

Discussion Paper

D1 – Position Paper and Guidelines on Gender Equity in the Programme Work of terre des hommes

1. Introduction

(1) terre des hommes understands development as a self-directed and holistic process that contributes to a just and fair future of communities and cultures. As a fundamental human right all individuals have the *right* to participate in and benefit from the development process. In this sense terre des hommes seeks to develop and strengthen equal and just chances for girls/women and boys/men to determine their own aims in life and their way of living together within their culture.

General situation of girls and women

(2) Ten years after the World Women's Conference in Beijing in 1995 there was a general stock-taking of what had been realised from the Beijing Platform for Action. In many countries new laws have been adopted to protect girls and women. But still many activities need to be undertaken to enforce these laws and to achieve equality and equity of both sexes in reality. To date more women than men live in poverty and the total number seems to have increased, compared to 1995. Single mothers and older women are particularly affected by poverty. More women are now employed or have a paid job. But the jobs are in the informal sector rather than in the formal one. Moreover it is mostly women who earn less, who work part-time and who has a lack of social security at the workplace. The gender gap in terms of income remains, on average, 25%. Still the majority of women and men work in different sectors due to gender-based stereotypes.

(3) The number of girls at primary and secondary school has generally increased. Except in countries in Southern Sahel and West Asia the number equals that of boys. But a better qualification does not result in better quality and better paid jobs. In addition, more girls drop out of school early and are illiterate compared to boys.

(4) Women worldwide are still struggling for the right to autonomy over their own bodies. Basic and reproductive health care is getting more expensive and access to it continues to be problematic for women worldwide. 58% of the HIV-infected people are women. Due to lack of public health care mainly women take care of HIV patients.

(5) Several countries have passed laws against violence against girls and women, as well as against trafficking in girls and women. But mechanisms of human trafficking have become more complex and governments are not protecting affected women against transnational crimes. Abortion of the female foetus and sexual violence in war-conflict zones have increased.

The political participation of women has slightly increased. With the introduction of quota systems in some countries more women are in parliament (15% compared to 11%) but not significantly more in positions of power.

(6) Girls and women are still discriminated against in all societies and carry a heavy burden. But women contribute immensely to the survival of families and play a key role in the economic and social development. They pave the path for a more equal and equitable participation and representation of women in all societies and the following generation, our children.

Gender roles, identity and cultures

(7) Sex refers to the biological differences between men and women. They are inborn and permanent. Gender refers to the socially and culturally established roles and relationship of girls/women and boys/men. A role is defined by its specific tasks, responsibilities, functions and expectations from the society. Women and men can change their roles or keep up their roles by fulfilling the expectations. To change one's role usually requires resources which are often denied to women, especially in developing countries. Roles and their values differ from one place of culture to another. They have changed over centuries and have been influenced by the evolution of social, cultural, political and economic systems as well as through war and natural catastrophes. Identity is important for everyone. With changing roles everyone has to think about their own identity and every child has to form their identity within their culture. Having a strong identity can introduce a process of change.

(8) ~~Therefore in different societies and cultures~~ Different perceptions and visions of the roles and relationships of girls/women and boys/men have developed in different societies and cultures. exist. Traditional elements that enable girls/women to assert their rights need to be taken up and strengthened. Yet still many cultures and societies are male-dominated and injustices between men and women exist. Some men as well as women want to maintain traditional roles even if the latter are contrary to women's rights. In this case, tools adaptive to the particular culture need to be developed to reveal the needs of girls/women and boys/men and to enable them to assert their rights.

(9) When traditional behaviours change, both – men and women - are affected. What is needed is programmes that include both sexes to help them in finding their new roles. If men are left out it can lead to resistance and violence, especially when traditional roles and the known system of society are likely to disappear. Hence, Gender does not focus on problems of women but addresses the roles and relationships between both sexes.

2. Objectives and Basic International Conventions

Equality and equity

(10) Considering the political, economical and cultural context of a society *terre des hommes* strives for equality and equity between girls/women and boys/men, meaning

- it aims at attaining equal status of both sexes regarding their rights, norms, values, attitudes, and perceptions in the particular socio-cultural context of the countries tdh is working in;
- it aims at establishing an equitable - meaning a fair and just - way for women and men to access and control socio-economic resources like education, employment, financial and natural resources as well as to effectively participate in decision making.

(11) Fighting for a gender-equal and equitable society for both sexes does not mean that women and men become the same, instead it strongly includes the acceptance of them being different.

International conventions & declarations

(12) The UN convention on the Rights of the Child (CRC, 1989), the CEDAW convention (Convention on the Elimination of all forms of Discrimination Against Women, 1979) and the Beijing Declaration from 1995 are the prime guidelines and binding legal frameworks for terre des hommes. This means that national constitutions, customary and religious laws are put into consideration but the human rights remain the determining and binding framework for terre des hommes' development work.

3. Four Approaches

terre des hommes follows four approaches:

3.1 Gender as a cross-cutting approach

(13) terre des hommes is using the gender approach as a cross-cutting theme in the entire programme. In all phases and processes of a project as well as at institutional level gender disparities are addressed on the basis of a gender analysis. The results of a gender analysis are translated into a gender-aware programme. This means that the design and implementation of the project as well as the monitoring and evaluation are adapted to the different needs and circumstances of girls/boys or women/men. A gender perspective is kept at all levels of the project cycle. This means we have to reflect about the consequences of actions, decisions and policies for women and men **before** they are taken.

3.2 Gender-specific Programmes

(14) Besides gender as a cross-cutting theme terre des hommes supports programmes and projects that directly affect equity between women and men to assert their rights. Such programmes aim at constructing fair chances and conditions for both sexes. To do so, it is important to identify the different needs of girls and boys or women and men as well as to identify circumstances that hinder them in asserting their rights. This should be based on a gender analysis where both, women and men, are involved. Gender-specific programmes often affect the traditional roles of both sexes.

3.3 Girls & Women's Programmes

(15) In any socio-cultural context a gender analysis may still reveal various forms of discrimination against the girl-child or women which make special programmes for them necessary. Therefore terre des hommes is supporting projects and programmes that focus entirely on the social, economic, political and legal situation of girls and women. terre des hommes tries to empower poor and marginalised girls and women in these domains. Such programmes could be income generating activities for women, literacy courses or trainings on women's legal rights etc. Girls and women in disadvantaged situations must be encouraged to build up their own identity. terre des hommes works with partners who help children and women to find and strengthen their identity. This way a higher self-confidence and wider knowledge base in girls and women is built which enables them to be self-directed and take up active leading roles within the communities.

Lobbying & advocacy

(16) Not only educative activities or projects that address the immediate conditions of the girls/women lives are necessary. terre des hommes also supports and strengthens women's organisations and networks that carry out political lobbying and advocacy work as well as campaigns to reform legal frameworks, norms and traditions and publish information about these issues. terre des hommes supports women's organisations that resist cultural dominance of the male society and strive to initiate processes of social development to enforce equal rights for both sexes. CEDAW and the Beijing platform are the legally binding instruments.

3.4 Programmes for Boys & Young Men

(17) terre des hommes supports projects and programmes that focus on the situation of boys and men in the context of gender equality and equity. If boys/men are not sensitised about changing roles and women's rights resistance will appear. Boys and men need to be encouraged and enabled to take responsibility for their sexual and reproductive behaviour and their social and family roles.

Special note on childhood

(18) The roles of men and women in a society are already determined during early childhood. To avoid stereotypes and prevent an unequal representation of norms and values of the roles of both sexes patterns of behaviours need to be addressed during childhood. With role play, story telling and other means children are able to express their own wishes and set the course for their personal development. All actors most involved in the up-bringing of children like parents, teachers other relatives need to take part in the reform of the educational system and school curricular to avoid stereotypes and gender bias.

(19) Children's needs differ from adults' , and girls' needs differ from boys. The participation of children is vital.

4. Gender at Institutional Level

(20) At institutional level terre des hommes ensures that it pursues a gender-sensitive employment policy. Men and women are employed at all levels of responsibilities in equal numbers with equal remuneration. Certain roles and tasks should not only be meant for female or male staff. Both men and women have fair access to training opportunities. The rules and regulations of the working place are equal and responsive to specific needs, e.g. parental leave is also possible for a man. This applies to the head office in Germany as well as the regional, national coordination offices and is more frequently required from the partner institutions.

5. Guidelines for Gender for the Programme Work

(21) From the theoretical framework and the experiences terre des hommes derives the following guidelines for the Programmes work:

- Prior to the project design a gender analysis should be carried out, if possible, or existing gender studies in the cultural context reviewed to reveal the roles and power imbalances of girls/women and boys/men in the specific cultural context.
- The results of the gender analysis should flow into the project design and the formulation of culturally adapted, gender-sensitive strategies to overcome gender inequalities.
- Gender-disaggregated data needs to be available.
- Ensure effective participation of girls and women also at decision making level; provide favourable conditions for active participation, e.g. reduce work load of women or provide a care-taker (carer) for the children.
- Ensure that men are included in the gender debate.
- A gender perspective has to be kept at any stage of the project cycle (identification, planning, implementation and evaluation).
- Gender specific and sensitive objectives and indicators need to be developed and the realisation monitored.
- Gender training should be carried out for terre des hommes staff as well as for the partner organisations.
- Four approaches:
 - gender must be a cross-cutting theme (gender mainstreaming)
 - gender-specific programmes
 - specific programmes for the promotion of girls/women, including lobbying and advocacy
 - specific programmes for boys/men
- Ensure financial resources for gender-sensitive programmes.

6. Areas of Intervention & Practice

(22) terre des hommes collaborates with gender-sensitive project partners and does not

work with partners that disadvantage women. terre des hommes collaborates with (inter)national networks, movements for an international exchange and progress on gender issues. Specifically terre des hommes is active in the following areas:

- Equal Rights to Education and Training (CEDAW Article 10)
Gender equality and equity in primary and secondary education: access to education for all, with a focus on girls/women, reduction of cost of schooling, prevent school drop outs and employment of more female teachers, sensitise teachers on gender issues, e.g. in their communication, involving families to an extent and highlighting the relevance of girls' education.
- Rights to employment and economic benefits (CEDAW Articles 11, 13)
Strengthening the economic base of adolescent girls and women by skills-training, support of income-generating activities, and creating employment opportunities. Girls are equally promoted in skills that are culturally male-dominated, such as those of car mechanics, enforcement of employment rights, property and inheritance rights.
- Violence against Girls and Women (CEDAW Articles 2, 6, 16)
Fight gender-based violence against/on the part of? girls and women, abolish negative forms of male behaviour, work with adolescent boys, in particular. Psychological counselling for victimised women; mediation between husband and wife so that they can decide on their lives themselves. Support and protection of women migrants (particularly female domestic workers), protect girls and women in armed conflicts, and protect women in specific situation as refugees or internally displaced persons (IDP).
- Support street children, particularly girls
- Special support for girls and women in disaster situations.
- Health Care (CEDAW Article 12)
Girls and women are far more disadvantaged than men in the health sector. Measures for a better access to health care, reproductive health care and improved nutrition have been taken up by terre des hommes. In addition, girls are exposed to a much greater risk of HIV infection than boys. This problem is tackled by specific precautionary measures and better treatment. Combat HIV/Aids: adolescent girls have a much higher risk of getting infected with HIV than boys. Provide access to health care and improved nutrition.
- Trafficking in Women and Girls (CEDAW Article 6)
Combat Human Trafficking, especially in girls and women who are often sexually abused.
- Legal advisory services (CEDAW Article 15)
Reform legal frameworks and enforce rights as well as improve access to legal resources, build legal knowledge and ability to claim their rights (legal literacy). Collaboration with lawmakers, advocacy and lobbying. Sensitisation of governmental institutions, awareness creation of key persons like police officers, employment of more female police officers.
- Political and public life (CEDAW Article 7)
Participation of women in political decision making, introduction of quota systems.
- Social and cultural practices (CEDAW Article 5)
Abolishment of cultural practices that discriminate girls and women and deprive

them from their rights, e.g. cultural norms that see rape and abuse as private family concerns.

[The documentation and dissemination of 'best practices' regarding gender justice in the areas named should be the rule for terre des hommes.](#)

7. Who is responsible for gender monitoring?

(23) Taking account of gender and the fight for gender equality and equity is a responsibility of everyone. MonitorING the implementation and progress in achieving gender equality and equity is in the responsibility of

- the Board
- Heads of departments
- Regional co-ordinators
- One project partner in each region

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D1 – Glossary

<i>Notion</i>	<i>Explanation</i>
sex	It refers to the biological differences between men and women. They are generally permanent.
gender	It refers to the socially and/or culturally established roles of women and men. Since gender is a social construct, women and men's roles may differ from one place of culture to another and may change over time. Gender is not a woman's issue but a societal approach that refers to social differences between men and women, which are learnt, and change with time.
gender equality	Refers to changing norms, values, attitudes, and perception in order to attain equal status, rights and responsibility between man and woman.
gender equity	Refers to giving a fair way for women and for men to access and control to socio-economic resources.
empowerment	"self power or authority to act". Empowerment embraces strategies and measures to enable people to live a self-directed and independent life.
practical gender needs (PGN)	PGN address the immediate, difficult conditions, the immediate perceived necessities identified within a specific context; improvement of the conditions of life.
strategic gender needs (SGN)	SGN are underlying structural causes of gender inequalities. They focus on improvement of the position in the society.
Role	A role is a pattern of behaviour of a person. A role includes specific rights and obligations. It is shaped by the status and position of that person in a community, and influenced by one's own opinion and action and other people's expectations of the role. It is culturally, economically and socially determined.
reproductive role	This role is required to guarantee the maintenance and reproduction of the labour force, its crucial for human survival, but rarely seen as real work, e.g. child rearing and domestic tasks (sweeping, cooking, washing). It is unpaid, labour intensive and almost always the responsibility of women and girls.
productive role	Production of goods or services for consumption and trade, remunerated in cash or kind. It includes both marked production (cash) and subsistence production, employed labour and independent enterprises. Women's productive work is often less visible and less valued than men's.