



# Earthquake Reconstruction & Rehabilitation Authority Pakistan



# ERRA

## Gender Mainstreaming Trainer's Manual

June 2009



Canadian International  
Development Agency

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## **Gender Mainstreaming Trainer's Manual**

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“No nation can rise to the heights of glory with half of its population shackled. It is a crime against humanity that our women are confined within the four walls of their homes like prisoners...they should be side by side with men as their companions in all spheres of life.”

## Introduction

The Gender Mainstreaming Trainer’s Manual was developed by Christine Ouellette and Fareeha Ummar, the Gender Team in ERRA, as a tool for the Gender Coordinators in the Provincial Earthquake Reconstruction and Rehabilitation Agency (PERRA), the State Earthquake Reconstruction and Rehabilitation Agency (SERRA), and District Reconstruction Units (DRU).

This manual is intended to assist the Gender Coordinators in planning and delivering Gender Awareness and Planning Workshops to the staff of PERRA, SERRA, DRUs, Line Departments and members of the District Gender Reconstruction and Rehabilitation Networks (GRRN). The content of the modules included in this manual have been used in delivering similar workshops in ERRA since January 2007.

### Objectives

The objectives of the gender in reconstruction and rehabilitation training modules are to:

1. Improve understanding of the purpose and practice of promoting gender equality considerations in planning processes
2. Sensitize the participants to gender analysis and planning
3. Transfer skills in gender analysis and diagnosis
4. Translate skills into planning practice
5. Transfer skills on gender monitoring and impact assessment
6. Highlight importance of sex disaggregated data

### **Intended Results (*Trainer to modify according to nature and focus of the workshop*)**

By the end of the full program, the participants should be able to understand why gender is critical for the reconstruction and rehabilitation process, how to use the tools, and have basic skills in monitoring and assessing impact of projects on women, men, boys, and girls.

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<sup>1</sup> Founder of Pakistan, Quaid-e-Azam Muhammad Ali Jinnah in an address to students at the height of the Independence Movement in 1944

## Sample Training Workshops

### A. Sensitization Workshop (x ½ day)

#### **09:00 – 12:00 Module I**

09:00 – 09:05 Recitation from Holy Quran

09:05 – 09:30 Introductions

09:30 – 10:00 Gender Equality

10:00 – 10:30 Exercise One: Participants' perspective and expectations

10:30 – 11:30 Basic concepts and definitions

11:30 – 11:45 Break

11:45 – 12:00 Exercise Two: Different needs require different means (picture)

#### **12:00 – 12:45 Module III**

12:00 – 12:30 Gender Policy for EQAA

12:30 – 12:45 Q&A

12:45 – 13:00 Summary and wrap-up

### B. Gender Analysis Workshop (x 2 days)

#### **Day 1**

#### **09:00 – 12:15 Module I:**

09:00 – 09:05 Recitation from Holy Quran

09:05 – 09:30 Introductions

09:30 – 10:00 Gender Equality

10:00 – 10:30 Exercise One: Participants' perspective and expectations

10:30 – 11:30 Basic concepts and definitions

**(11:00 - 11:15 Break)**

11:30 – 11:45 Exercise Two: Different needs require different means (picture)

11:45 – 12:15 Exercise Three: Sexual division of labour

12:15 – 13:15 Lunch

#### **13:15 – 13:45 Module II:**

13:15 – 13:45 National Commitments & Historical Overview

#### **13:45 – 14:45 Module III:**

13:45 – 14:45 Gender Policy for EQAA



**14:45 – 17:00 Module IV:**

14:45 – 15:30 Analytical tools - Part I

15:30 – 15:45 Break

15:45 – 16:15 Exercise Four: Activity Profile

16:15 – 16:45 Exercise Five: Practical Needs and Strategic Interests

16:45 – 17:00 Summary

**Day 2**

**09:00 – 11:15 Module IV (cont'd):**

09:00 – 09:15 Review of day 1

09:15 – 09:45 Analytical Tools - Part II

09:45 – 10:30 Sectoral Check Lists

10:30 – 11:15 Exercise Six: Case Study analysis

**11:15 – 12:30 Module V:**

11:15 – 11:30 Integrating gender considerations in project planning

11:30 – 11:45 PC-1 Format for R&R

11:45 – 12:30 Exercise Seven: Reviewing PC-1s with a gender lens

12:30 – 13:30 Lunch

**13:30 – 15:00 Module VI:**

13:30 – 14:00 Introduction: Applying the analytical tools

14:00 – 14:45 Exercise Eight: Project analysis

**14:45 – 15:00 Wrap-up**





## Module I: Introduction and Gender Concepts

### **Introductions (30 minutes)**

It is important for the trainer to keep in mind that at the start of a course on gender, participants frequently arrive at the workshop with attitudes ranging from mistrust to irritation and scepticism. They may not believe in the importance of the issue or resent having to attend a training session.

The workshop will start with an introduction of individual participants, resource persons and trainers. The introductions should be just long enough to satisfy interest in what participants do and where they are from.

### **Introduction to the workshop**

The trainer then introduces the workshop, mentioning briefly its purpose, the reason the organization considers such a workshop necessary, and the timetable and logistics.

The trainer's introduction should also establish the "norms" for a supportive learning environment (e.g. giving everyone a chance to speak, making a commitment to active participation, respecting others' views, etc.). It is important that participants feel free to disagree, to express their opinions, and to discuss issues that arise with each other and the trainers.

Gender awareness and commitment are two critical elements in addressing gender issues in organizational policies, strategies, programs, and activities. Gender training is an important step towards addressing gender issues by development of capacity and skills of all involved in design, planning, implementation and monitoring and evaluation of reconstruction projects and programs.

Gender training enables individuals/professionals to access a common set of concepts and terms and in return clarity of understanding can contribute in undertaking activities that increase the chances that benefits of reconstruction and rehabilitation accrue equally to men, women, boys and girls, and vulnerable groups.

Fairness and sustainability can only be achieved through review and inclusion of a gender perspective and concerns of vulnerable groups at each step of planning i.e. the PC 1. These efforts are consistent to improvements suggested in PC-1 forms at national level under Gender Reform Action Plan.

Checklists prepared by the ERRA gender team for priority sectors (i.e. Health, Education, Social Protection, Livelihood, WatSan) will be included in the training as key guiding and planning tools for gender integration, in addition to other gender analytical and planning tools.

## **Rationale for Mainstreaming Gender in Reconstruction and Rehabilitation**

The October 2005 earthquake impacted human life, social infrastructure, and household and community assets.

The impact of the aftermath of the earthquake was experienced differently by women, men, boys, and girls given their varying roles and responsibilities in society in general, at the community level, and within the household.

Emergencies occur in a given socio-cultural context. Using the analytical lens of gender combined with a number of other variables facilitates the understanding of socio-cultural norms and practices and who does what.

Understanding gender differences in a given socio-cultural context leads to properly targeted assistance and improved effectiveness of reconstruction and rehabilitation efforts.

For example, one of the consequences of the earthquake was an increase in women headed household, particularly among those who were already poor before this disaster. Of those households eligible for the livelihood cash grant, so persons defined as most vulnerable, 27% are women headed household, most of which have 5 children (average family size in EQAA is estimated at 7 persons), including persons with disabilities of all ages, in addition to responsibilities for elderly family members and orphaned children.

In a socio-political context which has various degrees of issues, one must address the economic and social needs of these families. If not, on one hand the number of disenfranchised and idle and unemployed youth could raise dramatically in 3 to 5 years, leading to all sorts of social ills.

A greater number of female headed households must now take on non-traditional roles of assuring their families' livelihood, caring for orphans and relatives with disabilities. Men have also had to assume new responsibilities within the household, as a result for example of the death or disability of their wives

This new reality has also creates opportunities to rethink social conditioning and the type of contributions members of the household and the community can make

Having a good understanding of gender issues and taking steps to address these requires the systematic collection of sex-disaggregated data, which enables the organization to design, implement, monitor and evaluate effective programs to ensure that the benefits of reconstruction and rehabilitation reaches all members of society, including the more disadvantaged and disenfranchised.

The goal of the Gender Policy for EQAA is in line with national and international commitments made by the Government of Pakistan (National Policy on Development of Women and Empowerment, Millennium Development Goals and the Convention on the Elimination of all Forms of Discrimination Against Women)

### **Exercise One: Participants' Perspectives and Expectations (30 minutes)**

This exercise aims at eliciting participants' perspectives, values, attitudes and experience concerning gender issues, and their expectations for the workshop. Information from this exercise can be used to adjust the content and process of the workshop to better respond to participants' understanding and concerns. The following questions should be asked:

- What are the key issues for you personally and for your organization concerning women and gender issues?
- What has your experience been with gender dimensions? What are your expectations for this workshop?

This exercise involves:

1. individual reflection: participants spend a few minutes making notes - (10 minutes)
2. sharing and discussion in small groups of four, recording three or four common issues and expectations - (20 minutes); and
3. a sharing of these in plenary (30 minutes)

### **Gender Concepts (60 minutes)**

#### **Why gender equality and analysis?**

The gender perspective calls for a developmental process which enlarges people's, women's and men's, choices, including the option to live a healthy life, to be educated, to have access and control over resources, as well as political freedom and personal self-respect.

Therefore, development is defined as a process of empowerment and the creation of an enabling environment, based on principles of fairness and participation. It requires examining the impact of projects in terms of "who benefits, who loses, what trade-offs have been made, what is the resulting balance of rights and obligations, what is the resulting balance of power and privilege between men and women, and between social groups?".

Gender analysis looks beyond the function of women and men in society to examine the interactions between them, the impact of these on development, and the forces that both perpetuate and change these interactionsii.

Gender analysis does not attempt to integrate women into existing development initiatives, but to examine how development initiatives can transform the unequal social/gender relations and empower women. The long-term goal is the equal partnership of women and men in creating their common future.

Women are not only primarily responsible for meeting the basic needs of their children and families; but also for much food production and income generation, and are also agents of change.

When decreasing disadvantage, whether for women or other disadvantaged groups, one needs to consider carefully the underlying barriers to equal participation; aiming and measuring for equity of impact, not just equality of opportunity.

Reconstruction, rehabilitation, and development projects in general affect women and men differently, and women and men will have a different impact on projects. Men and women must therefore be involved in identifying their needs, priorities and the solutions in the interest of the larger group.

***Briefly, the trainer clarifies fundamental concepts relating to gender analysis and planning.***

### **What is Gender?**

The word “gender” is often misunderstood and misused. Some people equate “gender” with “women” and so believe that gender issues refer only to women’s issues. Others consider addressing gender issues a Western approach that has been imposed on the developing world. However, the concept of gender applies to both women and men, as well as to their relations with one another and to their environment. The way women and men share resources, make decisions about their livelihoods, and plan for the future of their children, family, community and society at large—these are all issues that pertain to gender. For example in the aftermath of the October 8 earthquake due to the death of women, men had to take more responsibility in child care and housework.

Addressing gender issues is crucial to reconstruction and rehabilitation. Reconstruction — improving people’s livelihoods — isn’t sustainable unless both men and women participate, unless both take responsibility for their futures.

### **What is Sex?**

Sex refers to the universal biological differences between women and men – a difference that we are born with.

### **What is Gender Equality?**

Gender equality does not simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same. It signifies an aspiration to work towards a society in which neither women nor men suffer from deprivation and poverty in its many forms, and in which women and men are able to live equally fulfilling lives. It means recognizing that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to reconstruction and development in different ways.

### **What is Gender Balance?**

Gender balance refers to the number of women versus men employed by agencies in various field and sectors. By presence of more women it does not imply or can lead to gender sensitive programming. Nor does it imply that all men are insensitive to gender issues. There is no doubt, however a greater balance of women and men at all levels in the workplace or in program delivery can create more possibility to discuss and address the differential impact of policies and programs on women and men.

### **What is Affirmative Action?**

A targeted approach has to be adopted because during the recovery and reconstruction process women and girls are more deprived than men. They face exclusion, limited access to services and support. It calls for greater emphasis and requires targeted actions for women and girls that can develop their capacity, resolve the problems faced

by them (caused by earthquake – displacement, loss of assets, workload) enabling them to contribute from a level playing field. In reconstruction and rehabilitation efforts each sector has to plan a set of actions that support advancement of women and promote gender equality.

### **What is Gender Mainstreaming and why is it Important?**

Mainstreaming gender equality is a commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programs so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality. Gender mainstreaming is integral to all reconstruction decisions and interventions; it concerns the staffing, procedures and culture of development organizations as well as their programs; and it forms part of the responsibility of all staff.

The percentage of widows in NWFP after the earthquake has risen, meaning among other things that they will be owners of the new houses being reconstructed. Their knowledge or understanding of housing construction guidelines and participation in information sessions for home owners will develop a sense of security among them. Not only that but on the basis of newly acquired knowledge they can contribute in the supervision of reconstruction activities.

Gender Mainstreaming enables us to:

- Recognize that every policy, program and project affects women and men differently.
- Transform women's participation in reconstruction process from passive beneficiaries to active agents at all levels and in all fields.
- Achieve an enabling environment where women and men work as partners and carry values of mutual respect.

### **What is Sex Disaggregated Data?**

Reports on who benefits from ERRA's services and support needs to be presented in a disaggregated manner, for example if reporting on who receives cash grant livelihood assistance, it should not only illustrate the location or the vulnerable categories but convey how many of the orphans were boys or girls and same applies to elderly, persons with disabilities and the landless. This information needs to be distinguishing the sex of the beneficiaries because without this breakdown it is impossible to establish who benefits from reconstruction and rehabilitation efforts and if assistance is reaching the population in a fair manner. On the basis of the sex-disaggregated data analysis one can better design policies and programs to ensure that the benefits of reconstruction and rehabilitation accrue to men, women, boys and girls.

### **What is Gender Analysis?**

Gender Analysis is the process of analyzing information in order to ensure reconstruction and rehabilitation related benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts reconstruction and rehabilitation may have on women or on gender relations.

We need to ask, who is the target (both direct and indirect) of the proposed policy, program or project? Who will benefit? Who will lose and why?

***If time allows, carry on with the following definitions. Adopt a more interactive approach by asking participants to help YOU, the trainer, understand these concepts:***

You may have heard expressions such as gender blind, gender neutral, gender sensitive, etc. and wonder what these mean

- Gender Blind means that it is not recognized that men and women are positioned differently, have different experiences, different needs, strengths and skills, and that these need to be considered while planning anything.
- Gender aware means recognizing or being aware of the existence of gender and gender differences in society; recognizing that men and women are positioned differently, they have different experiences, different needs, different strengths and skills, and that these need to be considered while planning anything.
- Gender sensitive means being aware AND taking action against existing gender discrimination and inequalities.
- Gender neutral means the existing inequalities, roles and definitions are not changed

### **Exercise Two: Different needs require different means (15 minutes)**

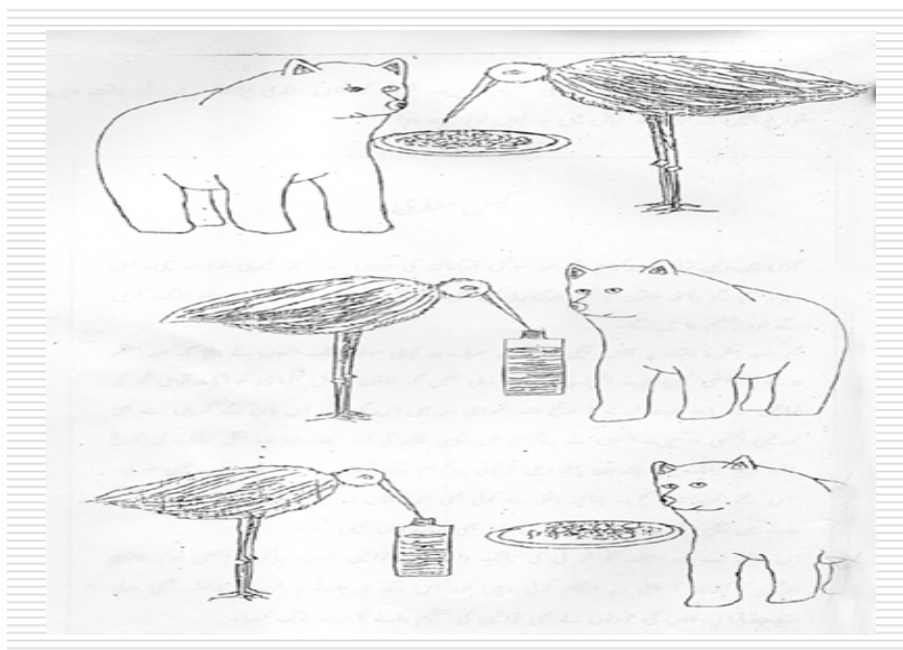
This exercise provides the opportunity for participants themselves to identify issues related to equality in access to resources.

#### ***Instructions to Participants:***

Ask the participants to:

1. Take 3 minutes individually to describe what they see;
2. Take another 3 minutes to discuss it with their neighbour on their right.
3. Then each team of two reports back to the larger group (keep it short).

The Trainer then summarizes the picture picking up on points raised by the participants and links his/her comments to the concepts of equity in measures to achieve equality in results (5 minutes).





### **Exercise Three: Sexual Division of Labour (60 minutes)**

This exercise provides the opportunity for participants themselves to identify important differences in the patterns of work between men and women. These relate to time, space, social interaction and type of activity. From this exercise it is a simple step for the participants to recognize that women and men also have different needs.

This exercise requires that participants identify the various tasks undertaken over a twenty-four-hour period by the male and female household heads in a low-income family in Pakistan. This work is undertaken in small groups (30 minutes). Tasks are plotted onto flipchart paper, with two axes representing the twenty-four-hour day of the household heads.

A report back follows (30 minutes), with charts put up for all to see. A member of each group takes everybody through their chart describing very briefly the man's and woman's day. In the general discussion that follows, participants are invited to identify similarities and differences. The following issues should emerge:

1. Women work a longer day than men: they are the first up to prepare breakfast, and last to bed after completing other domestic tasks;
2. Women's days are fragmented as they change from one activity to the next, while men's are characterized by blocks of time allocated to separate activities;
3. Men undertake single activities at a time, with women more likely to undertake a number of activities simultaneously (child care, agricultural work, cooking, water collection...);
4. Where women go out to paid work, other female family members pick up their reproductive tasks;
5. Men's days are divided between work periods and rest, while most women simply do not rest;
6. Women usually only undertake productive work in the house or nearby, to balance it with reproductive work;
7. Men travel further distances, and are more likely to use vehicular transport;
8. Men have free time to socialize with other men, including community level politics;
9. Women tend to socialize with other female family members while undertaking other activities, such as shopping, collecting water, caring for children or community managing.

#### ***Instructions to participants:***

1. Working in groups, discuss the daily lives in a low income household in Pakistan.
2. Decide on the location of your household (urban or rural) and specify the members of your household (including their age and sex).
3. Discuss the tasks that men, women, boys and girls do on an average day during the week.
4. Using the paper provided, chart these tasks during a twenty-four-hour period.



## Module II: National Commitments and Historical Overview

### Objective

The objective of this module is to provide the participants with a historical overview of approaches to women's involvement in development, taking into account national and international commitments of the Government of Pakistan.

### **National Commitments to Gender Equality and Gender mainstreaming (15 minutes)**

The purpose of presenting the national commitments of the Government of Pakistan is to ensure that participants are well aware of these and understand the link between ERRA's commitment to gender mainstreaming and the national scene (see Annex I).

### ***Commitments Endorsed by the Government of Pakistan (GoP)***

GoP is sensitive to safeguard women's rights and is engaged in taking various steps to address the issue of violence against women and to combat violence from Pakistani society in line with commitments made in UN conventions, such as Convention on Elimination of all Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of the Child (CRC). The government is making all the necessary efforts to fulfil its national and international commitments to protect women's rights. These include commitments made under the Beijing Declaration and the Platform for Action, the National Plan of Action for Women; the National Policy for Development and Empowerment of Women, the Millennium Development Goals (MDGS); and the SAARC Convention on Preventing and Combating Trafficking of Women and Children Prostitution.

### ***The Ministry of Women Development (MoWD)***

Ministry of Women's Development (MoWD) is the implementing ministry and termed as national machinery to promote participation and empowerment of women. MoWD is mandated to act as a catalyst, lobbyist and advocate for women's empowerment and gender equality.



### **International Commitments of MoWD**

- International cooperation and collaboration.
- Liaison with UN and Other specialized agencies of the UN.
- Follow up of the implementation of recommendations of UN General Assembly.
- Follow up of the recommendations of specialized agencies of the UN.
- Preparation of the Country Reports of the UN General Assembly, UNGASS and other specialized Agencies of the UN.
- Preparation of briefs and provisions of material to Ministry of Foreign Affairs and different international agencies.
- Funding from International donor agencies like UNDP, UNICEF, UNESCO, ILO, FAO, NORAD, DFID, ADB, World Bank, JICA, CIDA etc.
- Liaison with international NGOs on gender issues.
- All matters pertaining to Pakistan's representation at international and regional forums.
- Scrutiny of the draft agreements, conventions and other MoUs.
- Management of International Technical Grants.

### **Historical Overview (15 minutes)**

The purpose of presenting a historical overview of approaches to women's involvement in development is to provide the context for gender analysis and show the evolution of thinking about women and development (Annex II).

Present the basic differences between the Women in Development approach and the Gender and Development Approach (see table on next page), followed by the summary of Practical Needs and Strategic Interests.

Clarify that strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender division of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting gender strategic needs assists women to achieve greater equality and change existing roles.



## FROM WID TO GAD

Women in Development (WID)	Gender and Development (GAD)
<b>1. The Approach</b>	
An approach which views women as the problem	An approach to development
<b>2. The Focus</b>	
Women	Interactions between men and women
<b>3. The Problem</b>	
The exclusion of women (half of productive resources) from the development process	Unequal relations of power (rich and poor, women and men) that prevents equitable development and women's full participation
<b>4. The Goal</b>	
More efficient, effective development	Equitable, sustainable development with women and men as decision-makers
<b>5. The Solution</b>	
Integrate women into the existing development process	Empower the disadvantaged and women Transform unequal relations
<b>6. The Strategies</b>	
Women's projects Women's components Integrated projects Increase women's productivity Increase women's income Increase women's ability to look after the household	Identify \ address practical needs determined by women and men to improve their conditions At the same time, address women's strategic interests

## PRACTICAL NEEDS AND STRATEGIC INTERESTS

Practical Needs	Strategic Interest
<p>Tend to be immediate, short-term</p> <p>Unique to particular women</p> <p>Relate to daily needs: food, housing, income, healthy children, etc.</p> <p>Easily identifiable by women</p> <p>Can be addressed by provision of specific inputs: food, hand pumps, clinic, etc.</p>	<p>Tend to be long-term</p> <p>Common to almost all women</p> <p>Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and to violence, etc.</p> <p>Basis of disadvantage and potential for change not always identifiable by women</p> <p>Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, etc.</p>
Addressing Practical Needs	Addressing Strategic Interests
<p>Tends to involve women as beneficiaries and perhaps as participants</p> <p>Can improve the condition<sup>iii</sup> of women's lives</p> <p>Generally does not alter roles and relationships</p>	<p>Involves women as agents or enables women to become agents</p> <p>Can improve the position<sup>iv</sup> of women in society</p> <p>Can empower women and transform relationships</p>

## Module III: Gender Policy for EQAA & Revised PC-1 Format

### Gender Policy for Earthquake Affected Areas

The trainer is to introduce the participants to the Gender Policy for EQAA by:

1. Giving an overview of ERRA's commitment to gender equality, reflected in a number of key policies and strategy documents as well as reflected in the concept of "Build Back Better". Key documents in which the commitment to GE is stated include the:

- Umbrella Project Document
- Early Recovery Programme as a cross cutting theme
- Sectoral policies and strategies (See Annex III – Policy Matrix)

2. Presenting the goal of the Gender Policy, which was drafted taking into account the existing commitments made to Gender Equality:

- To ensure that sectoral strategies, programme implementation, monitoring and evaluation take into account gender considerations thereby increasing the likelihood that the benefits of reconstruction and rehabilitation accrue to women, men, girls and boys, as well as to members of vulnerable groups.



3. Presenting the underlying principles of the Gender Policy:

- Achieving gender equality requires the recognition that every policy, program and project affects women and men differently
- Gender equality must be considered as an integral part of all ERRA policies, programs and projects
- Intervention strategies in support of gender equality must take into account the specific socio-cultural context and develop strategies to minimize risk of backlash against women and girls in particular

- Balanced and active participation and representation of men and women is a precondition for the success of the process of reconstruction and rehabilitation
  - Equal access and opportunities for women and men to economic resources is essential to achieving sustainable livelihoods and development Achieving gender equality does not mean that women become the same as men Equality means that one's rights or opportunities do not depend on being male or female
  - Women's social and economic empowerment is central to achieving gender equality
4. The trainer should then present:
- The overall approach to Gender Equality
  - The means to translate the policy into action
  - The institutional mechanisms in support of gender mainstreaming, and
  - The type of expected gender sensitive results that are included in the policy
5. The Trainer then introduces the ERRA PC-1 format and the requirements for addressing gender and vulnerability dimensions (See Annex IV).



## Module IV: Gender Analytical Tools – Parts I & II

### Day 1:

#### Analytical Tools - Part I (45 minutes)

In part I, the trainer will present three analytical tools. It is important to mention that the tools that will be presented in this module and the next contain a variety of indicators that enable gender analysis. However, these indicators may not apply to all projects. Project holders are responsible for determining which indicators are important to their project:

1. An activity profile
2. An access and control profile
3. An analysis of factors influencing activities, access and control

#### 1. Activity Profile

The activity profile helps to identify all relevant productive and reproductive tasks and addresses the question: who does what? A community work category can be added to complete the information base. Depending on the context, the time, frequency and location of work may also be indicated and additional subgroups can be added (e.g. girls\boys, elder women\elder men). An analysis of the work done by women and men - of the gender division of labour - is necessary in order to:

- acknowledge all the work done in the community and its true value;
- plan for the impact of projects on the complex balance of community, social and economic functions;
- reduce women's workload;
- ensure women's participation in projects.

Provide definitions for productive, reproductive and community work. Then, link the activity profile to the previous exercise. Ask participants to identify women's and men's work according to productive and reproductive activities.

**Productive work:** refers to the production of goods and services for income or subsistence, such as agriculture, income generating, and employment activities.

**Reproductive work:** refers to activities that reproduce and maintain the labour force, such as cooking, cleaning, nursing, looking after children, building and maintaining shelter. Reproductive work is crucial to human survival, yet it is seldom considered "real work".

**Community work:** involves the collective organization of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organizations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities, yet it involves considerable volunteer time and is critical for cultural development of communities, and as a vehicle for community organization and self-determination.

<b>1. Activity Profile</b>		
<b>A. Production Activities</b>	Women\Girls	Men\Boys
Agriculture activity 1 activity 2, etc. Income Generating activity 1 activity 2, etc Employment activity 1 activity 2, etc. Other		
<b>B. Reproductive Activities</b>		
Water related activity 1 activity 2, etc. Fuel related Food preparation Childcare Eldercare Health related Cleaning and repair Market related Other		

## **2. Access and Control Profile**

Productive, reproductive work and community work all require the use of resources. Engaging in work and using resources usually generates benefits for individuals, households, and communities. The activity profile is based on the sexual division of labour. It is important to establish a current access and control profile for the population affected by the project. Once the current situation is known, it is possible to define the actions required in the project that will answer the following question: What resources will women and men have access to and control over as a result of the project?

Resources can include: economic or productive resources such as land, equipment, tools, labour, cash/credit, employable/income earning skills and opportunities; political resources such as representative organizations, leadership, education and information, self-confidence and credibility; and time which is a particularly critical and scarce resource for women.

Access refers to the opportunity to make use of something, such as resources. Control refers to the ability to define its use and impose that definition on others. Restricted access and control, and lack of time, can limit women's ability to participate in and benefit from development activities, particularly at a decision-making level.

2. Access and Control Profile				
Resources	Access		Control	
	Men	Women	Men	Women
Land Equipment Labour: Productive: Paid Unpaid Reproductive: Paid Unpaid Education\Training: Primary Secondary University Vocational training Management of micro-finance initiatives: Commercial Management Financial Management Technical Leadership Decision-making Policy development Non-traditional: Trade Technology Operations Literacy Gender awareness Human rights Legal rights Capital Decision-making\Leadership Time Other: _____				

2. Access and Control Profile (Cont'd)				
Benefits	Men	Women	Men	Women
Outside income Income security Assets ownership In-kind goods (Food, clothing, shelter,) Education Political Power\Prestige: Decision-making: <ul style="list-style-type: none"> <li>• in policy development</li> <li>• in the project cycle</li> <li>• in the home</li> </ul> Freedom from violence Opportunities to pursue new interests Free time Other: _____				

### 3. Influencing Factors

Many factors shape, influence and change gender relations. In developing countries, these have been affected by factors such as the economy, environmental conditions, war and political crises, education, religion, and the growing women's movement, to name a few. Understanding past and present influences on gender relations in Pakistan and affected districts can give insight into future constraints and opportunities for affecting social change in general, and in gender relations in particular. Crises such as war can significantly alter gender relations and lead women into new roles as leaders, organizers and activists.

3. Influencing Factors			
	Impact?	Opportunities?	Constraints?
Political Economic Cultural Educational Environmental Legal Other			

### **Practice Exercises (90 minutes)**

These practice exercises are intended to transfer skills in gender diagnosis to the workshop participants.

#### **Exercise Four - Activity Profile (30 minutes)**

The trainer will introduce the Activity Profile exercise to the participants and:

1. Ask small groups to form again in order to practice using the activity profile.
2. Ask each small group to transfer the information gathered in exercise three (Sexual Division of Labour) to an activity profile.
3. Each group will report back (15 minutes), with charts put up for all to see. A member of each group takes everybody through their chart describing very briefly the activity profile. In the general discussion that follows, participants are invited to identify similarities and differences.

The report back in plenary is an occasion to reinforce the concepts that were introduced previously.

#### **Exercise Five - Case study: Practical Needs and Strategic Interests (30 minutes)**

The trainer should introduce the case study, coordinate and facilitate discussion.

1. The trainer will review the tool to be applied, and ask questions to ensure the participants understand it (5 minutes).
2. The participants individually read and analyze the case, noting information that answers the questions. They prepare their answers and recommendations to present to their small group (5 minutes).
3. Participants meet in small groups and discuss their answers and recommendations (10 minutes).
4. Report back - the case is discussed in plenary. The trainer will lead the plenary discussion, drawing out information from the floor and recording it under the various questions on the flipchart (10 minutes).

#### **Case Study: Credit Program and Training for Women**

A Women's Credit Scheme was created by members of three Women's organizations that have been sharing learning experiences through the technical assistance of the woman's program of a well established institute. The current membership is made up of one hundred cooperative women, who have decided to develop their initiatives on their own.

The Women's Credit Scheme has to date implemented different types of activities such as nutritional training, handicraft making, home garden techniques, but have had limited opportunities for productive initiatives.

The branch of a local Micro Finance Bank has initiated a project that will also support women to have access to credit for their own investment projects.

The project objective is to enhance the productive role of rural women through training and access to credit for productive purposes defined by the members. The training component will develop managerial and administrative skills on how to run a credit program aimed at strengthening the community bank. Training will also be provided in technical capacity-building to support and guarantee individual success. The project will take advantage of the experiences of the different organizations. Groups of women will receive loans to invest in productive activities at favourable interest rates and for periods established by the Association.

**Questions:**

1. What practical needs of women are addressed in this project?
2. What strategic interests of women are addressed?
3. How could this project be changed to better address women's strategic interests?

Typical answers to these questions are as follows:

1. What practical needs of women are addressed in this project?
  - Income generation
  - Subsistence farming/gardening
  - Condition of women
  - Other
2. What strategic interests of women are addressed?
  - Access to training that improves their marketable skills, such as managing a credit program;
  - Potential for improving the position of women in their community;
  - Access to and control over investment capital;
  - Other
3. How could this project be changed to better address women's strategic interests?

The information provided does not give a complete portrait of how the project will address women's strategic interests. A number of questions remain unanswered:

- Will the project contribute to improving women's social and economic standing relative to men?
- Will it facilitate the transformation of relationships? If so, how?
- Will the project enable women to participate in community-based or other decision-making bodies?
- Will women be involved in deciding how funds will be invested in productive activities?
- Will women have access to and control benefits resulting from the investment in productive activities?
- Other.

## **Summary (15 minutes)**

At the **end of day 1**, the trainers will summarize the gender analysis concepts and tools presented during the day, and answer any questions participants may have on these.

## **Day 2:**

### **Review - Module IV (15 minutes)**

The trainer reviews briefly the concepts and the tool presented on day 1 and answers any questions the participants may have thought of overnight.

### **Analytical Tools - Part II (30 minutes)**

The trainer introduces the remaining analytical tools and those tools specific to the Reconstruction and Rehabilitation Program. These include:

1. Women in the Project Cycle
2. Socio-Economic Profile
3. Legal Status of Women
4. Basic Services
5. ERRA Gender Checklists

#### **1. Women in the Project Cycle**

The Women in the Project Cycle grid allows the project holders to summarize women's participation in the project identification, design, implementation, monitoring and evaluation. Women's participation in the project cycle is a particularly important aspect of development projects. Participation can happen at several different levels or stages within a project, with varying implications for those involved. The Social Reconstruction Program aims for the fullest possible participation - at the level of empowerment - for both women and men in all development activity.

As beneficiaries, women benefit in the short-term by having some practical needs met, but long-term benefits are greater - for women and for the populations affected by the project - if women's decision-making capacity and status are increased.

A goal of the gender approach is to promote women as agents of change - as planners, managers, organizers, advisors, committee members, and educators within various levels of project activity. However, the many constraints of women's subordinate position prevent this from happening easily. Simultaneous strategies are therefore required: to actively involve women as agents as much as possible within current structures, and to build opportunities into projects that can help increase women's access to becoming development agents.

The Women in the Project Cycle grid, should be completed by project holders and indicate how women will be involved and consulted throughout the project.

<b>1. Women in the Project Cycle</b>		
<b>Activity</b>	<b>Yes</b>	<b>No</b>
<p>Project identification - Were women involved in:</p> <ul style="list-style-type: none"> <li>• setting policy direction</li> <li>• assessing the practical and strategic needs &amp; priorities of women</li> <li>• defining general project objectives</li> <li>• defining project strategies</li> <li>• identifying possible negative effects of project on women</li> <li>• defining a gender equity policy</li> </ul> <p>Project Design - Were women involved in:</p> <ul style="list-style-type: none"> <li>• providing staff gender training</li> <li>• defining terms of reference for staff and consultants</li> <li>• defining the mechanisms to ensure women and gender-aware organizations are included in the planning process &amp; gender needs assessment</li> <li>• collecting gender-disaggregated data on the allocation of and control over resources</li> <li>• Decision-making</li> </ul> <p>Were women in the community consulted on the most appropriate way of overcoming the problem?</p> <p>Project Implementation - Are there:</p> <ul style="list-style-type: none"> <li>• gendered terms of reference for staff</li> <li>• clearly defined roles for women in the project</li> <li>• women involved in decision-making</li> </ul> <p>Project Monitoring\Evaluation - Will:</p> <ul style="list-style-type: none"> <li>• women be involved in designing the evaluation</li> <li>• women be involved in collection and interpretation of data</li> <li>• the effects on women be measured</li> </ul> <p>Please describe in detail in the proposal how you will achieve the above</p>		



## 2. Socio-Economic Profile

The Socio-economic profile provides critical information about the population directly affected by the project and summarizes the information included in the Activity Profile. The socio-economic profile will require project holders to gather sex-disaggregated data.

2. Socio-Economic Profile		
Indicator	Female	Male
<p>Please provide the following data for the population directly affected by the project:</p> <p>Population (in real numbers)</p> <p>Annual revenue ( in Rupees)</p> <p>Productive Work (in hours):</p> <p style="padding-left: 20px;">Paid</p> <p style="padding-left: 20px;">Unpaid</p> <p>Reproductive Work (in hours):</p> <p style="padding-left: 20px;">Paid</p> <p style="padding-left: 20px;">Unpaid</p> <p>Community Work (in hours):</p> <p style="padding-left: 20px;">Paid</p> <p style="padding-left: 20px;">Unpaid</p> <p>Training Received (in number of participants):</p> <p style="padding-left: 20px;">Skills development</p> <p style="padding-left: 20px;">Project Management (general)</p> <p style="padding-left: 20px;">Management of cooperatives</p> <p style="padding-left: 20px;">Management of commercial organization</p> <p style="padding-left: 20px;">Financial Management</p> <p style="padding-left: 20px;">Technical (i.e. production farming, water sanitation)</p> <p style="padding-left: 20px;">Leadership</p> <p style="padding-left: 20px;">Decision-making</p> <p style="padding-left: 20px;">Policy development</p> <p style="padding-left: 20px;">Non-traditional</p> <p style="padding-left: 20px;">Trade</p> <p style="padding-left: 20px;">Technology</p> <p style="padding-left: 20px;">Operations</p> <p style="padding-left: 20px;">Literacy</p> <p style="padding-left: 20px;">Gender awareness</p> <p style="padding-left: 20px;">Other (specify) _____</p> <p>Education (in years):</p> <p style="padding-left: 20px;">Primary</p> <p style="padding-left: 20px;">Secondary</p> <p style="padding-left: 20px;">University</p>		

<b>2. Socio-Economic Profile (cont'd)</b>		
<b>Indicator</b>	<b>Female</b>	<b>Male</b>
Level of literacy (in percentage)		
Female headed households (in percentage)		
Male headed households (in percentage)		
Migration (in percentage): rural urban		
Health (in percentage): Maternal mortality rate Access to family planning Infant mortality rate		
Other: _____		

### **3. Legal Status of Women**

The grid on the next page provides information about the legal status of women in the population directly affected by the project. It enables the project holders to identify women's current legal status in order to plan activities that will improve women's position in society and meet women's strategic needs.

Some indicators of improvements in women's position include: increased acceptance by men and women of women as community decision-makers; greater personal and economic independence and self-confidence; increased women's involvement in personal, family or community development; new, more visible, and more effective women's organizations; more women in education and training programs; improved health of women and children; a decline in violence against women; reduced institutional discrimination and bias against women.

### **4. Basic Services**

In order for women to be able to participate in productive activities, without significantly increasing their already heavy workload (reproductive and community work), basic services must be available to support their participation. Project holders are requested to complete this grid, indicating what services are currently available. This grid will enable project holders to identify gaps and provide an analysis of their implications for project activities, as well as propose alternatives.

<b>3. Legal Status of Women</b>	
<b>Indicator</b>	<b>Response</b>
<p>Please provide the following information on the legal status of women in the population directly affected by the project:</p> <p>Participation in decision-making fora (in percentage):  in local politics                    in national politics  in the CSOs                    in organizational management  in project design  in project implementation</p> <p>Ownership (in percentage):  of house\shelter                    in woman's name                    in man's name                    in couple's name</p> <p>of land                    in woman's name                    in man's name                    in couple's name</p> <p>Application of labour laws (yes\no):  Minimum wage  Equal pay            Overtime compensation  Income paid to women directly  Sick leave  Pregnancy leave  Child care facilities</p> <p>Access to credit (yes\no):  allocated to women  allocated to men  allocated to household</p> <p>Number of reported acts of violence against women:  in the home  in the educational environment  in the workplace  in the streets</p> <p>Other:  _____</p>	

4. Basic Services	Yes	No
<p>Are there any collective canteens?</p> <p>Are there easily accessible health facilities? Are there specialized facilities for women victim of violence?</p> <p>Are there safe-houses for women victim of violence?</p> <p>Are day care facilities available? Are they located in:     the community     the organization     training centres     Mother's workplace</p> <p>Are the transportation services available:     Only during peak hours     During off-peak hours with adequate service During off-peak hours with infrequent service</p> <p>Is appropriate technology available to alleviate women's reproductive work?</p> <p>Are adequate sanitation services available?</p> <p>Other: _____</p>		

#### 5. ERRA Gender Checklists

In addition to the standard gender analysis tools presented earlier, checklists for specific sectors have been devised for the EQAA and to provide guidance for PC-1 planners and drafters to address gender dimensions when preparing project/programme documents (Annex VI).

It also allows for an analysis going beyond numbers by giving attention to qualitative and social aspects. The trainer will introduce the checklists that are annexed to the Gender Policy for EQAA emphasizing that the use of these checklists will assist in:

- Recognizing 'what is still to be done' in sectors
- Identifying of future priorities (sector wise) in R&R
- Giving attention to qualitative and social aspects - going beyond numbers
- Addressing short-term needs and longer-term interests of women, girls, boys and men be addressed
- Ensuring services are planned and implemented in a way that benefit women, girls, boys, and men taking into account their needs as well as their capacities
- Preparing for future external review missions and evaluations and assessments

## Module V: Integrating Gender Considerations in Planning (PC-1)

### Gender Analysis (75 minutes)

#### Introduction (15 minutes)

In the introduction, the trainer should also review socio-cultural dimensions of EQAA and district specificity, and how these are to be taken into account.

#### ***Example: Approach to integrating gender dimensions in project implementation***

The approach to integrating gender dimensions in projects implemented in the EQAA must take into account the specific socio-cultural and religious context within which interventions will take place.

In some of the EQAA addressing gender issues straight on may be feasible, while in other areas one may need to adopt a more gradual approach, putting aside the jargon, and work through men, local leaders, including community elders and religious leaders.

It is also important to look at issues through the eyes of the local community or community members, rather than making assumptions. By doing this in a participatory manner through engaging the community, it is possible to determine under what conditions some norms and practices can transform, and how the benefits of reconstruction and rehabilitation will accrue to men, women, boys, and girls.

Gaining the trust and support of the community elders and men, and by providing much needed health services, volunteers and organizations were able to demonstrate the benefits of involving women in a community health initiative. The careful attention given to respecting the norms and values of the context, which earned further respect, led to in one case the capacity to raise issues such as child and maternal morbidity and mortality rates, and eventually to an agreement that community women could be trained as community health workers.

In another case close collaboration with the community in much needed services, including medical treatment, access to water so children could bathe themselves, led to an agreement with the elders that a girls' school that will provide classes up to grade 10 will be built, teachers hired, and religious education program would be provided by the Madrassah in the girls school in exchange for computer training for the children of the Madrassah.

These two examples set in fairly conservative areas of the EQAA show that addressing the needs, priorities, interests, and concerns of women, girls, men, and boys is possible. It's all in the approach, combined with the vision and commitment of individuals and organizations who seek to ensure that the benefits of reconstruction accrue to all.

#### ***It is also important to allow time for participants to consider:***

1. The extent to which they agree and accept gender analysis
2. The extent to which the analysis and concepts are important and useful for their programming

3. The most effective strategies and follow-up action to integrate gender analysis into their PC-1s.

***The trainer will come prepared with a sample PC-1 for exercise # 7 below.***

The following exercise can help answer the question "How do we ensure that gender and vulnerability considerations are reflected in project design, planning, implementation and monitoring".

**Exercise Seven – PC I / Gender and Vulnerability Analysis (60 minutes)**

This exercise involves:

- individual reflection (participants spend a few minutes reviewing a sample PC-1 and making notes) - (10 minutes);
- sharing and discussion in small groups of four, recording three or four common issues - (20 minutes); and
- A sharing and discussion of these in plenary (30 minutes).



## Module VI: Applying Gender Analytical Tools

### **Applying the Analytical Tools to Projects (75 minutes)**

The objective of this module is to give participants the opportunity to apply the analytical tools to projects related to reconstruction and rehabilitation.

***The Trainer will provide at the end of day 1 a project proposal or report from a Partner Organization.***

### **Exercise Eight – Project Analysis**

Participants should receive the project document to be analyzed at the end of day one. They should be asked to be ready to discuss the project with the members of their small group, the following afternoon. In preparation for the small group discussion, each participant should:

- Read it carefully marking all the key facts as they go along and develop an outline of the major areas of the project;
- Examine the relevant information and identify gaps; and
- Complete the analytical tools (Activity Profile, Access and Control Profile, Influencing Factors, Women in the Project Cycle, Socio-Economic Profile, Legal Status of Women, and Basic Services).

Participants will form small groups and:

1. Each member will present his/her individual analysis of the project. This will provide each member with the opportunity to re-examine and evaluate earlier conclusions in the light of the insights of others (30 minutes);
2. Group members will then complete the analytical tools (Activity Profile, Access and Control Profile, Influencing Factors, Women in the Project Cycle, Socio-Economic Profile, Legal Status of Women, Basic Services), according to the information available to them, identify existing information gaps, and decide what next steps would be required (15 minutes);
3. Report back - the project is discussed in plenary (30 minutes).

#### ***To Trainer:***

- Once the groups have completed the report back, the trainer is to elicit from participants how access to and control over resources and benefits could be clearly articulated in the project proposal or report (case study).





## Module VII: Monitoring and Impact Assessment

### Introduction (15 minutes)

Gender diagnosis, obtained through the use of the various analytical tools, provides the performance criteria to appraise and evaluate the extent to which actions and interventions achieve gender objectives. Monitoring and evaluation can be undertaken with specific questions using the analytical tools.

For example:

- a) Impact on women in their reproductive role: Will the project positively or negatively affect women's / men's access to resources? If so, which ones?
- b) Impact on women in their reproductive role: Will the project positively or negatively affect women's / men's access to?
  - Items of household consumption, to basic services such as health clinics, transport, to land for housing, to skills training and information, labour saving technology?
  - Will it result in greater or lesser dependence on men's cash income for household food and necessities?
- c) Impact on women's ability to balance their triple role:
  - Will the project increase women's work in one of her roles, to the detriment of her other roles?
- d) Implications for gender needs:
  - Will the project meet the practical needs and strategic interests of women?

### Case Study 1:

Mohammad Alam, a 38 year old, was living with his wife and six children in a mud house, in Jabba prior to the earthquake, barely meeting the basic needs of his family. His sister and her husband died during the earthquake leaving behind six children; Alam and wife now have 12 children, between the ages of one and twelve years, to provide for. He has lost all his goats and only has a buffalo and cow remaining. Alam works on daily wages in the village and earns between Rs 1,000 and Rs 3,000 per month which is not enough to meet the needs of a 14 person family. He is currently living in a tent with the expanded family and has only received the initial Rs 25,000 which he has saved for constructing a house. He does not know how he is going provide living for his wife and 12 children. He fears for the children's health especially after an episode of heavy rain which left the children wet and crying.

### Case Study 2:

Hafeeza Begum w/o Mr. Muhammad Altaf Javaid, a 48-year old woman is a habitant of village in Azad Kashmir. Her husband Mr. Muhammad Altaf Javaid was a labourer by profession. Unfortunately he became paralysed during his sickness before the earthquake. He was the only bread winner of the family and was unable to earn and feed his family. The earthquake 2005 created more problems for their family however they

remained safe from major loss in the earthquake.

Hafeeza Begum has nine children and they all are living with her. All were studying before the earthquake. After the earthquake her eldest son got the job and now he is a teacher by profession. Her daughter recently got a job in health department as Health Supervisor. The rest of her children are young and studying.

Hafeeza Begum wanted to support her family after her husband's paralysis but she was uneducated and had no skills to earn an income for her family. She was only producing vegetables for her own kitchen.

At this crucial time of need, a local NGO started some useful projects to support women in the earthquake affected areas. They contacted Hafeeza Begum and enrolled her for the agriculture training. The two week long training was conducted in which the participants were taught about kitchen gardening, use of pesticides, how to get better production, use of local vegetables, community mobilization and organization as well as women's role in development at the grass root level. After the training, she utilized her skills which she acquired.

She came back with an ambition to produce vegetables not only for her own kitchen but to produce at a larger scale to sell the vegetables so that she can support her family. She got a loan from the local NGO. The credit also included vegetable seeds and pesticides. She worked hard and produced a reasonable and adequate production of vegetables. She sold the vegetables in the local market and got a handsome amount. She supported her family by providing medicines and medical treatment to her husband as well as continuing the education of her all children.



## Impact Assessment

Project	Potential Impact at household level				Potential impact at community level		Potential gender needs met	
	Productive		Reproductive		Managing	Politics	Practical	Strategic
	Women	Men	Women	Men	Women	Men		

### Exercise Nine: Impact Assessment (60 minutes)

The trainer will introduce the Impact Assessment exercise to the participants and:

1. Ask small groups to form again in order to practice using the Impact Assessment Form by applying it to one of the case studies provided above.
2. Ask each small group to discuss the answers to the questions presented in the introduction to this section, and identify information gaps.
3. Each group will report back (15 minutes), with charts put up for all to see. A member of each group takes everybody through their Impact Assessment Form. In the general discussion that follows, participants are invited to identify similarities and differences.



## **Examples of Key Performance Indicators in Reconstruction and Rehabilitation Programmes**

### Housing

- Number of Village reconstruction committees (VRCs) set-up
- Number of women actively involved in VRCs

### WatSan

- Number of community organizations (disaggregated by men and women COs) involved in site selection, planning, design, implementation, monitoring and management of water schemes
- Satisfaction level of women re: sanitation schemes at the community and at the household level

### Livelihood Cash Grant Assistance

- Number of Women headed households applying for the program
- Number of Women headed households selected into the program
- Number of Women headed households not receiving payments

### Education

- Number of teachers (disaggregated by sex) recruited at all levels (primary school, middle school, high school, higher secondary school and colleges) – actual vs. planned.

## **ANNEXES**



## ANNEX I

### The National Context and Official Commitments of the GoP to Gender Equality

#### Gender Rankings for Pakistan

Gender Development Index (GDI) <sup>a</sup> (Total countries 177)	125/157
Gender Empowerment Measure (GEM) <sup>b</sup> (Total countries 177)	82/93
Female Economic Activity (Age 15 and above) Index	117/177
Gender Gap Index <sup>d</sup>	127/130

<sup>a</sup>**Gender-related Development Index (GDI) value:** A composite index measuring average achievement in the three basic dimensions captured in the human development index: a long and healthy life, knowledge and a decent standard of living; adjusted to account for inequalities between women and men.

<sup>b</sup>**Gender Empowerment Measure (GEM) value:** A composite index measuring gender inequality in three basic dimensions of empowerment: economic participation and decision-making; political participation and decision-making; and power over economic resources.

Source: <sup>a,b,c</sup>: *UNDP Human Development Report 2007*

<sup>d</sup>: *The Global Gender Gap Report 2008; World Economic Forum 2008*

## Income and Employment % by Economic Activity for Pakistan

Estimated Earned Income (US\$) 2005*	1,059
• Female	3,607
• Male	
Ratio of estimated female to male earned income	0.29
• Agriculture	
– Women	65
– Men	38
• Industry	
– Women	16
– Men	22
• Services	
– Women	20
– Men	40

- No wage data is available. For the purposes of calculating the estimated female and male earned income, a value of 0.75 was used for the ratio of the female non-agricultural wage to the male non-agricultural wage.

Source: UNDP Human Development Report 2007

## Labour Participation of Women

Distribution of Employed: Major Industry Divisions %						
Major Industry Divisions	Annual 2003-04			2005-06 (July-Sept.)		
	Total	Male	Female	Total	Male	Female
Agriculture, Forestry, Hunting, Fishing	43.1	38.1	67.3	44.0	38.3	67.0
Manufacturing	13.7	13.5	14.7	14.1	13.8	15.3
Construction	5.8	7.0	0.3	6.1	7.4	0.5
Wholesale & Retail	14.8	17.5	1.7	14.0	17.0	2.1
Transport, Storage & Communications	5.7	6.9	0.1	5.7	7.1	0.2
Community, Social & Personal Services	15.0	14.8	15.8	13.9	13.8	14.6
Other	1.9	2.2	0.1	2.1	2.6	0.3

Source: Labour Force Survey of Pakistan 2005-2006 Quarterly Report July–September 2005



## Labour Participation of Women

Continued...

<b>Distribution of Employed: Employment Status &amp; Sex</b>						
<b>Employment Status</b>	<b>Annual 2003-04</b>			<b>2005-06 (July-Sept.)</b>		
	<b>Total</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Male</b>	<b>Female</b>
Employers	0.9	1.1	0.1	1.0	1.2	0.3
Self-employed	37.1	41.4	15.9	34.8	39.5	16.1
Unpaid family helpers	24.1	18.3	52.8	28.8	20.6	61.4
Employees	37.9	39.2	31.2	35.4	38.7	22.2
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: Labour Force Survey of Pakistan 2005-2006 Quarterly Report July–September 2005

## General Statistics for Pakistan

Estimated Population of Pakistan (Feb 2008) <sup>a</sup>	164,741,924
% under 15 (2008) <sup>a</sup>	36.9
Annual population growth rate <sup>b</sup>	1.9
Population distribution % rural (2006) <sup>d</sup>	67.5
Population living below national poverty line % (2007-08) <sup>a</sup>	22.32
Adult (15+) literacy rate <sup>c</sup>	52%
- Male	65%
- Female	38%
% GDP Spent on education <sup>b</sup>	2.3
Government expenditure on education as % of total governmental expenditure (2002-05) <sup>b</sup>	10.9
% population with improved access to sanitation (2004) <sup>b</sup>	59

Sources: <sup>a</sup> 2008 CIA WORLD FACTBOOK

<sup>b</sup> UN Human Development Report 2007

<sup>c</sup> Pakistan Social and Living Standard Measurement Survey (PSLM) 2006/2007

<sup>d</sup> Pakistan Statistical Year Book 2006

## Women's Political Participation Women in Parliament 2008

Total seats in National Assembly (NA)	342
Number of seats reserved for women in NA (17%)	60
Number of women directly elected to NA	16
<b>Total Number of Women in NA (22%)</b> (Punjab 46, Sindh 19, NWFP 08, Balochistan 03)	76
% of seats reserved for women in Senate and four Provincial Assemblies	17

## Women's Political Participation

*Continued..*

<b>Federal Cabinet – 2008</b>			
	<b>Female</b>	<b>Male</b>	<b>Total</b>
Federal Ministers	03*	35*	38*
Ministers of State / Special Assistants	04*	15*	19*
<b>Provincial Cabinets - 2008</b>			
Balochistan	06	38	44
NWFP	01	25	26
Punjab	01	15	16
Sindh	05	34	39
<b>National Assembly (NA) - 2008</b>			
Parliamentary Secretaries	3	19	22
Chairpersons of Standing Committees	2*	24*	26* (46)
<b>Senate</b>			
Standing Committees	06	27	33

\* still to be announced / not completed yet

## Women's Political Participation Local Government Elections 2005

*Continued..*

	Male	Female	Total
Turnout %	56.83	35.86	47.38
Number of voters	34.2 m	29.2 m	63.4 m

Seats reserved for women	24,512
Nominations filed by women	56,753
Seats won unopposed (Balochistan 473, NWFP 1150, Punjab 1741, Sindh 625)	3,989
Seats remained vacant (Balochistan 57, NWFP 494, Punjab 144, Sindh 47)	742
Women councillors elected	23,770
Women elected as Nazima and Naib Nazima	30

*Note: The above data is for all 3 tiers*

## Women's Political Participation Local Government Elections 2001

*Continued..*

Number of women councillors elected at all three tiers	36,000
Profile of women councillors:	
– Non-literate	53%
– Less than 45 years old	57%
– First time in election	79%
– Housewives	73%

## Gender Equality Commitments of the Government of Pakistan

Policy Commitment	Overview
Ministry of Women Development (est. 1973)	<ul style="list-style-type: none"> <li>• The national focal Ministry for the advancement of women. It is responsible for:</li> <li>• Formulation of policies and laws to meet the special needs of women</li> <li>• ensuring that women's interests and needs are adequately represented in public policy formulation by various organizations and agencies of government</li> <li>• promotion and undertaking of projects for development of women</li> <li>• matters relating to equality of opportunity in education</li> <li>• training and employment of women</li> <li>• facilities in health care and community development</li> </ul>
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) ratified by the Government of Pakistan in 1996	<ul style="list-style-type: none"> <li>• Adopted in 1979 by the UN General Assembly, as an international bill of rights for women</li> <li>• Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination</li> <li>• Pakistan's first, second and third consolidated report was submitted to the CEDAW Committee in July 2005 and presented in May 2007</li> <li>• Specific Concluding Observations were issued by the CEDAW Committee in May 2007 on which the Government of Pakistan has to report by April 2009.</li> </ul>
National Plan of Action for Women (NPA) 1998	<ul style="list-style-type: none"> <li>• The NPA for Women sets out twelve (12) areas of concern, with a 13th special area of disability. The NPA establishes a set of priority actions formulated to help achieve the agenda for the empowerment of women in Pakistan. NPA areas of concern are :</li> <li>• Women and Poverty               <ul style="list-style-type: none"> <li>• Education and Training of Women</li> <li>• Women and Health</li> <li>• Violence Against Women</li> <li>• Women and Armed Conflict</li> <li>• Women and Economy</li> <li>• Women in Power and Decision making</li> <li>• Institutional Mechanisms for the Advancement of Women</li> <li>• Human Rights of Women</li> <li>• Women and Media</li> <li>• Women and Environment</li> <li>• The Girl Child</li> <li>• Disability</li> </ul> </li> </ul>

## Gender Equality Commitments of the Government of Pakistan

Policy Commitment	Overview
Permanent National Commission on the Status of Women (NCSW) 2000	<ul style="list-style-type: none"> <li>• A Chairperson and 17 members are mandated to review and analyze the laws and policies and formulate recommendations through dialogue and research to enable women to hold a position of equity in national and local processes</li> </ul>
Gender Reform Action Plans (GRAPs) 2002	<ul style="list-style-type: none"> <li>• Set up to improve the framework of gender policies and to develop institutional reform proposals outlining interventions at the federal, provincial and district level, for a proactive approach to include gender perspectives in public sector policies, programmes and projects</li> <li>• The reforms includes administrative / institutional reforms and departmental restructuring, political reforms, reforms in public sector recruitment process and working conditions and reforms of key processes of policy formulation and budget preparation</li> <li>• Five GRAPs, one federal and four provincial, are meant to be functional as projects of the Ministry of Women Development (MoWD) and the respective Women's Development Departments in the four provinces</li> </ul>
National Policy for Empowerment and Development of Women, 2002	<ul style="list-style-type: none"> <li>• The first ever National Policy for Women, conforms to the NPA and was approved by the Cabinet in March 2002</li> <li>• It serves as a guide for Government and civil society organizations to ensure protection of women rights, promotion of a gender balanced society and women's participation in socio-economic development of the country</li> </ul>
Women's Protection Act, 2006	<ul style="list-style-type: none"> <li>• Was passed by the National Assembly of Pakistan on 15 November 2006 to amend the heavily criticized and discriminatory Hudood Ordinance which governed the punishment for rape and adultery in Pakistan.</li> </ul>

Prepared by: Rukhsana Rashid, Gender Advisor, CIDA Pakistan Program and Abdul Rauf, Program Assistant, PSU, November 2008



## ANNEX II

### Approaches to Women's Involvement in Development

	<b>Welfare</b>	<b>Anti-Poverty</b>	<b>Efficiency</b>	<b>Equity</b>	<b>Empowerment (G &amp; D)</b>
Cause of the problems	Circumstances that are beyond control	Lack of resources, causing low standard of living	Failure by development planners to recognize women's key role in production and necessity to involve women	Patriarchy, exploitation, subordination and oppression of women by men	Women's subordination not only by men but as aspect of colonial and neo-colonial oppression
Goals or purposes	To support motherhood as the most important role for women in society to relieve suffering	To raise production to ensure poor women increase their productivity. To integrate women into development	To ensure that development is more efficient and more effective 'feed the nation'	To gain equity for women in development by grafting gender into the development process	To empower women through greater self-reliance. Building new political, economic and social structures. To challenge/overcome exploitative structures.
Service programmes	Famine relief programmes, family planning, nutrition (improving family health esp. of children through maternal care) activities to meet gender needs	Training women in technical skills, small scale income generating activities to meet basic needs (Practical Gender Needs)	Programmes that meet PGN in the context of declining social services. Rely on all three roles of women and elasticity of time	Organize to reform structures. To meet SGN in terms of triple roles	Programmes that address themselves to SGN in terms of triple roles-through bottom-up mobilization around PGN to confront oppression.
Type of Change	FUNCTIONAL CHANGE (non-challenging)	FUNCTIONAL CHANGE- (non-challenging)	FUNCTIONAL CHANGE	STRUCTURAL CHANGE (challenging) equal rights/opportunities	STRUCTURAL CHANGE (challenging)

Type of leadership	Strong reliance on authority (patriarchal in nature) residual model of social welfare with modernization ideology with roots colonialism	Consultative-ideological reproduction of values that reinforce patriarchy and women's subordination	Authoritarian, consultative. Women seen as resources.	Participator to reform structures. Top-down state intervention to reduce inequality	Enabling, participatory, build solidarity, overcome fear (alternative m/f balanced structures) 'Bottom-up'.
Type of services	WELFARE-Assuming women are passive beneficiaries of development	ANTI-POVERTY-Development (integrating women into development) poor women isolated as a category. Recognition of productive role of women	EFFICIENCY –policies are economic stabilization and adjustment rely on women' involvement	EQUITY- Reforming, liberating, women seen as active participants in development.	EMPOWERMENT Transformation, liberation, largely unsupported by government or agencies. Slow steady growth of underfinanced voluntary organizations.
Period most popular	1950-1970 but still widely used.	1970 onwards. Still limited popularity	Post 1980-Now most popular approach (ODA-CIDA)	1975-85-attempts to adopt during women's decade	1975 onwards, accelerated 1980s. Still limited popularity.



## ANNEX III

### Social/Gender Dimensions Included in ERRA Policies/Strategies

Prepared by Gender Unit/21 December 2006

Policy/Strategy	Priority Focus	Social dimensions in policy/strategy	Gender dimensions in policy/strategy
<p><b><i>Umbrella Programme Document</i></b></p>	<p>ERRA shall spearhead the reconstruction and rehabilitation efforts, guided by ERRA principle of Building Back Better. ERRA will establish an appropriate institutional and management framework at all levels to implement programme activities in an efficient, cost-effective and timely manner.</p> <ul style="list-style-type: none"> <li>• Approach (p.9-10):               <ul style="list-style-type: none"> <li>○ Decentralized implementation</li> <li>○ Capacity building and technical assistance</li> <li>○ People-centred solutions</li> <li>○ Effective coordination and accountability</li> <li>○ Selection criterion and prioritization</li> <li>○ Flexible packaging for efficient</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participatory approaches will be mainstreamed in all village level reconstruction and rehabilitation activities and partnerships with NGOs and civil society organizations will be fostered to ensure participatory response to identify need and specifically address gender and vulnerable groups concerns (p. 9)</li> </ul>	<ul style="list-style-type: none"> <li>• Participatory approaches will be mainstreamed in all village level reconstruction and rehabilitation activities and partnerships with NGOs and civil society organizations will be fostered to ensure participatory response to identify need and <b>specifically address gender</b> and vulnerable groups concerns (p.9)</li> </ul>

	implementation		
<b>ERRA-UN Early Recovery Plan</b>	<p>Chief among the Priorities:</p> <p>Restore and set the basis for improvement in the standards of living of the stricken communities – re-establishment of basic education, primary health care, access to safe water, access to seeds, fertilizers and small livestock, and access to skills training and jobs (p. vii)</p> <p>Smooth return of IDPs from camps and host families to their villages and hamlets in a voluntary, informed and dignified manner, and that essential services follow the people (p. vii)</p> <p>Eight sectors covered (p. viii):</p> <ul style="list-style-type: none"> <li>• Education</li> <li>• Health</li> <li>• Livelihoods</li> <li>• Water and sanitation</li> <li>• Housing, shelter and camp management</li> <li>• Support to needs of vulnerable groups</li> <li>• Common services and coordination</li> </ul> <p>Three cross-cutting themes are</p>	<ul style="list-style-type: none"> <li>• Implementing partners will work to strengthen the capacity of local communities to claim, and local authorities to fulfil fundamental rights and entitlements (p. viii, 2)</li> <li>• Implementing partners will also redouble efforts to mainstream the perspectives of vulnerable population groups into all programming decisions, especially for women (p. viii)</li> <li>• Education: The resumption of education services to communities in the EQ affected areas will be ensured with a special emphasis on girls, the poor and vulnerable (p. viii, ch. 4)</li> <li>• Health: Support health providers to maintain health care services; capacity development, human resource training and direct technical support at the district level to improve management of the health systems will be critical activities. Monitoring of the health status of the population, disease surveillance and early warning systems will be improved (p. viii)</li> <li>• Livelihoods: income generating activities to restore pre-earthquake standards of living and reduce dependency on relief aid; creation of</li> </ul>	<ul style="list-style-type: none"> <li>• The Early Recovery Plan places particular focus on integrating a very prominent gender dimensions in all areas. For example, women will be registered, making it easier for them to access land and inheritances, and redress grievances and protection will be afforded to stop exploitation. Widows will be prioritized as beneficiaries for cash grants. Training and income-generating programmes will pay special attention to women and girls, as will newly rebuilt education, health and water and sanitation services (p. 1-2)</li> <li>• It is critical to ensure that women not only actively participate in planning and decision-making, but also benefit from recovery programmes. The impact of the disaster has disproportionately affected women, children, and the elderly. Women have been particularly challenged as their roles have changed from caregivers and contributors to the family income to household heads and the main income generators for families where the earning male heads of household has either died or suffered from disabilities. It is</li> </ul>

	<p>mainstreamed in all interventions (p. viii):</p> <ul style="list-style-type: none"> <li>• Social and economic rights</li> <li>• Gender equality</li> <li>• Environmental sustainability</li> </ul>	<p>temporary jobs through rehabilitation of infrastructure and cash- or food-for-work programmes. Skills training for both men and women will help to restore agricultural and livestock activities and small businesses. Access to finance and management of natural resources will be supported. Food aid targeted to vulnerable households. The special needs of vulnerable groups such as female-headed households, widows, and the disable will be accommodated (p. viii)</p> <ul style="list-style-type: none"> <li>• Water and sanitation: Minimize health risks associated with water and sanitation related diseases by facilitating access to safe water. Interventions so that affected people adopt safer hygiene behaviour and have access to adequate sanitation facilities (p. viii)</li> <li>• Housing, shelter and camp management: rebuilding housing. Interventions will ensure that land and property rights do not unduly delay construction (p. viii)</li> <li>• Support to needs of vulnerable groups: community-based approaches to vulnerable individuals and groups will be introduced. Vulnerable children and women will be protected against</li> </ul>	<p>therefore critical that gender specific needs are incorporated into all recovery and reconstruction activities, policies and strategies (p.6)</p> <ul style="list-style-type: none"> <li>• Strategic interventions – <b>Education:</b> Reintegrate 450,000 girls and boys into primary schools... and recruit additional teachers (p. 9); <b>Health:</b> build capacity of health professionals (especially female health providers) in resumption of functions (p.12), develop incentive packages to recruit and retain health care staff (especially female) in areas of needs (p. 14); <b>Livelihoods:</b> Special attention will be placed on women and vulnerable groups, including widows, female-headed households and physically disabled by developing skills and creating employment opportunities; providing access to micro-finance and non-financial services for marginalized men and women; collecting gender-disaggregated baseline data; enhancing the capacity of concerned line departments and NGOs to address recovery issues in an efficient and gender sensitive manner; initiating income generation programme for widows and single women (p. 16); involve women as integral stakeholders</li> </ul>
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		<p>neglect, abuse, and exploitation. Vulnerable groups will also benefit from livelihood activities (p. ix)</p> <ul style="list-style-type: none"> <li>• Governance and disaster risk reduction: restoration and strengthening of local government's functions is paramount to successful rehabilitation and reconstruction... Disaster risk management will be strengthened through institutional development and strategies for disaster management at all levels (p. ix)</li> <li>• Communities will be provided with a meaningful voice in the planning and implementation processes, and most vulnerable group of people will be targeted (p. ix, 1)</li> </ul>	<p>in all activities (p. 18); encourage tree nursery production, with attention to rural women (p. 19); <b>Water and Sanitation:</b> Encourage community participation including women; conduct KAP studies to set the baseline, disaggregated by gender (p. 21); n.a.; <b>Support to needs of vulnerable groups:</b> Empowering vulnerable people, especially widows and female-headed households (p. 28); raise awareness of the rights of children and women for special protective measures; set-up systems for monitoring and reporting the fulfilment of the rights of these vulnerable groups; Rebuild/strengthen the capacity of Social Welfare Departments in the affected areas to protect children and women (p. 32); Governance and disaster Risk Reduction: Assess natural hazards, vulnerabilities, and mitigation capacity and identify appropriate and gender sensitive risk reduction measures (p. 34)</p>
<p><b>1. Social Protection</b></p>	<ul style="list-style-type: none"> <li>• Provide basic social services, livelihood assistance, and support for rehabilitation to vulnerable people in EQ affected areas and establish linkages with mainstream social welfare structures and services.</li> </ul>	<ul style="list-style-type: none"> <li>• Vulnerable Groups: women, children, elderly, persons with disabilities</li> <li>• Given cross-cutting dimensions of vulnerability, integration of proposed activities in the health, education,</li> </ul>	<ul style="list-style-type: none"> <li>• Women's vulnerabilities identified given changes brought about by EQ: <b>women as heads of households, as main bread-earners</b></li> <li>• Support to establishing appropriate</li> </ul>

		<p>livelihoods and governance strategies.</p> <ul style="list-style-type: none"> <li>• Provision of NIC cards to all vulnerable groups</li> <li>• Provision of free access to education &amp; health care services</li> <li>• Targeted assistance programs</li> <li>• Strengthening social welfare infrastructure</li> <li>• Ensure property rights of vulnerable children are realized</li> <li>• Monitor situation of vulnerable children</li> <li>• Build capacity for social work services for children</li> <li>• Support families taking care of orphan, separated or unaccompanied children</li> <li>• Build capacity of community protection networks for community based monitoring</li> <li>• Establish mechanism to provide legal assistance to children</li> <li>• Establish community based grievance review mechanism (Child protection cttees) and link-up to relevant authorities</li> <li>• Ensure community based rehabilitation approach for people with disabilities</li> <li>• Suggest 2% recruitment of people with</li> </ul>	<p>arrangements and sources of livelihoods to ensure protection &amp; rebuild family safety net.</p> <ul style="list-style-type: none"> <li>• Vulnerable women (<b>widows, women headed households, unattended young girls, disabled women and girls, elderly women, women with disabled husband and/or children</b>) supported to obtain ID cards, land and property deeds and access to financial assistance</li> <li>• Ensure information about assistance policies and plans reaches vulnerable <b>women</b> (legal assistance, compensation, housing, livelihood assistance and opportunities)</li> <li>• Support to develop <b>women's legal literacy and access to justice</b></li> <li>• Financial safety nets/compensation</li> <li>• Ensure assistance to <b>women</b> without a home to find housing or rebuild where homes existed</li> <li>• Ensure relevant authorities take responsibility to prevent or stop violence, exploitation and abuse.</li> <li>• Even if proposed activity no longer planned there is a need for a</li> </ul>
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		<p>disabilities in all public sectors</p> <ul style="list-style-type: none"> <li>• Include children with physical disabilities in mainstream education</li> <li>• Mandate public-infrastructure authorities to include barrier-free/disability friendly plan when formulating PC1s</li> <li>• Ensure barrier free/disability housing plans as option under rural housing strategy</li> <li>• Cash grants for vulnerable groups (approx. 250,000 households)</li> <li>• Housing</li> <li>• Livelihood support</li> <li>• Provision of administrative and legal support to widows and orphans to attain rightful land records/titles</li> <li>• Psycho-social support – women friendly-spaces in close proximity to health centres</li> <li>• Recruitment of Social Protection Coordinators at DRU level</li> <li>• <b>ADB planned TA Interventions:</b> Securing Legal identity; Securing Public Records; Dedicated Courts for family and property matters; Supporting land entitlements; Legal facilitation &amp; assistance; Public grievance redress;</li> </ul>	<p>dedicated women's cell in each DRU as most Social Protection Coordinators recruited are men (see p. 40).</p>
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		Transparency & EQ data collection; Public Awareness raising; Civil society org – strengthening self-regulation	
<b>2. Governance</b>	<ul style="list-style-type: none"> <li>• Reconstruct and rehabilitate damaged buildings, provide equipment &amp; logistics;</li> <li>• Build capacity of government depts. To effectively cope with challenge of reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>• Building institutional strength and capacity to effectively deal with issues and risks associated with restoring lost documents and <b>helping victims retain their legal rights and entitlements</b> in a timely and effective manner (p.6, 12)</li> </ul>	n.a.
<b>3. Health</b>	<p>Ensure that essential health care services are accessible and available to all in support of the overall policy of “build Back Better”:</p> <ul style="list-style-type: none"> <li>• Rationalized reconstruction, rehabilitation and re-equipping of health facilities</li> <li>• Provision of health care services and disease control / Provision of preventive and primary health care services</li> <li>• Rehabilitation program and improving access for persons with disabilities</li> <li>• Strengthening health system management</li> <li>• Emergency preparedness and disaster management at the federal, provincial, and district level</li> </ul>	<ul style="list-style-type: none"> <li>• Key Principle: Emphasis on the needs of vulnerable population (p. 9): including needs of women, children, and the disabled would be met through improved access and services and strategies which are gender and socio-culturally sensitive and address the issues of new vulnerable populations including physically and psychologically disabled.</li> </ul> <p>=&gt; Health facilities will be made user friendly by having improved access for disabled and adopting gender and socio-culturally sensitive approaches (p. 11)</p>	<ul style="list-style-type: none"> <li>• Key Principle: Emphasis on the needs of vulnerable population (p. 9): including needs of <b>women</b>, children, and the disabled would be met through improved access and services and strategies which are <b>gender</b> and socio-culturally sensitive and address the issues of new vulnerable populations including physically and psychologically disabled.</li> <li>• Residential facilities <b>especially for female staff</b> shall be part of the reconstruction plan of the health facility in rural and remote areas (p.11)</li> </ul>

<p><b>4. Education</b></p>	<p>Build Back Better and run educational institutions on better lines than before =&gt; restore equitable access to higher quality education, teacher development, and capacity development of the district education offices for improved service delivery. Intermediate results:</p> <ul style="list-style-type: none"> <li>• Build capacity of district offices</li> <li>• Complete repair of partially damaged institutions</li> <li>• Reconstruct schools through seismically safe and improved designs of physical learning space</li> <li>• Recruit and train teachers in the target areas</li> </ul>	<ul style="list-style-type: none"> <li>• Improving service delivery (rationalization of school provision in terms of location, # of facilities, and scope of service; teacher training and student counselling; supply of materials; and parents' participation) (p. 9)</li> <li>• Opportunity to fully provide educational facilities to all including those who did not have educational institutions before, especially girls (p. 3)</li> <li>• Map where schools are needed and estimate population of school age children to decide the appropriate number of schools to be reconstructed in a prioritized way (p. 11)</li> <li>• Teacher recruitment and training – counselling support and confidence building, with skills to deal with natural disasters in the future and its current effects; professional support as well as coaching in content knowledge (p.7/28)</li> <li>• Training of all teachers and, through the, counselling of students will be the most important input of the operation because no real rehabilitation and reconstruction can take place without the untraumatized human beings (p.36)</li> <li>• Designs to have adequate provision for physically handicapped children and students (p.12)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure equitable provision in <b>gender</b> and geographic terms and level of education (p. 11/25/27)</li> <li>• Opportunity to fully provide educational facilities to all including those who did not have educational institutions before, <b>especially girls</b> (p. 3)</li> <li>• Establish new (ph 2) primary and middle schools, <b>especially for girls</b>, in the underserved areas (p.11)</li> <li>• Separate latrines for students and teachers and separate <b>for boys and girls</b> in case of mixed schools (p.13)</li> <li>• Critical Issues: the needs of <b>girls</b> and disadvantaged groups may be addressed by deploying female personnel and locating learning spaces close to homes (p. 24)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Beneficiary, particularly parents' and students' participation in the reconstruction efforts and management of schools</li> <li>• Schools' parents Teachers Associations/School Management Committees to be empowered to utilize reconstruction and recurrent budgets allocated to the school</li> <li>• Critical Issues: the needs of girls and disadvantaged groups may be addressed by deploying female personnel and locating learning spaces close to homes (p. 24)</li> </ul>	
<p><b>5. Livelihood: consists of the capabilities, assets – both material and social resources – and activities required for a means of living</b></p>	<p>Overall strategies (2.5) include:</p> <ul style="list-style-type: none"> <li>• To empower communities and CBOs to take a leading role in the planning, implementation and management of their livelihood rehabilitation,</li> <li>• To restart the rural economy by helping production to recover and markets to start functioning</li> <li>• To introduce appropriate technologies and extension services</li> <li>• To invest in enabling and facilitating infrastructure</li> <li>• To create support services which are efficient and responsive to the needs</li> </ul>	<ul style="list-style-type: none"> <li>• For much of the year, farms are dominated by old men, women and children, with women being responsible for a large range of crops and livestock management activities (ch. 1 – 1.10)</li> <li>• Women and youth in the affected provinces have traditionally found it difficult to find decent employment opportunities and to secure a life out of poverty. The situation is exacerbated by the already vulnerable of children, many of whom in the wake of the disaster may be orphaned, homeless and out of school, which may force them to seek alternative forms of support (ch 1 – 1.25)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy development has been informed by lessons learned from previous earthquakes... these lessons concern needs assessments and working with communities; targeting, monitoring, <b>gender equality</b> and protection, and coordination and partnerships (ch. 1 – 1.7)</li> <li>• For much of the year, farms are dominated by old men, women and children, with women being responsible for a large range of crops and livestock management activities (ch. 1 – 1.10)</li> <li>• Women and youth in the affected</li> </ul>

	<p>of the people</p> <ul style="list-style-type: none"> <li>To invest in community involvement in moving into economic activities which are economically and financially viable, create employment opportunities and are environmentally sustainable</li> <li>To establish accountable, efficient and transparent coordination and regulatory mechanisms</li> </ul> <p>Rehabilitation will be demand-driven and holistic, with community rehabilitation plans forming the basis of all activity at the community level (ch. 1)</p>	<ul style="list-style-type: none"> <li>The livelihood rehabilitation strategy seeks to prioritize the vulnerable – single mothers, the elderly, orphans and the disabled (1.44)</li> <li>Clear criteria must be agreed upon to select the most needy and vulnerable households (2.12)</li> <li>Key principles: Focus on poverty reduction and sustainable livelihoods...There will be a need to ensure that vulnerable individuals, families and groups, such as the poorer members, widows and one or no parent families are not deprived of their rights and can participate in income generating activities; create a leading role for local people and their organizations (ch 1 – 1.31)</li> <li>Cross-cutting considerations: 1.33 Community empowerment – it is important that local communities be mobilized and involved in the livelihood recovery process... keep in mind the most vulnerable groups for instance people living in remote areas which are not easily accessible, women headed household, orphans, disabled persons and asset-less households;</li> <li>When seeking to assist all those affected by the EQ, income generation</li> </ul>	<p>provinces have traditionally found it difficult to find decent employment opportunities and to secure a life out of poverty(ch 1 – 1.25)</p> <ul style="list-style-type: none"> <li>There will be a need to ensure that vulnerable individuals, families and groups, such as the poorer members, widows and one or no parent families are not deprived of their rights and can participate in income generating activities; create a leading role for local people and their organizations (ch 1 – 1.31)</li> <li>Cross-cutting considerations: Gender integration: women are more vulnerable during disasters than men because they have less access to resources, are victims of the gendered division of labour and are the primary caregivers to children, the elderly and the disabled. Women are also less able to mobilize resources for rehabilitation, more likely to be unemployed following the disaster and overburdened with domestic responsibilities leaving them with less freedom to pursue sources of income to alleviate their economic burden... Two-pronged approach needed: i) mainstream gender throughout the recovery and rehabilitation program,</li> </ul>
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		<p>activities that do not call on child labour should be supported (1.35)</p> <ul style="list-style-type: none"> <li>• Re-establishment of labour market: create help desk or emergency employment service centres operating inclusively and include provision for targeting women and disabled persons (2.21)</li> <li>• Providing skills training, which will be inclusive and in particular, target members of women-headed households, youth, disabled and others with special needs (2.22)</li> <li>• Establishment/re-establishment of financial services – facilitating access to micro finance for those micro-entrepreneurs and other individuals with low income who do not have access to formal commercial financial service providers; this will include targeting women and other groups with special needs (2.23)</li> <li>• ERRA-UN Recovery Plan: Skills training of both men and women will help to restore agricultural and livestock activities and small businesses (1.38). Skills development and essential economic services to restore income generating activities of affected populations, especially women</li> </ul>	<p>and ii) implement gender specific activities to ensure equal opportunities for women and men in the various programs...Community-based livelihood rehabilitation planning should involve the collection of gender-disaggregated data and gender analysis is critical when planning subsequent rehabilitation programs (1.34)</p> <ul style="list-style-type: none"> <li>• Re-establishment of labour market: create help desk or emergency employment service centres operating inclusively and include provision for targeting women and disabled persons (2.21)</li> <li>• Providing skills training, which will be inclusive and, in particular, target members of women-headed households, youth, disabled and others with special needs... Where there are cultural and physical constraints to providing training (e.g. women travelling outside their communities) consideration will be given to provide mobile training (possibly located in local schools or homes) (2.22)</li> <li>• Establishment/re-establishment of financial services – facilitating access to micro finance for those micro-entrepreneurs and other individuals</li> </ul>
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		and vulnerable groups; implement community-based and gender sensitive livelihood recovery programs, including access to finance; restore livelihoods of farm families, family nutrition and rural incomes	with low income who do not have access to formal commercial financial service providers; this will include targeting women and other groups with special needs (2.23)
<b>6. Housing</b>	Overall objective: to ensure an estimated 400,000 houses that were either destroyed or damaged are rebuilt using earthquake resistant building techniques, through grant assistance to eligible households, using a home-owner driven, but assisted and inspected regime	<ul style="list-style-type: none"> <li>• Minimum population relocation should take place (p. 3)</li> <li>• A uniform financial assistance package for rebuilding will be disbursed to all affectees, which will not be compensation-based (p.3)</li> <li>• Facilitating the opening of bank accounts (p.4)</li> <li>• Enhance program sustainability through parallel efforts on rehabilitation of livelihoods, and physical and social infrastructure (p.6)</li> <li>• Ensuring judicious use of grants: reducing and managing conflicts and grievances; avoiding socio-economic distortions, inequities and disparities (p.7)</li> <li>• ERRA is chief coordinating body for housing reconstruction, the implementation will be community-based and carried out through partner organizations - POs (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Special attention will be given to ensure that land and inheritance claims can be dealt with in a timely manner, with particular attention given to <b>making these mechanisms easy to access for women</b> and socially disadvantaged groups (p. 43-45)...</li> <li>• A clear policy for land acquisition and relocation will be developed in consultation with relevant local governments. It is also foreseen that there may be instances of housing, land and property disputes involving dispossession of owners, tenants, and <b>widows</b>. Protection of rights of vulnerable groups <b>especially women</b> be given special attention (p.22)</li> <li>• Village committees...sub-cttee on reconstruction monitoring... This committee will be particularly important for ensuring vulnerable groups such as <b>women-headed households</b>, the elderly and widows are able to access reconstruction</li> </ul>

		<ul style="list-style-type: none"> <li>• POs will be charged with: i) providing guidance to affected communities in implementing the owner driven housing reconstruction program, including a comprehensive briefing on its key elements prior to release of the funds...iv) ensuring compliance with social and environmental risk mitigating measures (p. 11)</li> <li>• POs active in micro-credit initiatives will be encouraged to provide entrepreneurship training and funding to locals in the affected areas to set-up shop in relevant markets (p. 21)</li> <li>• Mobile teams will be trained by master trainers and responsible for providing training and TA in an average of six villages for self-builders, Artisans, contractors and male and female community members</li> <li>• A clear policy for land acquisition and relocation will be developed in consultation with relevant local governments. It is also foreseen that there may be instances of housing, land and property disputes involving dispossession of owners, tenants, and widows. Protection of rights of vulnerable groups especially women be given special attention (p.22)</li> </ul>	<p>benefits (p. 58)</p> <ul style="list-style-type: none"> <li>• <b>Women</b> have a special role to play in ensuring compliance. Women and children suffered tremendous loss of life during the EQ. They have a clear vested interest in understanding EQ resistant construction. Within the family structure, informed women can play an important role in ensuring compliance (p. 58)</li> <li>• Training of <b>women's lead trainers</b> from each cluster (p.61)</li> <li>• Refresher training <b>for women</b> (strengthen understanding of techniques; etc.) (p. 62)</li> </ul>
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		<ul style="list-style-type: none"> <li>• Social mobilization, including sensitization of communities, preparation of village profiles to guide the overall reconstruction effort, establishment of housing reconstruction committees, procurement sub-committees, community monitoring (p.23)...</li> <li>• Village committees...sub-cttee on reconstruction monitoring... This committee will be particularly important for ensuring vulnerable groups such as women-headed households, the elderly and widows are able to access reconstruction benefits (p. 58)</li> <li>• Women have a special role to play in ensuring compliance. Women and children suffered tremendous loss of life during the EQ. They have a clear vested interest in understanding EQ resistant construction. Within the family structure, informed women can play an important role in ensuring compliance (p. 58)</li> <li>• Grievance redressal mechanisms (p. 25)</li> <li>• Resolving eligibility issues i.e. settlement and documentation of land claims where property records haven lost; eligibility in case of inheritance</li> </ul>	
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		<p>that has not been recorded/ formalized. Special attention will be given to ensure that land and inheritance claims can be dealt with in a timely manner, with particular attention given to making these mechanisms easy to access for women and socially disadvantaged groups (p. 43-45)...</p> <ul style="list-style-type: none"> <li>• There will be some scope for considering a community level incentive... i.e. 85% of houses certified at tehsil level...access to a dedicated fund for other community projects (p. 59)</li> </ul>	
<p><b>7. Water Supply &amp; Sanitation</b></p>	<p><b>Vision:</b> to improve the quality of life of people of the earthquake affected areas by reducing risks to the public health through provision of equitable, sustainable and reliable supply of sufficient quantity of safe water and appropriate sanitation services. (p. 10)</p> <p><b>Specific objectives (p.10):</b></p> <ul style="list-style-type: none"> <li>• Rehabilitate and reconstruct all public and community-owned drinking water supply, sanitation and solid waste management systems damaged or destroyed as a result of the EQ</li> <li>• Expand, improve and upgrade the</li> </ul>	<p><b>Guiding Principles:</b></p> <p><b>A. Improved disaster preparedness and service delivery:</b></p> <ul style="list-style-type: none"> <li>• Partly damaged schemes will be upgraded keeping in view the needs of un-served or under-served population (p.12)</li> <li>• Efforts will be made to avoid, and remove, existing inequities in provision of water and sanitation services (p. 12)</li> <li>• Cost-effective and appropriate technological options to suit local conditions and social and cultural practices will be used (p.13)</li> </ul>	<p><b>B. Community participation (p. 13):</b> target communities, <b>especially women</b>, will be involved in the site selection, planning, design, implementation, monitoring and management of the schemes to promote community ownership and empowerment as well as sustainability.</p> <p><b>C. Inter-sectoral Approach (p. 13):</b> (iii) all public buildings and facilities to be reconstructed in the affected areas under the “Governance Sector Strategy” will be provided adequate water and sanitation facilities <b>with due regard to gender</b>.</p> <p><b>E. Linkages and Partnerships (p. 14):...</b></p>

	<p>affected water supply and sanitation systems for increased disaster preparedness and enhanced service delivery in line with the National Drinking Water and Sanitation Policy, PRSP, UN MDG</p> <ul style="list-style-type: none"> <li>• Restore, build and strengthen the capacity of relevant government departments, agencies and institutions, NGOs, CBOs and other partners</li> <li>• Bring about behavioural changes in favour of safe hygiene practices</li> </ul>	<p><b>B. Community participation (p. 13):</b> target communities, especially women, will be involved in the site selection, planning, design, implementation, monitoring and management of the schemes to promote community ownership and empowerment as well as sustainability. Active involvement of CBOs and user groups will be promoted in design and implementation of the community operated schemes</p> <p><b>D. Capacity building (p.14):</b>... Capacity of communities involved in the operation, maintenance and service delivery will also be strengthened.</p> <p><b>E. Linkages and Partnerships (p.14):</b> NGOs and CBOs will also be given important role in the implementation, especially in verification of damages, social mobilization, hygiene promotion, building partnership between line department/ agencies and communities, and capacity building of communities.</p> <p>The Community mobilization and hygiene promotion component will support community mobilization programs to encourage participation of the communities in the implementation of the schemes. Additionally, hygiene promotion and behavioural change communication programs will be implemented under this</p>	<p>linkages are established with ongoing projects and programs in the affected areas including... Creating Assets for Rural Women Project...</p>
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		component in order to create a demand for sanitation facilities and advocate the need for, and promote, safe hygiene practices in the affected population (p.18)	
<b>9. Environment</b>	To protect natural resources, prevent environmental degradation, restore damages, arrange safe disposal of debris; and, to establish principles and practices for environment friendly rehabilitation and reconstruction in the earthquake affected areas with sustainable use of resources.	<p>Community-based NRM, slope stabilization and rehabilitation plans for restoration of degraded natural resources and increase in forest cover (par. 22)</p> <p>Creation of livelihood and economic growth opportunities through introduction of labour intensive activities in NRM and debris removal components (par. 22).</p> <p>Community participation will be the key principle for forest management and rubble removal. Labour intensive approach will be adopted and targeted groups of the community including women will be encouraged to participate in all programmes on incentive based approach like “Cash for Work”, “Food for Work”, and “One tree three saplings” (par. 23 D)</p>	<p>Mainstreaming gender concerns in all environment sector activities (par. 22)</p> <p>Gender concerns will be mainstreamed into all aspects of strategy and plan implementation, especially in activities linked to the communities. Social forestry is one particular area where women will be encouraged to participate in managing the nurseries for plant production. Enhancement of pastures and grazing land areas will minimize the load on women for fodder collection (par. 23 C)</p>



ANNEX IV

ERRA PC-I FORM

*SECTOR:* .....

**DISTRICT/TEHSIL:** \_\_\_\_\_

**NAME OF SCHEME/PROJECT**

.....  
.....

*Date of preparation:* .....

**DOCUMENT CONTROL**

*Document ID No.*



ERRA PC-I Form

1. **Name of scheme/project:**
2. **Location of scheme/project:**
3. **Authorities responsible for:**
  - i. Sponsoring:
  - ii. Execution:
  - iii. Post-completion Operation and Maintenance:
4. **Facilities which existed prior to earthquake:**

This is just to get an idea of how much "better" is being reconstructed:
5. **Relation of the project with the umbrella project/program:**
6. **If the project is a part of a group of projects, indicate the larger program or project.**
7. **Period of implementation:**
8. **SUMMARY AND SCOPE OF THE PROJECT**
9. **Funding Plan & Mode of Financing**

*Funding source*

*Counterpart funds if any (mention the source, amount and percentage of the total cost to be financed through the counterpart funds.*

Cost of the project (Rs. In million)

- i. Local:
- ii. Foreign Exchange component:
- iii. Total

**10. Annual Operating and Maintenance cost after completion of the project:**

**11. PROJECT DESCRIPTION:**

**11.1 Project Objectives:**

**11.2 Vulnerability and Gender Considerations and Inclusions in Social Protection, Livelihood, Health, Education, WatSan, and Risk Reduction Programs:**

Conscientiously analyze the: (i) social benefits / adverse effects

for vulnerable groups and women; (ii) Potential gains/losses for vulnerable groups and women in PC-1s falling under the above mentioned programs. Describe steps taken to assess risks and avoid negative impacts of project activities on these groups.

11.3 Indicate the quantified contribution (financial, economic & social with indicators) of the project, if possible, to the target area & population. Provide sex-disaggregated data for beneficiaries of project activities.

11.4 **Environmental Considerations and Inclusions:** (This should include any environmental hazard feared and any steps taken to avoid such hazards mitigate the damage or replenish the environment)

12. **HUMAN RESOURCE REQUIREMENTS:**

13. **PROJECT COST BREAKUP**

---

ITEM	QUANTITY	UNIT COST
<b>TOTAL COST</b>		
<b>COMMODITIES &amp; SERVICES</b>		
Civil works:		
Plant, equipment etc:		
Furniture & Fixture:		
Office Stationery:		
Design cost:		
Advertisement (if separate):		
Staff Training:		
Technical Assistance, Consulting services:		
Capacity Building (targeting men; targeting women):		
Vehicles/transport		
Human Resource requirements (salaries etc.)		
Contingencies:		
Other charges:		
Total		
(Identify budget dedicated to social dimensions with due regard to vulnerable groups and women)		

**14. FINANCIAL PHASING:**

Item	Year 1	Year 2	Year 3	Total

**15. PROPOSED ACTIVITIES WITH TIMELINES**

Sr .No	Activity	Timeline (dates)	
		Starting Dates	Ending dates

**16. PERFORMANCE INDICATORS (Verifiable indicators for monitoring and evaluation during implementation and post completion. Data to be disaggregated by sex and vulnerable groups).**

**CERTIFICATE**

Certified that the project has been prepared keeping in view the instructions issued by ERRA on preparation of PC-I for infrastructure sector projects.

**PREPARED BY:**

**(Name, designation & phone #)**

**CHECKED BY:**

**(Name, designation & phone #)**

**APPROVED BY:**

**(Name, designation & phone #)**

**Cost of Establishment****Annex-I**(Million  
Rs.)

Name of Post	BS	No. of Posts	1st Year	2nd Year	3rd Year	Total
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**Annex-II****Cost of Civil Works**(Million  
Rs.)

i) Give detailed cost estimates prepared by a consulting firm/Engineering Department.

ii) Line plan

iii) Unit cost

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**Annex-III****Equipment**(Million  
Rs.)

Name of Equipment	Quantity	Unit Cost	1st Year	2nd Year	3rd Year	Total
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**Annex-IV****Vehicles**(Million  
Rs.)

Make & Model	Quantity	Unit Cost	1st Year	2nd Year	3rd Year	Total
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**Annex-V****Training**(Million  
Rs.)

	<b>No. of Persons</b>	<b>Duration</b>	<b>Unit Cost</b>	<b>1st Year</b>	<b>2nd Year</b>	<b>3rd Year</b>	<b>Total</b>
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Local Training

Foreign Training

**Annexure to PC-I.**

(This part should be filled up only for a revised scheme)

**1. Comparative cost estimate of last sanctioned and Revised Schemes:**

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Item	<u>Last sanctioned Project</u>			<u>Revised</u>		
	Local	Foreign	Total	Local	Foreign	Total
	(Rupees)	(Rupees)	(Rupees)	(Rupees)	(Rupees)	(Rupees)

---

- a)
- b)
- c)
- d)
- e)
- f)

**2. Give reasons for the revision in cost estimate.**

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Item	Reasons for the Revision
------	--------------------------

---

- a)
- b)
- c)
- d)
- e)
- f)

**3. Total expenditure incurred so far:**

---

Item	Expenditure		
	Local	Foreign	Total
	(Rupees)	(Rupees)	(Rupees)

---

- a)
- b)
- c)
- d)
- e)
- f)

## **Instructions to fill the PC-I Form**

### **PROJECT DIGEST**

#### **1. Name of the Project:**

- Indicate name of the project.

#### **2. Location:**

- Provide name of District/Union Council.

#### **3. Authorities Responsible for:**

iv. Sponsoring

v. Executing

vi. Post-completion Operation and Maintenance (the department or agency which run the facility after its completion)

#### **4. Facilities which existed prior to earthquake:**

This is just to get an idea of how much “better” is being reconstructed:

- Effort is to be made that only the facilities existing prior to the earthquake are reconstructed. However, any improvements may be allowed.

#### **5. Relation of the project with the umbrella program project/program:**

- A reconstruction and rehabilitation project must be in line with the over all policy framed and approved under the umbrella document. It should be clearly indicated as to how the project is linked to the overall policy given in the umbrella plan.

#### **6. If the project is a part of a group of projects, indicate the larger**

##### **program or project:**

- For instance construction of a school may be a part of a bigger project of building says 10 schools in a union council.

## **7. Period of implementation:**

- Time taken for the completion of the project and of the facilities created there under. Period of implementation of a project shall start from the date of administrative approval and end upon handing over the facility to the department/agency responsible for running/maintaining the facility created under the project.

## **8. Summary and Scope of the Project:**

- Scope of project may include construction, training, capacity building, provision of facilities, etc.

## **9. FUNDING PLAN AND MODE OF FINANCING:**

- Funding source would in most cases mean funds that flow from ERRRA fund. However, elaboration may be required in case some counterpart funding is expected from some other source, for example, contributions from local or provincial governments. If known, the donor from whom the funds are flowing may also be mentioned.

- Total capital of the project

Foreign exchange component, if any, has to be mentioned separately.

## **10. Annual Operating and Maintenance Cost after Completion of the Project**

## **11. PROJECT DESCRIPTION:**

### **11.1 Project objectives:**

- The project should conform to objectives of the umbrella plan for the sector/sub sector.

**11.2 Vulnerability and Gender Considerations and Inclusions in the Social Protection, Livelihood, Health, Education, WatSan, and Risk Reduction Programs:**  
Conscientiously analyze the: (i) social benefits / adverse effects for vulnerable groups and women; (ii) Potential gains/losses for

vulnerable groups and women in PC-1s falling under the above mentioned programs. Describe steps taken to assess risks and avoid negative impacts of project activities on these groups.

11.3. Indicate the quantified contribution (financial, economic & social with indicators) of the project, if possible, to the target area & population. Provide sex-disaggregated data for beneficiaries of project activities.

#### 11.4 **Environmental Considerations and Inclusions:**

This should include any environmental hazard feared and any steps taken to avoid such hazards mitigate the damage or replenish the environment.

### **12. HUMAN RESOURCE REQUIREMENTS**

- A construction project which is to be contracted/out sourced may not require any manpower within the government. However, manpower may be required for capacity building, planning, execution, and operation etc. of a service delivery facility or institution by way of full time/contractual employment or by way of consultancy.
- Manpower requirements would also include any manpower that be required for intimate supervision of construction or project execution.

### **13. PROJECT COST BREAK UP**

Basis of costing on which the technical sanction is to be sought (Market rates, scheduled rates or any other basis may be mentioned)

- The basis of costing may be a schedule of rates or market rates etc as may be required by ERRA.
- The costing shall not include the costs required for running a facility upon its completion given in the Schedule of Running Expenditure. In cases where the facility created under the project is to be run for some time by the executing department/agency/NGO such costs as may be required to run

the facility for the specified period of time may be included in the project costing.

**(Identify budget dedicated to social dimensions with due regard to vulnerable groups and women)**

#### **14. FINANCIAL PHASING**

- Required amounts are to be mentioned under the years in which they would be required. 'Year' means a financial year.

#### **15. PROPOSED ACTIVITIES WITH TIMELINES**

- Items to be procured or activities to be performed are to be mentioned. This table is a replacement of the erstwhile table in a traditional PC-I whereby physical targets were filled in. It has been made changed to accommodate all activities so as to make it more comprehensive, and to make a project easier to implement and monitor. Thus activities like tendering, purchase orders are now to be mentioned along with the traditional 'physical targets.'

#### **16. PERFORMANCE INDICATORS**

- This would be a set of criteria against which a project would be evaluated after completion. The set would include design and engineering targets in case of construction project and would also accommodate service delivery targets like for instance, the number of patients each day say in a hospital.

**Data to be disaggregated by sex and vulnerable groups.**

#### **CERTIFICATE**

- The name, designation and phone # of the person/officer responsible for preparing, checking and approving be provided (This approval is for submission to the approving forum). It may also be certified that the Project Proposal has been prepared as per instructions relevant to the sector.

## ANNEX V

### Sample Sex Disaggregated Data / ERRA

#### Rural Housing Grant

Districts	Women	Men	Total	Women	Men
Battagram	2198	41780	43978	5%	95%
Abbottabad	5992	22434	28426	21%	79%
Bagh	4220	45905	50125	8%	92%
Kohistan	109	12653	12762	1%	99%
Mansehra	8586	80224	88810	10%	90%
Muzaffarabad	12881	112369	125250	10%	90%
Neelum	1726	13032	14758	12%	88%
Poonch	3637	27436	31073	12%	88%
Shangla	975	21773	22748	4%	96%
Sudhnoti	471	2608	3079	15%	85%
<b>Total</b>	<b>40795</b>	<b>380214</b>	<b>421009</b>	<b>10%</b>	<b>90%</b>

#### Livelihood Cash Grant

Location	Total H.H	Male	Female	%Male	%Female
Abbottabad	12536	7826	4710	62.43	37.57
Bagh	38724	28108	10616	72.59	27.41
Battagram	28645	23538	5107	82.17	17.83
Kohistan	12327	11150	1177	90.45	9.55
Mansehra	55306	40564	14742	73.34	26.66
Muzaffarabad	53643	38082	15561	70.99	29.01
Neelum	5219	3959	1260	75.86	24.14
Poonch	30793	19163	11630	62.23	37.77
Shangla	20821	17596	3225	84.51	15.49
Sudhnoti	3158	1988	1170	62.95	37.05
<b>Total</b>	<b>261172</b>	<b>191974</b>	<b>69198</b>	<b>73.50</b>	<b>26.50</b>





## ANNEX VI

### Gender Policy for Earthquake Affected Areas

#### Introduction

The October 2005 earthquake has had a devastating impact on human life and social infrastructure. The situation has been further exacerbated due to loss of assets. The catastrophe has affected all population groups but there is a variation in experience of women, men, boys, and girls.

As a consequence of this tragedy vulnerable groups are now more at risk of becoming poorer. In particular, women headed households representing over 26% heads of households in the affected areas, widows, and orphaned children, mostly girls, are reported by a number of stakeholders as having little or no access to supplies and services. Often the reason is limited mobility or absence of proper identity documents that could support them in making these claims.

Also as a result of the earthquake, in many instances, women's and men's roles have shifted. Women's roles have changed partly as a result of the loss of male partners, and their responsibilities have increased as they not only assume the additional burden of caring for orphaned children and persons with disabilities but are now also emerging as heads of households and decision makers.

As they take on these additional responsibilities, there is an even greater need for women to access economic and social opportunities (i.e. social protection, health, education, livelihood, watsan, rural extension services, etc.), so that they can effectively care for their families and meet their traditional, emerging community and productive roles.

In the EQAA, according to recently updated sex-disaggregated data<sup>2</sup>, of those eligible for the livelihood cash grant, over 26% of households are headed by women, representing over 22% in NWFP and over 30% in AJK.

Consequently, for the recovery, reconstruction and rehabilitation efforts to be considered successful, our response to the disaster must be relevant to the needs, concerns and priorities of both women and men, as well as girls and boys, leading to their equal enjoyment of socially valued goods, services and opportunities, resources and rewards.

Fairness in service provision and support can be maintained by paying attention to gender dimensions (i.e. applying gender analysis and promoting use of sex disaggregated data) in reconstruction and rehabilitation related policies and programmes, yet requires still more systematic attention.

The Gender Policy was developed in recognition of women, men, girls, and boys affected by the October 2005 Earthquake. Its intent is also to provide

*Gender equality does not simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same. It means recognizing that men and women often have different needs and priorities, face different constraints, have different aspirations, and contribute to reconstruction and development in different ways.*

<sup>2</sup> Livelihood Cash Programme/NADRA & ERRA databases, 27 April 2007

ERRA staff with a framework<sup>3</sup> that builds on existing commitments to gender equality in key documents and sectoral policies.

The policy has been developed in discussion with senior management of ERRA, SERRA, PERRA, and in consultation with the Ministry of Women Development, the Governments of NWFP and AJK, partner organizations (IOs/INGOs/NGOs), and local communities.

*“And they (women) have rights (over their husbands) similar to those of their husbands over them” (From the Holy Quran, Surah Al-Baqara 228, translation by Dr. Muhammad Muhsin Khan)*

The expected benefit of implementing the Gender Policy is an increase in ERRA’s and its partner organizations’ effectiveness in addressing gender dimensions in the context of reconstruction and rehabilitation, leading to improved living conditions and equitable social and economic opportunities for affected populations.

The primary audience for this policy is ERRA, SERRA, PERRA, AJK and NWFP line departments’ staff and provides a framework for all agencies operating in the EQAA.

### **Policy Goal**

The Gender Policy for Earthquake Affected Areas aims to ensure that sectoral strategies, programme implementation, monitoring and evaluation take into account gender considerations thereby increasing the likelihood that the benefits of reconstruction and rehabilitation accrue to women, men, girls and boys, as well as to members of vulnerable groups.

### **Principles**

The Gender Policy is based upon the following principles:

1. Achieving gender equality requires the recognition that every policy, program and project affects women and men differently.
2. Gender equality must be considered as an integral part of all ERRA policies, programs and projects.
3. Intervention strategies in support of gender equality must take into account the specific socio-cultural context and develop strategies to minimize risk of backlash against women and girls in particular.
4. Balanced and active participation and representation of men and women is a precondition for the success of the process of reconstruction and rehabilitation.
5. Equal access and opportunities for women and men to economic resources is essential to achieving sustainable livelihoods and development.
6. Achieving gender equality does not mean that women become the same as men. Equality means that one’s rights or opportunities do not depend on being male or female.
7. Women’s social and economic empowerment is central to achieving gender equality.

*It is stated by the Prophet Muhammad (Peace be upon Him) “that be strict, patient and balanced in your treatment with all your children, and if I were to give priority in this matter to some one, then women or girls are in priority” (From the Hadith, Tabarani)*

<sup>3</sup> Developed on basis of inception report

### **Achieving gender equality will require:**

1. Specific measures designed to address gender inequalities and the needs, concerns, priorities and interests of women, including those of working women;
2. Adopting a complementary approach towards reducing disparities through targeted actions and a mainstreaming approach; and
3. Fostering coordination between all actors/stakeholders.



### **Overall Approach to Gender Equality**

The overall approach proposed to implement the policy and to achieve gender equality as stated in key ERRA documents and sectoral policies will be to mainstream gender considerations in the reconstruction and rehabilitation efforts by strengthening gender capacity within ERRA at all levels and particularly in programme design, planning, implementation, monitoring and evaluation of priority sectors.

Strengthening capacity for gender mainstreaming has two main prerequisites: awareness and promotion:

Awareness of the importance of gender issues for outcomes of policies and programs, recognizing that groups are not homogeneous, and that benefits from policies, strategies, and programs do not automatically accrue equally to all members and segments of society. In many cases, these inequalities are due to gender differences in status, division of labour, responsibilities, and access to resources. Gender-aware policy makers, planners, implementers, monitors, and evaluators need to consciously plan, implement, monitor, and evaluate rehabilitation and reconstruction activities to take into account gender differences in access and control.

Promotion, or moving from gender awareness to integrating that awareness into programme planning, implementation, and monitoring and evaluation systems that in turn help in measuring / assessing gender equality. This will require a conscious commitment to translate policy statements into actions to bring about the required changes and that senior managers as the first centre of responsibility provide active leadership in implementing institutional commitments to gender equality. It will also require undertaking activities that increase the chances that benefits of reconstruction and rehabilitation accrue as equally to men as women, boys and girls, and vulnerable group members.

*Mainstreaming gender equality is a commitment to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all policies, and programmes so that women and men benefit equally.. The ultimate goal is to achieve gender equality.*

### **Gender integration in project implementation**

The approach to integrating gender dimensions in projects implemented in the EQAA must take into account the specific socio-cultural and religious context within which interventions will take place.

In some of the EQAA addressing gender issues straight on may be feasible, while in other areas one may need to adopt a more gradual approach, putting aside the jargon, and working with and through men, local leaders, including community elders and religious leaders.

It is also important to look at issues through the eyes of the local community or community members, rather than making assumptions. By doing this in a participatory manner through engaging the community, it is possible to determine under what conditions some norms and practices can transform, and how the benefits of reconstruction and rehabilitation will accrue to men, women, boys, and girls.

Gaining the trust and support of the community elders and men, and by providing much needed health services, volunteers and organizations such as the Red Crescent with the Canadian Red Cross were able to demonstrate the benefits of involving women in a community health initiative. The careful attention given to respecting the norms and values of the context, which earned further respect, led to in one case the capacity to raise issues such as child and maternal morbidity and mortality rates, and eventually to an agreement that community women could be trained as community health workers. As of late April 2007, 40 women have been identified who will be attending the training as soon as details and curriculum are finalized.

In another case, close collaboration with the community in much needed services, including medical treatment, access to water so children could bathe themselves, led to an agreement with the elders that a girls' school that will provide classes up to grade 10 will be built, teachers hired, and religious education would be provided by the Madrassah teachers in the girls school in exchange for computer training for the children of the Madrassah.

These two examples set in fairly conservative areas of the EQAA show that addressing the needs, priorities, interests, and concerns of women, girls, men, and boys is possible. ***It's all in the approach, combined with the vision and commitment of individuals and organizations who seek to ensure that the benefits of reconstruction accrue to all.***

### **Translating the Policy into Action**

To translate the Gender Policy into action, the following strategies will be pursued:

1. Enhance capacity to integrate gender considerations at all levels: organisationally, in policies, strategies, and programs.

2. Develop, with respective program heads, operational strategies for priority sectors, namely social protection, livelihood, health, education, and WatSan.
3. Improve performance measurement of Gender Results.
4. Increase availability of tools (i.e. sectoral checklists & guidelines), documentation of lessons learned and best practices.
5. Increase sharing of information and foster linkages with key internal and external stakeholders.

Priorities	Actions
Gender Awareness to Promotion/Practice	<p>Deliver gender sensitisation and training programmes</p> <p>Foster ongoing dialogue in communities with different groups in order to build a greater understanding and acknowledgment of the productive contributions of women</p> <p>Promote affirmative action in recruitment at federal, provincial and district level</p> <p>Work with allies, with special emphasis on the involvement of men</p>
Operational and Programme Strategies	<p>Work with priority sectors in ERRA</p> <p>Promote use of code of conduct at work-place internally and externally</p> <p>Initiate context specific and closer to ground reality projects addressing immediate and long term needs of women and girls, including at least one project addressing women's economic empowerment in each district</p> <p>Design, implement and monitor programmes and projects in close collaboration with concerned line departments to ensure relevance and sustainability of results</p>
Performance Measurement	<p>Develop and update the Gender Fact sheet (twice a year)</p> <p>Document best practices</p> <p>Monitor KPIs</p> <p>Monitor budget expenditure with a gender lens</p> <p>Develop Gender Checklists</p>
Linkage Development	<p>Establish internal and external gender forum</p>

### **Institutional Mechanisms**

To be able to accomplish the priorities of the gender policy, an infrastructure for gender mainstreaming was established. It consists of:

- a) the Gender Team at the Central level in ERRA and Gender Coordinators at PERRA, SERRA and district level.
- b) the Gender core group (TORs Annex - 4) that will ensure coordination between ERRA priority sectors, governments, and stakeholders to identify gender related gaps at the policy and operational levels.
- c) the gender and reconstruction network designed to be a forum to exchange experiences and information at the district level, with a view of strengthening capacity to mainstream gender in project implementation, while also informing discussions of the Gender Core Group.

## **Sectoral Gender Checklists (From Policy)**

### **Gender Checklist<sup>4</sup> - Education**

ERRA has reflected its commitment in Education sector by not only endorsing to build back better but also 'continue running educational institutions on better lines than before'<sup>5</sup>. It would be appropriate to point out that enhanced service provision and support can also be maintained by paying attention to gender dimension in reconstruction related policy and programme development processes<sup>6</sup>.

Senior level policy makers in ERRA have recognized and affirmed to action plan prepared by gender team highlighting significance of gender integration in education sector<sup>7</sup>. ERRA Education Strategy and presence of in house gender related expertise has provided a basis to develop a checklist with a purpose to support gender sensitive implementation of education sector priorities and enable fairness in existing education opportunities and services delivery mechanisms to become more cognizant to gender equality perspective.

#### **1. Impact of earthquake on lives of women, men, boys and girls**

Women, girls, boys and men have experienced the situation resulting from earthquake differently – men are visible cooking for the children due to death of mother or older women in family. Deaths, disability and loss of financial resources for boys and girls students have led to change in education needs, and the ability of girls and boys to attend school. Male and female teachers also have also different experiences and priorities (collapse of school buildings have resulted into deaths of students and teachers). In order to ensure that all boys and girls benefit equally from education in post earthquake situation it is critical to understand the social and gender dynamics that can affect or place constraints on them.

In providing education services<sup>8</sup> factors like availability of teaching staff especially women, mobility of girls (travelling to and from school) and availability of a male companion to take them to school or location of school at an accessible location influence attendance and enrolment rates of girls.

As regards access to education<sup>9</sup> we must not overlook that poor families may prioritize boys' education in given social and economic context of affected areas. These poverty conditions lead to insufficient resources on the families to pay for girls' school fees, uniforms and other supplies. The responsibility of household chores, care for siblings is considered as role of girls. As a result even where girls are enrolled in high numbers they tend to drop out towards the end of primary school. Death of father or both parents can impede boys from acquiring education in order to assume the bread earner of the family.

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<sup>4</sup> Adapted from Gender Handbook form IASC draft (August 2006)

<sup>5</sup> ERRA education strategy

<sup>6</sup> Inception Phase Report prepared by Gender unit, ERRA

<sup>7</sup> Priority sectors indicated in speech made by Chairman ERRA on March 8, 2007 at Muzaffarabad

<sup>8</sup> Supply side

<sup>9</sup> Demand side

Gender and social awareness entails to aspect of safe physical spaces, their well being, them acquiring new skills and values which can serve as a foundation for future. Essence of participation and involvement of all actors in the reconstruction and rehabilitation effort can be maintained by making a conscious effort in observing gender equality criteria. Paying attention to these considerations serve as a “**window of opportunity**” for more gender responsive education and can set off changes in educational system, and in relationships, and opportunity-sharing between women, girls, boys and men.

Applying gender analysis<sup>10</sup> and use of sex disaggregated data from *beginning and at every stage* in projects and programmes is a pre-requisite and leads to greater fairness in access to and benefits of outcomes<sup>11</sup> in education sector for all especially girls and vulnerable. The education sector has an array of actors contributing at different levels and can mutually agree to adopt these depending upon their range and scale of activities.

## 2. What do we need to know to plan and support/implement gender responsive education services?

Ask/Find out	Possible information to look for
<b>What are the education related demographics?</b>	<ul style="list-style-type: none"> <li>▪ Number of girls and boys. Where are they? Are they in camps or not?</li> <li>▪ What is the economic situation of families and how does this affect girls and boys?</li> <li>▪ Number of girls or boys heading households.</li> <li>▪ Literacy rates for men and women.</li> <li>▪ Information on number of schools, of which levels, number of students, number of male and female teachers etc?</li> <li>▪ Number of PTA or SMA existed in schools?</li> </ul>
<b>What is the division of labour and changes in household chores and other work done by boys and girls as a result of the earthquake?</b>	<ul style="list-style-type: none"> <li>▪ What sort of work do girls and boys typically do?</li> <li>▪ How many hours a day? What time of day?</li> <li>▪ Where does it take place? (At home? In fields?)</li> <li>▪ Does this work put girls and boys at any serious risk?</li> <li>▪ Does it interfere with the school day and work?</li> </ul>
<b>What are the social, cultural and political factors influencing education related activities before the earthquake?</b>	<ul style="list-style-type: none"> <li>▪ Is education segregated or combined and for which age groups?</li> <li>▪ What value is attached to women and girls education?</li> <li>▪ Identify the strategies used to promote education and overcome constraints? (<i>e.g. distance education, targeted community information promoting the benefits of female education, use of local role models and women’s groups to advocate in favour of female education in non-traditional areas</i>)</li> </ul>

<sup>10</sup> Gender Analysis is the process of analyzing information in order to ensure reconstruction and rehabilitation related benefits and resources are effectively and equitably targeted to both women and men, boys and girls and vulnerable

<sup>11</sup> Reconstruction of school buildings, students achievement level and community participation



<b>Ask/Find out</b>	<b>Possible information to look for</b>
	<ul style="list-style-type: none"> <li>▪ The focus was on re-enrolment and retention or on new enrolments and retention?</li> <li>▪ What languages are spoken and who has (boys or girls) have more proficiency?</li> </ul>
<b>Participation and Consultation strategies</b>	<ul style="list-style-type: none"> <li>▪ Do Parent Teacher Associations (PTAs) — or similar mechanisms exist?</li> <li>▪ To what extent are women and men involved in these?</li> <li>▪ Are there any cultural restrictions on women's involvement?</li> <li>▪ Has training been provided to the PTA?</li> <li>▪ What is the history of overcoming gender-based obstacles in the community? Which community members have been active and how?</li> <li>▪ Are community women and men involved in decisions regarding the location of schools?</li> </ul>
<b>What are the safety and access issues for the learning environments?</b>	<ul style="list-style-type: none"> <li>▪ Are the possible locations equally accessible to girls and boys (e.g. in a mosque) and at all levels of schooling (i.e. not only lower grades)?</li> <li>▪ What are the direct and indirect costs for girls and boys to attend school?</li> <li>▪ Is the distance to be travelled to school acceptable to parents for girls? Boys? Is the route to school safe for girls and boys?</li> <li>▪ What safety precautions are expected for girls by the parents?</li> <li>▪ Are latrines accessible, located safely and adequate in number? Are there separate latrines for girls and boys?</li> <li>▪ Do schools facilities have a fire extinguisher and the doors of classrooms open outside?</li> </ul>
<b>What is the situation with teachers, training, support and materials?</b>	<ul style="list-style-type: none"> <li>▪ Are there male and female teachers available? At all grade levels? What are their levels of qualification and experience?</li> <li>▪ Are there para-professionals? Other women in the community who could support girls in school and be involved in teaching and/or mentoring?</li> <li>▪ Are teaching materials and trainings available to help teachers address specific topics needed by girls and boys? (e.g., sexual and reproductive health?)</li> <li>▪ Are there female teacher trainers and support staff?</li> </ul>

### 3. Actions to ensure gender mainstreaming in education

Issues	Key Actions
<p><b>Community Participation</b> (Better and improved ownership and management of the educational institutions through parent's participation)</p>	<ul style="list-style-type: none"> <li>▪ Sensitize communities to the importance of girls' and women's access to education in present situation where resources are dwindling.</li> <li>▪ Develop strategies to ensure that women, girls, boys and men actively participate in education meetings and in trainings (e.g., pay attention to appropriate meeting timings, locations, provide childcare facilities, and consider single-sex meetings).</li> <li>▪ Include women and men on community education committees and provide gender training if necessary to ensure their voices are heard and taken seriously.</li> <li>▪ Engage women and men in school-related activities such as arranging escorts to school, parents' mobilization.</li> <li>▪ Engage the local community, especially women and girls, in the design and location of school sanitation facilities.</li> </ul>
<p><b>Analysis</b> (Rationalized provision of schools)</p>	<ul style="list-style-type: none"> <li>▪ Include gender dimensions (access of girls, roles and responsibilities) into ongoing monitoring and evaluation of education related activities</li> <li>▪ Collect and analyze all data related to education by sex and age.</li> <li>▪ Consult regularly with women and girls, men and boys as part of monitoring and evaluation activities.</li> <li>▪ Have targets been set for male and female participation, both staff and students?</li> </ul>
<p><b>Access and Learning Environment</b> (Better classrooms support to improve students learning achievement level)</p>	<ul style="list-style-type: none"> <li>▪ Set the hours for classes at convenient times for those children<sup>12</sup> involved with household and field work and chores.</li> <li>▪ Involve male and female youth in the development and implementation of varied recreational and sports activities, and ensure their constructive initiatives are supported by relevant stakeholders.</li> <li>▪ Ensure that learning environments are secure and promote the protection, physical, mental and emotional well-being of learners. Pay particular attention to disproportionate impacts of insecurity on girls and women and vulnerability to Gender Based Violence, e.g., provide escorts to and from school for girls, employ classroom assistants, provide girls with reporting guidelines and follow-up procedures, establish codes of conduct for teachers.</li> </ul>
<p>(Better construction designs and physical facilities)</p>	<ul style="list-style-type: none"> <li>▪ Where single-sex classes are preferred, provide separate classrooms/locations or timings for girls and</li> </ul>

<sup>12</sup> Under the age of 18 years

Issues	Key Actions
	boys. <ul style="list-style-type: none"> <li>▪ Provide separate male and female latrines – in safe places.</li> </ul>
<b>Teaching and Learning</b> (Better social service delivery)	<ul style="list-style-type: none"> <li>▪ Promote learner-centred, participatory and inclusive instruction, reaching out to and engaging girls actively in class.</li> <li>▪ Develop gender-sensitive curricula addressing the specific needs, perspectives and experiences of girls and boys</li> <li>▪ Encourage gender awareness training for teachers in plans.</li> </ul>
<b>Teachers and Other Education Personnel</b>	<ul style="list-style-type: none"> <li>▪ Promote use of creative strategies to proactively recruit and retain women teachers (e.g., entry through classroom assistant programme, part-time positions).</li> <li>▪ Ensure that women teachers are equally able to participate in school meetings and professional development (for example, select timing carefully and provide childcare).</li> <li>▪ Where possible ensure that women teachers are placed in high profile positions (not only in early year classes and “soft” subjects).</li> <li>▪ Include gender equality and girl-friendly teaching strategies in the criteria for teacher supervision</li> <li>▪ Promote affirmative measures for ensuring presence of teachers at difficult stations.</li> </ul>
<b>Education Policy and Coordination</b>	<ul style="list-style-type: none"> <li>▪ Advocate for policy decisions to reduce the cost of schooling, especially for girls’ families (e.g., feeding programmes, take home rations and items).</li> <li>▪ Ensure commitment from education partners to common standards of culturally and gender-sensitive project implementation and management from the outset.</li> </ul>



## Gender Checklist - Health<sup>13</sup>

### 1. Gender and Health in Reconstruction and Rehabilitation

The October 5, 2007 earthquake has affected the health of women and girls, boys and men differently. The envisaged vision to '**Build Back Better**' features right to 'health for all' and respect of the dignity of the population affected by the disaster so it is critical to recognize social, cultural and biological factors that increase the risks faced by women and particularly girls in the case of Pakistan. Global and national health scenario and experience suggest that there is a pattern of differentiation in terms of exposure to, and perceptions of risk, preparedness, response, physical and psychological impact, as well as capacity to recover.

The post earthquake scene emerges with a wide array of challenges that are related to infrastructure, health and delivery management system, coordination, availability of human resource, access, and need based package of services, prevention of epidemics and preparedness for disaster management.

'Women, children and persons with disabilities and psychological trauma are the major clients of the health system'<sup>14</sup>. They are often at increased risk of exploitation and may be unable to access assistance and/or to make their needs known. Also are usually insufficiently included in community consultation and decision-making processes; as a result their health needs are often not met.

Those delivering health care in disaster and post disaster situations must first take account of the different needs, second recognize the potential barriers that they may face, and ensure that women and men can access health services equally. Women and men must participate equally in the planning, management and delivery of health services in reconstruction and rehabilitation actions, and women must be part of the decision making and implementation process at all levels. The views of girls and boys must be taken into account. Coordination with health and other partners is crucial to avoid overlap and duplication.

Health projects and programmes need to ask:

- Who is the target (both direct and indirect) of the proposed policy, program or project?
- Who will benefit?
- Who will lose and why?

Gender analysis<sup>15</sup> needs to be carried out from *the beginning and at every stage* of the project cycle.

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<sup>13</sup> Adapted from IASC hand book

<sup>14</sup> Health Strategy Document, ERRA

<sup>15</sup> Gender Analysis is the process of analyzing information in order to ensure reconstruction and rehabilitation related benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts reconstruction may have on women or on gender relations. (Inception Phase Report by Gender Team)

Recognizing that it will not be possible to collect information on all issues/challenges outlined above, it is important to keep in mind to disaggregate data by sex and age and to apply a gender analysis.

**2. What do we need to know to plan and implement gender responsive health services?**

<b>Ask/Find out</b>	<b>Possible information to look for</b>
<b>What are the population demographics?</b>	<ul style="list-style-type: none"> <li>▪ Total number of households/family members–disaggregated by sex and age.</li> <li>▪ Number of single female and male headed families and number of families headed by children (boys and girls).</li> <li>▪ Number of unaccompanied children, elderly, disabled, pregnant and lactating women.</li> </ul>
<b>What is the social, political, cultural, and security context? What has changed as a result of the earthquake?</b>	<ul style="list-style-type: none"> <li>▪ Are there differences between women and men in the community/households in relation to their roles, responsibilities, and decision making power?</li> <li>▪ Are men and women, girls and boys affected differently by the earthquake? How?</li> <li>▪ How many people were previously vulnerable? Has that number changed?</li> </ul>
<b>What was the health situation before the earthquake? What affects control over food and other resources?</b>	<ul style="list-style-type: none"> <li>▪ What is the baseline health data, including information on immunization, contraception, etc?</li> <li>▪ What diseases affect women and men differently within the context of the earthquake?</li> <li>▪ What is the Crude Mortality Rate disaggregated by sex and age?</li> <li>▪ Are women, men, boys and girls disproportionately affected? If so, what are the reasons?</li> </ul>
<b>What are the cultural and religious aspects related to the provision of health care?</b>	<ul style="list-style-type: none"> <li>▪ Who provides health care to whom, for example can women only seek health care from female health workers?</li> <li>▪ Are there cultural issues regarding pregnancy and birthing, washing, water use, cooking, animal husbandry, the privacy of latrines that may negatively affect women, girls, boys and men?</li> <li>▪ Is there any language related factor (such as illiteracy and use of specific local languages) which may impact certain group/community in access to health care services and health information (including information on underlying determinants of health, such as access to water and sanitation facilities)? Is there any difference between women and men in terms of ways of communication and/or access to information?</li> </ul>

#### 4. Actions to ensure gender mainstreaming in health

Issues	Key Actions
<p><b>Joint needs assessments: what information should be gathered from women and men?</b></p>	<ul style="list-style-type: none"> <li>▪ Ensure assessment teams include female assessors and translators.</li> <li>▪ Disaggregate all data by sex and age.</li> <li>▪ Analyze together with the community through participatory assessments the impact of the earthquake on women and girls, boys and men to identify physical and mental health needs and to ensure equal access to health services and benefits.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Provide childcare support to enable women and men from single-parent headed households to participate in meetings.</li> <li>▪ Find out which groups are hard to reach (physical and social access) and/or marginalized and the barriers preventing access.</li> <li>▪ Identify community response mechanisms to psychosocial problems and strengthen those which can support individuals, ensuring they respect human rights standards.</li> <li>▪ Identify traditional ways of caring for sick members of the community in order to build on good practice.</li> <li>▪ Map the availability, location, capacity and functional status of health facilities and public health programmes including sex specific essential services for women and men e.g. Maternal and child health services) and reproductive health services for men.</li> <li>▪ Ensure maximum protection to those facilities (e.g. lighting for the area and paths leading to it; provision of transport and/or escorts where possible);</li> <li>▪ Compile an inventory of local groups and key stake holders in the health sector, including gender theme groups, traditional healers, women's organisations etc. to find out what is being done, by whom, where and for whom.</li> <li>▪ Assess the availability of medical drugs and equipment, i.e. the availability of New Emergency Health Kits (NEHK) for the provision of basic health services for women and men.</li> <li>▪ Ascertain the availability of standardized protocols, guidelines/manuals in line with current international guidance and find out whether they include provisions for equitable access for women, girls, boys and men to services and benefits. If not, apply international standards.</li> <li>▪ Conduct qualitative assessments to determine perceptions about health services provided to the community and identify recommendations to address</li> </ul>

Issues	Key Actions
	their concerns.
<b>Community mobilization and participation</b>	<ul style="list-style-type: none"> <li>▪ Involve from the outset women, men, girls and boys, including those who belong to vulnerable groups, in health assessments, priority setting, programme design, interventions and evaluation.</li> <li>▪ As women and men may be affected by multiple layers of vulnerability/discrimination, it is important not only to ensure balance between women and men in participation, but also to ensure that women and men from vulnerable and/or marginalized groups are represented.</li> </ul>
<b>Provision of health services</b>	<ul style="list-style-type: none"> <li>▪ Actively engage women and men from the community and the health workforce, including those who belong to vulnerable groups, equally and at all levels in the design and management of health service delivery, including the distribution of supplies.</li> <li>▪ Ensure concerted and coordinated health service delivery strategies that address the health needs of women and men, boys and girls. For instance: <ul style="list-style-type: none"> <li>▪ Determine and Provide Minimum Initial Service Packages (MISP) so that women and men, adolescent girls and boys have access to health services in the earliest days and weeks of earthquake and comprehensive sexual and reproductive health services, including gender-based violence related services, as the situation stabilizes;</li> <li>▪ Facilitate the availability of culturally appropriate social and psychological support for women, men and children.</li> <li>▪ Ensure proximity and privacy for examinations, maternity delivery, toilets and latrines/bath rooms.</li> </ul> </li> <li>▪ Facilitate the distribution of new emergency health kits for safe and clean deliveries and emergency obstetric care,</li> <li>▪ Deploy local health workers, ensuring equal numbers of women and men.</li> <li>▪ Train and mobilize skilled/traditional female birth attendants.</li> <li>▪ Train and mobilize skilled female and health workers</li> <li>▪ Make sure that women and men have equal opportunities for capacity building and training; provide childcare or family support to enable their participation.</li> </ul>
<b>Advocacy, health information and education</b>	<ul style="list-style-type: none"> <li>▪ Advocate for equitable (according to need) distribution of, and access to, resources (human, financial, technological, logistics and medical</li> </ul>



<b>Issues</b>	<b>Key Actions</b>
	<p>supplies) in the health sector to respond to the health needs of women, girls, boys and men.</p> <ul style="list-style-type: none"> <li>▪ Develop and implement communication strategies to highlight the specific health risks affecting women and men, as well as targeting adolescent girls and boys.</li> <li>▪ Provide information in local languages to men and women on available health services and their location.</li> <li>▪ Work with the media, civil society and partner agencies to raise health awareness, targeting special health events such as opening of new health facility, water collection points, etc. as points of entry.</li> <li>▪ Advocate for the hiring/deployment of women and men at all levels.</li> </ul>
<b>Monitoring, reporting, and evaluation</b>	<ul style="list-style-type: none"> <li>▪ Collect and analyse data by sex and age and apply a gender analysis.</li> <li>▪ Involve women and men, including those who belong to vulnerable groups, in the monitoring and evaluation process.</li> <li>▪ Share the results with all stakeholders</li> </ul>



## Gender Checklist - Livelihood<sup>16</sup> (25 may 2007)

### 1. Gender and Livelihoods

A “livelihood” refers to the capabilities, assets **both material and social resources** – and strategies that people use to make a living; that is, to achieve food and income security through a variety of economic activities. Livelihood programmes cover a range of issues including: non-formal education, vocational training and skills training programmes, income generation activities, micro-credit schemes, agriculture programmes, and business start up programmes, animal disbursement projects, self-employment, and job placement programmes.

Livelihood strategies aim at developing self-reliance, and interventions should be designed and implemented to strengthen women’s and men’s productive capacity early on, when it matters most, and to promote longer-term self-sufficiency. The ERRA Livelihood policy clearly states that the rehabilitation will be demand-driven and holistic, with community rehabilitation plans forming the basis of all activity at the community level. The overall strategies of the ERRA Livelihood Policy are to:

- Empower communities and CBOs to take a leading role in the planning, implementation and management of their livelihood rehabilitation,
- Restart the rural economy by helping production to recover and markets to start functioning
- Introduce appropriate technologies and extension services
- Invest in enabling and facilitating infrastructure
- Create support services which are efficient and responsive to the needs of the people
- Invest in community involvement in moving into economic activities which are economically and financially viable, create employment opportunities and are environmentally sustainable
- Establish accountable, efficient and transparent coordination and regulatory mechanisms

As stated in previous documents, women are more vulnerable during disasters such as the October 8 2005 earthquake than men because they have less access to resources, are constrained by the gendered division of labour and are the primary caregivers to boys and girls, the elderly and the disabled. Women are also less able to mobilize resources for rehabilitation, more likely to be unemployed following the disaster and overburdened with domestic responsibilities leaving them with less freedom to pursue sources of income to alleviate their economic burden.

To address the situation a two-pronged approach is needed: i) mainstream gender throughout the recovery and rehabilitation program, and ii) implement gender specific

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<sup>16</sup> Adapted from the IASC hand book

activities to ensure equal opportunities for women and men in the various programs. As well, community-based livelihood rehabilitation planning should involve the collection of gender-disaggregated data and gender analysis is critical when planning subsequent rehabilitation programs (1.34).

A gender sensitive approach to livelihood programmes entails an understanding of the different skill sets, needs, vulnerabilities and responsibilities of affected women, men, and adolescent girls and boys. At the same time, a gender sensitive approach also creates spaces to identify and address gender inequality in access and control to resources.

For much of the year, farms in the EQAA are dominated by old men, women and boys and girls, with women being responsible for a large range of crops and livestock management activities (ch. 1 – 1.10). Women and youth in the affected provinces have traditionally found it difficult to find decent employment opportunities and to secure a life out of poverty (ch 1 – 1.25). Consequently, there will be a need to ensure that vulnerable individuals, families and groups, such as the poorer members, widows, women-headed households, and one or no parent families are not deprived of their rights and can participate in income generating activities (ch 1 – 1.31). They should also have access to skills training. Where there are cultural and physical constraints to providing training (e.g. women travelling outside their communities) consideration should be given to provide mobile training (possibly located in local schools or homes) (2.22)

**2. What do we need to know to design and implement gender- responsive programmes for livelihoods in emergencies?**

<b>Ask/Find out</b>	<b>Possible information to look for</b>
What are the population demographics?	<ul style="list-style-type: none"> <li>▪ Total number of households/family members–disaggregated by sex and age.</li> <li>▪ Number of single female and male headed families and number of families headed by boys and girls.</li> <li>▪ Number of unaccompanied boys and girls, elderly, disabled, regnant and lactating women.</li> </ul>
What type of access and control of livelihood assets do men and women have and how have they been affected by the earthquake?	<ul style="list-style-type: none"> <li>▪ What are the main assets (land, seed, livestock, equipment, access to markets) needed for a sustainable livelihood and how were they affected by the earthquake? What is the different impact on men and women based on their access and control of these resources?</li> <li>▪ What type of agriculture, farming, fishing, trade, industry, and food supply existed before the emergency? What role did men and women play in these sectors?</li> <li>▪ What are the practices regarding agricultural land ownership and distribution? In particular, what are the practices regarding women’s property and inheritance rights?</li> <li>▪ What types of skills exist among men, among women? What are their respective skills training needs?</li> </ul>

Ask/Find out	Possible information to look for
<p>What are the normal cultural and social roles and practices of men and women that existed <b>before</b> the onset of the earthquake?</p>	<ul style="list-style-type: none"> <li>▪ What are the roles played by men, women, boys and girls in the farming and other productive activities?</li> <li>▪ Who has decision-making power with regard to productive assets and household expenditures?</li> <li>▪ Who is responsible for farming, gathering, selling at the market, keeping stocks, cooking?</li> <li>▪ Which kinds of activities/tasks/work are forbidden to women/men by local customs?</li> <li>▪ How are resources allocated within households? Who has the most decision-making power?</li> <li>▪ Are there practices that may discriminate against women, female-headed households, the elderly, and the disabled?</li> </ul>
<p>How have workloads, responsibilities and gender roles changed as a result of the earthquake?</p>	<ul style="list-style-type: none"> <li>▪ How much time do women/girls and men/boys devote to non-monetized work (fetching water, cooking, collecting firewood, child care, washing clothes)?</li> <li>▪ Do women/men still to practice their traditional forms of income generation? If not, what has been the impact on women/men?</li> <li>▪ Do women/men shoulder more responsibility for their families post-displacement than they did previously?</li> <li>▪ Have men and/or women taken on community and reconstruction work after the crisis? Which kinds of tasks have been assigned to women and men?</li> <li>▪ How do security concerns hinder the abilities of women, girls, men and boys to access productive resources?</li> </ul>

### 3. Actions to ensure gender mainstreaming in livelihoods

<b>Equal participation of women, girls, boys, and men in livelihoods programming</b>
<ul style="list-style-type: none"> <li>▪ Involve men and women in planning and implementing all livelihood programmes.</li> </ul>
<ul style="list-style-type: none"> <li>▪ If necessary convene meetings separately for men and women to capture their views and identify representatives for mixed group meetings.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Consult with women to identify potential obstacles to their participation (for example, if there is a need for childcare during meetings, time and place of meetings etc.).</li> </ul>
<ul style="list-style-type: none"> <li>▪ Include women's productive assets as well as men's in asset replacement and protection programmes, whether cash or in-kind.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Restore or provide financial services to meet the different needs of women and men, bearing in mind illiteracy issues.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Include marginalized populations in programme activities, for example, the disabled, older persons, young married girls and victims of gender-based violence.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ensure the <i>meaningful</i> participation of women and girls rather than mere token representation. For example, supporting women's farming collectives or carrying out quick orientation programmes for women prior to skills training can be a useful strategy.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Ensure that both men's and women's security concerns are addressed to enhance participation in decision-making, distribution, training and planning processes. For example, providing safe means of transportation, safe spaces for boys and girls, avoiding the promotion of livelihood activities that expose women to risks (for example, fetching firewood unaccompanied), or social discredit.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Support women's grassroots organizations as service providers.</li> </ul>
<p><b>Equal access to and benefits from livelihoods programmes for women, girls, boys and men</b></p>
<ul style="list-style-type: none"> <li>▪ Provide equal access for women and girls, boys and men to vocational training, income generation and micro-finance programmes. Set specific gender targets for livelihood support services. Labour saving techniques and low-cost technologies are often useful to enhance women's access to income generation initiatives.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ensure that vocational training programmes do not perpetuate gender-based labour discrimination and provide equal opportunities, including non-traditional livelihood options, for adolescent girls/boys and women/men.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Assess the need for women's and girls' leadership and empowerment training programmes to ensure their meaningful participation.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Assess the non-formal education needs of women/men, girls/boys, and consider implementing non-formal education programmes (literacy, numeracy) for those who may be illiterate or may not have had opportunities to complete their schooling.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Assess the appropriateness of food for work, food for training, and cash-for-work programmes and ensure the equal participation of women.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide access to child care for women undergoing training, engaged in response roles, or in community mobilization.</li> </ul>
<ul style="list-style-type: none"> <li>▪ When planning income generation activities for women, assess skills and life experience utilized in non-monetized activities (child-rearing, household maintenance, sustaining their families) and how these can be built upon for livelihood programmes.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Identify and use means of communication accessible to men and women.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Ensure gender balance in training teams, and be sensitive to local cultural practices.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Raise awareness on property and land rights – and the right of women to them.</li> </ul>
<ul style="list-style-type: none"> <li>▪ In providing skills training, consult with women at the outset to ensure that cultural practices are not being ignored. This might result in setting up different programmes for men and women, separate training sessions, or different methods of work.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Raise awareness and build capacities of local implementing partners on gender sensitivity.</li> </ul>
<p><b>Understand cultural differences and meet the needs of vulnerable populations</b></p>
<ul style="list-style-type: none"> <li>▪ Conduct livelihoods assessments based on needs, capacities and changes in roles between men and women, age groups, and particularly vulnerable groups.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Identify and respect cultural needs of the population and acknowledging different levels of freedom in movement</li> </ul>
<ul style="list-style-type: none"> <li>▪ Together with women, determine acceptable ways of overcoming barriers (for example, if movement is restricted, escorts can be provided)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Provide equal access to livelihood programmes for ethnic and religious minorities and consider approaches that build collaboration between minority and majority populations.</li> </ul>

## Gender Checklist - Social Protection<sup>17</sup>

Loss of human life and resources in 2005 earthquake has led to increased number of persons entering vulnerability net. Their existing poverty conditions and inaccessibility to services have further been exacerbated by the loss of minimal material and physical resources they had on them. The earthquake had a particularly disparaging effect on the well being especially of women, orphaned boys and girls, elderly, disabled persons and landless<sup>18</sup>.

Senior level policy makers in ERRA have recognized and affirmed to action plan prepared by gender team highlighting significance of gender integration in social protection sector<sup>19</sup>. Presence of in house gender related expertise has provided a basis to develop a checklist with a purpose to support gender sensitive implementation of sector priorities and enable fairness in existing basic social service delivery; livelihoods assistance and support for rehabilitation to vulnerable become more cognizant to gender equality perspective.

Inclusiveness and sensitivity to needs of vulnerable and marginalized are critical elements. Given the target group<sup>20</sup> vis-à-vis available resources presence of an insightful set of eligibility consideration can maintain fairness and efficiency. Also the continual need exists to link them to services and support with other sectors.

### 1. Nature of risk and vulnerability for women, men, boys and girls

Earthquake in 2005 has changed the traditional roles as women have emerged as bread earners and in some instances men have assumed the care responsibilities. Even children have become head of households. The new expectations and new responsibilities limit the mobility and opportunities for political involvement, education, information, etc.

With these considerations initiatives<sup>21</sup> like POs in housing to construct homes and livelihood assistance for 6 months to vulnerable have been conceived. The situation cannot be same for all because the context and need (location, nature of loss) of aspiring for support also vary, so case to case basis support has to be kept in mind as well. The rehabilitation centres for disabled persons are planned availability of women staff to support treatment or even location can determine the willingness of these women to<sup>22</sup>access services.

Applying gender analysis<sup>23</sup> and use of sex disaggregated data from *beginning and at every stage* in projects and programmes is a pre-requisite. Understanding their vulnerability allows an insight into strategies to deal with the causes rather than the symptoms. It also helps to identify the ways in which men are vulnerable. Recognition of

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<sup>17</sup> The checklist has been used by Social Protection Coordinators in a gender training

<sup>18</sup> Social Protection Strategy ERRA

<sup>19</sup> Priority sectors indicated in speech made by Chairman ERRA on March 8, 2007 at Muzaffarabad

<sup>20</sup> 262,000 individuals out of 800,00 receiving cash grant assistance

<sup>21</sup> Supply side

<sup>22</sup> Demand side

<sup>23</sup> Gender Analysis is the process of analyzing information in order to ensure reconstruction and rehabilitation related benefits and resources are effectively and equitably targeted to both women and men, boys and girls and vulnerable

their gendered roles, and to plan programmes with them in mind, can result in equitable delivery of reconstruction, rehabilitation and support services and pay adequate attention to the potential long-term outcomes of short-term interventions.

## 2. What do we need to know to plan and support/implement gender responsive social protection services?

Ask/Find out	Possible information to look for
What are the vulnerable related demographics?	<ul style="list-style-type: none"> <li>▪ Who is vulnerable?</li> <li>▪ What are they vulnerable to?</li> <li>▪ Where are they living?</li> <li>▪ Identify migrant population</li> <li>▪ How are they vulnerable?</li> <li>▪ How many # (e.g. vulnerable women- widows, men-widowers, orphan boys, girls, elderly women, elderly men, disabled women, men and landless women and men).</li> <li>▪ Estimated income levels</li> </ul>
What is the impact (nature of issues) of earthquake on different groups?	<ul style="list-style-type: none"> <li>▪ List out the specific issues (e.g. targeted violence, abduction, and destruction of schools, roads, sanitation facilities, markets, homes, etc)?</li> <li>▪ What are the specific risks that have arisen for these groups as a result of the earthquake? (<i>E.g. gender violence, lack of nutritional supplements, lack of privacy for personal needs, overwork, early marriage, increased domestic responsibilities, abandonment, reduced opportunities for schooling</i>).</li> </ul>
What are the existing capacities/coping mechanisms?	<ul style="list-style-type: none"> <li>▪ What are different coping mechanisms (extended family, charitable provision- <i>zakat</i>, social capital networks) currently used by women, men, boys, girls?</li> <li>▪ What resources are they using to survive? Who decides? Are these sustainable? Why or why not?</li> <li>▪ Do women, men, girls &amp; boys have adequate access to resources for relief, return and reconstruction (human, technical, financial)?</li> <li>▪ What would help increase their access?</li> </ul>
Participation and Consultation	<ul style="list-style-type: none"> <li>▪ Identify the actors/stakeholders</li> <li>▪ Who all have been consulted and how?</li> <li>▪ Have men &amp; women, boys and girls contributed to/participated in the assessment, assistance, and reconstruction?</li> </ul>



### 3. Actions to ensure gender mainstreaming in social protection

Issues	Key Actions
Participation and Inclusion	<ul style="list-style-type: none"> <li>▪ Sensitize communities to the needs of vulnerable groups and needs of disabled.</li> <li>▪ Develop strategies to ensure participation of vulnerable women, girls, boys and men in existing actively participate in R&amp; efforts.</li> <li>▪ Encourage their representation on local committee (specific % to be indicated - foster interest to have them included through com. mobilization ) (e.g. VRC, PTAs/SMCs)</li> <li>▪ Seek to identify extremely vulnerable individuals and families</li> <li>▪ Strengthening of informal household and community-level social protection mechanisms</li> <li>▪ Ensure registration with NADRA and girl child registration at birth</li> <li>▪ Formation of screening committees, RTF, Red zone at stake holders level only for IDPs – SW dept govt institutes, activists , SPC, NGOs reps., and support agencies</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>▪ Include gender dimensions (access of girls, roles and responsibilities) into ongoing monitoring and evaluation of social protection related activities</li> <li>▪ Different categories have different needs and outcomes.</li> <li>▪ Collect and analyze all data related by sex, age and location.</li> <li>▪ Set targets for support to vulnerable in each sector</li> <li>▪ Document and disseminate cases (success and failure).</li> </ul>
Planning and Coordination	<ul style="list-style-type: none"> <li>▪ Ensure capacities of vulnerable groups are taken into account in assessments and project development.</li> <li>▪ Ensure commitment from stakeholders/actors to common standards of culturally and gender-sensitive project implementation and management from the outset.</li> <li>▪ Ensure the policy decisions e.g. (return policy, red zone area, reach out vulnerable living on high altitude) is communicated through local partners, working groups through leaflets, advertisements in local papers and radio and community groups</li> <li>▪ Ensure access of vulnerable groups by special provisions in grievance redress mechanism</li> </ul>
Cross Sector Linkages for vulnerable	Based on assumption that SPC working with each of the sectors and vulnerable groups are specifically targeted
Health	<ul style="list-style-type: none"> <li>▪ Determine and Provide Minimum Initial Service Packages (MISP) so that women and men, adolescent girls and boys have access</li> <li>▪ Facilitate the availability of culturally appropriate social and psychological support for women, men and children</li> <li>▪ Health report updates on any important health outbreaks</li> <li>▪ Focus and highlight social and human resource issues</li> <li>▪</li> </ul>

<b>Issues</b>	<b>Key Actions</b>
Livelihood	<ul style="list-style-type: none"> <li>▪ Focus women headed households inclusive of one more vulnerability</li> <li>▪ Provision of cash grants assistance followed by entrepreneur development programme. (link to market)</li> <li>▪ Introduce micro insurance and finance programmes</li> <li>▪ Traditional skill and non traditional skill dev for sustainable revenues</li> </ul>
Education	<ul style="list-style-type: none"> <li>▪ Facilitate formation of teachers group trained in sessions on psycho social support to distressed for bringing them to normalcy</li> <li>▪ Entrance to schools to be disability friendly/barrier free</li> <li>▪ Link to existing stipend programmes of provincial governments</li> <li>▪ Support for crèche to women teachers</li> <li>▪ Linkage with school feeding programmes (Tawana Pakistan) of international agencies and government</li> <li>▪ Consciously request reports - Inadequate number of girls in schools hence closing out, Harassment of older girls on the way as they go to school.</li> </ul>
Housing	<ul style="list-style-type: none"> <li>▪ Provide interim shelter and prioritize support construction of homes</li> <li>▪ Ensure their special needs are addressed (in case of disability)</li> <li>▪ Identify and support cases who do not have evidence documents (shared property, title deed not in their name property transfer issues)</li> <li>▪ Support case experiencing delays in receiving compensation</li> <li>▪ Carry an objective perspective in identifying the cases</li> </ul>

## **Gender Checklist - Water Supply and Sanitation<sup>24</sup>** (23 may 2007)

### **1. Gender and WatSan in Reconstruction and Rehabilitation**

The October 5, 2007 earthquake has affected women and girls, boys and men differently. The envisaged vision of the Water and Sanitation Strategy is to improve the quality of life of people (e.g. women, men, girls, and boys) of the EQAA by reducing the risks to public health through provision of equitable, sustainable and reliable supply of sufficient quantity of safe water and appropriate sanitation services<sup>25</sup>. It is also envisaged that target communities, especially women, will be involved in the site selection, planning, design, implementation, monitoring and management of the schemes to promote community ownership and empowerment as well as sustainability.

The post earthquake scene emerges with a wide array of challenges that are related to infrastructure, delivery management system, coordination, availability of human resource, access, and need based package of services, and preparedness for disaster management.

WatSan projects and programmes need to ask:

- Who is the target (both direct and indirect) of the proposed policy, program or project?
- Who will benefit?
- Who will lose and why?

Gender analysis<sup>26</sup> needs to be carried out from *the beginning and at every stage* of the project cycle.

Recognizing that it will not be possible to collect information on all issues/challenges outlined above, it is important to keep in mind to disaggregate data by sex and age and to apply a gender analysis.

### **2. What do we need to know to plan and implement gender responsive WatSan related services?**

#### ***Demand driven approaches***

Water Supply and Sanitation projects are increasingly demand-driven. Projects have to be responsive to the articulated demands of users. If women play a minor role in community decision-making, they may well be marginalized under a demand-driven approach unless steps are taken to include them.

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<sup>24</sup> Adapted from AusAid guide to gender and development and the IASC hand book

<sup>25</sup> Water Supply and Sanitation Strategy, p. 10

<sup>26</sup> Gender Analysis is the process of analyzing information in order to ensure reconstruction and rehabilitation related benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts reconstruction may have on women or on gender relations. (Inception Phase Report by Gender Team)

### ***Project quality and sustainability are improved by including men and women***

Addressing the different priorities of men and women in WatSan activities improves the quality and sustainability of WATSAN projects, for example:

- **Women's needs for water** become more of a project focus. These needs are often related to small-scale activities (*gardening, small-scale livestock production and domestic use*) but they are vital for the household.
- **The design and location of WatSan facilities** better reflect the needs of both women and men, for example, laundry facilities might be included and bathing facilities might be sited in areas which offer greater privacy for both men's and women's individual needs. The correct siting of sanitation facilities is particularly important because toilet practices are often the subject of cultural sensitivities that will usually differ between men and women.
- The **technology** adopted better reflects women's needs. For example pour-flush toilets may not be preferred because they require considerably more work for women in transporting water. Another example is where hand-pump designs are selected on the basis that they are easier for women and children to use.
- **Technical and financial planning** for the on-going operation and maintenance of WATSAN facilities is improved. As the main users of WATSAN facilities, women tend to be actively involved in maintenance. Women's financial skills, whether existing or developed, make them ideal candidates in saving and managing funds for the on-going operation and maintenance of WATSAN facilities. There are likely to be greater **health benefits** because all members of the community (*men, women, boys and girls*) are involved and benefit from private, convenient and secure facilities.

### ***Strategies are needed to include men and women***

There are countless examples in the developing world of failed WATSAN projects: piped water systems that no longer carry water, broken hand pumps and toilets that are never used. In many cases WATSAN facilities have failed because not all members of the community, and particularly women, were fully involved in, or fully committed to, the project. Community participation does not necessarily mean that both men and women will be included in all project activities. Traditional community groups and community forums which "participate" may exclude women or restrict their input. This exclusion can occur in spite of the fact that it is usually women who spend a considerable part of their day collecting and using water and who are the family leaders and educators in sanitation and hygiene practices. Including men and women in all project components will not happen unless the project has specific strategies to ensure equal access to project opportunities. Gender strategies vary across projects and environments but should always take into account:

- Gender impact of all project components (*e.g. the engineering, institutional strengthening, financial, community development and health components of a WATSAN project*).
- Resources (*personnel, training, and procurement*) needed to implement the gender strategies.

- Assessment of the risks associated with implementing gender strategies.

***Gender analysis is essential for developing gender strategies***

Successfully including men and women in WATSAN project activities requires gender analysis of the project area. Such an analysis will include an understanding of:

- The socio-economic and cultural context of the project area,
- the different priorities, demands and needs of men and women,
- Men’s and women’s knowledge, attitudes and practices relating to WATSAN and
- The constraints to the participation of men and women in project activities.

Without strategies based on a thorough gender analysis, project activities which attempt to be gender inclusive will often become marginalized, for example:

- Women may be encouraged to take on management roles and additional work but receive no additional resources or influence.
- The introduction of “user-pays” for water may be a considerable burden for women as they often have the prime responsibility for providing water.
- Men may stay away from areas identified as being “women’s areas” such as hygiene education and as a result, those components may be seen as less important.
- Women may receive training but may be prevented from putting their new skills and knowledge into practice by cultural or social factors.

***On-going support is necessary to consolidate new gender roles***

Encouraging and assisting men and women to undertake new gender roles requires on-going project support. WATSAN projects, therefore, have to focus not only on technical solutions but also on long-term issues such as change management, building community decision-making and leadership skills and improving consultation processes within WATSAN agencies.

**3. What do we need know to plan and implement gender-responsive water, sanitation and hygiene services?**

- *These questions are to be used as a guide only. It is not expected that every question will be relevant to all activities.*
- *The questions are designed to assist aid activity managers with their assessment and appraisal of Water Supply and Sanitation (WATSAN) projects.*
- *The questions are also designed to assist contractors to incorporate gender perspectives into WATSAN activity preparation and design.*

Ask/Find out	Possible information to look for
What are the population demographics?	<ul style="list-style-type: none"> <li>▪ Total number of households – disaggregated by sex and age.</li> <li>▪ Number of single female and male headed families and number of families headed by children (boys and girls).</li> <li>▪ Number of unaccompanied children (boys and girls), elderly (men and women), persons with disabilities (men and women). How many men and women affected or displaced?</li> </ul>
What water and sanitation practices were the population accustomed to before the earthquake?	<ul style="list-style-type: none"> <li>▪ Levels of knowledge and skills in water/sanitation and their relationship to health (women, men, boys and girls).</li> <li>▪ Patterns of water access, water source control and collection.</li> <li>▪ Relationship between water collection responsibilities and school attendance.</li> <li>▪ The different uses and responsibilities for water by men, women and children (e.g. cooking, sanitation, gardens, livestock); patterns of water allocation among family members, decision making on uses.</li> <li>▪ Gender division of responsibilities for maintenance and management of water and sanitation facilities.</li> <li>▪ Usual means and responsibility for managing excreta and urine disposal; anal cleansing; disposal of children’s faeces.</li> <li>▪ Usual means and responsibility for collecting, handling, storing and treating water; means and access for water transportation.</li> <li>▪ Identification of special needs groups within the community who may require specific support in water, sanitation and hygiene, such as people living with HIV/AIDS, tuberculosis, etc.</li> <li>▪ Representation and role of women in community based associations, water committees etc.</li> </ul>
What are the cultural aspects to look for?	<ul style="list-style-type: none"> <li>▪ Location and design for privacy and security of water points, toilets and bathing facilities.</li> <li>▪ Safety around water points; ability of users (especially women, boys and girls) to access safely.</li> <li>▪ Sanitary habits of women and girls - what types of materials are appropriate to distribute?</li> <li>▪ What are the cultural assumptions with regard to water and sanitation activities, for example during menstruation, etc?</li> <li>▪ Hygiene practices and general health of the population.</li> </ul>
What needs to be considered before constructing water and sanitation facilities?	<ul style="list-style-type: none"> <li>▪ Who maintains toilets/water points; cost associated with maintenance; who will pay; ability and willingness to pay?</li> <li>▪ Whether the community needs training for operation and maintenance including management?</li> <li>▪ Do facilities need to be modified for use by women, boys/girls, the elderly and persons with disabilities, or do alternative means need to be provided, such as chamber pots or child-friendly toilets?</li> <li>▪ Will promotional activities be needed to ensure safe usage of toilets and water facilities?</li> <li>▪ Physical designs for water points and toilets appropriate to water source, number and needs of users (men, women, boys and girls).</li> </ul>

#### 4. Actions to ensure gender mainstreaming

Issue	Action
<b>Assessments and programme start-up</b>	<ul style="list-style-type: none"> <li>▪ Ensure assessment teams include female assessors and translators.</li> <li>▪ Ensure recruitment of a balance of men and women, and that diversity within the affected community is reflected in staff composition.</li> <li>▪ Ensure staff have an understanding of the importance of gender in water, sanitation and hygiene programming and provide training and support where necessary.</li> </ul>
<b>Ensuring gender equality and equal participation</b>	<p><b>Phase I: Immediate actions</b></p> <ul style="list-style-type: none"> <li>▪ Identify a person (e.g., school teacher, NGO representative, female translator) who could coordinate consultations with women, men and children directly affected.</li> <li>▪ Provide ‘coaching’ advice to the technical team and other staff on how to work with the community and make effective use of women’s knowledge of the community; ensure women are part of the technical team where possible.</li> <li>▪ Consult both men and women on who takes responsibility for protecting surface and ground water, transporting water, drilling wells, constructing toilets, distributing water, operation and maintenance of systems.</li> <li>▪ Establish mechanisms to make sure men and women’s voices are heard on decisions related to immediate location and appropriate technology for water and sanitation systems, using appropriate facilitators where necessary and ensure convenient times and locations.</li> <li>▪ Involve men, women, boys and girls in discussions on water and sanitation, including personal hygiene habits, general health and the needs and fears of children.</li> <li>▪ Conduct consultations in a secure setting where all individuals (including women and girls) feel safe to provide information and participate in discussion and decision making.</li> <li>▪ Work separately with women and men’s groups, where necessary, to counter exclusion and prejudice related to water, sanitation and hygiene practices.</li> <li>▪ Ensure equitable and dignified access to distributions of hygiene related materials; ensure materials are appropriate for users. Consult with women on appropriate menstrual cloths, smaller containers for children to collect water and appropriate shaving materials for men.</li> <li>▪ Involve representatives from the different parts of the community in the monitoring of water, sanitation and hygiene inputs - tracking safety and responding to the needs of different parts of the community and modifying interventions, where needed, in a timely manner.</li> <li>▪ Consider issues of dignity, for women and girls in particular, in all water, sanitation and hygiene interventions, and design culturally appropriate strategies to enhance dignity.</li> <li>▪ Engage all the civil society (including women’s groups) in the</li> </ul>

	<p>response.</p> <p><b>Phase II: Rehabilitation and preparedness</b></p> <p>Conduct cultural and gender awareness workshops to facilitate the equal and effective participation of women and men in discussions on:</p> <ul style="list-style-type: none"> <li>▪ design and location of more permanent water points;</li> <li>▪ design and safe locations for toilets;</li> <li>▪ equitable provisions for water allocation for different tasks (washing, bathing, livestock, irrigation).</li> <li>▪ Involve women equally with men in water management groups, water committees and other organizations to make decisions on allocations of water during drought periods.</li> <li>▪ Determine how women's and men's participation and skills acquisition influence power dynamics at the household and community level.</li> </ul>
<b>Building capacity</b>	<p><b>Phase I: immediate aftermath</b></p> <ul style="list-style-type: none"> <li>▪ Provide formal and on-the-job training for both men and women in construction, operation and maintenance of all types of water and sanitation facilities, including wells and pumps, water storage, treatment, water quality monitoring, distribution systems, toilets and bathing facilities.</li> <li>▪ Consider when selecting people, particularly women, for training, the timing and language, as well as the trainee's previous education.</li> <li>▪ Ensure selection of health/hygiene promoters is appropriate according to the target groups.</li> <li>▪ Target hygiene programmes not only to mothers, but also to fathers and other caregivers of children.</li> <li>▪ Raise awareness of women, men, boys and girls on ways to protect surface and groundwater sources.</li> </ul> <p><b>Phase II: Rehabilitation and preparedness</b></p> <ul style="list-style-type: none"> <li>▪ Provide training to women in effective water and sanitation planning and management, especially where there is a prevalence of women-headed households (using women-to-women training).</li> <li>▪ Offer training to men in water management, especially for single male-headed households who have previously relied on women to collect water and to manage the cooking, personal hygiene and domestic needs for the family (using men-to-men training).</li> <li>▪ Work with community groups to expand, operate and maintain communal facilities, and dispose of liquid and solid wastes.</li> </ul>
<b>Meeting cultural differences</b>	<ul style="list-style-type: none"> <li>▪ Guarantee confidentiality and integrate cultural sensitivity into discussion forums on hygiene and sanitation with women and girls.</li> <li>▪ Use other women as facilitators in these discussions.</li> <li>▪ Include questions on cultural and ethnic beliefs on water usage, responsibilities and sanitation practices.</li> <li>▪ Reflect cultural and ethnic differences in the affected community in water, sanitation and hygiene programmes where appropriate.</li> <li>▪ Create a participatory, non-discriminatory (age, sex, ability) design for enabling unrestricted access to water and sanitation.</li> </ul>



## **ANNEX VII**

### **Gender Planning Workshop for PC-1 Planners/Drafters**

#### **Objectives**

- Improved understanding of the purpose and practice of promoting gender equality considerations in planning processes of ERRA
- Build skills to apply gender analysis
- Highlight importance of sex disaggregated data

#### **Introduction**

- Set norms
- Participants expectations
- Assess participants gender related knowledge

#### **So what is Gender Equality?**

“Gender equality is the equal enjoyment by men and women of socially valued goods and opportunities, resources and rewards. The aim is not that women and men become the same, but that their opportunities and life chances become and remain equal.”

#### **So what is Gender Equality?**

Gender equality does not simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same.

(Cont'd)

## Why Gender Equality in R&R?

- In the context of natural disasters, the focus is on providing assistance and protection to people: women, girls, boys and men during the most traumatic moments in their lives.
- Yet the needs, concerns, priorities and capacities vary from one group to the other, and according to the socio-cultural context.

### Also to...

- Translate into practice the ERRA's organisational commitments as reflected in:
  - Umbrella Project Document, March 2006 (p. 9), and
  - In several strategies and policies:
  - Social Protection, Health, Education, Livelihood, Housing, WatSan, Environment...

## Definitions

- **Sex:** biological differences between women and men and is genetically determined. Small proportion of roles attributed to physical differences. These are static and universal
- **Gender:** Socially constructed definition of women and men. Not the same as sex and not the same as women. Acquired through socialization thus amenable to change

## Characteristics

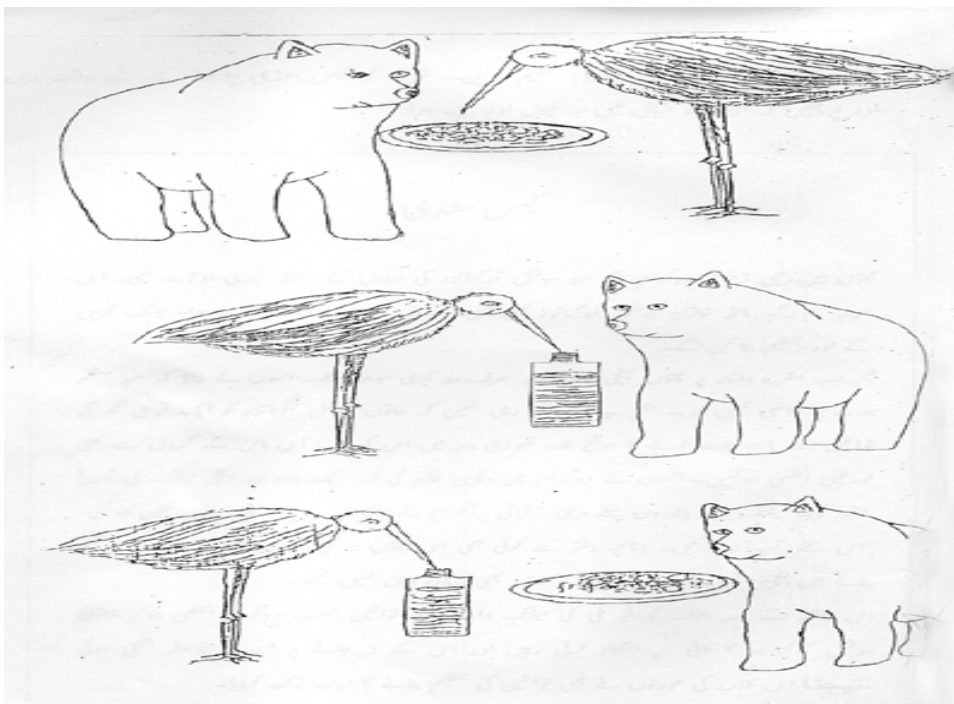
- |  |                           |
|--|---------------------------|
| • Socially Constructed   | • Biologically Determined |
| • Learned and Acquired   | • Not Changeable          |
| • Change overtime  | • Natural                 |
| • Varies from culture to culture   | • Static                  |
| • Differences among and between women and men along class, race, caste, age etc. | • Same all over           |
|  | • Physical Differences    |

## Statements

- Women give birth to babies, men don't.
- Girls are gentle, boys are rough
- In South Asia women agricultural workers are paid 40-60% of the wages paid to men
- Women have no role in reconstruction of homes
- There are more women in caring profession
- Men are good at lifting loads
- Almost 27% women headed household in affected areas were eligible for livelihood cash grant
- Women can breastfeed babies and men can bottle feed babies
- A family really consists of a man who is head of the household, a woman, and their children
- Men are much less sensitive than women: they don't notice how people are feeling
- Although it is true that women do some work on the farm, the farmer is really a man

## Gender and Development Approach

- Women and men's relations with the development emerge from the social context of gender relations rather than from any biological or spiritual affinity
- Both women and men are actors in development process
- Gendered division of labour and responsibility influences women's relationship to developmental change



## Gender and Development Approach

- Women and men's interests are not always identical and women's access to all resources differs from that of men
- Development policies and actions have differential impact
- Differences among women and among men, based on age, wealth, ethnic background and other factors are relevant to development management practices and incentives

### SHIFT IN UNDERSTANDING OF THE PROBLEM

#### Early Approaches

##### Analysis:

- women left out
- women lack:
  - Education
  - Training
  - Credit

##### Problem:

women

##### Approach:

- women to change their attributes to be integrated into development

#### Gender and Development

##### Analysis:

- social structures and processes recreate inequalities between women and men in:
  - Resources
  - Opportunities
  - decision-making

##### Problem:

inequality between women and men

##### Approach:

- society and institutions must change ideas and practices in support of equal choices and opportunities

## Goal of Gender Policy

To ensure that sectoral strategies, programme implementation, monitoring and evaluation take into account gender considerations thereby increasing the likelihood that the benefits of reconstruction and rehabilitation accrue equitably to women, men, girls and boys, as well as to members of vulnerable groups

## Principles

- Achieving gender equality requires the recognition that every policy, program and project affects women and men differently
- Gender equality must be considered as an integral part of all ERRA policies, programs and projects
- Intervention strategies in support of gender equality must take into account the specific socio-cultural context and develop strategies to minimize risk of backlash against women and girls in particular
- Balanced and active participation and representation of men and women is a precondition for the success of the process of reconstruction and rehabilitation
- Equal access and opportunities for women and men to economic resources is essential to achieving sustainable livelihoods and development
- Women's social and economic empowerment is central to achieving gender equality

## Gender Analysis

- Analytical tool: examines the differences and similarities in the roles
- Power imbalances in relations, needs, constraints, opportunities and impact of these differences
- Gender analysis needs to be part of routine programming process
- Key elements of gender analysis are:
  - Understanding of gender relations
  - Analysis of GDL
  - Women's priorities, restraining & driving forces
  - Addressing the concerns

## Gender Based Vulnerability Analysis

	<b>Vulnerabilities</b>	<b>Specific Needs</b>
Orphan Boys		
Orphan Girls		
Young men		
Young women		
Pregnant and lactating Women		
Elderly women		
Elderly men		
Women with disabilities		
Men with disabilities		
Widows/ Widowers		
Landless men and women		

### Practical versus Strategic Interests

- ⇒ When women and men demand more resources to perform their existing roles better they express a **practical** gender need. Their demand does not aim to challenge the gender relations
  
- ⇒ When women and men want to challenge the power relations and address factors that create gender inequities they express gender **strategic** interests. They are changing and relate to equalising gender relations

## Practical Needs and Strategic Interests

### Practical Needs

- Tend to be immediate, short-term
- Unique to particular women
- Relate to daily needs: food, housing, income, healthy children, etc.
- Easily identifiable by women
- Can be addressed by provision of specific inputs: food, hand pumps, clinic, etc.

### Strategic interests

- Tend to be long-term
- Common to almost all women
- Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and to violence, etc.
- Basis of disadvantage and potential for change not always identifiable by women
- Can be addressed by consciousness-raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, etc.

## Gender Division of Labour

- Gender roles
- Reflected in different activities, attitudes and behaviour of men and women
- Shaped by society, influenced by economy, cultural norms and values, religion and political system
- Learnt through a process of socialisation
- Vary within and across culture and society according to social differentiation
- Influenced and altered to a certain degree by individuals

## Gender Division of Labour

- Community Managing: Voluntary activities to ensure provision and maintenance of collective resources & infrastructure
- Community Politics: Political and advocacy activities
  - Different levels
  - Influenced by identities
  - Men dominate leadership
- Connects set of values with activities

## Gender Awareness in Project Cycle

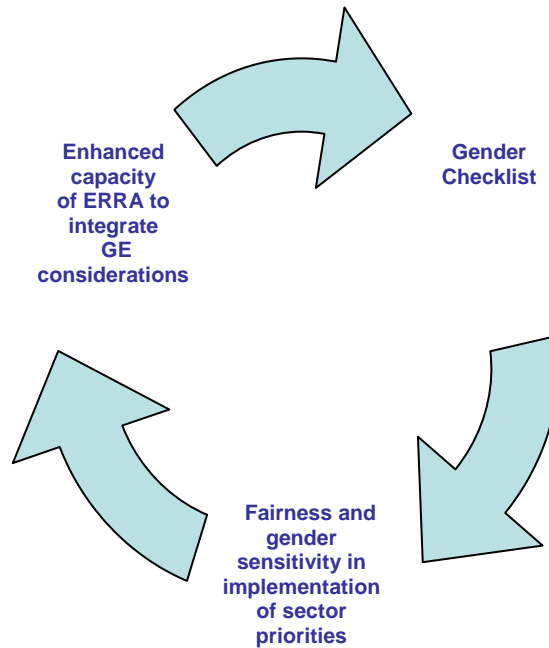
- Integrating gender analysis in all steps of project cycle increases relevance, effectiveness and efficiency of interventions
- **Situation analysis:** identify gender issues & disparities, analyse status of women vis-à-vis men in all sectors, determine the impact of current policy and programmes
- **Design:** Establish gender priorities & integrate gender in programme objectives based on situation analysis

## Gender Awareness in Project Cycle

- **Workplan:** Develop activities, design indicators and allocate resources to address gender inequities
- **Implementation:** Operationalise plans involving both women & men in decision making, developing competencies, ensuring equitable access and control to resources & promoting networking
- **Monitoring & Evaluation:** Review key indicators to assess programme progress and performance against objectives



## Purpose of Gender Checklists



## Proposed Framework

- Identification of Needs and Population Demographics
- Situation Analysis - Social, Cultural and Economic
- Participation and Inclusion
- Scope of Services
- Information Communication and Awareness
- Monitoring Reporting and Evaluation



## References

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- Condition refers to women's material state
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- Moser, Caroline, Gender Planning, Theory, Practice and Training, Routledge, 1993 / 1998
- Year book 2006-2007, Ministry of Women Development, Government of Pakistan, Islamabad
- ERRA Policies and Strategies, available on-line at [www.erra.gov.pk](http://www.erra.gov.pk)
- IASC Gender Handbook draft (August 2006)

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