**GENDER INTEGRATION IN THE DMEL: OVERVIEW**

“Gender integration involves identifying and then addressing gender inequalities during strategy and project design, implementation, and monitoring and evaluation.”

USAID 2012

LWR is committed to ensuring that each person, every community, and all generations live in justice, dignity, and peace. Implicit in this vision is the commitment to guarantee that men, women, girls, and boys are given equal opportunity to participate in and benefit from LWR’s work. Fulfilling this commitment requires careful consideration of how the differing needs, preferences, and capacities of men, women, girls, and boys influence their ability to make life choices and take advantage of different opportunities. This process is called **gender integration.**

The DMEL provides guidance on how to integrate gender throughout the project cycle to help LWR staff and partners design, monitor, and evaluate projects and programs. This guidance is included in the instructions for each phase of the DMEL and in Gender Integration Guidance (GIG) sheets that are linked to the DMEL processes.

This guidance is for staff involved in the design, monitoring, and evaluation of projects at headquarters and in field offices. It can be used with unrestricted and restricted projects.

**What will you find?**

You will find basic information about the resources available to you so that you can design and implement projects that give men and women equal opportunities to participate in and benefit from LWR’s work. LWR expects that eventually all projects will address gender issues. It is highly recommended that you become familiar with the “Gender Considerations” in the DMEL instructions, as well as the information in the GIG sheets that correspond to key DMEL processes throughout the project cycle. Remember that the Program Quality and Technical Support team and the Regional M&E Advisors are available to support the use of the DMEL tools and to explain the additional guidance provided in the GIG sheets.

There are eight (8) GIG sheets included in the DMEL:

1. Gender Integration in the DMEL: Overview
2. Needs Assessment
3. Problem Analysis to Objectives
4. Indicators
5. Implementing
6. Evaluation
7. Frequently Asked Questions
8. Resources on Gender Integration and Analysis

## What does gender mean: Key concepts

**Gender** refers to the socially defined and culturally learned roles and attributes associated with being a man or a woman. These are usually learned from an early age through socialization and are reinforced by social norms. They are often defined in relation to one another. The expression of one’s gender identity, which is what it means to be a man, woman, or other category (e.g., transgender or third gender), varies from place to place and evolves over time.

Two mistakes are commonly made by practitioners when using the term gender:

* First, it is sometimes confused with **sex.** The term sex however refers to the biologically defined and genetically acquired differences between males and females. These differences are determined at birth. What it means to be male or female is the same around the world.[[1]](#footnote-2)
* Second, it is often used interchangeably to refer only to women. For example, you may hear something like “our program is gender integrated because it is focused exclusively on women.” Gender however encompasses everyone, referring to the attributes and characteristics of being a man or a woman (or another category of gender).

You should become familiar with the term gender and other key concepts that are used in relation to gender integration. Among the resources for the DMEL, you will find a glossary developed in 2015 for the Feed the Future Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) program. The definitions can also be found in the following online resources:

* <http://ingenaes.illinois.edu/gender-glossary/>
* <https://www.k4health.org/toolkits/igwg-gender/glossary-terms>

Additionally, the Frequently Asked Questions provides additional clarification of terms and concepts.

**Why do gender issues matter?**

Addressing gender issues are important if we are going to ensure that all people are able to benefit from LWR’s programs. Research shows that integrating gender has benefits on a number of fronts, as described below.

* **Addressing gender inequalities can enhance development outcomes**. It is now widely accepted, and studies exist to support, the positive correlation between gender equality and development. Research shows that when men and women have equal access to resources and services, they can achieve better outcomes. For example, in agricultural development, addressing gender inequalities leads to better yields: estimates suggest that if women and men have the same access to productive resources, yields can increase by 20-30 percent.[[2]](#footnote-3) Furthermore There is substantial evidence to demonstrate that where efforts are made to increase women’s earnings, for example, that this leads to greater investments in children’s health and education (see Quisumbing 2003).
* **Conversely, ignoring gender differences can diminish outcomes and in some cases do harm.** When projects overlook differences between men and women, they miss opportunities to increase growth, reduce poverty, and improve resilience. Emergency response projects that consider gender roles can meet both men’s and women’s short and long-term needs, giving them both more long-term stability. In Sub-Saharan Africa, women comprise approximately 50 percent of the agricultural workforce.[[3]](#footnote-4) If these women are overlooked, we are missing opportunities to increase agricultural growth and competitiveness. At best, projects that do not address gender inequalities overlook opportunities to maximize outcomes; at worst, they exacerbate underlying inequalities. Research demonstrates that women are more likely than men to be killed during disasters because they have less access to resources and information to help respond to emergencies.[[4]](#footnote-5) Ignoring gender issues can potentially also increase the prevalence of violence against women and sexual abuse.[[5]](#footnote-6)
* **Donors are increasingly requiring projects to address gender issues**. The development community has not only accepted the importance of addressing gender inequalities in projects but many donors are now building requirements into their criteria for funding. In 2012, USAID released their policy on Gender Equality and Female Empowerment as well as a global mandate to prevent and respond to gender-based violence (Box 1). In 2014, Melinda Gates reiterated, on behalf of the Bill and Melinda Gates Foundation (BMGF), how important addressing gender inequalities and supporting women and girls is to the Foundation. And since 2010, the World Bank has been promoting “Gender Equality as Smart Economics.” This means LWR’s ability to demonstrate its capacity to design, implement, and evaluate gender-integrated projects can strengthen its positions with donors.
* **LWR has made a commitment to address inequality** around the world and to help *each person, every community, and all generations live in justice, dignity, and peace*. Ensuring that men, women, girls, and boys have equal opportunities to benefit from LWR programming is a fundamental part of fulfilling this vision.

**The Gender Dimensions Framework**

In 2012, the [United States Agency for International Development’s Gender Equality and Female Empowerment Policy](https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf) was issued outlining how the agency, including its bureaus and missions, will organize roles and responsibilities to meet specific outcomes in support of gender quality and female empowerment. The policy aims to “improve the lives of citizens around the world by advancing equality between females and males, and empowering women and girls to participate fully and benefit from the development of their societies.” The policy identifies three overarching outcomes for USAID work:

1. Reduce gender disparities in access to, control over, and benefit from resources, wealth, opportunities, and services;
2. Reduce gender-based violence and mitigate its harmful effects on individuals and communities;, and
3. Increase capability of women and girls to realize their rights, determine their life outcomes, and influence decision-making in household, communities, and societies.

The policy is aimed internally, providing detailed descriptions of organizational roles and responsibilities across missions, regional bureaus, and pillar bureaus. However in order for USAID to meet the policy’s goals, it will increasingly expect its partners to implement programs that support the policy’s outcomes. It is recommended that you become familiar with this document, as well as the [ADS 205](https://www.usaid.gov/sites/default/files/documents/1870/205.pdf) which explains how the Agency will implement this policy.

Box 1 USAID Policy and Guidance

To understand how to address gender issues, it is necessary to become familiar with gender analysis (Box 2). There are many types of frameworks that can be used to analyze gender issues and you can consult the additional resources to learn about different frameworks. The Gender Dimensions Framework (GDF) described in this manual draws on the principles of other gender analysis frameworks. Developed by Cultural Practice, LLC, it was originally designed specifically for USAID programs and projects but has been used with and promoted by other donors.

The GDF is a tool that can help you:

* Guide research for your needs assessment
* Understand gender-related information
* Develop questions for key informant interviews
* Organize and analyze information about gender-based constraints
* Reflect on challenges and successes of meeting project targets, objectives, and goal

The GDF uses four dimensions of social life to organize and interpret information. These are: 1. Access to assets; 2. Practices and participation; 3. Beliefs and perceptions; and, 4. Laws, policies, and institutions.

**Access to Assets**

This dimension refers to the social relationships that shape access to the resources that are necessary to be a fully active and socially, economically, and politically productive participant in society. Assets include a range of tangible and intangible resources from which individuals can generate wealth or other value-added outputs. Some common assets include land, labor, capital, and natural resources. And other assets include education, social networks, and information.

While this dimension is entitled “Access to Assets” it is really intended to understand a diverse set of rights to assets. This includes not just access, but control and ownership. This spectrum is particularly relevant for tangible assets, for example land, where men and women may have different types of access: Men may own land, but women may have the permission to use land. These distinctions may be important depending on where your project is being implemented.[[6]](#footnote-7)

**Practices and Participation**

Gender norms define many aspects of how people behave and act. For example, they determine who does what kind of work in the household, as well as what kinds of jobs people are able to hold. They can also influence decisions about who should go to primary, secondary, or tertiary school. Ideas about gender roles shape who is allowed to travel to different locations, by oneself or in groups, and at what times they are allowed to be there. For example, in some countries restrictions are placed on women traveling outside of their home or on their own. Gender norms also influence who is able to attend community meeting or be members of groups, as well as how they participate in those meetings, for example if women are able to speak freely in front of men.

**Beliefs and Perceptions**

Gender analysis is a methodology that both:

* Describes existing gender relations in a particular environment, ranging from within households or firms to a larger scale of community, ethnic group, or nation, and
* Organizes and interprets, in a systematic way, information about gender relations to make clear the importance of gender differences for achieving development objectives.

Gender analysis can be conducted at any point in the project cycle to understand the current status of gender relations and examine any changes as a result of project activities.

Box 2 Gender Analysis

Men and women are socialized to learn about different aspects of life. Different places have different norms defining appropriate or acceptable behavior for boys, girls, women, and men. These norms affect who goes to school and for how long; who goes to work and what type of work; how far individuals can travel, when, and with whom. For instance, in many situations, boys and girls are expected to learn about different productive and household activities. Girls are often socialized to assume more responsibility for the care of children and elderly. As a result, women’s roles as providers can increase the burden of care tasks for women, such as provision of food and caring for the sick, especially following an emergency or crisis (Oxfam 2013). Boys, on the other, may be taught that they need to assume primary responsibility for providing for the household.

**Laws, Policies, and institutions**

Gender influences the way people are regarded by and treated by both customary law and the formal legal code and judicial system. Men and women are often treated differently by formal and informal laws, policies, and regulations on issues surrounding ownership and inheritance, reproductive choice and personal safety, representation, and due process.

**How to use the GDF**

The GDF guides how you organize your data collection process, for example while conducting a needs assessment, or can help you identify why certain problems might exist. In the sections that follow, guidance is provided on how to integrate gender into different stages of DMEL. A description of how to use the GDF in different stages of the DMEL is provided, where relevant.

1. Biologically people are largely divided into two sexual categories: males and females. However, some individuals are born with reproductive and sexual anatomy that does not fit into these two categories. The external genitals may not correspond to internal genitals. This condition is referred to as **intersex.** [↑](#footnote-ref-2)
2. Food and Agriculture Organization (FAO). 2011. State of Food and Agriculture: Women in Agriculture. Rome: FAO. <http://www.fao.org/docrep/013/i2050e/i2050e.pdf> [↑](#footnote-ref-3)
3. FAO 2011. [↑](#footnote-ref-4)
4. Oxfam. 2013. Gender Issues in Conflict and Humanitarian Action. <http://www.oxfam.org/sites/www.oxfam.org/files/hpn-gender-conflict-humanitarian-action-291113-en.pdf> [↑](#footnote-ref-5)
5. UNICEF n.d. Eastern and Southern Africa Gender and Emergencies. Nairobi: UNICEF. <http://www.unicef.org/esaro/7310_Gender_and_emergencies.html> [↑](#footnote-ref-6)
6. For more information about the gender dynamics of assets in agriculture, see the following [technical resource guide](http://ebrary.ifpri.org/utils/getfile/collection/p15738coll2/id/128594/filename/128805.pdf). [↑](#footnote-ref-7)