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Gender Mainstreaming Guidelines

for Japanese NGOs in International Cooperation

The FY 2022 NGO Study Group
"Issues and Practice Toward Gender Mainstreaming in International Cooperation"

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Foreword

Japan NGO Center for International Cooperation（JANIC）
Megumi Mizusawa, Director

Gender mainstreaming initiatives have been promoted in the international community for over twenty years. Gender mainstreaming is defined by the Guidelines as "a means to achieve gender equality that addresses policy, programs, and organizational management processes from a gender perspective."

As NGOs/NPOs working on global issues, we are in a position to take the lead in activities to promote gender equality and diversity. The promotion of gender equality in organizations and programs is an increasingly urgent issue from the perspectives of human rights, accountability, and risk management, alongside Protection from Sexual Exploitation, Abuse, and Harassment (PSEAH) initiatives.

In 2021, member organizations of the Japan NGO Center for International Cooperation （JANIC） launched a Gender Equality Promotion Working Group, which surveyed NGOs/NPOs nationwide. The survey results indicated that about 30% do not have organizational management initiatives promoting gender equality and diversity or were in the process of it, while only about half of all organizations had policies on sexual harassment and PSEAH. The most common reason given for the lack of initiatives was a shortage of resources; other factors included

a lack of awareness of the issue and the absence of an overall framework for policies and initiatives within the NGO/NPO industry.

The Guidelines, based on global trends, are intended to provide directions in terms of both programs and organizational management for organizations in Japan engaged in international and development assistance. JANIC will also promote gender equality initiatives to reform its internal awareness. We will also make the most of our networking strengths to take the lead in continuing training, establishing an expert-support system for member organizations, and advocacy work for adopting policies.

Finally, we are grateful for the Ministry of Foreign Affairs' International Cooperation Bureau Non-Governmental Organizations Cooperation Division for selecting "Issues and Practice Toward Gender Mainstreaming in International Cooperation" as the topic for the FY 2022 NGO Study Group, and for the opportunity to learn about and expand initiatives on gender equality. We would also like to express our gratitude to Plan International Japan and the Gender Equality Promotion Working Group for their work to develop the Guidelines.

Development of the Guidelines

The Guidelines was developed by the Japan NGO Center for International Cooperation（JANIC）Gender Equality Promotion Working Group Guidelines Team, as a part of the FY 2022 Ministry of Foreign Affairs NGO Study Group on "Issues and Practice Toward Gender Mainstreaming in International Cooperation" project, which was consigned to Plan International Japan.
To identify the needs and issues related to the Guidelines, a survey on gender equality promotion initiatives was conducted from December 2021 through February 2022. The survey targeted NGOs across Japan（JANIC members, JPF member organizations, etc.）and others working in international cooperation, receiving 148 responses. Thereafter, the process included identifying issues through sharing of survey results, exchanges of opinion, and study groups; document reviews of existing guides and manuals; and stakeholder consultation on outlines and drafts. The recommended standards have been proposed with reference to the latest guides and manuals on gender mainstreaming issued by NGOs, the OECD, the UN, and governmental development cooperation organizations.

Gender Equality Promotion Working Group core members
（alphabetical order）

IC Net Limited: **Etsuko Ikeda, Hana Kobayashi, Chie Munemori**
Shanti Volunteer Association: **Midori Yajima**
JOICFP: **Michiyo Ono, Amane Funabashi**
Plan International Japan: **Chiya Nagashima**
Utsunomiya University Graduate School of Regional Development and Creativity, Ph.D student, **Motoko Odachi**
Japan Platform: **Kaori Osawa, Yasuyo Nakao**
SHAPLA NEER: **Toyoaki Komatsu, Yuji Takeshita**
World Vision Japan: **Megumi Nishijima, Rie Nomoto**
Waseda University: **Mariko Homma**

Collaborators （alphabetical order）

IC Net Limited: **Akane Totani**
Training Center for Gender & Disaster Risk Reduction: **Keiko Ikeda, Sachiko Asano**
Japan National Assembly of Disabled Peoples' International, DPI Women's Network: **Sadako Sasaki**
Japan International Cooperation Agency（JICA）: **Tomomi Uchikawa, Tomohiro Iwabuchi**
Japan International Cooperation Agency（JICA）, Josai International University: **Yumiko Tanaka**
Care International Japan: **Yoko Ito**
Peace Winds Japan: **Miho Fukui, Akiko Chiba, Miyusa Aishima**
CWS Japan: **Go Igarashi**
Médecins du Monde Japan: **Hideaki Nakajima**
Japan International Volunteer Center: **Mariko Kimura**

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Glossary

Gender

Attitudes, norms, and expectations based on roles, relationships, values of women and men, which vary by society and culture. For instance, ideas that men's and women's respective roles should take certain forms, vary by society and culture, as well as change over time. Gender also refers to gender identity and can imply diverse gender identities distinct from the sex assigned at birth. Limiting the definition of gender to men and women may lead to discrimination against or exclusion of people of diverse gender identities. Therefore, the latest international manuals and guidelines on gender mainstreaming often use definitions of gender, which include people of diverse gender identities, a practice adopted likewise by the Guidelines.

In addition, explaining the definition of gender using the distinction between sex (biological) and gender (sociocultural) was a common practice before; however, sex/gender binary, the belief that sex is binary and determines gender, has been challenged in recent years.

Gender equality

A situation in which all persons have equal rights, respect, and can make decisions about their lives in society, regardless of their gender.

Gender mainstreaming

The United Nations Economic and Social Council (ECOSOC) defines gender mainstreaming as "the process of assessing the implications for women and men of any planned action, including legislation, policies, or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring, and evaluation of policies and programs in political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is achieving gender equality." The definition adopted in the Guidelines is "a means to achieve gender equality, which addresses all policy, projects, and organizational management processes from a gender perspective."

LGBTQ+

An umbrella term for "lesbian, gay, bisexual, transgender, queer/questioning" in which the plus sign represents others whose sexual orientations or gender identities do not fit into any of these terms. Categories of gender identity also include transgender, for people whose gender identity is different from their sex assigned at birth; nonbinary, for people beyond the man and woman framework who feel that they are neither or both; and questioning, for people who are not sure or have not yet decided on their gender identity and/or sexual orientation. "Queer" is used as an umbrella term for LGBTQ+ as well as a term for people to whom none of the LGBT terms apply or who prefer not to be categorized.

In recent years, the UN and many international NGOs have begun using the term LGBTQI/LGBTQI+ to include "intersex," people with diverse sex characteristics. However, some people to whom this applies are not happy with the term "intersex," with some preferring Differences of Sex Development ("DSDs"). Others have argued that this is not an identity, and thus, it should not be considered an LGBTQ+ category. While the term "intersex" is sometimes included to recognize issues relating to sexual minorities, the Guidelines adopt the usage of LGBTQ+ because of the diversity of opinions among people involved.

SOGIE

This acronym combines sexual orientation (SO), gender identity (GI), and gender expression (E). Sometimes written SOGI, which is used in the context of SOGI harassment (teasing, bullying, or violence based on sexual orientation or gender identity). Diversity of SOGIE is a component of human sexuality that everyone possesses.

Gender-based violence (GBV)

Gender-based violence refers to sexual harassment, sexual abuse, rape, and all other sexual behaviors without mutual consent. Gender-based violence, which refers to all forms of violence inflicted based on the victim's gender, may arise due to gender norms or social power inequalities between the genders. It includes sexual assault, sexual exploitation, child and forced marriage, female genital mutilation, and honor killing.

Intersectionality

A framework for understanding how various individual identities and social attributes (gender, sexuality, dis/ability, race, ethnicity, class, economic status, etc.) intersect and how discrimination and oppression arise therein. When addressing gender issues, it is important to analyze and discuss them from an intersectional perspective.

Introduction

Purpose of the Guidelines

 The Guidelines have been developed for creating recommended standards for gender mainstreaming for use by Japanese NGOs in the international cooperation field. While many guidelines and manuals already exist on gender mainstreaming, the Guidelines, based on global trends, are intended to provide directions both in terms of programs and organizational management for Japanese NGOs in international cooperation. While the main targets are NGOs, it is hoped that the Guidelines will also serve as reference material for other stakeholder such as development consultants, international organizations, corporations engaging in international cooperation, and NPOs/NGOs working on domestic projects. The chapters on organizational management and overall issues are particularly aimed at the leaders and management levels of organizations as well as staff in general affairs and human resources.

Structure and Usage of the Guidelines

 The Guidelines, composed of three chapters: (1) recommended standards on organizational management, (2) recommended standards on program management, and (3) columns /case studies, provide eight recommended standards. Because Japanese NGOs in international cooperation are highly diverse in mission as well as organizational scale, recommended standards rather than minimum standards have been created. Gender affects everyone; no country has achieved gender equality so far[※1]. To achieve a just society in which "no one is left behind," organizations must begin with what they can do. The Guidelines contain tools and cases intended to provide suggestions for practice; in addition, to support putting gender mainstreaming into practice, training using the Guidelines is to be provided by the JANIC Gender Equality Promotion Working Group.

Background and Rationale for the Guidelines

1）Policy frameworks of gender mainstreaming

 The field of development cooperation has emphasized women's participation in development and the improvement of women's positions in society from the 1970s onward, giving rise to the principle of Women in Development (WID). In the 1980s, as WID initiatives aimed at women alone were found to have limitations, the approach shifted to Gender and Development (GAD), working to change the social structures that create more unequal gender relationships and roles as well as gender gaps. The Beijing Declaration of the Fourth World Conference on Women (held in Beijing in 1995) was the first to explicitly state the concept of gender mainstreaming: planning, executing, monitoring, and assessing policy and programs in all fields from a gender perspective to achieve gender equality.

※1：Equal Measures 2030(2022), Back to Normal' is Not Enough: the 2022 SDG Gender Index
https://www.plan-international.jp/about/pdf/2022_SDG-index_report__JP.pdf

The government of Japan has stated its commitment to gender mainstreaming in the field of development cooperation within the following policy frameworks.

Year	Policy framework
2005	Gender and Development (GAD) initiative(2003 ODA Charter)
2015	Women, Peace, and Security (WPS) Action Plans: UN Security Council Resolutions
2016	Development Strategy for Gender Equality and Women's Empowerment (2015 Development Cooperation Charter)
2016	Sustainable Development Goals (SDGs) Promotion Guiding Principles and Action Plan (2017)

As far as the Sustainable Development Goals (SDGs) adopted in 2015 are concerned, gender equality is SDG5 and relates to all 17 SDGs as a cross-cutting issue. The Declaration of the 2030 Agenda for Sustainable Development includes a separate paragraph on gender, stating that the SDGs cannot be achieved without realizing gender equality: "Realizing gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the goals and targets."

2) Global status on gender equality

While there are a number of indices for gender equality status, according to the United Nations Development Programme (UNDP) Gender Inequality Index, improvements over the last decade have been extremely gradual and lagging[2]. The latest report from Equal Measures 2030 states that from 2015 through 2020, SDG indicators show hardly any progress in gender equality worldwide[3]. Further, there are concerns that the influence of the COVID-19 has reversed the progress made so far toward gender equality.

3) Issues for NGOs in international cooperation

Although gender mainstreaming has been promoted globally over the past twenty years or more, many issues remain in the field of international cooperation in Japan, where initiatives lag behind. The main results of the survey on gender equality promotion initiatives, referred to in Development of the Guidelines above, are as follows.

※2：UNDP（2020）,Tackling Social Norms. A game changer for gender inequalities
http://hdr.undp.org/sites/default/files/hd_perspectives_gsni.pdf
※3：Equal Measures 2030（2022）,Back to Normal' is Not Enough: the 2022 SDG Gender Index
https://www.plan-international.jp/about/pdf/2022_SDG-index_report__JP.pdf

- 31.7% of respondents lacked or were in the process of organizing initiatives promoting gender equality and diversity in programs and organizational management.

- Reasons why these initiatives were difficult included lack of time (54.5%), lack of staff (38.2%), lack of budget (34.4%), and lack of knowledge (29.1%).

- 40.6% of respondents lacked or were in the process of organizing training, or organizational management on gender equality and diversity.

- Approximately 50% disaggregated the number of beneficiaries by gender.

 The survey indicated trends similar to the one conducted in 2013 at the NGO Study Group on "Gender and NGOs" by CARE International Japan: lack of resources and capacity remains an issue. Within organizations, while the ratio of women staff overall in NGOs is high, that of men becomes higher at the decision-making levels, indicating that the structural issues of Japanese society are reflected in the NGOs sector.

※4：Ministry of Foreign Affairs/ Japan NGO Center for International Cooperation (JANIC) (2016), "NGO Databook 2016"
https://www.janic.org/wp-content/uploads/2017/07/ngodatabook2016.pdf

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4) Global trends on gender issues

 Protests against sexual harassment and other forms of sexual violence became a social movement from the late 2010s onward, increasing global concern regarding gender issues. Based on this trend, more organizations have begun to work on Protection from Sexual Exploitation, Abuse, and Harassment (PSEAH). Now, more than ever, to prevent and respond to those issues, there is need for an organizational foundations and cultures that address human rights, gender equality, and inclusion .

 In addition, as an international trend, the idea of "gender" is widely viewed in the international cooperation field. As in the Glossary, the perspectives include diverse gender identities, and intersectionality, with an eye to exclusion and discrimination based on gender and other social dimensions. Therefore, many organizations now address gender equality along with inclusion. The survey for Japanese NGOs likewise found that the largest number of respondents described their idea toward gender equality promotion as "promotion of equality among men/boys, women/girls, and people of diverse gender identities and sexual orientations (LGBTQ+) as well as promotion of equal rights with consideration for people in differing contexts (age, race, dis/ability, economic status, etc.) within the same gender."

5) Commonalities and differences with PSEAH and with safeguarding children and young people

 Gender mainstreaming as an approach dates back to the 1990s; in recent years, efforts have been intensified among those working in international cooperation, with establishment of JANIC working groups on safeguarding children and young people, PSEAH, and gender mainstreaming. In this context, questions that frequently arise include "What are the similarities and differences? " and "Where do we start as an organization?"

 Below are definitions and explanations for these three issues. While gender mainstreaming is a method of achieving gender equality, PSEAH and safeguarding children and young people are specialized measures for prevention/response of violence and harm.

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	Definitions/explanations
Gender mainstreaming	**A method (form of approach) for achieving gender equality** from a gender perspective, which applies to all processes (policy, programs, organizational management planning, implementation, monitoring, and evaluation).
PSEAH※5	**Measures for preventing or addressing sexual exploitation, abuse, or harassment** by organizational staff or related persons against program participants (including sexual violence such as sexual harassment in the workplace, etc.). Specialized to handle sexual violence (sexual harassment, sexual abuse, rape, and other sexual behavior without mutual consent).
Safeguarding children and young people※6	**Preventative or response measures intended to protect children and young people** from all forms of harm by organizational staff or related persons during program activities or operations. Handles risks covering a wide range of dangers, such as abuse, exploitation, and accidents, including physical, sexual, or psychological abuse and neglect.

 Organizational management is within the scope of gender mainstreaming to address the need to prevent sexual violence such as workplace sexual harassment as with PSEAH. In addition, the scope of protection for PSEAH cover all ages, including protection of children and young people from sexual abuse and exploitation.

 Note that the term "safeguarding" has recently come into frequent use as an umbrella expression, including both PSEAH and safeguarding children and young people. The international network, CHS Alliance defines safeguarding as "the responsibility that organizations have to make sure their staff, operations, and programs do no harm to children and vulnerable adults and that they do not expose them to the risk of harm and abuse," including PSEAH and safeguarding children and young people. Approaches vary by organization, as some have individual policies for gender equality, PSEAH, and safeguarding children and young people. Others combine gender equality and PSEAH or PSEAH and safeguarding children and young people. By approaching gender mainstreaming in parallel with PSEAH and safeguarding children and young people, organizations are called on to cultivate internal awareness of human rights as a common foundation for recognition of various power balances (between the genders, between children and adults, between program staff and participants in the target community). To summarize, the important point is to take a firm stance against violence and inappropriate speech or behavior using positions of power, including gender, and to work toward specific policies to this end.

※5：Ministry of Foreign Affairs/ Japan NGO Center for International Cooperation (2021), "PSEAH seiteki sashu/gyakutai/harassment kara no hogo jissen handbook (A practical handbook for PSEAH: Protection from sexual exploitation, abuse, and harassment)" https://www.mofa.go.jp/mofaj/gaiko/oda/files/100175469.pdf
※6：Ministry of Foreign Affairs/ Save the Children Japan (2020), "Kodomo to wakamono no safeguarding saitei kijun no tame no guide (Guide to the minimum standards for safeguarding children and young people)" https://www.mofa.go.jp/mofaj/gaiko/oda/files/100067443.pdf

Approaches

Even a program wherein the main objective is not gender equality or women's empowerment must address issues from a gender perspective. The program's degree of engagement with gender issues can be measured on a scale of four to five levels according to various categorizations and terms. The four levels below are those used by Plan International; it is required to be at least gender aware. Leaving these issues unaddressed may result in the program reinforcing harmful gender norms as well as discrimination and exclusion. While there are various ways to approach gender mainstreaming, gender transformative approaches, changing the social norms and structures that are the root causes of the issue, should be adopted wherever possible.

	Level	Description
1	Gender Unaware	Not aware of gender issues at all
2	Gender Neutral	Aware of gender issues, but no measures taken
3	Gender Aware	Aware of gender issues and engaged in measures of some kind but no initiatives taken to change gender norms and power relations
4	Gender Transformative	Engaged in gender issue initiatives to change gender norms and power relations

Gender unaware → Gender neutral → Gender aware → Gender transformative

Recommended Standards on Organizational Management

The recommended standards below are those related to the organizational management of Japanese NGOs in the field of international cooperation.

【 Recommended Standard **1** 】 **Gender Mainstreaming in Organizations**
【 Recommended Standard **2** 】 **Accountability**

Recommended Standard	**1**	**Gender Mainstreaming in Organizations**

In addition to practicing gender mainstreaming in programs, promotion of gender equality in the organization is essential. Japan has high levels of gender inequality, potentially contributing to a sense that gender equality initiatives in Japan are lagging behind those of the countries receiving support through international cooperation.

In recent years, many corporations have begun diversity and inclusion (D&I) initiatives in the workplace, confirming that an equal workplace environment contributes to the hiring of diverse human resources, improved retention and satisfaction, improved productivity, and better decision-making. In addition, society is less accepting of sexual harassment and gender discrimination in the workplace from the perspective of compliance, increasing organizational responsibilities. Initiatives promoting gender equality in the workplace are heavily influenced by organizational culture and values, systems, and the level of commitment among the leadership, all of which cannot be easily changed. However, it is important to start from what can be done. For specific initiatives, see the Organizational Gender Equality Promotion Checklist for NGOs in International Cooperation below. This checklist was created with reference to resources listed under Recommended Standards 1 and 3. Begin with what can be done when there are items in the checklist that were not possible to tick.

In terms of Japan's legal framework, based on the Act on the Promotion of Women's Active Engagement in Professional Life (2016), employers with more than 100 full-time employees must comply with followings: identify the percentage of women among workers and managerial position, the gender gap in years of service , and working hours information including the average number of overtime hours per week for each month, and notify action plans and to disclose the information to the public. The disclosure of information on the gender pay gap was made mandatory for companies which employ more than 300 full-time employees from 2022. While many NGOs in international cooperation fall outside these regulations on information disclosure, they are called on not only to comply with basic laws, as a matter of course, such as the Act on Equal Opportunity and Treatment Between Men and Women in Employment, the Act on Childcare Leave and Caregiver Leave, and the Act on Comprehensively Advancing Labor Measures (including the Power Harassment Prevention Act), but also to take various initiatives to promote gender equality in organizations.

Checklist for the promotion of gender equality in the organization for NGOs in international

	Dimension	Question	✓
1	Policy promoting gender equality	Is there a policy indicating commitment or a stance toward achieving gender equality among the organization and program management? Does the policy exist in written form?	
2	Organizational culture and capacity development	Is training provided on promoting gender equality for managerial positions and staff members?	
		Is there a system that supports capacity development such as coaching, training, technical support for skill development on promoting gender equality for staff members?	
3	Resources	Is there a department in charge of promoting gender equality? Are there staff members specifically assigned to this issue or with expertise on it?	
		Does the organization's budget include promoting gender equality?	
4	Gender balance at the decision-making level	Is the organization aware of the gender ratio among managerial positions and board members?	
		(For organizations with a gender balance issue) Are there initiatives or indicators toward achieving gender balance?	
5	Gender ratios in employment and wages	Is there a gender equality perspective in human resources and hiring plans?	
		Is the organization aware of the gender ratio of staff including by positions, level of seniority, etc.?	
		Is the organization aware of whether there is a gender pay gap?	
		(For organizations with a pay gap issue) Are there initiatives or indicators intended to close the pay gap?	
6	Regulations and measures on violence and discrimination, including sexual harassment in the workplace	Are there regulations in place, including penalties toward the prevention of sexual harassment and other violence and discrimination?	
		Is there a contact point or a reporting system including third-party organizations?	
		Have staff members been made aware of the regulations, contact point, and reporting system?	
7	Work-life balance	Is the organization aware of the rates of maternity leave, paternity leave and childcare leave by gender?	
		Are there initiatives making it easier to use the childcare leave, nursing care, and nursing leave systems?	
		Are there options for flexible workstyles such as flextime, working from home, shortened hours, etc.?	
		Are there initiatives improving or preventing long work hours?	
8	Diversity	Are there initiatives promoting staff diversity (staff with disabilities, with foreign origin and nationalities, of diverse age ranges, etc.)?	
		Is the work environment inclusive and guaranteeing equal rights for LGBTQ+?	

Examples of gender equality promotion initiatives among Japanese NGOs in international cooperation

- Gender training is provided for staff members every year.

- PSEAH training is conducted.

- Gender focal point has been appointed.

- Increased the number of woman board members due to gender imbalance in the past.

- Organizational assessment on gender equality and inclusion was conducted.

- A yearly questionnaire which includes diversity and inclusion on the organization is conducted with staff.

- Regulations on harassment prevention measures have been prepared based on Japanese law.

- Applicants for recruitment are asked not to list their gender on their resumes (when there is no policy on increasing a specific gender ratio).

Resources

Global Policy on Gender Equality and Inclusion
(Plan International Japan, 2017)
https://www.plan-international.jp/about/policy/gender/pdf/gender_globalpolicy_2018.pdf

Care International Gender Equality Policy (CARE International, 2018)
https://www.careinternational.org/files/files/publications/Final%20CI%20Gender%20Equality%20Policy%202018.pdf

Handbook on Women's Empowerment Principles (WEPs)
(Global Compact Network Japan, WE EMPOWER Japan, 2020)
https://japan.unwomen.org/ja/weps

Handbook created by the UN Global Compact and UN Women on action principles for active engagement with the empowerment of women. This is mainly intended for corporate use, but the regulations and gender gap analysis tools are useful references for NGOs as well.

Recommended Standard 2 | Accountability

For both organizations and program management in international cooperation NGOs, accountability mechanisms enabling self-assessment of the degree to which gender mainstreaming has been promoted are required. Specifically, through the processes of organizational gender assessment, program evaluation and internal reflection, the progress, issues, outcomes, and learning can be confirmed and accountability to stakeholders can be achieved. These processes support clarifying what the promotion of gender mainstreaming requires. Below are examples of dimensions and questions for gender assessment. The list of resources includes tools and manuals for self-assessment, which can be referenced for details as needed.

Examples of program/organization gender assessment for international cooperation NGOs[7]

	Program
Planning/design	To what extent are issue analysis, procedures, and methods with a gender perspective used in planning and design of development and humanitarian assistance projects?
Implementation	To what extent and in what way are activities responding to gender issues included in the projects?
Monitoring and evaluation	To what extent are gender disaggregated data and information included in the monitoring and evaluation of the projects and their results?
Expertise	How much expertise on gender is available within the organization?
Partner organizations	To what extent and in what way do local partner organizations engage in activities to promote gender equality?
	Organization
Policy on gender equality	What kind of policies on gender equality exist in the organization?
Staff	Is there a gender balance among staff?
Advocacy, public relations, marketing	To what extent do public relations and advocacy have a gender perspective?
Organizational culture	To what extent do the organization's norms, structures, systems, processes, and power relations address gender?
Human resources	To what extent is gender considered in human resources regulations, hiring, and employee evaluation?
Assets	To what extent is support for gender equality factored into the budget?

※7：InterAction (2010), Gender Audit Handbook: A Tool for Organizational Self-Assessment and Transformation
https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2015/12/Gender-Audit-Handbook-2010-Copy.pdf

Resources

Gender Audit Handbook: A Tool for Organizational Self-Assessment and Transformation
(InterAction, 2010)

https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2015/12/Gender-Audit-Handbook-2010-Copy.pdf

Includes procedures for gender assessment and tools for staff questionnaires, etc.

IFRC Gender and Diversity Organisational Assessment Toolkit:
(International Federation of Red Cross and Red Crescent Societies, 2016)

https://www.ifrc.org/sites/default/files/2021-08/Book-2-GDO-assessment-toolkit-LR.pdf

A manual clarifying procedures, tools, and analysis methods for assessments of gender equality and diversity in organizations and programs.

A Manual for Gender Audit Facilitators: The ILO Participatory Gender Audit Methodology
(International Labour Organization, 2012)

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_187411.pdf

A manual for facilitators in participatory gender assessment. Includes information on how to hold and prepare workshops, how to write reports, etc.

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Recommended Standards on Program Management

The Recommended Standards below are those related to the program management of Japanese NGOs in international cooperation.

【 Recommended Standard 3 】 **Gender Mainstreaming During Design, Implementation, and Evaluation Phases and Allocation of Resources**

【 Recommended Standard 4 】 **Gender Analysis**

【 Recommended Standard 5 】 **Conducting Risk Analysis from a Gender Perspective**

【 Recommended Standard 6 】 **Developing Gender Equality Indicators**

【 Recommended Standard 7 】 **Collecting Gender and Age-disaggregated Data**

【 Recommended Standard 8 】 **Ensuring Participation and Working with Affected People**

Recommended Standard	3	Gender Mainstreaming During Design, Implementation, and Evaluation Phases and Allocation of Resources

Gender mainstreaming in programs involves activities taking a gender perspective at every stage in every program, even those whose main objective is not gender equality or the empowerment of women and girls. As comprehensively explained in Recommended Standards 4 through 7, the gender mainstreaming procedure for design, implementation, and evaluation is as follows.

Gender mainstreaming procedure for design, implementation, and evaluation

Design stage

analysis during assessment (**Recommended Standard 4**)
Risk analysis from a gender perspective (**Recommended Standard 5**)
Reflection of gender analysis results in project design and setting of indicators (**Recommended Standard 6**)
Ensuring resources for gender mainstreaming (staff and budget)
Examination of gender balance and diversity on project teams
Selection of partner organizations capable of putting gender mainstreaming into practice (when collaborating with partner organizations)

Implementation

Implementing a baseline assessment and confirming indicators
Implementing risk mitigation measures
Collecting and analyzing gender and age disaggregated data (**Recommended Standard 7**)
Confirming issues and degree of achievement of indicators (qualitative/quantitative) and outcomes through monitoring and mid term evaluation
Adjustment as needed based on issues and points emerging during implementation

Program

Confirmation of outcomes, issues, and degree of achievement of indicators through endline assessment.

Resources are required to put this procedure into practice. In terms of human resources, all staff involved in the project must undergo training on gender to gain basic knowledge and awareness. Staff with gender expertise are also required. When specialist staff are not available internally, external resources can be made use of, such as hiring external experts on an hourly basis. To this end, the budget must allow for training and hiring of external experts. The program budget can handle implementation and post-implementation, but securing a budget for the design stage may be difficult. Do whatever is possible within limited or no budget, and approach program donors as needed to ensure the budget required to implement gender mainstreaming.
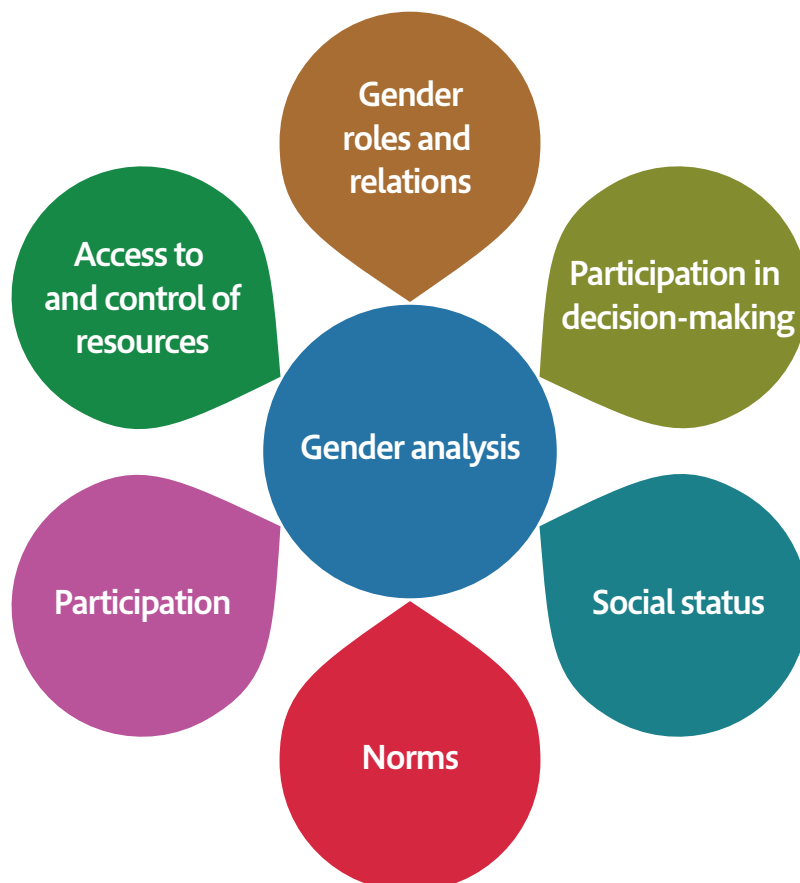
Recommended Standard 4 | Gender Analysis

When implementing programs, gender analysis must be conducted to identify needs and risks based on gender as well as the gender gap and power relations. Issues brought to light by the analysis must be once again analyzed to determine the effect on program outcomes and participants if such issues are handled or left unhandled and then reflected in the program design. While gender analysis operates in many formats and at many levels, it can be integrated into program management as needs assessment during the design phase, baseline assessment at the start, data collection, monitoring, and mid-term evaluation during implementation, endline assessment at the program end. During program implementation, as well as confirming the achievement status of indicators contributing to gender equality, the program must check, through activity monitoring and analysis of data collected by gender and age (group), that its activities are not discriminating or contributing to the exclusion of a given gender or people with other social dimensions. As issues may come to light some time after the start of the program, amend the activities as needed when a problem arises.

Items within the scope of gender analysis include gender roles and relations, decision-making, social status, participation, access to and control of resources, and gender norms.

Gender analysis items

- Gender roles and relations
- Participation in decision-making
- Social status
- Norms
- Participation
- Access to and control of resources
- Gender analysis

Item	Questions	Examples
Gender roles and relations	What are the existing gender roles (roles biased or fixed by gender) and power or other relations?	Unpaid care work in the household such as housework and child-raising versus other types of work : who does each one and how much time they spend on it
Participation in decision-making	Who makes the decisions and whose opinions are heard?	Who decides how to use household income and who makes decisions about marriage, divorce, family planning, education, access to healthcare services? Who makes decisions relating to the community?
Social status	Who is in authority or possesses social status? Who is respected?	Who holds occupations or positions with high status in the community?
Gender norms	What gender norms are present?	Is it believed that women should do housework and raise children or that men should be strong?
Equal participation	Who can participate?	Who can participate in and speak at community gatherings (development committees, unions, organization meetings, etc.)?
Access to and control of resources	Who has access to resources (including education)? Who controls resources?	Who has access to education, information, technology, assets such as land and houses, cash, investments? Who controls (owns, manages) these resources?

During gender analysis, it is essential to apply an intersectional lens, being aware of the differing effects of exclusion and discrimination based on social identities such as age, sexuality, dis/ability, ethnicity, race, religion, and so on, even among the same gender.

First check the information used in gender analysis against existing information in available reports from governments, international organizations, NGOs, etc., and supply the missing parts through data collected in the program.

Example of gender analysis required in the design stage

- **What are the needs and risks based on gender, the gender gap, and the power relations?**

- **What are the root causes of these gender issues?**

- **How will these gender issues affect the outcomes and participants of the program?**

- **What approaches to the issues (program activities) must be taken?**

- **How will these approaches affect the outcomes and participants of the programs and will they contribute to gender equality?**

- **What are the resources needed for these approaches?**

- **How are the indicators for these approaches to be set?**

The gender analysis required differs according to the program and situation. For practical examples indicating what tools to use and how to conduct gender analysis, see the columns on gender analysis "Potential of Gender Analysis: How to Conduct Gender Analysis" on pages 32-34 and "Promotion of Gender Mainstreaming in Non-Gender Focused Programs" on pages 39-46.

リソース

"Gender Handbook," Ministry of Foreign Affairs FY 2013 NGO Study Group "Gender and NGOs" (Care International Japan, 2013)

https://www.mofa.go.jp/mofaj/gaiko/oda/shimin/oda_ngo/houkokusho/pdfs/2013_01_shiryou_01.pdf

Various gender analysis tools are described on pages 52 to 64.

A Guide to Gender-Analysis Frameworks (Oxfam GB, 1999)

https://policy-practice.oxfam.org/resources/a-guide-to-gender-analysis-frameworks-115397/

Diverse gender analysis tools and frameworks are described in detail.

A Toolkit for Gender Equality and Social Inclusion in Design, Monitoring, and Evaluation (World Vision International, 2020)

https://wvusstatic.com/2020/landing-pages/gender-equality/Gender_Equality_and_Social_Inclusion_DME_Toolkit_2021.pdf

Methods of gender equality and inclusion analysis are discussed.

The Gender Handbook for Humanitarian Action (Inter-Agency Standing Committee, 2018)

https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf

Procedures for rapid gender analysis in emergency and humanitarian responses are presented on pages 30 to 32.

Guides for Gender Mainstreaming in JICA Programs (Japan International Cooperation Agency, 2022 revised edition)

https://www.jica.go.jp/activities/issues/gender/materials/guidance.html

These materials contain "Lists of Survey Items and Contents for Social and Gender Analysis" by specific areas such as education, health, agriculture, etc.

Recommended Standard 5 | **Conducting Risk Analysis From a Gender Perspective**

Activities attempting, in the practice of gender mainstreaming, to change the gender norms, which are the root causes of existing gender power relations, unequal social structures, discrimination, and inequality, may come with certain risks such as opposition, conflict, and gender-based violence. For instance, a study have found that a program for women's economic empowerment has led to increased domestic violence against the women participating in the program[8].

To reduce these risks, a risk analysis from a gender perspective is required for the program. Based on a thorough understanding of the gender norms and gender power relations in the program's target community or group, it is necessary to conduct a risk analysis showing who may be at what risks amid the program's activities and decide on measures for who should do what and when to reduce these risks before implementing the program.

Program design ➤ **Risk analysis** ➤ **Measures for risk reduction** ➤ **Program implementation**

Gender perspective
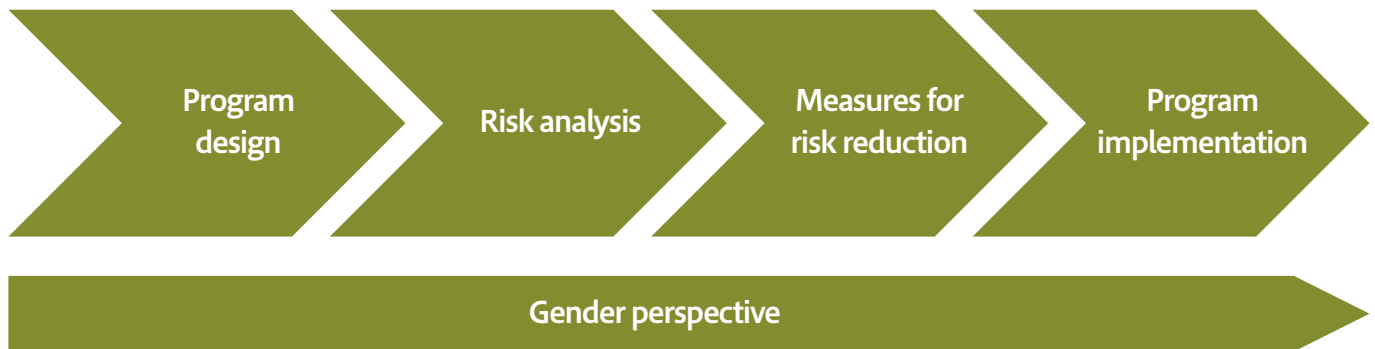
As risks may also increase due to intersectional discrimination based on social dimensions other than gender, such as age, sexuality, dis/ability, ethnicity, race, or religion, it is also important to analyze the risks faced by vulnerable people. The scope of risk analysis may also include not only program participants but also the staff of the program implementation organization and partner organizations. Risks are more likely to be mitigated by getting support from community representatives and sufficient understanding from people in the target community during the program planning stage. It is also necessary to conduct activities involving men and listen to men's voices, even in programs for women's empowerment.

All programs have their risks, so measures intended for risk reduction are required on the premise that risks cannot be completely eliminated. Activities entirely without a gender perspective may unconsciously discriminate against or exclude certain specific people or reinforce existing gender norms or unequal social structures, so these risks must be taken into account as well.

Resources

Community-Based Gender Checklist Risk Assessment (GenCap, 2012)
https://www.rcrc-resilience-southeastasia.org/document/community-based-gender-checklist-risk-assessment/

This resource discusses the identification of hazards, risks, vulnerabilities, capacities, and risk levels from a gender perspective.

Guidance for Gender-Based Violence (GBV) Monitoring and Mitigation Within Non-GBV Focused Sectoral Programming (CARE USA, 2014)
https://www.care.org/wp-content/uploads/2020/10/CARE-GBV-ME-Guidance_0.pdf

Guidelines for programs in non-GBV fields (those where the purpose is not GBV prevention/intervention) to monitor GBV and reduce risks.

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<table>
<tr><td>Recommended Standard</td><td>6</td><td>Developing Gender Equality Indicators</td></tr>
</table>

Even if the program's main objective is not gender equality, goals and outcomes and quantitative/qualitative indicators should be set at the output level in combination based on the results of gender analysis. Without set indicators, points may go unnoticed during monitoring and evaluation (M&E); thus, it is important to include them in the M&E process.

Goal	
Objectives/outcomes contributing to gender equality	Setting gender indicators
Outputs	Setting gender indicators
Activities Inputs	

During gender analysis at the time of assessment, community activities may have been found to be male-centered and difficult for women to participate in. Even if the planning stage includes "consideration during implementation for ease in women's participation" or "calling on men at the start for understanding of women's participation," efficacy cannot be guaranteed without set indicators. To enhance the efficacy of gender mainstreaming, for example, women's participation rate indicators can be set with "equal participation in activities" as the objective/outcome. By setting "equal participation" as the objective/outcome, it is also possible to include people with social identities often leading to exclusion, such as people with disabilities or ethnic minorities, and guarantee equal rights.

Examples of initiatives among Japanese NGOs in international cooperation

The programs introduced in "Promotion of Gender Mainstreaming in Non-Gender Focused Programs" on pages 39-46 have established gender indicators such as the following.

Project information	
Project Name	Agricultural water improvement project in Timor-Leste conducted
Implementing Organization	Care International Japan
Project objective	Stable agriculture throughout the year in Atsabe Country, Ermera Province
Expected outcomes	

1) Improvement of agricultural water facilities to obtain the water essential for agriculture.

2) Strengthening capacities of community members, including farmer groups, to keep the agricultural water facilities suitably maintained and managed sustainably.

Indicators contributing to gender equality

· Equal participation of members in farmer group activities.

· By the end of the project, 70% of the farmer group male members, spouses of female members, and male stakeholders have heightened awareness of the importance of gender equality and gender-equal decision-making.

· Over 50% of the women can express their opinions during farmer group decision-making.

· Time spent by men and by women on housework (before/after the project).

· 50% reduction of time spent by farmer group women carrying water for agriculture (before/after the project).

· Number and ratio of women actively participating in informal decision-making.

Project information	
Project Name	Supporting South Sudanese refugees in Kenya
Implementing Organization	Peace Winds Japan
Project objective	Improving the living environment and water hygiene of the Kalobeyei refugee settlement and the host community through promoting active community participation and skills development.
Expected outcomes	

1) Having achieved an open defecation free target district/village, through active household initiatives, improve gender issues in water/food/kitchen hygiene and hygiene improvement activities. Firmly establish appropriate toilet use, hand washing, and waste disposal.

2) Enhance community participation in hygiene improvement at four target schools and improve classroom/schoolyard hygiene with appropriate use/management of toilet and hand-washing facilities. Improve understanding of menstruation hygiene management among students and teachers.

Indicators contributing to gender equality

· Of the interview target households (200 households) at the end of the project , improvement shown in areas of water/food hygiene, gender equality, and hygiene behavior establishment: 75%

· Percentage of randomly selected teachers/students/parents whose appropriate understanding of menstruation hygiene can be confirmed at the end of the project: 70%

Resources

Guidance for Gender Mainstreaming in JICA Programs
(Japan International Cooperation Agency, 2022 revised edition)
https://www.jica.go.jp/activities/issues/gender/materials/guidance.html

Includes examples of indicators by specific fields such as education, health, agriculture, etc.

The Gender Handbook for Humanitarian Action (Inter-Agency Standing Committee, 2018)
https://interagencystandingcommittee.org/system/files/2018-iasc_gender_handbook_for_humanitarian_action_eng_0.pdf

Introduces examples of indicators in the field of emergency and humanitarian responses on pages 44-49.

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Recommended Standard **7** | **Collecting Gender and Age-disaggregated Data**

</div>

In data collection at all stages, not just pre-implementation assessment, data should be collected and disaggregated by gender and age (group) for analysis. Gender-disaggregated data is essential to conduct gender analysis to find the gender gap as in Recommended Standard 4. In addition, because children and senior citizens tend to be put into more vulnerable positions, it is important to ascertain age groups, along with collecting data as needed on other disadvantaged social identities such as dis/ability, ethnicity, and so on.

For programs in the field of international cooperation, gender-disaggregated data tends to refer to "data only for men and women" or "sex-disaggregated statistics," with a lack of social recognition or respect for non-binary people in many cases. While individual gender identity rather than sex assigned at birth should be respected, the situation of LGBTQ+ people varies widely by country and region, with some countries where same-sex sexual acts between adults is criminalized and subject to death penalty[9]. The collection of gender-disaggregated data is essential to achieve gender equality within programs. However, careful and case-by-case judgments are required: given the principle of not excluding people of diverse gender identities（not denying their existence）and not exposing the target people to the risk of discrimination or violence, options include carefully protecting individual privacy, making responses optional, or not collecting data by gender at all in some cases. In addition, by making the gender field optional -response rather than multiple-choice, it is possible to avoid limiting responses to male or female.

※9：ILGA World,https://ilga.org/sites/default/files/JPN_ILGA_World_map_sexual_orientation_laws_dec2020.png

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Recommended Standard 8 | Ensuring Participation and Working with Affected People

G ender mainstreaming should target and be implemented by all the stakeholders as gender issues exist in every society and effect everyone. By listening to all these voices from the program planning stage and enabling all of them to participate actively, it is possible to promote transformations of gender awareness and behavior, bringing about positive results for everyone.

 In particular, it is important to work with the people affected and their organizations to maintain perspectives of intersectionality and multiple discrimination involving women and girls, LGBTQ+ people, those with disabilities, and ethnic minorities.

Resources

Intersectionality resource guide and toolkit
(UNWOMEN, UNPRPD, 2021)
https://www.unwomen.org/en/digital-library/publications/2022/01/intersectionality-resource-guide-and-toolkit

A guide to putting the concept of intersectionality into practice.

Guidelines: Inclusion of Persons with Disabilities in Humanitarian Action
(Inter-Agency Standing Committee, 2019)
https://interagencystandingcommittee.org/system/files/2020-11/IASC%20Guidelines%20on%20the%20Inclusion%20of%20Persons%20with%20Disabilities%20in%20Humanitarian%20Action%2C%202019_0.pdf

Guidelines on the inclusion of people with disabilities in emergency and humanitarian responses.

LGBT+ Inclusion in International Development Programming: A checklist for UK Aid Connect proposals(UK Aid Direct)
https://www.ukaiddirect.org/wp-content/uploads/2017/03/LGBT-Inclusion-Checklist-UK-Aid-Connect.pdf

A checklist on LGBT+ inclusion in development cooperation aid programs of the UK government.

Gender Transformative Program Guidebook: A Guidebook for Programing Aimed at Gender Equality and Social Transformation
(Plan International Japan, 2021)
https://www.plan-international.jp/about/pdf/2104_GTP_guidebook.pdf

Includes "Guide to Protecting the Rights and Safety of LGBTIQ+ Children and Youth in Project Implementation" on pages 75 and 76.

Q&A on Recommended Standards

Questions likely to be raised by the readers of the Guidelines are presented below in Q&A format. Because there is no one correct answer and the appropriate responses vary according to situation and context, consider the answers presented here as reference material.

【Organizational Management】

Q1 With minimal interest in gender mainstreaming from organizational leadership and insufficient resources, where do we even start?

A First, to increase interest within the organization, try to start with sharing information on gender training available for free of charge. Information on training can be obtained by registering for the JANIC Gender Equality Promotion Working Group (https://www.janic.org/workinggroup/413/) mailing list. The following e-learning materials also provide basic information about gender for free of charge.

UN WOMEN "I Know Gender" (in English)
https://portal.trainingcentre.unwomen.org/product/i-know-gender-1-2-3-gender-concepts-to-get-started-international-frameworks-for-gender-equality-and-promoting-gender-equality-throughout-the-un-system/
National Women's Education Center "Basic Knowledge on Gender Equality" (in Japanese)
https://nwec.repo.nii.ac.jp/?action=pages_view_main&active_action=repository_view_main_item_detail&item_id=18923&item_no=1&page_id=4&block_id=58)
When applying for grant funding, organizations are more frequently called on to list their regulations and initiatives concerning PSEAH. From the perspective of compliance and risk management, it is necessary to raise awareness on the global trend toward increased organizational initiatives against workplace sexual harassment and gender discrimination.

Q2 While the ratio of female members is high at the staff level, the male ratio is higher at the executive and management levels. The leadership believes that this is the result of merit. How do I address the importance of increasing the percentage of women?

A Acquisition of Eruboshi Certification can be introduced as a good example. Eruboshi Certification is established based on the Act on Promotion of Female Participation and Advancement in the Workplace and enhances actions to increase the women's rate in management. You may motivate the management to acquire the certificate to become advantaged in competitive bidding. You may let the leadership and HR be aware of social needs for tackling gender inequality in management positions, and existence of social structure which is the root causes of male dominance in leadership positions regardless of individual ability.

Q3 Where do I even start in creating an organizational gender policy?

A Collect information on what other organizations are doing or you can refer to the Guidelines including the examples of gender policies listed in Recommended Standard 1.

Q4 What would be the role of staff in charge of gender issues if we do not have gender advisor?

A Even if there are no staff members specialized in gender within the organization, external resources are to be utilized such as assigning staff to participate in training on gender or to serve as a gender focal point (as part of their duties, rather than as a specialized position) for collecting and sharing information, or temporarily hiring an external gender advisor as a contractor.

Q5 What does "inclusive work environment for LGBTQ+?" mean in Recommended Standard 1?

A Specifying the harassment and discrimination based on SOGIE in the existing anti-harassment and discrimination; including same-sex partners in human resources and welfare policies concerning spouses; installing a general-neutral toilet; not requiring gender to be specified on resumes (when there is no policy on increasing a specific gender ratio); implementing awareness raising training on gender and diversity, etc.

【Program Management】

Q1 In the project activities at a very conservative community, how can we raise the awareness of local authorities about gender equality and women's participation? In particular, we face obstacles to enhance women's participation in male-dominated groups like agricultural associations.

A You may start from awareness raising training to local authorities, and then ask them to approach community members. Examples from other projects can be introduced such as adopting a quota system and setting target rates for women's leadership and/or membership in the community groups organized for the project activities. In any case, transformation of gender relations takes long time as they are deeply rooted in social values. It especially requires time for you to continue dialogues with men who express particular opposition about initiatives on gender equality and make sure to listen to their opinions as well. Effective approaches are to be decided based on local situations in each target community. You are suggested to collect information about the approaches taken by local NGOs working for gender equality and women's rights.

Q2 Is gender analysis required in every project?

A Gender situations are diversified in regions, communities, and/or among ethnic groups even within the same country. Therefore, collecting and analyzing specific information about the projects' target community is recommended besides making use of existing general information and data for each project.

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The Potential of Gender Analysis
～ How to Conduct Gender Analysis ～

Waseda University

Mariko Homma (former consultant on international cooperation)

Gender mainstreaming begins with the recognition that people's situations differ based on gender. Therefore, I always emphasize the need for gender analysis. The responses I get often run to "we don't have the expert knowledge" or "we can't afford to hire an expert."

If you look up definitions of gender analysis, a variety of analytical perspectives will come up. For example, in the framework created by Asia-Pacific Economic Cooperation (APEC) to be found on the Gender Equality Bureau Cabinet Office website[10], we have

> · **Identify and understand the differences in the lives of women and men and the diversity among women themselves.**
>
> · **Assess how policies, programs, or projects may differently impact women and men, girls and boys;**
>
> · **Compare how and why women and men are affected through the collection and utilization of sex-disaggregated data, both qualitative and quantitative;**
>
> · **Integrate gender considerations throughout the planning, design, implementation, and evaluation processes**

Obviously, all the items are important, and systematic analysis by a professional would be helpful in covering them all. However, the essential meaning of "gender analysis" is "analysis from the perspective of gender." The point is to clarify what differences and inequalities based on gender exist in households, communities, or organizations such as NGOs and corporations. I hope to encourage gender analysis beginning with what's possible rather than letting the perfect become the enemy of the good. Even a limited analysis is highly effective in our activities.

For example, in a project implementing capacity-building training in agriculture, begin by checking for differences in agricultural work between men and women (or those with other gender identities). In my experience with a rice-growing project in East Africa, we found that men handled the heavy work like tilling and harvesting along with any work requiring large agricultural machines, while the women handled tasks such as planting and weeding (using simple agricultural tools). While rice farming is conducted in household units, the roles are actually divided at each step of the agricultural work based on gender (gendered division of labor), with fine divisions likewise based on gender in those with access to and control of resources such as machines. With regard to the rice income as well, gender differences influence decision-making within households about how to use the profits

※10：Gender Equality Bureau Cabinet Office, "Framework for the Integration of Women in APEC" (provisional translation)
https://www.gender.go.jp/international/int_kaigi/int_apec/frame_work/mokuji.html

from sales of rice. Because rice is grown by household, the men tend to serve as representatives for their households as training participants; actually, information from gender analysis is required when selecting training participants and content.

Men and women also tend to use their time differently. Because they prepare the meals and take care of the children, women are limited in how far they can go out in the evenings. They are unlikely to be able to participate in agricultural training held late in the evening in faraway locations. Just through the simple gender analysis of rice-growing roles and use of time described here, it was possible to obtain valuable information on the selection of training content and participants before the project was implemented. This also helps promote women's participation.

Analysis with a gender perspective is possible without going through a specific "gender analysis" process by paying attention to the gender-based differences in the contexts of people around you in everyday life or activities (seeing with a gender lens). Try cultivating this kind of awareness: it will garner you large amounts of information, without needing to spend money.

Sharing session (1) (photo: Mariko Homma)

Introducing participatory gender analysis

One easy method for gender analysis is the participatory approach. The good point of the participatory approach is that both the people targeted by the survey and the project staff carrying the survey out become aware through the analysis process of the gender contexts facing the survey participants, enabling them to consider methods of improvement together.

Many people may feel that a participatory survey would be difficult with rural farmers with little awareness of gender. Others may think that facilitation would be difficult without a gender expert on staff, but there are existing tools available. For instance, the guidebook prepared by Oxfam (an international NGO) and widely used among development programs[11] provides frameworks by purpose as well as the required methods. Another effective approach is the use of participatory rural appraisal (PRA) tools separately for men and women.

※11：Oxfam GB(1999), A Guide to Gender-Analysis Frameworks https://oxfamilibrary.openrepository.com/handle/10546/115397

For example, in the rice-growing project mentioned above※12, a gender analysis workshop was held with the participation of male and female farmers in the target district for activities. First, instead of brainstorming, a survey was conducted on the way men and women each used their time (making a 24-hour clock). By making separate charts for men and women (self and spouse, or relatives for those without spouses), the differences between men and women became clear. Next, the participants made charts of their own and their spouse's everyday activities: productive activities (economic activities), reproductive activities (housework and child-raising in the household), and community activities. It was effective at this point to include information on other family members, such as children, as needed. Finally, with regard to rice growing, men and women made separate "seasonal calendars" and "charts of roles in rice farming steps and access to/control of agricultural tools," bringing to their attention the differences in roles and in the tools used based on gender for each step in rice growing. The work was done in men's teams, women's teams, women heads of household's teams, and so on, divided to reflect differences in gender contexts; finally, everyone shared their results in a sharing session. At this point, we extracted the differences in context and awareness between men and women and discussed together how to improve the unequal areas. The project staff handling facilitation also found they learned a lot about the farmers' division of roles and what they wanted to do toward improvement.

Sharing session (2) (photo: Mariko Homma)

Group work using tools (photo: Mariko Homma)

※12：JICA Ethiopia Project for Functional Enhancement of the National Rice Research and Training Centre (Ethio-Rice)

Leaving No One Behind at Disaster Sites
～ Thoughts on Onsite Disaster Support ～

PhD student of Graduate School of Regional Development and Creativity, Utsunomiya University

Motoko Odachi

When confounding factors lead to struggle

 Some people are forced into living in misery, unable to obtain the support they need in emergencies like the aftermath of natural disasters or conflicts, and unable to retain their human dignity. Past reports from human rights organizations and those run by and for groups including people with disabilities, LGBTQ+ people, and women show us that people affected by social discrimination before disasters end up suffering more after the disasters. In this context, the various social dimensions and situations of the people discriminated against (gender, race, disability, nationality, etc.) act as confounding factors, leading to more serious hardship after the disasters.

Threats against a trans woman in Haiti

 For example, a visually disabled transgender woman in Haiti lost her house in the 2021 earthquake and lived temporarily in a prefab hut. However, people living nearby blamed her for causing the natural disaster, threatening her safety. She found herself living in daily fear of being burned to death along with her hut.
 A Haitian LGBTQ+ organization became aware of the situation and began to provide housing support for trans people there, including this woman. Trans people in Haiti are often accused of causing disasters or misfortune, with nowhere to take shelter. Because this woman in particular was visually disabled as well as trans, she had been discriminated against in terms of finding employment since before the earthquake.

What can those providing support do?

 Incidents like this one in Haiti must not be allowed to happen. What must those providing support do to prevent such incidents?
 First, gain an appropriate understanding based on the opinions of those involved, of who the people in the afflicted area are, what their living situations were like before the disaster, what ongoing needs they have now, and what new needs have appeared due to the disaster. Next, to respond better to these needs, work together with organizations run by and for the people involved.
 To respond as well to the hidden needs of people unable to speak out due to social discrimination and oppression (for instance, people who have to conceal their own gender identities or, for various

reasons, have trouble conveying their own opinions), it's important to protect every individual's human rights as a matter of course and to take conscious action toward the elimination of social discrimination.

 For example, it's important to communicate on a regular basis with organizations run by and for groups including people with disabilities, LGBTQ+ people, refugees, and women to find out what can be done to resolve their issues concerning human rights, economics, medical care, and so on and to work in cooperation with them.

Toward the Elimination of Multiple Discrimination Against Women with Disabilities

Japan National Assembly of Disabled Peoples' International, DPI Women's Network
Sadako Sasaki

Japan National Assembly of Disabled Peoples' International and DPI Women's Network

 Disabled Peoples' International (DPI) is an international NGO working toward the protection of human rights and equal opportunities for social participation for people with disabilities. The Japan National Assembly of DPI was founded in 1986 as the Japan branch of DPI. As of May 2022, it has 93 member organizations, bringing together diverse groups including people with physical, intellectual, and emotional disabilities as well as intractable diseases.

 The DPI Women's Network is a loose network of individuals started to empower women with disabilities and repeal the Eugenic Protection Act. Working toward the elimination of multiple discrimination against women with disabilities, the DPI Women's Network has been collaborating with the Japan National Assembly of DPI on international and domestic policy proposals and awareness-raising activities.

What is multiple discrimination against women with disabilities?

 Multiple discrimination refers to the intersectional complex of multiple forms of discrimination against individuals, creating disadvantages and inequality. Women with disabilities face discrimination both as people with disabilities and as women, causing their hardship to increase exponentially.

 Gender discrimination is still real, with gaps appearing throughout society, disadvantaging women. Women are also likely to be constrained by mechanisms and perceptions, which lumber them with more responsibility for housework, child-raising, and other tasks that should be done by all genders equally. People with disabilities face physical, information, and systematic social obstacles in a context of continuing inequality. People without disabilities, lacking the opportunities to live with people with disabilities, face obstacles of awareness such as discrimination and prejudice, arising out of a lack of understanding of disability. People with disabilities need care and accessible environments suited to their disabilities and can find stable daily life difficult when these provisions are insufficient.

 There is little social awareness of these issues faced by women with disabilities. Current policies for people with disabilities address women with disabilities as an undifferentiated mass: data collated by gender is scarce amid public statistics on people with disabilities, with the gender perspective missing. General policies such as equal participation for men and women fail to consider the existence of disabled people: thus, multiple discrimination against disabled women has fallen between the cracks, neglected, and remaining invisible.

Issues of multiple discrimination brought to light

To make visible the issues we as women with disabilities face, 87 women with disabilities participated in survey and interviews on the difficulties of daily life in 2011; in parallel, we conducted a system survey of prefectural policies for gender equality and plans to prevent domestic violence. The following year, the results were published as Difficulties Experienced by Women with Disabilities: What are the Multiple Difficulties We Face in Life? A Report on the Survey on Multiple Discrimination.

This report indicated that while women with disabilities are considered sexless, we are also likely to be subjected to sexual exploitation. Our sexual and reproductive rights tend to be dismissed, with forcible sterilization taking place under the former Eugenic Protection Act; even after the revision of the Maternal Health Act, we have been urged to undergo abortions and hysterectomies. Care by the opposite sex is often forced on us in long-term hospital wards, welfare facilities, and home care services.

About 30% of respondents had been victimized sexually in some way, with many of them specifically targeted because of their disability or victimized by familiar people in positions of power. Women with disabilities tend to depend on their families due to low income and insufficient care services and are in relatively low positions within their households. They also bear an excessive responsibility for the caring roles within the household, such as housework, child-raising, and care for families. They are also constrained by conventional views of women, repressing their self-esteem.

Protecting the rights of women with disabilities: toward coexistence

Disabilities vary, as do individual situations, meaning that the care and communication required also vary widely. However, one universal point is that people with disabilities are not "pathetic" or "people who can't do anything for themselves." Avoid infantilizing them. Disabilities are also not always immediately visible. If someone seems to be acting strangely, ask them directly whether anything is the matter and offer help according to what they want and at their own pace. Regardless of dis/ability, everyone has the ability to work independently toward a better life. Believing in empowerment is a good place to start on the journey to coexistence.

©DPI Women's Network meeting

DPI Women's Network's meeting

Case Studies | Promotion of Gender Mainstreaming in Non-Gender Focused Programs

Case Study 1 | Agricultural Water Improvement Project in Timor-Leste Care International Japan

Project information	
Project name	Atsabe Rural Development Project for Improvement of Agricultural Water Supply System in Ermera District
Implementing organization	Care International Japan
Donor	Japanese Ministry of Foreign Affairs Grant Assistance for Japanese NGO Projects
Project objective	Stable agriculture throughout the year in Atsabe Country, Ermera Province
Project period	March 31, 2020 to February 13, 2024
Project overview	

To stabilize agriculture in Atsabe County and, in the long term, to improve the livelihood status of individuals in the community, activities were conducted toward the following two outcomes, targeting 12 groups of farmers (15-20 people per group, with a total of 291 people as of June 2022, 147 women and 144 men) and community members living in and around 12 villages (aldeias) with severe water shortages.

1) Improvement of agricultural water facilities to obtain the water essential for agriculture.Specifically, conserving water sources and using these sources to irrigate the common farmland belonging to the farmers' groups, carrying out construction up through installation of drip irrigation facilities with community participation, and improving agricultural activities, particularly the vegetable cultivation environment.

2) Capacities of community members are being strengthened, including farmer groups, to keep the agricultural water facilities suitably and sustainably maintained and managed.
Specifically, this included setting up a facilities maintenance management committee and conducting training and regular meetings for its members. In addition, to change awareness and behavior related to gender equality among people involved in the program through its activities, this also included instituting a quota system for 50% women's participation and fostering women's leadership.

Because the program is ongoing, data on its outcomes are not yet available.

Activities from a gender perspective and their issues and outcomes

Fostering women's participation and leadership

「Examples of Recommended Standards（ ▬▬ Examples of Recommended Standards）」

【Recommended Standard 4】 Gender Analysis

【Recommended Standard 8】 Ensuring Participation and Working with Affected People

Because agriculture in this region relies on rainwater, it was extremely difficult to cultivate vegetables throughout the year between water shortages in the dry season and storms in the rainy season. In addition, carrying water and watering the vegetables, considered women's work, is a major burden. A survey also revealed that women's productivity in agriculture was 31% lower than men's. The reasons include the fact that women farmers do not employ laborers or use tools such as axes, hoes, or shovels, their low literacy rates, the difference in planting crops (men tend to plant cash crops and women crops for household use), limited participation in farmer groups, etc. In other words, although women play a role in agricultural activities, their productivity is low and they are unable to participate in decision-making.

This program supports farmer groups in the construction of agricultural water facilities and the use of drip irrigation. Drip irrigation facilities enable watering simply by turning on a faucet, with almost no burden for the women responsible for watering. In addition, by working to organize half-women farmer groups, the program is improving women's participation in these groups within the region. However, with many people believing that women ought to dedicate themselves to housework and child-raising at home, it is not easy to facilitate understanding of the importance of women's participation in farmer groups and improve the actual participation rate. Frequent encouragement takes place in gender workshops and regular farmer group meetings; through discussions on gender equality, the farmer group members are beginning to change their attitudes that only men need attend the meetings and training and further to understand gradually the need to reduce the burden of housework and child raising on women.

Specifically, the program is using the participatory method of social analysis and action (SAA) to achieve gender and social transformation, proceeding with discussion and analysis. For example, men and women write out the amount of time they spend on housework, child raising, working in the fields, and so on for each hour in the day and compare the results. Pictures of the gender-division of labor and decision making were divided into three groups ("what men and women do together," "what women do," and "what men do") to visualize who has the heavier burden. Another method used was writing out stereotypes on gender for analysis. The results drew comments from male members that they planned to carry out housework and child raising in future rather than leaving it all to the women. Further, leadership and public speaking training has been implemented so that women will no longer sit silently through the training and meetings but speak up actively and participate in decision making. In addition, the maintenance management committee for the agricultural water facilities has adopted a quota system, with 3 women out of 6 committee members, to provide leadership opportunities to women in positions often monopolized by men alone.

Organizational initiatives on gender

「Examples of Recommended Standards(▬▬ Examples of Recommended Standards)」

【Recommended Standard 1】 Gender Mainstreaming in Organizations

【Recommended Standard 3】 Gender Mainstreaming During Design, Implementation, and Evaluation Phases and Ensuring Resources

As a commitment to gender equality, a gender/power analysis needs to be conducted at the start of the program. Based on the proposals from the gender/power analysis, the program has all staff undergo training on the SAA method noted above, and in cooperation with the gender program quality unit (GPQU) at the organization's Timor-Leste office, conducts regular monitoring to make sure that consideration for gender equality is present in training and workshop facilitation as well as all other activities.

The organization is also committed to the improvement of staff capacity regarding gender equality. Staff in all positions are required to take part in regular gender equality training and training intended to prevent sexual harassment, sexual violence, and sexual exploitation or abuse of children. The topic of gender-based violence (GBV), considered a particularly serious problem in Timor-Leste, is included. In fact, male program staff report that they have learned about gender equality during organization training, having previously considered that it was normal for men to hold power and not to engage in housework or child raising.

Gender indicators

「Examples of Recommended Standards(▬▬ Examples of Recommended Standards)」

【Recommended Standard 6】 Developing Gender Equality Indicators

【Recommended Standard 7】 Collecting Gender and Age-disaggregated Data

Because the focus is on whether women are able to express their own opinions as well as participate in decision-making meetings, one of the indicators includes "At least 50% of women maintenance management committee members and other farmer group members participating in decision making at regular meetings, etc., are able to present their own opinions." Additionally, the indicator "Time spent by women on carrying water for agriculture has been reduced by 50%" was included to directly measure the outcome of the activity. Further, because changing men is important along with women in gender equality, the indicator "Time spent by men on housework" was added to measure the changes in men. It should be exciting to collect the data at the end of the program and discover how much the program has been able to change awareness, behavior, and lives.

Agricultural water storage tank and farmer group members (water used for community' daily needs as well as agriculture) © CARE | Sarah Wiles

Using the gender box method, the women's group wrote stereotypes about women inside a square and images of women not conforming to the stereotypes outside the square, writing down and analyzing where these ideas derived from (learned at school, learned from grandparents, etc.). ©CARE

Case Study 2 | Project Supporting South Sudanese Refugees in Kenya Peace Winds Japan

Project information	
Project name	Comprehensive Support for Improving South Sudanese Refugee Living Environment in the Kalobeyei Refugee Settlement
Implementing organization	Peace Winds Japan
Donor	Japan Platform
Project objective	Improving the living environment and water hygiene of the Kalobeyei refugee settlement and the host community through promoting active community participation and skills development.
Project period	November 30, 2020 to December 31, 2021
Project overview	

This project helped supply basic needs for South Sudanese refugees, mainly in the Kalobeyei refugee settlement, and for host community. the support included permanent housing construction in the refugee settlement via cash supply, equal distribution of water, and improved access to water in the host community. In addition, the project supported sustainable hygiene improvement through active involvement and development of the skills of community members, preventing infectious diseases such as cholera and contributing to improved school hygiene in collaboration with the community through school-led hygiene improvement and menstruation hygiene management support. Through these activities essential to the improvement of hygiene and daily life, the project contributed to the overall improvement of life in the Kalobeyei refugee settlement.

Activities from a gender perspective and their issues and outcomes

 The project aimed for gender mainstreaming through activities aimed at sustainable hygiene improvement through development of skills and active involvement of community members as well as menstruation hygiene management support.

Hygiene improvement activities and their outcomes

「**Examples of Recommended Standards（** ━━ **Examples of Recommended Standards）」**

【Recommended Standard 3】 **Gender Mainstreaming During Design, Implementation, and Evaluation Phases and Ensuring Resources**

【Recommended Standard 4】 **Gender Analysis**

【Recommended Standard 6】 **Developing Gender Equality Indicators**

【Recommended Standard 8】 **Ensuring Participation and Working with Affected People**

While programs implemented in the past by this organization in this location have achieved Open Defecation Free (ODF) status, the prevention of infectious diseases such as diarrhea requires ODF to be maintained while improving overall hygiene of water, food, kitchens, etc. In addition, gender inequality and household management issues have been observed at the household level in water hygiene-related activities. For example, the burden of hygiene-related labor such as carrying water and building household toilets is placed disproportionately on women, heads of households receive cash for purchasing menstrual hygiene products, but women are unable to obtain the funds to do so, etc. Therefore, activities focused in part on the need to promote gender equality to improve sustainable hygiene.

The first objective of project activities was tackling gender issues in water, food and kitchen -related hygiene, and hygiene improvement, along with plans for "post-ODF strategies" to make hygiene improvement behavior sustainable, including suitable toilet use and hand washing. Along with these strategies, community meetings were held in each district and village, with facilitators from the communities. At least 68 community meetings were held, with a total of some 2,516 participants. Participatory gender analysis on gender equality promotion took place as below during the meetings; men and women were encouraged to discuss within their households what roles each played and what kind of support each required. Methods of gender analysis, behavior planning tools, and facilitation adapted those developed by the JICA Smallholder Horticulture Empowerment and Promotion (SHEP) approach.

Gender analysis of division of labor in households (✓ indicates time spent)

	Division of labor within household	Men	Women
1	Cooking		✓✓✓✓
2	Cleaning the house		✓✓✓✓
3	Cleaning the toilet	✓	✓✓✓
4	Carrying water		✓✓✓✓
5	Caring for children	✓	✓✓✓
6	Security for the house	✓✓✓✓	✓

 While other organizations have conducted programs to promote gender equality in this region, this project was the first to promote household-level behavioral change through -participatory gender

analysis and action planning. Therefore, the discussion on gender analysis was heated but, the discussion was facilitated effectively using the analysis tools and with the principle of "not making anyone specific or any specific ideas into the bad guy."

 After the meeting, each district and village created and submitted action plans intended to improve hygiene. Accordingly, facilitators visited households and held small informal meetings to present simple and readily implementable actions leading to improved hygiene for household toilets, hand-washing facilities, water, and food; in combination with household visits and workshops, residents were supported in the implementation of these plans.

 After the activities were complete, 106 households in the target district were randomly selected (71 in the refugee settlement and 35 in the host community) for visits, at which a project evaluation was implemented on the changes in gender issues related to hygiene behavior and activities. With regard to men's participation in water hygiene-related housework, 72.5% of respondents saw improvement over the previous year, with overall improvement found by 82% of respondents when hand washing, water hygiene, food hygiene, and solid waste disposal management were included. The program activities thus contributed to the improvement of gender issues in water/food/kitchen hygiene and hygiene improvement activities. In particular, within the refugee settlement and host community environment, with few opportunities to discuss gender roles and heavy labor such as water carrying and toilet facilities hygiene maintenance and improvement largely relegated to women, it was found that the provision of opportunities for men and women to openly discuss one another's roles and participation could lead to transformations of awareness and behavior.

Menstruation hygiene management and its outcomes

「**Examples of Recommended Standards (** ⎯⎯ **Examples of Recommended Standards)」**

【Recommended Standard 3】**Gender Mainstreaming During Design, Implementation, and Evaluation Phases and Ensuring Resources**

【Recommended Standard 5】**Conducting Risk Analysis from Gender Perspectives**

【Recommended Standard 6】**Developing Gender Equality Indicators**

【Recommended Standard 7】**Collecting Gender and age-Disaggregated Data**

【Recommended Standard 8】**Ensuring Participation and Working with Affected People**

Menstruation hygiene management support was implemented as part of hygiene improvement support for schools. In the project target areas, there was a lack of access to comprehensive menstrual hygiene management education, with girls often reported to be missing school during their periods because of teasing and bullying from the boys, lack of understanding from their guardians, and lack of sanitary pads. This activity provided 350 girls aged 10 and up and 150 guardians with two reusable cloth sanitary pads and a carrying pouch each. In addition, using the menstrual hygiene management education guidebook produced and the facilitators trained during the previous project in collaboration with the local government and educational and parents

associations, menstruation hygiene management workshops were held for 1,470 girls and 490 boys. At the same time, the facilitators conducted awareness-raising activities with community leaders and religious groups as well. In this way, by encouraging understanding of menstruation throughout the region, the project aimed to encourage girls to attend school during their periods and improve their wellbeing.

Teachers at the target schools reported, as outcomes of the workshops above, not only increased understanding of menstruation but also improved self-esteem on the part of the girls and more active participation in classes and other school events. Regarding boys, the teachers observed a sharp drop in bullying of menstruating girls and also an increase in boys showing supportive attitudes to girls having menstruation. The project completion evaluation confirmed that 79% of respondents possessed basic knowledge on menstruation hygiene management.
In order to promote gender mainstreaming, consideration was also given to the project implementation structure. For example, women facilitators from local community were selected wherever possible for leadership positions in the activity, while staff from the organization included a staff member with a degree in gender studies, who worked among others to raise awareness continuously of the other staff.

Putting participatory gender analysis into practice ©Peace Winds

Girls receiving reusable cloth sanitary pads ©Peace Winds

Case Studies on Approaches

Case Study 1 | The Use of Markers to Put Gender Mainstreaming Systematically into Practice

Plan International Japan

Background and content of the approach

 Plan International's projects take a gender-transformative approach aiming for social transformation to address the root causes of gender inequality and exclusion. Using the four levels introduced at the beginning of this Guidelines (gender unaware, neutral, aware, and transformative), we aim all projects are gender transformative. As a part of this approach, to diagnose individual projects objectively, gender transformative markers were introduced as an assessment tool in 2020. When project information and question responses are entered into an online application, a score is automatically calculated and categorized using the four levels.
 With the following six elements of gender-transformative approach, the marker assesses the project in advance from the perspectives of situation analysis, monitoring and evaluation, risk analysis, participation, expertise, and resources.

1.**Gender norms** (attitudes and expectations related to masculinity and femininity)

2.**Agency of women and girls** (the capacity to make choices and decisions freely and take actions toward personal goals on matters that individual women and girls consider important in their lives)

3.**Engagement of men and boys** (men and boys taking an active part in promoting gender equality)

4.**Improvement of the situations and positions of women and girls**

5.**Diversity and inclusion**

6.**Policy and social system**

This information is managed online by the international headquarters and can be viewed as data by all Plan International staff. Other than emergency and humanitarian response projects implemented over the course of less than a year, all projects must undergo marker assessment at three stages (application, implementation, and conclusion).

The purpose of using markers is, in addition to the systematic assessment and management above, to be used as a learning tool for discussion on improvement among persons involved, following the marker evaluation. Amid individual contexts such as projects with differing purposes, areas, and scales, as well as the situations and cultures of the locations they are implemented in, the purpose here is to maximize the potential for promoting gender equality. The use of markers provides an opportunity to rethink the project design with a common understanding: should anything else be done to empower women and girls? what can be done to encourage men's and boys' participation?

For emergency and humanitarian response projects implemented over the course of less than a year, the use of the Inter-Agency Standing Committee (IASC) Gender with Age Marker https://www.iascgenderwithagemarker.com/en/home/

is recommended. It is a tool divided into four levels in which questions are answered online and also includes perspectives on the inclusion of different age groups and people with disabilities.

For details on Plan International Japan's gender transformative approach, see the guidebook here. https://www.plan-international.jp/about/pdf/2104_GTP_guidebook.pdf

Case Study 2 | Working with Religious Leaders to Achieve Gender Equality

World Vision Japan

Religious leaders' meeting on child marriage ©World Vision

Background and content of the approach

According to the Pew Research Center, a survey institute in the US, 84% of the global population belongs to a religion of some kind[13]. Many people in regions such as Africa place their faith in religious leaders[14]. International organizations such as the United Nations Development Programme (UNDP) are aware of the influence of religious leaders on people in communities and have established guidelines on collaborating actively with these leaders to maximize the impact of development programs[15]. World Vision (WV) focuses on the distinct characteristics of religious belief, collaborating with local religious leaders to tackle issues in the community hampering children's healthy growth. The activities include tackling the issues of gender inequality and the protection of children.

In many cases, customs and behaviors such as patriarchy, gender discrimination, abuse of women and children, and child marriage are linked with the religious values of the community . WV conducts awareness-raising activities and capacity development training with the religious leaders who form and pass on the religious values of the community. We aim to have more sustainable impact for the community through working with the religious leaders for awareness-raising activities. WV is not involved in missionary activities for any specific religion.

※13：https://www.pewresearch.org/religion/2012/12/18/global-religious-landscape-exec/
※14：
https://www.afrobarometer.org/wp-content/uploads/2022/08/AD536-PAP13-For-Africas-religious-leaders-popular-trust-presents-opportunity-and-challenge-Afrobarometer-30july22.pdf
※15：UNDP(2015), UNDP Guidelines on Engaging with Faith-based Organizations and Religious Leaders
https://www.undp.org/publications/undp-guidelines-engaging-faith-based-organizations-and-religious-leaders

Project cases

1. Child Protection (Bangladesh)

【Issue】

Major issues affecting the eastern parts of the city of Dhaka include child marriage/early marriage and violence/abuse toward children. There are attitudes that marrying girls off early protects them from sexual violence and discrimination and that violence is an accepted method of disciplining children ; these stances are based in traditional and cultural values and customs.

【Activities】

Awareness-raising activities and training on topics such as child protection were conducted for religious leaders. The training sessions used quotes from the teachings of religions practiced in the area, such as Islam, Hinduism, Buddhism, and Christianity, to support better understanding. The religious leaders undergoing training formed teams comprised of 15 people. As individuals and as a team, they planned activities aimed at resolving the issues highlighted by the training, conducting awareness-raising activities for people in the community. Follow-up activities included regular meetings and further training. (This activity was implemented by World Vision Bangladesh.)

【Results】

- Through the efforts of religious leaders trusted by the community, people became aware of the harm of child/early marriage and violence/abuse toward children and came to consider these issues as problems. The community gained greater understanding of children's rights and protection; harmful customs preventing children's growth decreased, as did corporal punishment of children at schools and madrasas (Islamic schools), and family relations appeared to improve. One community achieved the rate of child marriage down to zero.

- The documentation required for Muslims to marry in Bangladesh includes civil procedures as well as processing by a religious leader. In some cases, the age of the prospective bride etc. was listed as 18 even when she was younger, with approval granted due to lax confirmation by the authorities. Religious leaders who know the community and the households involved well stopped the marriages and reported them to the authorities.

- Through this initiative, community collaboration was reinforced and approaches to problems other than child protection were taken up as well. For example, during the COVID-19 pandemic, religious leaders raised funds from the community to distribute food and masks to children and households in vulnerable positions as well as conduct awareness-raising activities on anti-infection.

2. Gender-based violence in support for Rohingya refugees (Bangladesh)

【Issue】

Gender-based violence (GBV) against women and girls has become a major issue in the Rohingya refugee camp in the Cox's Bazar District. Child/early marriage and intimate partner violence (IPV) are significant issues, while it is difficult for women and girls to participate in awareness-raising sessions or receive distributed materials and food because they are met with criticism and prejudice when leaving the house. Harassment of women and girls who leave the house or participate in the Cash for Work program has also taken place. While residents consult religious leaders about various aspects of daily life, cases concerning the issues of women and girls tend to be handled unsuitably. This is thought to be due to the influence of inaccurate religious interpretations and cultural customs on the part of the religious leaders.

【Activities】

A training program and follow-up training session (three days each) were implemented for religious and other community leaders with a focus on GBV, child protection, children's rights, women's rights, women's empowerment, and so on.

【Post-training outcomes】

· Among the religious leaders who took part in training, some came to a better understanding of the harm of child/early marriage and began initiatives for its prevention. For example, as a cultural practice, the approval of a religious leader is required for marriage; some leaders responded to child/early marriage cases brought before them by refusing approval, visiting the parents/guardian, and explaining the harm of child/early marriage to them, urging them to reject the marriage plan. Others consulted with or reported the incidents to the Bangladeshi government officials running the camp.

· Religious leaders pass on the learning acquired through the training as awareness-raising messages in individual home visits or mosque gatherings. Some leaders also referred GBV survivors to NGOs providing case management, health care services, etc.

【Learning】

· In order for the religious leaders to fully understand the training content, it is important to make sure the trainer can speak to them in a way suited to the teachings of their religious beliefs, their language(s), and their level of understanding.

Case Study 3 | Engaging Men and Boys for Gender Equality

Plan International Japan

Boys participating in a "Champions of Change" session ©Plan International

Background and content of the approach

When working to achieve gender equality, approaches to women alone have limitations as gender is relational. In addition, along with the privilege and power they possess, men are also constrained by the norms of "masculinity" and can suffer disadvantages based on gender. International cooperation sector has come to emphasize "engagement of men and boys," in which men and boys participate actively toward gender equality, becoming the agents of change. Various initiatives have been implemented in the fields particularly including the prevention of gender-based violence, the redistribution of unpaid care work, and the promotion of men's participation in child care.

Project cases

Plan International conducts a program called "Champions of Change," aiming for children and young people to become the agents of change toward gender equality.
One example is the "Gender Equality Promotion Program in Alta Verapaz" in Guatemala which was funded by the Japanese Ministry of Foreign Affairs from 2017 to 2020. This project, aimed at improving school environments and raising awareness of the community on gender equality,

included girls' empowerment and engagement of teachers, parents, and community people, along with "Champions of Change" activities for boys aged 10 to 14. This activity involved about 40 hours of self-reflection and dialogue in order for the boys participating to acquire a basic understanding of gender. In particular, they were encouraged to think about the roles of men and boys in eliminating gender-based violence and discrimination, and to transform their awareness and behavior related to masculinity. In addition, because the targeted boys were indigenous, the content was also intended to increase their self-esteem as indigenous people.

 Based on the before/after questionnaires given to the boys participating in the "Champions for Change" training, the activity outcomes included, for instance, changes in awareness through participation including an increased rate of answers such as "Women and girls deserve respect" and "I'll speak up about things the community takes for granted if they are bad customs." The project outcomes overall included improvement of girls' rates of school attendance, enhanced knowledge and awareness on the part of teachers and parents, and the creation of action plans for improvement of the school environment.

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