

AICS GENDER TOOLKIT

For Cuba and Colombia



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PREFACE

“

At AICS Havana, we believe that the promotion of gender equality is a fundamental component for the development of a country. Therefore, we aim to reflect this principle in all the initiatives we implement in Cuba and Colombia. Last year we had the opportunity to further consolidate our commitment towards gender equality, both through the implementation of a gender analysis within our initiatives in the coffee sector, as well as through the thought process developed within the EU gender working table during the drafting of the Gender Action Plan II for Cuba.

I hope that this Toolkit can represent an innovative contribution to the AICS Havana methodology, promoting a greater integration of the gender perspective at all stages of the project cycle, through the adoption of an inclusive and gender-sensitive strategic operating approach. I hope that this can become a useful resource to further develop the participation of the communities we support and the local partners we work with. In addition, this toolkit is constructive in fostering new opportunities for dialogue and mutual confrontation with regards to gender equality and women's empowerment, with civil society, partners and other donors, in order to progress towards a greater integration of the gender perspective in development cooperation initiatives.

Mariarosa Stevan - Director of AICS Havana Office

La Habana, 25 November 2020

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ACRONYMS

AICS	Italian Agency for Development Cooperation
ANPP	People's Power National Assembly
CEDAW	Committee on the Elimination of Discrimination against Women
CENESEX	National Center for Sexual Education
CEPAL	Economic Commission for Latin America and the Caribbean
CPEM	Presidential Council for Women's equality
EU	European Union
FMC	Federation of Cuban Women
GAP	Gender Action Plan
GBV	Gender-based Violence
GEIH	Large Integrated Household Survey
GEWE	Gender Equality and Women's Empowerment
GRB	Gender-responsive budgeting
M&E	Monitoring and Evaluation
OCSE	Organization for Economic Cooperation and Development
OSC	Civil Society Organizations
PND	National Development Plan
POG	General Operative Plan
RUV	Consolidated Victims' Register
SADD	Sex-and-Age-Disaggregated Data
SDG	Sustainable Development Goals
STG-GRUC	Gender Thematic Sub-Group of the Group of Cooperants
SWOT	Strengths, Weaknesses, Opportunities, Threats
UNWOMEN	United Nations entity dedicated to gender equality and the empowerment of women
VAWG	Violence against Women and Girls
WPS	Women Peace and Security

INTRODUCTION

Gender differences are deeply rooted in all societies, where women and girls often do not have access to decent work, education, healthcare, are victims of violence and are poorly represented in all decision-making processes. In the last decades, the United Nations, the European Union, civil society organisations and several governments have taken part in a global effort towards Gender Equality and Women's Empowerment (GEWE).

In this context, the Italian Cooperation has been committed, since the 1995 Fourth World Conference on Women in Beijing, to the inclusion of gender in development cooperation policies.

The promotion of GEWE represents a key element of the work of the AICS Office in Havana, both in Cuba and Colombia, in all priority areas of intervention. With the aim of contributing to Sustainable Development Goal 5 of the 2030 Agenda[1], AICS Havana is planning and implementing specific interventions geared towards the inclusion and full participation of women and girls in economic and productive development processes. Among these actions is the development of this toolkit, designed to promote and simplify gender mainstreaming in AICS's programming in Cuba and Colombia.



What is the AICS Gender Toolkit for Cuba and Colombia?

This toolkit provides a standardized and coherent methodology that guarantees a gender-sensitive approach in all development cooperation initiatives undertaken by the AICS Office in Havana, overseeing Cuba and Colombia.

It represents an important step to ensure that all AICS staff, as well as our partners, understand the essential processes of gender mainstreaming and use them efficiently in their daily work, throughout all stages of the project cycle. Indeed, the achievement of GEWE must be a complementary objective of all actions carried out by this Office, starting with the planning phase and through to implementation, monitoring and evaluation.

Why integrating GEWE in development cooperation initiatives?

Gender equality is a human right that can generate significant socio-economic benefits, contributing to poverty reduction and development through the construction of a society based on rights and social justice.

In light of this, AICS Havana believes that gender mainstreaming allows to respond more efficiently to the socio-economic needs of women, men, girls and boys. In addition, the recognition and consideration of women and men's different roles in the Cuban and Colombian societies, providing a better understanding of the context in which we operate, can improve the effectiveness of this Office's interventions.





Who is the toolkit addressed to?

The toolkit has been designed for AICS professionals in Cuba and Colombia, for government stakeholders working closely with the AICS team, for CSOs and International Organisations' staff. It may also be a helpful resource for the general public, interested in the work of AICS Havana with regard to gender equality and women's empowerment.



What are the goals of the toolkit?

- Provide concrete guidance on how to integrate the gender dimension in all AICS development initiatives in Cuba and Colombia, at all stages of the project cycle;
- Support this Office's work in promoting gender equality and women's empowerment through the systematic use of practical tools;
- Provide AICS professionals in Cuba and Colombia with systematic guidelines applicable to strategic planning processes to answer the question "How can I apply gender mainstreaming in my daily work?"

Inside the toolkit

This toolkit is divided into five main sections: **Section 1 and 2** take a broad look at different aspects related to gender issues in the Cuban and Colombian contexts; **Section 3** offers a brief analysis of the existing gender regulatory framework; **Section 4** comprises concrete tools, including three checklists, to ensure the adoption and correct integration of the gender mainstreaming approach in all development initiatives promoted by AICS Havana, at all stages of the project cycle; **Section 5** focuses on future perspectives regarding AICS Havana's commitment to gender equality and women's empowerment. The toolkit is also composed by a **Glossary** of gender-related terms and concepts.



GENDER EQUALITY GLOSSARY²



Empowerment of women and girls

Women and girls' empowerment concerns their obtaining control and power over their own lives. It involves awareness-raising, the development of self-confidence, the expansion of choices, increased access to and control over resources. Moreover, women's empowerment comprises actions aimed at transforming the structures and institutions that strengthen and perpetuate discrimination and gender inequality. This implies that in order to be empowered, not only must women have equal capabilities (such as access to healthcare and education) and equal access to resources and opportunities (such as employment and land), but they must also be able to use these rights, capabilities, resources and opportunities to take strategic decisions. Considering that empowerment is not a zero-sum game where progress for women automatically implies disadvantages for men, the engagement of men is crucial to achieve gender equality and women's empowerment.



Gender-based Violence (GBV)

GBV is a general term to describe any damaging act perpetrated against the will of a person and is based on the socially attributed differences (gender) between males and females. The nature and extent of specific types of GBV vary depending on cultural norms. There exist several types of gender-based violence such as physical, verbal, sexual, psychological and socio-economic...



Gender Equality

It refers to equal rights, responsibilities and opportunities between men and women, girls and boys. This does not mean that women and men will become equal, but that the rights, responsibilities and opportunities of women and men will not depend on whether they were born female or male. Gender equality implies that the interests, the needs and priorities of both women and men are taken under consideration, recognizing the differences between women and men. Being a human rights issue and a prerequisite and indicator of sustainable development centered on people, gender equality is not a female issue, but it should rather concern and fully engage both men and women. Since the 1995 Fourth World Conference on Women in Beijing, "gender equality", rather than "gender equity", has become the preferred terminology within the United Nations System; the latter term denotes an element of interpretation of social justice, usually based on custom, tradition, religion and culture, which is often to the detriment of women. Therefore, the use of "equity" in relation to women's progress has been determined to be unacceptable.



Gender Gap

The term Gender Gap refers to any disparity in the condition and position between men and women in society. Despite being often used to describe the wage gap between men and women, gender gaps are present in every area of society. For instance, the World Economic Forum uses four variables to calculate its *Gender Gap Index*: participation and economic opportunities, health and survival, political empowerment, and education.





Gender-neutral, Gender-sensitive and Gender-transformative

Gender mainstreaming's primary objective is to influence the formulation and implementation of development projects, programmes and policies so that they:

- Do not reinforce pre-existing gender inequalities, although they do not focus on gender issues and do not make gender considerations at any stage of the project cycle (**Gender-neutral**);
- Try to address pre-existing gender inequalities. Intentionally use gender considerations to influence the project cycle, keeping in mind women and girls' unique needs and giving values to their perspectives and experiences (**Gender-sensitive**);
- Consider gender inequalities and aim at addressing them, re-defining gender relationships and roles (**Gender-positive/transformative**).



Gender-responsive budgeting (GRB)

Gender-responsive budgeting or GRB is not a separate budget dedicated to women, but rather a tool that analyzes expenses from a gender perspective. It can also be used to support the redistribution of budget entries, making them gender-sensitive, in order to better respond to men and women's needs.



Gender

The term Gender refers to the roles, behaviors, activities and characteristics that a given society considers appropriate for women and men.

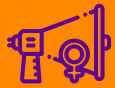
Apart from social attributes and the opportunities associated with being a woman or a man, and the relationships between men and women, gender also refers to the social relationships within women and within men. Gender determines what is appropriate and allowed to women and men in a specific context. In most societies there exist differences and inequalities between men and women regarding assigned responsibilities, activities undertaken, access and control over resources, and decision-making opportunities. Together with other criteria (such as social class, ethnicity, sexual orientation, age, religious belief) gender is part of the broader socio-cultural context.





GEWE

Gender Equality and Women's Empowerment[3].



Mainstreaming

Gender mainstreaming is the chosen approach from the United Nations System and the international community to promote women and girls' rights, as human rights. It does not refer to a stand-alone objective, but rather a strategy for the achievement of greater equality between men, women, girls and boys. This process analyses the implications that a planned action – be it a policy, a programme, a law, in every sector and at every level – has on men and women. This approach intends to employ the perspectives and experiences of men and women as integral part of the planning, implementation, monitoring and evaluation of policies and programmes, so that women and men can benefit equally from them and inequalities are not perpetrated. The ultimate goal is the achievement of gender equality.



Violence Against Women and Girls (VAWG)

Any gender-based violence act that causes physical, sexual or psychological damage or suffering for women and girls, including threats to perpetrate similar acts, coercion or arbitrary deprivation of freedom, both in the private and public sphere.

VAWG means the following:

- Physical, sexual and psychological violence developed within the domestic environment, including female genital mutilation, dowry-related violence, sexual abuse of daughters, exploitative practices, marital violence, intimate partner violence;
- Physical, sexual and psychological violence that happens within the community including sexual abuse, sexual abuse and intimidation at work or at school, sexual harassment in public spaces, forced prostitution and women trafficking;
- Physical, sexual and psychological violence perpetrated or condoned by the State, wherever this may occur.



1. THE CUBAN CONTEXT



Cuba disposes of a normative and political framework in the field of gender equality and is among the countries that have signed the main conventions and treaties on the subject, such as the CEDAW (Convention on the Elimination of All Forms of Discrimination against Women) and various conferences on women promoted by the United Nations at the global and regional level[4], including the World Conference on Women in Beijing (1995) and in Montevideo (2016) promoted by the ECLAC.

The Island has a population of 11,239,224 inhabitants, about half of which are women (5,641,059) [5], whom are the head of 45% of Cuban households[6].



1.1 Education and employment

As far as education is concerned, there are no substantial differences between girls and boys (11.8 years of schooling on average for girls and 11.7 for boys)[7]. 12% of men have a higher level of education, compared to 16% of women[8]. However, women's participation in the world of work is much lower than that of men: only 40% of women compared to 67% of men are employed in paid work[9]. Women account for 45% of employees in the public sector and only 18% of employees in the private sector[10]. The majority of women work in the services sector (82%), followed by the industrial sector (10%) and finally the agricultural sector, where only 7.5% of women workers are employed[11].

Another area showing a disadvantaged situation for women is the sphere of unpaid work. In fact, compared to a substantial equality in the hours devoted to paid work (50 hours on average for men and 49 for women), employed women dedicate 31 hours per week to unpaid work, while men 22[12].



**Women's presence
in Parliament
exceeds**



1.2 Political Participation

Over the last years, particular attention has been paid to the promotion of women's participation in the People's Power organs, with significant results obtained in the last electoral processes, where the composition of the ANPP (The People's Power National Assembly) registered an increase of up to 53% in the number of women Members of Parliament[13].



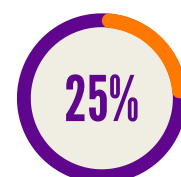
1.3 Gender-based violence and sexual and reproductive rights

26.7% of women between 15 and 74 years of age reported having experienced intimate partner violence within the last 12 months, while 40% of women reported intimate partner violence during their life[14].

The issue of gender-based violence has only recently entered the public agenda, and institutions are stressing the importance of prevention, to which most educational and awareness-raising initiatives are focused.

Finally, according to the 2017 Cuban Demographic Yearbook, the rate of adolescent fertility in the country is 52 births per thousand women under 20 years of age, which is below the Latin American and Caribbean average (62 births per thousand women under 20)[15].

More than



of women were victims of violence last year



1.4 Gender coordination mechanisms



The Federation of Cuban Women (FMC):

the main Cuban institution in the field of gender equality and women's empowerment, represented in the Council of State and Ministers, with an active role in the Commission for Women and the Family, under which falls much of the legislative responsibility of the sector[16].



National Center for Sex Education (CENESEX):

institution that deals with education and research in the field of sexual and gender diversity, as well as sexual and reproductive rights[17].



European Union Delegation

starting in 2019, within the gender coordination mechanisms at the international level, it has set up a gender working table dealing with the promotion of gender equality, the organization of initiatives related to GEWE, and the elaboration of common strategic documents, including the Gender Action Plan (GAP) II for Cuba.



2. THE COLOMBIAN CONTEXT



In Colombia women represent 50.8% of the population and are responsible for 40.7% of Colombian families[18]. Despite having ratified the main international treaties on gender equality, and having signed the first Peace Agreement in history including a gender approach and having established a National Development Plan (NDP 2018-2022) that contains a cross-cutting axis on gender equality, Colombia still faces many challenges for the achievement of gender equality.



2.1 Education and employment

Although women present a higher level of schooling than men, there is a lack of correspondence between these data and those related to poverty, unemployment rate and employment informality. The poverty index for Colombian women is 31%, compared to 26.3% for men. Although in the last 10 years women's employment rate has increased from 50% in 2009 to 53% in 2019 (the same data for men show an increase from 73 to 74% between 2009 and 2019), the gender employment gap has only narrowed by two percentage points in 10 years, from 23% in 2009 to 21% in 2019[19].

In Colombia, 94% of those involved in domestic work (624 thousand) and 63% of those involved in unpaid domestic work (570 thousand) are women[20]. Every day, women dedicate an average of 7 hours and 14 minutes to unpaid domestic work, while men dedicate on average less than 4 hours to the same tasks[21].

According to the 2019 Great Integrated Household Survey, the wage gap between women and men in 2018 amounts to 12% in favor of men, with women earning 88 pesos for every 100 that are earned by men for the same job.

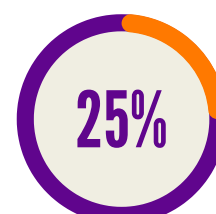


2.2 Political participation

The results of the elections held on 11 March 2018 show that the achievement of an equal political representation between men and women remains an open challenge for the country: women's political representation after the 2018 elections is 19.7%[22], distancing Colombia from the American average (29.7%) and the world average amounting to 24%[23].



Women's political representation does not reach





2.3 Gender-based violence and sexual and reproductive rights

According to the National Institute of Legal Medicine and Forensic Science, in 2014: i) for every 100,000 women, 273 reported being victims of domestic violence; ii) 79,393 cases of domestic violence were registered, of which 75.5% of victims are women; iii) a daily average of 208 cases of domestic violence was recorded, of which 157 were women and 51 men; iv) 21,115 medical-legal examinations were carried out due to alleged sex crimes out of which 86% of cases concerned a woman[24].

According to the Consolidated Victims' Register (RUV), 3.7 million women were victims of displacement, more than 400,000 women were killed and more than 17,000 women were sexually assaulted during the armed conflict over the past 60 years. In particular, there is a higher chance for women engaged in social leadership to experience threats (50% vs. 33% of men), sexual violence (46% vs. 28% of men) and murder (38% vs. 3% of men)[25].

Finally, the adolescent fertility rate is higher than the Latin American average (62 births per thousand women under 20), reaching 65 births per thousand women between 15 and 19 years of age in 2018[26].



WITHIN THE ARMED CONFLICT

**3.7
MILLION
WOMEN**

were victims of
displacement

**400.000
WOMEN**

were victims of
homicide

**17.000
WOMEN**

were victims of
sexual violence



2.4 Gender coordination mechanisms



Alta Consejería Presidencial para
la Equidad de la Mujer
Presidencia de la República

Presidential Council for Women's Equality (CPEM):

at the national level, it represents the governmental mechanism that acts as a driving force and coordinating body for the formulation, implementation and monitoring of public policies for equal opportunities for women and as a guide for women's social and political participation agendas.



The European Union Gender Working Group:

focused on the harmonization of international cooperation actions carried out in the country by Member States and aimed at promoting women's rights.

mesa de género
de la cooperación internacional
en Colombia

International Cooperation's Gender Working Group:

established in 2008 and currently composed of 41 international cooperation agencies, whose Technical Secretariat is entrusted to UNWomen;

The Gender Thematic Sub-Group of the Group of Cooperants (STG-GruC):

whose purpose is gender mainstreaming and the implementation of actions with high political impact.

3. THE LEGISLATIVE AND POLITICAL FRAMEWORK



3.1 The commitment of the Italian Cooperation

AICS' commitment towards gender equality and equal opportunities is set forth by **Law 125/2014**[27] on the new "discipline on international cooperation for development" and is further discussed in *AICS Gender Guidelines*.

The Italian cooperation has adopted a **twin-track approach** in order to:

- 1 Ensure **gender mainstreaming** in its programming and individual initiatives
- 2 Support **specific actions** aimed at the promotion of gender equality and women's empowerment

3.2 OECD-DAC Gender Equality Policy Marker

AICS employs the *Gender Equality Policy Marker*[28] developed by OECD-DAC, an essential statistical tool used to classify each project/programme based on its contribution to gender equality:

NOT TARGETED (Score 0)	→	The project/programme has been screened against the marker but has not been found to target gender equality.
SIGNIFICANT (Score 1)	→	Gender equality is an important and deliberate objective, but not the principal reason for undertaking the project/ programme.
PRINCIPAL (Score 2)	→	Gender equality is the main objective of the project/ programme and is fundamental in its design and expected results. The project/programme would not have been undertaken without this gender equality objective.

3.3 The 2030 Agenda and SDG 5

Gender equality is at the heart of the architecture of the 2030 Agenda for Sustainable Development[29] centered on the principle *Leave no one behind*. The commitment towards gender equality and women's empowerment is integrated within the 2030 Agenda according to a **twin-track approach**:

- 1 **SDG 5**[30]: also referred to as **stand-alone goal** and dedicated to the promotion of gender equality, is articulated in 9 targets that guide the action on the different dimensions of gender discrimination: violence, participation, social and economic, sexual and reproductive rights.
- 2 The integration of gender equality and women's empowerment throughout the 2030 Agenda with a series of specific cross-cutting targets mainstreamed in the remaining 16 SDGs with a **multidimensional and intersectional perspective**.



3.4 Women Peace and Security Agenda

The Women Peace and Security Agenda (WPS) was formally launched by UN Security Council Resolution 1325 (2000), adopted on 31 October 2000[31]. UNSCR 1325 stated the importance of women's role in conflict prevention and resolution, and in peace-building[32].

The WPS agenda is based on four pillars:



Conflict prevention



Protection



Participation



Relief and Recovery

3.5 Gender Action Plan

On 26 October 2015, the European Council adopted the "EU Gender Action Plan 2016- 2020", which represents the new framework for EU policy on gender equality and women's empowerment. The GAP II constitutes the framework for action for the activities of the EU and its Member States in third countries, especially in developing countries, including situations of fragility, conflict and emergency.

The EU has adopted a **twin-track approach** with the identification of:

3 thematic pillars

1. Ensuring girls' and women's physical and psychological integrity
2. Promoting the social and economic rights/empowerment of girls and women
3. Strengthening girls' and women's voice and participation

1 horizontal pillar

Shifting the institutional culture to more effectively deliver on EU commitments.

In light of the approval of the Gender Action Plan at the global level, EU Delegations in partner countries have promoted the development of **GAP implementation documents at the national level**.

GAP II CUBA

The action plan was launched in 2019 under the leadership of the Delegation's Cooperation Department and with the essential contribution of AICS Havana. This allowed for the creation of a shared document between the EU and Member States.

GAP II COLOMBIA

In Colombia, the EU Delegation and Member States have selected 5 priority objectives under the 3 thematic pillars identified by the global Action Plan, developing a final document aimed at GAP's implementation in the Colombian context.

4. INTEGRATING A GENDER MAINSTREAMING APPROACH IN AICS COOPERATION INITIATIVES IN CUBA AND COLOMBIA



Gender mainstreaming in cooperation projects

Gender mainstreaming can be defined as a comprehensive strategy, process and approach aimed at achieving equality between women and men. It implies the integration of a gender perspective at all stages of the project cycle in order to promote gender equality and fight discrimination.



As an integration to Chapter 4, and for each stage of the project cycle, three checklists are provided to ensure the proper integration of gender mainstreaming in the planning, implementation, monitoring and evaluation of AICS development cooperation initiatives.

Checklists should be used following a dual approach. Firstly, they should be used as guidance when addressing each phase of the project cycle, in order to guarantee a correct integration of the gender mainstreaming approach. Secondly, they should be employed after each phase of the project cycle to check whether gender issues have been correctly and sufficiently addressed, eventually reinforcing weaker aspects.



Gender mainstreaming across the project cycle

Planning

Collect Sex-and-Age-Disaggregated Data (SADD)

Conduct a needs assessment and an analysis of the context, policies and laws that impact gender equality and women's empowerment

Identify opportunities and barriers for women and girls

Mainstream gender across all stages and components of the project



Implementation and Monitoring

Implement planned actions to promote gender equality

Engage all stakeholders, involving all community members in an inclusive and participatory process

Apply gender-sensitive, inclusive and culturally appropriate monitoring tools, using SADD



Evaluation

Evaluate expected results through the use of SADD and gender-sensitive indicators

Share knowledge, lessons learned and results with all stakeholders





4.1 Planning

“Planning can be defined as the process of setting goals, developing strategies, outlining the implementation arrangements and allocating resources to achieve those goals”[33].

In order to plan AICS cooperation projects from a gender perspective, ensuring the design of gender-responsive activities that address GEWE, the following steps should be followed.

Gender Analysis

The starting point and core element of gender mainstreaming is the design of a context-specific gender analysis to identify areas and methods of intervention. Gender analysis is a systematic method to examine the needs, barriers and opportunities of women and girls, analyzing the way in which these factors impact their lives. It is a useful tool to reveal the nature and extent of gender-based inequalities and discrimination, and to detect possible opportunities to promote women and girls' socio-economic empowerment. When collecting information and data for a gender analysis, five domains are to be considered: the different roles and responsibilities of men and women, gender differences in accessing assets and productive resources, the influence of gender beliefs and perceptions, the different needs and priorities, and finally the different impact that policies, laws and institutions have on the lives of women and men.



How does gender analysis influence project design?

EXAMPLE 1: MIGRATION

A gender analysis conducted by AICS in Colombia, during the design of an initiative aimed at ensuring access to health services for Venezuelan migrants and refugees, shows that gender and domestic violence, maternal morbidity, HIV/AIDS and gestational syphilis are among the top ten health problems of the migrant population. Girls, adolescents and women, including pregnant women, are the most vulnerable group in terms of sexual and reproductive rights, and local institutional supply is not able to cover their needs. In light of the gender analysis' results, in order to save the lives of the migrant population, it is necessary to promote access to comprehensive and differential sexual and reproductive health services, increasing the awareness and education of girls, boys and the host communities in which they live.

EXAMPLE 2: PARTICIPATION

Gender roles and responsibilities can generate differences in access and mobility for men and women. For instance, a gender analysis could reveal that the women of a community in the Cuban Sierra Maestra bear most of the unpaid workload with respect to men. Even if employed outside the household, they are also responsible for housekeeping and caregiving activities. The implications of these findings suggest that, during the project implementation phase, in order to ensure the real and active participation of all community members - including women, men, girls, boys, and disabled people - it is essential to keep in mind the differences in mobility uncovered by the gender analysis. Organized activities should therefore be flexible in terms of location and timing in order to ensure the effective participation of women and girls.

When conducting a gender analysis, it is fundamental to:



Define the target group, identifying its priorities and characteristics (social, geographical, political, economic, productive);



Collect Sex-and-Age-Disaggregated Data in order to obtain a clear picture of the social relationships characterizing the target community;



Analyze the collected SADD to identify the main problems and opportunities in the project's context. To this end, it could be useful to develop a SWOT analysis, a planning tool used to identify a project's strengths, weaknesses, opportunities, and threats.

How to develop a gender analysis?

In order to carry out a gender analysis through an inclusive, gender-sensitive and culturally appropriate approach it is recommended to:

Ensure, during the collection of SADD, the participation of women, men and disabled people from the target community. In order to do so, it is essential to employ strategies that promote positive discussions and allow respondents to freely share their opinion and experience. When conducting an interview or survey, it is therefore suggested to run two stages of the interview: a first plenary session including all members of the community and a second one dividing participants in separate hearings dedicated to women and men. Another efficient strategy when conducting data collection exercises regards the formulation of open-ended questions. This, on one hand, allows participants to answer more freely; on the other, grants interviewers with the possibility to obtain different points of view;

Set-up an AICS task force composed of women and men, ensuring the participation of a gender expert;

Engage all key actors (CSOs, national and international governmental bodies, IOs) working towards gender equality and women's empowerment in the specific context of the intervention. They can share knowledge and useful skills for the realization of the gender analysis.



**KEY ASPECTS THAT
THE GENDER
ANALYSIS SHOULD
INCLUDE:**

The analysis of gender policies at country and sector level;

The identification of the main stakeholders that influence the management and implementation of gender policies at country and sector level;

The study of the context/sector of intervention through the use of SADD;

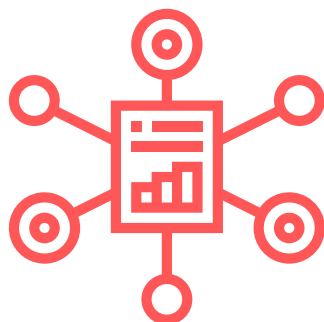
The identification of the main existing barriers and opportunities for the productive and socio-economic empowerment of women, men, girls, boys and disabled individuals.



Integrating gender in the logical framework

A gender analysis allows for the identification of problems and their causes, highlighting the needs that are to be answered.

Subsequently, it is necessary to define the objectives that the project aims to achieve in order to respond to the identified problems, through the definition of intervention strategies. Moreover, activities are to be mapped-out, planning concretely how the initiative wants to achieve the proposed outcomes. Two distinct strategies can be used to integrate the results of a gender analysis within the logframe matrix. The first is based on the use of a gender perspective in the formulation of objectives, outcomes, outputs, activities and indicators, ensuring that they refer to the expected changes for women and men as a result of the project's implementation. For example, the formulation of an output aimed at increasing girls and boys' participation rate in training courses regarding landmine risks in the Department of Antioquia, Colombia. The second strategy includes objectives, outcomes, outputs, activities and indicators that specifically address gender issues. For instance, the definition of an outcome aimed at the economic and social empowerment of women and girls, promoting their active participation in the Peace Process in Colombia.



Gender-sensitive indicators

Sex-disaggregated gender-sensitive indicators should be included in the logframe in order to measure changes in women and men's lives and evaluate the dynamics of gender equality and women's empowerment within a specific context, at a specific time. More specifically, gender-sensitive indicators have the potential to measure changes in gender roles and norms and in the unequal access to resources and control. This, by explicitly focusing on gender equality in order to clearly understand a project's impact on women, men, girls and boys. As for gender analysis, the starting point for the development of gender-sensitive indicators is the collection and analysis of SADD, which is essential for being able to describe the divergent experiences between genders and to measure their impact on them.

When outlining gender-sensitive indicators it is important to identify a baseline and a target to be met through the project. This will help in measuring how implemented activities impact GEWE.

Example 1:



Indicator: "Number of rural women having access to means of production"



Baseline 2020: 4.753



Target 2023: 15.000

Types of gender-sensitive indicators

The following is a non-exhaustive list of types of **gender-sensitive outcome indicators**. The value indicated in the examples as corresponding to gender equality is an ideal target; however, the definition of the target is subject to the specificities of the context of intervention and to the type of outcome that the project aims to achieve:

The percentage of women (or men) out of the total (the total includes the percentage of women and men): 50% indicates gender equality.



- E.g.: the percentage of women occupying managerial positions in coffee-producing agricultural cooperatives in Eastern Cuba.
- Baseline: percentage of women 30%
- Target: percentage of women 50%

The ratio between the number of women and men in a given context or activity: the ratio that equals 1 indicates gender equality.



- E.g.: the ratio between male and female workers in a coffee-producing agricultural cooperative in Eastern Cuba.
- Baseline: 3,75 men for each woman
- Target: 1 men for each woman

A figure associated with women expressed as a percentage of that associated with men (or vice versa): 100% indicates gender equality.



- E.g.: the average weekly income of women farmers as a percentage of the average weekly income of men farmers in the same coffee-producing agricultural cooperative in Eastern Cuba.
- Baseline: average weekly income of women farmers compared to men farmers 75%.
- Target: average weekly income of women farmers compared to men farmers 100%.

The difference between a figure associated with women and that associated with men regarding the same indicator (or vice versa): 0 indicates gender equality.



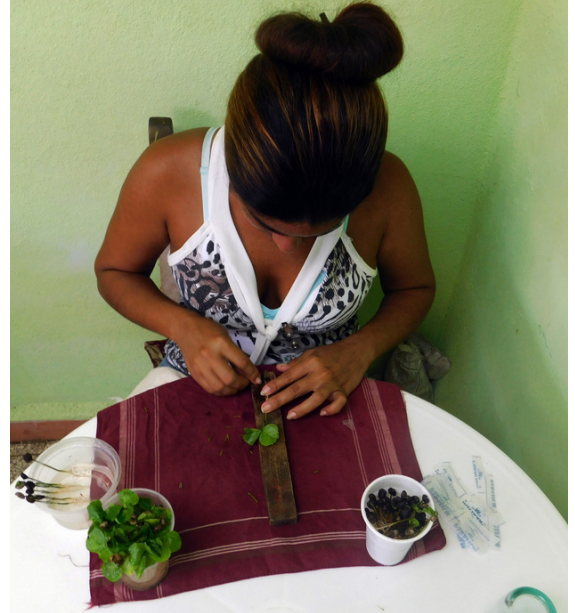
- E.g.: the average number of hours that women farmers in a coffee-producing cooperative in Eastern Cuba dedicate to unpaid domestic work, minus the average number of hours that men, employed by the same cooperative dedicate to unpaid domestic work.
- Baseline: 3 hours
- Target: 0 hours

Examples of gender-sensitive indicators by sector of intervention in Cuba and Colombia³⁴



Sustainable agriculture, food safety and environment

- % of women actively participating in farmers' organizations, cooperatives and associations;
- % of women-led farms that improve their access to the local market;
- % of women and girls in management positions in agricultural cooperatives;
- Prevalence of anemia in women aged 15 to 49 years, by pregnancy status (percentage) (SDG 2.2.3);
- Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex (SDG 5.a.1.a).



Culture and heritage

- # of women site managers participating in the works for the recovery of buildings of historical and patrimonial significance;
- % of women entrepreneurs (or heads of a non-agricultural cooperative) participating in training workshops for entrepreneurs in the cultural sector;
- The male-female ratio among workers involved in preserving cultural heritage;
- % of houses in restored buildings of historical and patrimonial significance destined to women-led households;
- Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex (SDG 4.3.1).





Local development

- % of new jobs that benefit young people and women;
- # of new local productive initiatives promoting innovative practices managed by women and girls;
- # of civil servants, technicians and specialists trained in accounting and financial systems for the promotion of local development through a gender perspective;
- # of courses and workshops on the benefits of gender equality for local and territorial development;
- Proportion of women in managerial positions (SDG 5.5.2).



Sustainable migration

- # of migrant and refugee women victims of SGBV who receive psychosocial assistance;
- # of migrant and refugee women accessing sexual and reproductive health services;
- Proportion of women of reproductive age (aged 15–49 years) who have their need for family planning satisfied with modern methods (SDG 3.7.1);
- # of migrant and refugee women seeking international protection who receive legal and psychosocial assistance;
- # of migrant and refugee women who receive start-up capital (in kind or in cash).



PLANNING



Humanitarian demining

- # of girls and boys participating in training courses on the risks caused by landmines;
- # of women who survived mine accidents who received psycho-social support;
- % of women victims of mine accidents who have received specialized medical assistance;
- # of women who have started development projects in reclaimed territories.



The formulation of a gender-sensitive M&E plan

The planning phase should include the development of a monitoring and evaluation (M&E) plan devised to measure the project's impact on GEWE.

To do so, it is necessary to:



Gender-responsive budgeting (GRB)

A further step in the planning phase towards gender mainstreaming concerns the allocation of economic resources through gender-responsive budgeting. It is an assessment of available resources that incorporates a gender perspective at all levels of the budgeting process and restructures revenues and expenditures to promote gender equality. The equity aspect characterizing gender budgeting lies in allocating resources according to gender needs and interests, which does not always imply an equal distribution of resources between women and men. GRB can be an effective next step to the question: "How do the project's financial expenditures impact the lives of men, women, girls and boys?"

PLANNING



QUESTIONS

YES

NO

OBSERVATIONS

DATA COLLECTION

1.1 Is available data on the project's target group disaggregated by sex and age?

1.2 Are gender differences considered within the activities and priority areas of the project?

1.3 Are the respective roles and responsibilities of women, men, girls and boys identified in the specific priority area of the project?

1.4 Are specific constraints, barriers and/or opportunities for women and men, especially from different social, ethnic, economic or age groups, taken into account?

1.5 Does the project include an analysis of gender policies at country and sector level? Does the analysis aim to identify key actors in the management and implementation of gender policies?

PRIORITY AREAS AND ISSUES

1.6 Does the project include a clear strategy for the development of gender components and activities and how to implement them? Does the strategy include the involvement of key actors at different levels and the creation of partnerships?

1.7 Did the project strategy address the different needs of women, men, girls and boys and vulnerable groups on the basis of a gender analysis? For example, is the strategy limited to providing benefits to women and girls or does it also aim at improving their participation and empowerment, in order to allow them to overcome societal constraints and barriers?

1.8 Does the project promote strategies aimed at increasing gender equality and women's empowerment in different priority areas (economic, productive, decision-making)?

1.9 Does the project have the potential to contribute to gender equality and the objectives foreseen by the AICS Country Programme Document, GAP priorities, SDGs and national gender policies?

OBJECTIVE

1.10 Does the objective address the priority concerns, both practical and strategic, and the needs of women and men, girls and boys highlighted through the results of the gender analysis?

1.11 Does the objective include a long-term commitment to eradicate beliefs, attitudes, institutional barriers and/or other factors that hinder gender equality?



PLANNING



OUTCOMES

1.12 Has the need for an outcome aimed at women's empowerment and the rights of women and girls been considered?

RESULTS

1.13 Were the benefits for women and youth considered within each outcome?

ACTIVITIES

1.14 Are the activities designed to promote gender equality? Will activities increase the participation and decision-making power of women, youth and individuals with disabilities?

1.15 Are there specific activities designed to address existing gender inequalities or violence against women and girls (VAWG)?

1.16 Are there any activities designed to promote men and boys' commitment and action towards gender equality?

1.17 Are there activities designed to raise awareness about the benefits of gender equality for men, women, boys and girls?

MONITORING AND EVALUATION

1.18 Does the M&E plan respect the obligation to use Sex-and-Age-Disaggregated Data (SADD)?

1.19 Does the M&E plan aim at evaluating if and how project results have promoted the empowerment of women and youth?

INDICATORS

1.20 Are all indicators related to people disaggregated by sex and age?

1.21 Do the indicators measure the gender aspects included in each result and the impact of gender equality on the relationships between women and men?

1.22 Have targets been set to ensure a sufficient level of gender equality in the project activities (e.g. female and male participation rates)?

RESOURCES

1.23 If gender components and activities were included in the project, were they assigned specific resources - human, technical, technological, financial - listed in the project budget?

1.24 Is there an allocation of resources that considers gender differences in order to promote GEWE?



4.2 Implementation and monitoring

The project implementation phase represents the stage during which all the assessments, planning of actions and definition of priorities carried out in the formulation phase are put into practice. From a gender mainstreaming perspective, during this phase, it is necessary to ensure the implementation of activities that promote gender equality, and that both women and men are able to effectively benefit from the project. A gender-responsive implementation also implies a significant participation of women and men in decision-making processes and project activities, and helps to identify and orient actions towards the priorities, interests, skills and knowledge of both women and men.

"Monitoring can be defined as the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives"[35]. From a Results Based Management perspective, monitoring provides useful elements for making informed decisions, improving performance and achieving planned outputs.

In order to ensure a gender-responsive project implementation, it is necessary to carry out actions that take into account 5 main elements: participation, resources, training, monitoring and dissemination.

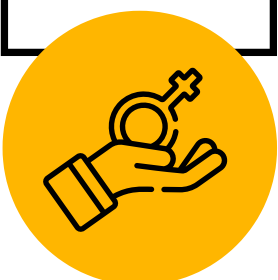


PARTICIPATION



- ✓ Involve and maintain **active coordination with women's organizations, stakeholders, organizations and/or public institutions** in Cuba and Colombia that promote gender equality (previously mentioned in the toolkit) throughout the project implementation phase; these will provide support and practical guidance on any problem that may arise during the implementation of the activities.
- ✓ **Promote gender-balance** in all staff positions within the project, avoiding the perpetuation of stereotypes, and ensuring that there are no differences in treatment or wages between women and men. For example, it is relevant to hire women in management or technical positions and men as social workers. However, it is important to always consider the peculiarities of the context and respect the cultural norms and practices of the target community.
- ✓ Ensure the **representation of women within the decision-making processes** of the project, setting a quota and **considering the specific characteristics of the context**. For example, it is necessary to take into account that when working with indigenous communities or ethnic minority groups, the socio-cultural characteristics of the concerned group or community must be duly examined, fueling discussions in mixed groups when possible, but reserving separate dialogue spaces between women and men to encourage discussion about specific issues where appropriate.
- ✓ During the implementation of the activities, **adopt a participatory approach with the community**, ensuring consultation with all members: participation must be real, active and involve all women, men, girls, boys and people with disabilities, as well as aimed to foster dialogue and encourage suggestions from the whole community on how to deal with any problems that may arise.

RESOURCES



- ✓ Include an **analysis of the Gender-Responsive Budget (GRB)**, developed during the planning phase, in the technical-financial reports elaborated throughout the project, in order to measure the impact of the budget on the lives of the women, men, girls and boys involved in the project.
- ✓ Ensure the collaboration of a **gender expert** within the project, including her/him as a figure in the work team of the project and in the related financial plan. The gender expert will be able to provide support on gender-related issues throughout the implementation of the project.
- ✓ Implement an **accounting system** that allows women, men, girls and boys to benefit from the project activities, does not perpetuate stereotypes and/or inequalities and eliminates gender discrimination.

TRAINING



- ✓ Carry out training activities, such as **workshops on gender-related issues**, as part of capacity building initiatives for all staff involved in the project (women and men), ensuring gender balance within facilitators. Specific budget lines should be allocated for this purpose.
- ✓ Make sure that the **proposed training activities respond to the priorities** and needs of women, men, girls and boys.
- ✓ Ensure the **participation of men and boys** in seminars, workshops or training activities organized within the project on issues related to gender equality.
- ✓ Ensure the **participation of women and girls** in seminars or workshops organized within the project on issues such as entrepreneurship, management of cooperatives, access to credit, production activities start-up, etc.

MONITORING








- ✓ Ensure the implementation of the monitoring plan through the use of **gender-sensitive indicators** aimed at identifying critical issues and feasible solutions in order to readjust any action that may strengthen discriminatory social norms or expose beneficiaries to violence, in compliance with the "do no harm" principle.
- ✓ Guarantee the **collection of SADD** for all activities and their related outputs.
- ✓ **Monitor that the resources assigned** (gender-responsive budget) to carry out data collection are sufficient in terms of budget lines, time and personnel (men and women).
- ✓ Monitor gender-sensitive indicators in order to adequately measure changes in gender issues and the **impact of the intervention on the achievement of outcomes and outputs related to gender equality**. (Please refer to Section 4.1 for examples of gender-sensitive indicators).
- ✓ Ensure the monitoring of the **participation of men and women** in the activities carried out within the project and evaluate whether they are able to benefit from the projects' activities. Any cause of marginalization or exclusion experienced by vulnerable groups should be identified; particular attention should be paid to identifying and integrating data on those groups facing multiple vulnerabilities, such as female heads of households.
- ✓ Include a **review of the gender-sensitive indicators** in the technical-financial reports prepared during the implementation of the project.
- ✓ Consider and analyze **the different impact on women, men, girls and boys** in the implementation of the project activities and, if necessary, make adjustments in order to avoid the perpetuation of stereotypes and gender inequalities.

How to carry out participatory and gender-sensitive monitoring

During the phase of collection of data and feedback from beneficiaries, it is necessary to adopt a gender-sensitive and culturally appropriate approach. Data collection should be carried out in a culturally appropriate way and taking into account each specific context, in order to facilitate the participation of women, men, girls, boys and people with disabilities. It is important to create an environment that will encourage discussion, within which the interviewees can feel at ease when giving their testimony. Consultations with the community should take place both through separate sessions with women, men, girls, boys and people with disabilities, as well as in mixed group sessions, in order to foster the exchange of opinions by all members of the community. In order to facilitate feedback sharing, it may be useful to identify a channel that respects privacy and anonymity, thus improving communication. At the same time, all the people interviewed, and especially women, should be informed about the use of the data and the reason why it was collected.

Considerations for the integration of gender mainstreaming into different tools for project monitoring:

Types of M&E tools	Brief description of the tool	Examples of considerations on using the tool from a gender perspective
Surveys/ Questionnaires 	Written tools - to be filled in individually or through an interviewer (in person, over the phone, via the internet).	The questionnaire must be formulated in such a way that the questions allow to highlight specific aspects and possible different issues for women and men. If the gender analysis does not inform the processing of questions, the questions may not be relevant and effective for obtaining the necessary information.
Interview 	Standardized tools - in person or over the phone - to obtain more in-depth information than the one acquired through the survey.	Women and girls might feel uncomfortable with a male interviewer (and vice versa). Boys and men may be less inclined to express their thoughts and emotions in contexts where it is not traditionally the norm. Girls and women can feel uncomfortable expressing their opinion where this is not the norm.
Focus Groups 	Group discussions - sample of participants gathered to express their views on specific topics.	If conducted in a mixed group of girls and boys, or women and men, participants may not feel comfortable expressing their thoughts and opinions. If the facilitator is not the same gender as the group of participants, they may not feel comfortable. Girls and boys get involved in different ways, and therefore different approaches may be needed to foster debate and obtain the necessary information.
Observation 	Systematic process of recording the behavioral patterns of people, objects and occurrences.	If conducted only in public spaces, it can miss key experiences of women and girls that occur in/around the domestic sphere. Without the input of girls, boys, women and men there is a risk of drawing inaccurate conclusions.
Analysis of documents 	Analysis of documents (internal and external to the programme).	Without the integration of a gender perspective, the results of the analysis may not highlight any problems. Sources may give a distorted picture of reality; it is necessary to consider who is in control of the sources and keep in mind that some experiences may have not been recorded. Since girls and women have traditionally operated less in the public sphere, public records may not include their experiences.

DISSEMINATION



Disseminate information on the implementation of the project and make sure that the communication and visibility outputs produced as part of the initiative (photos, videos, articles, etc.) show an **equal representation of women and men** and **do not perpetuate gender stereotypes**. It is also important to carry out communication activities that advertise the results achieved in the field of gender equality through the actions implemented within the project.





IMPLEMENTATION AND MONITORING



QUESTIONS

YES

NO

OBSERVATIONS

2.1 Are institutional capacity-building activities, such as workshops on gender equality, progressing as planned?

2.2 If mitigation measures for gender related risks have been foreseen during the project planning phase, are they put into practice?

2.3 In case the logical framework includes gender-related outputs, is there a follow-up in the project reporting?

2.4 Do the gender-sensitive indicators show problems in the project's implementation?

2.5 Are there uneven effects between men and women in achieving the project's outcomes? If so, why?

2.6 Are both women and men benefitting from the project?

2.7 Are there any unintended adverse gender effects that have not already been identified during the initial screening phase?

2.8 Are women and men equally involved in communications, dissemination activities and consultations with stakeholders and project's beneficiaries?

2.9 Does the project's monitoring system explicitly measure the impact on gender equality and women's empowerment?

2.10 Do monitoring reports analyze data from a gender perspective?

2.11 Are the tools and methods used for data collection inclusive and gender appropriate (e.g. use of questions and language, calendar of meetings, meetings reserved for women, etc.)?

2.12 Are gender indicators adequately measuring progress?

2.13 Are all monitoring data regularly disaggregated by sex and age (SADD)?

2.14 Are the outputs reported to the beneficiaries (women and men) and stakeholders (project teams and field operators, partner agencies) structured in a clear format and provided in a timely manner to allow for project adjustments?



4.3 Evaluation

“Evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making”[36].

In order to ensure the integration of a gender dimension in the **evaluation** phase, it is necessary to consider the following recommendations:

1 →

During the evaluation process, all gender specific issues should be analyzed from the very beginning of the project, not in its final stages.

2 →

The evaluation **team** should be acquainted with gender issues and properly informed about the characteristics of AICS projects in Cuba and Colombia in the field of gender, and provided with relevant documentation.

3 →

Evaluation **reports** should be based on data disaggregated by sex and age. Furthermore, it is recommended to include gender as a cross-cutting theme in all sections of the evaluation reports rather than in a separate dedicated section.

4 →

Lessons learned, including on gender issues, should be shared with knowledge management partners and networks.



Examples of questions for the evaluation of outputs and impact according to a gender approach

Expected outputs and Impact	Examples of Questions
Increased Income	<p>If men/women show increased income, to what extent are they able to control how income is spent within their household?</p> <p>Did the income increase of men/women produce a reduction in the contribution from spouses/partners?</p>
Increased employment	<p>Have men/women who received training been effectively integrated into jobs/sectors of the supply chains traditionally occupied by workers of opposite sex?</p>
Increased business/cooperative activities	<p>To what extent have the beneficiary enterprises and/or cooperatives led by men increased compared to those led by women?</p>
Improved access to credit	<p>To what extent have men exercised control over the loans granted to them compared to women?</p> <p>Are credit products tailored to the needs of both men and women?</p>
Improved access to supply chains	<p>Have women-led SMEs and/or cooperatives that have been successfully integrated into supply chains gained additional benefits, such as access to finance, compared to male-led SMEs/cooperatives?</p>
Improved access to basic services	<p>How has the quality of life of men and women improved thanks to the product or service offered?</p> <p>What were, if any, the unintended consequences related to the activation of the service experienced by men or women?</p>
Improved skills and awareness	<p>Has the training resulted in a more balanced division of tasks between men/women in the household?</p> <p>Has the training resulted in a more balanced distribution of productive tasks between men/women?</p>
Improved access to networks	<p>What advantages have women-led SMEs/cooperatives gained from participating in commercial/cooperative networks (unions) compared to those led by men?</p> <p>Did the (gender) diversity within business/cooperative networks allow for greater benefits?</p>

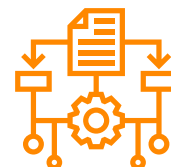


EVALUATION



QUESTIONS	YES	NO	OBSERVATIONS
3.1 If gender-related outputs were included in the project design, were they achieved?			
3.2 Has the project had any unexpected or unintended effects on gender relations?			
3.3 Has the project generated significant changes in the lives of women, compared to men?			
3.3a. If the answer to question 3.3 was "YES", has the project generated positive changes for women compared to men?			
3.3b. If the answer to question 3.3 was "YES", has the project generated negative changes for women compared to men?			
3.4 Does the project evaluation analyze the achieved results through the use of SADD?			
3.5 Does the evaluation include lessons learned and/or results and any expected/unexpected gender-related problems?			
3.6 Are the project outputs disseminated to all stakeholders (women, men, girls and boys)?			

4.4 Integrating gender mainstreaming into ongoing projects: is it possible?



In the event that a gender mainstreaming approach has not been integrated into a project proposal from the moment of its planning, it is still possible to re-orient the project towards a GEWE perspective. The following is an example of the integration of gender mainstreaming into an ongoing project which initially did not include actions aimed at promoting gender equality. This example refers to a project aimed at improving food security, through processes of economic reactivation, environmental management and community integration, for the population of a Colombian municipality particularly affected by the armed conflict, whose beneficiaries are victims of the conflict, displaced population and ethnic minority groups.

In order to integrate a gender perspective into this project, the following strategies could be deployed:



Modification of the outcome or one or more outputs, and identification of indicators that promote GEWE:

Outcome	Outcome reoriented in a gender perspective	Indicators for measuring women's empowerment
Increased responsible production and consumption, through sustainable production methods and use of goods and resources, that have an impact on public policy for rural development and community integration.	Increased responsible production and consumption, through sustainable production methods and use of goods and resources, that have an impact on public policy for rural development and community integration and promote women's empowerment.	<ul style="list-style-type: none"> • 60% increase in the volume of diversified products of women-led farms placed on the local/regional market. • At least 2 women-led businesses access local or regional markets as a result of the project actions. • 3 Food and Nutrition Security management plans formulated by the municipality's public entities that contain a cross-cutting gender approach.
Output	Output reoriented in a gender perspective	Indicators for measuring women's empowerment
One territorial network of actors for the development of traditional farming practices and collective work in community integration spaces established.	One territorial network of actors for the development of traditional cultural practices and collective work in community integration spaces established, promoting the participation of women and their organizations in coordination spaces.	<ul style="list-style-type: none"> • % of women who actively participate in coordination spaces and influence decision-making processes (baseline: 0% target: at least 35%) • At least 50 women victims of violence during the conflict receive psychological support within the community spaces. • At least 50 men participate in seminars organized to promote gender equality and combat violence against women.



Add budget lines solely intended for activities aimed at empowering women:



Allocate a budget line for personnel providing **psychological support to women victims of gender-based violence**.



Assign resources for seminars within community integration spaces that promote gender equality and **raise beneficiaries' awareness on violence against women**.



Assign specific resources for the realization of workshops on gender mainstreaming, for the formulation of public policies, and on **female entrepreneurship**.



Allocate financial resources for the elaboration of a **publication** on good practices for strengthening female entrepreneurship for the development of diversified and sustainable production systems.



Allocate resources for a gender expert **for the whole duration of the project** in order to ensure that the activities are implemented from a gender perspective.





Integrate new activities - not planned during the formulation phase - into the Project Operation Plan:



Review the context analysis using sex-disaggregated data in order to establish a baseline for monitoring gender-sensitive indicators.



Create 1 space of **psychological support for women victims of violence** in the context of the armed conflict.



Organize specific training activities for the **development of entrepreneurial skills for women** who manage agricultural enterprises.



Carry out workshops on **gender mainstreaming for the formulation of public policies** directed to local public institutions.



Analyze the status of beneficiaries' land, **disaggregating data by sex**, and selecting the beneficiaries by favoring population suffering vulnerabilities and food insecurity, and paying particular attention to families with single women responsible for the household.



Establish a gender-sensitive monitoring plan:



Create a monitoring system that measures the **long-term impact of the actions** carried out under the project using data disaggregated by sex: for example, observe the performance of production systems managed by women and those managed by men one year after the start of the project and, if there are any differences, identify the causes and make decisions oriented to GEWE.



Make sure that all **data** collected to monitor the productivity of agricultural systems, the access of products to local and national markets, the income of women and men who manage production systems, the food security of beneficiary women and men and participation in spaces for training and coordination, are **disaggregated by sex**.



Distribute questionnaires and conduct interviews to verify that the training activities for the development of entrepreneurial skills **meet the needs of the beneficiaries** and, if not, readjust the actions.



Distribute questionnaires and conduct interviews to assess whether the seminars on promoting gender equality **increase the beneficiaries' awareness** and, if not, rethink the action to achieve the goal.



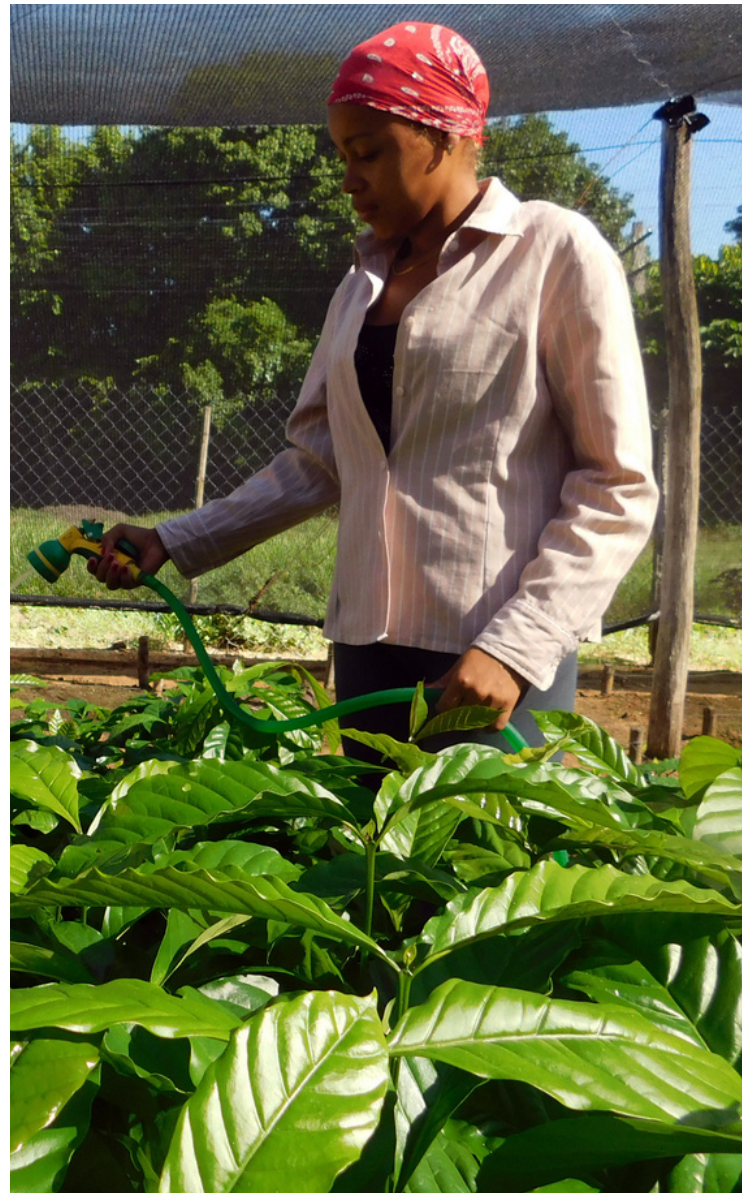
5. PERSPECTIVES

The Italian Cooperation considers gender equality and women's empowerment as essential conditions for sustainable development. In light of this, AICS Havana recognizes GEWE as an overarching priority, and is committed to integrate gender issues both at the strategic and operational level, within the initiatives implemented in Cuba and Colombia.

AICS Havana aims to apply this toolkit's guidelines to all initiatives funded in both countries, following mainstreaming's fundamental steps to ensure the integration of a gender perspective across all stages of the project cycle, in accordance with the methodology described in Chapter 4.

An increased attention to gender issues from the planning stage of the project cycle will allow a greater number of initiatives to obtain the Gender Policy Marker 1 – Significant (OECD-DAC instrument described in Chapter 3), further concretizing AICS commitment towards gender equality and women's empowerment.

The process of mainstreaming gender across all AICS Havana's initiatives will also be ensured by the presence of a Gender Focal Point in charge of monitoring the effective integration of a gender perspective in each individual initiative, in close collaboration with sectoral experts. The specialist will also be involved in the donor coordination mechanisms at local level in both countries of competence, being the spokesperson on AICS' commitment to gender equality.



Specific training sessions will also be encouraged in order to consolidate the knowledge of AICS staff on gender issues. Trainings should foster an in-depth study of the topics covered in this toolkit and will focus on operational guidelines for gender mainstreaming in development projects. Staff will also be encouraged to use other tools, including telematic tools, to continue learning individually. AICS Havana will share this toolkit with actors of the Italian development cooperation system and with development partners and donors in Cuba and Colombia, consolidating its role in promoting GEWE at the local level.

As part of AICS Havana's communication strategy, greater importance will be given to gender issues. The communication activities will aim, on the one hand, to affirm and enhance the constant commitment of the Office in promoting gender equality; on the other hand, to inform the public about initiatives, projects and concrete actions carried out by the Agency on these issues, in Cuba and Colombia. Particular attention will be paid to social media and AICS Havana's website, as well as to the organization of events, with the involvement of Italian, international and/or local experts, designed to reflect on gender issues. The extent and effectiveness of the activities carried out will be evaluated annually through indicators and targets established by AICS Havana's Communication Officers through a communication plan (e.g.: number of events organized and number of participants, number of articles published, etc.).



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