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Gender and social inclusion strategy, tools, and indicators

British Council TRANSFORM Programme

in collaboration with

The Government of Sri Lanka, Ministry of Education,
Ministry of Higher Education, Ministry of Skills
Department.

and

EU funded programme 'Strengthening Reconciliation
Processes in Sri Lanka'-
'Reducing Language Barriers.'

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By Lesley Abdela, Senior Partner, Shevolution

Summary

The TRANSFORM and EU-SRP programme documents, will require gender analysis, gender mainstreaming, a human rights approach and use of gender inclusive language, sex disaggregated data, and gender indicators. Impacts of any proposed activities on women and men and girls and boys need to be shown in all the written results objectives or progress cannot be monitored and measured. This should also include the participation and contribution by women and men. Gender must be integrated into:

1. the framing of project outcomes
2. indicators
3. strategies
4. targets
5. activities
6. risk management strategy
7. budget allocations

Rationale. If a baseline and expected progress on gender equality is not fully indicated in the Framework of Change – it cannot later be monitored and evaluated.

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Acronyms

BC	British Council
CSO	Civil Society Organisation
EO	Equal Opportunities
EU	European Union
GB-VAW	Gender Based Violence Against Women
GBV	Gender Based Violence
GEOAT	Gender Equality Organisational Assessment Tool
GGI	Gender Gap Index
GII	Gender Inequality Index
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH German Development Aid Agency
GRB	Gender Responsive Budgeting
GSI	Gender and Social Inclusion
HRBA	Human Rights Based Approach
IDP	Internally Displaced Person
MDTUs	Management Development Training Units of the Provincial Councils
MOU	Memorandum of Understanding
NILET	National Institute for Language education and Training
2NL	Second recognised official language
SLIDA	Sri Lankan Institute for Development Administration
SRP	Strengthening Reconciliation Processes
ToC	Theory of Change
ToR	Terms of Reference
UN	United Nations
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNSCR 1325+	United Nations Security Council Resolution 1325 on women, peace and security plus related resolutions UNSCR: 1820, 1888, 1889,1960, 2106,2122,2242
VAW	Violence Against Women

Preface

The UN Sustainable Development Goals (SDGs) strongly encourage countries to focus on both achieving inclusive and quality education (SDG goal 4) and gender equality (SDG goal 5), putting the poorest and most marginalised women and girls at the forefront of development efforts. Each of the SDGs have a list of accompanying progress indicators.¹ Gender equality in education also has a multiplier effect impacting future opportunities and outcomes in relation to economic growth, good health, well-being and poverty reduction. Sri Lanka is entering a new stage of development. The Government is focused on inclusive growth, good governance, and private sector development. Useful interventions are taking place, but real change for women's equality can only be brought about when these initiatives are up-scaled and made sustainable.²

The British Council (BC) Sri Lanka has started implementation of a major education programme known as TRANSFORM' in collaboration with the Sri Lanka Ministry of education under a Memorandum of Understanding (MOU). The general principles of the MOU commit to collaboration to teacher educator development and also to systemic reform in education. The European Union (EU) is supporting a reconciliation process in Sri Lanka. The BC team are the technical leads on the language component for a Programme titled, 'Reducing Language Barriers'.

TRANSFORM

TRANSFORM is an overarching education programme, delivered in collaboration with Government of Sri Lanka: Ministry of Education, Ministry of Higher Education and Ministry of Skills Department and other government bodies. The general principles of the TRANSFORM programme commit to collaboration on systemic reform, supporting the transition of young people from education to employment.

The Transform programme is underpinned by a strong gender and social inclusion approach. The aim is that all young people have access to learning opportunities provided by a fit for purpose and relevant education system, enabling young women and young men to fulfil their potential, achieve their aspirations and contribute to Sri Lanka's economic and social development and growth. To assist in achieving this goal, the British Council is working from the level of policy (for example, with the Sri Lanka National Education Commission on the careers guidance policy and pathways to employment through Higher education and Further education). There is equally a strong focus on quality assurance, professionalisation (teacher educators, leaders and others) as well as English, given its role as a core key employability skills.

Overall objective of the TRANSFORM Programme is sustainable systemic reform using a holistic approach:

Results 1. Professionalisation of teachers through teacher education. Direct capacity building or pre- and in-service teacher educators, school principals and HE lecturers. May include capacity building of other specialist education roles.

Results 2. Quality assurance. This may include professional standards for teachers in schools, school principals, and schools inspections. Implementation of professional standards and regulations, values. Compliance with policies for example on child protection, sexual harassment bullying. This RA also

¹ <https://sustainabledevelopment.un.org/content/documents/11803Official-List-of-Proposed-SDG-Indicators.pdf>

² UN CEDAW Report to Government of Sri Lanka 2017

includes **Whole school culture**- attitudes, behaviour, perceptions to foster inclusion, diversity and gender equality.

Results 3. Transition from education to employment. Careers guidance – linked to employment.

Results 4. Research, evaluation and learning

Results 5. Communications, including advocacy and social marketing

STRENGTHENING RECONCILIATION PROCESSES IN SRI LANKA (EU-SRP) – ‘REDUCING LANGUAGE BARRIERS’.

Goal Because people have more trust in government to be equitable, social cohesion is strengthened.

Outcome People receive non-discriminatory services in their own language.

Results	Official language policy is implemented in an equitable and effective way.	A critical mass of government teachers, learners, interpreters and translators use 2NLs effectively in their work.	Government departments which interface with the public deliver responsive, inclusive services in both Tamil and Sinhala.
Problem	Language hegemony in society and across institutions reinforces a lack of multilingual skills in education, media, commerce, governance and service delivery which prevents people accessing public services in an inclusive, equitable way in the language of their choice.		
Root causes	<ul style="list-style-type: none"> • Sinhala as the language of power and governance; the ‘winners’ and ‘losers’ outcome of the civil war • Preference for English above Tamil as the Official Second Language (2NL) • General discrimination and prejudice about use of all languages; lack of understanding about second language acquisition • Lack of political will to implement official language policy and negative legacy of previous language policies (13th and 16th Amendment etc.) • Linguistically segregated schools and higher education; lack of teacher and education system capacity to teach 2NLs effectively • Lack of NILET, SLIDA, MDTUs etc. capacity to train enough 2NL competent public servants (due to lack of strategic planning, relevant methodology and content, numbers of trainers and teachers, numbers of courses...) • Low quality 2NL achievement still merits MoPA pay increments • Language segregated public service recruitment, bar exams, promotion; failure to insist on bi-lingual skills for public service new recruits • Low status, salary and numbers of official translators and interpreters; lack of capacity to use IT solutions for translation services and on-line dictionaries; ever-growing back-log of documents to be translated. 		

EU-SRP - Current situation in relation to integrating gender

The BC team are at the gender analysis stage and have begun including gender into their Monitoring and Evaluation Plan. They are using a two-pronged approach : ‘Gender Mainstreaming’ and ‘Gender Specific’. They plan to upgrade their materials and teaching to being more inclusive.

Their analysis is that the main obstacles to language inclusion are:

- there is double language and gender exclusion for women and girls from marginalised groups. Eg. if a woman wants to go to work as a maid in the Middle East she is not allowed to go if she has a child under 5 years old, but the same does not apply to a man who wants to work abroad.
- political will - there are 71 bilingual divisions from the national level district level and local level. 42 of these are officially bilingual. lack of language awareness
- capacity development
- management system in which applicants self-select their language ability level Second language certification gives civil servants a salary increment but the system is based on staff grade hierarchy, not ability. Senior managers go into a senior management advanced level class regardless of their ability as a beginner, intermediate or advanced learner. This leads to a rote-learning exam passing system which does not equip civil servants with the practical communicative language skills they need to address the public.
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EU-SRP highlighted the following points to consider:

1. Historical legacy of failure to provide services e.g. tea plantation workers case example.
2. Colonised areas e.g. Vavuniya South in Northern Province, Seruwila and Ampara in Eastern Province
3. Persuading government to deliver services to everyone inclusively.
4. The English language issue is NOT between public service and the public but between Tamil and Sinhala speaking public servants themselves (i.e. an internal not an external problem) In institutions like the SL Institute of Development Administration (SLIDA), training is offered in English for public service managers so many Tamil officers think they will get a good course, but once there, training almost immediately slips into Sinhala.
5. In NILET the Directors are mostly men and the teachers are mostly women
6. There is segregation at school level eg. Sinhala, Tamil and English Medium schools, and within that Sinhala Buddhist, Tamil Hindu, Tamil Muslim and English Catholic and Protestant schools. Even in Tamil areas police almost exclusively speak Sinhalese.
7. Impediment to Access to Justice- language barriers faced by women wishing to claim their rights, in particular Tamil women.³
8. Divisional Secretariats are supposed to have an interpreter, but this service is not always easily accessible. The post of interpreter is usually unfilled. Frequently, National Inclusion Coordinators are monolingual in Sinhalese and Bi-lingual counters in the District Secretariats are empty. When interpreters and translators get training they often leave for private service because their pay is so low and their skills so undervalued in public service.
9. District meetings are mostly conducted in Sinhalese. At District meetings participants are mainly men. the District or Division is mainly staffed by Sinhala speakers therefore public meetings are nearly always conducted in Sinhala, despite large Tamil populations in many of these areas.
10. At village level meetings mostly women attend, but although there are few men there it is the men who dominate the discussions.

On 15th of February 2019 Lesley Abdela, Senior Partner Shevolution, received a request from British Council Sri Lanka to carry out a short-term assignment to assist with the development of : a) TRANSFORM

³ UN CEDAW Committee Report to Sri Lanka 2017

programme gender and social inclusion strategy and related communications; and b) provide specific inputs as required to the development of the European Union project titled, ' Strengthening Reconciliation Processes in Sri Lanka' (SRP) Gender and Social Inclusion Strategy.

A maximum of 10 working days was allocated by the British Council. The Gender Expert made an 8 day visit to Sri Lanka 25th Feb – 5th March 2019 for meetings, briefings and presentations. (See Annexe XYZ for Meetings.) Further home-based days were used for researching and drafting recommendations.

Task

To develop a relevant and fit for purpose gender and social inclusion strategy, tools, and communications for TRANSFORM and EU-SRP

Outcome

Programmes delivered in a gender sensitive and inclusive way, using relevant tracking, monitoring and communications tools to achieve and demonstrate project impact.

Outputs

1. Draft gender and social inclusion strategy and relate to communication strategy for TRANSFORM and SRP.
2. Recommendations on implementation, monitoring and evaluation of strategies.
3. As appropriate, capacity building for two internal teams.
4. Communications plan for raising awareness of key stakeholders within respective ministries and others

This document addresses:

1. Gender and social inclusion strategy.
 2. Recommendations for measuring and monitoring progress on gender and social inclusion.
- The recommendations are also designed to help address the challenge of advocacy and persuasion.

The document is organised as follows:

Introduction – Gender inequalities context in Sri Lanka

Section 1 is a Sida Gender Strategy Tool as useful framework for Gender Equality in the education sector.

Section 2 gives the Consultant's step by step recommendations for developing a Gender and Social Inclusion Strategy. The recommendations can be applied to TRANSFORM or EU-SRP

Section 3 describes Sex disaggregated data and gender indicators and markers for measuring and monitoring progress on GSI. The section also includes examples.

Section 4 suggests gender questions for developing an engendered results Log-frame

Section 5 suggests guiding questions for use in programme evaluations on monitoring progress on gender

Annexe 1. List of meetings in Colombo 26 March – 4 March 2019

Annexe 2. List of relevant international resolutions

Annexe 3. Case example ILO Aceh, Indonesia to promote employment for women in post conflict context in the construction sector

Introduction

Gender inequality Sri Lanka baseline context

Sri Lanka is ranked 109 out of 144 countries listed on the Global Gender Gap Index (GGI) for 2017. Sri Lanka has positive achievements in education and health indicators, but negative developments such as gender inequality in employment, political participation, and gender-based violence. Sri Lanka ranks 75th in gender inequality index (GII) with a GII of 0.383. GII measures inequality between women and men in three dimensions: reproductive health, empowerment (political participation and education), and labour market participation. A GII of 0.383 indicates that gender **equality** along these three dimensions is low in Sri Lanka.⁴

Sri Lanka's Constitution set a 30% quota for women's participation in parliament. but Sri Lanka continues to have one of the lowest percentages of women in parliament in the world (Sri Lanka is 180 out of 193 Parliaments) 5.8 percent of parliamentarians are in the Sri Lanka Parliament are women.⁵

Employment

The unemployment rates of women are more than double that of men at all age levels. A large concentration of economically active women are in unpaid family labour, particularly in agriculture. Women are disadvantaged by the horizontal and vertical gender division in the labour market that excludes them from higher income-generating occupations and impedes their upward occupational mobility through the "glass ceiling" to the highest decision-making positions.

Sector-wise, women are concentrated in low productivity and low-income agriculture and in the plantation sector, in assembly-line jobs in garment and other industries with minimal opportunities for promotion, in subcontracted occupations which have proliferated, and in domestic service within the country or as migrant domestic labour.⁶

The UN CEDAW Committee notes that 77% of the population lives in rural areas and that women are actively engaged in rural industries. The Committee is concerned about the low participation of rural women in the leadership, their difficult working conditions and low wages, and the high level of drug addiction experienced by women in fisheries. The Committee is further concerned that women's access to land continues to be restricted by the Land Development Ordinance (1935), which gives preference to male heirs over female heirs in relation to inheritance of land.⁷

Education

The provision of free state education supported by extensive incentives such as free textbooks, free uniforms, scholarships, subsidized transport for all, and free school meals for the children of the economically disadvantaged have resulted in a rapid rise in the participation rates at school to over 95% and the achievement of gender parity in enrolment in primary, secondary, and university education.

⁴ <http://documents.worldbank.org/curated/en/963031539103561997/pdf/130655-NWP-Report-90-for-IDU-OUO9.pdf>

⁵ Inter Parliamentary Union December 2018.

⁶ ADB Sri Lanka Profile 2015 <https://www.adb.org/sites/default/files/institutional-document/172710/sri-lanka-country-gender-assessment-update.pdf>

⁷ UN CEDAW Committee Report to Sri Lanka 2017

However disparities in the provision of quality education facilities and poverty, continue to be barriers to available opportunities. Lack of implementation of compulsory education regulations up to 14 years has resulted in a high dropout rate at the senior secondary level. Boys have lower enrolment rates and higher drop-out rates in secondary education. Girls have higher performance levels than boys at public examinations. The percentages of female students in universities and non-vocational tertiary education are higher than that of male students. However, wide gender imbalances in enrolment in technological courses including information technology in higher education and technical-related courses limit girl's access to high skilled and remunerative employment in technology-related fields. Sri Lanka has eliminated gender disparities in enrolment in primary, secondary, and higher education but has not eliminated them in technical–vocational education or ensured gender equality in the labour market and in access to decision-making positions.⁸

The UN CEDAW report 2017 to Sri Lanka notes the following:

- (a) The low education level among women from low-income families and, in particular from ethnic minority groups, schools located nearby fisheries and plantation in the Northern and Eastern provinces, in poor urban and rural areas, among children of migrant workers whose parents work abroad, girls from women heads of households, victims of child and early marriage and girls with disabilities;
- (b) The absence of programmes to provide education as a means of reparation and reconciliation, protect girls in the conflict area from harassment, abuse and violence in schools;
- (c) The underrepresentation of women and girls in STEM (Science, Technology, Engineering and Mathematics) subjects in tertiary education and women teachers and researchers;
- (d) Low number of vocational schools with adequate infrastructures for girls, especially in conflict-affected areas;
- (e) That early pregnancy remains a cause for girls' dropout from school.

Women's human rights

The Sri Lanka National Action Plan for the Protection and Promotion of Human Rights 2011–2016 has eight sections of which one section spells out the rights of women as the government's "commitment to ensuring gender equality." These rights are expected to ensure economic empowerment; protection of women against violence; and elimination of discriminatory laws, policies, and practices. The National Plan of Action to Implement the Recommendations of the Lessons Learnt and Reconciliation Commission proposes a mechanism to address, among others, the needs of women.⁹

Sri Lanka ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1981. Women's rights, ensured in international instruments— such as CEDAW – have not been incorporated into national legislation. The UN Committee monitoring the implementation of the UN CEDAW indicates the gaps in policies that need to be filled and recommends actions needed.¹⁰

⁸ ADB Sri Lanka 2016 Profile <https://www.adb.org/sites/default/files/institutional-document/172710/sri-lanka-country-gender-assessment-update.pdf>

⁹ A significant lacuna at the macro level is the absence of the National Plan of Action for Women, which was drafted in 1996 and amended subsequently at intervals until 2013.

¹⁰ UN CEDAW Committee Sri Lanka Report 2017

Gender-based discrimination in inheritance rights, in settlements, and in personal laws of different communities are yet to be eliminated. The virginity test at marriage is a violation of the rights of women.¹¹ Despite amendments to the Penal Code and the Prevention of Domestic Violence Act, the incidence of rape, sexual abuse and harassment, and domestic violence continues to be high. Lack of awareness of legislation, the passive acceptance of violence by many victims, the trivialisation of violence by law enforcement personnel, and unequal gender–power relations in families and society have made it possible for the perpetrators to engage in such violence with impunity. Women victims are disadvantaged by the absence of adequate support services such as crisis shelters and legal aid and counselling.¹²

Gender in relation to women peace and security

Sri Lanka does not yet have a National Action Plan for implementing UNSCR 1325 (2000) on Women Peace and Security. Sri Lanka participated in the 2017 Open Debate on Women Peace and Security and discussed the elimination of gender based violence, but made no specific commitments. Events have left women and girls vulnerable at multiple levels. Thirty years of civil war between the government and Liberation Tigers of Tamil Eelam (LTTE) has resulted in tens of thousands of female-headed households in the north and east. Female headed households, single women, internally displaced women, war widows and former female combatants continue to suffer discrimination, sexual and gender-based violence, harassment and abuse, from within their own community and from the authorities, including at the hands of the military.

According to international human rights organisations women in Sri Lanka’s predominantly Tamil-speaking north and east are facing a desperate lack of security in the aftermath of the civil war. In the Vani in particular, their housing is inadequate, and they have limited means of transportation and employment opportunities. Many still live in fear of violence from various sources. Those who fall victim to it have little means of redress. Women’s economic security is precarious, and their physical mobility is limited. The heavily militarised and centralised control of the north and east – with almost exclusively male, Sinhalese security forces – raises particular problems for women there in terms of their safety, sense of security and ability to access assistance. Statistics indicate very low numbers in prosecution in comparison to the incidents reported to civil. The lack of access to law regulators, particularly the absence of Tamil women police officers exacerbates this problem as language barriers adds to their challenges. In addition, there is no transparent and accountable monitoring mechanism in place to measure whether recommendations/instructions are sufficient, their implementation and effectiveness to ensure the protection of women.¹³

The UN CEDAW Committee on Sri Lanka calls for an increase in the number of Tamil-speaking judicial enforcement officers in the North and East of the country.¹⁴

A concerted and immediate effort to empower and protect them is needed.

In the war’s final stages in 2008 and 2009, hundreds of thousands of civilians in the northern Vani region endured serial displacements and months of being shelled by the government and held hostage by the LTTE, after which they were herded into closed government camps. Most lost nearly all possessions and multiple family members, many of whom are still missing or detained as suspected LTTE cadres. When

¹¹ ADB Sri Lanka Profile 2015

¹² Ibid

¹³ Sri Lanka Shadow Report CEDAW to CEDAW 2017 by: The Women and Media Collective
https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/LKA/INT_CEDAW_NGO_LKA_26306_E.

¹⁴ UN CEDAW Committee Sri Lanka Report 2017

families eventually returned to villages, homes and land had been destroyed or taken over by the military. There was less physical destruction in the east, which was retaken by the government in 2007, but those communities have suffered from more colonisation and now live under the tight grip of the military and central government.

The LTTE regime had some important positive consequences, including for women. However, as a repressive militarised regime, they could not tolerate anyone seeking a political solution and assassinated many of their own who reached out to find a peaceful political settlement. The devastation of the final year of war and the replacement of the LTTE in effect by the military and its proxies negated any gains for these communities. In the aftermath of the war the absence of political representation left many adrift.

The experience and perception of pervasive insecurity has had profound harmful effects on women's lives. In the north and east there were serious accusations of sexual violence by the military against Tamil women at the end of the war and in the months thereafter. There is credible evidence to support some of these accusations. Yet cultural stigma, decades of impunity, and the government's refusal to allow any independent investigation of the end of the war and its aftermath make it impossible to determine the full extent of misconduct.¹⁵

Since 2016 there has been significant progress on de-militarising the Governorships of the North and East, the Provincial Councils and in handing back some of the high security zones. The military may still control much of Jaffna, Mannar and the Vanni behind the scenes but it is the man-heavy leadership of the civil service and the police that is now contentious – not the military.

Many women do not have sufficient funds to feed their families, let alone to care for those who were maimed or disabled in the war. The continuing search for the missing and the struggle to maintain relations with the detained are further strains. Children's education was severely disrupted for years, and many are only slowly returning to school. The trauma of the war, especially the final months in 2009, is evident in every family. The conflict has badly damaged the social fabric.

The consequences for women and girls have been severe. There have been alarming incidents of gender-based violence, including island-wide domestic violence, in part fuelled by rising alcohol use by men. Many women have been forced into prostitution or coercive sexual relationships. Some have also been trafficked within the country and abroad. Pregnancies among teenagers have increased. Fear of abuse has further restricted women's movement and impinged on education and employment opportunities.

Sri Lanka's vibrant women's organisations support women in communities to realise their full potential in all spheres of lives and publish feminist journals (in English, Tamil and Sinhala) and feminist literature. They are also protagonists for building a peaceful future:

"I'm imagining a Sri Lanka where all ethnic communities, all religious communities are living together happily and accepting that this land belongs to all of us, it's not about minorities, it's about everyone, all people." – Dishani Jayaweera Dishani (Sri Lanka), co-founder of the Centre for Peacebuilding and Reconciliation.¹⁶

¹⁵ December 2011 International Crisis Group Report <https://www.crisisgroup.org/asia/south-asia/sri-lanka/sri-lanka-women-s-insecurity-north-and-east>

¹⁶ Co-founded "Woman" <http://femina.in/campaigns/promoting-love-peace-in-lanka-3852.html>

Recommendation: The UN CEDAW 2017 Report to the Government of Sri Lanka is a useful guide to the gender equality situation in Sri Lanka. It identifies gaps and recommends actions that need to be taken.

Sri Lanka has ratified the Convention on the Elimination of All Forms of Discrimination against Women and so is reviewed regularly by the Committee on how it is implementing the Convention. Amongst other issues the report covers: Legal framework for discrimination against women; widows; sexual orientation; caste-based discrimination; access to justice; women peace and security; employment; migrant women, domestic workers and rural women. ¹⁷

¹⁷ The Committee considered the eighth report of Sri Lanka (CEDAW/C/LKA/8) at its 1484th and 1485th meetings, on 22 February 2017 (see CEDAW/C/SR.1484 and CEDAW/C/SR.1485). The Committee's list of issues and questions are contained in CEDAW/C/LKA/Q/8 and the responses of Sri Lanka are contained in CEDAW/C/LKA/Q/8/Add.1.

1. Gender Strategy Tool – Gender Equality in the education sector

Focusing on issues of quality of education and Completion¹⁸

This Gender Tool applies a gender perspective to the challenges faced by girls and boys in obtaining a quality education and in completing secondary education. Proposed dialogue questions are provided to raise awareness on improving quality of education in pre-primary, primary and secondary education. These questions have been selected taking into consideration most likely entry points but priorities should be further informed by contextual analysis and identified gender gaps.

WHAT CHALLENGES DO GIRLS AND BOYS FACE IN ACCESSING AND COMPLETING PRIMARY AND SECONDARY SCHOOL EDUCATION?

Despite the general positive trends, girls in, particular, still face numerous challenges and barriers in enrolling in school at different levels:

Policy level

Inadequate legislation and lack of policies supporting girls to remain in school is still a serious issue. In addition, the development of legislation and policies needs to be matched with the institutional capacity to effectively implement and monitor these. The lack of policy and/ or lack of implementation creates a void that cannot safeguard the rights of girls or the quality of education in the classroom.

School/Community level

Communities are often unable to give girls and boys the protection they need to go to school. School Related Gender Based Violence (SRGBV)¹⁹ is a risk

for both girls and boys. Girls who travel alone to a distant school risk being the victim of harassment and different forms of violence. Once in school, both girls and boys may face SRGBV at the hands of staff and classmates with limited or no recourse. A lack of physical and emotional security negatively impacts the capacity to learn and motivation for continuing education. Girls who have reached puberty may face restrictions and challenges such as menstrual hygiene management with the lack of access to clean toilets, and/or social and cultural challenges such as perceptions of impurity.

Family level

Poverty forces families to make difficult choices, such as taking their children out of school, which causes education to be a sustaining factor for the cycle of poverty. Here, gender norms play a crucial role, with girls and boys being relegated to traditional gender roles at a very young age to meet the families' immediate needs. For both girls and boys, puberty is often the point when they are expected to work both in- and outside the home to contribute to the family's livelihood. Moreover, for girls in particular, early marriage and pregnancy means that they are no longer permitted to go to school.

WHAT CONDITIONS ARE NECESSARY FOR GIRLS AND BOYS TO OBTAIN A QUALITY EDUCATION AND COMPLETE SECONDARY SCHOOL?

While there has been considerable investment in increasing enrolment in primary school, less attention has been paid to quality education throughout the education system for girls and boys to complete secondary education with the knowledge, skills, values, and critical thinking needed to become resilient and productive members of society.

An effective policy framework is key to a fully functioning education sector. Such a policy framework also provides an appropriate entry point. It requires the application of a gender perspective at all levels, ensuring that:

¹⁸ Sida Tool

https://www.sida.se/contentassets/8603ffb013ff4fb7a662c3f4f5d0cc5b/tool_gender_equality_education_sector_june-2017_c1.pdf

¹⁹ School-Related Gender-Based Violence (SRGBV) is any act or threat of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

- Teachers receive adequate initial teacher education and on-going in-service training throughout their career;
- School leadership receives support and resources needed to implement policy and is held accountable;
- Curricula are appropriate, regularly evaluated and updated accordingly. Changes to curricula are accompanied by in-service training and the resources needed to implement any changes;
- School resources are sufficient and in line with the needs of both female and male students;
- Prevention and remedies against corruption integrate a gender perspective and are in place at all levels of the education system;
- Schools are child-friendly and safe from all forms of violence and harassment
- Community and families receive information and learn about the policies and rules affecting children's education. They are encouraged to contribute to discussions on school policies, rules, etc. through appropriate participation mechanisms (e.g. parent associations and teacher unions etc.)

TOWARDS GENDER EQUALITY IN EDUCATION: DIALOGUE QUESTIONS

The following questions can be used in policy dialogue regarding the quality of education and secondary school completion rates.

How is sex-disaggregated data collected and analysed?

Before defining any intervention an analysis of the specific context, including existing norms is essential to understand and identify gaps. Linked to this is gender responsive data collection and analysis to understand the needs and identify appropriate

responses, informing policy and tracking progress. It should form the basis of all interventions.²⁰

What mechanisms are in place for accountability and transparency at the national, local and school levels?

Principles of good governance in the education sector are essential to combat corruption generally and gender-related forms of corruption and extortion. These principles ensure practices that conform with the law at all levels. The monitoring of the implementation of policies, regulation, teacher ethics, functioning systems for salaries to be paid on time etc. are key to promote accountability and transparency.

What coordination functions are in place? Given the complexity of interventions, mechanisms for coordination among concerned institutions, donors and CSOs need to be in place to ensure that efforts complement each other and collectively move toward a common goal. Creating synergies among such interventions is essential to tackle the norms and cultural issues that hinders the achievement of equality in education.

How are affirmative action measures applied in the education system?

Affirmative action or temporary special measures to address imbalances may include increased hiring of women and ethnic and religious minority teachers to better reflect the make-up of classrooms or promote diversity.²¹ They can include scholarships for students from marginalized groups to increase inclusion in the class-room. Increased salaries or financial incentives can also be put in place to boost the interest in becoming teachers.

²⁰ For an overview of how and why to use disaggregated data: www.oecd.org/dac/gender-development/43041409.pdf

²¹ See Advocacy Brief: The Impact of Women Teachers on Girl's Education, United Nations Scientific, Educational and Cultural Organization the Impact of Women Teachers on Girls' Education, United Nations Scientific, Educational and Cultural Organization

In what way is initial teacher training and in-service training gender sensitive?

Teachers need to be trained in gender responsive and transformative pedagogies to ensure equal participation and learning of girls and boys as well as any subgroup of girls/boys requiring special attention within a given country context. In schools where rote learning is the norm, training should also include methods to enable teachers to meet the individual student's needs and to be able to identify students with special needs. Soft skills and inter-personal communication are important, in addition to subject knowledge and didactics, to encourage dialogue between teacher and student and enhance interactive learning.

A sense of ownership and active teacher participation in education sector policy dialogue is key to their empowerment, motivation and implementation of changes. Teachers and school management should be trained in handling sensitive issues including harassment and gender based violence as well as in negotiation skills and advocacy.²²

How is gender and girls in empowering situations reflected in the curricula?

When curriculum reinforces gender stereotypes it also impacts the perception of how girls and boys should behave and engage also in a classroom setting. Furthermore, it fails to showcase the potential of girls and women as empowered individuals. While ad hoc activities promoting gender, equality are important, integrating gender equality generally into the curriculum ensures its sustainability.²³

How are gender and girls in empowering situations reflected in teaching and learning materials?

²² A guide for Gender Equality in Teacher Education, Policy and Practices

²³ Please see: Gender bias in textbooks: a hidden obstacle on the road to gender equality in education, Rae Lesser Blumberg, 2007

Textbooks, classroom materials and lesson plans should be gender sensitive in order to ensure their quality and relevance to the lives of all children.²⁴ Special attention should be given to minority students requiring resources in their mother tongue and other students with special needs.

What are the mechanisms for child protection in schools?

Girls who have become pregnant, boys and girls who have married early, those who have suffered trauma or abuse may be unable to continue their education because schools do not accommodate them. In addition to programs which support the integration of transitioning and returning students, other mechanisms include training to ensure that school management and teachers are prepared to identify and respond to cases of bullying and abuse at an early stage and that school provides education on sexual reproductive health and rights as well as life skills to prevent pregnancy.²⁵

How is the community engaged?

While scholarships, stipends, cash transfers and access to credit address access to education and retention issues, they are not always enough to convince parents to embrace attitudinal shifts from deeply entrenched cultural or traditional attitudes and practices such as female genital mutilation, early, forced or child marriages etc., that keep girls from completing their schooling. However, when families feel supported by their communities – CSOs, politicians, religious leaders etc., they are more apt to change and such interventions are far more sustainable.

²⁴ For a guide on promoting gender equality through textbooks, please see: unesdoc.unesco.org/images/0015/001588/158897E.pdf

²⁵ See: Save the Children briefing paper: More Investment in Social Protection (Bangladesh)

How can activities outside of school complement investment in gender equality in education?

Mentorship programs can provide inspiration for gender equality in education and can be developed in close cooperation with local communities.

Women alumni, women in business and academia are particularly relevant for these types of interventions. It calls for an extended commitment on the part of the mentor, rather than a one-off meeting.

Extracurricular activities, such as sports, cultural and academic activities that take place outside of school hours are known to be empowering in various ways and provide another avenue for education in a less formal setting.

More targeted action programmes include introducing or expanding “second-chance” education programs targeting adolescents, youth and young adults. Such programs allow students who missed out on education in their early years to receive support in re-integrating into the classroom with some tools to enable him or her to remain in school. Similar “catch-up classes” can be introduced in schools where girls and boys leave school for extended periods during the school year, e.g. for seasonal work, and face challenges upon their return must be taken to ensure that they do not lead to increased segregation or exclusion. Dedicated learning spaces such as CSO programs and sponsored school clubs can serve to complement instruction in the classroom.²⁶

Women’s literacy programmes serve multiple important purposes. They provide women with the chance to learn literacy skills later in life. These women may gain a new perspective on the value of education which they can then share with their families. Women participating in such programs

can also serve as role models for boys and girls who are seeking guidance as to the value of education.

How does the education system accommodate returning students and life-long learning?

National education systems that encourage lifelong learning incorporates different opportunities of learning throughout life and gives opportunities for targeted non-formal education, catch-up training for early school leavers, basic skills training and other forms of “second chance” education to enable those who have left school to develop skills necessary to be active and productive citizens. This is in line with the SDG’s principle of leaving no one behind.²⁷

²⁶ For an overview of mentoring, please see: <http://dghidsbd.preview.infomaniak.website/mentoring/>

²⁷ <https://unstats.un.org/sdgs/report/2016/leaving-no-one-behind>

2. Gender equality and social inclusion strategy

2.1 Analytical Framework and methodology

The Consultant has used a Gender Mainstreaming Approach and a Human Rights Approach combined with a conflict situation analysis. The following is a check-list of guiding questions for gender analysis and gender indicators:

- *Who participates?*
- *Who Decides?*
- *Who benefits?*
- *Who has access?*
- *Gender Stereotypes/Invisible discrimination*
- *Intersectionality*

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.

Social exclusion is defined by the Department of Economic and Social Affairs of the United Nations as the involuntary exclusion of individuals and groups from society's political, economic and societal processes, which prevents their full participation in the society in which they live. Gender equality and social inclusion are seen as not only a fundamental aspect of human rights and social justice, but also a precondition to improve the development process by putting social concerns at the forefront of interventions. ²⁸

Theory of change

Behind poverty and marginalisation, there is an imbalance of power, created and reinforced by systems and structures which favour the powerful. To bring about truly transformative change requires changing not just at the individual level, but also addressing power imbalances at community, society and institutional level. This requires the actions of many, creating changes at multiple levels.

Empowering and supporting women and men to have the resources, skills, knowledge and confidence to live in dignity and secure their basic rights;

Mobilising communities and engaging leaders and influencers to build sustainable and resilient communities and to prepare, respond and recover from crisis;

Strengthening civil society to challenge widely held social norms and behaviours and take collective responsibility through greater engagement in networks, movements and alliances;

Engaging with and influencing those in power both within institutions and corporations to create a fairer, more sustainable and accountable world through evidence-based policy and advocacy.

²⁸ <http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

2.2 Recommendations

The following are recommendations for steps to take to develop a gender and social inclusion strategy.

Recommendation 1. Conduct dialogues to persuade men and women in BC and programme collaborators of the advantages of including gender considerations. This can help with 'buy in' to the programme. There could be dialogues and a special session in each training seminar where gender and social inclusion aspects of that particular topic are covered by an expert. Dialogues would be useful in departments and organisations such as the National Institute for Language Education and Training (NILET). Officials often may not know much about integrating gender considerations. Equally, gender experts may need to learn about the core work and challenges of the roles of police/health workers/interpreters/translators etc.

Check-list for issues that could be addressed in the dialogue:

- How will women and men be involved in design, planning and targeting of projects?
- How and where will you reach women's organisations and stakeholders who promote gender equality and women's rights to include them in the design and planning?
- Did you consult with women and men separately to anticipate and address any negative impact your planned actions may have on women, girls, boys or men?
- Will there be an analysis of the *differing* impacts of your proposed interventions on women, girls, boys and men?
- Have you developed gender indicators for measuring and monitoring progress?
- What is the representation of men and women in the organisation?
- How are budget and resources distributed? Do more resources go to women or men?
- In any sub-granting mechanism make it clear to applicant partners– WHAT is expected: Grant applicant partners should show in their proposals that they have conducted a gender analysis to assess diverse implications of the impacts for women and men and boys and girls of planned actions.
- If they could choose 3 organisational capacity aspects to be strengthened for better mainstreaming what would these be?
- How do you see gender and women? And the difference between the two in the proposal?
- How would you describe your project in terms of gender mainstreaming?
- Targeted interventions (likely they'll only mention 'women's groups')
- Integrated (none)
- If they do not see any difference between the targeted/integrated, maybe you will need to explain this briefly here e.g. in mainstreaming one can make use of methods for female inclusion, use sex disaggregated indicators, whereas a targeted intervention is for instance to target a specific intervention at primarily men or at primarily women. An example would be activities aimed at 'setting women up for success.' (See Recommendation 7)
- Who are participating, who takes decisions, who controls any budgets?

Recommendation 2. Visible active and ongoing commitment from top management in BC and in each collaborator will be crucial. A key factor in advancing fair and gender-equitable mechanisms will be the need for sustained visible commitment from top management to take gender equality and social inclusion seriously. Experience from around the world shows that the greater the involvement from top management the greater the probability of success. A major challenge is likely to be how to cascade the gender interventions into implementation at national, regional and local levels through the manifold layers of implementing collaborators and other partner institutions and the management capacity needed to make it happen. The Consultant feels that this can be successfully achieved if there is a continual ongoing commitment from the upper echelons together with support from BC. Experience globally has demonstrated that continual visible communication from top management on the benefit of gender equality is a key component for success. The greater the involvement from top management the greater the probability of success.

Recommendation 3. Conduct gender analysis. For each of the results objectives perform a gender analysis. Before progress can be measured it is essential to have the current baseline situation. Gender Analysis is the first step for Gender Mainstreaming. Begin by analysing the gender equality situation in the given context. Ensure gender analysis is visible in the programme problem analysis and other needs/diagnostic analyses for each of the programme results objectives. (EU-SRP has already begun Gender and social inclusion analysis.)

Why bother with a gender analysis? The analysis will provide a baseline about any inequalities in participation, access and benefits between women, girls, men and boys in the design, implementation, budgeting, monitoring and evaluation of interventions. This should include intersectionalities. Information from the analysis can be used as the basis for developing a realistic and relevant Gender and Social Inclusion Strategy for each of the target results objectives. The analysis should reveal any social, legal, security, cultural and financial and regulatory obstacles and frameworks that may prevent women or men, girls or boys from accessing, information, training opportunities, resources, funding opportunities. A Gender analysis and Gender strategy will have dual roles as tools to help attain identified results and at the same time help to raise Gender awareness with local collaborators.

Performing a gender analysis of the priorities, needs, opportunities and constraints will help identify and remedy inequalities that are experienced by diverse women and men, boys and girls. A Gender analysis – means looking at how every service, project, process, policy, activity and decision may impact differently on women/men and girls/boys. A gender analysis forms the basis for development of clear aims of the intervention (from a Gender perspective) and adequate strategies to reach these aims.

Gender analysis includes the following:

1. Analysis of the people involved
2. Analysis of the problems

Gender Analysis –key words to remember

- Sex-disaggregated data
- Participation and representation
- Access to, control and benefits of resources/money
- Strategic and practical needs of women and girls and men and boys
- Norms, values, traditions, visible and invisible discrimination, stereotypes.
- Triple Roles (at home, work and in the community)
- Human Rights
- Intersectionality (ethnicity, age, disability, sexual orientation, Culture, Education, Social Class, IDPs, WAAFS, Migrant women and girls, domestic workers, widows of all ages, SGBV survivors, women-headed households, rural/urban etc.)

3. Analysis of the objectives
4. Analysis of strategies
5. Analysis of resources and funding

Gender analysis should be applied to: implementation, and agreements that are signed through the lifetime of the programme and policies that are approved. There should also be analysis of gender balance and equality in the government departments and education establishments, private sector organisations, contractors and sub-contractors and NGOs who are allowed to benefit from the project.

Gender analysis guideline questions check-list ²⁹

A Gender analysis should include a combination of statistics, descriptions, facts and analysis. The following is a check-list of the criteria for gender analysis:

Who participates? Who participates in decision-making and planning/training – men/women/boys/girls? How will BC ensure males and females across ages and backgrounds including single women, women-headed households, widows/widowers, people with disabilities etc. are included? In Committees, conferences and meetings – observe: who participates? Who speaks? who remains silent?

Who decides? Balance of Power. Who has the power? Analyse the impact of power structures on opportunities in life for women/men/girls and boys. What positions do women and men predominantly have in terms of hierarchy? Are the bargaining positions of women and men different? Who sets the agenda? Are they *His* priorities? Or *Her* priorities? Do women and men in schools/FE Colleges/Higher Education Colleges/ Government Departments have equal input to decision-making?

Who benefits? Women/men? Girls boys? e.g. What percentage of beneficiaries from each strand/activity of the programme are Sinhalese/Tamil/ women and girls – men and boys? Do men and women benefit equally from livelihoods, funding, grants, learning opportunities, study visits, education and training opportunities, upskilling opportunities, and other benefits derived from the programme?

Who has access? Who has access to: people in high places, justice, money, property, health-care, time, decision-making positions, safety and security, political power, information, transport, education, training and career opportunities? Why? Freedom of movement -who moves about? who does not? Documentation and assistance - who is informed, who collects? Who has access to benefits, money, property, and resources? Do women face any different constraints in accessing training opportunities money, power and resources compared to men? If so, in what ways?

Do women/men/girls/boys have equal access (in reality) to: language interpreters, to money, power, time, transport, justice and resources? Does the programme use a Gender responsive budgeting process? Do women face any different constraints in accessing career opportunities, money, power and resources compared to men? Who has Access to: people in high places, justice, money, property, health-care, time, decision-making positions, safety and security, political power, information, transport, education, training and career opportunities? Freedom of movement -who moves about? Who does not? Are Sinhalese/Tamil women and men, girls and boys able to use and benefit from resources (material, financial, human, social, political, education, training etc.).

²⁹ For more details and recommendations on Gender analysis see also Sida Gender Tool Box.

Control over resources means that both men and women can obtain access to a resource and also make decisions about the use of that resource. For example, control over land and property means that women can access land (use it), own property (can be the legal title-holders) and make decisions about whether to sell or rent the land/property.

Stereotypes (Assumptions and perceptions). Look for invisible and visible Discrimination/practical and strategic needs of women/men/girls/ boys. Do meeting times and places take into consideration both working and care schedules? Is the process open so that groups traditionally reluctant or unable to participate can articulate their needs and interests? The way the questions are formulated will define what answers are given. For instance, asking “What property do people own?” may give a different answer from “What property do women own? What property do men own? “

Human Rights. Do TRANSFORM and EU-SRP Programmes align with UN CEDAW recommendations to the Sri Lanka government and other international laws and resolutions?

UN Security Council Resolution 1325 on women, peace and security was adopted in 2000. Seven subsequent resolutions have been adopted and together make up the international agenda for Women, Peace and Security.

European Parliament Resolution passed in support of UNSCR 1325 – Gender Aspects of Conflict Resolution and Peacebuilding A5-0308/2000

The resolutions establish that women’s increased participation – in preventing, managing and resolving conflicts and in peacebuilding and post-conflict reconstruction efforts – is a prerequisite for attaining sustainable peace and security. As such, gender equality forms a key part of building peaceful communities. **See ANNEXE 2 for a list of relevant human rights resolutions.**

There are a variety of tools for assessing, planning and implementing conflict-sensitive humanitarian, development and peacebuilding initiatives. The two most commonly used models are the Do-No-Harm approach and Conflict impact assessment³⁰

INTERSECTIONALITY – SOCIAL INCLUSION- COMMUNICATION AND OUTREACH

For outreaching with information: in addition to obvious networks such as Women’s associations, women’s shuras and other women’s committees, Mosques, Churches, schools, static and mobile health centres, maternity facilities, women’s professional associations and networks, women combatants’ veterans’ networks; Mobile phones/internet/social media. In post-conflict Sierra Leone, the Women’s Hairdressers Association and the Market Women’s Association were good channels for reaching a diverse range of women. Local Radio stations are good channels for communicating especially women-run radio stations. Women-run radio stations might be possible channels. (It is very inexpensive to set up and run a radio station – empowering for women.

Recommendation 4. Gender and Social Inclusion

OPERATIONAL CONTEXT ANALYSIS. GENDER AND SOCIAL INCLUSIVENESS IN A POST CONFLICT SITUATION.

³⁰Further guidance on the methodology, see “The Do No Harm Framework: A Brief Description of Seven Steps”; Sida programme management level Tool: Conflict Sensitivity in Programme Management. Tool: Sida’s Approach to an Integrated Peace & Conflict Perspective.

Parallel universes of women and men

Be aware of the parallel male and female universes. At times of post conflict transition, women and men operate in parallel universes. In one universe you will find individuals with formal power such as Government Ministers, military leaders, para-military leaders, diplomats, heads of government departments – these are mostly men. In order to achieve social inclusion BC and collaborators may need to actively outreach to diverse groups of women and girls through less formal channels of communication such as women's networks, CSOs, NGOs, female bloggers, Internally Displaced Persons (IDPs), female peace campaigners, WAAFS.³¹

Points to consider:

Women/men/girls/boys living in hostile areas face challenges:

- IDP and Refugee status is limiting and presents many obstacles challenges.
- Sexual harassment from officials / military/police /others (e.g. requests for sexual favours in return for documents or permission to pass a check-point.)
- In general women have less access than men to cash and credit from banks.
- Pressure from family and community
- Triple roles (at home, work and in the community)

Women in Sri Lanka have suffered the effects of conflict in a variety of ways:

- through loss of family members
- through participating in flight from conflict zones
- high proportion of women heads of households, comprising 24% of the female population³²
- WAAFS face extra difficulties in reintegration due to preconceived stereotypes in traditional communities of women's roles - women may have been men's equals in the armed struggle but when the conflict is finished women former combatants are often stigmatised by their family and the community.
- survivors of rape, sexual violence, and torture face stigma and social shame back in their communities as these attitudes are still embedded in the culture. Some women may have had babies as a result of rapes or relationships in the field.
- women have become heads of households and sole providers and protectors for their families, as wives, widows, mothers and sisters. Husbands, brothers, sons and fathers were exiled or killed.
- women undertook work roles that were formerly done by men who were away fighting during the conflict or who are wounded/ missing.
- women have experienced changed social status - loss of husband and children has caused a loss of identity for women in communities where a woman's status is defined solely as a mother and wife
- many sex workers are victims of the conflict who turned to prostitution. Some are rape victims. Authorities overlook the root causes of prostitution, namely poverty, low levels of education, and lack of other options for earning an income.
- War widows. One of the most vulnerable groups is that of the widows of all ages, who have had to assume responsibility as single heads of households and cope with adversity.³³

³¹ Shevolution theory of parallel universes- of women and men. Lesley Abdela

³² UN CEDAW Committee Sri Lanka report 2017

³³ <https://www.adb.org/sites/default/files/institutional-document/172710/sri-lanka-country-gender-assessment-update.pdf>

- *Is there safe access and security for women and girls to training/education?* What actions have been taken to cut down chances of sexual exploitation of women IDPs/refugees in return for documentation? e.g. have women been put in charge of distribution to minimise opportunities for this sort of sexual exploitation?
- There remain security and livelihood threats for female Internally Displaced Persons (IDPs) and female headed households, younger girls, single women, Female IDPs, widows are especially vulnerable in resettlement in new areas or when returning to their home districts.
- A number of female IDPs and refugees have had to work as sex-workers in order to survive financially.
- Many men wounded or traumatised in the conflict find themselves dependent on women and without employment. Stresses from this often results in increased alcoholism and domestic violence.
- Widows are especially disadvantaged. Thousands of women of all ages have lost their husbands and live under profound emotional shock and economic difficulties. Some of them have become prime targets for sexual exploitation and abuse, leaving them vulnerable to prostitution and sex traffickers.

Women Associated with Armed Forces (WAAFS) Definition.

1. Female combatants

Women and girls who participated in armed conflicts as active combatants using arms.

2. Female supporters/Females associated with armed forces and groups,

Women and girls who participated in armed conflicts in supportive roles, whether by force or voluntarily. They are economically and socially dependent on the armed force or group for their income and social support (examples: porter, cook, nurse, spy, administrator, translator, radio operator, medical assistant, public information officer, camp leader, sex worker/slave).

3. Female dependants. Women and girls who are a part of ex-combatants' households. They are mainly socially and financially dependent on ex-combatants, although they may also have kept other community ties (examples: wives/war wives, children, mothers/parents, female siblings and female members of the extended family).³⁴

WAAFS are a distinct special needs group. WAAFS are often overlooked and excluded both from social support mechanisms and from support packages for re-integrating former combatants into the community. Even when programmes are willing to support them, it can require extra effort to trace former women combatants once the conflict is over. Women themselves may not reveal their roles as combatants for fear of being stigmatised. Women combatants who have been raped, or wounded or tortured in other ways can face heightened discrimination upon their reintegration back home or in the receiving communities. They may have been weapons-carrying combatants in the conflict and or/carried out other roles in support of armed forces eg. provided support services such as cooking, health-care, logistics and other services to the military and armed groups. Many WAAFS relied on the combatant/military structure for subsistence. WAAFS are especially vulnerable in the interim period underscoring the urgent need to reintegrate WAAFS into civilian life. In other country post conflict situations there are documented widespread psychological complaints amongst WAAFS, such as depression, post- traumatic stress disorder, suicidal tendencies, etc. Causes of these complaints include

³⁴ <http://www.unddr.org/iddrs/05/>

high incidence of past and ongoing gender-based violence (GBV) against WAAF, extreme poverty and extreme social isolation. Demobilized WAAF may require strong medical, psychosocial support to enable them to be successfully socially and economically reintegrated.

Other groups for Social inclusion - How will BC ensure the following issues mentioned in the UN CEDAW recommendations to Sri Lanka are addressed in TRANSFORM and EU-SRP?

- a) The low education level among women from low-income families and, in particular from ethnic minority group
- b) schools located in war affected areas in the North and East and in the Estate Sector, in poor urban and rural areas, among children of migrant workers whose parents work abroad, girls from women heads of households, victims of child and early marriage and girls with disabilities;
- c) The absence of programmes to provide education as a means of reparation and reconciliation, protect girls in the conflict area from harassment, abuse and violence in schools;
- d) The underrepresentation of women and girls in STEM (Science, Technology, Engineering and Mathematics) subjects in tertiary education and women teachers and researchers;
- e) The low number of vocational schools with adequate infrastructures for girls, especially in conflict affected areas where where Sri Lankan national vocational standards and curricula are male-skill oriented and delivered in Sinhala or English.

GSI Emerging issue in Sri Lanka – senior women

An emerging issue is the increase in the population of the elderly—the majority being women—with a female life expectancy of 79.6 years compared with 72.4 years for men. Lower labour force participation rates of women and the absence of a comprehensive social insurance policy are issues to be dealt with.³⁵

Many older women will require opportunities to re-train/earn a livelihood. Sri Lanka's old-age income protection is not adequate for its rapidly aging population. The current Public Servants Pension Scheme (PSPS) covers about 10.3% of the labour force and provides a generous benefit at a high and growing cost of about 1.4% of GDP. The growth in civil service headcount and payroll suggests that growth in pensions costs will test state coffers.³⁶ 35 – 40% in the informal workforce do not have pensions. They receive 'Samurdhi' household grants through the Social Services ministry – but the amount is inadequate. This will be further challenged by the aging population. In addition gender analysis shows that older Tamil women are least likely to have any ability in Sinhala, so their access to an ever diminishing pot in a language they in which they have no skills makes them highly vulnerable.³⁷

Recommendation 5. Careers guidance. Theory of Change. Look at the facts on the ground for windows of opportunity.

Income Generation - Extra Challenges for Women

One of the clearest and most pressing issues for women is livelihood and income generation. Women in women's groups, conflict widows, single women, former female combatants, women victims alike have

³⁵Asian Development Bank Country Gender profile Sri Lanka, 2015 update <https://www.adb.org/sites/default/files/institutional-document/172710/sri-lanka-country-gender-assessment-update.pdf>

³⁶ <https://www.worldbank.org/en/news/feature/2017/10/17/vision-2025-sri-lankas-path-to-prosperity>

³⁷ EU SRP British Council

urgent need for economic assistance combined with capacity building and education to ensure sustainable livelihoods. A number of the challenges faced by women in employment and as entrepreneurs are also faced by men, but women confront extra challenges.

TRANSFORM will include Careers Guidance. Destructive events such as conflicts can open up fleeting windows of opportunity. Perceptions of what were considered the 'traditional Gender roles' in Sri Lanka may no longer fully reflect the facts in current realities.

Windows of opportunity. After conflicts women often benefit from a change in traditionally ascribed gender roles and divisions of labour. These windows of opportunity should be recognised and responded to in programme planning. What is the current gender context in Sri Lanka? Do 'traditional gender roles' in diverse Sri Lanka communities still reflect the facts on the ground or have they been changed by circumstances such as the conflict/the tsunami? If so, in what ways have they changed? The concurrent aftermaths of both a massive natural disaster such as the Tsunami combined with years of deadly conflict have resulted in women and men finding themselves in new roles grappling with day to day practicalities of survival. Traditional gender roles within many households have broken down as these households have had rapidly to become flexible in order to adapt.

The years of deadly conflict have resulted in women and men finding themselves in new roles grappling with day to day practicalities of survival. Traditional Gender roles within many households have broken down as these households have had rapidly to become flexible in order to adapt. In addition opportunities for women have opened up.

Sri Lankan women have conducted active campaigns for human rights peace and democracy. The chaos of war caused major social upheaval, these women are pushing for girls and women to be empowered, and to have equal access to education and representation – in keeping with the [UN's sustainable development goal 5](#), which points out that such changes benefit humanity at large.

Career guidance - build on competencies and skills gained in the conflict.

During the conflict a number of women ex-combatants, support workers and women dependants developed skills and competencies and played roles which were not formerly traditionally undertaken by women. The reintegration of these women could be linked to broader strategies aimed at women's post-conflict development and should include the option for women to add to whichever skills and competencies they learned in the conflict, for example management, driving, mechanics, boat maintenance, catering, medicine, leadership, computer/IT/digital management etc. Ask women what skills they would like to be taught. Skills training should be relevant to job market opportunities in the new era.

Avoid stereotyping in employment – women can be drivers, security guards, pilots, farmers, fishing, and construction workers, digital and IT innovators,

Women may want to expand their employment opportunities and "*go beyond doing work in the fields*". Many women (also men) involved in the conflict missed out on their education. Women may want to increase and expand their education to have skills to work in different sectors. Eg. in English language and digital/computer literacy.

Any programme assisting women should look at creative ways of enabling women to have access to better paid employment which may not have been previously thought of as women's employment. For example in Aceh, Indonesia an Aceh International Labour Organisation (ILO) project facilitated widows to work in the construction industry on post-conflict roof repairs. Women had a better chance of earning more substantial income from activities such as the booming construction industry in Aceh that were not considered traditionally female.

The ILO project for women employees to enter Aceh's booming construction industry was a successful example of enabling women to enter a better paid occupation previously considered a male-only employment sector. This involved linking potential women employees with employers and at the same time ILO persuaded building contractors and male construction workers to accept women colleagues. In employment that has been traditionally predominantly male, this may require sensitising the men already employed in these sectors to accept and respect female work colleagues.

Career training

Provide access to training in higher earning non-gender-specific skills such as use of computers, English language/translators/interpreters, driving (including truck and taxi and bus), car/bicycle mechanics, construction industry, security, police, customs, border guards, improved agricultural and food production manufacturing and marketing.

Specific provision should also be made to take training to those who cannot participate in away-from-home courses, for example women-led households and women and men with disabilities.

Careers guidance should present a menu of options for income earning – based on market needs

Women and girls may be unaware of the wider range of options and opportunities. There is a need to provide realistic practical advice sessions and information on career options and on business and marketing opportunities. Looking at the gaps where there are opportunities and market demand for employment and trade. There may be a need to commission a helpful market survey of employment opportunities and market demand.

Provide advice and information to present a menu of wider income earning opportunities and career options. *These should be based on a labour market assessment of job opportunities and job options.* This could be done in the form of mentoring and group workshops.

Always consult potential female participants as well as male participants ahead of time about meeting times and venues. Ensure that meetings and training workshops are at times and places convenient for access by women, not just convenient and accessible for men. Ask women when and where is most convenient for them. Avoid making assumptions based on men's lifestyle and obligations.

Budding women entrepreneurs need access to computers, e-mails and internet.

In Ukraine for example the Japanese Government supported a 3-year project setting up business centres in rural areas. Each centre had computers. Women were taught to use the computers. This enabled them to earn money by doing the accounts for farmers, become agricultural advisers, and it opened up other income-generating opportunities. Some women started credit unions.

Many women want to start their own business. They would benefit from marketing advice and assistance to purchase start-up stock.

SUMMARY LIVELIHOODS - RECOMMENDATIONS

1. avoid stereotyping - take measures to ensure women have access to better paid employment in previously all-male preserves
2. build on competencies and the skills many women may have developed in the conflict (conduct focus groups /surveys to discover hidden talents!
3. provide information based on a labour market assessment of employment and business opportunities
4. organise access to information, computers, e-mails and internet for budding female entrepreneurs
5. provide women with access to business training and marketing advice
6. provide opportunities for WAAFS to participate in design, planning and implementation of any reintegration Programme

TARGETING AND INCLUSIVENESS Take actions to minimise any form of discrimination based on ethnicity, race, religion, social or political conviction, gender, age, rural/urban, sexual orientation, caste and family status.

Look for ways to overcome invisible gender discrimination by addressing the strategic and practical needs of women/men/ girls/boys in each collaborating institution. How will you reach and include: widows of all ages, women heads of household, migrant women, women former combatants (WAAFS), women/men; sex-workers; domestic workers; women in fishing communities; women/men and girls and boys with disabilities?

Points to consider could also be aligned with recommendations in the UN CEDAW report to Sri Lanka. These include, amongst others: Discriminatory laws of Succession, inheritance and joint ownership: the Muslim Marriage and Divorce Act; reform of discriminatory provisions in the Kandyan Law and the Tesawalamai Law; language barriers faced by women wishing to claim their legal rights and justice, in particular Tamil women; need for an increase in the number of Tamil-speaking judicial enforcement officers in the North and East of the country; underrepresentation of women in peacebuilding, reconstruction and reconciliation process, and the need for a Sri Lanka national action plan for the implementation of UN

Gender Equality Checklist in all Project identification and design		
Issues to be Considered	Yes	No
Broader Context issues		
Have you considered EU strategic papers such as EU gender equality in the acquis, the strategy for equality between women and men?		
Is the gender perspective appropriately addressed in the Terms of Reference (TOR) /feasibility study?		
Have you considered the UN CEDAW Committee recommendations for Sri Lanka?		
Have you considered UNSCR 1325 + obligations on women, peace and security?		

Have you considered the Sri Lanka National Action Plan on gender equality?		
How about Sri Lanka Gender Equality Laws ?		
Are there engendered national statistics available in Sri Lanka?		
Project specific gender issues		
Will training materials be gender sensitive ie. Fair portrayal of women and men, girls and boys in teaching materials and web-sites in vocabulary and visually through elimination of stereotypes and promotion of inclusive multi-dimensional representation/portrayal?		
Are LGBTI issues covered in the TRANSFORM/SRP Programme?		
Have you considered Men and Women, Girls and boys with disabilities?		
Is there an engendered action-plan?		
Have you considered Men, Women, Boys and Girls? What indicators might you use?		
Is there a Gender responsive budget? Is the Action Document based on a gender budget analysis that shows how budget allocation can enhance gender equality?		
Has the Log-frame been engendered, including gender specific accountability provisions and gender equality indicators?		
Does the project have gender sensitive objectives?		
Do the project objectives address structural change?		
Does the project have gender indicators?		
Customs & traditions will influence the project?		
Are decisions taken by men and women?		
Are resources distributed equally among women and men?		
Is the project reinforcing existing societal norms?		
Are Women participating in the planning?		
Has equal representation of Sinhalese/Tamil women and men shaped debates and solutions?		
Access and Empowerment issues		
Is women's and girl's participation in the project restricted?		
Have women as well as men been asked : 'When and where are convenient times to meet?		
Is there any unexpected or adverse response by men/boys or women/girls to the project activities? Is remedial action needed to promote Gender equality and women's rights?		
Does the project address /take into account gender power relations in the work-place?		
Does the programme take into account gender power relations at meetings?		
Does the project address /take into account power relations in the households?		

Security Council resolution 1325 (2000) and subsequent resolutions on women and peace and security to guide post-conflict processes.

SUMMARY CHECK-LISTS OF ORGANISATIONAL POINTS TO CONSIDER IN RELATION TO GENDER ANALYSIS.

- At meetings/training workshops what kind of methodology is required to enable voices of women/men to be equally heard?

- What kind of training do women/men staff need in order to be able to involve/engage both women and men?
- Will there be a need to provide safe affordable transportation for women and girls to attend meetings?
- Which activities are undertaken by male and female participants?
- Are both men and women participating on an equal basis? Is capacity building enhancing Gender equality or diminishing gender equality? Or keeping the status quo?
- How are the preliminary responses of men/boys and women/girls to the intervention?
- Is there any unexpected or adverse response by men/boys or women/girls to the project activities? Is remedial action needed to promote Gender equality and women's rights?

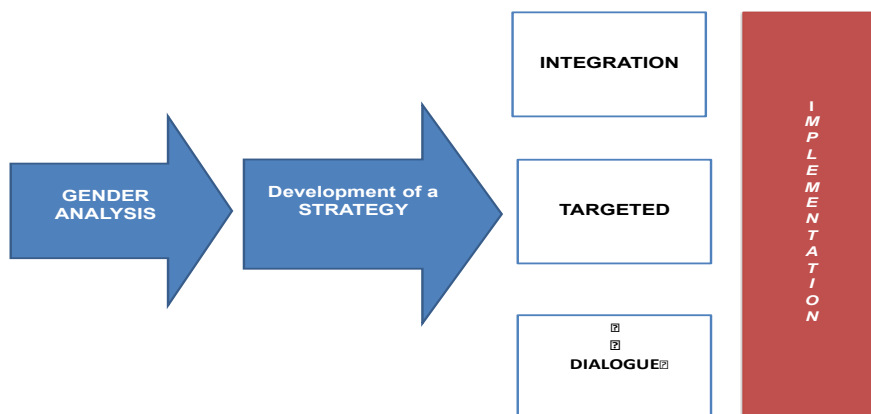
Recommendation 6. Mainstreaming Gender.

Framework for Gender Analysis and gender mainstreaming ³⁸

- *Start at the planning stage*
- *Collect and analyse data by sex*
- *Are there any visible or hidden obstacles for women, men, girls, boys in your plans?*
- *Add measures to address disadvantages of discrimination*
- *Develop a framework of procedures*
- *Measure and Monitor progress (e.g. Gender Markers and Results Based Management can be used*

Based on the gender analysis, three approaches can be used separately or together to achieve gender equality results:

- *Integrated interventions* of gender equality into programmes and projects (gender mainstreaming).
- *Targeted activities* – targeting specific groups or issues with specific interventions
- *Dialogues* - with partners on gender sensitive issues and aspects on gender equality In Post Conflict the women, peace and security approach should also be used. ³⁹



³⁸ Canadian International Development Agency Framework

³⁹ Sida Model

In post conflict situations a ‘women peace and security’ Strategy should also be used. The UK government’s 5-year strategy for how UK will meet Women, Peace and Security commitments can provide a framework to ensure that the provisions of UNSCR 1325 and associated Resolutions are incorporated. ⁴⁰

Sri Lanka does not yet have a UNSCR 1325 National Action Plan. 79 countries have so far adopted a UN SCR 1325 National Action Plan (2018). ⁴¹

RECOMMENDATION 7. INCLUDE SEX-DISAGGREGATED DATA AND GENDER INDICATORS FOR PLANNING, IMPLEMENTATION AND EVALUATION.

Include sex disaggregated data in all proposals, reports, action plans, organograms, budgets, monitoring and evaluations and results log-frames. Use gender sensitive indicators and markers to measure progress. Individual collaborators can use the recommended indicators as a whole or in part depending on the size and status of their organisation. Gender-related questions should also be addressed at all stages of preparation in the logical framework. **See Section 3 for description and examples of Gender Indicators and gender markers.**

Why use sex disaggregated data and Gender indicators?

“The benefits of disaggregating data by gender are substantial. According to data published by the World Bank, 62% of projects that included substantial gender indicators delivered positive outcomes, as compared to only 30% of those projects that did not include gender indicators.”⁴²

- ✓ Good performance indicators are critical for effective monitoring and evaluation, and help to:
- ✓ Improve decision making for ongoing programme and project management
- ✓ Measure progress and achievements as understood by the different stakeholders
- ✓ Clarify consistency between activities, outputs, outcomes and impacts
- ✓ Ensure accountability to all stakeholders by demonstrating progress
- ✓ Assess programme, project and staff performance
- ✓ Identify the need for corrective or remedial action

Indicators are crucial for the baseline, formulation, monitoring and evaluation because:

- ✓ they make visible what is important for the enhancement of gender equality
- ✓ they count phenomena that were previously taken for granted (e.g. unpaid labour, voluntary community-based work or gender-based violence); what is counted is taken into account
- ✓ they measure progress towards gender-sensitive targets and goals within a given period (target indicators, like the Sustainable Development Goals)
- ✓ they measure changes of attitudes of men and women, or management capacities to address gender issues within a given span of time (performance indicators)
- ✓ they are important for mutual accountability on gender issues

⁴⁰ UK Government UNSCR 1325 National Action Plan <https://www.gov.uk/government/publications/uk-national-action-plan-on-women-peace-and-security-2018-to-2022>

⁴¹ <https://www.peacewomen.org/member-states>

⁴² Women’s World Banking Gender Performance Indicators. For additional information on data quality challenges and potential solutions, see Women’s World Banking publication “Garbage In, Garbage Out? Data Quality in the Microfinance Sector.” Case examples – Beta Findings.

- ✓ they are useful tools in the policy and political dialogue, as well as for awareness-raising on gender gaps

Data collection and analysis. The UN CEDAW Committee report recommends that Sri Lanka, ‘enhance the collection, analysis and dissemination of comprehensive data, disaggregated by sex, age, disability, ethnicity, location and socioeconomic status, and the use of measurable indicators to assess trends in the situation of women and progress towards the realisation by women of substantive equality in all areas covered by the Convention.’⁴³

Recommendation 8. Set women up for success as professionals /in careers/in language ability by using targeted interventions.

- Are meetings and training held at times and venues which are convenient for women as well as men to participate? Is safe transport provided?
- If women are not attending or participating in meetings – find out why this is so and adapt methodologies. i.e. separate group work. Be sure the facilitators put emphasis on women’s/girls’ opinions etc. relevant languages?
- Role models: ratio of female/male speakers/facilitators experts/trainers at meetings, conferences and trainings.
- Have BC and collaborators considered possibilities for child-care available for training/meetings? Do men and women have the same access to time? To information?
- Who takes the decisions?
- Are women and men involved in planning? Are considering needs of men, women, boys and girls?
- Do resources reach both women and men?

Recommendation 9. Use a Gender Responsive Budgeting process.

The budget should indicate how resources and funding are visibly equitably distributed among women and men. Is there adequate financing for any extra training of women practitioners? Tools might include: mandatory Gender audits of funds spent; Gender finance quotas or set-asides via Gender responsive budgeting processes applied to project funding.⁴⁴

Recommendation 10. Consider hosting dialogues including on Capacity building for implementation of the programme.

- **Why** gender equality considerations are relevant to TRANSFORM and EU-SRP
- **What** needs to be done
- **Why** it is needed – do staff feel they understand why GSI is relevant to TRANSFORM and EU-SRP
- **How** to do it
- **Who** will do it
- **How much money and resources will be needed**

⁴³ The Committee considered the eighth report of Sri Lanka (CEDAW/C/LKA/8), on 22 February 2017 (see CEDAW/C/SR.1484 and CEDAW/C/SR.1485). The Committee’s list of issues and questions are contained in CEDAW/C/LKA/Q/8 and the responses of Sri Lanka are contained in CEDAW/C/LKA/Q/8/Add.1.

⁴⁴ IUCN(2007). “Gender and Climate Change: Women as Agents of Change”

Recommendation 11. Review text, pictures and illustrations in all training materials and web-sites to pay attention to portrayal regarding gender sensitive vocabulary, ethnicity, age, rural/urban, disability, sexuality etc.

Does the sample reflect the target group/population? Can you give special attention to under-represented groups? In which ways are under-represented groups presented? Who is portrayed as a victim and who is portrayed as a perpetrator? Who is portrayed as passive and who is portrayed as active? Are any groups portrayed in a way that may reinforce stereotypes?

Is vocabulary gender sensitive/inclusive eg. 'police officer rather than 'policeman', 'fire fighter' rather than 'fireman'⁴⁵

Use gender inclusive vocabulary throughout all documents. e.g. 'women and men and boys and girls'. As far as possible avoid using gender neutral collective nouns such as: 'citizens', 'the poor' because these can make diverse issues impacting on women/men, girls/boys invisible. Here are a couple of examples of using gender inclusive language, "An inclusive and well functioning education sector can play an important role in establishing societal dialogue on a local and national level in Sri Lanka by providing *men and women, girls and boys with information that is relevant to them.*" And "It is important to support institutions that are run by boards or bodies that are inclusive *of women and men* across ethnic, caste, and religious groupings and inclusive of diverse groups such as women and men with disabilities, widows, etc."⁴⁶ For example, in recruitment ads phrases such as, '*women and men equally welcome to apply*' could be used.

Recommendation 12. Staffing policies for each school, Higher Education College, Further Education College and government department should minimise any form of discrimination based on nationality, ethnicity, race, religion, social or political conviction, gender, age and family status background.

Invisible sex discrimination takes place when systems or procedures, unintentionally give advantages to one sex more than the other. For example, equal pay, or if either men or women have unequal access to career promotion opportunities, education opportunities, job training, recruitment, enhancement of career opportunities for women and girls. Each education institution should generate a gender policy including equal opportunities, equal pay and flexible work conditions. HR policies should include:

- *A written commitment in the HR policy that women and men are to be paid equal wages for work of the same value.* Remuneration should be based on the employee's skills, experience, responsibilities and other objective, non-gender-related, factors.
- *Enhancement of women's career opportunities:* Career Development Planning.
- *Flexible work options* flexible work options should be made available to women and men (not just women).
- *Recruitment procedures:* Use both male and female interviewers trained in Gender issues to ask the same questions for women and men in the interviews. (e.g. no questions to women about whether they have children nor whether they plan to have children!)
- *Job requirement profile:* Avoid characteristics that could be ascribed to male or female, and unnecessary demands which discriminate against women or men. For example, specifying a young

⁴⁵ See also the web guidelines developed by the Swedish e-delegation for accessibility.

⁴⁶ This recommendation may need to be adapted for the Sinhalese and Tamil languages.

age might exclude women who are (re-) starting a career after having children. Or women heads of household with older children.

- *Recruitment advertisements:* could for example say:
- *“Women and men are equally welcome to apply - we are working to achieve a more diverse workplace with an equal distribution of women and men of various ages, also people with disabilities, and a mix of religious and ethnic backgrounds in our staff”.*
- *Recruitment outreach channels:* In addition to contact with Universities colleges: think outside the box. Contact women’s NGOs and ask them to circulate recruitment ads through their networks.
- *Accommodate the health and safety needs of both women and men.*

TRAINING AND MECHANISMS FOR ADDRESSING SEXUAL HARASSMENT/ SEXTORTION/SGBV/INTIMIDATION

- Training should be provided to all men and women staff on prevention of harassment and understanding what constitutes sexual harassment.
- Effective workable grievance mechanisms should be developed which include a possibility to speak to a body independent from the organisation.
- Involve men and boys to address Sexual harassment/ Sextortion/SGBV.
- An advocacy initiative and awareness raising campaign, aimed at transforming attitudes towards women and girls.

Recommendation 13. Management in each collaborating and sub-granting organisation must make clear to all staff what decisions have been made about gender and what tasks are expected.

Grant applicant partners should show in their proposals that they have conducted a gender analysis to assess diverse implications of the impacts for women and men and boys and girls of planned actions.

- Draft a Non-Discrimination and Equal Treatment Policy and distribute it to all staff/volunteers/freelancers/contractors/sub-contractors.
- Keep it brief and use clear simple language. This will be the written statement about the organisation’s commitment and intent to implement equal opportunities and non-discrimination.
- This should be communicated on web-sites, social media, hand-outs, power-point presentation, posters and video. The policy should apply, not only to the school/FE college/HE college/government department but also (as far as is feasible) to anyone with whom the organisation deals e.g. freelance journalists, contractors, sub-contractors (e.g. drivers, security protection), and other stakeholders.
- Policy will be distributed to staff, freelancers, contractors, sub contractors, etc. Staff, contractors and sub-contractors (e.g. drivers, security guards and others) should be asked to sign to say they have read the policy
- It is essential that senior management takes the leadership role in communicating the message about inclusion of gender.
- Raise awareness on gender and equal opportunities across the staff.
- Train managers and supervisors in application of the equal opportunities policy and practices.
- Training on policy and grievance procedures to be planned and implemented.

Summary of recommendations for the ToC and Results Frameworks.

- Conduct gender analysis to find the current baseline situation for women and men in each Collaborator. All outcomes, outputs and activities should be designed to meet the diverse needs and priorities of women and men, girls and boys.
- Show in the ToC that sex-disaggregated data will be used throughout the programme.
- Each BC Collaborator should set their own achievable targets for the participation of women in the TRANSFORM and during training.
- The Strategic and practical needs of women/men/girls/boys in each should be addressed.
- The Gender Analysis could also include the specific Sri Lanka context.
- Gender intersectional considerations should be included in the Gender analysis.
- Gender inclusive vocabulary should be used throughout.
- The ToC could state, 'sound financial and institutional management is in place in which funding and resources are fairly distributed among women and men.
- Management in BC collaborator must make clear to all staff what decisions have been made about gender equality and what is expected.
- In any Sub- granting mechanism make it clear to applicant partners– WHAT is expected.
- Draft a Non-discrimination and Equal Treatment policy and distribute it to all/staff/volunteers/freelancers/contractors.

3. **Sex disaggregated data and gender indicators- Monitoring and measuring progress**

WHAT ARE GENDER INDICATORS?

Gender indicators are signposts of change; a means for determining the status quo and the progress towards the intended goal.

Has the action enhanced or debilitated gender equality? Or has it kept the status quo?

Sex disaggregated data is a prerequisite for developing gender indicators and measuring progress on gender equality and social inclusiveness. If a baseline and expected progress with indicators on gender equality is not fully indicated at the start of a programme it cannot later be monitored and evaluated.

Sex-disaggregated data and Gender indicators are needed for measuring results on gender equality. Gender indicators can indicate trends and allow for tracking progress towards intended results. Gender indicators are critical for effective monitoring and evaluation, and they help to improve decision-making for ongoing programme and project management.

BC could ask each local project leader to develop their own data as a base-line for measuring a differentiated impact of their interventions. They could also set their own realistic targets. E.g. on gender balance of male/female trainers' experts, speakers and participants at their training/meetings, conferences. BC and partners can collect sex disaggregated data on who participates at meetings, on committees, workshops, conferences, and training seminars, for example: targets for the Gender-ratios in meetings might be at least 40% men and at least 40% women or at least 30% Sinhalese men and women and at least at least 30% Tamil men and women, or a Gender balance target to be agreed with local partners.

Gender indicators, markers and sex disaggregated data - definitions and examples

Gender Indicators. Gender targets need to be defined and indicators chosen that will allow progress towards the respective targets to be monitored. Gender Indicators should include baseline and suggested targets. Improvement in conditions for women and for men. Gender Indicators are criteria or measures against which changes and progress can be assessed. They measure gender-related changes over time in a given context and can be used for advocacy to help make the case for action by highlighting key issues, backed up with statistics and other evidence.⁴⁷

Methodology	Working definition
Quantitative	Quantitative methods of data collection focus on issues which can be counted, such as percentages of women and men in parliament, male and female wage rates or school enrolment rates for girls and boys. Quantitative data can show changes in gender equality over time – for example, the number of girls in school compared to boys.
Qualitative	Qualitative methodologies capture people's experiences, opinions, attitudes and feelings –

⁴⁷ For more details on Gender Indicators please see: <http://www.oecd.org/dac/gender-development/43041409.pdf>

for example women’s experiences of the constraints or advantages of working in the informal sector, or men’s and women’s views on the causes and consequences of domestic violence. Participatory methodologies such as focus group discussions and social mapping tools are used to collect data for qualitative indicators. Qualitative data can also be collected through surveys measuring perceptions and opinions.

Gender-sensitive indicators	Gender Equality Indicators
<p>Adult literacy: Quantitative indicators Women’s rural adult literacy rate (% of literate rural women / total rural women)</p> <ul style="list-style-type: none"> • Men’s rural adult literacy rate • Women’s urban adult literacy rate • Men’s urban adult literacy rate 	<p>Adult Literacy: Gender gap: National: % of literate women / % of literate men Rural: % of literate rural women / % of literate rural men Urban: % of literate urban women / % of literate urban men</p>
<p>Level of Confidence in the National Justice System- Qualitative indicators. To assess differences in opinions of men and women an opinion-poll gathers answers of men and women separately:</p> <ul style="list-style-type: none"> • confident • a bit confident • not confident 	<p>Existing discriminating laws Presence of discriminatory laws, laws that do not protect women’s human rights, or customary laws and practices that preserve gender inequalities.</p>

There is a choice of types of criteria for gender indicators

Qualitative indicators reflect the opinions, perceptions and judgments of men and women/girls and boys about a certain issue. They are useful to understand processes, and the different impact a project process might have on the lives of men and women. Sources for these indicators are focus groups, public hearings, interviews, opinions.⁴⁸

Qualitative indicators capture people’s experiences, opinions, attitudes and feelings – for example women’s or men’s experiences of inter-acting with government departments or men and women’s views on the causes and consequences of harassment and abuse against women. Often participatory methodologies such as focus group discussions and social mapping tools are used to collect data for qualitative indicators. Qualitative data can also be collected through surveys measuring perceptions and opinions. *Sources for qualitative indicators are focus group discussions, public hearings, interviews, opinions, surveys, consultations, and community and social mapping.* Ask women as well as men to say when would be a convenient time and place for the interviews to take place. For example if you organise

⁴⁸ Gender Indicators see <http://www.oecd.org/dac/gender-development/43041409.pdf>

interviews to take place immediately after work this may be a bad time because women (and some men) have to prepare dinner.

Quantitative methods of data collection focus on issues which can be counted, such as amount of funds allocated to training Tamil women interpreters compared to Tamil men interpreters female/male wage rates and free-lance rates in the digital media, or school/college enrolment and retention rates for girls and boys. Quantitative data can act as a measuring barometer on changes in gender equality over time.

Gender Performance indicators: Gender Performance Indicators are often tailor-made and derived from the goals pursued in a project, or used for Budget Support. An example of financial management performance is a score-card that indicates how well management allocated the budget in such a way that project results are achieved in a gender equitable way. (Gender Responsive Budget)

Gender impact indicators: Gender Impact indicators are often qualitative, such as people's judgments or opinions about the results of a project.

Intention indicators on gender policies. Intention Indicators express the intended policy to promote gender equality. The OECD G-marker is an example.

Input indicators for gender policies: These indicators measure how resource allocation is used to promote gender equality. For example, human resources and financial budgets for addressing gender issues as % of the total.

Quantitative indicators measure total numbers, percentages and amounts. They are needed for showing the average outcome, or the degree to which a goal or objective is achieved. Sources needed to use these indicators are gender-disaggregated data. polls, or participatory appraisals. *eg.*

- Number of women/men trained to a certain language standard in Tamil/English/Sinhalese in each department by 1 January 2022 compared to 1 January 2019
- number of new jobs at middle management created for women and men respectively as a result of this programme shown as a gender ratio
- Increase in percentage of women in STEM Employment/creative industries/tourism by January 2022 compared to January 2019.

Project Specific Gender indicators

For project specific indicators it is essential to do a base-line study with sex-disaggregated statistics before starting up the project, so you have a before and after situation. *If a baseline and expected progress on gender equality is not fully indicated in the Framework of Change – it cannot later be monitored and evaluated*

The indicators should be specific in time. The change could be in % or in numerical terms e.g.

- 20% more women refugees/IDPs in paid employment by the end of 2020.
- At least 40% of the trained interpreters will be women, before 1 Jan 2020.
- Or a fixed number, e.g. at least 20 women are included in the team; 12 women obtain a place in Further Education college, 35 women obtain a place in HE College
- At least 50% of the planning committee are women.

Gender responsive budgeting (GRB) indicators. (Gender Financial Performance indicator). A score-card that indicates how well management allocated the budget in such a way that project results are achieved in a Gender equitable way. Gender budgeting is not a special separate budget for women. Gender budgeting is a process of disaggregation of budgets by gender in order to discover the extent to which interventions are differentially funded. Key questions: do revenues and expenditures reduce gender inequalities? Contribute to gender inequalities? Keep them the same? Have both men's and women's needs been considered? Have financial inputs been 'gender-proofed' to ensure that both men and women or both girls and boys will benefit from the planned intervention? Has the need to provide gender sensitivity training or to engage short-term gender experts been factored in to the budget? Have adequate financial resources been allocated for the proposed gender activities?

Input indicators for Gender policy: these indicators measure how resource allocation is used to promote Gender equality. For example human resources and financial budgets for addressing Gender issues as % of the total, such as adequate financing for training of women energy practitioners, researchers, policymakers and entrepreneurs.

Gender Impact Indicators, eg.

- % increase in number of women-headed households with improved access to meaningful livelihoods by end of 2022 compared to end of 2019
- number of women in technical or management jobs/roles formerly considered mainly male roles/jobs in January 2022 compared to 2019 or number of men in jobs/roles formerly mainly 'female' in comparison to 2019.

Qualitative indicators reflect the opinions, perceptions and judgments of men and women about aspects of the PROGRAMME. Qualitative are useful indicators to assess the different impacts (positive and negative) which access to learning opportunities and career guidance have had on the lives of men and women/girls and boys. For example: how many women/men/girls boys is the programme actually serving? What does the collaborating organisation know about those clients? What external forces and ingrained assumptions shape their behaviours? How does the institution seek to understand its women clients' needs—and to meet those needs? And just as important, do clients understand the services and products of BC and their collaborators? How happy are women/men/girls/boys with products and services of BC and their collaborators? And what did the solutions lead to?

Social Outcome Indicators can be classified into three general categories where women are consistently more likely to experience measurable *economic improvement, self-determination* and *family well-being*.

The Bechdel test is a well-known gender indicator for film and cinema – it can also be applied to podcasts/you-tube ads. The Bechdel test is used as an indicator for the active presence of women in films. The Bechdel test whether a work features at least two women who talk to each other about something other than a man. The requirement that the two women must be named is sometimes added. (Only about half of all films meet these requirements, according to user-edited databases and the media industry press.)

National Indicators: At the country level, gender indicators are key to upholding commitments on gender equality and sustainable development, including CEDAW, National Action Plan for Gender Equality, UNSCR 1325+ ; the SDGs⁴⁹, gender responsive budgeting. **See Annexe 4 for resources for comparators with other countries.**

GENDER INDICATORS – POINTS TO CONSIDER

It is not a “one-size-fits-all” approach. Each BC collaborating organisation should set their own achievable targets for the participation of women/men/girls/boys. Setting realistic priorities are crucial in this context. The approach should start with the current baseline and ask for improvement or a measurement of the effort made to promote women’s participation. In parallel, if needed there could be training specifically targeting women’s development. Some collaborators might need awareness and capacity building on gender, and others might need longer time and deep discussions to sell the idea to them.⁵⁰

Ask each local collaborator to develop their own sex disaggregated data. E.g. on gender balance of staff, students and the ratio of male/female trainers’ experts, speakers and participants at their training/press conferences. This sex disaggregated data can be used in future programme evaluations to measure progress. Impacts of any proposed activities on women and men and girls and boys need to be spelled out in all the written objectives or progress cannot be monitored and measured. This should also include the participation and contribution by women and men.

Keep it simple

A good gender indicator *should be simple to measure and to understand*. A question to ask is “do we really need this indicator? Is it necessary to track the changes that we want to help bring about?” Additional questions are:

- Is it clear what it actually measures/assesses?
- Is it relevant in relation to the actual changes it is indicating.
- Is it reliable over time i.e. it measures the same phenomena and over a period of some years

PREREQUISITES FOR GENDER INDICATORS – SEX DISAGGREGATED DATA AND GENDER ANALYSIS

It is likely that identified results for Gender indicators will be fairly realistic, reasonable and comprehensive if the answer is ‘yes’ to the following questions:

Was a Gender analysis carried out ahead of the start of the initiative? What is the current baseline situation for gender equality in each collaborator and in society? Conducting a Gender analysis and a Gender strategy will increase chances of achieving the identified results. The analysis and strategy will have dual roles as tools to help attain identified results and at the same time help to raise Gender awareness with BC collaborators and stakeholders. The analysis should examine the relationship and any inequalities between women and men, boys and girls in division of labour, roles and responsibilities, access to, and control over, money, power, resources, and their relative condition and position. All career roles should be

⁴⁹ <https://sustainabledevelopment.un.org/content/documents/11803Official-List-of-Proposed-SDG-Indicators.pdf>

open to any woman/men/girl/boy who has the relevant competencies and skills regardless of whether they are a woman or a man/girl or boy. Some roles may have hitherto been viewed as 'male work' and other roles as 'female posts'. To help overcome this stereotyping whoever is responsible for careers guidance and recruitment should define the competencies and skills needed for these roles.

Is data sex-disaggregated? Compile quantitative and qualitative sex-disaggregated data. What is the current baseline situation for gender equality in each collaborating government department school/FE and HE institutions? A sex-disaggregated database that contains accurate, accessible, and detailed information is a pre-condition for measuring progress. For Gender indicators it is essential to do a base-line study before starting up the project. By using sex-disaggregated statistics, you have a 'before' and 'after' situation.

Does the ToC show that sex-disaggregated data will be used throughout the programme?

Documents can give a clearer picture of expected results and achievements by providing sex-disaggregated statistics at all times – specify how many women/men. (And where relevant - how many girls and how many boys.)

Collect sex-disaggregated data for planning, implementation and monitoring and evaluation. Include sex-disaggregated data in all documentation.

Have gender equality results and indicators been developed in a participatory way with key stakeholders. Will the identified results arise in response to information in a base-line report?

Before identifying indicators, reflect on how BC want the indicators be used.

Here are a few options:

- to assist the BC programme teams to elaborate specific goals for programmes/interventions in relation to gender?
- to draw conclusions and lessons learned for future priorities within different sectors based on changes shown by the indicators.
- to be used in the presentation of midterm or annual development results to funders and stakeholders.
- to be used as an advocacy instrument for BC policy and programme teams to report on crosscutting issues such as gender.

Observations of changes in gender indicators may need to be complemented with qualitative studies or evaluations focusing on issues closer/more upstream to the BC interventions. *If results on gender related issues are prioritised, BC may need to allocate funds for such studies/evaluations.* A broad indicator (on national/impact level) is often more difficult to contribute/attribute to donor funded interventions. In fact, attribution is really only possible at the "output" level, which represents direct results of activities.

Assessing results and follow-up indicators could be rather costly. Therefore, *decide on a sound (i.e. "good enough") level of ambition of research methodology.* In the absence of existing studies, "good enough" could, for example, be to talk to (interview) leading experts and listen to their professional opinions about the changes in society, by, for example, bringing women's organisations and gender researchers together for group discussions. Such interviews could also complement other studies/evaluation/research.

Process indicators. The inherent difficulties in assessing the effects of donor funded interventions makes it *sometimes more efficient and relevant to take a closer look at processes* that increase/decrease the probability of change.

Questions to ask when designing gender indicators may include: (amongst other factors)

- How does TRANSFORM/SRP align with the UN CEDAW Committee recommendations for Sri Lanka? With the UN SDGs? With UNSCR 1325 on women, peace and security SECURITY and the related 7 UN resolutions .This can offer a framework for developing indicators.
- What change do you want to see?
- Indicators for UN Security Council Resolution 1325 +
- What information already exists, or is being collected, to assist in tracking changes? What relevant research and reports on the indicator already exist? If there is no data, what does that tell you and where might you look?
- How can you ensure small changes will be measured? There is increasing pressure to “manage for results” – to demonstrate significant changes in a fixed period. It is, however, important to consider which indicators could capture the often small, nuanced shifts in gender equality.
- How will the data collected be analysed and disseminated and who will collect it? And how will the results be used for learning and feedback into programme/project learning and design?
- Who should be involved in defining the vision of change, determining the indicators and gathering data?
- Are there existing national or international indicators that could be used or adapted?
- What legal frameworks exist that may enable or inhibit gender equality
- Do male and females working in TRANSFORM/SRP beneficiary partners have the same rights, possibilities and budget?
- Who has the power? Why is it like this?
- Who takes decisions? Is gender balance valued? Do we have any budget?
- Are the project interventions challenging the societal norms?
- Have men more access to money? Why?
- Despite “de jure” equality for men and women, “de facto” discrimination against women continues. Why?

Guiding questions

Who participates? In what levels of work/roles are women/men currently employed in each TRANSFORM/SRP Collaborator? Who is paid/who is an unpaid volunteer (Women/Men)? Management, administration, technical staff etc.? How does that impact on their access to capacity building efforts/training? Do women and men have equal access to the labour market? Are there any barriers that impede women’s or men’s engagement in the sector? What are they?

Balance of Power. Who decides? Who sets the agenda? Are they *His* priorities? Or *Her* priorities? Do women and men have equal input in decision-making? Are the bargaining positions of women and men different? Are women involved in making financial and logistical decisions? Are women and men involved in the design of this project? Have women’s and men’s views about options and design features been taken into account?

Who benefits? Are there any other factors supporting or causing gender inequalities? What kind of training do TRANSFORM/SRP staff in collaborating organisations need in order to be able to involve/engage both women and men?

- ✓ How has equal representation of women and men shaped debates and solutions?
- ✓ How has the budget been allocated? Does the project have a Gendered budget? Have both men's and women's needs been considered? Have financial inputs been 'gender-proofed' to ensure that both men and women will benefit from the planned intervention?
- ✓ Has the need to provide gender sensitivity training or to engage short-term gender experts been factored in to the budget? Have adequate financial resources been allocated for the proposed gender activities?

Who has access? Do women and men have (equal) access to information and capacity-building in education careers? Do women face any different cultural, social, security, financial, legal constraints compared to men in accessing: money, training, people in high places, property, power, health-care, time, decision-making positions, safety and security, political power, information, transport, education, training and career opportunities resources and equal pay?

Representation/participation: men/women/girls/boys (quantitative EO indicators):

- In the work places
- Heads of Departments
- At Management level
- In each department
- In each segment of salary
- Teachers (at different levels)
- Head Teachers
- Pupils at different levels
- Interns/Trainees
- Junior level – cleaners/tea providers
- Drivers
- Security guards

Participation:

- In Training opportunities
- in all activities
- In School/college different levels
- In the labour market
- In Promotion (how many years do women and men have to wait before promotion)
- Different Vocational training courses (are they gender stereotyped?)

Non Participation

- Drop outs from School (girls/boys)
- Inactive people on the labour market (not looking for job, women/men)⁵¹
- Unemployment

Normative data (qualitative indicators):

- Do men and women benefit equally from the labour law?
- Are there more females teachers in the lower grades? Why? How could this gender stereotype be overcome ?
- Do teachers consider boys' and girls' different needs in school?
- Why do boys drop out of secondary school?
- Why do girls drop out of secondary school?
- Who earns the money in the labour market?

⁵¹ One important issue is the large number of amount of people not even looking for jobs; this group represents a bigger problem than the unemployed, because the unemployed are at least registered as job seekers. Inactive people could be working with all kind of unregistered work (grey sector, insecure), or studying (positive), sick people, housewives, criminal activities, or simply not allowed to work. All these categories do not pay taxes and many groups lack social protection.

- Are the principles of non-discrimination and Gender equality stated in the project?
- Do men or women work in the informal market?
- Do recruitment advertisements imply gender stereotypes for jobs?
- Do male and female candidates have the same questions and are they given the same time in employment interviews?
- Are women's organisations involved in the initiation and design of the project? Gender expert?
- Do men have higher salaries than women? If so, why?
- Do men have higher pension expectations than women? Why?
- Are men promoted more easily than women?
- Do women feel valued in the labour market?

Male and Female Reality

- Are there options for women and men to choose flexible ways of working hours?
- Are men encouraged to take parental leave?
- Is there sexual harassment at the work place?
- Are there workable grievance procedures for complaints on sexual harassment?
- Do children – girls and boys - need to travel a long distance between home and school?
- Are important meetings held at times that are suitable for both men and women?
- Are both women and men involved in Planning?
- Does the beneficiary group consider needs of Men, Women, Boys and Girls?
- Do girls drop out of school because of filthy toilets? Or lack of access to modern sanitary protection for menstruation?
- Are all personnel at schools Gender trained, teachers, head masters and support staff?
- Do resources reach girls and boys/women and men?
- Does the project have a gender responsive budget allocated?
- Do you have Gender experts involved?
- Does SRP comply with EU Gender Equality legislation?
- Does this project comply with Sri Lanka employment legislation?
- How well does this comply with national and international obligations
- Does this project align with Sri Lanka's international obligations on Gender Equality?
- Are there a sufficient number of easily accessible clean toilet facilities for women and girls/men and boys
- Are there suitable changing facilities for women/girls?
- Do women/men have equal access to career networking opportunities?

Equality of access? Who benefits? (quantitative and qualitative Gender and EO indicators)

- In all Training opportunities
- Access to Conferences and other networking opportunities
- In all activities
- Study visits
- In career development and Promotion (how many years do women/ men have to wait before promotion)

- Different Vocational training courses (are they stereotyped)
- Leisure facilities and sports facilities at the work-place – male/female - Who has access? Who benefits?

To what extent are interventions financed in TRANSFORM/SRP efficient in terms of value for money when delivering outputs and immediate results?

- To what extent are interventions financed in TRANSFORM/SRP effective in delivering outputs and immediate results?
- Are the outputs and immediate results delivered by TRANSFORM/SRP translated into the desired/expected impacts?
- Are there any additional impacts (both positive and negative)?
- Are the identified impacts sustainable?
- Are there any elements which could hamper the impact and/or sustainability of the assistance?
- Are there any potential actions which would improve the efficiency and effectiveness of on-going assistance?
- Are there actions which would improve the prospects for impact and sustainability of the on-going assistance?

The OECD-DAC gender equality policy marker can be used to track activities that target gender equality as a policy objective. Activities can be classified as targeting gender equality as a “principal” or “significant” objective, or as “not targeted”. Principal means that gender equality is a primary objective of the activity. Significant means that gender equality is an important but secondary objective. Not targeted means that the activity has been screened using the policy marker but was found not to be targeting gender equality. The marker contributes to strengthening transparency and accountability in financing for gender equality and women’s rights.⁵²

Apply the marker from the early phases of project design The gender equality policy marker has the most impact when it is used as a “live tool” to spark discussions about the integration of gender equality during the early stages of the project appraisal and design, when substantial amendments are still possible.

Apply the marker to entire programmes/projects The gender equality policy marker must be applied to an entire project/programme based on an assessment of the overall intentions of the activity.

The total budget of a project/programme marked as 1 or 2 is counted as gender equality focused aid, even if gender equality is only one of the project’s objectives. This approach responds to the need to preserve a simple marking process that encourages a high level of donor reporting (in terms of the proportion of projects screened with the marker).⁵³

For each of the indicators, an assessment team should determine the level of implementation. For ease of qualification, the following is an example of an implementation scale can be used:

5	Full implementation	Gender policy and implementation plan in place, widely accepted and utilised.
4	Moderate implementation	Gender policy and implementation plan in place, but not yet widely accepted or utilised
3	Beginning implementation	Gender policy in developmental phase, or pilot programme, and/or minimal implementation.
2	Ad hoc arrangements	Ad hoc arrangements made for specific cases
1	Square one	No gender policy or plan in place; need information to get started.
0	Not applicable	Gender is not relevant to organisation's operations.

⁵² <http://www.oecd.org/dac/gender-development/dac-gender-equality-marker.htm>

⁵³ <https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf>

Example of a Gender Progress Marker

Gender Progress Marker (GPM)		
Expected result		
Schools/HE colleges/FE Colleges/government departments show improved gender awareness and gender justice in their institutional policy		
GPM 1: Schools/HE colleges/FE Colleges/government departments - institutional policy is more gender sensitive		
Progress maker	Scoring Criteria	Score
GPM 1.1: Gender policy is endorsed and implemented	✓ The organisation is not aware of gender mainstreaming and does not see any need for a gender policy	1
	✓ The organisation is aware of gender mainstreaming (knows the concept) but the organization has no experience in gender mainstreaming, either the staff has received any training on gender mainstreaming	2
	✓ The organization has no experience in gender mainstreaming, but some staff have received training on gender issues/gender mainstreaming	3
	✓ There has been some attention to mainstream gender in organisations' activities (e.g. organization of trainings/participation in trainings), however, overall institutional commitment appears unenthusiastic and they remain marginal concern of the organization as a whole (there is no policy but few things are done)	4
	✓ The organization addresses gender mainstreaming in all projects by gathering data in a disaggregated manner, but gender policy or approach to ensure gender mainstreaming is not in place yet	5
	✓ The organization has adopted a gender policy in order to ensure gender mainstreaming into all organisations' activities and/or projects, but it is not implemented yet	6
	✓ Gender mainstreaming is incorporated in the organizations strategy and in turn into annual plans as well as into any of the projects implemented	7
	✓ The above as well as the organization organizes and/or facilitates training programmes and workshops for staff at all levels to ensure gender mainstreaming into all activities and projects	8
	✓ Additionally, reports are gender sensitive and therefore reports	9

	based on disaggregated data information by sex, actions to address gender imbalances etc.	
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Total Score:	
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Recommendations:	
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Gender Progress Marker (GPM)		
Expected result: Schools/HE colleges/FE Colleges/government departments show improved gender awareness and gender justice in their institutional policy		
GPM: Institutional policy in Schools/HE colleges/FE Colleges/government departments is more gender sensitive		
Progress maker	Scoring Criteria	Score
GPM 1.2: Improved working conditions that respond to women's and men's needs	✓ The staff has no workplace gender equality policy that can ensure gender balance in the organisations	1
	✓ The organisation has no workplace gender equality policy but it is aware the need to engage both men and women	2
	✓ The organisation has no workplace gender equality policy but it is aware the need to engage both men and women and the different needs they have	3
	✓ The organisation has a workplace gender equality policy that can ensure gender balance in the organisation but it is not being implemented	4
	✓ The organisation has a workplace gender equality policy that meet basic legislative requirements for health, safety and gender equality in workplace and which response equally to mean and women's needs	5
	✓ Basic legislative requirements for health (including maternity leave or related to role embedded with maternity) and safety that's response equally to mean and women's needs are met but negative incentive to women exist (e.g. stereotypes, fear to lose the job etc.)	6
	✓ The organisation offers safety infrastructures (logistical, work place etc.) that respond to men's and women's needs.	7
	✓ There is a workplace gender equality policy that ensures gender equality in hiring, in health services and infrastructures and tools in place for its implementation	8
✓ The organization has an internal system for complains, suggestions etc. for reviewing and responding to ideas, suggestions, comments and perceptions from all staff members to continuous improve gender sensitive working conditions or non-implementation of gender policy	9	
Score:		
Recommendations:		

Gender Progress Marker (GPM)		
Expected Result: Schools/HE colleges/FE Colleges/government departments show improved gender awareness and their institutional policy		
GPM 1: improved gender awareness by Schools/HE colleges/FE Colleges/government departments in their institutional practices		
Progress Maker	Scoring Criteria	Score
GPM1.3 : More inclusive working place and decision making	✓ There is no interest to explore gender equality in the workplace and decision making process of the organisation	1
	✓ There is limited interest to explore gender equality in the workplace and decision making process of the organisation	2
	✓ There is interest to explore gender equality in the workplace and decision making process of the organisation but no attention has been paid to these issues.	3
	✓ Few and ad hoc steps have been taken (e.g. employment equality policy is in place, women invited to apply) but there is evidence that major opportunities are missed	4
	✓ The organisation has a gender policy, but policy is not used in a systematic way and gender equality in work place depends on the individual initiative rather than institutional approaches.	5
	✓ The organisation is progressing towards equality by trying to achieve their targets and there is high interest for it (e.g. engaging women in the managerial and senior positions on positions covered last year etc.)	6
	✓ The organisation has set targets for employment equality in its equality policy, but women remain in administrative and/or managerial positions, while there are no women or very few senior positions	7
	✓ The organisation consistently sets and meets targets of the gender equality policy and is moving toward equal numbers of women and men, with specific attention at the senior levels	8
	✓ The organisation consistently sets and meets targets and towards ensuring equal numbers of women and men at management and senior level through applying positive measures (e.g. gender quota in board positions), ensures equal conditions of employment and benefits, including pension schemes and has equal and transparent recruitment practices	9
Total Score:		
Recommendations:		

Gender Progress Marker (GPM)		
Expected Result: Schools/HE colleges/FE Colleges/government departments show improved gender awareness and their institutional policy		
GPM: improved gender awareness by Schools/HE colleges/FE Colleges/government departments in their institutional practices		
Progress maker	Scoring Criteria	Score
1.4 Increased presence of women in managerial and decision making positions	✓ The organisation has no women among the staff	
	✓ The organisation has 1-3 women among the staff in key positions	
	✓ The organisation has staff with few women in very low positions	
	✓ Some women in the organisation and most of them are in low paid positions and/or women do not receive equal pay with men for same positions/tasks	
	✓ Presence of women in administrative positions but not in managerial and/or decision- making process	
	✓ The organisation is progressing towards equality by trying to achieve their targets and there is momentum for it (e.g. engaging women in the last managerial and senior positions etc.) in an organisation with very few or no women	
	✓ Presence of women in different positions of the organisation is close to 50%, with women mainly in managerial positions but no one in decision making processes	
	✓ Number of men and women in managerial positions is close to 50%, but women are not present in decision making processes	
	✓ Number of men and women in managerial and decision-making positions is gender balanced.	
Total Score:		
Recommendations:		

Indicators. Example of Conference/Press Conference check-list

1. Are an equal number of women and men visible as speakers on the platform? If you did not know where to find women speakers on this topic – where else could you search? Women's organisations? Talent data-base? Internet?
2. Do you have an equal ratio of men and women chairing sessions? Have the Chairs been briefed to encourage women as well as men to ask questions and to take part in the discussions and debates?
3. Speakers - If you do not know enough women who can speak on a certain topic - how will you increase your contact list?
4. What time/date have you arranged your conference? Is it at a suitable time for people with family responsibilities? Is safe transport provision accessible?
5. Is there childcare provision?
6. Invitations - Have you been pro-active in seeking out female as well as male participants to attend the conference?
7. Literature and posters – Do the conference literature and posters portray men and women equally?
8. Agenda - were women as well as men consulted on the topics for the agenda?

GENDER INDICATORS

Indicators for the TRANSFORM and SRP Programmes should show whether the intervention has contributed to gender equality and economic empowerment or has perpetuated or even increased existing inequalities.

The following parameters constitute an analytical framework for gender indicators:

- Participation and Representation
- Invisible and Visible Discrimination
- Stereotypes (Assumptions and perceptions)
- Access, Distribution and control over benefits e.g. (money, power, opportunities and resources; time, funds, knowledge, property, assets etc)
- Human Rights
- Sex-disaggregated data
- Human Rights
- Intersectionality (ethnicity, age, disability, widows, WAAFS, women-headed households, sexual orientation, Culture, Education, caste, etc.)
- Triple Roles (home, work and in the community)

Suggested themes for indicators for TRANSFORM and SRP might include (amongst other criteria)

1. Balanced presence of women and men/girls and boys – reflecting the composition of society, and human experiences, actions, views and concerns.
2. Fair portrayal of women and men, girls and boys in teaching materials and web-sites in vocabulary and visually through elimination of stereotypes and promotion of inclusive multi-dimensional representation/portrayal.
3. Coverage of gender equality and equity issues as an important and integral part of the TRANSFORM and EU-SRP Programmes
4. Evidence of gender consciousness in different types of programme content and across the spectrum of subject-areas.
5. Evidence of accurate and holistic understanding of internationally recognized human rights.

The following suggested indicators may be useful for ideas for BC and collaborators

Improve the ratio of Women in Digital Technology careers nationally and in SL departments by 50% before 2050,

Improve the gender ratio in School for Public Administration with 20% before 2020

Or a fixed number, three female Ministers before 2020

Appropriate, gender sensitive curricula, materials, lesson plans and assessment for 120 hour A0-A2⁵⁴ level courses in Tamil and Sinhala as Second Languages for Public Service are developed and accredited.

Access to learning opportunities for women/men/girls/boys (mid-term XYZ women/men, final XYZ women/men)

⁵⁴ Using CEFR levels A0 = beginner, A1 = elementary, A2 = pre-intermediate

What percentage of those reached by the Programme learning opportunities are Sinhalese/Tamil men/boys?

What percentage of those reached by the Programme are Sinhalese/Tamil women/girls?

Who is benefitting from TRANSFORM and SRP learning opportunities Sinhalese/Tamil men/women/girls/boys and what type of impact is it having on their lives?

How have women/girls men/boys lives have been changed by use of each theme/result of the Programme.

Women, girls at risk of exclusion are empowered to confidently voice their communities' concerns and needs, and influence decisions

and % from categories at risk of exclusion reporting a change in their level of self-awareness, self-worth and confidence

Power holders at community level have enhanced relationships with and are more responsive to the demands of women/men/girls/boys at risk of exclusion

and % of engaged women/girls at risk of exclusion stating they benefited from constructive engagement with power holders

and % of engaged power holders with greater understanding of the issues affecting women/men/girls/boys at risk of exclusion

and % of engaged power holders stating they benefited from constructive engagement with marginalised women/men/girls/boys

and % of collaborators with a GSI strategy in place

and % of BC supported projects which are GSI sensitive

and % of categories of women and girls at risk of exclusion who report meaningful participation in decision-making bodies at community level

of women/girls at risk of exclusion reporting change in attitude at community level towards them

Gender indicators to Risk Assessments – the following are guiding points

- High risk that Gender analysis and Gender mainstreaming into interventions and activities could be overlooked/ignored by BC or collaborators.
- *Mitigation.* The sustainability of mainstreaming Gender within the TRANSFORM/SRP learning opportunities programme will depend on the extent to which leadership is able to identify and propose, implement and monitor practical and sustainable responses and solutions to promote Gender equality and equal opportunities.
- Is there a possibility any interventions of the TRANSFORM/SRP programmes might reduce access to or control of resources and benefits by women/girls?
- Is there a possibility the programme situation of women/girls or men/boys deteriorates (e.g. potential increased financial /safety/security risks)? If Gender equality is challenging social norms are there risks in some communities from traditionalists/fundamentalists? How will this be mitigated
- What factors may influence ability of women/men/girls/boys to participate in the programme's activities (such as lack of time, childcare duties, missing transport, lower educational levels, discriminatory approaches, etc.)? Can changes to the programme design eliminate or mitigate these risks? What are the mitigating measures and have these been incorporated as activities into the programme?
- What social, legal and cultural obstacles could prevent women/girls from participating in and benefiting from programme? Can changing the project design eliminate or mitigate these risks?

What are the mitigating measures and have these been incorporated as activities into the programme?

DRAFT Sample Indicators Checklist to Integrate United Nations Security Council Resolution (UNSCR) 1325 (some overlap with the human rights based approach)

Overall integration: Addressing the differential needs of women and men, especially during the peace process.

Data:

Data is disaggregated by:

-sex _____

-caste _____

-ethnicity _____

Data surveyors include women _____

Data respondents include 50% women, especially from marginalised groups _____

Security requirements for data collectors in place:

- Security Orientation for data collectors _____

- Security Plan for data collectors (in order for women and girls to feel safe) _____

Data is collected in a confidential manner _____

Data is stored in a confidential manner _____

Data is disseminated to a variety of stakeholders

Confidential data on a needs basis, ensuring confidentiality _____

General data to all partners and stakeholders for sharing of resources _____

Participation:

Activities planned in a participatory and safe manner:

- Time of year where it is conducive to women's participation _____

- Time of day, which is conducive to women's participation _____

- Organised in venue/place safe for women and girls _____

- Transportation and logistics provided for women's and girl's special needs, especially from marginalized groups and remote areas _____

Inclusion of women in planning process, especially from marginalized groups _____

Inclusion of young people, especially from marginalised groups in planning process _____

Inclusion of women in implementation and monitoring process, especially from marginalized groups _____

Inclusion of young women/girls and young men/boys in implementation and monitoring process, especially from marginalised groups _____

Women staff available for the delivery of services _____

Human Rights related activities:

- Gender Based Violence prevention and response is integrated in project activities _____

- Services are provided to marginalised women, especially in remote areas _____

- Basic needs assessment or consultation included _____

Reintegration related activities:

- Women's and girls' differential needs are addressed in project activities _____
- Women's and girls' differential needs are addressed in project services (including safety, clothing, personal hygiene and sanitation, materials women need to take care of their duties at home for example cooking and cleaning) _____
- Women's and girls' needs are budgeted for in project activities _____
- Project activities address:

Female ex-combatants/Women associated with armed forces (WAAFS), supporters and dependents _____

Women and girls in communities _____

Internally Displaced Persons _____

- Specific activities on strengthening response mechanisms for sexual and gender based violence _____

Material (Information, Advocacy, Reporting, Assessments) Development:

- Women are included in planning process _____
- Women are included in implementation and monitoring process _____
- Consultations with women are ensured during:
- Planning _____
- Implementation _____
- Monitoring _____
- Emphasis on women's experiences from marginalised groups and remote areas _____

Partners:

Balance in the following partners:

-UN agencies _____

-Government _____

-Civil Society _____

- Grass-roots _____

Partner has experience in and commitment towards:

- gender mainstreaming _____

Partners, with little or no work experience in gender related issues, are provided with:

- orientations on gender mainstreaming _____
- tools for gender mainstreaming _____

Budgeting:

- Budget targeting women from marginalised groups _____
- Budget targeting interventions specifically focused on the promotion of women in society and women's rights _____
- Budget targeting interventions on non-discrimination / non-violence _____

Reporting:

Women's and girls' needs are integrated in reporting

Sample Gender Indicators Action Plan

Technical support monitoring indicators	Operationalisation of indicators	Baseline April 2019	Means of verification
Number and type of changes in HR policies to address gender and EO related issues	Gender policies revised		
Number and type of changes in HR practices in recruitment, training, retention, work-life balance, talent management, to improve women's participation in the workforce	<p>Number and type of recruitment practices changed</p> <p>Number and type of retention practices changed e.g. Number and type of work/life balance practices introduced</p> <p>Number of Career development plans developed with individual female employees</p> <ul style="list-style-type: none"> • Harassment training • Grievance procedures updated • Communication outreach related to gender, etc.) • Scorecards at all levels have gender (disaggregated by department and at staff level) 		
Improvement in women's participation in the labour force by type of position (in number and %) including by department at each level	<p>% and number of junior level female and male workers – cleaners/tea providers etc.</p> <p>% and number of experts; supervisors, managers; white-collar male and female workers</p> <p>% and number of women and men across all departments</p> <p>% and number female and male top managers</p> <p>% and number of female and male board members</p> <p>% and number of female workers council representatives</p>		
Number and type of	Gender Action plan/ (YES/NO)		

<p>gender related commitments delivered by the organisation or committed for the next 12 months (e.g. Gender Action plan, EOs committee established, institutional scorecard; work -life balance measures adopted; training delivered or planned by type of training, etc.)</p> <p>percentage increase in gender balance ratio of women/men in departments previously seen as mainly one sex or the other e.g. certification achieved</p>	<p>Equal Opportunity Task Force (YES/NO)</p> <p>Scorecards revised (YES/NO)</p> <p>Life/balance measures included (YES/NO)</p> <p>Training(s) delivered (number/type/male/female and type of position)</p>		
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Sample GSI Indicators

Outputs	Indicators
Organisational	# and % of collaborators who have evidence that they have a meaningful role in the organisation as GSI advisors
	# and % of collaborators who have included GSI aspects in their KPIs, ToC, values, staff performance appraisal, induction manual, job descriptions, partners selection and/or due diligence
	# of collaborators where women/men at risk of exclusion are on the Board
	# and % of collaborators who have Equal Opportunity and Diversity policies in place and where there is evidence that they are implementing them
	# of collaborators where women/men at risk of exclusion are in active leadership roles
	Improved staff knowledge and attitudes towards GSI

Capacity	#officially designated Tamil and Sinhala men teachers and # women. teachers successfully complete new second language and methodology courses by Aug 2021.
	# collaborator women and men on the staff can describe specific changes they have made to their practice to make it GSI sensitive
	# description of cases where collaborator women/men staff have applied learning back in the workplace
Resources	# and % of supported collaborators reporting improvements in their confidence and capacity to deliver GSI sensitive projects
	# of successful bids which include budget for GSI activities
	# and description of external human resources employed to advance GSI
	# of partnerships with other collaborators to advance GSI
Operational	# and description of community activities addressing stigma and discrimination
	Increase in the capacity of collaborators to engage with and influence power holders on issues affecting women and men/girls and boys at risk of exclusion
	# and description of community activities targeting women/men/girls/boys at risk of exclusion
	# and % of proposals and projects demonstrating GSI analysis and strategies to increase inclusion and equality
	# and % of collaborators who incorporate a GSI focus into each stage of the project cycle
	# women/men/girls/boys at risk of exclusion included as respondents in the beneficiary questionnaire used by evaluators
	# and description of techniques used by partners to increase the leadership potential of women/men/girls/boys at risk of exclusion
	# and description of projects monitored that reflect the priorities of people at risk of exclusion
	# and description of techniques used by partners to target and engage women/men/girls/boys at risk of exclusion into the programme

4. Engendered Logical Framework

The Logical Framework Approach (LFA) is a comprehensive methodology to plan, manage, monitor and evaluate a project. It is a core tool. The conventional use of the logical framework has often been described as 'gender blind', since it does not necessarily take into consideration issues like roles and gender relations. Gender-related questions should be addressed at all stages of preparation in the logical framework to ensure that attention has been given to gender equality issues.

Logical Framework: Examples of gender questions to ask ⁵⁵

	A. Description of the Action Document What do you want to achieve with the project?	B. Indicators How can we determine whether we succeeded?	C. Sources of verification Where can we find information to verify we have achieved and to what extent?	D. Hypothesis What else should happen in order to succeed?
1.General Objective	Does the broader political objective of this project contribute to addressing issues of gender equality? Is there a gender issue that will be affected or will influence the overall objective and contribution?	What impact indicators can verify achievement of gender issues in the General Objective?	Are gender-disaggregated data analysed in terms of gender verification of the General Objective? What gender analysis tools will be used?	What are the most important external factors necessary for a General Objective to be gender sensitive?
2.Specific Objective	Does the action clearly identify the specific target for those involved / beneficiaries and disaggregated by sex? Do the project results and benefits differ for women and men/	What indicators can verify the achievement of these specific objectives?	Is gender-disaggregated data analysed in terms of gender verification of the specific objectives of the project? What qualitative information is needed? What gender analysis tools will be used?	What important external factors should be considered in order to achieve the specific objective?

⁵⁵ Log frame on skills development and Gender equality, developed by Ulf Färnsveden, for the Global Monitoring Report on Education for All, United Nations Girls Education Initiative. Pathways for girls from school to work 2012

	<p>girls and boys? Do you use sex-disaggregated data when mainstreaming gender issues into the project? Are they addressing the practical and strategic needs?</p>			
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3. Results/outcome	<p>How does the project take into account the the gender roles and relations? Are the project results different for men and women? Or for girls and boys?</p>	<p>What indicators are needed to verify the results of the project?</p>	<p>Do you have sex-disaggregated data to verify the results of the project? What gender analysis tool will be used?</p>	<p>What are the important external factors affecting the project result?</p>
4. Activities	<p>Do the activities reflect gender differences in roles and responsibilities?</p>	<p>Resources: What kind of products and services contribute to both men and women beneficiaries? Girl and boy beneficiaries? Are the resources and benefits of the project reaching both men and women? Are the external resources maintaining the norms of access and control?</p>	<p>Do they present sex disaggregated data and sources of verification for the activities of the project? What kind of tools are used for analysis of gender for monitoring the activities?</p>	<p>What external important factors are needed to carry out the activities and especially to guarantee a continued engagement of both men and women in the project?</p>

5. EVALUATIONS - Gender Monitoring and Evaluations – guiding questions

The mid-term evaluation will be able to guide the intervention going forward to see if any conditions are needed to improve aspects. – it will, be limited to what is possible to include to have an actual impact.

Ideally gender equality issues should be included in all sections of the evaluation reports – i.e., in the executive summary, the main text, the conclusions and recommendations, and the annexes – as appropriate, rather than in a separate section devoted to gender. Evaluation reports should be based on qualitative and quantitative data, disaggregated by sex, to measure results and long-term outcomes for both women and girls and men and boys.

Ensure the generation and collection of sex-disaggregated data in all sectors relevant to TRANSFORM/SRP. With respect to gender, the old adage is true: what is not counted, does not count

Assess how the Programme ensure the standards/policies/management plans etc. are used by BC collaborators and also enforced by implementing partners.

Assess the strategies and routines to carry out monitoring and evaluation with regard to Gender equality: are they appropriate?

Use sex-disaggregated data in all TRANSFORM evaluations and monitoring reports.

Gender Monitoring and Evaluations – guiding questions

The following guiding questions would be of interest to follow-up both relating to the process before the project was initiated, and the outcome – to see who participates, who benefits, who has access, etc.

Evaluation reports should be based on qualitative and quantitative data, disaggregated by sex, to measure results and long-term outcomes for both women and men.

Monitoring and Evaluation

The collection of sex disaggregated data in the monitoring process is important for the assessment of the effects and results of the project for men/women and girls/boys. Gender disaggregated data collection and analysis may also provide feedback on lessons learned, opportunities and constraints for gender mainstreaming. The following are suggestions for questions to answer in monitoring and evaluation:

- Assess the extent to which local ownership applies to women and men.
- How is the money spent and who benefits – male/female? What is the gender-specific allocation of financial resources?
- Is budget allocation responding to diverse practical and strategic gender needs and interest of women and men? If so, in what ways?
- What are the paid (and unpaid) contributions to the project by male and female stakeholders?

- Which activities are undertaken by male and female participants?
- What are the results? Which groups benefit from the results (gender disaggregated data of groups specified by age, income groups, rural/urban area or other project relevant classifications)?
- Are both men and women participating on an equal basis? Is capacity building enhancing gender equality?
- How are the preliminary responses of men/boys and women/girls to the intervention?
- Is there any unexpected or adverse response by men/boys or women/girls to the project activities? Is remedial action needed to promote gender equality and women's rights?
- In what ways have they taken into account diverse methods of payment of service delivery/communication methodology with men/women customers?

Engaging external experts for a Gender-sensitive evaluation

Issues to be considered at the evaluation stage by those who commission evaluation assignments:

- Are evaluators briefed on relevant gender issues and provided with background documentation, including literature and documentation relevant to gender equality issues and EC policy documents on gender equality?
- Is there a gender balance and/or adequate level of gender expertise in the evaluation team?
- How do the evaluators propose to measure the differential impacts of activities and interventions on women and men/girls and boys?
- Do evaluators understand why and how to disaggregate information by sex?
- Will the views of female beneficiaries be sought in a culturally appropriate manner

Assessment: Assessing the capacity of the TRANSFORM/SRP Programmes to mainstream gender

- The assessment can be carried out by an external consultant, but self-assessments and inputs from the education project staff are essential. Staff training is critical for ensuring the collection of quality data. Staff must understand the importance of collecting good data and its use. The first step in measuring gender performance is to ensure there is alignment across the entire organization on the integration of a gender focus. Identify the TRANSFORM/SRP Programme staff capacities on gender, and existing gaps in capacities that will need to be addressed. An empirical baseline should also be created to set targets and measure progress.
- Areas for inquiry should include: project frameworks, existing gender capacities, the level of gender-consciousness in the workplaces, and the gender balance of staff. Tools that can be used to carry out this assessment include briefings, interviews, workshops and focus group discussions with project staff, management, and partner organisations, as well as self-assessment questionnaires. In addition, a gender balance analysis of the organisation and the project could be carried out, as well as a Strengths and Weaknesses, Opportunities and Threats (SWOT) analysis to assess the capacity of the project and the organisation to plan and implement gender activities.

How effective was the intervention?

- Have the results contributed to the achievement of the project purpose, and have assumptions affected project achievements in terms of responding to practical and strategic gender needs of men and women?
- Have benefits favoured male and/or female target groups?
- Did the project results turn out to be effective in achieving progress on gender equality?

- Were assumptions made about gender at the start of the project impacted by any economic, social political, or legal changes?
- Have the results contributed to the achievement of the project purpose, and have assumptions affected project achievements in terms of responding to practical and strategic gender needs of men and women?
- Have benefits favoured male and/or female target groups? This aspect of the evaluation also includes a specific assessment of the benefits accruing to particular stakeholders (government departments, colleges, schools, organisations, institutions, indirect target groups) in each case gender disaggregated.

What was the impact of the project?

- What has been the impact of the project's outcome to wider policies, processes and programmes which enhance gender equality and women's rights?
- Did the project enhance the progress of Gender Equality? Or damage progress on Gender equality? Or make no impact one way or the other on progress towards gender equality?
- Assess the extent to which local ownership applies to women and men.
- What has been the impact of the project's outcome to wider policies, processes and programmes which enhance gender equality and women's rights?
- In projects which have not been constructed with a gender sensitive logic and did not intend to contribute to gender equality, the ex- post evaluation can still assess whether it produced any unintended or unexpected impacts on gender relations.
- Does the action clearly identify the specific target for those involved / beneficiaries disaggregated by sex? eg. a number of issues impact on girls differently from boys such as girls below a certain age dropping out of school or women dropping out of paid employment when they get married.
- Do the project results and benefits differ for women and men – girls and boys? If so, in what ways?

Sustainability of the project?

- Will benefits produced by the project for different target groups continue after external funding ends?
- Are achievements in gender equality likely to be sustained?
- To what extent has ownership of the project been achieved by male and female beneficiaries?
- To what extent have strategic gender needs of women and men been addressed through the project, and has this resulted in sustainable improvement of women's rights and gender equality?
- To which extent has capacity for gender mainstreaming through the project been built?

Relevance

- What was the Relevance of the programme for gender equality issues?
- Did the project respond adequately to the problematic situation of women/girls and men/boys within the area of project intervention?
- Were the objectives of the project intervention consistent with beneficiaries' practical and strategic gender needs, country needs, global priorities and partners' and EU's policies, commitments and mandates regarding gender equality and women's rights?
- Were the project objectives identified with respect to gender equality issues appropriate to the

- childcare 1. Does the background/context analysis of the project examine: a) the different situations of women and girls and men and boys?
problems and to the physical and social environment in which the project operated?
- Was the treatment of gender equality issues throughout the project logical and coherent?
- Were adjustments made to reflect any changes occurring in gender roles and relationships
- Are equal opportunities and gender equality taken into consideration in the phase out of the project?
- Do the training and capacity-building initiatives of the project take into account the needs of women and men (e.g. time or mobility restrictions)?
- Different access to language education/ general education/ career guidance /women/men/girls/boys?
- Are there wage gaps between women and men?
- Do women and men have (equal) access to new technologies? Do women and men have (equal) access to information and capacity-building in STEM fields, creative arts or tourist industry professions?
- **Who has what?** Do women and men have equal access to resources, including finance, technologies, information and services? Who has control over these resources? Do women and men equally benefit from these resources? Do women and men have equal access to education, technical knowledge, and/or skill upgrading?
- Who benefits? Will this project enhance Gender Equality? Hinder Gender equality or merely keep the status quo on things as they are on Gender Equality?
- What is the context? What is the share of women and men enrolled in STEM/Digital careers? Do women and men have equal access to the labour market? Are there any barriers that impede women's or men's engagement in the sector?
- Do digital and creative sectors include a provision on gender equality and women's empowerment in the sectors? Are there sector policies supporting or causing gender inequalities?
- **Who does what?** What is the division of labour among women and men? What is the situation of women and men in the specific sector of intervention? What is the participation between women and men in the formal/ informal economy? Who manages the household? Who participates in the care of children and of family care
- b) the impacts the project will have on different groups options, safe and affordable transport, flexible working hours)?
- Is gender a requirement in project-related recruitment processes (gender balance as well as gender competence of staff)?
- How is the representation of men and women in the TRANSFORM Programme organisation, is there any information on the gender balance? Do more resources go to women than men in this project or not? Could the budget and resources be analysed?
- Are both men and women participating on an equal basis?
- Is capacity building enhancing Gender equality?
- How are the preliminary responses of men/boys and women/girls to the intervention?
- Are principles of non-discrimination and gender equality stated in the project?
- Who benefits? Will this project enhance Gender Equality? Hinder Gender equality or merely keep the status quo on things as they are on Gender Equality ?

- Do men and women have equal access to funds/credit/employment
- Does the distribution of Programme funds reflect the level of commitment to Gender-related goals?
- Are there sufficient funds to achieve the expected results that support Gender equality?
- Are there sufficient funds to include women's and men's differentiated needs and consider them in all activities?
- How is the money spent and who benefits – male/female? What is the Gender-specific allocation of financial resources?
- Is budget allocation responding to diverse practical and strategic Gender needs and interest of women and men? If so, in what ways?
- What are the paid and unpaid contributions to the project by male and female stakeholders?
- Which activities are undertaken by male and female participants?
- What are the results? Which groups benefit from the results (Gender disaggregated data of groups specified by age, income groups, rural/urban area or other project relevant classifications)?

Gender-Responsive Budgeting Guiding Questions

- In what ways have diverse needs of women and girls and men and boys been considered?
- Have financial inputs been 'gender-proofed' to ensure that the diversity of women and girls and men and boys will benefit from the planned intervention?
- Has the need to provide gender sensitivity training or to engage short-term gender experts been factored in to the budget?
- Have adequate financial resources been allocated for the proposed gender activities?

ANNEXES

ANNEX 1. CONSULTANT'S MEETINGS IN COLOMBO 26 FEB 2019 – 4 MARCH 2019

The Consultant met with the following:

- Gill Caldicot, Director of the British Council Sri Lanka
- Louise Cowcher, Director English and Education – BC Sri Lanka
- Lucy Nicholls, Project Manager TRANSFORM and EDI Lead

EU - SRP

- Psyche Kennett, Capacity lead Languages, BC EU SRP
- FT Croos, Component Lead Languages, BC EU SRP
- Niles Gentson, Senior Programme Manager, BC EU SRP
- Murugesu Murugaverl, Project Manager, BC EU SRP
- Sharani Medagangoda, Assistant Project Manager - Administration, BC EU SRP
- Sumith Wickramage, Finance Officer, BC EU SRP

'Arts and Reconciliation'

The Open University of Sri Lanka

Grantee: Postgraduate Institute of English (PGIE), The Open University of Sri Lanka

HE team at the British Council who is over looking a grant funded project on Peace and Beyond in Sri Lanka titled 'Arts and Reconciliation':

- Nishika Hassim (British Council) –Manager, Higher Education and International Education Services
- Themari Mendis (British Council) – Assistant Manager, Higher Education and International Education Services
- Dr. S.M. Herath, Senior Lecturer/ Co-Project Supervisor
- Kasun Pathiraja – Project Manager
- Research team:
- Manavi Thisara Wickramasinghe
- Aparna Hettiarachchi

26/27/28 February 2019 - Overarching briefings and discussions with Louise Cowcher

28 February 2019– Attended presentation by the team working on the EU-SRP 'Reducing Language Barriers' programme.

1 March 2019 – attended presentation of BC funded project 'Arts for Reconciliation'.

4 March the Consultant gave a feed-back presentation to the TRANSFORM Team

4 March – meeting with Lucy Nicholls - Project Manager TRANSFORM and EDI Lead

ANNEXE 2. INTERNATIONAL RESOLUTIONS

The following are a selection of international human rights instruments relevant to TRANSFORM and EU-SRP.

European Parliament Resolution – Gender Aspects of Conflict Resolution and Peacebuilding A5-0308/2000

Women Peace and Security – Through both UNSCR1325 and the European Parliament Resolution it has been internationally recognised that women are a vital element in restoring human security and should be fully involved from the start at all levels in any peace processes.

The European Parliament Resolution ‘[Gender Aspects of Conflict Resolution and Peacebuilding](#)’ considers the status of women in the context of armed conflict and makes recommendations aimed at transforming the situation of women to one based on inclusion and recognition of the rights they hold and the contributions they continually make to peace processes globally.

A Recommendation attached to the EP resolution on participation of women in peaceful conflict resolution calls for :

at least 40% women in all decision-making levels in reconciliation, peacekeeping, peace-enforcement, peace-building, and conflict prevention positions, including in fact-finding and observer missions.

The resolution makes a series of recommendations, categorised into three areas.

I. The Protection of War Affected Populations

The resolution condemns rape, sexual slavery and all forms of sexual violence and misconduct, and calls upon Member States to:

- ratify the Treaty of Rome for the ICC
- update wording of Convention on the Protection of Women and Children in Armed Conflict
- ***increase funding*** for health, counselling and witness protection services to victims of rape and sexual assault
- ***gender-sensitive training*** on peace and security initiatives by providing training on the gender-aspects of conflict resolution, utilising local gender expertise and fostering research on the development of gender-based violence during and after conflicts
- ***integrate a gender perspective*** in the planning of refugee camps

II. International Efforts to Prevent and Solve Armed Conflicts

The resolution stresses that current conflicts demand the increased use of ***non-military methods*** of crisis management and accordingly, calls on Member States and the European Commission to:

- **recruit more women** in diplomatic services
- **nominate more women** to international diplomatic assignments and senior positions with the UN and increase the percentage of women in delegations to the national, regional and international meetings concerned with peace and security
- ensure that at least 40 per cent of women should hold posts in reconciliation, peacekeeping , peace enforcement, peacebuilding and conflict prevention

- in reconstruction efforts, a gender analysis must be automatic in the planning and practice of external interventions
- promote the establishment of national machinery for gender equality within governments through a Ministry of Women’s Affairs, a Gender Desk, or an Office of the Status of Women

III. Community-based Participation in the Prevention and Resolution of Armed Conflicts

It is widely recognised that women play a crucial role in the rebuilding of societies, yet in order that they are not further marginalised, the resolution stresses the importance of **local involvement** and ownership of the peace and reconciliation process, and in this regard, calls upon Member States and the Commission to:

- support the creation and **strengthening of non-governmental organisations** and ensure that the warring factions incorporate civil society representatives—**50 per cent** of whom should be women—into their peace negotiation teams
- the promotion of public debate in post-conflict regions concerning **gender-based abuses**, ensuring that men *and* women benefit from external reconstruction initiatives in the process
- the specific rehabilitation **needs of girl soldiers** must be paid particular attention.
- **The European Parliament Resolution Paragraph 20B urges post-conflict countries to**, ‘ensure that both women and men benefit from reconstruction initiatives, specifically that female ex-combatants are not excluded or made worse off from demobilisation programmes.’

UNSCR 1325 +

In response to persistent pressure from civil society, the United Nations Security Council has adopted eight resolutions on “Women, Peace and Security”. These resolutions are: Security Council Resolutions 1325 (2000); 1820 (2009); 1888 (2009); 1889 (2010); 1960 (2011); 2106 (2013); 2122 (2013): and 2242 (2015). The eight resolutions make up the Women, Peace and Security Agenda. They guide work to promote gender equality and strengthen women’s participation, protection, and rights in conflict prevention through post-conflict reconstruction contexts. Resolutions 1889 and 2122 further strengthen articles in 1325 and resolution 1820, 1888, 1960, and 2106 focus primarily on conflict related sexual violence.

UNSCR1325 calls for:

- Increased representation of women at all levels of decision-making levels in national, regional and international institutions and mechanisms for the prevention, management and resolution of conflict.
- Incorporation of a gender perspective into peacekeeping missions.
- Involvement of women in all implementation mechanisms of peace agreements.
- Protection of the respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary.
- Encouragement of all those involved in the planning for disarmament, demobilization and integration to consider the different needs of female and male ex-combatants.
- Reporting to the Security Council progress on gender mainstreaming throughout peacekeeping missions and all other aspects relating to women and girls.

UNSCR 1325 Paragraph 8 calls on:

“all actors involved, when negotiating and implementing peace agreements, to adopt a gender perspective, including, inter alia:

(a) The special needs of women and girls during the repatriation and resettlement process and for rehabilitation, reintegration and post-conflict reconstruction;

(b) Measures that support local women’s peace initiatives and indigenous peace processes for conflict resolution, and that involve women in all implementation mechanisms of the peace agreements;

(c) Measures that ensure the protection of and respect for human rights of women and girls, particularly as they relate to the constitution, the electoral system, the police and the judiciary.”

UNSCR1325 Paragraph 13 Encourages,

‘all those involved in the planning for disarmament, demobilization and reintegration to consider the different needs of female and male ex-combatants and to take into account the needs of their dependants.’

UNSCR 1325 calls on all authorities to:

ensure women’s equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, to increase their role in decision-making with regard to conflict prevention and resolution.

UNSCR 1325 includes a set of indicators on Women, Peace and Security (known as the Global Indicators). The Global Indicators are a list of twenty-six quantitative and qualitative indicators, organized into 4 Pillars: Prevention, Participation, Protection, and Relief and Recovery, which track and monitor the implementation of Security Council Resolution 1325. ⁵⁶The indicators provide a foundation for efforts to accelerate implementation and have already been partially populated with data in annual reports by the UN Secretary-General to the Security Council.⁵⁷

- **Prevention:** “Reduction in conflict and all forms of structural and physical violence against women, particularly sexual and gender-based violence”
- **Participation:** “Inclusion of women and women’s interests in decision-making processes related to the prevention, management and resolution of conflicts”
- **Protection:** “Women’s safety, physical and mental health and economic security are assured, and their human rights respected”
- **Relief and Recovery:** “Women’s specific needs are met in conflict and post-conflict situations”

A tool for conducting a monitoring of Resolution 1325 and its related resolutions contains a selection of indicators grouped according to the resolutions’ four thematic pillars: prevention, participation, protection, and relief and recovery.

Resolution 1820 (2008) is the first to recognize sexual violence as a tactic of war and 1888 (2009) sets out practical measures for the implementation of UNSCR 1820, including a request to the Secretary General to

⁵⁶ These UNSCR 1325 Indicators were developed following the call to action derived from Security Council Resolution 1889 (2009).

⁵⁷ The list of 26 indicators presented to the Security Council are listed on page 15-21 of the Secretary General’s Report ([S/2010/498](#)). For more information on the national and regional implementation of these indicators, please visit [Member States](#).

appoint a special representative. Resolution 1889 (2009) calls on the Secretary-General to develop a set of global indicators for monitoring the implementation of UNSCR 1325.

Resolution 1960 (2010) provides measures aimed at ending impunity for perpetrators of sexual violence through sanctions and reporting measures.

Resolution 2122 (2013) affirms among other things the necessity of providing women affected by sexual violence in conflict with the “full range of reproductive health services” thus advancing SRHR within the Women, Peace and Security agenda. Resolution 2106 (2013) adds more operational details to commitments including deployment of so called “Women Protection Advisors”. It is the first UNSCR to recognise that men and boys are also targets of sexual violence in conflict.

UN Declaration Against Violence Against Women 1993 - The Declaration establishes the duty for the State - through its law enforcement and administration of justice systems - to prevent, investigate and punish all acts of violence against women, whether perpetrated by the State or by private persons:

- condemn violence against women, and not invoke any custom, tradition or religious consideration to avoid its obligations to eliminate violence against women.
- Pursue all appropriate means to combat and prevent violence against women
- Refrain from engaging in violence against women
- Prevent, investigate and punish acts of violence against women, whether perpetrated by the State or by private persons.

UN Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW)

Article 5 1981 about sex role stereotyping and prejudice calls for all appropriate measures to be taken “to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.”

CEDAW General Recommendation 30 on ‘women in conflict prevention, conflict and post-conflict situations’ was added to the UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) in 2013 and marks an important step forward as it provides a mean of holding Member States accountable for the implementation of CEDAW through reporting to the Committee on the Elimination of Discrimination Against Women every four years.

The UN Beijing Platform for Action 1995

Beijing Platform for Action (BPFA, 1995): is a political agreement signed by 189 UN Member States committing to promote gender equality. It includes the first international statement of recognition of the gendered impacts of conflict and a first call by Member States for women’s full and equal participation in the prevention and resolution of conflicts. While many of its key recommendations are now reflected in UNSCRs, the BPFA place greater emphasis on demilitarisation and fostering a culture of peace, explicitly making links between gender equality and peace.

Amongst many other issues- The Beijing Platform identified women and the Media as one of 12 critical areas of concern. The Beijing Platform for Action says gender stereotyping in advertising and the Media is one of the factors of inequality that influences attitudes towards equality between men and women. It emphasizes the important role of awareness by Media education and responsible guidelines.⁵⁸

⁵⁸<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

The Human Rights of Women in the Administration of Justice

- Article 26 of the UN Civil and Political Covenant establishes that all persons are equal before the law and are entitled without any discrimination to the equal protection of the law forbids discrimination on any ground including sex

UN Universal Declaration of Human Rights (1948) Article 2

“Everyone is entitled to the rights and freedoms set forth in the Declaration without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or status.”

UN Arms Trade Treaty (ATT) (2014): The ATT is ratified by 50 states.. Among other things, the ATT requires that states exporting arms must consider the risk that the weapons will be used to commit acts of GBV or any other acts of violence against women and children. If it is found that there is an ‘overriding risk’ then the state is prohibited by international humanitarian law from proceeding with the export, which is a tremendous step forward for the women, peace and security agenda.

ANNEX 3. ILO ACEH CASE EXAMPLE: PRACTICAL STEPS FOR CONTRACTORS TO PROMOTE EMPLOYMENT FOR WOMEN IN THE CONSTRUCTION SECTOR

1. Contact community leaders and local women's groups

In some communities it might be culturally sensitive for women to work on construction sites. However, many poor women express interest in engaging in this type of labour which enables them to support their family. Discussing women's integration on the construction site with community leaders and local women's groups will create ownership of the idea. A local women's group could be an official women's organization but in some villages these don't exist. Seek for other groups in which women are organizing themselves, like women praying groups!

2. Announce available work in construction through media that are effective in reaching women

Discuss with community leaders and women's groups what their role can be in announcing the vacancies and ask them for appropriate ways to reach women. Advertisements for work can be put up at the small mosque or at the shop/market place that most women visit. Stress the commitment to increase the number of women workers on the site in the advertisement itself. This can be done by using the phrase: 'We believe in equal employment opportunities and therefore particularly encourage women to apply for this job.'

3. Establish a minimum percentage of women workers at un-skilled work level

Breaking stones, mortar mixing and carrying load are just few examples of un-skilled jobs that women can do! Try to reach for the goal you have set, 30% women at unskilled work level should be easy to achieve!

4. Let women who are new to the construction site work in pairs

Working in pairs will give women more confidence, particularly when they are new to the job! Also, it will prevent others from commenting negatively on them for accepting a job that is often taken up by men only.

5. Train women with potential to become skilled labourers

Women all over the world have shown that they are capable of working as skilled labourers in construction. Support them in upgrading their skills by providing on the job training or institutionalized training. Carpentry, masonry, plumbing, electrical work, painting and stone or tile laying are amongst the jobs that women are capable of doing!

6. Use building materials manufactured by women's businesses or businesses that employ a high percentage of women

By using construction materials manufactured by women's businesses, their employment is indirectly supported. In several places in Aceh women have started businesses in manufacturing and selling high quality bricks and tiles!

ANNEXE 4. INTERNATIONAL RESOURCES FOR COMPARATORS FOR SEX DISAGGREGATED DATA

United Nations Statistics and Indicators on Women and Men

<http://unstats.un.org/unsd/demographic/products/indwm/>

World Economic Forum's Gender Gap Index (GGI) includes the following:

- *Economic participation*: male and female unemployment levels, levels of economic activity, and remuneration for equal work.
- *Economic opportunity*: duration of maternity leave, number of women in managerial positions, availability of government-provided childcare, wage *inequalities between men and women*.
- *Educational attainment*: literacy rates, enrolment rates for primary, secondary and tertiary education,

The Gender-related Development Index and Gender Empowerment Measure: The Gender-related Development Index (GDI) adjusts the Human Development Index (HDI) for gender inequalities in the three dimensions covered by the Human Development Index (HDI), i.e. life expectancy, education, and income. It is important to note that the GDI is not specifically a measure of gender inequality.

The Gender Empowerment Measure (GEM) seeks to measure relative female representation in economic and political power. It considers gender gaps in political representation, in professional and management positions in the economy, as well as gender gaps in incomes⁵⁹

The Global Media Monitoring Project (GMMP) - the largest international study of gender in the news media.

Inter Parliamentary Union Useful source for list of national statistics on women in Parliaments - <http://www.ipu.org/wmn-e/world.htm>. <http://archive.ipu.org/wmn-e/classif.htm>

UN Secretary-General's database on Violence Against Women

<http://webapps01.un.org/vawdatabase/home.action>

The OECD Social Institutions and Gender Index (SIGI)

http://www.oecd.org/document/39/0,3343,en_2649_33935_42274663_1_1_1_1,00.html

Gender Info

<http://www.devinfo.info/genderinfo/>

The World Bank's Genderstats Database of Gender Statistics

<http://genderstats.worldbank.org>

United Nations Statistics and Indicators on Women and Men

<http://unstats.un.org/unsd/demographic/products/indwm/>
