GENDER JUSTICE POLICY IMPLEMENTATION GUIDE (*FOOD SECURITY AND LIVELIHOODS*)

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List of acronyms/abbreviations

FH: Food for the Hungry

TFE: Transforming Field Execution

CFCT: Child Focused Community Transformation

FSL: Food Security and Livelihoods

RFP: Request For Proposal

PCM: Project Cycle Management

GJP: Gender Justice Policy

FGD: Focus Group Discussion

PQ: Program Quality

GBV: Gender Based Violence

HAF: Harvard Analysis Framework

GA: Gender Analysis

LFA: Log frame Analysis

AOP: Annual Operational Plan

GOG: Gender Outreach Group

GMF: Gender Model Family

ME: Monitoring and Evaluation

MEL: Monitoring Evaluation and Learning

1. **INTRODUCTION**

1.1.   ABOUT THE GUIDE

This guide was developed in line with the FH Gender Justice Policy to help mainstream gender in project cycle management; need assessment, design, execution, monitoring evaluation, and learning. Key FH documents are reviewed in preparing the guide, including the FH TFE manual, CFCT, monitoring and evaluation documents, and program quality standards.

Therefore, the guide has four major sessions; gender mainstreaming in need assessment, gender mainstreaming in project/program design, gender mainstreaming in project/program execution, gender mainstreaming in monitoring evaluation and learning. At the beginning of every session, you will find a corresponding gender policy statement, followed by a brief explanation. After brief descriptions of each subsection, you will find minimum standards. The minimum standards are the rules we follow in the respective sections of the project cycle, in other words, the breakdown of Gender Justice Policy statements. Finally, you will find annexes with more samples, definitions, and links to references and more useful resources.

Hence this guide is expected to be used by all FH program staff and implementing partners engaged in conducting research/assessments, project design, execution, monitoring, and evaluations.

1.2.   BACKGROUND

FH's vision to see all forms of human poverty ended worldwide means that we desire to see all relationships restored, communities transformed, and every child nurtured. FH's vision is anchored on the truth that everyone is uniquely and specially made in the image of God, regardless of gender, and is immensely valued by Him and full of potential.

Stemming from its vision, FH Gender Justice Policy defines FH's commitment to supporting gender equality and the dignity of girls, boys, women, and men and the elimination of poverty throughout the world. This policy outlines specific organizational commitments, actions, and practices to improve gender equality and equity in our programming and also helps ensure that gender mainstreaming is at the center of FH's decision-making processes and goals. Hence this gender mainstreaming guideline is developed to enable implementation of the FH Gender Justice Policy in the project/program cycle management.

1.3.   RATIONALE

Poverty and inequality are closely linked, and gender inequality is one of the key drivers of poverty. FH believes that fundamental transformation in individuals, families, communities, and societies will occur when the most vulnerable women, men, and children thrive. Women and girls constitute half of the human beings, but a large percentage of the poor. Discrimination in access to key productive resources such as land and service as credit and extension services, reduces women productivity and diminishes their contribution to the agriculture sector and, not only affects their well-being and that of their families in terms of their food and nutrition security but also imposes a high cost on the economy through productivity loss (Doss, 2018). Child marriage is another critical challenge, as girls become young brides, they are not able to cultivate their potentials, especially in the area of income generation and livelihoods.

Closing the gender gap in agriculture would produce significant gains for society by increasing agricultural productivity, reducing poverty and hunger, and promoting economic growth. Enabling women to access productive resources to the same level as men would increase yields on their

farms by 20-30% this could raise total agricultural outputs in developing countries by 2.5-4%, which could, in turn, reduce the number of hungry people in the world by 12-17% and lift 150mill people out of poverty.

In 2004 Nordic Development Fund (NDF) reported that major obstacles to women participating and benefiting from development activities included (i) the lack of participation by women in design; (ii) poorly conducted needs analyses; (iii) the lack of baseline data on key gender differences relevant to the specific project; (iv) the failure to address gender issues in project objectives; and, (v) poor monitoring efforts. Even when gender is emphasized at the project design stage, it is sometimes lost in the daily grind of project implementation. The continued collection of gender-specific data (or all monitoring data) can suffer from various difficulties, mainly arising from the lack of time and funds, insufficient follow-up, and poor understanding by local staff of the importance of monitoring. Day-to-day monitoring usually concentrates on project result areas rather than cross cutting issues such as gender, and staff may give gender-specific monitoring insufficient attention. Therefore, gender issues should be emphasized in development programs cycle management and be adequately integrated into the need identification, project design, implementation, and evaluation of development projects.

Hence this manual is developed to set standards to ensure consistency in our gender integration effort across all FSL projects/program' design, implementation, and monitoring and evaluation.

2. PURPOSES OF GENDER MAINSTREAMING/INTEGRATION GUIDE

- to establish guidance on integrating gender perspectives across all FH FSL programs and projects in technical design, implementation, monitoring, and evaluation.
- to create a transparent and consistent message on FH's commitment to gender equality to guide FH's programmatic guidelines and actions.
- to foster a participatory approach in which the program participants influence program design implementation, monitoring, and evaluation.

3. SCOPE OF APPLICATION

- This guide applies to all FH programs/projects related to FSL in need assessment, program planning, implementation monitoring evaluation, and learning, including studies contracted out to external consultants and guide the operation of implementing partners.

4. GENDER MAINSTREAMING IN THE PROJECT CYCLE MANAGEMENT (PCM)

4.1. PROJECT CYCLE MANAGEMENT

Project Cycle Management is an approach to managing projects which determines particular phases of the project, and outlines specific actions and approaches to be taken within these phases. Project cycles are categorized as need assessment, project design phase, execution and evaluation.
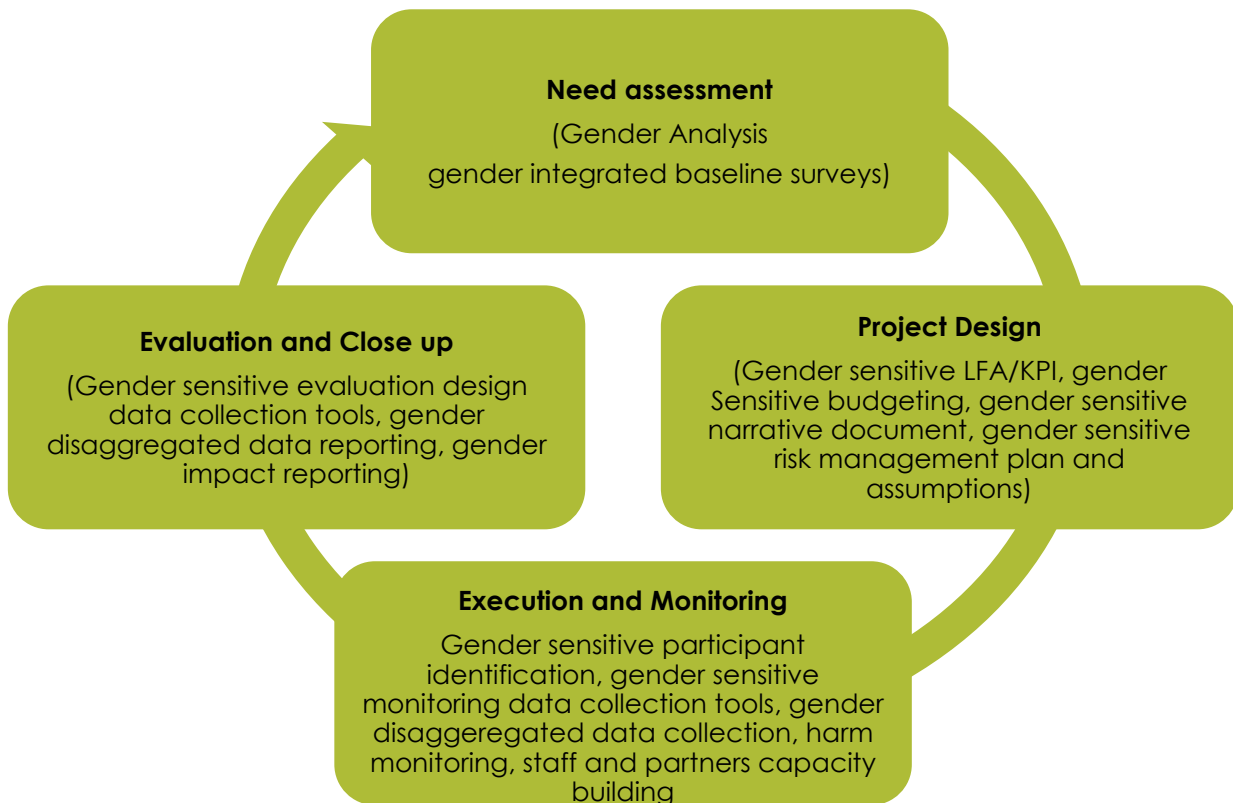
4.2. NEED ASSESSMENT

Need assessment as the process of defining the operational feasibility of starting a new program and identifying key problems and their root causes in order to design a new technical program and/or to respond to a Request for Proposal (RFP) while writing a grant. The need assessment helps to determine gaps between current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition builds the foundation for determining the project objectives. Hence gender analysis is a key tool that helps to understand the gender dynamics and identify the priorities of women, men, boys and girls.

4.3. GENDER ANALYSIS

Corresponding Gender Justice Policy (GJP) statement
FH will incorporate gender analysis in its program planning processes to identify and integrate the priorities of women, men, boys, and girls in the design *(GJP 3)*

4.3.1. DEFINITIONS AND KEY EXPLANATIONS

Gender analysis is the socio-economic analysis of gender roles, division of labor, access, and control over resources, power, and decision making. The premise of gender analysis is that women and men have different roles and statuses in the household, the community, and society, and

therefore have different needs and priorities. Hence, gender-disaggregated data are collected to identify different needs and priorities and differences in knowledge, attitudes, and practices in the prospective project thematic area. Gender analysis typically involves examining differences in the status of women and men and their differential access to assets, resources, opportunities, and services, the influence of gender roles and norms on leadership roles and decision making: constraints, opportunities (USAID, 2013)

4.3.2. OBJECTIVES OF GENDER ANALYSIS

The ultimate purpose of the gender analysis is to ensure that the design of development projects will maximize the participation of both female and male beneficiaries and the benefits to them. The findings of a gender analysis provide the basis for developing gender transformative indicators, which can be used to follow reductions or increases in gender disparities in women and men's decision-making, resource control, and leadership, along with disaggregated by development indicators to monitor any differences in outputs and outcomes for men, boys, women, and girls. Therefore, gender analysis is expected to answer how the gender division of labor, access to resources, and decision-making patterns affect the program/project and how the program/project affects the existing gender roles, power controls and gender norms

Therefore, we conduct gender analysis with the following primary objectives:

- Assess the different roles and activities that women and men perform in agricultural production other off-farm livelihood activities
- analyze the gender differences in access and control over productive resources, and decision-making and benefit-sharing of agricultural activities
- Identify potential constraints that affect both women and men farmers and enterprise owners in the production activities
- Develop best strategies and approaches to addressing harmful norms, structures, behaviors, and other constraints limiting women, men, male and female youth benefiting from FH FSL interventions.

4.3.3. GENDER ANALYSIS METHODOLOGY

Gender analysis can be done using a mix of data collection methods, including individual interviews, household surveys, focus group discussions. FGD is usually a small number of people, 5-15 people, where the facilitator asks questions and the participants answer. As we are looking for meaningful participation, it is highly recommended to have separate groups for males and females, as in most cultures, women tend to be shy in the presence of their men as men tend to dominate discussions.

4.3.3.1 STEPS BY STEPS GUIDE FOR CONDUCTING GENDER ANALYSIS USING FGD

Preparation prior to the field work (before traveling)

- Begin with a review of key program documents, including strategic plans, progress reports, monitoring and evaluation, and other external studies. This will help to understand the local situation and identify the information gap, get focused, and prepare accordingly.
- Prepare the field data collection kit
- Identify and train gender balanced field team and make sure you have translation arranged in case needed
- Hold consultation with a gender expert
- Plan for logistics, make sure to follow other organization rules and policies related to travel safety/security and travel to the field

Guide for field operation (on the project location)

- At FH, everything we do is relational, and the first step is to build a relationship with key actors and stakeholders, community-based organizations, influential community networks, cultural leaders, women and men networks. This step is crucial as it helps figure out the best key communication channel to reach out to females and males from different ethnic groups and social statuses.
- Conduct a consultation workshop with key stakeholders including gender office before commencing fieldwork to revise or adjust your plan to the local context. Make sure key male and female community influencers attend the workshop. Moreover, working with cultural leaders helps to build trust among men while planning to reach out to women and girls.
- Provide training to the new members joining from locally, including translator, if any.
- Arrange safe meeting places for women and girls. Understand their workload, and at this stage, we need to plan something they can attend within a 30 minutes walking distance. Planning to conduct in areas where there are active civil conflict (emergency) situations should be handled carefully considering the prevalence of GBV. Moreover, the assessment team should also be mindful or sensitive of the connectors and dividers in the community

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Additional tips (field preparation)

- Check if you need to organize separate FGD for women, men, boys and girls from minorities, indigenous group, lower caste group
- Make sure the timing of the meeting is convenient for women and girls
- Consult on how long they can stay and adjust your time accordingly
- Plan for extra time, things may not be perfect on the field.
- Make sure if it is appropriate to take the pictures ahead of the time
- Practice some local language for greeting, saying thank you if you don't speak the language
- Check for appropriate cultural dressing,
- Be at least 30 minutes ahead of the meeting, and sometimes women go out for a meeting place after they check the vehicles of their guests arrived in the village.

Guide conducting gender analysis FGD

- Get introduced by a field worker or development agent from the village.
- Let one of them open in prayers; it is our value to put God first. It will also help to build common ground help to build rapport as children of God and also gives them confidence and help to build trust
- Ask them how long they can spend and check if there is anyone who has to leave before the end of the discussion
- Introduce the rules of the meeting. Rules could include; no right or wrong answer, equal participation, respect for one another's ideas, no interruption when someone speaks, etc.
- Explaining their input will be a critical part of the program planning.
- Ask permission if you have to record or take pictures
- Explain they only answer to the questions they are comfortable with
- Don't forget to say thank you and appreciate their input
- Make sure to protect your participants, don't let outsiders listen to women group discussions. In case men jumped in, you can adjust the discussion to less sensitive topics
- They may answer many of your questions at once and take a note accordingly, not to repeat the question already answered
- Use observation as a tool if you are conducting a mixed group, you can learn from how they interact, who talks more, who dominates.

Additional Tips (conducting FGD)

- Monitor how you are going in terms of time
- Try to observe their reaction during the discussion, if someone seems to be unhappy, check and ask the reason. If the person has some personal concern or wants to leave or is dissatisfied with the topic of the discussion and acts positively.
- Don't take longer than planned without their permission, if it happened let those who have to leave and stay with those who are comfortable
- In case it is a sensitive topic like GBV, don't encourage talking about personal experiences, but general incidents in the community. In particular, refrain from asking about intimate partner violence in FGD. Moreover special training will be required if GBV gender analysis handled by internal staff
- If it is culturally appropriate, try to memorize their names and call them by names as needed.

4.3.4. GENDER ANALYSIS TOOLS

There are various tools available for undertaking a gender analysis. The Harvard gender analysis framework (HAF) and Moser frameworks are the most widely used in development projects. HAF is developed based on the understanding that development interventions affect men, women, boys, and girls differently. HAF mainly looks into the division of labor and access and control profile. There are four major tools used under HAF: activity profile, access and control, seasonal calendar, and daily activity clock. Moser's gender analysis framework looks into the triple role of women and men, reproductive, productive, and community management roles. Hence this guide used a modified version of the HAF and Moser framework to include power and decision-making analysis.

4.3.4.1. ACTIVITY PROFILE:

Activity profile analysis looks deeper into the division of labor among men, women, boys, and girls in the household and the community. So it helps to understand the experiences of women and men in crop production, livelihood activities and find out the gap in knowledge and skill to incorporate in the project plan. Moreover, it is used to learn the extent of workload among women and girls and to understand if there are opportunities to rely on men and boys to do care work while women and girls are out for project-related meetings. Further, it is a tool to identify social and cultural barriers that limit men and women from engaging in project activities and plan for behavioral change activities.

Sample Activity [1]profile (hypothetical example)

Activity	Responsibility**				Constraints/limiting factor	Remark*
	Women	Girls	Boys	Men		
Crop production						
Land preparation	X	x	x	xx		

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[1] This domain recognizes gender differences in the availability and allocation of time and the locations in which time is spent. It considers the division of both productive and reproductive labor.

Activity						
Planting						
Weeding						
Harvesting, threshing, bagging						
Transporting harvests from farm to home						
Animal husbandry						
Cattle, shoat , pigs						
Poultry						
Fodder collection						
Reproduction/family care						
Cooking						
Childcare						
Collecting firewood						
Home Care for sick						
Fetching water						
Community work						
Funeral service						
Wedding						

* Ask for each question if they need training, for instance, men or women, if there is any cultural constraint based on gender to participate in the activities listed.

The symbol x is used to represent who does the specific activity. Double and Triple x's are used to compare the relative contribution or to indicate whose primary responsibility is the particular activity, so the one with more x has more labor contribution.

**In most cases, we may come across answers we all are involved in. For example, in countries where the contribution of women in agriculture and other economic activities is undermined, women groups may simply say husband and older son contributing more. In that case, we need to probe more to understand the reality. In addition, whenever the activity is done by single sex, ask the justification or more information. The Ten Seed Technique can be used to collect data. Participants can use 10 seeds (or something similar such as stones) to discuss and make estimates about labor contribution who has more access, control decision makings. More explanation on 10 seeds techniques is annexed to this guide

This domain expected to answer the following questions

- What are men and women's responsibilities regarding childcare and housework? What are the cultural norms regarding the division of labor between men and women in the areas of childcare and housework?

  If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship/livelihood activities?

- Will participating in this project increase a woman's workload to an unsustainable
- level?
- Would a woman's home responsibilities prevent them from participating in a project at certain times of day or on certain days of the week?
- Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the project?
- Are men or women more likely to participate in the informal economy, and

● how would that impact their participation				

4.3.4.2. DAILY ACTIVITY CLOCK (24HRS)

The daily activity clock helps examine the various activities carried out on a typical day by women and men. It shows; who works long hours, and who concentrates on a small number of activities, who divides his/her time between many activities, and who has more leisure   time to sleep (better separated in seasons).

 Focus Group discussion can be used to collect information on daily activities. The facilitator of the Focus Group Discussion should encourage the respondents to thoroughly discuss their engagement in the daily activities, asking the group members to list the activities they undertake in their daily routines. To prevent the dominance of some people, each participant should be given a chance to express his/her own experience, followed by others explaining whether they agree or not on those activities and their time management.

Sample daily activity clock (pick agriculture season)

Women		Men		
Time	Activity	Time	Activity	Remark
Wake up at 5am		Wake up @6am		
05am-5:30	Clean the house	6-60am	Feed oxen	
5:30-7:00am	Prepare breakfast,	6:30-8am	Pray Eat breakfast	
7:00-7:30am	Serve breakfast	8am-1pm	Work in the field Take care of livestock	
7:30-8:00	Prepare and send children for school	1-2pm	Eat Lunch	
8:00-9:00	Fetch water	2-4pm	Work in the field Take care of Livestock	
9:00-10:00am	Prepare Lunch	4-7pm	Networking, chatting with friends	
10:00-1pm	Work in the field			
1-2pm	Serve lunch	7pm-9pm	Eat dinners,	

2-4pm	Work on farm	9pm-10Pm	Go to bed	
4-6pm	Fetch water, prepare dinner			
6-10pm	Serve dinner, take care of children			
10-11pm	Prepare ingredients for breakfast, wash dishes			
11pm-12am	Go to bed			

4.3.4.3. SEASONAL CALENDAR

It is a tool used to explore the seasonal changes of agricultural and off farm income generating activities (in terms of months) that are conducted throughout the year. It gives an idea about the workload that both women and men have and at what specific time of the year and helps plan for a time-consuming activity like training. So we use a matrix and list major activities associated with the production of a given crop and activities can be recorded in the left-hand column (e.g. land clearance/preparation, sowing/planting, fertilizer application, weeding, harvesting). Likewise, on the right-hand side, each month can be indicated along one axis. Activities are recorded corresponding to respective months using the symbol X.

Therefore, FGD can be used to conduct a seasonal calendar and has to be conducted separately for men and women groups as they have different roles and women are also shy to speak in the presence of their husbands in most cultures.

Sample seasonal calendar matrix

Activity	Who	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
	Men												
	Women												
	Men												
	Women												
	Men												

4.3.4.4. ACCESS AND CONTROL PROFILE

Gender is a determinative factor in both access to and control over resources. The allocation of resources between women and men is better understood by differentiating access to resources and control over them. Access refers to a person's ability to use the resources needed to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits. Control is the power to decide how a resource is used, and who has access to it.

Hence access control profile analysis helps to know whether women and men have access to resources they need to engage in the project. The finding will help in project planning for input, activities, resource facilitation during the project design process. Further, it helps to minimize the risk of worsening existing inequalities putting more resources in the hands of some groups. In addition, it will be the base for planning behavioral change activities to develop a positive gender norm that appreciates equal access and control over resources.

Hence, we expect answers to the following questions from conducting activity profile
● Do men and women have equal access to the resources required to start up a new business, including money, access to credit, ownership of property (including land) that can be used as collateral to obtain credit, etc?
● Do men and women have equal access to formal or informal communications networks that share entrepreneurship information, including social (networking) settings?

● Do men and women have equal access to technologies and services that support entrepreneurship, including training and other opportunities for skills development?

Sample Access[2] and Control Matrix HAF

	Access[3]				Control				Constraints /limiting factors
Resources/services	Men	women	Girls	Boys	Men	Women	Boys	Girls	
Agricultural input/service	xx	x			xx	x			
Extension education									
Agricultural credit									

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[2] This domain refers to a person's ability to use the necessary resources to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits.

[3]

Business network and business development service									
Physical market									
Channel of business information/commu nication	xx	x	x	x					
Others									

Ask more questions:
- Do men and women have equal access to the resources required to start up a new business, including money, access to credit, ownership of property (including land) that can be used as collateral to obtain credit, etc?
- Do men and women have equal access to formal or informal communications networks that share entrepreneurship information, including social (networking) settings?
- Do men and women have equal access to technologies and services that support entrepreneurship, including training and other opportunities for skills development?
- Will men and women have equal access to participation in the project or activity? Would unequal access interfere with the successful achievement of project goals?

4.3.4.5. POWER AND DECISION MAKINGS ANALYSIS

Power and decision-making analysis refer to the capacity of men, women, boys, and girls to make economic decisions, including household and individual economic resources, income,enrollment in saving groups, and their choice of employment. This segment of gender analysis helps us to understand whether there is shared decision making to ensure both women and men across ages, ethnicities, social status control benefit from FSL projects. In particular, whether women are allowed to control spending decisions and benefit from the funds and assets they may accrue due to participating in a project. In addition, it helps to understand the constraints and barriers to make a plan for behavioral change interventions. So the power and decision-making analysis matrix help to learn how decisions are made, differences in the level of participants, and who has the final say.

Sample Power and decision making[4] matrix

	Participate in decision making				Control decision making (who have final say)					
Crop/anim al	Men	Women	Boys	Girls	Men	Women	girls	Boys	constraints	Remark*

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[4] This domain pertains to the ability of people to decide, influence, control, and enforce personal and governmental power. It refers to one's capacity to make decisions freely, and to exercise power over one's body, within an individual's household, community. This domain also details the capacity of adults to make household and individual economic decisions including the use of household and individual economic resources, income, and their choice of employment. Additionally, this domain describes the decision to vote, run for office, enter into legal contracts, etc.

production											
Land utilization	xxx	xx			xx	x					
Types of crop to plant	xxx	xx	x								
Type of animals to rear	xxx	xx	x		xx	x					
Financial											
Amount of food to sell/store											
Selling the produce											
Receiving payment											
Bank deposit											
Bank withdrawal											
Business loan											
Spending decisions											

* Differentiate the level of participation/ control using single, double, and triple X. Single x low participation/control and xxx highest participation/control over decision making. The one with more x indicates the one who has the final say. The Ten Seed Technique can be used to collect data. Participants can use 10 seeds (or something similar such as stones) to discuss and make estimates about labor contribution who have more access, control decision makings. More explanation on 10 seeds techniques is annexed to this guide.

- Ask how decisions are made on what type of crop to plant, who participates and who makes the final decision.
- Ask how the decision are made on how much to sell and how much to store for food,
- Check who can make a bank deposit and who have full control
- Check who can make withdrawals from bank deposit and who have full control on spending decisions
- Check if women are in front taking loans from MFI, Bank but handover to men
- Do women hold the power to make economic decisions?
- Do women have control over and benefit from the funds and assets they may accrue as a result of participating in a project?
- Do women actively participate in formal decisions-making structures/bodies that address business-related issues (for example,marketing cooperatives/irrigation committees/producers groups etc?

    o   Do women and men hold an equal number of decision-making positions in these

entities?

4.3.5. GENDER ANALYSIS BUSINESS STANDARDS

- All FH project design need assessment should plan for gender analysis (GA)
- FH staff should be trained in conducting gender analysis prior to conducting the GA
- FH project staff collaborate with key stakeholders, including gender offices, churches, and trusted community leaders, to engage women, men, female-headed households, females from minorities, indigenous groups, and lower caste groups in FGD.
- FH programs ensure at least 40-60% of the intervene/discussants are women and girls
- The GA assessment team should be gender-balanced, at least 30% of the team need to be female representatives. Whenever possible, it is highly advisable to have gender experts represented in the team. If the gender expert from the organization cannot join the fieldwork, the assessment team needs to consult and get advice and orientation from the gender expert.
- If the assessment is contracted out to consultancy, the following rule will be applied
- Gender experts should engage in reviewing TOR and hiring processes
- experience of conducting gender analysis will be top criteria
- The consultancy team should have gender expert in their team

4.3.6. GENDER ANALYSIS REPORT

The gender analysis report is a sex and age disaggregated summary on priorities and concerns of women and men and recommendations on how best integrate to the project design. The gender analysis data can be analyzed using standard quantitative and qualitative analytical methods to feed into the final report. The analysis serves to identify gender-based constraints and opportunities that can either impede or facilitate the achievement of project objectives. Furthermore, the report should address information about men and women from different categories of ethnicity, age, class, caste, race, etc. Therefore, the gender analysis report summarizes:

- Activity profile to clarify whether women and men can fairly engage in the planned activities and what additional interventions or strategies are needed to ensure women, girls, and minorities benefit from the project.

- Access and control over existing household and community resources highlights existing business and marketing networks, opportunities and socio-cultural constraints in women, men, boys, and girls accessing agricultural and livelihood resources.

- Power control and intra-hh decision-making and recommends how the project can improve gender norms.
- Potential negative impact on women and men and recommend a strategy to minimize the harm

4.4. GENDER INTEGRATION IN PROJECT DESIGN

Corresponding FH Gender Justice Policy statements

- *All projects need to have a clear target for women and girls as participants or beneficiaries depending on the nature of the project, donor guidelines, and the context of the geographic location could range from 40-60%. For women and girls empowerment programs, explicitly targeting female participants, the percentage may be higher than 60%. (GJP 4)*
- *FH projects that last for more than three years are required to have at least one gender-transformative impact indicator related to women and girls' strategic needs related to opportunities and rights (GJP 5)*
- *FH projects and Annual Operations Plans (AOPs) are required to have a sufficient and clear budget for gender-related activities including the expenses for gender expertise. (GJP 6)*
- *FH gender steering committees[5] review grant proposals prior to final submission to ensure gender issues are properly integrated with the design. (GJP 8)*

4.4.1. KEY DEFINITIONS AND EXPLANATIONS

Project design is the process of determining appropriate programs and project strategies to address needs identified through community need assessment. Project design is the basis for funding, implementation, monitoring, reporting, evaluation, reflection, and transition. Community needs and priorities are central to the project design, therefore needs assessment must incorporate the gender analysis so that findings are properly integrated into the TOC, log frame and key performance indicators setting, budgeting, risk and assumptions, and narrative document.

4.4.2. GENDER INTEGRATION IN THEORY OF CHANGE

Theory of Change is a hypothesized series of changes that are expected to occur in a given context as the result of specific integrated actions. It describes the domains of change, pathways to change, and the necessary conditions to ensure that the pathways lead to the change. TOC clarifies what will be undertaken in the short- and longer-term to effect the desired change. As FH we recognize poverty and inequality are interlinked and it has become a universal truth, gender inequality in access to resources, opportunities, justice, etc., became one of the major causes of poverty. Gender inequality manifests itself through

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[5]A gender steering committee will be established at global level. The committee will be led by FH Global Gender lead and each region will have representation.

a complex web of social, cultural, and historically entrenched forces in societies and relationships.

Therefore, a detailed TOC considers existing local inequalities and includes actions and activities to ensure development interventions do not exacerbate or perpetuate local socio-economic inequalities. Hence in all stages of the TOC process, such as the formulation of the actor and power analysis, the desired change (for whom), how to bring change (processes, capacity building, advocacy...), setting indicators, the articulation of assumptions and the strategic thinking need to be gender transformative. For this purpose, incorporating gender analysis in need identification and including gender equality objectives in the final TOC is vital.

4.4.3. SETTING GENDER SENSITIVE LOG FRAME AND KEY PERFORMANCE INDICATORS

Indicators are used to measure and monitor the achievement of expected results and establish the "success" of our work. Indicators are criteria or measures against which changes can be assessed (Imp-Act 2005). They may be pointers, facts, numbers, opinions, or perceptions used to signify changes in specific conditions or progress towards particular objectives (CIDA, 1997).

What is measured is more likely to be prioritized, and evidence gathered against indicators can help make the case that gender issues should be taken seriously. So, setting gender-sensitive indicators helps to hold ourselves accountable and committed to gender issues. Because if it is not considered at the program design stage, it will not get priority during implementation. Thus, inclusion of gender-sensitive indicators in the logical framework is a vital aspect of gender mainstreaming in project cycle management.

Sample gender disaggregated LFA/indicators for food security and livelihood program

Activities	Output indicators	Outcome Indicators	Impact indicators
Objective 1 Income improvement in rural areas and employment generation			
Organizing male and female in SME	Number of women and men trained in leadership skill Number of women and men trained in enterprise development,	% Of male and female for the first time started SME Number of male and female youth owned enterprise	% Women and men reporting income increase % Women reporting to play an increased decision-making role in their HHS % Decrease in intimate partner violence
Objective -2 Increased in agricultural production through improved access to agricultural extension packages and better management			

Training male and female farmers in improved agricultural practices Facilitate linkage of women and men farmers and agricultural technology providers	Number of men and women trained in agricultural technologies Number of women and men access to agricultural inputs and services and technologies	Number of women and men practicing improved agricultural practices	number of female farmers reported control decision making in family and farming activity increase in income of male and female farmers receiving training and improved agricultural practices % increase in average crop yield MW farmer filed over baseline in targeted areas

4.4.4. GENDER MAINSTREAMING IN MULTI-YEAR WORKPLAN AND BUDGET:

In the grant document, we need to make sure all the activities planned are budgeted appropriately. Sometimes we may have activities included but overlooked in budgeting, either not budget at all or under-budgeted. So from a gender perspective, we need to make sure the priorities of females and males should be sufficiently budgeted for smooth delivery of our promise to reduce gender inequality. Further, we need to make sure gender capacity building budget for gender expertise, including salary and consultancy service, and funding for gender learning activities at various levels need to be considered.

4.4.5. GENDER INTEGRATION IN GRANT PROPOSAL NARRATIVE DOCUMENT

One common mistake in integrating gender issues in the proposal narrative is putting separate paragraphs as crosscutting or gender consideration. But gender should be integrated into the entire document, not in one paragraph but in every description of log frame objectives, intermediate outcomes, and outputs. Integrating gender in a project design begins with using gender-sensitive language in the entire document; for instance, we have to use male and female instead of individuals, people. Further, the introductory part of the design documents should acknowledge how gender inequality contributed to the problem FH projects are planning to solve.

Moreover, project design is the phase to incorporate the findings of gender analysis has to address the practical and strategic gender needs of females and males in line with the findings of the assessments.

4.4.6. PROJECT DESIGN GENDER MAINSTREAMING MINIMUM STANDARDS

- The FH program will take into account intersectionality in age, ethnicity, social status and make the necessary investment to address the needs of minorities, persons with physical disabilities, landless male and female youth. Respective COs/programs determine intersecting factors.
- FH projects ensure they allocate sufficient budget for women empowerment and gender-transformative activities.
- FH project plan for engaging women and gender offices at local levels
- FH programs designs take into consideration budgeting for staff and partners capacity and gender experts salary
- FH projects last more than three years will have one higher lever gender transforming objective, clearly indicating how they contribute to women empowerment and gender equality.
- FH intervention LFA indicators will be set in a gender-disaggregated way
- FH proposal documents use gender-disaggregated language in the entire narrative of the grant document
- FH projects set qualitative and quantitative Indicators for measuring women empowerment and gender equality

4.5. PROJECT EXECUTION

Corresponding FH gender policy statements
- *FH grant proposal designs, monitoring and evaluation (M&E) framework, and log frame analysis indicators tracking table should be developed in a gender-transformative way. (GJP 7)*
- *FH will monitor potential programming risks throughout the program/project cycle to analyze and implement strategies to mitigate risks and harm to women, girls, boys, and men including those who belong to minority groups (GJP 11)*
- *FH engages with partners and stakeholders from government offices, the private sector, civil society organizations to promote and support effective, creative, and impactful ways to promote gender equality. (GJP 16)*
- *FH projects actively involve local women and children affairs offices, community-based organizations, respected societal elders, boys and men in promoting gender equality. (GJP 17)*

4.5.1. DEFINITIONS AND KEY EXPLANATIONS

Project execution is the implementation of the project within the scope, time, and budget. Scope, time, and budget are defined in the Project Design Document and the Annual Operating Plan (AOP). It is a phase where we make and put the right resources (human, material, and financial) together to deliver on our promise for the desired impact. Project execution is an opportunity to learn from successes and challenges and adapt the project's scope, plan and budget accordingly. It is also an opportunity to learn from the experiences of our project participants, implementing partners. So, project execution has three critical areas for gender integration; targeting, implementing, monitoring evaluation, and learning.

Responding to human suffering is the core mission of FH, so we have to make sure that the men and women who suffer the most due to poverty and inequality, and social injustices are not left out during participant identification. Hence, we need to collaborate with related

stakeholders to ensure males and females from across ages, ethnicities, social classes engage and benefit from FH interventions.

The targeting system may vary from region to region, but we need to partner with the right institutions, key trusted and influential community leaders, churches, stakeholders to identify the eligible male and female members of the community. In case the wealth ranking method is applied to identify participants, we need to work closely with local government and social structures to understand the localized definitions and wealth categories of wealth status (rich, medium, poor).

4.5.2. PROJECT EXECUTION GENDER INTEGRATION MINIMUM STANDARDS

- FH project participant identification processes engage trusted community leaders to ensure transparency and reach out to eligible males and females, including minorities and disadvantaged groups.
- All FH projects set an equal target of 50%/50% for female and male participation
- Annual Operating Plans should set a clear target for male and female participants
- FH recognizes the issues of intersectionality, gender cross across ethnicity, age, and social class and make the necessary investment to make sure women and men from the lower cast, minorities, indigenous group participate and benefit from the projects.
- Time and date for key project activities like training will be planned considering women's safety, women triple burden, and seasonal workload. For this reason, women should be consulted before selecting the time, date, and place of such time-consuming activities.
- FH projects work closely with local gender office to contribute sustainability and scale best practices
- FH FSL intervention use all opportunities to address structural issues, including advocating for fair access to productive resources, including land, women access to extension services
- All FH projects expected to apply the GOG/GMF approach to address issues of positive gender norm development
- All FH projects need to plan for gender capacity building for staff, partners, and stakeholder at all levels
- All FH projects at least need to plan for gender learning workshop at least once a year

4.6. GENDER MAINSTREAMING IN MONITORING EVALUATION AND LEARNING

Corresponding policy statements

FH grant proposal designs, monitoring and evaluation (M&E) framework, and log frame analysis indicators tracking table should be developed in a gender-transformative way. (GJP 7)
FH technical program/project design, M&E reports, and related program documents' narrative are developed in gender-disaggregated way. (GJP 9)

FH will monitor potential programming risks throughout the program/project cycle to analyze and implement strategies to mitigate risks and harm to women, girls, boys, and men including those who belong to minority groups. (GJP 11)

4.6.1. DEFINITIONS AND KEY EXPLANATIONS

FH's *Standard Operating Procedures (SOP) Manual* defines monitoring as the ongoing process by which project staff obtains regular feedback on the progress being made towards achieving their result. Likewise, the SOP defines evaluation as an assessment of planned ongoing or completed intervention to validate the project/program theory and determine whether the assumptions made were true in achieving the success or failure of the project. Hence, monitoring and evaluation in the project cycle is a phase in which we collect data, analyze and generate information to know what worked well and did not, and make necessary adjustments as needed.

Monitoring of key gender issues should occur periodically throughout the implementation process to help ensure that all gender-responsive actions are being properly integrated into the projects. Evaluation will allow review progress on gender-sensitive objectives set during the design and preparation stage being met satisfactorily. The information from the evaluation helps us in our future programs too.

Gender-sensitive ME reveals the extent to which a project has addressed the different needs of men and women and has impacted their lives and overall social and economic well-being. It also improves project performance during implementation, allowing for midterms correction and making it possible to drive lessons for future projects. Gender disaggregated data collection is needed to keep track of inputs, outputs to measure women empowerment and gender equality-related outcomes.

4.6.2. MONITORING EVALUATION AND LEARNINGS GENDER INTEGRATION MINIMUM STANDARDS

- FSL assesses the extent to which the program integrates gender issues into activities and institutional systems
- FH MEL data collection tools will be developed in a gender-sensitive way. For this purpose, MEL team collaborate with gender experts to build system for gender-sensitive data collection, analysis, and reporting
- Projects to report on their project progress/impact on gender equality quarterly, bi-annual and annual reviews
- Necessary provisions will be made to participate women and men from disadvantaged groups in monitoring.
- Time and date of monitoring and data collection will be set based on convenience of female and male
- MEL team will ensure meaningful participation of women and men during monitoring data collection.
- FH projects report overall the impact of the program on gender norms, behavioral change, whether gender norm improved or got worse as a result of FH interventions
- FH MEL target to assesses program results and effects on male and female participants. It will check whether the project outcome is as expected or different, any positive or negative unintended impact on women and men
- FH will monitor negative impact or harm caused due to our intervention regularly take appropriate measures for instance;
  - If girls' absences from schoolgirls increase to help in their mothers on IGA and household responsibilities.

- o If the increase in women's income leads to a decrease in men's income.
- o Monitor for psychological impact on men due to women being engaged in livelihood activities outside of home if they felt threatened or lost their headship.
- o Women increased income affect men spending decisions,
- FH projects/programs make sure the views and concerns of women and men participants during the course of implementation are properly documented, reported, and necessary adjustment is made.
- FH projects hold regular reviews and reflections on gender equality and women's participation with community leaders, men, boys, girls, and women.
- FH project progress and impact reporting will be gender disaggregate
- In line with the safeguarding policy of the organization, FSL project staff monitor and report in case the project participants are exposed to any harm related to GBV
- FH projects monitor and report on the participation of men and women in the course of implementation, including those from minorities.

5. ANNEXES

5.1. GENDER MAINSTREAMING CHECKLIST FOR PROJECT DESIGN

Background and Justification:
- Is the gender dimension highlighted in background information to the intervention?
- Does the justification include convincing arguments for gender mainstreaming and gender equality?

Goals:
- Does the goal of the proposed intervention reflect the needs of both men and women? Does the goal seek to correct gender imbalances through addressing strategic needs of men and women?

Target Beneficiaries: Except where interventions specifically target men or women as a corrective measure to enhance gender equality, is there gender balance within the target beneficiary group? or is there a minimum 40% target criteria fulfilled?

Objectives: Do the intervention objectives address needs of both female and male including youth?

Activities:
- Do planned activities involve both female and male?
- Are any additional activities planned to ensure that a gender perspective is made explicit (e.g. training in gender issues, additional research, etc.)
- Are activities designed to respond to male and female specific needs identified by the stakeholder and gender analysis? Do activities/outputs have the potential to improve equal access to and control over assets, resources, services, technologies and markets?

Indicators:
- Have indicators been developed to measure progress towards the fulfillment of each objective? Do these indicators measure the gender aspects of each objective? Are indicators gender disaggregated? Are targets set to guarantee a sufficient level of gender balance in activities (e.g., quotas for male and female participation)?
- Does the logical framework include gender-transformative impact indicators aimed at redressing existing gender inequalities?
- Does the logical framework clearly define target groups (disaggregated by sex, age and socio-economic status, when relevant)?

Implementation:
- Who will implement the planned intervention? Have these partners received gender mainstreaming training, so that a gender perspective can be sustained throughout implementation?
- Will both women and men participate in implementation?

Monitoring and Evaluation:
- Does the monitoring and evaluation strategy include a gender perspective?
- Does the Monitoring and evaluation framework include gender-sensitive indicators?

Risks:
Has the greater context of gender roles and relations within society been considered as a potential risk (i.e. stereotypes or structural barriers that may prevent full participation of male or female)?
Has the potential negative impact of the intervention been considered (e.g. potential increased burden on women or social isolation of men)?

Budget:
- Have financial inputs been "gender proofed" to ensure that both men and women will benefit from the planned intervention?
- Earmark funds to support mainstreaming gender equality in the project, for example cost sharing for gender expert, hiring a gender consultant, planning gender awareness raising and capacity development activities for project staff and national counterparts;

Human resources
- Are sufficient resources (human and financial) allocated to implement gender mainstreaming in the project cycle

5.2. GENDER IMPACT OF PROJECTS AND REPORTING OUTCOMES CHECKLISTS

- How did this project change women's, men's, boys and girls lives and the opportunities they have? Did this change their perceptions of themselves? If so, how?
- Did gender inequality change at all as a result of this project (socially, politically, and/or economically)? If so, how? Evidences and lessons here
- How did the male and female including youth participating in the project evaluate its impact? Is this different from your and other partner's assessment?
- Who, in reality, benefited from this project the most (types of people and numbers)? What was the distribution by sex, age, ethnicity, etc.? How do you explain any difference between the actual and expected people benefiting from the project?
- Were there any people unintentionally hurt or excluded from participating in this project (types of people and numbers)? What was the distribution by sex, marital status, age? How Lessons here?
- What were some of the gender-based resistances that you encountered? How did you deal with them? What lessons do they offer for future projects?
- Were there any unplanned successes related to gender? Any lessons here?

5.3. STEP-BY-STEP GUIDE TO APPLYING THE TEN-SEED TECHNIQUE

The Ten Seed Technique was developed for community mapping and discussions. Participants in small groups use 10 seeds (or something similar such as stones) to discuss and make estimates about a situation. Ten Seeds is a great participatory tool because it engages community members in analyzing and discussing situations. People find it surprisingly easy to use the seeds to estimate proportions and come to agreement. Ten Seeds is very flexible and can be used on a variety of topics and situations. It is useful for collecting both quantitative (numbers) and qualitative information (ideas, comments, and stories). Ten Seeds works best when you are involved as an observer and facilitator during the process. This means you can ask questions, encourage discussion, and observe reactions all at the same time, meaning more learning for you (and all participants) during the process. "Ten Seed is more than a data collection tool – it is an information generating learning tool"

How it works
Ten seeds (stones, shells or some suitable preferably local uniformly sized objects will do) are used to represent a particular population or part of a population. In the example below, ten stones were used to gain an understanding of the sewing skill

level a group had. People are asked to place seeds/stones representing the proportion of the population being referred to, in response to a question about an issue relating to the population.

The group is given the seeds (only ten!) and are then asked to allocate the ten seeds or stones to the options provided. The group discusses individually and collectively, how many of the ten seeds to allocate to each option. Different objects can be used for the Ten Seed Technique. It is a good idea to collect items from a local Country, do not bring items from another Country, this is against some community protocols and could be offensive.

5.4. GLOSSARY OF TERMS

Gender: Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed.

Gender Mainstreaming: Gender mainstreaming is the process of ensuring that women and men have equal access and control over resource s, development benefits and decision - making, at all stages of the development process and Farm Africa projects, programs and policy.

Gender-sensitivity: Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Gender equality: Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.

Gender Equity: Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities (e.g., equal treatment before the law, equal access to social provisions; education; equal pay for work of the same value).

Gender Analysis: Is the methodology for collecting and processing information about gender. It provides requires disaggregated separating data by sex, and an understanding of the social construction of gender roles, how labor is divided and valued. Gender Analysis is the process of analyzing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men,

Gender Roles: Communities and societies create social norms of behavior, values, and attitudes that are deemed appropriate for men and women and the relations between them. These roles are assigned by social criteria rather than biological. For example, childbearing is a female sex role because men cannot bear children. Although both men and women can rear children, these duties are socially assigned

Gender disaggregated data: For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender needs: Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Practical Gender Needs (PGN): Practical gender needs are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender

division s of labor and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context.

Strategic Gender Needs (SGN): Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labor, power and control, and may include issues such as legal rights, domestic violence, women's control over their resources and decision making.

Gender-sensitive indicators: are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate changes in relations between women and men in a given society over a period of time. The indicators are a tool to assess the progress of a particular development intervention towards achieving gender equality.

Gender Based Violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and is based on differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honor killings; and widow inheritance.

Male engagement:

5.5. GENDER-SENSITIVE PRODUCTION COSTS

ACTIVITY	Unit	Contribution of Man			Contribution of Woman			Youth family contribution (female and male)			Final balance of the cost		
		Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
Land preparation													
Sowing / Transplanting													
Cultural activities													

Phytosanitary control												
Harvest												
Commercializa tion												
TOTAL COST												

5.6. REFERENCES AND KEY RESOURCES

www.worldrevolution.org – "State of the World – Human Rights and Social Justice" - 2006

www.project-syndicate.org – "Women and the World Economy-the Project Syndicate" UNESCO, 2014, International Literacy Data

Women's Commission For Refugee Women & Children, 122 East 42nd Street New York, NY 10168-12899

https://www.globalcitizen.org - "Global Citizen - Gender Equality. Introduction to the challenges of achieving gender equality" - Oct. 2012

http://www.un.org/sustainabledevelopment/gender-equality/ - Sustainable Development Goal #5 - Achieve gender equality and empower all women and girls.

Link to United Nations Charter and the Universal Declaration of Human Rights: https://www.un.org/en/about-us/universal-declaration-of-human-rights

Link to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)   https://www.un.org/womenwatch/daw/cedaw/

Link to the Beijing platform for action: https://beijing20.unwomen.org/en/about

the Convention on the Rights of the Child (CRC): https://www.unicef.org/child-rights-convention

Link to Gender Justice Policy (English)

Link to Gender Justice Policy (Espanol)

Link to FH protection policies EthicsPoint - Food For The Hungry Inc