. Additional primary data gathered on gender related indicators and additional secondary data collected thanks to this tool can complement the official SDG monitoring reports and serve as a baseline for shadow reports to be submitted to CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) Committee, or to the High Level Political Forum (HLPF), for instance.

Lastly, this tool could allow CSOs to collect information and data that can be used in their advocacy and fundraising activities. For example, data obtained through the gender assessment and the monitoring might be showcased as part of an awareness campaign, or best practices and successful initiative with measurable results can be presented to donors to leverage funding and action. Furthermore, this encourages knowledge exchange and peer-learning for CSOs.



Women weaving in Uganda | © WECF

III

Gender Assessment

A. Definition

There are various frameworks, approaches and concepts available for conducting gender assessments. This tool is addressed towards the practitioner and therefore does not aim at providing a profound background. However, an overview can be found within the Annex 6: Gender analysis frameworks: different approaches, key concepts, strengths and weaknesses.

What the gender assessment is:

- **A study of gender inequalities, relationships and dynamics:** The gender assessment paints a picture of the gender situation in a given context, through the analysis of both the legal/institutional framework and social realities. In doing so, the assessment should highlight the distribution of power, resources, and opportunities between women and men, as well as provide a glimpse into the gendered division of labour and social roles.
- **A bottom-up process:** Ideally, the assessment should be conducted through a bottom-up process employing participatory methodologies: using knowledge from the field, involving local women and men from the respective community, including key persons from academia, government, politics, business and other relevant stakeholders, thus promoting ownership and participation.
- **A look at both the symptoms and their causes:** A gender assessment is primarily concerned with the current state of gender disparities but must also document the underlying causes and the effects of these disparities. The assessment should highlight the potential for transformational change and some opportunities to be seized to enhance women's empowerment.
- **An assessment of gender issues and not solely women's:** Another important point is that a gender assessment should be focused on analysing gender issues, not solely on women's issues. It is important to consider men (as well as individuals of various sexual and gender identities) and analyse how they situate themselves in a given context, all through a gender lens.
- **An intersectional analysis:** When conducting a gender assessment, practitioners should also take into account how different factors of differentiation (e.g. ethnicity, race, age, social class, economic status, sexual orientation) and cultural barriers (such as attitudes, customs and practices) intersect and interact, while recognising that individuals who find themselves at the intersection of several discriminations might be particularly marginalized and susceptible to experiencing poverty and exclusion. In feminist theory, intersectionality refers to the fact that gender as a social variable, interacts with other social variables such as class, race, age, ethnicity, religion, language, disability, sexual orientation, etc. Individuals all find themselves at the crossroads of several social variables and can therefore find themselves at the intersection of several discriminations. Adopting an intersectional approach when conducting a gender assessment is crucial because it allows for the realisation that "women's issues" are not monolithic but plural. A white, upper-class urban woman does not face the

same realities as an impoverished indigenous rural woman, who finds herself at the bottom of multiple social hierarchies.

- **A research using mixed methods:** A gender assessment should be a combination of both quantitative methods (e.g. surveys, questionnaires) and qualitative methods (e.g. focus group discussions, semi-structured interviews, participant observation, case studies). While quantitative methods are necessary to assess the prevalence of a phenomenon and establish causal relationships, qualitative methods are important to collect data that cannot be quantified and gain a complex understanding of the given context. Data should be disaggregated by gender to systematically highlight the differences between women and men, but also, if possible, by other variables such as age, ethnic origin and class.

What the gender assessment is not:

- **A fully comprehensive study:** We recognise that CSOs often have limited capacities that might prevent them from carrying out a fully comprehensive study that would require a lot of time, money and energy. Therefore, the gender assessment is not intended to be a thorough, all-encompassing study, but rather seeks to provide an overview of the gender situation in a given context; an overview that will serve as the basis for the elaboration of gender programmes and projects.
- **A cure for all problems:** Conducting a gender assessment before designing projects or programmes on gender equality is necessary, but not sufficient. The gender assessment itself will not automatically guarantee the success of a project. First, the assessment must be well prepared, with expert advice; to this end, practitioners should be provided with skills-training if possible. As Naila Kabeer, a well-known social economist and gender expert, puts it: "Each method is only as good as its practitioner." Second, the assessment must be conducted seriously, with adequate time and financial and human resources dedicated to it. Third, it is important to realise that conducting a gender assessment is only the first step of a long-term process; projects should also be monitored and evaluated in a gender-sensitive manner (see in part D).
- **A one-size-fits-all methodology:** The gender assessment tool presented here is not a one-size-fits-all methodology; it will not fit perfectly every context. It is our intention that it should be flexible enough to be used in various situations, though it may need to be adapted. Before conducting a gender assessment, practitioners should take the time to reflect on the relevance of each exercise/method for their particular context, and if necessary, make changes to their methodology accordingly.
- **An analysis based on politically neutral language:** When conducting a gender assessment, practitioners often touch upon very sensitive themes (e.g. the relationship between wife and husband). The language used for the assessment might be politically charged (e.g. gender norms). Practitioners might have to face resistance or distrust from respondents. Therefore, one of the main challenges of conducting the assessment is showing cultural sensitivity, in all situations.

B. The case for a gender assessment

The case for systematically conducting gender assessments has been repeatedly made by practitioners and researchers who pointed out the risks of developing “gender-blind” projects (that were common before gender mainstreaming became widely recognised as a necessity). Evaluations of such projects have shown that failing to take gender equality issues into account can often result in, inter alia, poor targeting of beneficiaries, a waste of resources and time, general objectives not being met or even significant collateral damage.

In 1997, the World Bank conducted a desk review of a set of development projects that it had implemented in the mid-1990s. The results of the study showed that projects taking gender issues into account were more likely to achieve their objectives than projects that did not. Another analysis conducted by the World Bank in 2001, revealed that projects tended to have better impacts on the ground, when gender-needs were taken into account and when the gender situation had been assessed, at the country and project levels. Thus, the evidence produced by the World Bank to date clearly shows that conducting detailed gender assessments results in strengthening development effectiveness (World Bank, 2001; World Bank, 2002).

Gender assessment is a tool which proves to be all the more necessary in the context of implementing the 2030 Agenda. For local CSOs, results from the gender assessment will provide a starting point for planning relevant, targeted and resource-efficient actions aimed at realising the SDGs and in particular SDG5.

IV

Thematic Areas (in connection with the SDGs)

A. Division of labor between men and women

1. SDG reference

SDG TARGET 5.4 “Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.”

SDG TARGET 5.5 “Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.”

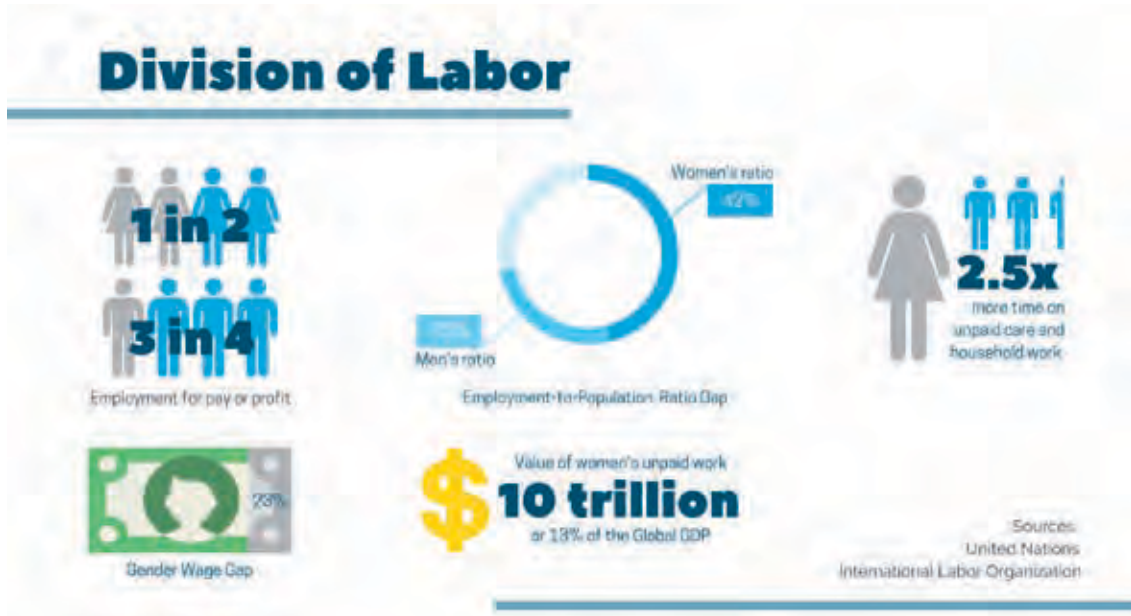
SDG TARGET 8.5 “By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.”

SDG TARGET 8.6 “By 2020, substantially reduce the proportion of youth not in employment, education or training.”

SDG TARGET 8.8 “Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.”

2. Background

The gender assessment should first seek to analyse the division of labour between women and men. This division is traditionally unequal: men’s work is most likely to happen outside of the household and to generate monetary income, while women are typically considered responsible for unpaid care work (e.g. caring for children, the elderly and the sick, cleaning, cooking, collecting water, etc.). In the formal and informal job markets, women’s work is most likely to be undervalued (as shown by the persistence of the gender wage gap) and unprotected



(as shown by women's overrepresentation in informal work). This unequal division of work has very negative effects on women's opportunities: due to the large burden of unpaid care work that falls upon them, they are left with less time to devote to remunerated activities. Therefore, they are more likely to remain confined to the family space, be economically dependent on their husbands, partners or male relatives, and have a limited decision-making power within the household.



3. Questions and data to collect

- What kind of work do women and men/girls and boys take on?
- Who takes most of the responsibility for unpaid care work (e.g. cooking, cleaning, taking care of children and/or the elderly, running errands, etc.)? How much time do women devote to these tasks, and in what ways does it affect their lives (e.g. women are more likely to die from chronic obstructive pulmonary disease (COPD) because of the time they spend indoors, inhaling smoke)?
- Are women and girls responsible for fetching water or collecting wood for the family? If yes, do they have to walk to do so, and for how long?
- Are women considered to be responsible for certain tasks (e.g. caring for children, for the elderly and the sick) by the community? By the state?
- What impact does the burden of unpaid care work have on girls' access to education?
- What are the attitudes of the population/community (women and men) regarding women's and men's responsibility as caretakers? Regarding their ability to lead fulfilling professional lives?
- Do individuals' attitudes on these matters contradict or confirm the existing situation?
- What are the beliefs, the social norms underlying these attitudes? What are the mechanisms enforcing these norms (e.g. sense of approval)? What are the sanctions in case of non-compliance (e.g. shaming, rejection)?
- What are the impacts of the existing division of labour on women's and men's self-esteem and self-efficacy?
- Is there a gender wage gap?
- Is there some form of gender segregation in the labour market? Are women over-represented in certain kinds of occupations and certain sectors, and if yes, to which extent? Are they over-represented in low-paying jobs?
- Are women over-represented among the unemployed/in the informal sector/ among the population that is not in education, employment or training (NEET)?
- What is the share of women that do not have an income of their own?
- Do women and men (and girls and boys) perceive this division of labour as natural/fair? Do they question it?

4. Method

See the questionnaire (Annex 3), as well as the following exercises:

- Activity profile
- Daily schedule of women and men (see exercise 3.1 of ToT Gender in Sustainable Development¹ and section III B 1)
- 24 hours day (see below section III B 1)
- Seasonal calendar (see exercise 3.2 of ToT, p. 36 and section III B 1)
- Likes and dislikes of being a woman (see below section III B 1)

B. Access to power and control over resources

1. SDG reference

SDG TARGET 5.A “Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.”

SDG TARGET 1.4 “By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.”

SDG TARGET 2.3 “By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.”

2. Background

The gender assessment should analyse women’s and men’s ability to access, have power and control over resources including tangible (land, water, livestock money), intangible (family network, collective solidarity, information, political clout) and human (labour, skills, knowledge) resources. The distinction between accessing resources and exercising power and control over them is important: although having access to resources is a necessary condition for women’s empowerment, it is not a sufficient condition. Empowerment occurs when women have control over these resources and when they are effectively and equally involved in decision-making.



Due to gender inequalities, available resources are not divided equally between women and men (or between girls and boys). Women tend to have less access to and control over resources such as income, land titles, non-land assets, information, education, technologies, transport, public services, etc.

3. Questions and data to collect

- What are the main barriers to women's access to and control over resources?
- Are females over-represented among illiterates? Is there a gender gap in school enrolment rates, to the detriment of girls? If yes, is it more significant in secondary or vocational schools? In universities, are women and men concentrated in different fields?
- What is the average level of income for women as compared to for men?
- Regarding access to financial resources: are women and men as likely to own a bank account or to obtain a loan?
- Regarding access to land: are women and men as likely to own and/or manage land?
- Regarding access to communication technologies: are women and men as likely to own a mobile phone or to have access to the Internet?
- Regarding access to public services and public space: do women and men use public transportation in the same ways? Do women face specific discriminations (e.g. harassment) in public spaces?
- Regarding health: do women and men have the same access to health services?
- What are the values, customs and social norms underlying this gendered division of resources? What role do they play in hindering women's access to resources? (e.g. customary norms preventing women from inheriting land and livestock, a bride's family having to pay a dowry to the husband's family, men being considered responsible for providing the income of the family, etc.)
- Are these discriminatory social norms preventing the implementation of laws that guarantee equal access to resources for women and men?
- In what ways can this unequal division of resources between women and men translate into a lack of agency for women, and make them more exposed to exploitation and violence?
(for instance, lack of economic independence can be one of the reasons women may be inclined to stay in abusive relationships)
- What does this unequal division of resources tell us about existing power relations?
- Are women overrepresented among the poor, i.e. is there a phenomenon known as the "feminization of poverty"?
- Is this unequal division of resources perceived by members of the community as natural or fair? Is it questioned by some, and if yes, who are they?

4. Method

See the questionnaire (see Annex 3), as well as the following exercises:

- Resource mapping (see exercise 5.1 of ToT, p. 45 and III B 1)
- Ideal women and ideal men (see exercise 2.4 of ToT, p. 27)

Women in Kyrgyzstan | © Annabelle Avril | WECF



C. Gender based Violence

1. SDG reference

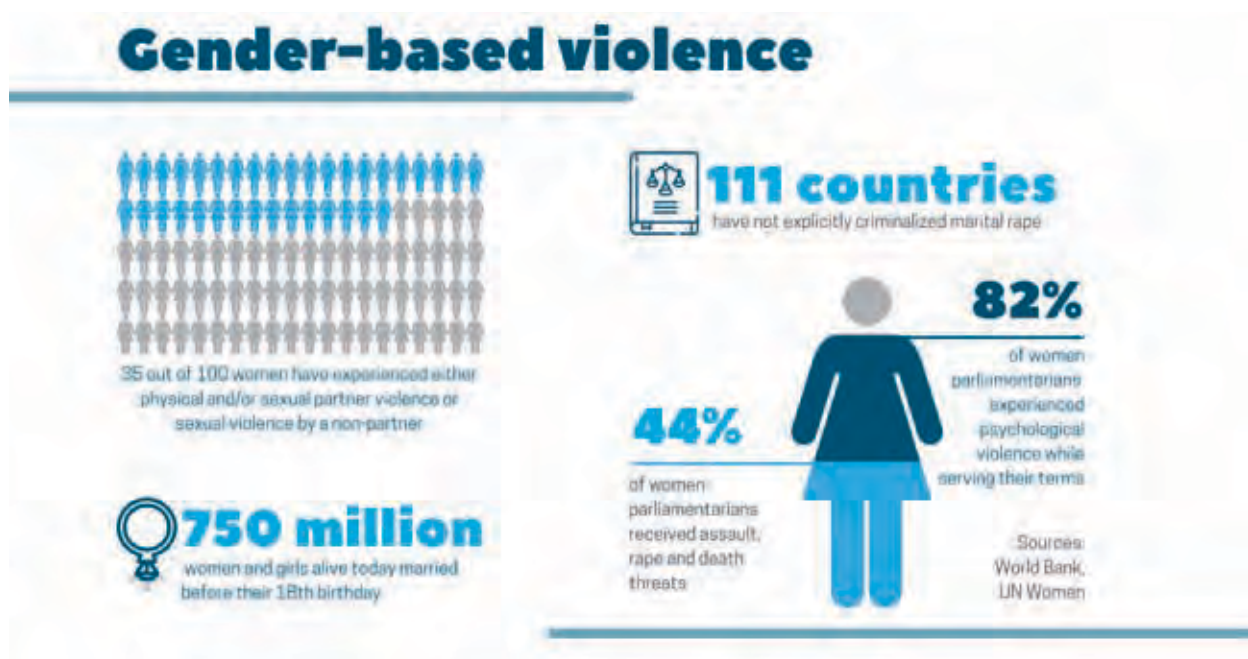
SDG TARGET 5.2 “Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.”

SDG target 5.3 “Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.”

2. Background

Gender-based violence (GBV) is a persistent problem in most societies and should therefore be explored by any gender assessment. However, it might not be a target of the planned intervention at all and thus may be left out of any initial research. If taken into consideration practitioners should look into the prevalence of GBV, the existing institutional and legal framework, the impact of GBV on women’s empowerment and men’s and women’s attitudes regarding GBV.

Discriminatory social norms explain why the prevalence of GBV can remain high despite the existence of strong laws on these issues. Due to the persistence of these norms, which promote the “victim-blaming” mentality, reporting and conviction rates for cases of GBV remain very low. This fuels distrust in authorities and nurtures a culture of impunity.



3. Questions and data to collect

- How does GBV manifest itself in the community? (i.e. prevalence of rape, sexual assault, femicide, female genital mutilation, but also psychological abuse, social media threats or harassment, forced marriage and economic violence)
- Does the law recognise and adequately punish the different forms of GBV mentioned above?
- Are there specific provisions explicitly describing and condemning these forms of violence?
- What type of statutory provisions cover the offences rape or sexual / domestic abuse? / what statutory provisions exist to criminalize rape and sexual / domestic abuse?? Can these sentences be short-term? Does the law recognise the existence of aggravating circumstances, in cases of violence and/or abuse? Is marital rape recognised?
- Are there provisions establishing services intended to protect women from GBV? (e.g. toll-free hotline service for female victims of violence or abuse) Can female abuse victims benefit from specific state-funded services such as shelters?
- Are provisions on GBV purely repressive or does the legal framework also provide for preventive measures?
- Are implementation measures and/or compliance mechanisms put in place to ensure that the laws are applied?
- Are there specific bodies overseeing the implementation of laws on GBV? Are these institutions adequately funded?
- Do police and justice personnel receive gender-sensitive training to reinforce their capacity to help women targets of violence or abuse?
- What are the many ways in which GBV can restrict women's access to opportunities? (e.g. girls being prevented from going to school because their parents worry about their safety on the road or facing sexual harassment at school, women having difficulty to earn an income because of the harassment they face on their way to work, etc.)
- What are women's and men's attitudes regarding GBV? For instance, what is the proportion of women and men who think that a husband can be justified in hitting his wife etc.?
- What are the values, customs and social norms underlying women and men's attitudes towards GBV? (e.g. belief that women cannot take the same pleasure in sex than men and therefore must be "forced into it", promotion of masculinity as violent, etc.)

Woman at COP 22, Marrakech | © WECF



4. Method

See the questionnaire (Annex 3), as well as the following exercises:

- Wheel of discrimination (see below section III B 1)
- Likes and dislikes of being a woman (see below section III B 1)
- Ideal women and ideal men (see exercise 2.4 of ToT, p. 27)

D. Recognition of differentiated needs/women's health

1. SDG reference

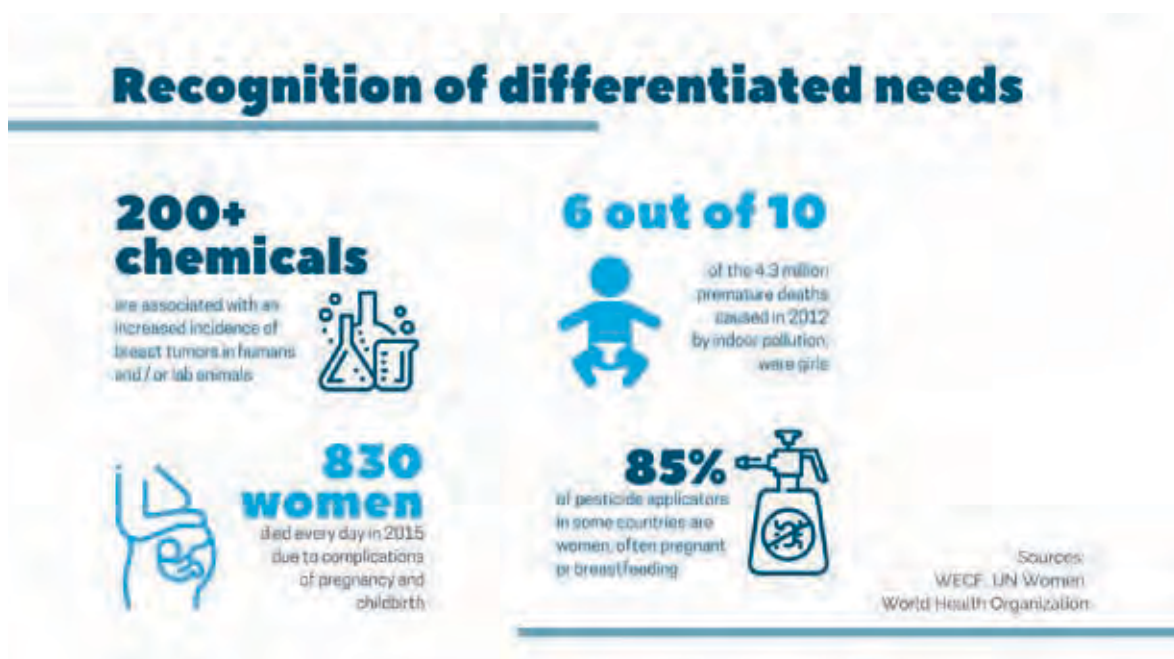
SDG TARGET 5.6 “Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.”

SDG TARGET 3.1 “By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.”

SDG TARGET 3.7 “By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.”

SDG TARGET 6.2 “By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.”

SDG TARGET 13.B “Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities.”



2. Background

The gender assessment should look at whether the specific needs of women are understood and catered for. Women's differentiated needs relate to their biological condition, i.e. menstrual hygiene, sex and pregnancy-related needs. Women and girls might not always have access to services that address these needs, which can ultimately restrict their opportunities. Furthermore, there might be discriminatory values, customs and norms attached to women biologically.



Women in Kyrgyzstan | © Annabelle Avril | WECEF

3. Questions and data to collect

- Does the community recognise and take into account women's specific needs, i.e. menstruation and pregnancy related-needs?
- Are these needs fully taken into account in the policymaking process?
- Do women and girls have access to services put in place specifically to address these needs? (e.g. adapted medical services during pregnancy, paid maternity leave, day-care services, facilities for public breastfeeding, access to affordable menstrual hygiene products, etc.)
- Is gender-sensitive sexual education provided to girls as well as to boys? Do young girls learn about menstruation, pregnancy, sexually transmitted diseases (STDs), etc.?
- Can women easily access contraception? What about men?
- If needed, can they get an abortion legally and in safe conditions?
- Are women's and girls' opportunities limited due to the necessity to fulfil these needs? (e.g. menstruation preventing girls from doing certain activities due to a lack of menstrual hygiene products)
- In the case where women are suffering from a lack of services designed to address their biological needs: what are the impacts on their health? Does the current state of maternal services have negative consequences on maternal health? Are early pregnancies common because of limited sexual and reproductive education? Are women over-represented in the number of individuals living with STDs? Are "back-alley abortions" a common procedure?
- How are these biological needs viewed socially? Can they be considered shameful? (e.g. menstruation seen as "impure")
- What is the role of religion and tradition in the way they are approached? (e.g. religious beliefs regarding menstruations)

4. Method

See the questionnaire (Annex 3), as well as the following exercises:

- House of my dreams (see exercise 4.4 of ToT, p. 43 and III B 1)
- Likes and dislikes of being a woman (see below section III B 1)

E. Decision-making ability

1. SDG reference

SDG Target 5.4. “Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.”

SDG Target 5.5. “Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.”

SDG TARGET 16.7 “Ensure responsive, inclusive, participatory and representative decision-making at all levels.”

2. Background

The gender assessment should provide an analysis of women’s and men’s decision-making abilities in the household and in the public sphere. This should help practitioners to understand whether women and men have the same ability to make choices, but also whether they tend to take different kinds of decisions, in particular regarding the use of resources. For example, women are more likely to invest a larger share of their income for the benefit the household. Studies have shown that increasing the share of household income controlled by women changes the household’s spending patterns in ways that benefit the children.



3. Questions and data to collect

- How do women's and men's (and girls' and boys') decision-making abilities manifest within the household?
- Do opposite-sex spouses or partners both typically have the same voice in decision-making?
- Who is more likely, between women and men, to take the different kind of decisions in the domestic sphere? /e.g. who takes decisions regarding the use of resources and the division of income? Regarding the education of children? Who has a say in deciding whether to take a family trip, or whether to relocate?)
- What are the social norms underlying these behaviours? Why are men/women more likely to be in charge of making certain decisions? Why are women sometimes excluded from decision-making?
- What are women's and men's attitudes regarding these power relations within the household, i.e. what do they think of the way in which decision-making power is granted? Do they perceive this situation as natural or fair?
- How do women's and men's (and girls' and boys') decision-making abilities manifest themselves within the public sphere? Are there differences in the ways in which women and men participate in public decision-making?
- How are women represented in formal institutions? What is the proportion of seats held by women in the national parliament? What is the share of women among mayors and/or local councilors? What is the share of female candidates in the elections? To what extent are women represented in the government, in the judicial and in the police system?
Do women occupy important positions within the institutions they are a part of?
Do female politicians frequently face sexism?
- Can women fully exercise the rights they are granted by law? Are they as likely as men to possess the documentation required to vote (e.g. ID card, birth certificate)? Do they tend to participate less often in elections?
- What are women's and men's attitudes regarding their decision-making abilities in the public sphere? Do they view this situation as fair?
- Is the situation currently evolving? Are women increasingly represented in the public sphere? Are there social movements asking for better representation, or questioning the existing power relations?

Women in Georgia | © WECF



4. Method

See the questionnaire (Annex 3), as well as the following exercises:

- Stakeholder analysis (see exercise 5.5 of ToT, p. 49 and III B 1)
- Organisations/group profiles (see below section III B 1)

F. Status of men and women before the law

1. SDG reference

SDG target 5.A „Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.”

SDG target 5.C “Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.”

SDG TARGET 10.4 “Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality.”

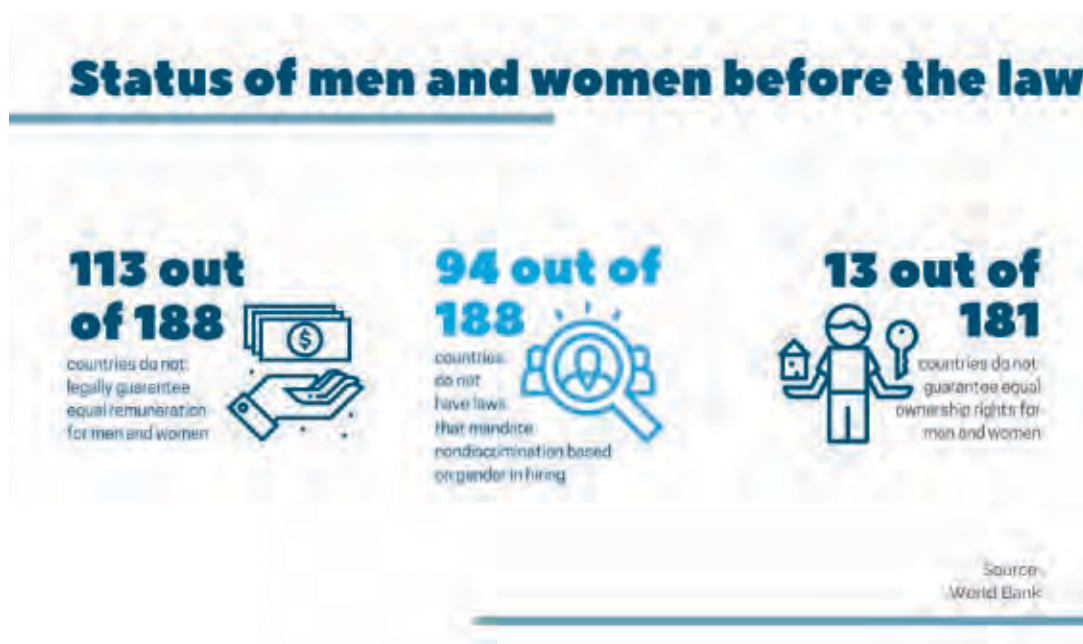
SDG TARGET 16.7 “Ensure responsive, inclusive, participatory and representative decision-making at all levels.”

SDG TARGET 16.B “Promote and enforce non-discriminatory laws and policies for sustainable development.”

2. Background

An important part of the gender assessment should focus on the status of women and men before the law, in order to assess the legal framework and its implementation. This provides a good overview of the framework within a given country.

Practitioners should look into international commitments, the constitution, the civil code, labour laws and into any other relevant legislative text, searching for discriminatory provisions or on the contrary for provisions that guarantee equality between women and men.



Doing so, they should also pay attention to the “grey areas” and existing legislative loopholes (e.g. no laws explicitly guaranteeing “equal pay for equal work”).

3. Questions and data to collect

- Is equality between the sexes enshrined in the constitution?
- Are there provisions in the law referring to the “head of the family”, and if yes, can women and men both be “head of the family”?
- Do inheritance laws guarantee equality between men and women?
- Can women and men own land, or other assets, under the same conditions?
- Does the status of women before the law depend on their marital status (e.g. inheritance laws favouring legal unions over informal ones)?
- Are women considered by the law as under the tutelage of their husband, a close family member or a “guardian”?
- Can women move freely? Can they apply for their own passport?
- Can women open a bank account, access financial services, without the permission of their husband or that of a guardian?
- Do husbands legally have control over their wives’ income and/or resources?
- Can women have any job, or does the law forbid them from accessing certain positions?
- Does the law guarantee paid maternity leave, in compliance with ILO standards? What about paternity leave?
- Is the principle of “equal pay for equal work” recognised in the law? Are there any specific laws targeting the gender pay gap?
- Are implementation measures and compliance mechanisms put in place to ensure that the laws that guarantee equality between women and men are applied? Are these measures binding? Are they supported by an adequate financial and administrative commitment?
- Are there specific bodies overseeing the implementation of laws regarding the status of women and men? Are these institutions adequately funded?
- If the legislative framework includes provisions that discriminate on the basis of sex: how is this situation perceived by women and men? Do they view the law as fair?
- Are there social movements pushing for a legislative reform? What progress has been made?

4. Method

For this section, legal research is required. A source that can be very useful to assess the legislative framework is the annual World Bank’s Women, Business and the Law report, that provides a gender-sensitive assessment of the law of all countries, in the form of detailed checklists. The website of the Women, Business and the Law initiative also includes a list of local legislative experts for each country examined.

In addition, although information regarding the implementation of laws might be more difficult to collect, CEDAW shadow reports would be useful in this matter.

Women at COP 22, Marrakech | © | WECF



G. Most marginalized groups

1. SDG reference

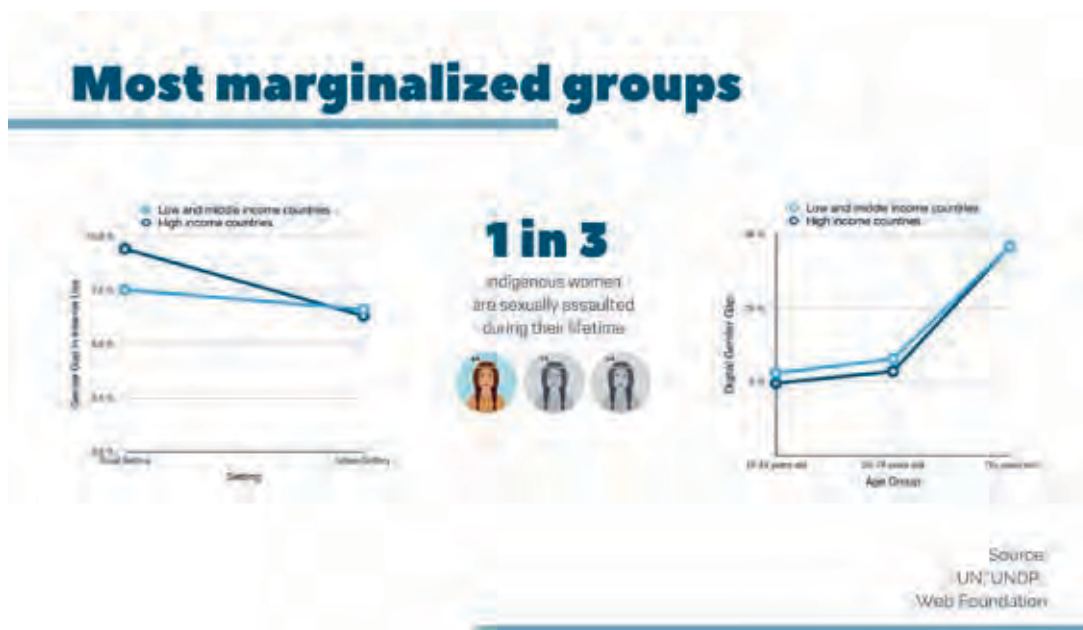
SDG Target 5.1 “End all forms of discrimination against all women and girls everywhere.”

SDG target 10.2 “By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.”

SDG TARGET 1.4 “By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.”

2. Background

The gender assessment should be conducted with an intersectional approach in mind. In order to fully capture power relations and their dynamics within a given context, practitioners should study how different discriminations can interact and intersect (e.g. discriminations on the basis of gender, race, class, ethnicity, age, language, disability, etc.). The objective being to identify which individuals find themselves at the intersection of several discriminations, and are therefore the most exposed to poverty, violence or health damages. For example, an indigenous woman could face a compounded form of discrimination, based on her gender and her ethnicity, which is likely to hurt her opportunities and hinder her empowerment in many ways.



3. Questions and data to collect

- Who are the most marginalized groups in society (e.g. women, rural and indigenous populations, disabled people, migrants, members of the LGBT community, the elderly, etc.)?
- Who are the most marginalized individuals within those groups?
- What are the beliefs, attitudes and traditions underlying the compounded forms of discrimination that these individuals face? How deeply ingrained are these discriminatory social norms?
- How do these multiple marginalizations manifest in the daily lives of the people concerned?
- What is the impact of these discriminations on their access to and control over resources? Are they more likely to be exposed to poverty? What are the consequences on their physical integrity and well-being?
- To which extent are these groups heard politically? Are these marginalizations recognised at the political level? Are there efforts to include representatives of these marginalized groups in decision-making?
- Are there social movements claiming the rights of these groups? Has there been any progress registered recently?

4. Method

See the questionnaire (Annex 3), as well as the following exercises:

- Wheel of discrimination (see below section III B 1)
- Stakeholder analysis (see exercise 5.5 of ToT, p. 49 and III B 1)

Woman in Tajikistan | © WECF





Step-by-Step Gender Assessment

This section is a step-by-step guide to carry out a gender assessment. It intends to provide some recommendations, tips and tools on how i) to collect secondary data, ii) to collect primary data, iii) to organise information, iv) to draw lessons from the results.

A. Collect secondary data

1. Desk research

The first step of the gender assessment should be collecting secondary data, through desk research. Desktop research (also known as secondary research) involves collecting, reviewing and analysing already existing data, research and documents that are relevant to the topic of the study conducted. It consists of gathering, organising and understanding data previously collected by other researchers. This method is very useful for gathering background information, and for reviewing the present state of knowledge on the topic. When implementing a gender assessment, conducting desk research will provide a basic understanding of the situation on gender equality in a respective country and context, while laying the basis for further research.

Desk research can be carried out in several ways in the context of a gender assessment:

Literature review: Undertaking a literature review (i.e. reviewing the existing literature on the subject at hand) is crucial, and an effective way to avoid a duplication of efforts. The literature review should be based on diverse and trustworthy sources.

Review of available statistics: When conducting the assessment, practitioners need to rely on existing data. It is key to check that these statistics derive from a reliable source and ideally are disaggregated by sex. Close attention should be paid to the validity of the studies quoted (e.g. sample size, error margin, etc.).

Policy analysis: The desk research part of the study should also include an analysis of the existing legislative framework. The questions provided in II) F) “Status of women and men before the law” can serve as a basis for this analysis.

2. Data sources

Apart from the national statistic offices which offer generally valuable data on the situation within a country, one finds reliable sources for data here:

- Organisation for Economic Co-operation and Development (OECD), Social Institutions and Gender Index (SIGI) <http://www.genderindex.org/>
- Organisation for Economic Co-operation and Development (OECD), Gender, Institutions and Development Database <http://stats.oecd.org/Index.aspx?DatasetCode=GID2>
- World Bank (WB) Database on gender <http://data.worldbank.org/topic/gender>
- Demographic and Health Survey (DHS) Stat Compiler <http://www.statcompiler.com/fr/>

- World Value Survey (WVS) <http://www.worldvaluessurvey.org/wvs.jsp>
- United Nations Development Program (UNDP) Gender Development Index (GDI) <http://hdr.undp.org/en/content/gender-development-index-gdi>
- Global Entrepreneurship Monitor (GEM) Report on Women's Entrepreneurship <http://gemconsortium.org/report/49281>
- Economic Commission for Latin America and the Caribbean (ECLAC) Gender statistics <http://www.cepal.org/en/topics/gender-statistics>
- United Nations Economic Commission for Europe (UNECE) Gender Statistics Database <http://www.unece.org/fileadmin/DAM/stats/gender/database.htm>
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics <http://uis.unesco.org/>
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Women in Science Data <http://uis.unesco.org/apps/visualisations/women-in-science/>
- United Nations (UN) Women and Gender Equality Research guide <http://libraryresources.unog.ch/c.php?g=462669&p=3162803>
- Woman Stats Project <http://www.womanstats.org/>

B. Collect primary data

CSOs can collect primary data mainly in two ways: i) working with a focus group to collect participants' experiences through specific exercises, and/or ii) using a questionnaire to obtain detailed information on a sample group.

1. Focus group exercises

Focus groups should contain between 8 and 12 people and they should be made up of a variety of stakeholders based on relevant experiences and backgrounds of people and on their position within a given community. It is important that people are willing to speak up and to share information and experiences. Focus groups can comprise of only women groups and only men groups, depending on regional characteristics, but mixed groups are also possible.

This section includes examples of exercises that can be carried out in a participatory manner with focus groups (e.g. problem ranking), or by researchers themselves (e.g. organisation profiles). In any case, these exercises and tools will allow practitioners to collect first-hand data, which will prove very useful for conducting the gender assessment.

Many of these exercises are typically carried out during gender trainings (e.g. "house of my dreams"); however, they provide an opportunity for facilitators to collect information on and learn more about the gender situation in a community, directly from its members; hence their inclusion in this section.

Depending on their capacities and time, CSOs will find these techniques more or less challenging to use and/or time demanding. Below is a portfolio of exercises that might prove useful to collect primary data. This, however, is not a prescriptive list that CSOs should strictly follow. Practitioners should feel free to select only a few exercises or to adapt them to their needs and capacities.

Women2030 colleagues can also refer to the Women 2030 Training Master Manual.

HOUSE OF MY DREAMS

Purpose:

This exercise can be useful for practitioners to learn about gender needs in a specific community. It offers them a glimpse of what might constitute a “desirable environment” for women and men and by way of comparison, gives them information regarding the current situation of family members and the nature of gender relations within the private sphere.

Method:

For this exercise, female and male participants are placed in different groups. Facilitators ask participants in both groups to think about what the “house of their dream” would look like, and to compare this idea with the actual state of their household. Participants should then write down what they expect from the “house of their dream”, i.e. make a list of the needs and wishes they think this comfortable home should fulfil. They can also draw or build a small paper model of their “dream house”. Participants should explain their choices to the facilitator and the group at the end.

More information on this exercise can be found in the WECF Tool “Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)”, 2017, p. 43 (<http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>)

LIKES AND DISLIKES (PROS AND CONS) OF BEING A WOMAN

Purpose:

Conducting this exercise within a focus group will provide insights into women’s “likes and dislikes” of being women. The exercise can also be done with men. Encouraging participants to discuss the “pros and cons” of being a woman or a man will allow practitioners to gain a basic understanding of gender relations and to assess the prevalence of gender discrimination in a particular context.

Method:

Female and male participants should be assembled in separate groups. The facilitator asks them to list what they consider to be the “pros and cons” of being a woman or a man, i.e. everything that they enjoy and dislike about it. When making the list, participants should rank their likes and dislikes in order of priority. They should discuss their choices among themselves and with the facilitators.

More information on this exercise can be found in the IFAD “Manual for gender-focused field diagnostic studies”, p. 22 (<https://www.ifad.org/documents/10180/03eb5f8f-0066-475a-aa77-6e13f814b7c4>)

DAILY SCHEDULE

Purpose:

This exercise will allow practitioners to gain practical knowledge of the division of labour and gender roles in the examined community, through studying the different workloads of women and men. Analysing these “daily schedules” will shed light on who does what kind of work, for how long, and who has more free time.

Method:

Female and male participants should be assembled in separate groups. Participants are asked to describe a typical day in their current life by writing a detailed schedule, that includes all of their daily activities, such as work, household chores, child care tasks, leisure time, etc. Participants should mention how long these activities usually take them, and whether they are performing several tasks at the same time, i.e. multitasking. When analysing these schedules, facilitators should take the current season into account. If necessary, they can ask participants to write down their typical day schedule during another season (see “Seasonal calendar” tool).

More information on this exercise can be found in the WECF Tool “Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)”, 2017, p. 34 (<http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>)

A 24-HOUR DAY IN A HIGH-DENSITY LOW-INCOME NEIGHBOURHOOD

Purpose:

This exercise will allow practitioners to gain an understanding of the different gender-based responsibilities and types of work performed by women, men, girls and boys. It will highlight differences in respective workloads, sleeping times, etc.

Method:

Participants, in small (preferably same-sex) groups, are invited to write down a schedule for a regular day in the life of a typical household from a low-income community in their city. The schedule should include the activities of all members of the household, i.e. adults and children. Once this 24-hour schedule is defined, participants should classify the tasks referred to as: productive tasks (P), reproductive tasks (R) and community-sustaining activities (CA). They should also measure the total number of hours carried out by all members for all activity types.

More information on this exercise can be found in the UN-Habitat report “Gender in local governments: A Sourcebook for Trainers”, p. 51 (http://www.un.org/womenwatch/directory/pdf/Source_BK_9-May.pdf)

SEASONAL CALENDAR

Purpose:

This tool can be useful to analyse the ways in which seasonal variations have an impact on the gender division of labour and gender relations throughout the year. It is particularly relevant for agricultural communities whose patterns of life change a lot depending on the season. The seasonal calendar should allow practitioners to identify what work constraints women and men face throughout the year, depending on the season.

Method:

This exercise should be based on the local definition of seasons (e.g. depending on the community examined, local seasons might be more or less based on patterns of rainfall). During the exercise, practitioners should: i) identify annual rainfall patterns, ii) record the principal tasks associated with rainfed farming, irrigated farming, livestock and non-farm activities,

iii) place all these activities on a yearly calendar, iv) indicate the intensity of the workload required for each member of the community/family; v) note the relative contribution of women and men for each task.

More information on this exercise can be found in the IFAD “Manual for gender-focused field diagnostic studies”, p. 7 (<https://www.ifad.org/documents/10180/03eb5f8f-0066-475a-aa77-6e13f814b7c4>) and in the WECF Tool “Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)”, 2017, p. 36 (<http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>)

RESOURCE MAPPING

Purpose:

This tool will allow practitioners to better understand women’s and men’s access to and control over resources in a local context. The resource map can provide crucial information on the abundance, allocation, management and use of resources existing within the community.

Method:

Female and male participants are assembled in separate groups. For this exercise, participants are asked to draw a map of their village/neighbourhood, which includes the existing resources in the area. Maps can (and should) include: infrastructure facilities, water sites and sources, agricultural lands, forests, grazing areas, shops, markets, health clinics, schools and child care provisions, churches, as well as any other places identified as relevant. Once their map is completed, participants should describe it and explain why they chose certain institutions, resources etc. The expectation is that women and men will choose to highlight different resources.

More information on this exercise can be found in the FAO “Participatory Rural Appraisal toolbox”, Section 6.2.1 (<http://www.fao.org/docrep/003/x5996e/x5996e06.htm>) and in the WECF Tool “Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)”, 2017, p. 46 (<http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>)

STAKEHOLDER ANALYSIS

Purpose:

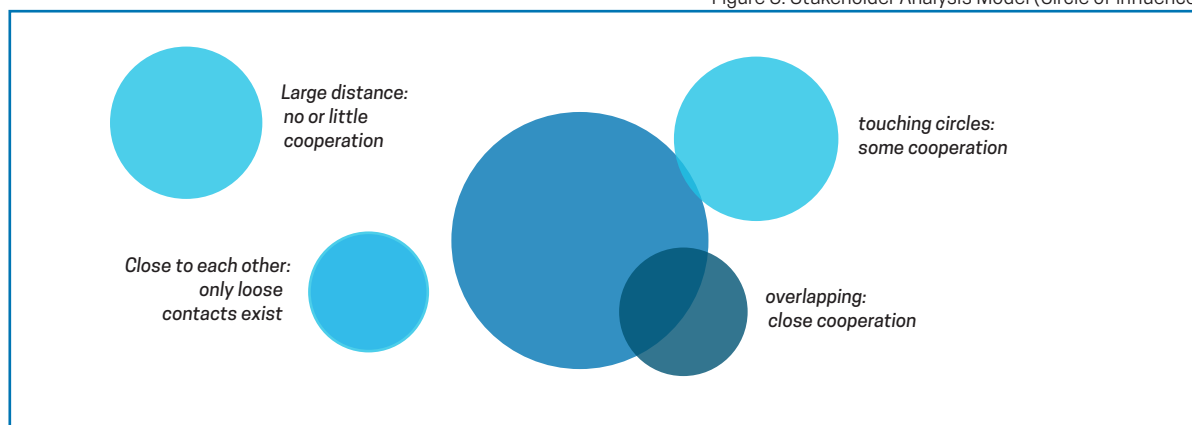
This exercise will allow facilitators to identify the different groups, organisations, institutions, and relevant/key persons active within the community, to assess how they relate to each other (in terms of service provision, information flow, cooperation, etc.). The stakeholder analysis will highlight differences in public participation, prestige and decision-making, based on gender and social status.

Method:

Female and male participants should be separated, if possible. In this exercise, participants are asked to draw a Venn diagram: a large circle in the middle represents the community (or the individual), while stakeholders are represented by other circles of different sizes. The more important the stakeholder, the bigger the circle should be. The degree of contact and/or cooperation between the community (or the individual) and the various stakeholders

is represented by the distance between circles: for example, if the individual is in constant contact with an institution or a group, the circle that represents it should be placed inside its own circle. Circles overlapping indicate a close cooperation, circles that are close to each other but not touching indicate loose contacts. If certain institutions or groups exclude one gender (e.g. men's clubs), they should be marked with a special symbol. This should also be done for institutions or groups that exclude poor people.

Figure 5: Stakeholder Analysis Model (Circle of influence)



More information on this exercise can be found in the WECF Tool “Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)”, 2017, p. 49 (<http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>)

● ORGANISATION/GROUP PROFILES

Purpose:

This exercise is a continuation of the stakeholder analysis exercise. It is useful to identify the different organisations and groups active in the community and to assess their degree of importance, taking into account their origin, their current status and their socio-economic and gender composition.

Method:

This exercise consists in preparing a list of the main organisations and groups active in the community: the list should include the date of formation, origins, purpose, activities, operational status, socio-economic and gender composition of the organisations and groups examined. These organisations and groups can also be ranked by order of importance.

More information on this exercise can be found in the IFAD “Manual for gender-focused field diagnostic studies”, p. 5

<https://www.ifad.org/documents/10180/03eb5f8f-0066-475a-aa77-6e13f814b7c4>



WHEEL OF DISCRIMINATION: UNFOLDING PERSONAL STORIES AND EXPERIENCES OF GENDER DISCRIMINATION

Purpose:

This exercise is intended to encourage participants to share their personal experiences of gender discrimination and discuss the feelings they associate with such experiences. Practitioners can learn a lot from listening to these testimonies.

Method:

Participants do the exercise individually. Facilitators ask them to write down an experience when they felt discriminated against, because of their gender. Participants should describe precisely the experience, explaining i) what was the act of discrimination, ii) who or what was responsible, iii) how they felt and iv) how they reacted. The answers to these questions should be presented under the form of a “wheel of discrimination” (see source).

More information on this exercise can be found in CARE “Gender, Equity, and Diversity Training Materials: Module 4, Gender training”, p.200
<http://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

2. Questionnaires

An example of a questionnaire can be found in the Annex section (Annex 3). CSOs can either use it as it is, or they can draw on this model to design their own questionnaire. If they do choose to use it as such, the questionnaire should be at least slightly edited –if feasible- in order to better fit the local context. The model provided in Annex it is not perfect and practitioners should feel free to adapt this questionnaire to their needs.

Recommendations on how to design a questionnaire are provided below. To a large extent, these recommendations also apply to CSOs that wish to adapt an existing questionnaire .

- Define a clear research question: What questions should the study answer? What information is needed?
 - Practitioners should define the research question taking into account criteria of feasibility, time and cost.
- Define the target: Which part(s) of the population do you want to study?
 - When defining their target, practitioners should ensure that they ask those who have the necessary knowledge to answer their questions. They should also make sure to include as many women as men in their sample, since the main goal of the questionnaire is to collect sex-disaggregated data.
- Choose a method to collect the data: What research method(s) would be the most adapted?
 - For example, the questionnaire can be self-administered, or it can be part of a structured interview as well as it can be the basis for a focus group discussion.
- Decide which questions to ask: Which pieces of information do you need?
 - To the extent possible, the questionnaire should be comprehensive, and cover all themes that are central to the study. Practitioners should alternate between open-ended questions and close-ended questions. They should only ask for one piece of information at a time and use precise questions. When designing the questions, it might also be useful to

think ahead about the quantification of qualitative data, and to see which variables would be easier to quantify.

- Improve the wording of the questionnaire: How clear and unbiased are the questions?
 - When working on the wording of questions, practitioners should try to compensate for potential biases, as far as possible. Complex wording should be avoided, as well as questions that are too long: sentences should be kept short and simple. Leading questions such as “Do you agree that X is bad?” or “Don’t you think that X is good?” should be avoided. The language used in the questions should not be political: practitioners should rely on neutral terms, to the extent possible.
- Organise the questions in a meaningful order: Does the script seem logical?
 - The order of the questions matters. It should be logical, in order to facilitate the analysis of the data later on.
- Pre-test the questionnaire: Is it possible to answer all questions in the allotted time?
 - Questionnaires should be kept short. It is crucial to make sure that participants will not see time as a constraint, when answering the questionnaire.
- Conduct a final check: Are there any typos/mistakes left?
 - The questionnaire should be proofread several times by different parties.

C. Organize the data (Matrices)

Below are some examples of matrices representing different frameworks traditionally used for gender assessments. More info on these theoretical frameworks can be found in Annex 6. These matrices can be very useful for gathering, organising and analysing primary and secondary data. Practitioners can use the tables provided to classify the information collected in previous steps. For the Women2030 programme a sample questionnaire (see Annex 3) and a sample table for collecting the data (see Annex 4) have been developed and are recommended to be used.



1. Gender Planning Framework

The Gender Planning Framework, developed by Caroline Moser, distinguishes the three roles performed by women and men: productive roles, reproductive roles, and community management roles (i.e. work that is related to the collective consumption and maintenance of community resources).

Gender Roles and Needs	Women	Men
Productive Who does what? Who decides? Who benefits?		
Reproductive Who does what? Who decides? Who benefits?		
Community management Who does what? Who decides? Who benefits?		
Practical needs Which are?		
Strategic needs Which are?		

2. Gender Analysis Matrix

The Gender Analysis Matrix, developed by A. Rani Parker, provides a framework for an analysis at four levels of society, i.e. women's level, men's level, household level and community level. Factors of analysis include labour, time, resources and culture.

Actors	Factors of Analysis			
	Labour: who does what?	Time: how much time is used to do what?	Resources: who has access to/control over what?	Culture: how does culture define or influence the access to/control over?
Women				
Men				
Household				
Community				

3. Social Relations Framework

The Social Relations Framework, developed by Naila Kabeer, recognises several dimensions of social relations: rules (official and unofficial, including traditions, etc.), individuals (their status), resources, activities, power (whose interests are best served?) and redistribution (who benefits from this and how does the activity impact whom?). It also recognises several types of institutions: the state (in its legal, military and administrative aspects), the market, the community and the household (see table below). This Framework also seeks to identify immediate, underlying and structural causes of gender issues and their long-term, intermediate and immediate effects.

Gender Issues	Institutions				Gender constraints/ bottlenecks	Gender priorities
	Household	Community	Market	State		
People Who is in? Who is out? Who is top in the hierarchy?						
Activities Who does what? Who gets what? Who can claim what?						
Resources (who can access what? What is used and what is produced?): - Tangible resources: land, forest, water, - Intangible resources: network, political clout, information - Human resource: labour, knowledge, skills, etc.						
Rules, rights, obligations and authority Which rules? How is it done? By whom is it done?						
Power Who decides? Whose interests are served?						
(Re)distribution of benefits and risks (who benefits from this and who is impacted from?)						

D. Lessons Drawing

Once practitioners have collected all the information they deem necessary for the gender assessment and organised it in a structured manner, they should then be able to draw lessons from results obtained. The final conclusions reached by the gender assessment should answer all of the following questions:

i) What are the hindering and enabling factors for women's empowerment, i.e. what still needs to be done to achieve SDG5?

Results from the assessment should highlight constraints and opportunities for women's empowerment. Constraints might include: a lack of political will, a lack of resources available for advancing gender equality, the very idea of equality between women and men being perceived as controversial, etc. On the contrary, a wave of legal reforms, a strong civil society movement in favour of equality or a loosening of religious restrictions would constitute great opportunities for women's empowerment.

Identifying enabling and hindering factors for women's empowerment should allow practitioners to formulate action-oriented recommendations, on how to overcome these constraints and harness these opportunities (while making the most of the financial and time resources available).

ii) What are the main priorities to address in order to advance women's empowerment (and achieve SDG5)?

Practitioners should identify the priorities to address in order to advance women's empowerment. Here priority areas are understood as i) areas in which women's and girls' needs are the most pressing ii) areas in which the elimination of discrimination is likely to have a "trickle-down" effect.

Identifying priorities is a way for practitioners to target efforts deployed, avoid unnecessary expenditures and reflect on how to best use the resources and capacity that are theirs.

The priorities defined following the gender assessment should of course be realistic and in accordance with existing means.

iii) Who are the gatekeepers/ cultural leaders whose positive engagement for women's empowerment would have a ripple effect on the community?

It is crucial to identify the actors that have a strong influence on the community and play an important role in maintaining social norms (gatekeepers), simply because working with these actors is likely to have very positive repercussions on the community as a whole. Engaging gatekeepers (e.g. religious leaders, political figures, individuals with a "prestigious" status within the community) is key to generating transformative and sustainable change.

iv) Is there a strong political will in favour of change?

The gender assessment should finally provide insights into the existing political climate: has the government made strides in promoting gender equality? In view of recent developments, what are the opportunities for the women's rights movement to gain political leverage in the future?

This is crucial for action and should allow practitioners to i) capitalize on what has already been done politically ii) leverage the momentum in favour of equality, if there is one iii) identify the best ways to engage with institutional actors and anticipate potential risks (e.g. the risk of seeing a sexist candidate elected in lieu of one who supports equality).

VI

Gender-Sensitive Monitoring

A. Introduction

Monitoring is an ongoing systematic process which, in the Women2030 programme, we want to apply to processes aiming at gender equality in the targeted countries. The “Women2030 Monitoring & Accountability Tool (MAT)” is an online crowd sourced database and a smartphone application designed to monitor data on the status of women and government’s actions to implement their commitments to the Sustainable Development Goals and Global Climate Policy. This database will contain datasets across 5 different regions and serve as a central information platform with reliable evidence to support feminist and women’s rights advocacy against a chosen set of Sustainable Developments Goals and Targets. This database is women’s take on data innovation and will be utilised as an advocacy tool to hold governments accountable to their SDGs and climate action promises. The MAT database allows for a bottom up approach in establishing empirical information through the data collected by Women2030 partners.

Objectives: support CSOs to monitor progress made in terms of gender equality, in light of the SDG framework:

- to collectively gather reliable evidence to support feminist and women’s rights advocacy against a chosen set of indicators by the Women2030 project partners
- to increase Women2030 project partners’ understanding of the current trends hindering/advancing women’s empowerment, through the collection of evidence
- to ensure efficiency of programmes: identify what has worked and what has not
- to promote accountability and transparency by reporting on implementation and efforts made

This monitoring tool is not a project monitoring of the project 2030!

1. Target audience

The target audience is the same as for the gender assessment: on one hand the partner CSOs who are filling in the data into the MAT and get their data visualised and through them, practitioners and the general public, and on the other hand state actors, policy-makers and researchers.

2. Use and benefits

The MAT will serve to:

- Complement the official SDG monitoring reports with additional primary data gathered on gender related indicators and additional secondary data
- Facilitate reporting to donors and in the UN framework (through HLPF for instance)
- Document successful initiatives/ promote best practices
- Leverage action and resources through showcasing measurable results/progresses (arguments for fundraising)
- Encourage knowledge exchange and peer-learning for the CSOs

3. How to use the MAT

The MAT was developed by APWLD for the Women2030 network. The MAT allows members of the network to enter data into the monitoring database. The MAT will process and summarise the data and make them visible for the wider public on the MAT itself and on a website.

The MAT has two interfaces:

- (1) A secured backend website (login required) for Women2030 partners to access an admin panel to enter data against selected indicators
- (2) A public smartphone MAT for the audience to search, view and download the public data shared by the Women2030 partners

As of 30 June 2017, a demo version for the backend is available for Women2030 partners for testing and providing feedback: <http://woman2030.apwld1.org/>

APWLD has prepared and shared a basic user guide with examples for testing the tool for the Women2030 partners. This is available upon request.

B. Methodology

1. Monitoring progress through SDGs framework

Each Women2030 partner has been asked to come up with the indicators they want to monitor, all indicators have been put or will be put as templates into the MAT.

Primary data: Primary data are collected for this monitoring purpose through the questionnaire/interviews with communities in the target countries.

WECF has provided a list of indicators and the related questionnaire to get primary data which are useful to measure progress for gender SDGs (see Annex 3 questionnaire) and refer to the thematic areas described in the gender assessment section.

Secondary data are data which are not collected by the partners but by others that are useful to monitor progress (refer to the gender assessment section). Data are already collected or produced for other purposes and can be used for our monitoring.

2. Organising primary data collection

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Age years old	
Lives in	<input type="checkbox"/> Urban area <input type="checkbox"/> Peri-Urban area <input type="checkbox"/> Rural area	

Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated/Divorced <input type="checkbox"/> Widow/Widower	<input type="checkbox"/> Officially registered married by the state <input type="checkbox"/> Officially registered divorced by the state
Highest level of education completed	<input type="checkbox"/> Primary school <input type="checkbox"/> Vocational education <input type="checkbox"/> University	<input type="checkbox"/> Secondary school <input type="checkbox"/> Higher education
Employment/paid work	<input type="checkbox"/> Employed// paid work	<input type="checkbox"/> Unemployed/unpaid work

The questions are given in the Annex. The results will be collected in an excel file, see Annex. The data will be assessed and summarised by WECF or the partners and then entered into the MAT.

How to enter the data into the MAT, See attached “Women2030_MAT_userguide_Jun2017.pptx”

3. Organising secondary data collection

Secondary data are gathered by a desk research. The data will be entered into the MAT. Qualitative data and documents can be also uploaded. In the MAT there is the section library where these documents can be collected. They have to be tagged with relevant tags in order to easily search for them.

The MAT has the option to set the data as public or private, which allows entering data that are not supposed to be published. The data in the MAT forms a database which allows searching data by goal, target, indicator and country and export the search results in Excel CSV format.

Manuals on monitoring and evaluation, for further reading:

1. IFRC (2011) Project/programme monitoring and evaluation (M&E) guide:
<http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf>
2. UNDP (2009) Handbook on Planning, Monitoring and Evaluating for Development Results
<http://web.undp.org/evaluation/handbook/documents/english/pme-handbook.pdf>
3. USAID (2014) Toolkit for monitoring and evaluating gender-based violence interventions along the relief to development continuum
<https://www.usaid.gov/sites/default/files/documents/2151/Toolkit%20Master%20%28FINAL%20MAY%209%29.pdf>
4. UNICEF, Ministry of Planning and Investment of Vietnam (2012) Gender audit manual
https://www.unicef.org/vietnam/GENDER_TA.pdf
5. DFID (2008) The Gender Manual: A practical guide (see page 26)
<http://webarchive.nationalarchives.gov.uk/+/http://www.dfid.gov.uk/Documents/publications/dfid-gender-manual-2008.pdf>

Footnotes

- ¹ WECF, 2017, Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT), p. 34 (available here: <http://www.wecf.eu/english/publications/2017/ToT-gender-exercises-2nd-edt.php>).
- ² The ILO Maternity Protection Convention, 2000 (No. 183) provides for 14 weeks of maternity benefit to women to whom the instrument applies. See http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C183.
- ³ The World Bank's Women, Business and the Law reports can be found here: <http://wbl.worldbank.org/>.
- ⁴ see (FAOa, 1997) for more examples of participatory rural appraisal tools, useful in a gender assessment.
- ⁵ Taken from WECF Tool "Gender in Sustainable Development: Collection of Exercises for Training of Trainers (ToT)", 2017, p. 50.
- ⁶ See questionnaire template in Annex 3.
- ⁷ Common biases include: the "shame" bias, the acquiescent bias, the social desirability bias, the conformism bias, the anchoring or central tendency effect ... etc.



Women weaving in Uganda | © | WECF

VII

Annexes

- Annex 1: Glossary
- Annex 2: Reference list
- Annex 3: Questionnaire
- Annex 4: Template for collection of data

Annex 1: Glossary of Gender and Sustainable Development Terms

Affirmative action — refers to measures designed to eliminate unlawful discrimination and ensure equal opportunity, by the redistribution of resources and power. They are also known as ‘positive discrimination’, as the measures favour disadvantaged groups suffering from discrimination. ‘Quotas’ is an example of an affirmative action measure. CEDAW includes affirmative action in its definition of **temporary special measures** (see below).

Care (unpaid) — refers to the informal care for dependent children, the elderly, ill or disabled persons. This responsibility is most often taken up by female relatives, and over 75% of carers worldwide are women. The care work creates a double burden on women and majorly impacts their health and well-being throughout their life-cycle. E.g. if women take time off work to care for relatives, then this will have a major impact on their future pensions.¹

Discrimination (indirect and direct) — is, according to CEDAW, “any distinction, exclusion or restriction made on the basis of sex [...] in the political, economic, social, cultural, civil or any other field.”² **Direct discrimination** refers to acts that specifically discriminate certain groups in society, e.g. if in a job advertisement it would be specified that only men could apply. **Indirect discrimination** occurs when neutral laws and rules fail to address the unequal starting point of individuals to whom the law applies. E.g. if a law states that everyone has the equal right to access a building, but the building has not been facilitated with a ramp and as such people in wheelchairs cannot access.³

Domestic work — is the “work done primarily to maintain households. Domestic includes the provision of food and other necessities, cleaning, caring for children and the sick and elderly, etc. Domestic work is mostly performed by women and is therefore poorly valued in social and economic terms.”⁴

Empowerment — implies an expansion in an individual’s “ability to make strategic life choices in a context where this ability was previously denied to them.” CEDAW requires “that women be given an equal start and that they be empowered by an enabling environment to achieve equality of results.”⁵

Equity (and sustainable development) — “means that there should be a minimum level of income and environmental quality below which nobody falls. The central ethical principle behind sustainable development is equity and particularly intergenerational equity defined as a development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”⁶

1 Christodoulou, J. (ed. By Anna Zobnina 2009). 2005. *Glossary of Gender-related Terms*, p. 3, see http://www.peacewomen.org/assets/file/AdvocacyEducationTools/genderglossary_migs_aug2005.pdf.

2 *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)*. Adopted 18 December 1979, entered into force 3 September 1981. UN Treaty Series vol. 1249, art. 1.

3 Christodoulou, p. 5.

4 *Ibid.*, p. 6.

5 CEDAW Committee. 2004. *General recommendation No. 25, on article 4, paragraph 1, of the Convention on the Elimination of All Forms of Discrimination against Women, on temporary special measures*, para 8.

6 *Ibid.*, p. 7.

Equality (gender) — “refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. 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 equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a ‘women’s issue’, but should concern and fully engage men as well as women.”⁷

Equality (transformative) — refers to the idea that due to the individual’s intersectionality - not everyone has the same starting point for accessing his/her human rights. As such they might need some extra “help” in actualising their rights; and policies, programmes and projects need to address and transform these unequal starting positions.⁸

Gender mainstreaming — “mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.”⁹

Gender-responsive — “identifying, understanding, and implementing interventions to address gender gaps and overcome historical gender biases in policies and interventions. Gender-responsiveness in application contributes, pro-actively and intentionally, to the advancement of gender equality. More than ‘doing no harm’, a gender-responsive policy, programme, plan or project aims to ‘do better’.”¹⁰

Gender-responsive budgeting (GRB) — “is government planning, programming and budgeting that contributes to the advancement of gender equality and the [fulfilment] of women’s rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to [analyse] the gender-differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance. GRB initiatives seek to create enabling policy frameworks, build capacity and strengthen monitoring mechanisms to support accountability to women.”¹¹

Gender roles — “Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in the responsibilities they are expected to take up, the activities that are considered normal or acceptable, access to and control over resources, and participation in decision-making.”¹²

Gender-sensitivity — helps generating respect for individuals, regardless of their sex. “Gender sensitivity is not about [putting] women against men. On the contrary, education that is gender sensitive benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Gender awareness requires not only intellectual effort but also sensitivity and open-mindedness. It opens up the widest possible range of life options for both women and men.”¹³ A **gender-sensitive approach** to create, develop, and strengthen “institutional systemic and human-resource capacity-building can foster gender balance in decision-making on, delivery of and access to means and tools of implementation for mitigation of adaptation actions”¹⁴

Intersectionality — is the understanding that there are multiple interconnected factors of discrimination (racism, sexism, homophobia, transphobia, xenophobia, classism, speciesism) affecting individuals. These factors make up individuals’ experience of the world and cannot be looked at separately from another. Intersectionality as a tool is used for analysis, advocacy and policy development.¹⁵

7 *Ibid.*, p. 12.

8 Aguilar *et al.*, p. 28.

9 ECOSOC. 1997. *Report of the Economic and Social Council for 1997*. UN Doc A/52/3, Chapter IV, section I (A), see <http://www.un.org/womenwatch/daw/csw/GMS.PDF>.

10 Aguilar *et al.*, p. 28.

11 UN Women. *Home page: Gender Responsive Budgeting*, see <http://www.gender-budgets.org/>.

12 UNDP. 2015. *Gender Responsive National Communications Toolkit*.

13 UNESCO. 2004. *Gender-sensitivity: a training manual for sensitizing education managers, curriculum and material developers and media professionals to gender concerns*, p. vii.

14 UNFCCC.

15 Christodoulou, pp. 19-20.

Life-cycle approach — refers to the idea that when analysing women’s rights, one must look at their lives from a pre-birth-to-death perspective. That discrimination of women’s human rights at one point of their life might affect their access to other rights later on in life. Taking a **holistic life-cycle approach** means that you see women’s rights from an intersectional and pre-birth-to-death perspective.

Productive work — refers to the work that “produces goods and services for exchange in the market place (for income).” Men predominate in productive work and historically (in most societies) changes in economic structure and productive activities have led to changes in the sexual division of labour and gender relations.¹⁶

Reproductive work — “involves all the tasks associated with supporting and servicing the current and future workforce – those who undertake or will undertake productive work. Socially reproductive activities include childcare, food preparation, care for the sick, socialisation of the young, attention to ritual and cultural activities through which the society’s work ethic is transmitted, and the community sharing and support which is essential to the survival of economic stress [...] Women and girls are mainly responsible for this work which is usually unpaid.”¹⁷

Stereotypes (gender) — “Stereotypes exist in all societies. How we perceive each other can be determined through oversimplified assumptions about people based on particular traits, such as [gender], race, sex, age, etc. They are based on socially constructed norms, practices and beliefs. They are often cultural, and religion-based and -fostered, and reflect underlying power relations.”¹⁸ **Gender stereotypes** impede the achievement of gender equality and the empowerment of women as they limit women to stereotypical gender roles.

Temporary special measures (TSMs) — are measures aiming to achieve gender equality by positive discrimination; and should be discontinued once the objective of gender equality has been achieved. Article 4 of CEDAW states that TSMs (aimed at accelerating the *de facto* equality between women and men) implemented by States Parties shall not constitute discrimination.¹⁹

Marginalisation — “is the level of inability of a system – such as a community, household, ecosystem, or country – to cope with the adverse effects of a shock, for instance, one caused by climate change. Marginalisation is affected by the system’s exposure to, sensitivity to, and ability to adapt to these effects. Overall, vulnerability is dynamic and changes with time; place; and social, economic, and political conditions.”²⁰

Female Genital Mutilation—All procedures that involve partial or total removal of the external female genitalia (clitoridectomies, excisions, infibulations) or other injury to the female genital organs (pricking, piercing, incising, scraping), for non-medical reasons. The procedure has no health benefits for girls and women and can cause severe pain and bleeding and problems urinating, and later cysts, infections, as well as complications in childbirth and increased risk of newborn deaths.²¹

Femicide—The killing of women and girls on account of their gender, perpetrated or tolerated by both private and public actors. It covers, inter alia, the murder of a woman as a result of intimate partner violence, the torture and misogynistic slaying of women, the killing of women and girls in the name of so-called honour and other harmful-practice-related killings, the targeted killing of women and girls in the context of armed conflict, and cases of femicide connected with gangs, organized crime, drug dealers and trafficking in women and girls.²²

Gender—the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men that vary from society to society and can be changed and do not necessarily fit into binary male or female sex categories. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not “fit” or stray from established gender norms they often face stigma, discriminatory practices or social exclusion.²³

16 Christodoulou, pp. 22-23.

17 *Ibid.*, p. 25.

18 UN Women. 2011. *Countering Gender Discrimination and Negative Gender Stereotypes: Effective Policy Responses*.

19 CEDAW Committee, 2004, para 7.

20 Aguiliar *et al.*, p. 133.

21 WHO. 2016. *Female Genital Mutilation Factsheet*.

22 EIGE. 2018. *Gender Equality Glossary and Thesaurus*

23 WHO. 2017. *Gender*.

Gender Identity— One’s innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different from their sex assigned at birth.²⁴

Gender Norms—a set of “rules” or ideas us the way women and men “should” look and/or behave that are not based in biology, but instead determined culture or society.²⁵

Harassment—The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands, harassment can include “sexual harassment” or unwelcome sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include remarks about the person’s sex.²⁶

Marital rape— any unwanted sexual acts by a spouse or ex-spouse that is committed without the other person’s consent. Such illegal sexual activity are done using force, threat of force, intimidation, or when a person is unable to consent. The sexual acts include intercourse, anal or oral sex, forced sexual behaviour with other individuals, and other sexual activities that are considered by the victim as degrading, humiliating, painful, and unwanted. It is also known as spousal rape.²⁷

Rape— Any non-consensual penetration, no matter how slight, of the vagina or anus with any body, part or object, or oral penetration by a sex organ of another person where the penetration is of a sexual nature as well as any other non-consensual acts of a sexual nature by the use of coercion, violence, threats, duress, ruse, surprise or other means, regardless of the perpetrator’s relationship to the victim. Causing another person to engage in non-consensual acts of a sexual nature with a third person is also considered as rape.²⁸

Sexual Assault— any type of sexual contact or behaviour that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape.²⁹

Sexual Identity—An inherent or immutable enduring emotional, romantic or sexual attraction to other people, or lack thereof.³⁰

Unpaid Work—Work that produces goods and services, but which carries no direct remuneration or other form of payment. In its narrow definition, it refers to housework and care work. Unpaid work is unevenly distributed among women and men, with women having a higher participation rate in this unremunerated work.³¹

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24 HRC. *Sexual Orientation and Gender Identity Definitions*.

25 NSVRC. 2012. *It’s time to talk about gender norms*.

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27 US Legal. 2016. *Marital Rape Law and Legal Definition*.

28 EIGE. 2018. *Gender Equality Glossary and Thesaurus*; US Department of Justice. 6 Jan. 2012. *An Updated Definition of Rape*.

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● Annex 3: Questionnaire

Collecting community based data to give a significant VOICE to local people in the monitoring of the SDG

Women2030 Interviews consists of two parts:
(1) the basic questionnaire and (2) the focus group discussion



I Basic Questionnaire

Instructions to the interviewer

- a) Interviewees should be at least 16 years old
- b) Please try to interview a diverse group of people, women and men at all ages, from different sectors and with different backgrounds (above 16 years old)
- c) Interviews should take not more than 10 minutes per person
- d) Interviews can be in the street or at home of the interviewee but the situation should not be too familiar so that the interviewee is biased in his/her replies.
- e) Interviews should be conducted without interruption.
- f) Interviewer should ask for a direct and spontaneous answer.
- g) The interviewer should not explain too much or start any discussions with the interviewee.
- h) Ask one question at a time.
- i) Attempt to remain as neutral as possible. That is, don't show strong emotional reactions to their responses.
- j) Encourage responses with e.g. occasional nods of the head
- k) Don't lose control of the interview. This can occur when respondents stray to another topic, take so long to answer a question that time begins to run out, or even begin asking questions to the interviewer

As a rule of thumb for the statistical analysis it is good to have at least 30 persons of each subgroup to be analysed:

- at least 30 women from rural, peri-urban and urban setting and
- at least 30 men from rural, peri-urban and urban setting
- that leads to at least 180 people to be interviewed

Interview

Please explain firstly the purpose of the questionnaire to the interviewee:

We want to give a significant VOICE to local people: to find out what are perceptions of women and men in their daily life, how they perceive their living conditions, comparing men and women, old and young persons, rural and urban persons and how are these changing over time, during the next 5 years. The data will be gathered anonymously, collected for each country and put on a website/mobile phone app. The data will give additional data to the national data which are presented by the national statistical committees and the national government.

It is part of a world wide project in the framework of the Sustainable Development Goals (SDG), funded by the EU. The aim of the SDGs is to improve the life of the population in a sustainable way. 17 goals have been agreed on by all UN nations. For more information, please check out <https://sustainabledevelopment.un.org/sdgs> and <https://www.facebook.com/women2030/>

Date of Interview:

Name of the interviewer:

Community/Village Name:

Municipality Name:

Optional: Name of Interviewee:

(the interviewee does not want to share her/his name please write anonymous)

Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female	
Age years old	
Lives in	<input type="checkbox"/> Urban area <input type="checkbox"/> Peri-Urban area <input type="checkbox"/> Rural area	
Marital Status	<input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated/Divorced <input type="checkbox"/> Widow/Widower	<input type="checkbox"/> Officially registered married by the state <input type="checkbox"/> Officially registered divorced by the state
Highest level of education completed	<input type="checkbox"/> Primary school <input type="checkbox"/> Vocational education <input type="checkbox"/> University	<input type="checkbox"/> Secondary school <input type="checkbox"/> Higher education
Employment/paid work	<input type="checkbox"/> Employed// paid work	<input type="checkbox"/> Unemployed/unpaid work

1. Question about living conditions

Judge your living conditions in terms of economic situation ... (1 = very good, 2 = good, 3 = bad, 4 = very bad)

(SDG target 1.4: By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance)

Indicator: Percentage of women/men indicating that their living conditions in terms of economic situation are bad or very bad

Judge your living conditions in terms of housing ... (1 = very good, 2 = good, 3 = bad, 4 = very bad)

(SDG target 11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums)

Indicator: Percentage of women/men indicating that their living conditions in terms of housing are bad or very bad

Judge your living conditions in terms of water ... (1 = very good, 2 = good, 3 = bad, 4 = very bad)

(SDG target 6.1: By 2030, achieve universal and equitable access to safe and affordable drinking water for all)

Indicator: Percentage of women/men indicating that their living conditions in terms of water are bad or very bad

Judge your living conditions in terms of sanitation ... (1 = very good, 2 = good, 3 = bad, 4 = very bad)

(SDG target 6.2: By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations)

Indicator: Percentage of women/men indicating that their living conditions in terms of sanitation are bad or very bad

Judge your living conditions in terms of energy ... (1 = very good, 2 = good, 3 = bad, 4 = very bad)

(SDG target 7.1: By 2030, ensure universal access to affordable, reliable and modern energy services)

Indicator: Percentage of women/men indicating that their living conditions in terms of energy are bad or very bad

Do you own land? yes no don't know

(SDG target 1.4: By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance)

Indicator: Percentage of women/men indicating that they own land

2. Question about hygiene and sanitation at home and at work/school

(SDG target 6.2: By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations)

TO WOMEN: Do you have decent sanitation and hygiene conditions and were you able to wash and change in privacy during your last menstrual period¹ ?

Indicator: Percentage of women indicating that they have decent sanitation and hygiene conditions and able to wash and change in privacy during the last menstrual period at home

Indicator: Percentage of women indicating that they have decent sanitation and hygiene conditions and able to wash and change in privacy during the last menstrual period at work

At home yes no don't know

At work yes no don't know

Do you have a daughter or personally know a girl in your family or neighbourhood in age of puberty (between 10 and 18 years old) who goes to school?

yes no

If yes: does your daughter or this girl have decent sanitation and hygiene conditions at school and is she able to wash and change in privacy in school during her last menstrual period?

Indicator: Percentage of women indicating that their daughters have decent sanitation and hygiene conditions and able to wash and change in privacy during the last menstrual period at school

In school yes no don't know

TO MEN: Do you have decent sanitation and hygiene conditions?

Indicator: Percentage of men indicating that they have decent sanitation and hygiene conditions at home

Indicator: Percentage of men indicating that they have decent sanitation and hygiene conditions at work

At home yes no don't know

At school/at work yes no don't know

3. Question about decision making

(SDG target 5.5. Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life)

Do WOMEN participate in community/neighbourhood meetings?

Indicator: Percentage of women/men indicating that women participate in community/neighbourhood meetings

totally agree agree disagree totally disagree don’t know

Do WOMEN have an influence on political processes/decision making on LOCAL level?

Indicator: Percentage of women/men indicating that women have an influence on political processes/decision making on LOCAL level

totally agree agree disagree totally disagree don’t know

Do WOMEN have an influence on political processes/decision making on NATIONAL level?

Indicator: Percentage of women/men indicating that women have an influence on political processes/decision making on NATIONAL level

totally agree agree disagree totally disagree don’t know

4. Question about equality between men and women

(SDG target 5.1. End all forms of discrimination against all women and girls everywhere)

What, in your opinion, can help to improve equality between women and men in your community/ neighbourhood?

Rank according to priority from 1 to 8 (1 is the highest priority)

- get official marriage/divorce papers for women
- campaign to stop violence against women
- safer public transportation
- punish parents/religious organisations for underage marriage
- pre-school for children from 3-5 years old
- more paid work for women
- equal pay for women doing the same work as men
- others:

5. Question about time spent for paid, unpaid work and leisure time

How much time do you spend for (in hours per day):

(SDG target 5.4: Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate)

Indicator: Time (Hours per day) women and men indicate to spend on unpaid work

	in hours per day
Income generation (paid work, producing food or others for sale, agricultural activities, going to the market for sale)	
Domestic work such as preparing meals, cleaning the house, maintenance of house & garden, fetching water, fetching firewood, child care, voluntary work, public activities	
Free time and relaxing like watching TV, playing games, reading, etc	

Current season: Spring Summer Autumn Winter

II

Focus Group Discussion

Date of the FGD: _____

Name of the interviewer: _____

Community/Village Name: _____

Municipality Name: _____

Number of FEMALE Participants: _____

Number of MALE Participants: _____

1. Division of Labour between Women and Men

SDG 5 target 5.4. Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

Who does what kind of labour (unpaid and paid work, work within the household, work for wages outside the household)? How much time do women and men spend on these different tasks? How is it done and when? Why is it done? How do people perceive these differences? What are the differences between age groups? Differences between urban and rural areas?

2. Access, Power and Control over Resources

SDG 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.

Who has access, power and control over natural and productive resources (e.g. land), income, information, time, technologies and services. How is the access, power and control (legally) granted? Why is this so? Is it fair (e.g. it helps us to identify who has the better means to opportunities and where are the barriers; will tell us a lot about existing power relations)? What are the differences between age groups? Differences between urban and rural areas?

3. Recognition of differentiated needs and interests of women and men regarding water and sanitation

SDG 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

Is there a broad understanding and awareness of different needs of women and men? (for example menstrual hygiene) Do women and men have equal access to water and sanitation at work/at school? Can women and girls manage their menstruation safely without problems (having access to MHM products, can go to school/work)? Did you use any materials such as sanitary pads, tampons or cloth? Were they re-usable? Were you able to purchase them?

4. Decision Making Ability

SDG 5 target 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

Who has the ability to make decisions in the household and in the public sphere (i.e. it helps us to understand how benefits are shared)? How is the decision-making power granted? Why is this so? Is it fair?

In addition some desk research into various laws needs to be done

5. Domestic Violence

SDG 5 Have you experienced forms of domestic violence against yourself? Have your relatives or friends experienced domestic violence? What type of violence? What about economic violence?

Differences between age groups

You might ask the question like this²: Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations:

If she goes out without telling him? If she neglects the children? If she argues with him? If she refuses to have sex with him? If she burns the food?

6. Status of Men and Women before the Law

SDG 5 target 5.1. End all forms of discrimination against all women and girls everywhere

Description: Who has which rights by law? How are men and women differently treated by customary and formal legal codes and the judicial system (e.g. inheritance, employment and legal representation)? Why is this so? Is it fair? What measures are taken to ensure that these laws are adhered to?

In addition some desk research into various laws needs to be done

7. Most Vulnerable

SDG 1 and 5 What are the most vulnerable groups and who are the most vulnerable people within those groups? How is this reflected (financially, exposure to contamination)? Why is this so (single headed household, rural, disability, migrant, widow, minority, sexual orientation, age, other reasons)

Footnotes

¹ Taken from the UNICEF MICS6 survey

² Taken from the UNICEF MICS6 survey

Annex 4: Explanations to fill in the excel sheets

Personal data

No keep for all questions the same no for the same person!
please put this no on the paper questionnaire as well and keep the papers!

man/woman	man = 1, woman = 2	
age in years		
Living in	urban =	1
	peri urban =	2
	rural =	3
marital status	Single =	1
	Married =	2
	Officially registered married by t	yes = 1, no = 0
	Separated/Divorced	yes = 1, no = 0
	Officially registered divorced by	yes = 1, no = 0
Education	Widow/Widower	yes = 1, no = 0
	Primary school =	1
	Secondary school =	2
	Vocational education =	3
	Higher education =	4
employment	University =	5
	employed = 1, unemployed = 2	

Question 1	living condition	1 = very good, 2 = good, 3 = bad, 4 = very bad
	own land	yes = 1, no = 0

Question 2 A, B and C	TO WOMEN Do you have decent	yes = 1, no = 0, don't know = 9
	Do your daughters have decent	yes = 1, no = 0, don't know = 9
	TO MEN: Do you have decent sa	yes = 1, no = 0, don't know = 9

Question 3	Do women participate in community/neighbourhood meetings?	1 = totally agree, 2 = agree, 3 = disagree, 4 = totally disagree, 9 = I do not know
	Do women have an influence on political processes/decision making on LOCAL level?	1 = totally agree, 2 = agree, 3 = disagree, 4 = totally disagree, 9 = I do not know
	Do women have an influence on political processes/decision making on NATIONAL level?	1 = totally agree, 2 = agree, 3 = disagree, 4 = totally disagree, 9 = I do not know

Question 4	put the ranking no, 1 is the highest priority
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Question 5	put the hours per day
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making the 2030 goals a reality!



gender equality and women's rights as a crucial pillar to achieving the sustainable development goals (SDGs)

On 18 March 2016, a global coalition of five women's and gender organisations, affiliated with the Women's Major Group in the UN Agenda 2030 process, signed a framework contract to the European Commission's International Cooperation arm (DEVCO) for a 5-year partnership agreement. The coalition #women2030 consists of five women and gender networks. Together they aim to implement the Sustainable Development Goals (SDGs) with a focus on gender equality engaging civil society organisations and movements. The #women2030 partners will work with organisations (direct beneficiaries) in more than 52 countries. In addition, by reaching out to their own and the Women's Major Group networks, the partners also aim to engage with over 900 member organisations in over 100 countries.

#women2030's three programme areas

- **Capacity building and strengthening** of women and gender civil society organisations: 60 global trainers; 2,000 local community groups; 10,000 empowered beneficiaries; 2 training tools
- **Policy monitoring and advocacy** with meaningful public participation of women: 200 national women's organisations; 20-30 independent 'shadow' reports; 1 online gender & SDG monitoring tool
- **Outreach and awareness raising** to share women's priorities and realities: 300 women and feminist organisations engaged social media campaigns; in 50-100 countries awareness about women's rights and priorities in sustainable development is increased

partners



The #Women2030 Programme receives funding from donors including the European Commission, Europeaid.

Engage with us!



@women2030

facebook.com/women2030





WECF e.V.

St.-Jakobs-Platz 10
D - 80331 München
Phone: +49-89-23239380
Fax: +49-89-232393811

WECF The Netherlands

Biltstraat 445
NL - 3572 AW Utrecht
Postal Address:
PO Box 13047
3507 LA Utrecht
Phone +31-30-2310300
Fax: +31-30-2340878

WECF France

Cité de la Solidarité Internationale
13 Avenue Emile Zola
F - 74100 Annemasse
Phone: +33-450-834810

www.wecf.org
www.women2030.org