

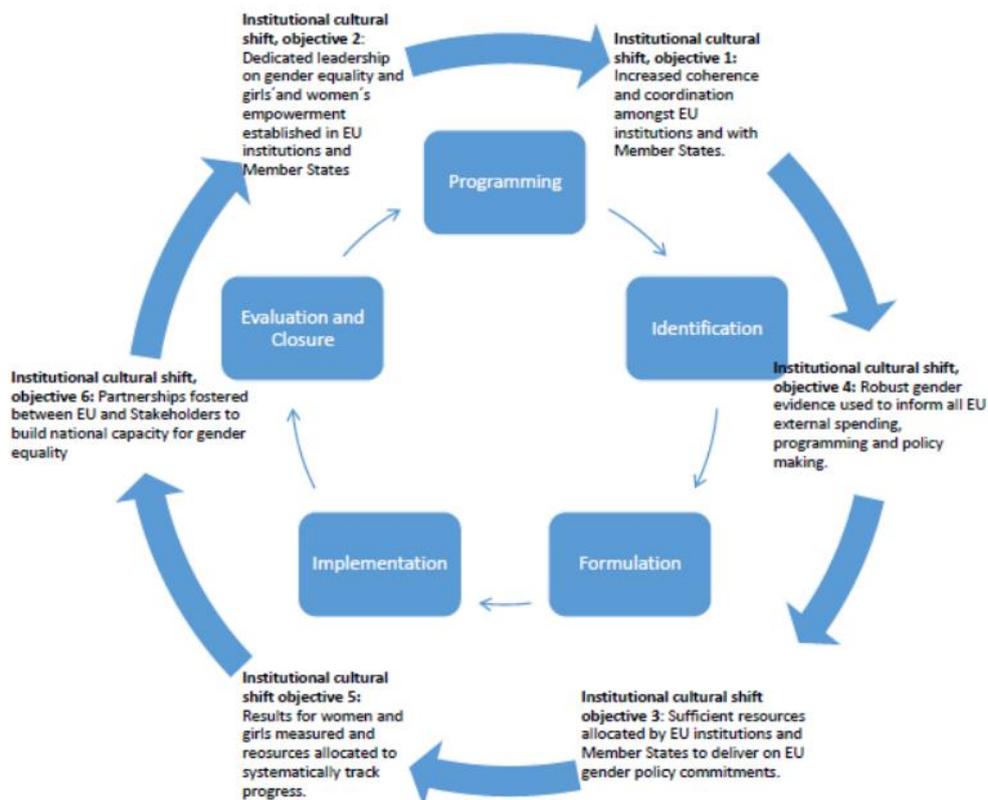


EU Gender Action Plan II (2016-2020) GENDER ANALYSIS ON SECTOR LEVEL

1. What does the EU Gender Action Plan 2016-2020¹ (EU GAP II) require us to do?

The EU commitment towards Gender Equality and Women's Empowerment (GEWE) has been renewed and expanded by the adoption of the **EU Gender Action Plan 2016-2020** by the Council on 26th October 2015²:

The new GAP II focuses on three different thematic areas and one horizontal. They are: (1) Ensuring girls' and women's **physical and psychological integrity**, (2) Promoting the social and **economic rights / empowerment** of women and girls, (3) Strengthening girls' and women's **voice and participation**, and (4) Shifting the **Institutional Culture** to more effectively deliver on EU commitments (horizontal goal), including leadership, systematic reporting, results-focused, coherence and coordination.



Graphic1: EU Member States and European External Action Service Programming Cycle for implementing the EU Gender Action Plan II

¹ Gender Action Plan 2016-2020 - Council conclusions (26 October 2015), 13201/15

² For specific implementation guidance please refer to: Guidance note on the EU Gender Action Plan 2016-2020. For DEVCO HQ and EUD operational staff, March 2016.



The EU GAP II calls for “**Robust gender evidence used to inform all EU external spending, programming and policy making**” (under Objective 4). It requires from EU Delegations and member state missions, including the Austrian Development Cooperation (ADC) Offices, to **select and ensure integration of EU GAP II objectives and indicators related to sectors and local priorities**, in line with the Sustainable Development Goals (SDGs)³, targets and indicators in their supported interventions by mid-2016.

- Activity 4.1. **Inform all actions, whatever aid modalities (e.g. Budget Support) with strong and rigorous gender analysis that is reflected in the final programme implementation**
- Indicator 4.1.1. N# of thematic, bilateral and regional programmes per year using gender analysis to inform design.

2. What is a Gender Analysis?

“The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc. between women and men in their assigned gender roles”. (European Commission, 1998)

3. Why bother with an analysis and integration into sector and project programming?

Gender should not be a barrier to benefitting from international development actions and humanitarian aid. Gender analysis is the basis for gender mainstreaming and makes possible to understand gender inequalities in a given situation, or sector, and to formulate projects or (sector) programs in a way to address and redress the situation (European Commission, 2009). It helps to understand root causes of inequalities, how they might impact on the outcomes of a programme, how to tackle these; as well to detect if there is a need for specific, targeted actions for women and girls (or, in a given situation, for men and boys). **At a minimum it helps to understand how not to do any further damage (“do no harm”),** thus avoiding incorrect assumptions and stereotypes and reproducing unequal power relationships.

Once the gender analysis has been done, the results – especially gaps and barriers identified - need to be addressed within and through the Programs and Projects to be developed/adapted:

In practice, gender analysis will translate into:

- Selecting objectives from the GAP II to contribute to via existing programmes
- Adapting programmes to take on these objectives and adequately measure them
- Designing / formulating new actions where relevant and possible.
- Identifying results and indicators for gender equality that will be achieved through programmes
- Ensuring adequate monitoring and data tracking
- Identifying resources where needed

4. What should a gender analysis cover?

³ More information on the SDGs is available here: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>



Generally, gender analysis asks questions and represents facts about the following aspects

- **Key statistics** on the situation of women, girls, men and boys (health, education, life expectancy, maternal mortality, etc.)
- **Legislative & enabling environment** for gender equality (including social norms)
- **Key risks / barriers faced** by women and girls in benefitting from development – e.g. social norms, risk of violence, reproductive health
- **A mapping of key actors** (other donors, government institutions, women's movement) active in gender equality
- **Practical and strategic needs:** Practical gender needs are the needs, which women identify in their socially accepted roles in society, and are a response to immediate perceived necessity, identified within a specific context and are practical in nature. They often address inadequacies in living conditions such as water provision, nutrition, health care and employment. **Strategic gender needs**, on the contrary are needs which women identify because of their subordinate position in society, and vary according to particular contexts, such as gendered division of labour, power and control and include issues such as legal rights, domestic violence, equal wages or women's control over their bodies.

A gender analysis often furthermore clarifies:

- **Roles and activities:** Who (women, men, girls and boys) does what (productive or reproductive activities, paid or unpaid) How long does it take? Where?
- **Resources and constraints:** What resources do men and women have to work with? Who uses/owns/controls each of these resources? Who is excluded from use/ownership/control? What decisions do men and women make: in the household, in the community?
- **Benefits and incentives: Who has the decision making power** (e.g. community leaders, at household level etc) Who controls productive and reproductive activity? Who benefits from economic activity? Who receives income? Who controls income? What about non-income benefits? Do women and men have different incentives for participation in those activities?

Additionally, a good gender analysis will also show the linkages between multiple inequalities at different social levels, and **address intersectionality** by analysing the other diversity issues affecting all members of society, such as age, ethnicity and socioeconomic conditions, since neither women nor men form a homogenous group (European Commission, 2009).

5. How can gender analysis be done?

There are different levels of analysis, depending on your programming cycle, type of programme and level of intervention:

- **Regional level:** if your intervention is at that level, and cross border measures might be in place (e.g. migration)
- **Country level:** if you are determining e.g. what your Budget Support should look like (e.g. legislative framework, social norms, institutional capacity)
- **Sector level:** if you are considering your annual programming for sectors of concentration (e.g. agriculture and land rights, access to services, labour market segregation)
- **Project activity level**
- **Instruments level** – e.g. Migration Trust Fund and how it will ensure due regard is given to gender in the formulation of actions.

The focus of this paper is on sector programming and program/project level: Depending on your resources, capacities and availability, the Gender Analysis can either be undertaken by experts as a standalone exercise, be an aggregation of existing analysis that is recent enough and from a credible source (e.g. World Bank,



SIDA, UN Women, a sector specific like-minded gender supportive donor group, Civil Society Organizations specialized in a sector, etc.), or it can be included in project formulation TORs and undertaken as a joint exercise as alternative way of getting the information.

Key elements of a sector program or project gender analysis include⁴:

Macro level: it relates to the national policies governing activities in the country, including legislation and regulations – e.g. for the water sector. The analysis focuses on how these national policies influence activities in an institution or organization or at field level. International influences on national laws and policies should also be examined. Key questions are:

- Have gender equality commitments been made by the government in the context of international processes such as the Beijing process, the SDG process, or the ratification of the Convention on the Elimination of all Discrimination Against Women (CEDAW)?
- Do national and sectoral policies reflect these commitments by their awareness of inequalities between men and women at different levels and the inclusion of means to address them?
- How do current policies, laws and regulations in a given sector impact differently on women and men?
- In national-level institutions (parliament, government line ministries, universities, businesses), how are decisions made? How are women represented in the system? How are decisions taken?

Helpful sources are:

OHCHR for CEDAW Implementation on country level (check concluding observations): <http://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>; The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of 23 independent experts, who monitors the implementation of the CEDAW around the world. Go to the country you are searching, and direct yourself to the latest reporting cycle on CEDAW, where you find the latest findings of the Committee in the Concluding Observations, including implementation and its specific gaps of the Human Rights for women in the specific country.

SIGI Gender Index (OECD): www.genderindex.org , data on country level. The OECD Development Centre's Social Institutions and Gender Index (SIGI) is a cross-country measure of discrimination against women in social institutions (formal and informal laws, social norms, and practices) across 160 countries. The SIGI covers five dimensions of discriminatory social institutions, spanning major socio-economic areas that affect women's lives: discriminatory family code, restricted physical integrity, son bias, restricted resources and assets, and restricted civil liberties. SIGI provides a strong evidence base to more effectively address the discriminatory social institutions that hold back progress on gender equality and women's empowerment.

Gender Development Index (GDI), collected on country level by UNDP: <http://hdr.undp.org/en/composite/GDI>: The GDI measures differences between male and female achievements in three basic dimensions of human development: health, measured by female and male life expectancy at birth; education, measured by female and male expected years of schooling for children and female and male mean years of schooling for

⁴ Source: European Commission (2009), Toolkit on Mainstreaming Gender in EU Development Cooperation. DG EuropeAid, p. 85., ITC/ILO (2009), Training Module: Introduction to Gender Analysis and Gender-sensitive Indicators, p. 7-9.



adults ages 25 and older; and equitable command over economic resources, measured by female and male estimated earned income.

The Global Gender Gap Index (World Economic Forum, annually on country level):

<http://www.weforum.org/reports/global-gender-gap-report-2015>: The Index benchmarks national gender gaps on economic, political, education and health criteria, and provides country rankings that allow for effective comparisons across regions and income groups. The rankings are designed to create greater awareness among a global audience of the challenges posed by gender gaps and the opportunities created by reducing them. It ranks over 140 economies according to how well they are leveraging their female talent pool.

UN Women: Progress of the Worlds Women - <http://progress.unwomen.org/en/2015/>

It provides a statistic country level overview of: Legal provisions safeguard women's rights to work and at work, the global gender gap in labor force participation, on social transfers, such as child and family benefits, and unpaid care and domestic work which has economic value, in some cases greater than that of key economic sectors.

The World Bank: <http://datatopics.worldbank.org/Gender/topic/education>, The [Gender Data Portal](#) is the World Bank's comprehensive source for the latest sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision making, and agency.

Humanitarian response: <https://www.humanitarianresponse.info/en/topics/gender/page/iasc-gender-marker> (IASC), <http://www.unocha.org/about-us/gender-equality-programming> (OCHA)

Meso level: at this level the focus is on institutions, how they operate in terms of service provision and implementation, and how they influence national policy. Focus is e.g. on health and education services, the role of the public and private sectors, levels of decentralization, institutional structures, and levels of expertise in institutions. Typical, key questions are:

- Do sector specific service delivery structures (e.g. all civil service structures at this level – health, education, labor, transport etc. – the police, the judiciary, etc.) reflect gender balance in their membership and management? Do women and men have equal access to employment and services? Is equal treatment in terms of pay and benefit guaranteed for men and women?
- Do private-sector businesses and institutions (including companies, banks, media, etc.) in a specific sector reflect gender balance in their membership and management? Do men and women have equal access to employment and services?
- Is there occupational segregation of the labor market in a specific sector by gender, either horizontal or vertical?

Micro level: here the focus is on women and men clients or beneficiaries, and more related to projects. The analysis identifies their specific needs and priorities relating to the project context, and examines the extent to which gender roles, relationships and cultural issues are key. Questions might be:

- What is the division of labor amongst women, men, young and old? Who normally does what? Have there been changes due to war, migration for labor, the HIV/AIDS pandemic, etc.?
- Are there gender inequalities in access to resources, including new resources, and who has control over different resources, including new resources and benefits from institutions, or development projects (or any outside interventions from the government)? Resources include non-material resources such as time, knowledge and information, and rights. Are their time-use studies available?



- What factors influence access to and control over resources (for example age, sex, position in an organization, ethnic status, wealth, rural/urban location, education level, networks and patronage)?
- At community level, how are decisions made about different resources and activities? At household level, who makes decisions about different resources and activities?

6. Examples where to find ADA relevant sector relevant gender information:

Gender mainstreaming requires to address the different implications for gender equality across all sectors of development cooperation. In this section of the paper you find some helpful links related to the main sectors of ADC development cooperation⁵. As stipulated in the Three Year Program of ADC (2016-2018)⁶, the following four sectors are priority intervention area, with environment & climate protection, as well as gender equality being cross-cutting topics:

6.1. Gender Analysis and the Education Sector: <http://eugender.itcilo.org/>

Key question for gender analysis in the education sector can be found here: http://eugender.itcilo.org/toolkit/online/story_content/external_files/TA_EduTVET.pdf, and here: in the Resource Package on Gender Mainstreaming in the EU Development Cooperation, go to <http://eugender.itcilo.org/> and then click Thematic Areas - Education/skills/TVET)

On global education patterns⁷, you can check gender parity and equality education a cross regions and countries at UNESCO <http://www.uis.unesco.org/Education/Pages/gender-education.aspx#sthash.Ct3QUkGf.dpuf>. UIS produces many indicators disaggregated by sex, and has developed indicators that better capture the school experience of girls and boys. These data shed light on national experiences but also help to formulate policies and benchmark progress toward gender parity and equality in education.

6.2. Gender Analysis and the Peacebuilding, Human Security, Human Rights and Migration Sector:

Key question for gender analysis in the thematic areas: Post-conflict, Security, Peace can be found here: Resource Package on Gender Mainstreaming in EU Development Cooperation: the Resource Package on Gender Mainstreaming in the EU Development Cooperation, go to <http://eugender.itcilo.org/> and <http://eugender.itcilo.org/toolkit/online/story.html> - under thematic area: Post Conflict, Security, Peace; and on Migration: http://eugender.itcilo.org/toolkit/online/story_content/external_files/TA_Migration.pdf or: <http://eugender.itcilo.org/> (Thematic Areas: Public Sector/Good Governance/Decentralisation and Human Rights/Culture/Justice). Good country information is available under NGO Working Group on Women, Peace and Security: <http://womenpeacesecurity.org/rapid-response/>; or at Women's International League for Peace and Freedom (WILPF) <http://www.peace-women.org/>; http://www.peacewomen.org/countries_and_regions/all

Migration and Gender is to be found under: <http://eugender.itcilo.org/> (including a thematic note, roadmap for gender mainstreaming, indicators and further readings).

6.3. Gender Analysis and Water, Energy & Food Security Sector:

⁵ https://ec.europa.eu/europeaid/sites/devco/files/toolkit-mainstreaming-gender-section-2_en.pdf

⁶ Zukunft braucht Entwicklung. Entwicklung braucht Zukunft. Dreijahresprogramm der österreichischen Entwicklungspolitik 2016 bis 2018, unter: http://www.entwicklung.at/uploads/media/3JP_2016-2018_04.pdf

⁷ More data are available in the UIS [Data Centre](http://uis.unesco.org/)



Key questions for gender analysis in the **energy sector** can be found here: Resource Package on Gender Mainstreaming in EU Development Cooperation: <http://eugender.itcilo.org/> (Thematic Areas/Energy and Water/Natural Resources and Environmental Management)

Other helpful resources: <http://energia.org/> - ENERGIA is an International Network active in 22 countries in Asia and Africa, established in 1996 to create an institutional base for galvanising action aimed at integrating gender into the energy access agenda of developing countries as well as globally. **Gender and Energy Toolkit** (NORAD, Energia): <https://www.norad.no/globalassets/import-2162015-80434-am/www.norad.no-filarkiv/ren-energi/gender-and-energy-toolkit.pdf>

You find a thematic note on **Gender, Agriculture and Rural Development** under: <http://eugender.itcilo.org> (Thematic Area Agriculture/Rural development); and on **Water, Natural Resources and Environment Management:** <http://eugender.itcilo.org> (you find a thematic note on gender and natural resource management, a roadmap for gender mainstreaming in natural resource management, and water and sanitation; gender sensitive indicators and further readings.

Gender and Food and Nutrition Security (GIZ, 2012) <https://www.giz.de/fachexpertise/downloads/giz2012-en-gender-and-food-and-nutrition-security.pdf>

6.4. Gender Analysis and Economy & Development

Under the Resource Package on Gender Mainstreaming in EU Development Cooperation: <http://eugender.itcilo.org> you find the following related, relevant thematic areas: Macro-Policy, Industry Trade; Transport, Infrastructure and ICT; Public Finance Management and Gender Responsive Budgeting (<http://gender-financing.unwomen.org/en>)