STRIVE Stage 2
ANNUAL PLAN 2010/2011

ANNEX F

Gender & Development Strategies

GENDER AND DEVELOPMENT STRATEGIES

1. BACKGROUND

Gender equality is an overarching principle of Australia's aid program and is integral to all Australian Government aid policies, programs and initiatives.

Gender issues have long been recognized as closely tied to development. Gender equality means women and men are provided equal opportunities to develop their capabilities, to contribute to their country's economic and social development and to benefit equally from their participation in society.

In the AusAID Website on Gender Equality and Development, it is stated that : Gender inequality restricts a country's economic growth. Removing inequalities gives societies a better chance to develop. When women and men have relative equality, economies grow faster, children's health improves and there is less corruption. Gender equality is an important human right.

While gains have been made, gender inequalities in health and education are still striking given that:

- Two-thirds of the 800 million people in the world who lack basic literacy skills are female

- Women hold an average of three per cent of seats in national parliaments in Pacific island countries, and an average of 19 per cent of seats in East Asia, and

- Half a million women die each year from complications during pregnancy - 99 per cent of them in developing countries.

Investments in women's and girls' education and health yield some of the highest returns of all development investments, including reduced rates of maternal mortality, better educated and healthier children and increased household incomes.

Development results cannot be maximized without attending to the different needs, interests, priorities and roles of women, men, boys and girls, and the relations between them. Development programs cannot succeed without the participation and cooperation of all members of the community.

.Australia's commitment means that women's and girls' views, needs, interests and rights shape the development agenda as much as men's and boys'. Women and men will participate in and benefit equally from the aid program, and development will support progress towards equality between women and men, boys and girls (Source: AusAID Website on Gender Equality and Development)

In the area of access to basic education,

1. *Boys and girls drop out from school for common and different reasons and at different ages. Intervention strategies often fail to consider the gender-differences in causes of school attrition.*

2. *Gender biases continue to permeate the curriculum and textbooks of elementary and high schools (NCRFW, 1995, 2001, 2002; UPCWS, 2002).*

3. *There is an overall lower literacy rate for females.*

(Source: Gender Assessment of USAID/Philippines)

2. PURPOSE OF THE GAD PLAN

As a program funded by the Australian Government in the education sector, STRIVE 2 seeks to ensure that in the systems being developed in the STRIVE components, gender related needs are considered and responded to through this Gender and Development Strategies. This plan takes off from what has been accomplished in AP3 Gender and Development Plan and identifies what else will be done within the 9-month extension period.

3. DEFINITION OF TERMS

- **Gende**r refers to the roles and responsibilities of women and men that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and behaviors of both women and men (femininity and masculinity). These roles and expectations are learned. They can change over time and they vary within and between cultures. The concept is vital because it facilitates gender analysis revealing how women's subordination is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever. For example, "men as income earners" and "women as child caregivers" which can be changed over time & culture as "men and women as income earners and child caregivers."

Source: ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000

- **Sex** is the biological difference between men and women. Sex is determined at birth.

Source: M.Candida, S.Ines, M. Maitrayee (1999). A Guide to Gender-Analysis Frameworks (An Oxfam Publication) England.

- **Gender and Development (GAD) approach** focuses on intervening to address unequal gender relations which often lock women out of full participation. It seeks to have both women and men participate, make decisions and share benefits by meeting practical needs and promoting strategic interests. The GAD approach is rooted in solid gender analysis.

Source: UNESCO GENIA Toolkit for Promoting Gender Equality in Education

- **Gender Analysis** is the collection and analysis of sex-disaggregated information. Men and women perform different roles. So do girls and boys. This leads to males and females having different experience, knowledge, needs, access to and control over resources. Gender roles can result in one sex having an unequal role in decision-making or being denied the benefits from development. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of women, men, girls and boys. Gender analysis also facilitates the strategic use of their distinct knowledge and skills. It should include qualitative and quantitative data.

Source: ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000

4. GAD AREAS FOR CONSIDERATION

4.A. Gender Equality/Equity means that **women and men** have **equal conditions** for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. Gender equality starts with equal valuing of girls and boys.

Achieving gender equality also means that we need to move away from looking at children collectively as "students" or "pupils" and to focus more on the specific situation of "girls" and "boys" within the classroom and school to ensure gender equality in learning for both.

Source: ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000

This means **"fairness of treatment for women and men"**, according to their respective needs, including the equal treatment or treatment considered equivalent in terms of rights, benefits, obligations and opportunities". To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

Source: Gender Equality and Equity: UNESCO Paris, 2000

4.B. Strategic interest within a gender context is usually about getting more choices, more options or more voice. They focus on fundamental issues related to women's (or less often men's) subordination and gender inequities.

Strategic interests are long-term and rarely material which differ from practical needs which are immediate and often focus on acquiring essential material goods. Structural change such as legislation for equal rights or reproductive choice and laws setting quotas for women in elected positions, aim to help the disadvantaged sex fulfill strategic interests. In striving to meet their personal strategic interests, individuals are often seeking to increase their own capacity or their ability to take control of their own lives.

Source: UNESCO GENIA Toolkit for Promoting Gender Equality in Education

4.C. **Gender Mainstreaming** is an approach used to integrate women's and men's needs and experiences into the design, implementation, monitoring and evaluation of policies and programs in all political, economic, religious and societal spheres so that women and men benefit equally, and inequality is not perpetuated. Organizations that most effectively mainstream gender into their activities have a gender-responsive organizational culture. This is a culture in which everyone responds positively to the organization's requirement that they actively demonstrate their commitment to advance gender equality in their daily work and in their interaction with others.

Source: ECOSOC Agreed conclusions (E/1997/100)

5. GENERAL OBJECTIVES

In consonance with the Philippines' Plan for Gender Responsive Development Plan 1995-2025 which stipulates that Gender and Development (GAD) policy framework be implemented in all government agencies and AusAID's Gender Equality Policy, STRIVE Stage 2 shall consider in systems development and its interventions:

OBJECTIVE 1. Increase access to quality education in the three STRIVE Regions.

1.1. Devise intervention strategies to consider the gender-differences as one of the causes of school attrition.

1.2. Ensure permeation of gender considerations in the curriculum and learning resources for the elementary, secondary and ALS.

1.3. Improve programs and facilities for reintegrating out-of-school youth by giving special attention to both sexes in terms of educational support.

OBJECTIVE 2. Strengthen capacity in teaching Mathematics, Science and English.

OBJECTIVE 3. Bridge effective management through appropriate integration of gender perspective in planning and programming, implementation and evaluation of project activities.

OBJECTIVE 4. Contribute to the improvement of policies on gender and development.

6. GENDER AND DEVELOPMENT STRATEGIES

PROJECT PHASES/ GAD AREAS	GENDER EQUALITY/EQUITY		STRATEGIC INTEREST		GENDER MAINSTREAMING		RESPONSIBLE COMPONENT
	Strategies	Action Plans	Strategies	Action Plans	Strategies	Action Plans	
Planning * Framework Development * Systems Design	1. Integration of women & men's needs & experiences into systems design/ planning	▪ Review data on the needs & experiences of women & men and assess against frameworks developed and systems designed	▪ Structural change based on GAD	▪ Identify inclusion of structures which are aligned to GAD in the various systems developed by STRIVE ▪ Report to MC	▪ Modification of learning/instructional materials & T & D design aligned with GAD requirements	▪ Report gaps on learning/instructional resources & T & D designs based on GAD standards, means to address the gaps ▪ Present to BESRA TWGs modifications on LR & T & D design to support GAD.	SBM T & D LRMD *Note:* In the components' framework development, systems design & Comprehensive Pilot Implementation Plan (CPIP) PM - oversight
	2. Ensure fairness of treatment for men and women	▪ Evaluate selected measures to check fairness of treatment of both genders.	▪ Governance based on gender sensitivity	▪ Identify appropriate policies & procedures to promote GAD and include in pilot implementation reports and systems enhancements ▪ Strengthen the implementation of governance for GAD	▪ Inclusion of GAD requirements in SBM level of practice	▪ Report to TWG. Identified gaps between current SBM practices & GAD standards and means to address the gaps ▪ Recommend actions to integrate GAD requirements to SBM practices	
	3. Design support mechanism for gender equity	▪ Present policies with discriminatory clauses in admissions, recruitment, selection, promotion & access to trainings and make changes in					

PROJECT PHASES/ GAD AREAS	GENDER EQUALITY/EQUITY		STRATEGIC INTEREST		GENDER MAINSTREAMING		RESPONSIBLE COMPONENT
	Strategies	Action Plans	Strategies	Action Plans	Strategies	Action Plans	
		the policies ■ Develop program support mechanism for gender equity					
Implementing * Pilot Testing of Systems	■ Integration of women's & me's needs & experiences into the implementation ■ Integration of fairness of treatment for men & women in terms of rights, benefits, obligations & opportunities.	■ Collect data on women's & men's needs & experiences as a result of the piloting of the system ■ Report findings on the above to the MC ■ Integrate needs & experiences in enhancing systems	■ Adopt GAD sensitive structure & governance policies, processes & procedures	■ Ensure appropriate representation of gender considerations on policy formulation & implementation ■ Ensure structure and support systems are in place. ■ Make accessible documents on governance policies, processes & procedures.	■ Raise awareness on gender & development issues	■ Incorporate in training programs (CO, RO, DO, schools) advocacy on GAD considerations. ■ Extend wide communication dissemination	SBM T & D LRMD *Note:* In the components' actual piloting of the systems
	■ Identification & promotion of participation of both sexes in implementation	■ Monitor participation of male & female in implementation ■ Identify or establish disparity ■ Identify reasons ■ Recommend measures to gain gender equity in implementation in the 9 months extension period.					

PROJECT PHASES/ GAD AREAS	GENDER EQUALITY/EQUITY		STRATEGIC INTEREST		GENDER MAINSTREAMING		RESPONSIBLE COMPONENT
	Strategies	Action Plans	Strategies	Action Plans	Strategies	Action Plans	
Monitoring & Evaluation	Development of appropriate gender sensitive & E system	1. Develop an M & E system which is gender sensitive 2. Establish indicators that measure gender equity/equality, strategic interests & gender mainstreaming in planning & implementation (output, results & outcomes) 3. Establish monitoring tools & data collection process (e.g. gender analysis, gender audit, gender lens, etc.) 4. Draft terms of reference of monitors 5. Train monitors on the M & E processes & tools 6. Collect sex disaggregated data & other data per M & E instruments 7. Establish data processing & analysis guidelines 8. Finalize guidelines on reporting 9. Generate sex disaggregated database/info system 10. Recommend adjustments					Project Management – Project M & E