



GENDER MAINSTREAMING GUIDELINE
FOR THE SUSTAINABLE LAND MANAGEMENT PROJECT
(SLMP-II)

THE FEDERAL DEMOCRATIC REPUBLIC OF
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About the Guideline

This gender mainstreaming guideline offers a user-friendly and concise material. It has been prepared for use in the implementation of the SLMP-II for use by planners and implementers of the project, partners, as well as the community. The goal of the guideline is to give direction on how to achieve equal access by men and women to the benefits of the sustainable land management activities. The specific objectives were: (a) identify key gender issues in SLMP programming; (b) propose gender guidelines, checklists and gender sensitive indicators; and (c) provide checklists for planning using the project cycle.

A study was made in two sample regions Amahra and SNNP, as well as with all representatives of the six SLMP intervention regions (Amahra, Oromiyaa, Tigray, Benishangul-Gumuz, Gambella, and SNNP Regional States) who gathered for the Adama planning workshop. Feedbacks from reviews as well as the one day validation workshop at the Ministry of Agriculture were obtained and incorporated as appropriate.

The document provides definitions of concepts in gender and gender mainstreaming, the context within which the guideline was conceived, its objectives and methodology of development; followed by key gender issues, and ways of addressing them, indicators for monitoring gender mainstreaming implementation.

The chapter on gender analysis appearing in the annex presents additional insight of gender issues. It shows the framework within which the gender analysis was conducted. It is recommended that users of this manual read this section; preferably before going into the guideline section of the document, composed of definition of the concept of gender mainstreaming, and gender mainstreaming in SLMP-II components.

Abbreviations/Acronyms

DA	Development Assistant
GAD	Gender and Development
GM	Gender Mainstreaming
GOE	Government of Ethiopia
IGA	Income generating Activities
MOA	Ministry of Agriculture
NRM	Natural Resource Management
PGN	Practical Gender Needs
PIM	Project Implementation Manual
SGN	Strategic Gender Needs
SLM	Sustainable Land Management
SLMP	Sustainable Land Management Programme/Project
SNNP	Southern Nations and Nationalities and People
TOT	Training of Trainers
UNDP	United Nations Development Programme
WID	Women in Development

Gender and Development Concepts

Development implies a process of change in a positive and progressive manner. It refers to activities carried out to improve and sustain the social, cultural, economic and political well being of individuals, a community or society. It is an all encompassing progressive change which improves the status of a country by increasing its economic power, promoting the social (educational, health) and political status of its people.

In the area of gender, the earlier approach which is still in use is “Women in Development” (WID). Though a lot has been done using the WID approach, the efforts did not bring about gender equality. One of the reasons was that problems like violence, women’s capacity to control their fertility, and to tackle the root causes of inequality was overlooked. The other reason for the failure of WID approach was the attempt to work with women in exclusion of men. The realization that men also need to be participants in changing the situation of women and facilitate development led to the emergence of “Gender and Development” GAD. The GAD approach emphasizes that both men and women are socialized into cultures that make them learn different gender roles that promote inequalities between the sexes.

Sex: the biological characteristic, which defines humans as male or female. It refers to biological and physiological natural differences between men and women, such as reproductive capacity; only women can give birth to children and breast-feed them.

Gender: a concept that describes socially and culturally determined characteristics and roles associated with girls and boys, men and women. It is a concept that refers to the social construct which differentiates the ways in which women and men interact with each other. Gender is expressed in ones behaviour and actions that are performed or roles played to fulfil society's expectations.

Gender Roles: expected duties and responsibilities, rights, and privileges of men and women that are dictated by cultural factors, and learnt through socialization; they include:

- **Productive Role:** Work done by both men and women (but usually by men) for pay in cash or in kind, for marketing and home consumption. For women in Agricultural production, it includes work as independent farmers.
- **Reproductive Role:** Child bearing/rearing responsibilities, and domestic tasks done by women in the house, to maintain and sustain the family; not involving payment.
- **Community Managing Role:** Voluntary activities undertaken primarily by women at the community level, as an extension of their reproductive role, e.g. *Idirs*.¹
- **Community Politics Role:** Activities primarily undertaken by men, involving decision making.

Gender Relations: refer to the ways in which men and women relate to each other; in terms of access to resources, benefits and decision making as influenced by the type of activities

¹ *Eddir* is a traditional community based insurance scheme in which a household head contributes a pre-determined amount of money to the membership, in order to be insulated from cash shortfalls in the event of death of specified member of his/her family or himself/herself.

they undertake or the gender roles that they play. These differences have brought about female subordination.

Gender Needs: women have specific needs that differ from those of men, because of their multiple roles as well as their subordinate position. The needs are broadly classified into Practical and Strategic Gender Needs.

- Practical Gender Needs (PGNs) refer to the basic needs of survival like food, clothing, shelter, and water. PGNs are unique to particular men and women and can be satisfied in the short term. They relate to material conditions of people and they do not address the socio-political status of women as compared to men.
- Strategic Gender Needs (SGNs) are, long-term in nature, are common to all members of the disadvantaged group, relate to structural and root causes of the problem and seek to transform power relations arising from the structural causes of the problem and seek to transform power relations.

Gender Equity is fairness in distribution of resources and benefits, under existing law, in terms of access to education, health services, etc. Since equity is not rights-based, it is negotiable. Achieving equity could pave the way for achieving equality.

Gender Equality consists of equal enjoyment by both men and women of socially-valued goods, opportunities, resources and rewards. Achieving gender equality requires women's empowerment to ensure that decision-making and access to resources, so that both women and men can participate as equal partners in productive and reproductive life; as well as societal priorities and development directions.

Gender Issues: are concerns that arise when there is inequality or differential treatment of individuals or group purely on the basis of social expectations, e.g. sex. This gives rise to special development needs for women that must be met. Gender issues are identified through the process of gender analysis.

Gender Analysis

- Is a process of identifying gender specific division of labour, access to and control over resources to understand implication for the design and implementation of development programs. It is a means of understanding social systems from a gender perspective, as it recognizes that development affect men and women differently.
- Systematically examines the decision-making process, needs and potentials of men and women in addition to roles, access to and control over resources.
- Enables ensuring that development project/programmes fully incorporate the roles, needs and participation of women and men.
- Can also be used to build capacity as well as assess commitment to gender sensitive planning and programming.

The process of **Gender Analysis** requires separate data on men and women, and an understanding of how labour, roles, needs are divided and valued by sex.

Gender Mainstreaming: The United Nations Economic and Social Council (ECOSOC) in July 1997 defined the concept of gender mainstreaming as follows:

"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 any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part 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 of mainstreaming is to achieve gender equality."

Gender mainstreaming means deliberately giving visibility and support to both women's and men's contributions explicitly, rather than assuming that both groups will benefit equally from gender-neutral development interventions. Policies and programmes that ignore the differential impact on men and women are often gender blind and potentially harmful for human development. Within a project context, gender mainstreaming includes identifying gaps in equality through the use of sex-disaggregated data, developing strategies and policies to close those gaps, devoting resources and expertise for implementing equality strategies and monitoring results of development interventions. In the context of environmental issues, the difference is in beneficiaries' access to and control over environmental resources as well as goods and services.

1. Context

1.1. Gender Dimensions of Land Degradation in Ethiopia

Land degradation has important gender dimensions. The UNDP² states that land degradation adds to the pressure on women to support their families under increasingly difficult physical, social, and economic conditions. Women, as mothers are more vulnerable to lack of food or water. In societal ascribed women's low status, and busy schedules with household and field work they often end up with marginalization of their concerns and realities.

Besides the direct impacts on agricultural livelihoods, land degradation also has indirect effects, with a greater impact on women and girls. For instance, increased siltation of river waters due to land erosion and degradation often renders water unusable, forcing women and girls to spend more time and travel farther to fetch water.

The Federal Constitution, Federal Environmental Policy, strategies to combat desertification, preservation of biodiversity, environmental pollution law, and environmental impact assessment requirements are among government policy commitments. Women are recognized as key actors in natural resource use and management. Their equality with men, participation and empowerment, and environmental impact assessments to maximize equity for gender are among specific gender issues stated in the government policies.

Despite such efforts, women's participation in decisions and their access to resources is limited. They also suffer more from the consequences of land degradation in terms of fuel-wood and water shortage, as they are responsible for food processing and preparation, involving fetching water and firewood collection; resources that have been made scarcer by the environmental degradation, making women's work even harder.

1.2. Gender and Sustainable Land Management

According to UNCCD,³ the understanding of gender roles and responsibilities in natural resources management is a starting point for reversing environmental degradation. Women manage natural resources daily in their roles as farmers and household providers; including the growing of subsistence crops as well as collecting fuel wood and water for the processing and preparation of foods. Despite their close relationship with natural resources, women have less access to and control over them than men do. It is usually the men who use land and its produce and animals for commercial use, which is often valued more than women's use for household food consumption.

The UNDP⁴ identifies constraints to women's access to equitable role in decision-making concerning land resources and their engagement in SLM namely: (a) insecure land user rights, (b) the low value assigned to labour and subsistence farming, (c) lack of credit and (d) lack of opportunities to gain and share technical knowledge on SLM.

Women in most developing countries they have limited ownership and control of land resources; a situation that prevents them from making long-term decisions on the use of land

² Mother Earth: Women and Sustainable Land Management, Gender Mainstreaming Guidance Series, 2007.

³ Gender Programme: empowering women to invest in sustainable land management (SLM), the global Mechanism, United Nations convention to combat desertification.

⁴ Mother Earth: Women and Sustainable Land Management, Gender Mainstreaming Guidance Series, 2007.

resources and invest in management practices that promote sustained productivity. Conversely, insecurity can lead to degradation of land resources by users who have no incentive or capacity for long-term management and productivity. Often, women's inequitable access to secure property rights forces them onto marginal, fragile, highly degradable lands. In order for women to use land sustainably, they need equal access to land and control over land based resources.

Given their central role in food production, women in developing countries often face enormous workloads to provide for their families. In addition to their responsibility for childcare and overall household management, their work includes tending livestock, sowing, weeding, harvesting crops and post-harvest tasks. This work is continuous throughout the day and year, while men's work tends to be periodic and seasonal.

An important consequence of women's lack of equitable access to land ownership and control relates to credit, which they fail to access due lack of secure property rights to the land they cultivate, and the absence of collateral. Lack of education, non-recognition of their economic contribution to households and the farm, as well as social restrictions are additional factors that bar women from accessing credit.

Societal norms could restrict women from interacting with males other than family members. Since the vast majority of agricultural extension agents are male (about 85 percent worldwide), women farmers are effectively denied opportunities to participate in and gain from extension services and other means of transmitting technical knowledge about SLM activities. Women are equally restricted from sharing their ability and knowledge of land management with members of the community.

2. The Sustainable Land Management Project (SLMP)

2.1. Objectives of SLMP

According to REDD desk 2011,⁵ the Sustainable Land Management Programme (SLMP) was initiated in 2008 to address two of Ethiopia's most significant development and environmental problems: agricultural productivity and land degradation. The SLMP is one of the main government projects to combat land degradation, protect natural resources and restore soil fertility in Ethiopia.⁶

The project's development and global environment objective is to reduce land degradation, increase land use security and improve land productivity of smallholder farmers in selected watersheds in targeted intervention areas. The objective would be achieved through the provision of capital investments, technical assistance and capacity building for small holder farmers in the watersheds and government institutions at national and sub-national levels.

The project would be implemented in 135 watersheds/Woredas (including the 45 that were partially supported by SLMP-1), covering 937 Kebeles in Amhara, Oromiyaa, Tigray, Benishangul-Gumuz, Gambella, and SNNP Regional States; coordinated by the Ministry of Agriculture at the federal, regional, Woreda, and Kebele levels.

2.2. The SLMP-II Components

⁵ © The REDD desk 2011, Sustainable Land Management: Ethiopia, last updated: 18 June, 2013.

⁶ <http://www.moa.redfs.gov.et/node/10>

The SLMP-II consists of four components

Component 1: Watershed and Landscape Management. The objective of this component is to support scaling up and adoption of appropriate sustainable land and water management technologies and practices by smallholder farmers and communities in the selected Watersheds/Woredas. It has two sub-components.

Sub-component 1.1: Sustainable Natural Resource Management in public and communal lands

Sub-component 1.2: Homestead and farmland development, livelihood improvements and climate smart agriculture

Component 2: Institutional Strengthening, Capacity Development, and Knowledge Generation and Management is a cross-cutting component whose objective is to complement activities, particularly those under Component 1, through strengthening and enhancing capacity at the institutional level and building relevant skills and knowledge of key stakeholders (government agencies, research organizations and the academia, the private sector, community leaders and small holder farmers) involved in the sustainable management of natural resources.

Sub-component 2.1: Improvements to the NRM Policy Framework

Sub-component 2.2: Institutional Strengthening and Capacity Development

Sub-component 2.3: Knowledge Generation and Management

Component 3: Rural Land Certification and Administration. The objective of this component is to enhance the tenure security of smallholder farmers in the project area in order to increase their motivation to adopt sustainable land and water management practices on communal and individual land.

Sub-component 3.1: Rural Land Administration and Certification

Sub-component 3.2: Participatory Land Use Planning

Component 4: Project Management. The objective of this component is to partially finance the operation of the SLMP Support Unit to support the Ministry of Agriculture in ensuring efficient delivery of project resources to achieve the project's development objective, as well as adequately monitoring and documenting progress and results.

Sub-component 4.1: Project Monitoring and Evaluation

Sub-component 4.2: Support to Financial and Procurement Management

Sub-component 4.3: Technical Assistance in Project Administration

3. Gender Mainstreaming

3.1. The Concept

Gender mainstreaming is the process of strengthening women's capabilities and contributions in development; facilitating the provision of equal opportunities for men and women in development. It highlights lessons learnt from slow progress in achieving real change, and the fact that significant change cannot be achieved by adding marginal programmes for women; thus contrasting with women targeted separate group of activities like income generating ventures. Gender mainstreaming implies re-evaluation of current policy; making inquiries about what types of projects will benefit women as well as men aimed at:

- (a) Reshaping the mainstream rather than adding activities for women at the margin
- (b) Focusing on gender equality as an objective, rather than women as the target group

Gender mainstreaming implies mobilization of legal instruments, financial resources, and capacity in order to build balanced relationships between women and men. This means, bringing the issue of men and women, girls and boys into the main system. The ultimate goal of Gender Mainstreaming is to achieve gender equality at various levels: (a) fair distribution of workload; (b) equal access to resource and opportunities; (c) equal access to control over resources and benefits; (d) equal participation in decision making.

Mainstreaming includes gender-specific activities including affirmative action, whenever women or men are in a particularly disadvantageous position. Gender-specific interventions can target women or men exclusively, or both to enable them to participate in and benefit equally from development efforts. These temporary measures often designed to combat the direct and indirect consequences of past discrimination; usually target women because in the past it was the women who were discriminated against and suffered the consequences.

3.2. The Need for Gender Mainstreaming in SLMP

Gender relations play a key role in access to and control over environmental resources and the goods and services that they provide. Accounting for gender dimensions is an important consideration when running environmental projects.⁷ In other words gender mainstreaming in programmes and projects is essential, because (a) decisions in economic and social policies and programmes influence women and men differently; (b) policies and programmes are most effective when the impacts on men and women are considered; (c) gender mainstreaming contributes to the redresses of systemic gender-based discrimination.

Gender consideration is even more important in societies where women have limited rights; they lack access to resources, technologies and other benefits. Timely examination of gender impacts of projects (gender analysis) and taking actions accordingly (gender mainstreaming) would enable gender sensitivity of projects.

Gender sensitivity of SLMP practices has thus been taken as imperative for the success of the project, which can only be assured through equipping project implementers with the necessary gender mainstreaming skills. In response to this situation, it is intended to incorporate gender (mainstream gender) into the proposed five-year Sustainable Land Management (SLMP-2) project. This entails considering men and women's participation in and their benefits from the different components of SLMP intervention.

⁷ Mainstreaming Gender @ the GEF – Global Environmental Facility.

4. The Gender Mainstreaming Guideline

The implementation of gender mainstreaming required the development of a gender mainstreaming guideline; for use by planners and implementers of the project. This guideline has been produced to fulfil that requirement; an exercise that was preceded by a gender analysis; the report of the gender analysis appearing under a separate cover.

4.1. Objectives

The general objective of the gender mainstreaming guideline is to facilitate gender sensitive planning and implementation of SLMP-II.

The specific objectives are to:

- Enable practical application of gender mainstreaming methods;
- Provide a guideline that project personnel can use to follow the necessary steps in ensuring gender sensitivity of activities;
- Provide indicators against which progress in gender mainstreaming can be monitored during the implementation of in SLMP-II;
- Provide a checklist for considering gender issues in SLMP-II programming (the project cycle).

4.2. Methodology of Guideline Development

Gender analysis was conducted to gather primary and secondary data. Secondary data was sought from policy documents, manuals, plans, reports, and guidelines. Primary data was obtained through formal and informal interview of SLMP personnel as well as relevant others, key informant interviews and focussed group discussions with both female and male farmers as well as staff members were conducted. Experiences and observations gained from the planning workshop at Adama and feedback from individual reviews have been incorporated as appropriate.

Data obtained from primary sources were compiled, analysed and complemented with secondary data to reach at conclusions, for an understanding of the current gender considerations in SLMP. This was followed by forwarding appropriate recommendations.

The gender analysis report and draft gender mainstreaming guideline were reviewed following which, the documents were presented at a validation workshop organized by SLMP for discussion and comments. This final guideline has been produced considering all relevant comments and inputs.

4.3 Key Gender Issues, Guidelines, Checklists and Indicators for SLMP-II Components *(Presented on Page 9)*

4.3.1 Component One: Watershed and Landscape Management

<p>Key Gender Issues</p>	<ul style="list-style-type: none"> ▪ Unequal benefit of men and women from watershed management programmes in contrast to the magnitude of poverty among women ▪ Participation and benefit of women in male headed households overshadowed by their husbands and benefit less from the programme ▪ Inadequate awareness and skills among staff for gender sensitive planning and implementation, as well as monitoring and evaluation, constraining the positive impact on the overall programme endeavours ▪ Absence of accountability system where decision makers and technical staff could take full responsibility of implementing gender mainstreaming ▪ Inadequate knowledge on gender issues among decision makers and technical staff at various levels resulted low commitment to gender issues ▪ Inadequate consideration to the indigenous knowledge and skills of women in Natural Resource Management ▪ Heavy workload negatively impacting on involvement in SLM, in some Woredas women expected to work as much as men, despite biological constraints and the triple role they shoulder ▪ Implications of the norms of public works on women not fully assessed (e.g. focus on physical capability) ▪ Women’s limited participation in decision making processes: ▪ Absence from senior positions, thus not adequately participating in planning and implementation ▪ Husbands main or sole decision makers in some households ▪ Women lack adequate institutional supports, which could have addressed their practical and strategic needs ▪ Non- assertiveness which prevents women from expressing what they know and feel, as well as effective identification and voicing of their problems ▪ Women Kebele committee members, often absent from meetings or keep silent even when present ▪ In some instances women not allowed to work along men in the fields ▪ Insufficient budgeting for GM, giving more emphasis to physical and biological activities, even IGA budget being reallocated for other activities
	<ul style="list-style-type: none"> ▪ Revise resource distribution from rehabilitated watersheds to value women’s multiple roles rather than focus on the spot activities in a specified time ▪ Encourage the passing of byelaws for watershed norms to take account of work allocation and share of benefits ▪ Practice affirmative action <ul style="list-style-type: none"> ○ During employment of project personnel ○ In work distribution and associated rewards and benefits

<p>Guidelines</p>	<ul style="list-style-type: none"> ▪ Undertake assessment of indigenous knowledge and skills of women in resource management and its proper utilization ▪ Practise affirmative action such as flexible working environment (late coming/early departure, light works and other context-specific provisions to allow for additional household chores, pregnancy and lactation period leaves,) for women in female-headed as well as male- headed households ▪ Plan for periodical assessment on public works norms with special focus on cases like pregnancy, women with disability and elders ▪ Improve division of labour, use experiences of Woredas that do well in this, organize also experience sharing visits to communities whose men assist with household chores ▪ Educate families and community members on the importance of work redistribution among men and women ▪ Create awareness on work redistribution among family and community members ▪ Raise awareness on the importance of involving women in decision making ▪ Assign women in leadership and responsible positions ▪ Support women’s participation in decision making <ul style="list-style-type: none"> ○ Seek women's input for SLM activities ○ Enhance women’s decision making power on household and communal resources including joint decision making among couples ▪ Assign women in leadership positions, use affirmative action as appropriate ▪ Encourage women to take leadership roles as a team leader as well as in other positions in various taskforces and public work implementations ▪ Develop a gender sensitive monitoring and evaluation system ▪ Provide assertiveness training for women ▪ Ensure adequate budgeting for gender mainstreaming activities ▪ Design, implement, monitor and evaluate appropriate training modalities that enhance the level of awareness and the skill of staff on gender issues and gender planning skills for more effective results on their respective responsibilities ▪ Design a gender responsive monitoring and evaluation as well as accountability mechanisms to ensure technical persons are responsible for considering gender dimensions in watershed and landscape management ▪ Labour contribution according to abilities and physical make up as well as age (for instance the elderly taking care of small children while parents work on projects) ▪ Revisit cost sharing arrangements in homestead development activities ▪ Promote working with men for gender equality through the provision of the appropriate gender awareness creation ▪ Improve availability and use of labour-saving technologies for home and homestead activities
	<ul style="list-style-type: none"> ▪ Are women and men benefiting from the overall natural resource management programs (watershed and small-scale irrigation schemes) on equal basis? ▪ Are women and men equally consulted and represented in watershed planning and management?

<p>Checklists</p>	<ul style="list-style-type: none"> ▪ Are women in the program encouraged and incentivized as much as men to take leadership roles in public work implementations and play active roles in various taskforces? ▪ Are both women and men beneficiaries, enjoying the benefits of the project on an equal basis? ▪ Is the norm and standard set in the food security activities assessed from gender perspective (i.e. health, workload, time, and special consideration for female-headed households)? ▪ Are the roles of women and men in the management of natural resources taken into account and given equal weight and value? ▪ Do decision makers and technical staff adhere to the policy and accountability system in enforcing gender mainstreaming as one of their main duty? ▪ Is there any one assigned as a responsible person in charge of ensuring gender mainstreaming in various? ▪ Are women and men equally represented in the decision-making process and implementation of watershed management? ▪ Has consideration been given to the positive & negative impacts of the project concerning women and men? ▪ Has due consideration been given to gender related issues in the overall planning process watershed management; such as women's workload , lack of information, pregnancy and lactation, literacy level, exposure to risks and health related issues?
<p>Indicators</p>	<ul style="list-style-type: none"> ▪ Number of women and men that have benefited from the overall natural resource programme ▪ Number of women and men that have participated and benefited from public works ▪ Gender sensitive natural resources information systems in place ▪ % of women in leadership and responsible positions ▪ % of women participating in planning at senior level ▪ % of women participating in important meetings ▪ % female watershed team and sub-team members, and as chairs ▪ % of women in responsible positions ▪ % increase of households who make joint decisions ▪ Appropriate Byelaws enacted ▪ Extent of practice of work reallocation expressed in terms % of men who for their families: <ul style="list-style-type: none"> ○ Draw water ○ Take grain for milling ○ Give assistance in household chores ▪ Experience visits made followed by discussions of their experiences ▪ Adequate budget allocated for gender mainstreaming activities ▪ Type of capacity building and training opportunities extended and participants by sex ▪ % increase of households who make joint decisions

	<ul style="list-style-type: none"> ▪ Number of women and men involved in the planning and implementation of the natural resource program/ project ▪ Number of assertiveness training provided and number of participants by sex ▪ % increase of women able to express views at meetings ▪ No. and type of gender trainings given and number of participants by sex ▪ Cost sharing arrangements in homestead development revisited and revised ▪ % increase of women able to work alongside with men ▪ Labour saving Devices introduced and promoted <ul style="list-style-type: none"> ○ No. of newly established grinding mills ○ No. of families owning water transporting carts ○ No. households owning improved <i>enset</i> processors ○ No. of households owning hoes convenient for women
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4.3.2 Component Two: Institutional Strengthening, Capacity Development, and Knowledge Generation and Management

<p>Key Gender Issues</p>	<ul style="list-style-type: none"> ▪ Unspecified accountability for Gender mainstreaming and inadequate coordination and networking among actors in gender at all levels ▪ Gender mainstreaming not institutionalized ▪ Absence and/or low capacity of gender focal persons and other government staff in gender matters to implement gender mainstreaming ▪ Inadequate sustainability of Gender awareness creation and gender mainstreaming activities at all levels ▪ Women’s limited participation in decision making ▪ Women’s limited participation in capacity building not exceeding 15-20% <ul style="list-style-type: none"> ○ Office holders often men are recruited for capacity building trainings <ul style="list-style-type: none"> ▪ Unable to partake in experience sharing exercises whose mobility is constrained by culture ▪ Insufficient budget allocation for gender mainstreaming ▪ Limited participation of women in various watershed committees as members and chairpersons ▪ Absence of need-based gender mainstreaming training programmes for skill development, designed for the planning team and beneficiaries ▪ Lack of clear guidelines on how stakeholders can consider gender mainstreaming in SLMP as part of their routine responsibilities ▪ Lack of gender sensitive impact assessment in the project implementation ▪ Limited awareness regarding the concepts of gender matters among staff members to follow up of implementation of physical as well as social activities ▪ Low gender awareness of local Institutions (<i>Iddirs, Mahibers, etc</i>)
<p>Guidelines</p>	<ul style="list-style-type: none"> ▪ Assign a Gender specialist at the federal level as well as and set up a strong gender unit ▪ Assign and/or build the capacity of gender focal persons at different levels of government structures ▪ Create a working relationship between SLMP gender officer and stakeholder gender experts at the Federal, Regional, Woreda, Kebele and community levels ▪ Conduct a gender training needs assessment to identify specific needs for different categories of people working on the project as well as stakeholders ▪ Provide gender awareness training for persons working on SLMP at all levels (Community to Federal) ▪ Organize gender mainstreaming training for the planning team and beneficiaries based on their identified needs ▪ Integrate gender issues in short-term training programmes ▪ Incorporate gender mainstreaming into the PIM and other formats ▪ Support capacity strengthening of government staff in gender matters through providing financial and technical support including for gender trainings, since projects are designed based on government structure ▪ Equip community with awareness and capacity for gender mainstreaming

	<ul style="list-style-type: none"> ▪ Work with religious leaders to raise awareness for an enhanced impact in the community as regards women’s involvement in development work; so that women’s exchange visits and working with men becomes acceptable ▪ Enhance women’s groups belonging organized into traditional association like <i>equip</i> and <i>mahibers</i> for access to capacity building services ▪ Promote organized women’s groups to encourage participation and share of benefits ▪ Assess capacity gaps of women groups organized for SLMP activities and organize training based on identified gaps in groups ▪ Ensure women’s participation in training for SLMP beneficiaries ▪ Provide leadership training and skills upgrading for women including assertiveness training ▪ Ensure women’s participation in experience sharing visits including the promotion of women as role models ▪ Target women for capacity building by implementing strict quota system ▪ Strengthen intuitional structures at all levels, in order to facilitate the work of new staff who will be able to easily catch up with the work ▪ Use strict monitoring checklist, reporting format and feedback tools ▪ Develop a format which could incorporate gender variables (i.e. usage -sex-disaggregated data across all sectors and programs) ▪ Conduct TOT in gender matters for cascading to different levels ▪ Translate the gender mainstreaming guideline into Amharic for use by Development Agents ▪ Properly document planned and implemented measures ▪ Produce handbooks, toolkits, flyers, etc on gender matters and distribute to regions ▪ Translate handbooks, toolkits, flyers, etc into regional languages ▪ Produce knowledge based publications on gender specific best practices and effective strategies, networking, online data base, etc. ▪ Implement an updated gender-sensitive information system (e.g. development of websites) and encourage its effective utilization ▪ Allocate adequate budget for gender mainstreaming
<p>Checklists</p>	<ul style="list-style-type: none"> ▪ Does the capacity-building package of the project treat men and women equally? ▪ Are capacity gaps of gender experts fully assessed in terms of undertaking diversified activities other than awareness creation? ▪ Is gender sensitivity taken as criteria for beneficiary selection? ▪ Is information regarding target groups and their current condition analyzed according to gender? ▪ Do programme and technical staff have the required knowledge and skills to make programme implementation gender responsive? ▪ Do women target groups have equal access to resources which can enable them to build household assets as much as men do? ▪ Has project impact assessment been made by involving women and men target groups on equal basis? ▪ Does the Programme Implementation Manual (PIM) incorporate gender perspectives?

	<ul style="list-style-type: none"> ▪ Does the information format allow the incorporation of all basic gender variables? ▪ Is there an updated gender sensitive information system? ▪ Is the data base system adequate and accessible for planning and conducting research on issues related to gender? ▪ Is available information related to gender effectively managed and shared among the stakeholders? ▪ Is adequate budget allocated for gender mainstreaming?
<p>Indicators</p>	<ul style="list-style-type: none"> ▪ A gender officer recruited and started work ▪ Training Needs identified and report prepared ▪ No. of gender training and no. of participants by sex • Percentage of senior managers trained in gender mainstreaming ▪ Level of gender sensitivity of plans and programmes ▪ Clear working relationship created among SLMP, stakeholder gender experts at Federal, Regional, Woreda, Kebele and Community levels ▪ No. of institutions that accessed gender training and No. of participants by sex <ul style="list-style-type: none"> • <i>Eddirs</i> • <i>Mahibers</i> • <i>Other groups</i> ▪ No. of gender focal persons who participated in gender trainings ▪ No. and type of support provided to government by SLMP ▪ Capacity gaps identified and report prepared ▪ No. and types of capacity building trainings and % of participants by sex ▪ No. of leadership trainings and % of participants by sex ▪ No. of skills upgrading trainings and participants by sex ▪ % of female participants in experience sharing visits ▪ % of female participants in various capacity building trainings ▪ Number of women and men having access to capacity building programmes ▪ Information format includes all basic gender variables ▪ Information related to gender issues available ▪ Training of trainers (TOT) report with action plan for subsequent trainings prepared ▪ Gender sensitivity of short-term training materials ▪ Gender mainstreaming guideline translated into Amharic and distributed to regions ▪ All regions received handbooks, toolkits, flyers, etc in Amharic ▪ % of households and community members who received handbooks, toolkits, flyers, etc in their regional languages ▪ Religious and community leaders assist in gender awareness creation ▪ No. of gender specific publications ▪ No. of gender specific best practices recorded and disseminated

	<ul style="list-style-type: none"> ▪ Sufficient budget allocated for specific gender mainstreaming activities
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Component Three: Rural Land Certification and Administration

Key Gender Issues	<ul style="list-style-type: none"> ▪ Inadequate enforcement measures for the full realization of land user rights of women
Guidelines	<ul style="list-style-type: none"> ▪ Take appropriate action to solve existing problems that hinder women's benefit from their entitlements ▪ Develop appropriate participatory methods that could allow equal participation of women and men ▪ Design appropriate training modalities that could enhance the level of awareness, knowledge and skills of decision makers and technical staff on gender issues ▪ Develop a monitoring and evaluation system
Checklists	<ul style="list-style-type: none"> ▪ Has the rural land administration system enabled women to enjoy their full user rights equally with men? ▪ What are the outputs of securing land user rights of women that can be valued in economic and sociological terms? ▪ Do women perceive the current land administration system, particularly its land administration and use proclamation in detail, especially with respect to the initiation of user's rights security and encourage women's land users rights? ▪ Do decision makers and technical staff adhere to policy and accountability system in enforcing gender mainstreaming as one of their main duties? ▪ Does the data base format include gender variables?
Indicators	<ul style="list-style-type: none"> ▪ Number of women who are fully aware about their rights which are clearly stated in the Constitution and in the land administration policy and law ▪ Availability of sex disaggregated data on land users rights ▪ Gender responsive land administrative management system in place ▪ Inclusion of gender variables in the data base format

4.3.4 Component Four: Project Management

Key Gender Issues	<ul style="list-style-type: none"> ▪ Inadequate allocation of budget for addressing gender issues in the project ▪ lack of appropriate follow up mechanisms to address gender issues ▪ Absence of accountability system where decision makers and technical staff could take full responsibility of implementing gender mainstreaming ▪ Inadequate awareness and skills on gender issues as well as planning among staff hindering positive impact on the overall programme endeavours ▪ Absence of gender sensitive monitoring & evaluation and information system ▪ Lack of gender responsive reporting format
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	<ul style="list-style-type: none"> ▪ Too weak monitoring and evaluation system of the project to capture gender related progresses along the program implementation
<p>Guidelines</p>	<ul style="list-style-type: none"> ▪ Ensuring sustainability of gender mainstreaming through: <ul style="list-style-type: none"> ○ Strengthening of intuitional structures at all levels, in order to facilitate the work of new staff who will be able to easily catch up with the work ○ Proper documentation of planned and implemented measures ○ Equipping community members (ultimate beneficiaries) with the necessary awareness and capacity for gender mainstreaming and follow up ○ The incorporation of gender mainstreaming into the PIM and other formats ○ The Establishment of a gender responsive monitoring and evaluation system ▪ Ensure that the capacity building packages of the programme take into consideration, the empowering women in decision making ▪ Ensure that all planning/programs formats and reports incorporate sex disaggregated data ▪ Ensure the allocation of adequate budget for addressing gender issues ▪ Assign a Gender specialist at the federal level ▪ Assign and/or build the capacity of gender focal persons at different levels of government structures ▪ Create a working relationship between SLMP gender officer and stakeholder gender experts at the Federal, Regional, Woreda, Kebele and community levels ▪ Design appropriate training modalities to enhance awareness and skills of staff on gender awareness and planning for better results
<p>Checklists</p>	<ul style="list-style-type: none"> ▪ Are project plans checked against clearly defined vision, mission and values which reflect equality between women and men? ▪ Does the capacity building package of the project treat men and women in an equitable manner? ▪ Are planners equipped with the necessary knowledge and skills that enables them to integrate gender into the overall planning process? ▪ Are sex -disaggregated data included in planning and reporting formats? ▪ Is due consideration given to ensure sustainability of gender related activities? ▪ Is there an effective monitoring and evaluation mechanism? ▪ Is adequate budget allocated for gender mainstreaming?
<p>Indicators</p>	<ul style="list-style-type: none"> ▪ Availability of gender sensitive planning and reporting format ▪ Consideration of gender issues as a strategic agenda of the project ▪ Number of staff trained in gender matters and planning techniques ▪ Development of a gender sensitive Monitoring and Evaluation indicators ▪ Number of trainings provided on gender issues by the project to its staff and stakeholders

5. Checklists for the Planning Process (The Project Cycle)

A checklist enables obtaining relevant information at the stages of the project cycle. A checklist informs planners what to ask in order to mainstream gender at the different stages of the project cycle; with each project beginning with the same basic questions:

- What are the practical implications of the different roles and status of women and men in the project area? How will these affect the project design? How will these affect the chance of the project being successful?
- What is the strategic potential of the project for improving the status of women and promoting gender equity? How will the project affect women and men? How can the project contribute to long-term strategies to achieve gender equity?

In the case of SLMP, overall problem identification (land degradation); and proposed solution (sustainable land management) have already been made, including site selection. The following steps (project conceptualization; problem identification and formulation of objectives; project design; project implementation; and Monitoring and Evaluation) are however for considering gender in the overall planning process of projects.

Step One: Project Conceptualization

The purpose of this stage is to show the situation as it exists at the beginning of the project, before starting activities that target change.

- Assess the situation using data disaggregated by sex, income and age
- Perform gender-sensitive land management needs assessment
 - Who is currently using land and for what purposes
 - How are rights and responsibilities distributed between the sexes

Step Two: Problem Identification and Formulation of Objectives

During identification and definition of the general and specific objectives of the project

Ask

- Who are the target beneficiaries (men and women in married households, women in female headed households)?
- What are the anticipated benefits for women (skill development, increased productivity, income opportunities etc)?
- Are women's practical and/or strategic needs specific focus of the project?

- Are women involved in the overall project including in decision making?
- Are WID activities like income generating endeavours designed for women (in SLMP, Homestead Development)
- What are the objectives of the project? (e.g. *Women's financial empowerment*)?
- Have there been any earlier efforts with the same objectives? With what success? In this case what were the experiences in SLMP-I?
- Have women participated in the stakeholder analysis for example by dividing women and men groups, based on the social norms, ensuring that timing and locations of meetings are convenient and culturally acceptable?
- Is data collected on number of female headed households, decision making by men and women concerning use of household income, number of dependents, etc.

In identifying and assessing gender needs and opportunities (facilitating and constraining factors for men and women's involvement in project activities);

ASK

- What is the gender division of labour in the community?
- What are the main sources of income for women and for men?
- What needs and opportunities exist for increasing women's productivity and/or production?
- Have men and women been consulted in identifying needs and opportunities related to the general and specific objectives of the project?
- How visible are women in the watersheds (farming, land management, housing)?
- Are women's needs in the watersheds the same as those of men?
- Do women and men have equal access to resources? If not, what opportunities exist for increasing women's access to and control of resources and/or benefits?

Step Three: Project Design

At this stage specific activities of the project and the required inputs are determined

ASK

- Is information available on household economic arrangements such as
 - Roles
 - Sex and age
 - Time of labour
 - Land ownership and/or control;
- Is sources/types/control of incomes adequate for planning and evaluation of project?

- How are men's and women's activities, access to and control of resources shaped by structural factors (legal, customary, institutional)?
- Will women directly benefit from all project components?
- Does the project design include strategies to facilitate women's active involvement?
- Has a management structure that involves women and men on equal footing been created?
 - Does SLMP have the capacity for gender analysis and gender sensitive programming
 - Are key project actors gender sensitive (where necessary provide training on gender issues and SLM issues)

In identifying specific project objectives related to gender

ASK

- Are project objectives clearly related to practical and strategic gender needs?
- Have both men and women participated in setting those objectives?
- Which activities (production, reproduction, socio-political) does the project involve?
- Do women and men view the planned activities in the same way?
- Have activities required to ensure attention to gender issues been identified?
- Have gender sensitive project indicators disaggregated by sex developed?

As regards budgeting

ASK

- Is there budget specifically for gender mainstreaming including capacity building for women, gender training and other awareness creation activities)?
- Will there be a separate budget for facilitating the participation of women?
- Is the level of funding enough to complete the planned tasks?
- Is it possible to track funds for women and men separately - from allocation to delivery with accuracy?

Step Four: Project Implementation

As to how activities will be undertaken and who will be responsible for each area

ASK

- Are staff members familiar with gender issues? If not assistance should be sought from a gender expert
- Are staff members sensitive and open enough to seek women's input?
- Are female staff members available for technical and administrative positions? Having female staff in technical and administrative positions will help to look at problems from

both men's and women's perspective. The experience of SLMP shows that, there are too few women in technical and administrative positions.

- Are mechanisms in place to promote gender balance among participants in project meetings as well as gender equity in authority and decision making?
- Is there a responsible person to coordinate the various aspects of the project?
- Are there appropriate opportunities for both women and men to participate in project management positions?
- Are there mechanisms to ensure that the project resources or benefits are not controlled or taken over by males?
- Are project staff members trained in gender-mainstreaming? If not, what are the options?

Step Five: Monitoring and Evaluation

At this step

ASK

- Is the project progressing the way it is intended?
 - Track progress on gender related objectives; and determine if they have been met
 - Consider project outcomes and results in light of differences in stated needs and priorities of women and men
- Do reports reflect gender issues, use sex-disaggregated data, and identify gender gaps as well as gender-related successes?
- Are views of women and men as managers of land incorporated in all assessments?
- Are women involved in the monitoring and evaluation?
- Are there separate indicators to measure progress for women and men?
- Is data collected often enough to make adjustments during the project?

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Annex One: Gender Analysis

a) The Concept of Gender Analysis

- Is a process of identifying gender specific division of labour, access to and control over resources to understand implication for the design and implementation of development programmes. It is a means of understanding social systems from a gender perspective, as it recognizes that development affect men and women differently.
- Systematically examines the decision-making process, needs and potentials of men and women in addition to roles, access to and control over resources.
- Enables ensuring that development project/programmes fully incorporate the roles, needs and participation of women and men.
- Can also be used to build capacity as well as assess commitment to gender sensitive planning and programming.

The process of *Gender Analysis* requires separate data on men and women, and an understanding of how labour, roles, needs are divided and valued by sex.

b) Objectives

Gender equality is a prerequisite for national development. For development to occur both men and women must have equal access to the benefits of development. Gender analysis tries to discover how being a man or a woman affects the foundations of social organization. It shows how gender issues are related to the development process. It is an integral part of a project; and should be integrated in planning, implementation, and monitoring of a project.

The aim of gender analysis is to see whether both men and women participate equally according to their needs and potentials. Gender analysis in SLMP, means understanding how male and female smallholder farmers in the selected watersheds participate in and benefit from project activities that are aimed at increased productivity.

i. General Objective

The general objective of the exercise is to identify possible gender gaps, and come up with recommendations that would make the basis for the development of a gender mainstreaming guideline for phase two of SLMP.

ii. Specific Objectives

- See how fairly technical assistance and capacity building are distributed among men and women
- Appraise men and women's access to land use and decision making at various levels
- Asses gender sensitivity of planning and implementation of the project, and women's participation in them
- Examine how decision making is accessed by men and women smallholder farmers, for instance, involvement in various committees
- Observe what would constrain women's participation in activities at par with the men

c) Methodology

Gender analysis was conducted using primary and secondary data; for use in the preparation of the “*Gender Mainstreaming Guideline*” for SLMP-II. For the secondary data, various literatures consisting of policy documents, manuals, plans, reports, and guidelines were searched. A list of documents appears in the reference section of this guideline. The primary data was obtained through formal and informal interview of SLMP personnel as well as other institutions, key informant interviews and focussed group discussions with both female and male farmers as well as others were conducted; interview and discussion guides appear in annex two. Experiences and observations gained from the planning workshop at Adama and feedback from individual views have been incorporated as appropriate.

Data obtained from primary sources were compiled, analysed and complemented with secondary data to reach at conclusions, for an understanding of the current gender considerations in SLMP.

Some of the questions raised during gender analysis include:

- Who plays which role in the family, society and in a specific group?
- Who does what?
- Who has what?
- What factors influence gender arrangement in the society?
- The project cycle analysis
- Who gets what in development projects?

There are a number of tools that are used to answer the above and other related questions and one of them is Harvard Analytical Framework; often referred to as the Gender Roles Framework or Gender Analysis Framework. It is one among many designed for gender analysis; designed with the aim of helping planners to design projects with efficient and equitable resource allocations. The Harvard Analytical Framework has four components: the Activity Profile, the Access and Control Profile, Analysis of Factors Influencing Activities, Access, and Control, and Project Cycle Analysis.

i. Activity Profile

Under Activity Profile all the activities of men and women will be listed down. How detailed and specific the listing depends on the relevance of those activities to the planned project. All categories of women’s activities (productive, reproductive, and if relevant community activities) need to be included in the listing.

The activities need to be further classified by age; whether the activities are taken by the female child or male child, female adult or male adult or female elderly or male elderly need to be specified. Whenever necessary, time allocation could give important information for project planners. Where the activity is carried out: at home, in the field, or outside the community tells how mobile women need to be and how the project could be implemented.

ii. Access and Control Profile

Analysis of access and control shows an assessment of the relative power of members of the society that would feed into project planning to benefit women and other target

groups. Access to resources does not necessarily imply the power to control it. Control means having a determining power. There is also a difference “between access to and control over the use of resources, on the one hand, and access to and control over the benefits derived from the mobilization of resources.” There are examples where women have unlimited access to work on the family plot without having a say on how to use the fruits of their labour. Control on the other hand implies that one determines how to use and distribute the resources.

iii. Analysis of Factors Influencing Access and Control

Some of the factors that influence activities, access, and control include:

- Economic condition
- Demographic factors like access to family planning
- Socio-cultural factors including gender based violence
- Community norms like religious beliefs
- Training and education
- Political situation like war

Specifying these factors would help to identify which factors will facilitate or constrain the project, and it would also assist in minimizing the constraints and maximizing the facilitating factors. It will also assist to know who men or women are constrained more by the factors, and what should be done about them.

iv. The Project Cycle Analysis

The project cycle is a way of illustrating the main stages in project development, the links between them, and their sequence. In the context of gender analysis, it aims to see how the issues of access and control relate to the project. In the project identification stage, attempts should be made to analyze the benefits women can get, the constraints for women’s involvement in the project and possible negative outcomes of the project for women. In the design stage, questions related to the impact of the project on women’s activities and their access to and control over resources need to be raised. At the project implementation stage questions concerning the relationship of women to the project area, personnel, structures and other relevant questions will be raised.