8.1. Basic Document
HOPE'87 and its Accountability in project design and implementation [1]

1. <u>The concept of accountability in international development cooperation</u>

Accountability is about setting clear goals and targets, being responsible for delivering on them and accepting potential sanctions for lack of compliance with commitments.

Accountability is of absolute importance for grassroots development. It is the means by which individuals and organisations involved throughout the development process report to each other and are held responsible for their actions. Pretty simple right? – Everyone just needs to be honest and transparent.

Unfortunately, in practice it isn't that easy. Each relevant party, or stakeholder, involved in development has a very different set of expectations regarding accountability. This governs the way they interact, creating hierarchies of power that impact directly upon local development projects. Remaining accountable to different sets of expectations is challenging, especially when balancing the needs of communities with the requirements of donors. If not sufficiently balanced, these competing interests can quickly give rise to tensions which may negatively impact a development projects success.

There are three key stakeholders relevant to accountability in development.

1. The beneficiary
We can agree that from an altruistic perspective, the primary goal of development is to assist the beneficiary. If not, why do it? When a project is designed to reflect the needs of the beneficiaries, this is known as downward accountability. High quality downward accountability is widely recognised as the foundation of any effective development initiative. This is the reason grassroots movements or local/national orgaisations are often so successful.

2. The benefactor
Without benefactors, grassroots organisations are left helpless. They require outside funding and, in many cases, technical support to undertake successful projects. This group of stakeholders thus represents donors and larger partner organisations that directly assist grassroots organisations. Being accountable

to the expectations and desired outputs of these stakeholders is known as upward accountability.

3. The organisation
Accountability to the goals of the development organisation itself is known as inward accountability. For HOPE'87, accountability to political motivations, access to future funding and organisational mantras often dictates the way they do business.

Accountability is thus a delicate balancing act between the expectations of benefactors, beneficiaries and the organisation itself. Ideally these would be perfectly aligned, however this is rarely the case.

Tina Wallace, a prominent development academic, suggests it can be useful to consider accountability on a hierarchical chain where stakeholders are positioned relevant to their power and influence over a development project. Traditionally, the benefactor is at the top, beneficiary at the bottom and the organisation (HOPE'87) is wedged in between, seeking to balance the expectations of both. Those higher up the chain generally have power over those below because they control funds and support.

This conceptualisation places donors as the most powerful stakeholders in the development paradigm. Indeed, projects are sometimes designed with the expectations of donors in mind over those of beneficiaries in order to maximise funding opportunities. This is not to say that the needs of beneficiaries are altogether silenced, it merely highlights that some sacrifices may be made during project design to accommodate the expectations of donors.

This concept can be a little confusing so let's use a case study to explore it further;

Not long ago, an international non-profit organisation that builds toilets for vulnerable communities visited a rural Indian village. They knew that diarrheal diseases were prevalent in this community and as such, they sought to use their skills to build a new block of modern toilets. They had appealed to donors who had funded their plan and they had all the necessary tools to complete the project. However, upon meeting with the community, they were told that instead of toilets, they required somewhere to store their grain. The community leaders explained that their food was being destroyed during the wet season and that children were dying of malnutrition and starvation. Whilst acknowledging this, the non-profit organisation insisted they build their toilets – this was, after all, the technical skill the organization possessed and the objectively beneficial outcome their donors expected. Reluctantly the community agreed and the new, hygienic toilets were built.

After six months the NGO returned to the village to inspect the toilets and take pictures for their donors so that they may secure future funding. However, when they saw the toilet building, it was filled with grain. The toilet had never been used for its intended purpose and had instead been used to safely store the communitie's food source.

This clearly highlights the challenges associated with competing accountabilities in development. At the top of the chain are the donors whose expectation is that their money will be used to achieve an advertised output. By donating, they indicate their support for the project based upon the information put together by the NGO. Below them is the organisation, bound to the donor by a need for future funding and somewhat blinded by their technical focus. Finally, the communities needs have fallen to the bottom of the chain. They cannot refuse a project, for doing so may prevent them from accessing future aid. Yet accepting a project that their community clearly does not value, even if it is objectively beneficial, appears to be at best, a missed opportunity.

The challenge for development organisations is thus to be conscious of these competing expectations and ensure they are balanced. It is of course paramount they remain accountable to the expectations of the donor. Without a funding source, the work of development will grind to a halt. By producing measurable outputs and transparent feedback, the NGO aims to inspire confidence in their project and gain the donors trust. Yet, a focus upon the achievement of pre-determined milestones and predictable outputs may divert attention away from the actual realities in communities. Indeed, academics and development practitioners alike readily agree that rigid upward accountability mechanisms make development organisations less likely to listen to the community and prioritise their views.

To be effective, organisations, and the expectations of donors, need to be fluid and responsive to changing realities on the ground, rather than assuming they can be predicted in advance. We need to empower beneficiaries to take ownership of projects and engage in political processes. The art of development at the local level must be consultative and participatory, a process that is inherently unpredictable. Mechanisms to ensure the effectiveness of projects are important, but designing projects around measurable outputs rather than community needs is a mistake.

Importantly, organisations at all levels of development are making the shift towards empowering downward accountability. International organisations are becoming increasingly flexible to the needs of communities, consulting with grassroots organisations during project design to gain insights into the real needs and values of communities. In this way, the outcomes advertised

to donors will more closely align with the expectations of the beneficiary. However, this recalibration of the accountability chain will rely upon trusting relationships, fluid project design and flexibility on the part of all stakeholders.

2. The "tools" for HOPE'87 and its CO

o   For HOPE'87 accountability is based on <u>transparency, answerability and enforcement</u>. In relation to the core humanitarian principles of humanity, impartiality, neutrality, and independence as laid down in the Code of Conduct of the Red Cross/Red Halfmoon Societies. HOPE'87 is committed to this Code of Conduct and it is included in the "HOPE'87 Basic Documents" which describe all the procedures of the organisation.

The foundations of the development work <u>as well as</u> the humanitarian work of HOPE'87 are therefore built on the following pillars of accountability:

a.) TOOL 1: Participation and inclusion: the target groups and their representatives must be asked in the run-up of a project about their actuals needs; at the same time, they must be invited to express their opinion on which form of development/humanitarian assistance would be the most constructive and comfortable one for them; proactively, the target group's wishes and suggestions for improvement need to be addressed continuously during implementation; non-discriminatory access has to be ensured for all to all information, services or relief items, this includes women, mentally or physically challenged people, people with cognitive problems and people discriminated on grounds of sexual orientation;
in order to preserve human dignity, each process of development work or humanitarian work must be designed in such a way that the target group does not see themselves as beggars, but as partners;

b.) TOOL 2: Transparency and communication in compliance with data protection: all beneficiaries have the right to comprehensive information about the activities planned (when, where, what, in what form, by whom), about the financing of the action and the donors; the aid, i.e. the humanitarian goods to be distributed on a daily basis, are not simply "put down" but handed over in an interactive dialogue with the beneficiaries and their representatives - also a sign of safeguarding human dignity.

c.) Formal and informal, and if desired also anonymous, feedback from the target group: the target group has the possibility to send messages, but also criticism, complaints, suggestions for improvement to the HOPE'87 (or partner) team in different ways: WA group, complaints phone number, complaints e-

mail, direct conversation with a male or a female field officer, satisfaction questionnaire,...
HOPE'87 has to ensure that all messages are answered or complaints are followed up within 24 hours or less;

d.) Continuous learning: HOPE'87 made the decision to learn from the actions continuously, to take the lessons-learned and the feedback from the respective target group as a basis for the implementation of the next activities and to continuously scrutinise the procedures it applies and to look for improvements.

e.) Cooperation with others: There is an African proverb that goes *"If you want to go quickly, go alone. If you want to go far, go together."*
Fundamental to good teamwork and therefore the success of your team is the ability to coordinate successfully with one another and with other organisations, services, entities, agencies working in the same sector or the same region. It also minimises the risk of duplication.

We define cooperation as a discretionary activity in which two or more organisations join and work together in the pursuit of common goals. In this process, the members of the organisation make combined efforts, for deriving mutual benefits. So, every participant is expected to actively participate in the group activity, only then they can be better off.

Cooperation is present in all the levels of the organisation and takes place between the members of the organisation and between organisations

Cooperation associates people to work together and through cooperation, information can be shared among participants easily, which increases the knowledge base, work performed and reduces time and cost and efforts of individuals.

HOPE'87 Safeguarding Policy[1]

Purpose

The purpose of this policy is to protect people, particularly children, at risk adults and beneficiaries of assistance, from any harm that may be caused due to their coming into contact with HOPE'87. This includes harm arising from:

- The conduct of staff or personnel associated with **HOPE'87**
- The design and implementation of **HOPE'87**'s programmes and activities

The policy lays out the commitments made by HOPE'87and informs staff and associated personnel[2] of their responsibilities in relation to safeguarding.

What is safeguarding?

Safeguarding means protecting peoples' health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect[3]

In our sector, we understand it to mean protecting people, including children and at risk adults, from harm that arises from coming into contact with our staff or programmes.

Scope

- All staff contracted by **HOPE'87**
- Associated personnel whilst engaged with work or visits related to **HOPE'87** including but not limited to the following: consultants; volunteers; contractors; programme visitors including journalists, celebrities and politicians

Policy Statement

HOPE'87 believes that everyone we come into contact with, regardless of age, gender identity, disability, sexual orientation or ethnic origin has the right to be protected from all forms of harm, abuse, neglect and exploitation. HOPE'87 will not tolerate abuse and exploitation by staff or associated personnel.

This policy will address the following areas of safeguarding: child safeguarding, adult safeguarding, and protection from sexual exploitation and abuse

HOPE'87 commits to addressing safeguarding throughout its work, through the three pillars of prevention, reporting and response.

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[1] With appreciation of and gratitude for the work of BOND-the International Development Network: Bond connects, strengthens and champions a dynamic network of civil society organisations to eradicate global poverty, inequality and injustice.

[2] See 'Scope' for definition of associated personnel

[3]

Prevention

HOPE'87 responsibilities

HOPE'87 will:

- Ensure all staff have access to, are familiar with, and know their responsibilities within this policy
- Design and undertake all its programmes and activities in a way that protects people from any risk of harm that may arise from their coming into contact with **HOPE'87.** This includes the way in which information about individuals in our programmes is gathered and communciated
- Implement stringent safeguarding procedures when recruiting, managing and deploying staff and associated personnel
- Ensure staff receive training on safeguarding at a level commensurate with their role in the organization
- Follow up on reports of safeguarding concerns promptly and according to due process

Staff responsibilities

Child safeguarding

HOPE'87 staff and associated personnel must not:

- Engage in sexual activity with anyone under the age of 18
- Sexually abuse or exploit children
- Subject a child to physical, emotional or psychological abuse, or neglect
- Engage in any commercially exploitative activities with children including child labour or trafficking

Adult safeguarding

HOPE'87 staff and associated personnel must not:

- Sexually abuse or exploit at risk adults
- Subject an at risk adult to physical, emotional or psychological abuse, or neglect

Protection from sexual exploitation and abuse

HOPE'87 staff and associated personnel must not:

- Exchange money, employment, goods or services for sexual activity. This includes any exchange of assistance that is due to beneficiaries of assistance
- Engage in any sexual relationships with beneficiaries of assistance, since they are based on inherently unequal power dynamics

Additionally, HOPE'87 staff and associated personnel are obliged to:

- Contribute to creating and maintaining an environment that prevents safeguarding violations and promotes the implementation of the Safeguarding Policy

- Report any concerns or suspicions regarding safeguarding violations by an **HOPE'87** staff member or associated personnel to the appropriate staff member

Enabling reports

HOPE'87 will ensure that safe, appropriate, accessible means of reporting safeguarding concerns are made available to staff and the communities we work with.

Any staff reporting concerns or complaints through formal whistleblowing channels (or if they request it) will be protected by HOPE'87's Disclosure of Malpractice in the Workplace (Whistleblowing) Policy.

HOPE'87will also accept complaints from external sources such as members of the public, partners and official bodies.

How to report a safeguarding concern

Staff members who have a complaint or concern relating to safeguarding should report it immediately to their supervisor or Country Director. If the staff member does not feel comfortable reporting to their supervisor or Country Director (for example if they feel that the report will not be taken seriously, or if that person is implicated in the concern) they may report to HOPE'87 HQ directly.: office@hope87.at

Response

HOPE'87 will follow up safeguarding reports and concerns according to policy and procedure, and legal and statutory obligations.

HOPE'87 will apply appropriate disciplinary measures to staff found in breach of policy.

HOPE'87 will offer support to survivors of harm caused by staff or associated personnel, regardless of whether a formal internal response is carried out (such as an internal investigation). Decisions regarding support will be led by the survivor.

Confidentiality

It is essential that confidentiality in maintained at all stages of the process when dealing with safeguarding concerns. Information relating to the concern and subsequent case management should be shared on a need to know basis only, and should be kept secure at all times.

Glossary of Terms

Beneficiary of Assistance

Someone who directly receives goods or services from HOPE'87's programme. Note that misuse of power can also apply to the wider community that the NGO serves, and also can include exploitation by giving the perception of being in a position of power.

Child

A person below the age of 18

Harm

Psychological, physical and any other infringement of an individual's rights

Psychological harm

Emotional or psychological abuse, including (but not limited to) humiliating and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation

Protection from Sexual Exploitation and Abuse (PSEA)

The term used by the humanitarian and development community to refer to the prevention of sexual exploitation and abuse of affected populations by staff or associated personnel. The term derives from the United Nations Secretary General's Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse (ST/SGB/2003/13)

Safeguarding

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In our sector, we understand it to mean protecting people, including children and at risk adults, from harm that arises from coming into contact with our staff or programmes. One donor definition is as follows:

Safeguarding means taking all reasonable steps to prevent harm, particularly sexual exploitation, abuse and harassment from occurring; to protect people, especially vulnerable adults and children, from that harm; and to respond appropriately when harm does occur.

This definition draws from our values and principles and shapes our culture. It pays specific attention to preventing and responding to harm from any potential, actual or attempted abuse of power, trust, or vulnerability, especially for sexual purposes.

Safeguarding applies consistently and without exception across our programmes, partners and staff. It requires proactively identifying, preventing and guarding against all risks of harm, exploitation and abuse and having mature, accountable and transparent systems for response, reporting and learning when risks materialise. Those systems must be survivor-centred and also protect those accused until proven guilty.

Safeguarding puts beneficiaries and affected persons at the centre of all we do.

Sexual abuse

The term 'sexual abuse' means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Sexual exploitation

The term 'sexual exploitation' means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to,

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[4] NHS 'What is Safeguarding? Easy Read' 2011

profiting monetarily, socially or politically from the sexual exploitation of another. This definition incudes human trafficking and modern slavery.

Survivor

The person who has been abused or exploited. The term 'survivor' is often used in preference to 'victim' as it implies strength, resilience and the capacity to survive, however it is the individual's choice how they wish to identify themselves.

At risk adult

Sometimes also referred to as vulnerable adult. A person who is or may be in need of care by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

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HOPE'87 Safeguarding Policy[1] Training Guidelines

Course content

This course is an introduction to child protection and safeguarding

Content includes:

- background and context for children's safeguarding
- safeguarding and key principles in the Children's Act and Working Together
- types of abuse and neglect
- concerns, allegations and disclosures
- information sharing between agencies
- practice examples, scenarios and case studies.

Learning outcomes

Attendees will establish a good knowledge of child protection and safeguarding. Participants will:

- have an understanding of safeguarding legislation
- be able to recognise potential indicators of abuse for children
- know what action to take if there is a safeguarding concern or allegation
- gain a person centred approach in child protection and safeguarding.

Matt Joyce, Expert trainer, Learning & Environment
Protecting vulnerable adults from abuse
https://www.youtube.com/watch?v=UXaqvE4y09c

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[1]

Adult Safeguarding: https://www.youtube.com/watch?v=uy4Uj4PI-4M

Safeguarding- work with children:

https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/learning-zone/free-online-training-courses/

Safeguarding- disabled children and young people:

https://www.disabilitymatters.org.uk/Component/Details/470045

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8.3 Basic Document
HOPE'87 Gender Policy

Section 1: What does gender equality mean?

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

Gender equality and women's empowerment are inextricably linked. Women will only win equality when they are able to act on their own behalf, with a strong voice to ensure their views are heard and taken into account. This means recognising the right of women to define the objectives of development for themselves.

An important message is that gender equality and the empowerment of women is achievable. Great progress has been made in the 20thcentury. Women enjoy greater freedom and more power than ever before. Progress has been greatest where there has been strong political will; where changes in laws, regulations and policies have been followed through with real action; where resources have been devoted to the explicit goal of reducing gender discrimination. Progress is not dependent on the income level of the society: some developing

countries outperform much richer countries in the opportunities they afford women. Another important message is that achieving gender equality is not a one-off goal. Progress can all too easily be eroded. Gender equality needs to be constantly promoted and actively sustained.

Section 2: Mainstreaming gender

The four key steps of gender mainstreaming

Step 1: Sex disaggregated data and gender analytical information

Gender analytical research and sex disaggregated statistical data (about "beneficiary" groups and about management and implementation of projects) is essential to effective gender mainstreaming.

Information systems should routinely be disaggregated by sex; gender analysis (an examination of women's as well as men's experiences, needs and priorities) should routinely be part of social and institutional appraisal and monitoring processes; and gender analytical studies should be commissioned to examine particular issues and address information gaps. This information is necessary to identify gender difference and inequality; to make the case for taking gender issues seriously; to design project approaches and plans that meet women's and men's needs; to monitor the differential impact of overall strategy, project and budget commitments on women and men.

Step 2: Women as well as men influencing the development agenda

Women will only win equality when they are able to act on their own behalf, with a strong voice to ensure their views are heard and taken into account. This means promoting the involvement of women as well as men in decision-making at all levels and ensuring that men and women committed to the promotion of gender equality are influencing decision-

making. "Gender advocates" within government, civil society and partner organisations are most effective when they work in collaboration, identifying and developing strategic "entry points" for the promotion of gender equality.

Step 3: Context-specific action to promote gender equality

Gender mainstreaming is a strategy to promote gender equality and the empowerment of women. Action to promote greater equality of influence, opportunity and benefit should be devised on the basis of context-specific sex disaggregated data and gender analytical information and a clear understanding of women's and men's priorities. Actions need to be explicitly included in strategy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

Step 4: Organisational capacity building and change

Gender mainstreaming, as an organisational strategy to promote gender equality, depends on the skills, knowledge and commitment of the staff involved in management and implementation. Developing appropriate understanding, commitment and capacity, as well as addressing issues of gender inequality within HOPE'87 and its partners themselves, is a long-term process of organisational change. Appropriate capacity-building activities need to be explicitly included in strategy and project documents and frameworks, backed up with staff and budgets, and monitored and reviewed through appropriate indicators of change.

Who is responsible for what?

The responsibility of all staff

All staff should take responsibility for:

- Understanding the different roles, responsibilities, and experiences of women and men in relation to the issue being addressed.

- Seeking out opportunities to actively involve women as well as men in consultation and decision-making processes.

- Acting on women's as well as men's priority concerns.

- Seeking out ways to promote benefit for women as well as men.

- Being personally informed about gender issues and gender mainstreaming, and seeking out ways of promoting this understanding and commitment amongst colleagues and partner organisations.

- Being aware of personal attitudes and behaviour and the ways in which these affect communication with women and men and understanding of development and change.

When to call in specialist help

- *Ensuring women's participation*. Poor women, as well as poor men, should always be in a position to speak for themselves. It is essential to create and support opportunities to ensure that this happens. This often means working with female planners, research staff and extension agents, as well as working with representative women's organisations, to enable poor women to express their views in a non-threatening environment and in a way that will influence the development agenda.

- *Gender analytical studies*. Good quality gender analytical information is required for policymaking, planning and monitoring

purposes. Some of this may be available from secondary sources. Conducting gender analytical research requires well-developed social and gender analytical skills and requires appropriately trained and experienced staff or consultants.

- *Promoting gender equality at the community level*. Processes of social change designed to promote greater equality of influence, opportunity and benefit are complex and long term. The challenge of promoting greater equality between women and men should not be underestimated, particularly in contexts of considerable inequality. Specialist skills in participatory negotiated processes of working with community groups are essential and "front line" staff require personal and professional support.

- *Promoting gender equality within HOPE'87 and its partner organisation*. Processes of organisational change designed to promote equal opportunities within the workplace, and to develop staff understanding of and skills in gender mainstreaming, are also complex and long term. This requires staff with commitment, perseverance and influencing skills, backed up with appropriate resources and support. Gender training requires staff or consultants with skills in adult learning and participatory training, in addition to applied and practical understanding of gender analysis and gender mainstreaming.

Section 3: Practical tools and guidelines

Step 1: Sex disaggregated data and gender analytical information
What you need to know, and why

Sex disaggregated data and gender analytical information is fundamental to gender mainstreaming.

Definitions

Sex disaggregated data

Sex disaggregated data is quantitative statistical information on differences and inequalities between women and men.

Sex disaggregated data might reveal, for example, quantitative differences between women and men in morbidity and mortality; differences between girls and boys in school attendance, retention and achievement; differences between men and women in access to and repayment of credit; or differences between men and women in voter registration, participation in elections and election to office.

Gender analytical information

Gender analytical information is qualitative information on gender differences and inequalities.

Gender analysis is about understanding culture, e.g. the patterns and norms of what men and women, boys and girls do and experience in relation to the issue being examined and addressed. Where patterns of gender difference and inequality are revealed in sex disaggregated data, gender analysis is the process of examining why the disparities are there, whether they are a matter for concern, and how they might be addressed.

What you need to know

Beneficiary groups

The precise sex disaggregated data and gender analytical information needed depends on the sector and context.

There are a number of "gender analytical frameworks" designed to provide guidance on the kinds of questions that are likely to be

applicable. Other analytical guidelines, such as the sustainable livelihoods framework, can also be adapted to examine gender issues. However, no set of analytical categories caters to the information needs of every sector and situation. Analytical frameworks can be very helpful but need to be used critically and with care. They should be used to inspire not to restrict thinking.

The most useful starting point in determining information needs is to ask the question:

> *What do we need to know in order to ensure that policy/project planning/monitoring addresses the needs of women and men (girls and boys) and benefits both women and men (girls and boys)?*

Sector specialists, even those who know little about gender, will be able to brainstorm responses to this question and come up with an initial "gender analytical framework" of their own. This is a good point to refer to existing analytical frameworks i.e. do they include categories of enquiry that would be useful in your working context, but which you haven't considered?

This manual includes an outline gender analytical framework to assist this process of brainstorming.

Gender: Development, management and implementation for HOPE'87
The effective management and implementation of initiatives to promote gender equality enshrined in planning and project documents requires action to develop staff commitment, understanding and skills and to promote greater gender equality within development organization such

as HOPE'87 themselves. The design of appropriate capacity-building activities requires analysis at the planning stage.

This manual includes an outline gender analytical framework to assist this process of analysis.

When and where to collect information and data:

- it is important to draw on existing sex disaggregated data and gender analytical information.
- attention should be focused on ensuring that all data collection systems (existing and newly created and for project implementations, monitoring and evaluations) are routinely disaggregated by sex.
- gender analysis should be part and parcel of the routine processes of project design, implementation and appraisal and monitoring. Gender analysis of beneficiary groups should be integral to social appraisal and monitoring processes, and gender analysis of partner organisations integral to institutional appraisal and monitoring processes.
- new gender analytical studies should be conducted or commissioned to address information gaps or to update existing information, where necessary.

Use of gender analytical information and sex disaggregated data
The collection of gender analytical information and sex disaggregated data is not an end in itself. It is required for certain specific tasks. These are:

- Making the case for taking gender issues seriously. Projects seeking to promote attention to gender equality need relevant, up to date, context-specific information on gender differences and inequalities and men's and women's different priorities and needs. Ensuring gender equality on the basis of assertion and rhetoric is of limited effectiveness. Sex disaggregated data is particularly powerful for advocacy purposes, producing clear statistical evidence of gender difference and inequality.
- Strategic and project planning and review. Contexts pecific gender analytical information and sex disaggregated data is necessary to:
  - ensure that women's as well as men's experiences and priorities inform the development agenda.
  - devise appropriate actions to promote greater equality of influence, opportunity and benefit for women and men in beneficiary groups.
  - devise appropriate actions to develop staff commitment, understanding and skills in development organisations.
  - monitor the differential impact of policy and project commitments on women and men and review activities accordingly.

Gender analytical framework: Beneficiary groups

This outline gender analytical framework is designed to assist brainstorming on gender analytical information needs. It is an amalgamation between several commonly used gender planning frameworks and sustainable economic empowerment analysis.

	Category	**Issues to consider**
1.	Roles and responsibilities • what do men/women do? • where (location/patterns of mobility) • when (daily and seasonal patterns)?	• productive roles(paid work, self-employment, and subsistence production) • reproductive roles(domestic work, childcare and care of the sick and elderly) • community participation/self-help(voluntary work for the benefit of the community as a whole) • community politics(representation/decision-making on behalf of the community as a whole)
2.	Assets • what livelihood assets/ opportunities do men women have access to? • what constraints do they face?	• human assets (e.g. health services, education, knowledge and skills) • natural assets (e.g. land, labour) • social assets(e.g. social networks) • physical assets (transport, communications) • financial assets(capital/income, credit)
3	Power and decision-making	• household level (e.g. decisions

.	• what decision-making do men and/or women participate in? • what decision-making do men/women usually control (able to make decisions)? • what constraints do they face?	over household expenditure) • community level (e.g. decisions on the management of resources and services) • local government level • national government level
4.	Needs, priorities and perspectives • what are women's and men's needs and priorities? • what perspectives do they have on appropriate and sustainable ways of addressing their needs?	• "practical" gender needs (needs arising in the context of the existinggender roles/assets) • "strategic" gender needs(i.e. requiring changes to existing gender roles/assets to create greater equality of influence, opportunity and benefit e.g. increasing women's access to decision-making) • perspectives on improved services and delivery systems such as prioritised services; choice of technology; location, type and cost of services; systems of operation, management and maintenance etc.

Step 2: Women as well as men influencing the development agenda
Gender-sensitive stakeholder analysis

In order to ensure that women's as well as men's needs, priorities and constraints are recognised and addressed and influence the development agenda, all processes of program development and project design should involve:

- Participatory consultation with women as well as men in beneficiary groups.
- Women as well as men in decision-making at all levels.
- Gender equality advocates (men as well as women) devising ways of opening up spaces to ensure women's active involvement in consultation and decision-making.

This means finding ways to ensure that:

- Women's groups are actively involved in consultation and decision-making processes.
- The range of women's views and needs is adequately represented. Different women (and men) have different needs on the basis of class, ethnicity, age and family composition, and other factors. Urban, middle class women do not necessarily accurately represent the views and priorities of poor, rural women.
- The usual processes of stakeholder analysis (drawing up a table of stakeholders; assessing the importance of each stakeholder and their relative power and influence; and identifying risks and assumptions that will affect project design) include:
  - Women and men as separate stakeholder groups.

- o Where appropriate, different stakeholder groups amongst women (and men).
- o Clarity regarding stakeholder groups which include both women and men.
- o Consultancy teams, working groups, management teams and implementation teams include women as well as men.
- o Gender equality advocates and practitioners within and outside HOPE'87 work in collaboration, thinking collectively and strategically about advocacy strategies.

Women in decision-making: community level

Issues to address

Traditionally, women are often excluded from decision-making at the community level. A number of factors combine to bring this about. These include traditional attitudes concerning the role and status of women, and also aspects of women's own work burden, knowledge, skills and confidence. Poor women's confidence can be undermined by less exposure than poor men to the world outside their immediate home, and by limited language and literacy skills. Even when steps have been taken to include women in community level decision-making, too often women have been token representatives on community committees with a passive role and few real responsibilities. Problems for women can be compounded during negotiations with local authorities. Community based groups may have been able to achieve considerable levels of women's participation, but decision-making power may lie at higher levels of the local administration, where women are not so well represented. Community efforts are often frustrated by bureaucratic delays or unwilling staff at the local government level, and women

community representatives can be particularly vulnerable because of their generally lower social status.

Increasing women's involvement in community decision-making
Gender analysis

Before taking action to involve women in community level decision-making, it is important to be fully aware of existing gender roles, structures and attitudes in relation to decision-making at the community level.

Planning to promote women's involvement

Action to promote women's involvement in community level decision-making should be devised on the basis of a clear understanding of existing gender roles, and on the basis of male and female community members' perspectives and priorities. On this basis:

- Appropriate ways of strengthening women's involvement in decision-making need to be specified in planning documents, included in implementation staff TORs (terms of reference) and supported with necessary funding.
- Criteria for monitoring and evaluation of women's participation must also be established. Indicators of effectiveness should include qualitative as well as quantitative aspects of participation.

Activities to promote women's involvement

Practical measures to promote women's involvement in decision-making include the following:

Community consultation processes

- Practical measures are needed to ensure that project information reaches women, that they are able to attend meetings and that meetings provide a forum in which they can actively participate.

- Women themselves will often have insights on the best way to work around male dominated power structures.

- Open discussions involving men and women may facilitate women's participation but specific measures may also be needed to overcome the deference or muting of women's views in front of men.

- Particularly in large communities, it may be necessary to follow up large meetings with smaller planning groups, including key women representatives, where women's roles, responsibilities, priorities and constraints can be elaborated in more detail.

- Given the limitations on poor women's time, considerable outreach work and flexibility is required about when and where to meet. One approach has been to arrange meetings in situ at, for example, water supply sites or clinics.

- Working with existing women's NGOs or community organisations is a way to involve women directly. However, such organisations tend to be monopolised by more affluent women with more free time, and may exclude poorer sections of the community

- Women's organisations are not necessarily "gender-sensitive", in the sense that they may have limited understanding of ideas concerning gender mainstreaming and gender equality. It may be useful to take steps to strengthen the gender sensitivity of CBOs and networks.

Activities to gain the support of men

- Early consultation with men, particularly community leaders, and attempts to promote positive attitudes towards women's active participation, are important. Where women are involved in separate activities or training, the potential advantages should be explained, and/or complementary or parallel activities organised for men.

- Men's negative attitudes to women's increased involvement have often shifted once the benefits to the community, households, and women themselves have been demonstrated.

Promoting women's active role in community level decision-making

- Women's involvement in selecting candidates is likely to result in a higher and more dynamic level of women's participation.

- The quality of women's participation in committees, as well as the quantity, needs to be improved. For women who are unused to assuming positions of authority, considerable groundwork may be needed to develop the self-confidence and assertiveness skills necessary for dealing with village authorities. Women representatives may need special training, in leadership skills, confidence building and communication. Similar training should be offered to men to avoid alienation.

Links with local authorities

Local women's needs are often addressed most effectively by building gender-sensitive partnerships between community representatives and local authorities. This involves:

- *Supporting and training community representatives to negotiate effectively for gender sensitive services.*

- Training staff in local authorities to increase their understanding of gender issues, needs and rights, as well as their responsibility for delivering gender-aware responses.
- Developing activities to increase information to marginalised groups, including women, about the services and resources they can expect, e.g. service charters setting out standards of provision.

Step 3: Context-specific action to promote gender equality

What does gender equality mean?

Gender mainstreaming is a strategy to promote the goal of gender equality and the empowerment of women.

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

It signifies an aspiration to work towards a society in which neither women nor men suffer from poverty in its many forms, and in which women and men are able to live equally fulfilling lives. It means recognising that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways. It means recognising the right of women to define the objectives of development for themselves.

Gender in logical frameworks

How and where to include gender

The extent to which gender issues are included in logical frameworks depends on the motivation, influence and knowledge of the people involved in drawing them up. In many situations, staff with the motivation to include gender equality issues lack the influence to put this into practice. In this situation, it is important to bear in mind that almost any mention of gender/women in the logical framework is better than nothing, and project activities should be geared to this end. This ensures that at least some attention is paid to gender issues in processes of management, resource allocation, and monitoring, and it opens the door to increasing attention to gender issues in review processes.

However, where staff are in a position to address gender issues more systematically in the logical framework, it is useful to bear the following points in mind.

Target groups

- It should always be clear from the logical framework who the project is targeting:
  - This should be clear from the use of sex disaggregated indicators.
  - It should be clear which activities and outputs are targeted to women, which to men and which to both.
  - Replacing general terms such as "the poor" or "poor farmers" with, where appropriate, "poor men and women" and "poor male and female farmers" makes women as well as men clearly visible and avoids misunderstanding.

Purpose and goal

- The promotion of gender equality (benefit for women as well as men) should be an aspect of the purpose and goal of all development policies/projects concerned with impacting on people's lives. This should be reflected in Indicators and, where possible, also in the wording of the purpose/goal statement.

- If benefit to men and women is part of the goal and purpose, specific activities/outputs will be required to bring this about and need to be included in the logical framework.

Outputs

- It may be useful to have one output specifically concerned with targeted activities for women. However, it is important not to isolate women's activities within one output with a very small claim on resources and no influence on the rest of the strategy or project. Targeted outputs of this kind should complement activities to mainstream gender throughout the policy/project. Benefit for women as well as men should be considered as an aspect of each output.

- It is principally important to include gender in output indicators and associated activities.

Activities

- The promotion of benefit for women as well as men requires targeted activities, backed up with human and financial resources. Resource allocation is directly linked to the activity line of a logical framework.

Gender-sensitive indicators

What are they designed to measure?

Gender-sensitive Indicators allow measurement of benefit to women and men. Depending on the policy/project, this might include:

- The impact/effectiveness of activities targeted to address women's or men's practical gender needs i.e. new skills, knowledge, resources, opportunities or services in the context of their existing gender roles.

- The impact/effectiveness of activities designed to increase gender equality of opportunity, influence or benefit. e.g. targeted actions to increase women's role in decision-making; opening up new opportunities for women/men in non-traditional skill areas.

- The impact/effectiveness of activities designed to develop gender awareness and skills amongst strategy-making, management and implementation staff.

- The impact/effectiveness of activities to promote greater gender equality within the staffing and organisational culture of HOPE'87 and partner organisations e.g. the impact of affirmative action policies.

There is no standard or agreed-upon method for measuring women's empowerment. Aspects of empowerment can be reflected in numbers (such as an increase in numbers of women in positions of power), but above all, empowerment concerns women's perceptions of their own lives and experiences. To measure qualitative aspects of empowerment, it is important that it is clearly defined. Most definitions stress two main areas:

- A personal change in consciousness involving a movement towards control, self-confidence and the right to make decisions and determine choices.

- Organisation aimed at social and political change.

The greater the degree of existing gender inequality, the more subtle changes are likely to be. It is important in this context for indicators to recognise the significance of modest gains and breakthroughs.

How do they measure?

Gender-sensitive indicators need to capture quantitative and qualitative aspects of change.

Quantitative indicators

Quantitative indicators refer to the numbers and percentages of women and men or organisations involved in or affected by any particular group or activity. Quantitative indicators draw on the sex disaggregated data systems and records that have been examined during processes of policy or project planning. The availability of quantitative baseline data means that indicators usually include some element of target setting.

For example:

- Women form at least 33% of water committee members by the end of Year 2.

- At least 50% of network members have developed a gender policy by the end of Year 3.

- Equality in girls and boys access to primary education by 2025

- 25% increase in number of female teachers by 2025, from a baseline of x%.

Monitoring information should be available through routine data systems and records.

Qualitative indicators

Qualitative information refers to perceptions and experiences. Qualitative information is vitally important. It is not enough to know that women are participating in an activity: the quality of their participation and experience, whether in community level meetings, primary school classes or as users of public services, is all-important.

Qualitative indicators (as well as quantitative indicators relating to visible change at the community level) should be developed in conjunction with beneficiary groups. In project documents it is legitimate to use in a phrase like "quantitative and qualitative indicators to be developed with beneficiary groups in first six months of the project". This creates the space to develop indicators in conjunction with beneficiary groups once they have fully understood the nature of the project. (What changes would they like to see? What will the change look like? How can it be measured?). This process should take place using qualitative methods such as focus group discussions and informal interviews.

It is only possible to set targets for qualitative change if baseline data is available. This requires baseline surveys: it is highly unlikely that appropriate baseline data will be available from secondary sources. Where baseline data is available on experiences and perceptions, targets for qualitative change can be set. For example:

- At least 50% of women participating in water committees report active involvement in management and decision-making by the end of Year 2 (from a baseline of 10% at the start of the project)

- At least 70% of women respond positively to evaluation of participation and agency in targeted districts by the end of Year 3 (from a baseline of 5% average at the start of the project).

Where baseline data is not available, or is not easily aggregated into numbers and percentages, it is necessary to resort to general statements of improvement. For example:

- Significant improvement in staff knowledge, skills and attitudes on mainstreaming gender equality in participating organisations by the end of Year 3 (where each organisation starts with markedly different levels).
- Significant increase in quantity and improvement in quality of media reporting on gender violence.

Information on qualitative indicators should be collected through evaluation surveys. Depending on the indicator, these might be questionnaire surveys reviewing perceptions and experiences of agreed indicators, or participatory methods such as focus group discussions and case studies.

Step 4: Organisational capacity building and change

Focus on process and product

The value of a gender mainstreaming project approach lies at least as much in its formulation as in its existence. The formulation of a mainstreaming approach is a golden opportunity to involve as many staff and, where appropriate, stakeholders external to the organisation as possible. This process promotes widespread "ownership" of the gender mainstreaming approach; enhances understanding and commitment to

gender equality issues; ensures that the policy "fits" with the HOPE'87 organisational culture, structures and procedures; and substantially increases the chance that the approach will be implemented. In this context:

- Gender policies and approaches from other similar organisations can be used for ideas and inspiration, but should never be copied or used as blueprints.
- External consultants may have a useful role to play in facilitating a consultation and policy development process, but should never be recruited to write a gender mainstreaming project approach.

Practice what you preach

Gender equality in the workplace, and gender equality in-service delivery, are inextricably linked. HOPE'87' credibility in presenting a gender equality policy relating to service delivery is assisted if the policy is reflected in or includes measures to promote gender equality in internal staffing and practice.

Gender training: the context

Gender training is most effective when used as part of a broader strategy for influencing the climate of opinion within HOPE'87 for promoting gender equitable practice. Equally, the importance attached to gender training by HOPE'87 as a whole influences how seriously training is taken by course participants. Participants who expect some sort of follow up activity, and whose supervisors support and promote gender equitable practice, are more likely to transfer what they have learned to their working practice.

Activities complementary to gender training will vary with circumstance. Part of the role of staff with responsibility for promoting attention to gender equality is to identify appropriate entry points and opportunities. Possibilities might include:

- Follow up discussion and feedback workshops.

- Participatory gender approaches development with clear, measurable and achievable objectives.

- Ensuring staff have back-up access to gender expertise and to professional support.

- Inclusion of attention to gender equality issues in personnel appraisals.

- Working with external advisory/consultative groups.

- Activities to promote management support for gender mainstreaming.

- Active monitoring of gender policy implementation.

Gender training: the content

It is important to bear in mind in all contexts that gender training works most effectively when:

It is learner centered

- All training should be based on an analysis of the participants and their needs. The more homogenous the group of participants, the more the training can be tailored to their specific needs, the more effective it will be.

It uses participatory methods

- Effective training uses participatory methods such as case studies, brainstorming, and problem solving to allow participants to actively engage with the subject matter, and learn by doing. Choice of

methods will depend on the topic, the group, the trainer and practical factors. It is important to use country, culturally and sectorally specific case material directly relevant to the circumstances in which participants live and work. The participants' own policies, projects, experiences, observations and deliberations should be the principal materials for discussion.

It introduces skills as well as awareness

- Effective training is based on an understanding of the participants own job responsibilities, an understanding of where they fit in their HOPE'87 organisational structure and an understanding of the HOPE'87 organisational systems and procedures. It should help participants to identify and discuss their own opportunities and constraints to develop a gender equality perspective, and encourage the development (and follow up) of personal action plans.

The trainer has credibility with the participants

- The trainer needs to have knowledge, understanding and status appropriate to the group. In all circumstances trainers need to adopt a non-threatening approach allowing discussion and exploration of different viewpoints. It is often best for external consultants to work with internal gender staff in order to ensure the relevance of the training to HOPE'87.

Training is followed up

- Competence development is a process not an event. Training needs to be followed up with discussion workshops, more tailored training and/or on-the job support.

Pitfalls in gender training to avoid

Resistance is part of the territory of gender training and will be encountered by good gender trainers in good gender training courses, as well as by bad gender trainers in bad gender training courses. However, gender trainers bear responsibility for predicting and managing resistance constructively, and this requires their explicit attention to all of the above points on best practice in gender training content. Ineffective gender training cannot and should not simply be blamed on resistance.

Too much gender training provokes resistance and/or is ineffectual because:

- It is formulaic.
- It is dislocated from the needs of the group.
- It says more about the trainer than the trainees: it is "too academic", it is "too feminist", it regurgitates what the trainer learnt on a training of trainer course.

8.5. Basic Document

HOPE'87 Short Term Strategy
2024 (update)

(to be read with the draft Annual Budget)

The Short Term Strategy is based on a highly differentiated scope of work of HOPE'87 which strives to:

1. respect and promote human rights and social justice
2. embody gender equality and equity while promoting women and girl's rights
3. focus on people's empowerment, democratic ownership and participation
4. promote environmental sustainability
5. practice transparency and accountability
6. pursue equitable partnerships and solidarity
7. create and share knowledge and commit to mutual learning
8. commit to realizing positive sustainable change (outcomes and impact).

HOPE'87 strives to contribute to the UN Sustainable Development Goals.

The Short Term Strategy is "work in progress" throughout the whole year in order to give perspectives but also flexibility to changing conditions,
The Short Term Strategy will be discussed at every Board Meeting.

The main role of HOPE´87 is to be a catalyst for independent and sustainable development by applying a clearly local approach.
This approach will be reflected by our co-operation with as many local development partners as possible, with the exchange of experiences, and by continuing to broad our fields of activity.

Although our local approach is of top priority, there are also national and international considerations at stake, given the global importance of HOPE´87 objectives to improve youth training and employment and its international connections.

I. Sectors

For 2024 HOPE'87 will again concentrate on the three following sectors:

1. Education, vocational training and access to information and counseling

Support for children and young people, especially from marginalized groups of the population in the form of:

- Improvement of the access to formal and informal education,
- Upgrading school infrastructure,
- Professional, vocational and technical training,
- Management training, further education and access to micro-credit facilities, especially – though not exclusively – in the informal sector,
- Promotion of small and micro enterprises through start-up and investment credits,
- Information, consultation and capacity building for local partners, relevant networks and organizations.

2. Rural development

- Sustainable administration and protection of natural resources,
- Diversification, stabilization and improvement of ecologically sustainable production through adequate resource protection,
- Education for and specialized training of young people in rural area, in the agricultural and non-agricultural sector,
- Access to information and credit facilities.

3. Humanitarian aid in disaster affected countries:

Providing emergency aid in times of a humanitarian crisis will remain a vital part of the HOPE'87 activities in the next 12 months, offering fast and efficient support to victims of natural or man-made disasters. This comprises the continuation of the work with HOPE'87-Moldova/Speranta87 for Ukraine refugees, HOPE'87-Pakistan and HOPE'87-Burkina Faso in ECHO and privately funded projects; to support COs to draft emergency response plans; and to assess possible financial sources for future fast humanitarian aid;

With this in mind, HOPE'87 will be working with its Country Representatives to include capacity building leading to a reduced vulnerability of beneficiaries in all of its projects and programmes. Such enhanced resilience and appropriate disaster preparedness will not only help to save lives, but will also reduce the individual loss of property and the considerable damage to the national economy.

Furthermore, even small mitigation works can have massive and positive effects on the environment, the protection of the natural habitat and the adaptation of the beneficiaries

under threat of hazards to the negative effects of climate changes. The road is clear: active preparedness to counteract identified hazards instead of passive waiting for emergency aid will be on the agenda.

Due to the current COVID-19 situation worldwide and its' substantial impact on the wellbeing of the population in the partner countries, specific focus is laid on coping mechanisms in order to mitigate the negative effects of the COVID-19 pandemic.

II. Country Offices (CO) and HQ

The backbone of the HOPE'87 organisational structure is the HOPE'87 CO system and the qualified and continuously trained staff of those offices and of the General Secretariat in Vienna. These HOPE'87 offices form a network of constant information exchange and learning opportunities with the aim to provide best practice in locating, implementing, supervising and evaluating projects, supporting the beneficiaries with the necessary knowledge and expertise and establishing close working relations with national governments and authorities, NGOs and international organisations and agencies, like UNESCO, UNOCHA, UNICEF, FAO and the EC-Delegations.

The activities of the General Secretariat in Vienna continue to include: providing the necessary transfer of know-how, supporting COs in their technical and administrative needs, offering advice in specific activities (e.g. curricula development, project management workshops, conferences...), exploring the feasibility of project proposals, reinforcing the information and expertise exchange among COs (especially among those in the same region), acting as representatives of the COs vis à vis third parties (sponsors, international connections, UN, EU...) and accepting the global contractual responsibility vis à vis the single project partners, by way of auditing, monitoring and evaluation.

Geographical focus for 2024 (update):

Africa: Burkina Faso (Office of the Programme Director for West Africa), Burundi, Mali, Senegal,
Asia: Pakistan (Regional Office for Central and South(East) Asia), Bangladesh,
Latin America: Chile (Regional Office for South America), Brasil (Liaison Office)
Europe: Republic of Moldova