CRS Global Gender Strategy 2020–2030

DECEMBER 2020

Cover photo: Indonesia, Photographer: Jennifer Hardy (2016)

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Executive Summary

Grounded in Catholic social teaching, CRS' integral human development (IHD) framework places the dignity of the human person—female and male—at the center of all that we do. It highlights the importance of addressing the specific needs, vulnerabilities and risks of women, men, boys and girls (WMBGs) as well as gender-based inequalities in systems, structures and access to assets. IHD acknowledges that personal well-being and true equality can only be achieved in the context of just and peaceful relationships. Similarly, CRS recognizes that gender inequality critically impacts and intersects with trends of poverty, vulnerability and injustice—key areas where we seek transformational change. However, if gender roles, norms and dynamics are not considered within households, communities and our own teams, our projects miss opportunities to maximize impact and may even deepen existing inequalities. **Systematically addressing gender inequality both internally and in the communities where we work is central to achieving IHD and the aspirations of CRS' agency strategy, Vision 2030.**

CRS' Global Gender Strategy 2020–2030 renews the agency's commitment to putting gender equality at the core of the agency's mission and our commitment to IHD. The Global Gender Strategy 2020–2030 document:

- articulates how the commitment to gender equality is **central to the principles of Catholic social teaching, integral human development and social equity and inclusion**, as espoused in CRS' Vision 2030 Strategy;

- provides **conceptual clarity for gender equality** as a foundation and crucial component for CRS to achieve international development and humanitarian response objectives as well as support agency and sectoral strategy implementation;

- articulates **gender minimum standards and strategic priority areas** (PAs), aligned with global trends and best practices, to ensure gender equity is addressed strongly and consistently in our programs and organizational culture; and

- provides **common language, tools and guidance** for country programs (CPs) to implement approaches, projects and internal initiatives that positively transform gender relations.

CRS' Global Gender Strategy 2020–2030 goal is to **contribute to achieving integral human development by promoting gender equality for WMBGs both within our organization and throughout our programs and advocacy initiatives**. Equality is defined as a state where WMBGs have equal opportunities and rights enabled by equitable roles, responsibilities and workloads; influence in decision making opportunities; as well as access to and control over resources, goods, and services. Gender equality does not mean that WMBGs become the same, but that their opportunities and life chances are equal and that differences that do exist in their talents, skills, interests, ideas, etc. will be equally valued. This strategy goal is based

on a conceptual framework for gender equality highlighting the interplay of key domains impacting gender equality.

The strategy adopts an **intersectional approach** which recognizes that gender inequalities intersect with, and are exacerbated by, other factors contributing to marginalization including age, race or ethnicity, socio-economic class, geography, health status and ability. CRS' conceptualization of gender equality also corresponds with the socio-ecological framework (SEF) which recognizes the interchange between the individual, interpersonal, community, institutions and policy environment in fostering social and behavior change needed for transformational outcomes.

The Global Gender Strategy 2020–2030 has been designed cognizant of the need for CRS to strengthen gender inclusion at all levels of programming and across the agency, in order to reach the transformation at scale that we seek. The strategy content begins with an outline of **CRS' minimum standards for gender integration** in program and operations.[1] The minimum standards outline agency commitments that must be undertaken to achieve a minimum standard of gender responsiveness in organizational and programmatic processes.

The minimum standards underpin an additional five **priority areas (PAs).** The PAs are meant to contribute substantively to CRS' work toward gender equality and to provide frameworks to support CRS staff in developing and/or implementing projects. All PAs contribute to different domains of gender equality highlighted in our conceptual framework for gender equality in different ways. Each PA includes a goal statement, outcomes, illustrative indicators and approaches and learning questions. CPs or project teams are not expected to implement every PA. Instead, the PAs are meant to help guide CRS staff in strategically designing new projects and/or developing programmatic and/or operational priorities and learning, as well as serve as areas around which CRS can build evidence and strengthen its programmatic approaches. The PAs are as follows:

- ■ PA 1: Women's Empowerment

- ■ PA 2: Gender Equitable Masculinities

- ■ PA 3: Adolescent Girls and Young Women (AGYW) Empowerment

- ■ PA 4: Gender-Responsive Emergency Programming

- ■ PA 5: Gender-Based Violence (GBV) Prevention and Mitigation

A Global Gender Strategy implementation plan will support CPs and regions to develop in order to support, with a menu of actions, CPs and regions to develop context-specific, five-year gender action plans (GAPs). In the GAPs, CRS HQ, regional, and CP leadership will commit to identifying and implementing key initiatives and activities that support the roll-out of the minimum standards for gender integration and programmatic progress in the five priority areas (PAs), as relevant. The gender strategy implementation plan will focus on creating sound

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1   Minimum Standards for Mainstreaming Gender Equality http://genderstandards.org/standards/.

knowledge management systems for resource/tool sharing and for identifying, and acting upon, priority actions that fill critical gaps in capacity, experience and/or necessary tools for each of the PAs.

The strategy will be assessed and adjusted throughout the implementation period to reflect ongoing learning as well as unforeseen events such as the current COVID-19 pandemic, which is expected to have significant gendered impacts on households and communities where CRS works for the foreseeable future. A thorough review of the strategy is planned after five years of implementation. We will remain accountable to this strategy and to our partners with whom we work, the people we serve and the donors who support us. Each step forward will provide new leadership, a new landscape, new successes and challenges, and new opportunities for learning, action and transformative change.

Introduction

This document outlines CRS' new global strategy for gender-responsive programming in our emergency and development efforts around the world. The strategy reflects CRS' values of Catholic social teaching (CST), integral human development (IHD), and builds on the aspiration of the agency's Vision 2030 Strategy to place the dignity of the human person at the center of our work. The strategy also responds to the challenges and daily reality of the women and men in the countries where CRS works and the growing body of evidence that gender equality is foundational for the realization of human dignity, right relations and the achievement of sustainable development outcomes across all sectors.

CRS' gender strategy 2020–2030, which builds on a previous five-year strategy, was developed by a working group of staff from headquarters, regional and field-based country programs (CPs). The process included an environmental scan; consultations with programs and operations staff; and learning from CRS' partners and peers.[2] The Global Gender Strategy 2020–2030 document:

- articulates how the commitment to gender equality is **central to the principles of Catholic social teaching, integral human development and social equity and inclusion**, as espoused in CRS' Vision 2030 Strategy;

- **provides conceptual clarity for gender equality** as a foundation and crucial component for CRS to achieve integral human development, contribute to international development and humanitarian response objectives and support agency and sectoral strategy implementation;

- **articulates gender minimum standards and priority areas (PAs)**, aligned with CST, global trends and best practices and to ensure gender equity is addressed consistently in our programs and organizational culture;

- provides **common language, tools and frameworks** for CPs to implement approaches, projects and internal initiatives that positively transform gender relations.

CRS' Global Gender Strategy 2020–2030 goal is to **contribute to integral human development by promoting gender equality for women, men, boys and girls (WMBGs) both within our organization and throughout our programs and advocacy initiatives**. Equality is defined as a state where WMBGs have equal opportunities and rights enabled by equitable benefits, roles, responsibilities and workloads; influence in decision-making opportunities; and access to and control over resources, goods, and services. Gender equality does not mean that women, men, boys and girls become the same, but that their opportunities and life chances are equal and the differences that do exist in their talents, skills, interests, ideas, etc. are equally valued.

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2   The reports from these consultations are available upon request.

WHY GENDER EQUALITY?

Gender inequality exists in all of the countries where CRS works. Women and girls are more likely to be marginalized from political processes and market systems, bear the burden of HIV/AIDS, food insecurity and climate change, and experience discrimination, sexual harassment and gender-based violence (GBV). Young women make up three out of four young people around the world that are not in school, training, or employment. Throughout the world, women and girls are disproportionately burdened by unpaid care work, performing two and a half times as much unpaid care and domestic tasks as their male counterparts. The global gender wage gap is 23%. Men and boys are also impacted by gender inequality. Masculinity and gendered norms of manhood play a role in young men's engagement in armed conflict and violence. In some contexts, factors affecting notions of masculinity and femininity, and the way gender roles are defined in societies, have a massive effect on men's risk-taking and health-seeking behaviors. Gender inequality denies families and the whole of society the benefits of a more gender-equal world.

At the same time, evidence that programs are more effective, impactful and sustainable when gender inequality is addressed is robust (see *The Case for Gender Equality*). This evidence is recognized widely by donor and peer agencies alike. Lastly, **gender equality is one**[3] **of the 17 U.N. Sustainable Development Goals (SDGs) and centrally recognized as integral to all dimensions of inclusive and sustainable development.**

Achieving strong gender equality outcomes requires adequate, sustained financing and investment, and **peer agencies** and the **donor community** agree. In the 2030 Agenda for Sustainable Development, stakeholders committed to working "for a significant increase in investments to close the gender gap." This commitment has been seen in recent funding trends. For instance, in 2016-2017, members of the Organization for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) targeted an average of $44.8 billion USD per year, corresponding to 38% of their bilateral allocable aid, toward gender equality and women's empowerment as either a significant (secondary) or principal (primary) objective. The U.S. government[4] contributes 21% of its allocable aid toward programming with primary or secondary objectives for gender equality and women's empowerment.

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3   SDG 5 states "Achieve gender equality and empowerment all women and girls."

4   USAID, CRS' top institutional donor, has put in place strong internal policies for gender integration as seen in their Gender Equality and Female Empowerment Policy as well as ADS chapter 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle.

THE CASE FOR GENDER EQUALITY

Closing Gender Gaps Lead to Greater Productivity and Growth
- If women had the same access to productive resources as their male counterparts, they could increase yields on individual farms by 20%-30%, and total agricultural output in developing countries by 2.5% to 4%, in turn reducing the number of hungry people worldwide by up to 17%.
- If women had the same role in labor markets as men, up to an estimated $28 trillion (26%) could be added to global GDP in 2025.
- In Europe, narrowing the gap between male and female employment has accounted for a quarter of annual GDP growth since 1995.

Women's Empowerment Benefits Everyone: Families, Communities and Economies
- When women are empowered to have more influence over economic decisions, their families allocate more income to food, health, education, children's clothing and children's nutrition.
- States in India with the highest percentage of women in the labor force over the past five years grew the fastest and had the largest reductions in poverty.
- Women in Bangladesh who participated in empowerment interventions to help them fight harassment and expand their decision making over household spending and food consumption were less likely to have stunted children than women who received only nutrition interventions, such as regular food rations.
- Women in politics prioritize public goods and services that benefit the whole community and when women are at the negotiating table, peace accords are 35% more likely to last.

Addressing household gender dynamics improves health and nutrition outcomes
- Programs involving men in maternal and child health initiatives have shown improvements in health outcomes for women and children through improved skilled birth attendance and increased utilization of post-natal care as well as support for exclusive breastfeeding.
- Male engagement in health and nutrition programs has also resulted in increased couple communication, reduced maternal workload, and increased maternal nutrition and rest during pregnancy.

Diversity in Staff and Management Leads to Better Results
- Among Fortune 500 companies, those with the highest representation of women on their boards of directors were more profitable and more efficient on average than those with the lowest. For companies with three or more female directors, return on equity was 83% higher, return on sales was 73% higher and return on invested capital was 112% higher than for those with fewer than three female directors.
- Companies with the highest gender diversity in top management outperformed their sector average with a 10% higher return on equity and 170% higher stock price growth.

According to research conducted by the CGIAR, staff diversity enhances the effectiveness and efficiency of organizations by making them better able to:
- respond to changing workforce demographics, including greater participation by women and members of other under-represented groups
- strengthen collaborative modes of working by accentuating interdependence, partnerships and alliances
- increase innovation, creativity and problem solving by supporting multicultural, multidisciplinary teams
- advance social justice and equality, core CRS values
- improve the retention of highly qualified staff by offering progressive and satisfying work experiences; and,
- excel in performance and reputation by modeling the workplace of the future, and tap into new knowledge networks giving broader access to clients, beneficiaries and donors.

GENDER EQUALITY AND CRS

CRS recognizes that gender inequality critically impacts and intersects with trends of poverty, vulnerability and injustice—key areas where CRS seeks transformational change. CRS also knows that if gender roles, norms and dynamics are not considered, projects likely miss opportunities to maximize impact and may even deepen existing gender inequalities. *CRS will maximize achievement and impact in our aspirations toward IHD and our agency goal areas*5 *when gender inequality is systematically addressed both internally and in the communities where we work.*

GENDER INTEGRATION

Involves identifying and then addressing gender differences, inequalities and opportunities across project design, implementation & Monitoring, Evaluation, Accountability & Learning (MEAL). CRS uses three broad categories of gender integration: gender neutral (blind), gender-sensitive (responsive) and gender transformative. See Annex II for more detailed definitions. ***CRS commits to a minimum of gender responsive programming to ensure our programs are effective and "do no harm." However, we strive, where appropriate, for gender transformative outcomes as this is where we maximize impact, sustainability and IHD.***

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5   **Goal Area 1:** All People Live in Just and Peaceful Societies; **Goal Area 2:** All People Survive and Thrive in the Face of Disasters; **Goal Area 3:** All People Achieve Dignified and Resilient Livelihoods in Flourishing Landscapes; **Goal Area 4:** All Children Reach Their Full Health and Development Potential in Safe and Nurturing Families' **Goal Area 5:** All Youth Are Empowered to Thrive.

CRS' IHD framework frames the way CRS approaches work toward gender equality.[6] IHD places the dignity of the human person, female and male, at the center of all that CRS does. It is based on the idea that human development is holistic and multidimensional—and that personal well-being and true equality can only be achieved in the context of just and peaceful relationships. IHD, when viewed with a gender lens, highlights the importance of addressing the specific needs, vulnerabilities and risks of women, men, boys and girls (WMBGs) as well as gender-based inequalities in systems and structures and availability of, and access to, assets. The IHD framework is reflected in the gender equality conceptual framework presented in Figure 1 on page 9.

The focus on equity and inclusion in internal systems and structures is aligned not only with CRS' agency values and IHD but also with industry best practices. Our systems and structures must create a work environment that is welcoming, supportive and safe for both female and male staff at all levels to reflect our agency values. Female staff must see a path to multiple opportunities to exercise leadership in the agency, and our programs and partners should be prepared to empower women and men equitably to contribute to reaching their full potential.

INTEGRAL HUMAN DEVELOPMENT (IHD) AND GENDER

- Increase availability of **assets** to women and girls.
- Reform **systems and structures** to protect women and girl's rights.
- **Influence access** to sustainable gender equality solutions.
- Identify **vulnerabilities and risks** to the livelihoods of WMBGs.
- Engage WMBGs in **strategic responses.**
- **Seek feedback** from WMBGs to identify different constraints and opportunities and monitor progress.
- Consider specific needs and opportunities of WMBGs to ensure the most effective and sustainable development **outcomes.**

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6   The CRS Gender Foundations course on CRS Learns includes a succinct explanation of how IHD can be viewed using a gender lens.

Conceptual Framework for Gender Equality

The strategy uses a gender equality conceptual framework, based on CRS' IHD framework, to highlight the interplay of key domains impacting gender equality. The framework posits that gender equality is an important goal in and of itself and will be achieved when there is equity in the critical domains explained below.[7] Specifically, in order to achieve **gender equality**, WMBGs of all ages and abilities must have the support of **fair and just structures and systems** that allow for **1) equitable access to and control of resources, assets and services; 2) effective participation and leadership; 3) shared power and decision-making; and 4) equitable roles, responsibilities, workload and time use.** These domains are often interconnected.
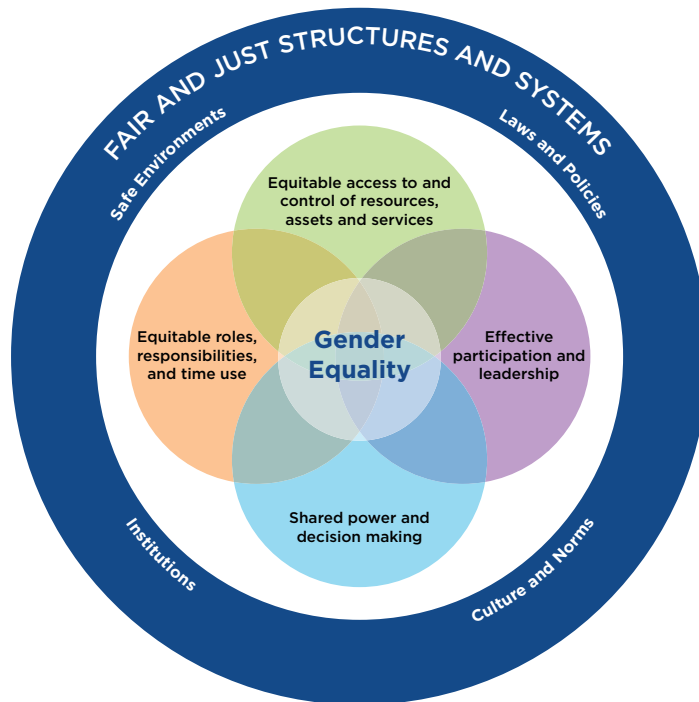
The conceptual framework for gender equality recognizes that the systems and structures we operate within are crucial for the realization of the other domains. Creating an enabling environment within the context of fair and just systems includes activities at multiple levels that promote safety and security of all people, just laws and policies that underpin equal rights for all members of society, strong and equitable institutions and cultural and societal norms that respect and promote equality, freedom and the dignity of all people. Though it's possible to achieve

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7   "Gender equality" and "gender equity" are sometimes used interchangeably, but they mean different things. Gender equality refers to a *state* where men and women have equal rights, opportunities, and access to services, etc. Whereas gender equity refers to the *process* of being fair to men and women based on different vulnerabilities and historical and social disadvantages. To ensure an equitable approach, measures must often be available to compensate for historical and social disadvantages that prevent WMBGs from operating on a level playing field. **In sum, gender equality is our end goal and equity is the means to get there.**

success in the other domains within unjust structures and systems, the change will likely be difficult to sustain.

Equitable access to, and control over, resources, assets and services is critical for the achievement of gender equality and **empowerment of women**. Gender equality in the distribution and access of resources has positive multiplier effects for a range of key development goals, including poverty reduction and the welfare of children. In many contexts where CRS works, women and girls have disproportionately low access to services (e.g. formal financial institutions, agricultural extension services). Ensuring more equitable levels of access to services, however, will only partially contribute to gender equality. Programming teams must also look at levels of **control**, **or the ability to make decisions on the use of a certain resource, information or asset.** For example, a project can work to increase women's access to income through small income-generating projects, but if it does not look at women's control (or ability to decides on its use) of this income, the project may not make progress toward its stated objectives. Many programs influence levels of access for women and girls, yet only see nominal changes in levels of their control or decision-making power over these assets and resources.

Likewise, women and girls lack **decision-making power** relative to men (and boys) in several areas. Across all societies there are myriad examples of unequal control over decision-making—from how to spend income earned by women or the family to what a family should produce, sell or buy. In the area of health and nutrition, particularly that of young children (most vulnerable to malnutrition), a mother may be responsible for care and feeding of the child but a male partner or family member has ultimate decision-making power over how the household's agricultural production is managed and/or whether money can be spent to buy nutritious foods or seek health services. Patterns of household power and decision-making are closely linked to levels of access and control. In some cases, we know that an increase in access to important assets can lead to more household decision-making power for women. An employed and educated woman is much more likely to be able to exercise choice in terms of marriage, acceptance of marriage, acceptance of violence, etc. and this has a direct impact on her well-being and that of her family.

Women and girls generally also face inequality in **participation and leadership**, particularly in terms of decision-making or leadership roles in public fora and governance entities. Discriminatory laws, rules and practices hold women and girls back, as do limits on education and income.

Roles, responsibilities and time use refer to the socially accepted roles for both men and women and the inequities that occur when these roles are unbalanced. Globally, women tend to have far more roles and responsibilities than men, particularly with regard to household and reproductive work. This imbalance disempowers women and girls from participating fully in economic, education and governance opportunities, further contributing to their marginalization and subordinate status. Around the globe most women play three essential roles—reproductive (household, care work), productive (for food or income) and community roles. These multiple roles incur a significant **time burden** for women and are very challenging for

women (and girls) to fulfill adequately leading to poor health outcomes, stress and household conflict. Lack of free time impacts the ability of women to **participate or lead** effectively in other areas of life and can make it difficult to invest in the accumulation of assets in order to shift patterns of access and household power.

CRS recognizes that gender inequality cannot be understood and effectively confronted in isolation from the myriad other forms of vulnerabilities. Any use of the conceptual framework, therefore, must also approach the analysis of patterns within each of the domains with a focus on intersectionality. Intersectionality refers to the way in which multiple forms of discrimination—based on gender, race, ethnicity, disability and socio-economic class, etc.—overlap and interact with one another and how these intersecting vulnerabilities shape how different individuals and groups experience discrimination.

In addition to the gender equality conceptual framework the gender strategy draws on the socio-ecological framework (SEF). Truly transformative programming requires working at the different, mutually reinforcing levels of the SEF (see Table 1) which help, broadly, to understand dynamic interrelations among various personal and environmental factors. Besides helping to clarify these factors, the SEF also suggests that, in order to work toward gender equality, it is necessary to act across multiple levels. This is based in evidence that has shown that working simultaneously on different levels is more effective than focusing on interventions at one single level. There is a growing body of evidence that multi-sectoral programs informed by the SEF contribute to gender equality outcomes with more success than approaches that focus solely on the individual level.

Table 1. Description of the Socio-Ecological Framework (SEF) levels

SOCIO-ECOLOGICAL MODEL (SEF) LEVEL	DESCRIPTION
Individual	• Biological and personal history factors such as age, education, religious or ethnic identity, income and health as well as individual knowledge, attitudes, beliefs, perceptions and behaviors.
Relationships	• Formal (and informal) social networks and social support systems that can influence individuals' behaviors including family, intimate partners, friends, religious leaders, peers etc.
Community	• Community contexts in which social relationships and interactions occur, such as schools, neighborhoods, workplaces, faith-based organizations, community associations, etc.
Societal / Systems	• The economic and social policies at national, state or local levels and socio-cultural structures and norms, patterns and availability of resources that impact gender equality (such as existence of laws related to women's land tenure or legal age of marriage) and/or community cultural beliefs and gender norms.

Structure of the CRS Global Gender Strategy 2020–2030

The strategy content begins with a presentation of **CRS' minimum standards for gender integration** in programs and operations. The minimum standards set a minimum level of quality that is broad enough for HQ, regions, CPs, units and/or projects to define what is appropriate given their context. All teams should adhere to these standards to achieve a minimum standard of gender-responsiveness and to ensure that our approaches, both internally and externally, do no harm.

The minimum standards underpin five **priority areas (PAs).** The PAs are meant to contribute substantively to CRS' work toward gender equality. **They have been selected based on feedback from the previous strategy, current global trends of gender inequalities, CRS' current programming portfolio, donor trends, capacity gaps and CRS' conceptualization of gender equality**. Each PA is defined using a goal statement with intermediate and long-term outcomes.

The PAs provide a framework for CRS staff in developing new projects/programs and/or in planning implementation for existing projects. They're also a rallying point around which we can more effectively coordinate and compare approaches and learn from each other and our diverse experiences. For some PAs, CRS has significant experience, lessons learned and approaches. In other instances, there is additional work that needs to be done to ensure adequate evidence, documentation and/or development of useful tools and guidance. All of the PAs contribute to different domains of gender equality highlighted in our conceptual framework for gender equality in different ways. CPs or project teams are not expected to implement every PA. Instead, the PAs are meant to help guide CRS staff in strategically designing new projects, developing programmatic and/or operational budgets, priorities and learning agendas. The priority areas (PAs) are as follows:

- **Priority Area (PA) 1: Women's empowerment**
- **Priority Area (PA) 2: Gender-Equitable Masculinities**
- **Priority Area (PA) 3: Adolescent Girls and Young Women (AGYW) Empowerment**
- **Priority Area (PA) 4: Gender-Responsive Emergency Programming**
- **Priority Area (PA) 5: Gender-Based Violence (GBV) Prevention and Mitigation**

Below, the minimum standards and each PA are introduced in narrative form. The goal and outcomes are subsequently laid out in a table that includes a list of *illustrative* **indicators** and **approaches**. Some of the approaches are internal to CRS, others are external but with proven effectiveness. The list of illustrative approaches and indicators are meant only to help CPs understand "how" their projects and programs can contribute to the achievement of outcomes. A *full* list of approaches by PA can be found in Annex II. Similarly, the illustrative indicators are meant only to

help teams understand common measurements as they relate to the PA goal and/or outcomes. The indicator list is not exhaustive.[8]

Finally, each PA table also includes two to four **learning questions** based on existing evidence gaps and building on the work done in CRS' previous gender learning agenda. The learning questions under each PA can help inform potential programmatic research, pilot initiatives, evidence-base building or could be included in a CP or project learning agenda.

Vietnam
Photographer : Lisa Murray

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8   The indicators are illustrative and not meant to align specifically with intermediate outcomes (IOs) but instead be examples of measurements for the PA. These would need to be adjusted/adapted for any new project or context. Additional guidance on measurement of indicators will be a priority action in year 1 of strategy implementation.

Minimum Standards for Gender Integration in Programs and Operations

CRS staff around the world requested that the Global Gender Strategy outline minimum standards that program and operations teams must adopt in order to meet the requirements for gender integration. These minimum standards are based largely upon the Gender Practitioners Collaborative (GPC)'s minimum standards of mainstreaming gender equality. They are meant to support all staff in various functions to promote gender equity in their work. Implementing the minimum standards is expected to significantly contribute to a number of important program and organizational outcomes. Achievement of the gender minimum standards is expected to be phased over the first three to five years of the strategy. At the end of year five halfway through the 10-year strategy period—a mid-term review will be conducted to determine the extent to which program and operations teams are implementing the activities and practices detailed in the summary below.

CRS has made significant progress in terms of institutionalizing gender initiatives into programs and operations. More specifically, the following resources have been developed to support these initiatives:

- CRS' participatory gender audit and gender analysis toolkit;
- guidance document on integrating gender into the annual program planning (APP) process;
- guidance for integrating gender objectives into staff performance and development plans;
- IDEA bank for Human Resources to promote gender equitable hiring processes; and
- Gender Foundations online training module on CRS learns.

Expected long-term outcomes of the minimum standards:

- Gender responsive systems and processes are institutionalized across the agency.
- CRS' development and humanitarian programs systematically address the unique needs of WMBGs (gender-responsive) and, where relevant, seek to transform harmful gender norms.

Intermediate outcomes:

- CRS' organizational culture supports gender equitable systems, structures, and gender responsive and transformative programs.
- CRS offices and teams allocate sufficient resources to address gender equality in programs and operations.
- Gender-balanced staffing increases at various levels of the agency.
- Program and operations staff demonstrate a greater value for gender equality.
- Program staff have the technical knowledge of and capacity to integrate gender equitable approaches throughout the programming cycle.
- CRS establishes effective MEAL systems to measure the impact on gender equality.

The minimum standards are broken down by operations and programs each with their own sub-categories. A number of indicators of progress associated with these outcomes are presented at the end of the minimum standards.

MINIMUM STANDARDS FOR GENDER INTEGRATION
OPERATIONS

I. Organization Culture, Capacity, and Accountability (including gender-responsive Human Resources)

- All staff complete a series of gender-related trainings that align with their position. (e.g. CRS' "Gender Foundations" eLearning or "Unconscious Gender Bias" courses)[9]
- CPs and regions ensure gender expertise.
  - Each CP appoints a focal point (FP) with gender expertise. Formalize FP role in performance plans with level of effort outlined. Additional training provided as needed. (% CPs after 2, 4, 6, 8, 10 years)
  - CPs with APPs over $10 million include a full-time gender adviser on staff to advise on internal processes, programming and training. Projects with a budget of $1 million per year include at least 50% LOE of a Gender Adviser as project staff.
- CP offices include appropriate facilities both male and female staff (e.g. separate bathrooms and prayer spaces, designated nursing room, etc.).
- Each CP or regional office conducts a gender audit(s) every five years and develops/revises its five-year gender action plan (GAP).
- CPs, regions and teams encouraged to: (1) screen candidates for gender sensitivity and make hiring decisions accordingly; (2) Set appropriate staff ratio targets (M/F).
- Analyze staff exit interviews from a gender perspective.
- Integrate gender into performance (including reviews) and development plans of all managers and program staff at all levels.
- Integrate at least one gender-related competency into job descriptions. (Managers and program staff)
- Disaggregate (and report on) HR-related data by sex (including staff engagement survey results, staffing ratios, recruitment and promotions rates).
- Build partners' capacity in address gender equity in their operations.

II. Policy

- Develop a gender-equality policy.
- Develop gender action plans (GAPs) aligned with the Global Gender Strategy and develop accountability mechanisms and dedicate resources to carry them out.
- Ensure all staff are trained in policy related to safeguarding and understand means for reporting.

III. Budget

- Allocate funds for gender in the APP as it aligns with the GAP. [10]
- Budget for gender training and staffing.

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9   One of the key actions for improving gender integration is to build staff capacity through gender equity training. The integration of gender equitable approaches is everyone's responsibility. Therefore, it is necessary that all staff members are aware of 1) how gender influences their own assumptions and actions 2) why gender is important to the project(s) they support and 3) how they can and should integrate gender into their work. Since changes in attitudes and assumptions about traditional gender norms takes time, CPs are encouraged to organize follow-up gender sessions.

10 Illustrative actions include: Gender staffing at CP and Region; training; gender audits; HOCAI+10; costs required to address safety and cultural sensitivities, e.g. women traveling in pairs or by car instead of motorcycle to reduce risks; gender staff travel needs, e.g. conferences/communities of practice/integrating gender into the agency strategy roll out; ex-post evaluations of gender interventions, gender learning documents, etc.

OPERATIONS

IV. Do No Harm (DNH)

- CRS partners and staff sign Codes of Conduct.
- Ensure that staff are aware of and understand CRS' Safeguarding Policy.
- Train all relevant staff in appropriate response to cases of GBV.
- Establish/strengthen gender-responsive monitoring mechanisms (e.g. whistleblower).

PROGRAMS

I. Conduct and Utilize Gender Analyses

- Conduct gender analysis as a part of project design and during start-up.[11]
- Use gender analysis results and recommendations in design, implementation planning and MEAL.

II. Monitoring and Evaluation

- All individual-level data is sex and age disaggregated, including the PSDI.
- All data is analyzed and reported using a gender lens.
- Include at least one gender indicator that measures gender-related changes over time.
- Monitor for unintended gender-related consequences.
- Evaluate the impact of projects on gender equality and relations either as stand-alone evaluation or as an integrated component to planned evaluations.
- Systematically gather, document and share gender-related lessons learned and good practices during planned learning activities/workshops.

III. Budget

- Gender staffing: advisors, specialist, focal points
- Gender studies: gender analysis, assessments, and evaluations
- Capacity: gender training for staff, partners and field agents
- Communities of practice (meetings, trainings, etc.)
- Gender specific activities and interventions (gender approaches)

IV. Do No Harm (DNH)

- Perform risk assessments/DNH analysis on gender-related risks.
- Develop and implement mitigation strategies of identified gender-related risks.
- Train all staff in GBV (what it is, what to do when encountered, linkages with Protection and DNH).
- Ensure all existing referral mechanisms/pathways are gender-sensitive and equally accessibly to WMBGs.

V. Accountability

- Ensure that any established accountability mechanisms are gender sensitive (e.g. confidential, accessible to WMBGs and using consultations of WMBGs in the design of mechanisms).
- Ensure all staff using/promoting accountability mechanism are trained in GBV and necessary referral pathways.

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11 Depending on project size, resources and existing data, gender analysis could be as a desk review, a stand-alone analysis or integrated into other planned assessments.

Learning questions:

- What are best practices/approaches to hiring and retaining diverse staff, particularly those with significant disparities in their gender staffing ratios? Do approaches differ based on context, operations/PQ, field versus home office, etc.? What tools are needed to support Human Resources (HR) and hiring teams?
- What are the best tools to ensure appropriate screening for gender bias of new CRS candidates?
- What are successful examples of accountability and feedback mechanisms designed to be receptive to sensitive complaints (e.g. GBV- or harassment-related) that need to be handled confidentially? Which mechanism are best for collecting feedback from both men and women?
- What are the best approaches to working with Church partners in promoting gender inclusive organizational culture?

Illustrative Program and Operational Indicators:

- % of CRS staff (by gender and grade) trained in gender equity/awareness through the CRS' Gender Foundations eLearning course on CRS Learns, unconscious gender bias and gender-based violence for non-specialist program staff.
- % of CPs/offices who have a gender action plan and/or strategy with associated budgets.
- % of projects who have completed a gender analysis and implemented at least three resulting recommendations.
- % of CRS projects/programs that include a gender-specific indicator.
- % of staff with gender objectives in their performance and/or development plans.

PARTNERS ENGAGEMENT AND THE FOUNDATIONAL MINIMUM STANDARDS

Over the years, CRS has developed community capacity building programs in collaboration with hundreds of local organizations. Yet more efforts are required to support partners capacity, systems, resources, skills, and tools necessary for effective gender integration. Working with partners on the ground to improve gender integration both in their internal processes (operations) as well as in programming is a winning initiative all around. CRS' gender team, in collaboration with the Partnership Unit, recently adapted tools to support partners in assessing the integration of gender equality principles. Specifically, CRS' holistic organization assessment tool (HOCAI) has been updated to include a 10th module to assess partner capacity in addressing gender equality. The gender chapter of the HOCAI is also an effective way of engaging with Church partners in relation to gender equality. CPs can also collaborate with Church partners in working toward adherence to the minimum standards, for example, by sharing gender equity training resources, tools for gender-sensitive recruitment and/or working together to conduct project gender analyses.

Priority Areas

PRIORITY AREA 1: WOMEN'S EMPOWERMENT

CRS' work, through the lens of integral human development, aims to increase human dignity and well-being by promoting gender equality and the empowerment of vulnerable groups, including women. However, in many parts of the world, women are facing threats to their lives, health and well-being as a result of lack of access to services, gender-based violence, heavy work burdens and their lack of power and influence. In most regions of the world, women and girls receive less formal education than their male counterparts. Women's knowledge, abilities and coping mechanisms are often less recognized. Gender-based violence affects millions of women and has spiked during the COVID-19 pandemic. Unequal power relations impede women's attainment of healthy and fulfilling lives at many levels of society, from the most personal to the highly public.

Achieving change requires policy and program actions that will improve women's access to secure livelihoods and economic resources (economic empowerment), ensure their safety, alleviate their responsibilities with regard to domestic responsibilities, remove legal impediments to their participation in public life, and raise social awareness through effective programs of education and mass communication (social and political empowerment). Improving the status of women also enhances their decision-making capacity at all levels in all spheres of life for themselves and their families. Moreover, it is widely recognized that improving women's status and advancing their rights yields benefits for families and whole societies, not just women and girls.

Burkina Faso
Photographer : Sam Phelps

The success of women's empowerment is very dependent on the support and alliance of men and boys (PA 2) as well as the reduction of GBV (PA 5). Relatedly, norms of masculinity (described under PA 2) around power, control of resources, division of labor and attitudes and belief about acceptable roles for women can be significant barriers to women's empowerment. Thus, promotion of gender-equitable masculinities (PA 2) is crucial for the achievement of both women and AGYW's empowerment (PA 1 and PA 3). Progress on gender equity will be hampered if women's empowerment is viewed as a zero-sum game in which men are giving something up in order for women to advance. Instead, we must reach a shared consensus that through more gender-equitable beliefs and through more gender-equal behaviors and institutional structures, all members of society will flourish.

Definitions of women's empowerment have evolved over the years with initial frameworks focusing primarily on women's economic empowerment. However, more recent research has shown that equipping women with financial services and income-generating opportunities, is not enough. For example, agency—or the ability to pursue goals, express voice and influence and make decisions free from violence and retribution—is also crucial. CRS, under PA 1, defines women's empowerment to include economic, political and social factors.

PA 1: WOMEN'S EMPOWERMENT [12]

PA 1 GOAL: WOMEN ARE ECONOMICALLY, POLITICALLY AND SOCIALLY EMPOWERED TO LEAD FULL, PRODUCTIVE AND HEALTHY LIVES

INTERMEDIATE OUTCOMES	LONGER-TERM OUTCOMES	ILLUSTRATIVE INDICATORS	ILLUSTRATIVE APPROACHES/ INTERVENTIONS
• Women have more social capital, mobility, greater self-confidence and leadership skills. • Women have greater access to productive assets and income • Women have increased opportunities for livelihood and income generating activities. • Women use their own saving systems to save money and access credit. • Women have greater bargaining power over household resources. • Women have expanded access to information on health and livelihoods.	• Women own and control a greater proportion of productive assets. • Women have increased control of and benefit from economic gains and household resources. • Women have increased power to make decisions. • Women's equitable representation and say at all levels of the political process and public life.	• % of couples who jointly or solely make decisions with regard to money earned • % of women who have access to formal financial services, including credit • % of women with account ownership and savings • % of women who control (decide) how credit is used • % of beneficiaries with gender-equitable attitudes on women's economic role in the household • % of women who own property or productive resources in their name • % of women (ages 15 to 49) who make their own health decisions • Proportion of females with a least primary or secondary education • % of women comfortable speaking in public	**Individual** • Asset building (e.g. transfers, SILC, women's access to and control over land, other household and business assets) • Knowledge and skills building • Literacy and numeracy • Time saving technologies and strategies • Female PASPs/Agro-Enterprise agents **Relationships** • Couple strengthening (SMART Couples) • SILC+GTA **Community** • Working with key community influencers (i.e. mothers-in-law); Grandmother Approach • Gender champions (male and female) **Systems/ Society** • Advocacy/community sessions for strong policy implementation • Gender-sensitive social safety net programs' • Working with women government officials as champions for change

Learning Questions

- How does empowering a woman economically affect her ability to actively participate in decision-making within her household?
- Does promoting a woman's decision-making capacity within the household build her access to and influence on decision-making in other areas such as formal and informal governance structures at the community level (i.e. political empowerment)?
- How can CRS best design programs to ensure that women's economic empowerment **does not increase** her vulnerability to GBV?
- What changes in women's time burden/use occur with implementation of women's empowerment interventions, and with what tradeoffs?

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12 See Annex III for additional resources on Women's Empowerment.

PRIORITY AREA 2: GENDER-EQUITABLE MASCULINITIES

Men and boys worldwide continue to hold more power relative to their female counterparts—in Governments as well as in the household, the classroom and workplace. While men are pressured to serve as the primary financial providers and decision makers, women are often prescribed the role of caretakers. In many households, gender norms perpetuate an inequitable distribution of power and responsibilities. Programs that seek to realize equitable outcomes and work toward gender equality must work with men and boys to transform harmful gender norms and unequal power dynamics.

It's also essential to recognize that men and boys are also harmed by unequal power dynamics and cultural expectations that reinforce gender inequity. Harmful norms of masculinity lead to increased vulnerability of adolescent boys and to poor human development outcomes. While girls are more likely to never enter school, boys are more likely to repeat a grade, drop out, have poorer educational attainment levels and be at greater risk of corporal punishment at school and at home. They are also more vulnerable to family pressures to leave school and contribute to household income in line with the masculine ideal of the male provider and protector. Relatedly, boys account for the majority of children working and living on the streets. For instance, societal messages that encourage men to have multiple sexual partners increase their risk of contracting sexually transmitted infections, such as HIV. Perceptions that men who seek health care are weak often translates to men accessing essential health services at lower rates than women and children. We also know that **men (and their partners) in gender-equitable relationships are happier and healthier** and **gender equality benefits all members of the household.** Men who report being more involved in their children's lives live longer, have fewer mental health problems, and report being happier than men who are not as involved. These outcomes not only benefit men and boys themselves but also have positive implications for women and girls as well as households and communities.

> **Masculinities** are the set of attributes, behaviors and roles associated with men and boys. It conveys that there are many socially constructed definitions for being a 'man.' These ideas can change over time and from place to place but in general refer to the expectations of how men and boys should behave in various settings or situations.
>
> The construction and promotion of **gender-equitable masculinities** creates opportunities for men to build upon positive characteristics, to reflect on harmful (or dominant) conceptions of masculinity and to become role models for personal and social change as well as personal advocates for gender equality.

As a result, PA 2 focuses on the adoption of gender-equitable masculinities. It includes work on helping men to reflect on how dominant conceptions of masculinity—including the need to appear tough, resort to violence, engage in risk-taking behavior and repress emotions—can be harmful to themselves, women and girls, families and communities at large. They also need opportunities to explore new ways of being and doing "manhood" including more gender-equitable characteristics such as being an involved father, communicating and making important household decisions with their partners, sharing in household unpaid care

work (childcare, cooking, cleaning), supporting women in economic, political and social empowerment (PA 1) and employing and promoting non-violent conflict resolution techniques. This PA is critical for the success of other PAs—for example, to achieve the empowerment of women and girls (PA 1 and 3), men and boys must see themselves as allies in the process. It is also largely acknowledged that strategies to end GBV (PA 5) must include engagement with men and boys alongside women and girls. As USAID states, "The recognition of the importance of male engagement strategies to end violence against women and girls is part of a broader acknowledgement of the roles that men and boys can and must play in work to establish and maintain gender equality."

India
Photographer: Michael Hill (2017)

Most male engagement strategies include multiple approaches that cut across sectors. For example, at the individual level, projects which provide opportunities for participants to identify, reflect and challenge harmful gender stereotypes and to practice new behaviors can be effective at shifting individual men's attitudes and behaviors in support of gender equality. Working with men as fathers through father learning groups can be a key avenue for engagement to shift pressing norms around unpaid care work and other issues like positive parenting practices. Working at the relationship level, through couples training on communication and joint planning has been proven effective in reducing GBV and increasing male engagement in nutrition. These programmatic efforts should be implemented alongside community campaigns, institutional partnerships, and local, national and international advocacy efforts to maximize their impact.

PA 2: GENDER-EQUITABLE MASCULINITIES[13]

PA 2 GOAL: MEN AND BOYS ADOPT GENDER-EQUITABLE MASCULINITIES AND ACTIVELY SUPPORT GENDER EQUALITY

INTERMEDIATE OUTCOMES	LONGER-TERM OUTCOMES	ILLUSTRATIVE INDICATORS	ILLUSTRATIVE APPROACHES/ INTERVENTIONS
• Increased acceptance of gender equality principles among men and boys • Men and boys reject GBV • Men and boy increase use of non-violent conflict management and coping strategies • Men and boys have improved KSAs around couple communication and joint planning • Men increase participation in care work • Changed attitudes toward men as caregivers	• Reduced conflict within the home, including GBV • Improved couple relationship quality • Improved household economic well-being • Reduced women's time burden • Men and boys become advocates/ role models for gender equality and female empowerment	• Relationship Quality Index score[14] • % of participating men/boys (who have more gender-equitable attitudes • % of couples who communicate about use of household resources including income • % of men/young men's positive attitudes toward a respectful relationship with their spouse/intimate partner • % of men/boy's support for gender equitable norms about care work and daily life • % of men/boys use of anger control strategies • % of men/boys who do not hold accepting attitudes toward GBV[15] • Average time spent on unpaid care/domestic work[16] (disaggregated by sex)	**Individual** • Responsible, Engaged and Loving (REAL) Fathers • Male learnings groups • Gender-equitable masculinities integrated life skills curricula **Relations** • SILC+GTA • Men as Partners • Gender champions, peer educators, "barefoot" counselors **Community** • Community norms change in notions of "manhood" • Working with Religious and Traditional Leaders • SASA! and SASA! Faith • Systems/ Society • Local and international platforms of men and women that support women's empowerment and gender equality (e.g. MenEngage Alliance)

Learning Questions:
- What are effective approaches to working with men and boys to support women's empowerment principles and related outcomes, specifically women's time burden? Conversely, what are effective approaches to work with women and girls to support gender-equitable masculinity principles and related outcomes?
- What approaches have been successful to engage men and boys in programs on gender-equitable masculinities?
- What are the best approaches to improving community norms related to men exhibiting gender equitable behaviors?

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13 See Annex III for additional resources on gender-equitable masculinities.

14 As defined in Couple Functionality Assessment Tool (CFAT).

15 As seen in DHS attitudes toward wife beating

16 Women's time use surveys with context-specific Time Allocation module which assess the absolute quantity of time spent on a list of activity over the previous week; Perceived Time Scarcity modules which assess the quality of time use through Likert-type questions

PRIORITY AREA 3: ADOLESCENT GIRLS AND YOUNG WOMEN (AGES 10–14 AND 15–19) EMPOWERMENT

Adolescent girls and young women (AGYW) in far too many places lack equal access to health services, security, education, full legal and social rights and economic assets. Globally, 62 million girls are not in school and 250 million adolescent girls live in poverty. These girls face diminished economic opportunities, high rates of illiteracy, disproportionately high rates of GBV, HIV/AIDS and other sexually transmitted infections, unintended pregnancy, as well as early and forced marriage. Adolescents face a higher risk of complications and death during pregnancy and childbirth than those even just a few years older. Adolescent pregnancy is associated with a 50% increased risk of stillbirth and neonatal death, and an increased risk of low birth weight, premature birth, asphyxia and maternal mortality. In many places around the world, AGYW experience restricted mobility, agency, access to information and services, and decision-making ability for their future. These disadvantages both perpetuate and ensure cycles of poverty, which multiply as generations of girls have families of their own. Lastly, gender socialization intensifies during adolescence and, thus, presents both a unique opportunity and limited timeframe, to promote gender-equitable knowledge, skills and attitudes (KSAs) before they are solidified and more difficult to change.

Investing in adolescent girls, particularly through health and education, benefits not only girls and their families but entire communities and economies. Girls' attendance in formal school during adolescence is correlated with later marriage, later childbearing, decreased fertility rates, lower rates of HIV/AIDS and other reproductive morbidities, fewer hours of domestic work, and greater gender equality. Importantly, these benefits accrue to the next generation. Each extra year of girls' education is correlated with a 5% to 10% reduction in infant mortality and a child born to a mother who can read is 50% more likely to live past age 5. At the same time, this population group can be powerful advocates, leaders and contributors to their own communities and countries, but they must be given the agency to do so. By intervening to counter risks that exist and by promoting positive relationships and behaviors for girls, we are investing in the women and leaders of our future.

CRS is a member of Girls Not Brides, a global partnership of more than 1,000 civil society organizations committed to ending child marriage and enabling girls to reach their full potential. This platform and others, such as YouthPower, offer CRS the opportunity to engage in efforts to address AGYW empowerment at higher levels and the opportunity to influence at scale.

■ A gender-transformative AGYW approach would work at all levels of the socio-ecological framework. At the individual level, approaches seek to build AGYW's agency, assets and supportive relationships. At the systems level, AGYW are empowered through enabling environment, support structures and youth-friendly policies and services. PA 1 and PA 3 are closely aligned, but with different approaches and outcomes that account for the varying vulnerabilities and capacities of AGYW as compared to older women in PA 1. However, to truly achieve our goal of gender equality, we must work to empower both older women and AGYW. Key to achieving AGYW empowerment is the ability for this population to live free of violence, and as such, the success of this PA is linked closely with PA 5, especially as it relates to the specific types of GBV impacting this population, such as early and forced child marriage (EFCM). Lastly, we know that emergency situations exacerbate AGYW's vulnerability and thus ensuring a gender-responsive approach in humanitarian response (PA 4) is crucial.

PA 3: ADOLESCENT GIRLS AND YOUNG WOMEN (AGYW) EMPOWERMENT[17]

PA 3 GOAL: ADOLESCENT GIRLS AND YOUNG WOMEN (AGYW) (AGE 10-14 AND 15-19) ARE EMPOWERED TO LEAD FULL, HEALTHY, PRODUCTIVE, PEACEFUL LIVES

INTERMEDIATE OUTCOMES	LONGER-TERM OUTCOMES	ILLUSTRATIVE INDICATORS	ILLUSTRATIVE APPROACHES/ INTERVENTIONS
• AGYW increased knowledge of their rights • AGYW demonstrate increased confidence in their own capacity and ability to reach their goals • AGYW demonstrate improved learning outcomes • AGYW are engaged in healthy relationships with their peers, parents and others in the community • Caregivers' increased support for AGYW's opportunities to continue education/ work outside of the home	• AGYW exercise their rights • AGYW have increased self-efficacy (agency) • AGYW marry and have sexual relations at a healthy age for their physical, emotional, and cognitive development • AGYW are at reduced risk for female genital mutilation/cutting (FGM) • AGYW are engaged in meaningful work and community affairs	• % of AGYW who report having control over spouse selection and marriage timing • % of adolescents (boys and girls) who believe that it is harmful to get married before the legal age • Proportion of AGYW who feel able to say no to sexual activity • % of AGYW with improved self-confidence • % of AGYW who know their rights • % of AGYW who feel they can advocate for themselves • % of AGYW (married and unmarried) who report having a say in important decisions • % of caregivers who support AGYW to work outside the home. • % of AGYW who say they always feel safe when in public spaces • % of girls who leave school due to marriage, pregnancy, menstruation, or sexual violence or harassment • % of schools that provide safe and "girl friendly" environments • % of AGYW with access to educational opportunities within an accessible distance • % of AGYW with basic literacy/ numeracy skills • % of AGYW who participate in civil society activities due to social or leadership skills training[18]	**Individual:** • Gender lens in youth-targeted curricula (e.g. Life-skills, Grow Up Smart, I am Entrepreneur etc.) • Savings groups for adolescents and youth (e.g. Aflateen) • Safe Spaces/Girls' Clubs **Relations** • Gender Champions (boys and girls) • Parenting curricula (Parenting for Lifelong Health, Better Parenting Plus) • Familias Dignas/Solid Families **Community** • Community norm change through • Gender, youth and sports clubs • Gender champions, peer educators • "Community Conversations" on the rights of women and girls **Systems/ Society** • Local and international platforms that support rights of girls, youth (e.g. Girls Not Brides, Youthpower, etc.)

Learning Questions
- What combination of approaches and activities effectively contributes to girls' economic inclusion and empowerment (i.e. control over resources, decisions etc.)? What are the best approaches to build AGYW's economic capacity/potential sustainably when they typically have extremely low access to assets?
- Which opportunities have changed families' perceptions on girls' potential and capacity?
- What are the critical components of a successful "girls' club" approach and what are the best ways to support the different needs of various AGYW sub-groups (i.e. unwed, young mothers, out-of-school, etc.)?

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17   See Annex III for additional resources on AGYW empowerment.

18   Or other similar initiative, i.e. a mentorship program, etc.

PRIORITY AREA 4: GENDER-RESPONSIVE EMERGENCY PROGRAMMING

It is well established that women and girls experience emergencies differently from men and boys. For example, women and girls suffer disproportionately as a result of the upheavals caused by an emergency and often have fewer resources to cope with disaster. Crises can increase the rates of early and forced child marriage. Emergencies can also impact negatively men who may lose their livelihood and status as the family breadwinner. Men, for instance, may resent the fact that women are often targeted for cash programming and their inability to provide for and protect their family can result in frustration and violence (PA 2 and PA 5). Moreover, emergencies will increasingly be conflict-related and gender inequality and conflict are closely linked. Gender inequality can also be a key driver of fragility. In a number of studies over the past 15 years, countries with higher levels of gender inequality have been found more likely to be involved in civil conflict, to experience more severe violence, and to have more fragile post-conflict peace than countries in which women have a higher status in society.

Underpinning the primary focus of CRS' current humanitarian programming approaches is a robust protection mainstreaming framework that incorporates protection concerns from assessment to intervention to monitoring. The protection mainstreaming framework supports gender integration into our work in a number of areas, including equitable participation and meaningful input of WMBGs to adapt assistance to their specific needs; supporting increased gender-specific protection risks to ensure do-no-harm in our response; and increasing understanding of the role of gender in access to assistance, particularly for marginalized groups. CRS prioritizes the safety and well-being of affected and at-risk populations; encourages equality and inclusive participation in program design and implementation; and promotes the dignity of all groups affected by crises with strong community-based approaches. CRS has become a leader in innovative practices that build on community strengths and resources and aim to give disaster-affected people greater control over the decisions that affect their lives, including the poorest and most vulnerable, particularly women and girls, ensuring that they have a voice in community and household decision-making. A gender-responsive approach will be continually applied to these practices.

As a humanitarian actor, CRS is responsible and accountable for promoting and protecting the rights of WMBGs by ensuring that our assistance responds to their diverse priorities and needs. We must also provide equal access to opportunities and resources, particularly for women and girls, whose rights are all too little upheld during conflict and crisis. CRS recognizes that crises can provide opportunities for addressing harmful inequalities and promoting transformative change due to the shifting of social and cultural structures that often occur during times of crises and/or recovery. Under these conditions, it can be possible to promote more transformational outcomes and, as a result, achieve greater impact.

GENDER AND THE COVID-19 PANDEMIC

Priority Area 4 of the new Global Gender Strategy presents plans for ensuring that CRS' humanitarian programming efforts are gender responsive. The current COVID-19 pandemic has required CRS and its partners to rapidly adjust our programming in virtually every country where we work. As with most emergencies, COVID-19 is impacting men and women differently with persistent gender and social inequalities across the globe exacerbating risks for women and girls.

Gender-based violence: The psychological and economic stress and long periods of confinement caused by the spread of COVID-19 and restricted movement from shelter-in-place has put women and children (especially girls) at risk of violence. Women and girls with disabilities face particularly high risk of intimate partner violence (IPV) and greater challenges in accessing GBV services. Sexual exploitation and abuse (SEA) of women and children increases during emergencies, such as COVID-19, including at the hands of humanitarian workers. Massive school closures across the globe have meant that some children face additional protection risks such as losing access to health services and protection messaging, increased work burdens (particularly girls), and less access to hygiene supplies (e.g. menstrual kits)..

Gendered health Impacts of COVID-19: Statistics suggest that though men and women contract COVID-19 at roughly the same rates, men have a higher rate of mortality, possibly due to differences in immunology, higher rates of cardiovascular disease and lifestyle choices. Higher mortality rates for men will likely have a negative impact on women if families lose the primary male income earner. Older women are also at high risk as they are more likely to suffer from underlying conditions, greater economic vulnerability, isolation and less access to health services. Women, who make up 70% of health care staff globally,primarily at the grassroots level, are more likely to be exposed to COVID-19 and experience greater stress from working longer hours and the additional requirements of keeping their families safe. Experience from previous health emergencies suggests that as the spread of the virus intensifies, resources may be reallocated from primary health care services, such as pre- and post-natal care, to fight the pandemic. Increased need for WASH services during the pandemic will likely increase women and girl's work burdens as they are traditionally responsible for water collection. Traveling longer distances to collect water increases girls risks of GBV and contracting the virus.

Food security and livelihoods: According to the World Food Programme, the number of people facing a food crisis will double as a result of COVID-19. Women already face the brunt of hunger, food crises and displacement; COVID-19 is likely to exacerbate these trends. Public health emergencies, such as COVID-19, impact women's livelihoods disproportionately given their role in the informal and migrant work. Increased domestic responsibilities including care of children, elderly and sick along with movement restrictions within communities and across borders are likely to limit women's engagement in agriculture and livelihood activities, reducing their longer-term economic prospects.

Education: COVID-19 may well have profound impact on girls' education, school retention and performance. Even before the wave of school closings, girls in vulnerable households have often had to balance schoolwork with care giving responsibilities with resulting high levels of absenteeism and school dropout for millions. The COVID-19 crisis risks exacerbating this situation. If the economic impacts of COVID-19 are prolonged and severe, vulnerable households may be unable to send their children back to school when they re-open, especially if girls have married, become pregnant or aged out of school years during the closure.

Humanitarian contexts: In the shelter and humanitarian space, densely populated settlements with sub-standard housing and limited WASH facilities are fertile grounds for the spread of COVID-19. This situation combined with restrictive gender norms in effect in most countries around the world place women and girls in refugee settings at particular risk of infection and other negative impacts. COVID-19 is likely to impact CRS' programs and humanitarian response for many months, if not years, to come. However, while women and girls are at higher risk, they are also central to responding to the pandemic. Women's leadership in governance, their participation in the health sector, in markets and in caring for their families make them critical actors in any actions to address the crisis. In response to COVID-19 CRS developed guidance for ourselves and our partners to alleviate the gender implications of COVID-19 for staff in our organizations; to identify ways of integrating gender into our COVID-19 program response across sectors and specifically in our response to COVID-19's impact on agriculture and livelihoods.

Additional approaches focus on building CRS' **internal**[19] capacity to engage in gender-responsive programming. For example, ensuring that Sphere standards on gender integration are accepted, shared and implemented across CRS' emergency response initiatives. This will likely entail focused training, guidance and mentoring of emergency response teams, including CRS partners. Lastly, CRS' emergency response teams should align with CRS' minimum standards and be gender-balanced and inclusive.

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19   For example: Sphere standards, particularly on gender integration, are maintained by CRS staff and partners and using HOCAI to assess partner's capacity, including Chapter 10; Staff and partners empowered to address protection and safeguarding (know and understand the Safeguarding Policy, how to report violations, etc.); Institutionalizing gender assessments/analyses drive appropriate targeting, design and impact; institutionalizing inclusive, gender-balanced emergency response teams; development of tools for monitoring gender-related risks; and post-distribution monitoring for gender impact (e.g. cash transfers).

PA 4: GENDER-RESPONSIVE EMERGENCY PROGRAMMING[20]

PA 4 GOAL: CRS IMPLEMENTS GENDER-RESPONSIVE EMERGENCY PROGRAMMING

INTERMEDIATE OUTCOMES	LONGER-TERM OUTCOMES	ILLUSTRATIVE INDICATORS[21]	ILLUSTRATIVE APPROACHES/ INTERVENTIONS
• WMBGs affected by emergency equitably access gender responsive goods and services. • WMBGs participate equitably in response and recovery decision-making structures. • WMBGs have equitable access to beneficiary feedback and complaint mechanisms. • Women and girls' participation and voice are promoted in all aspects of crisis response.	• WMBGs benefit equitably from emergency response/ recovery efforts. • WMBGs and their families survive AND thrive when faced with crisis • The developmental and mental health of crisis-affected WMBGs is protected.	• % of disaster affected people who indicate that the response is meeting their needs (disaggregated by sex and age) • Female-to-male ratio of project participants who participate in community-based committees or other decision-making structures involved in humanitarian response and recovery • % humanitarian project reports reporting on sex- and age- disaggregated data. • % of CRS or partner staff participating regularly in meetings of the inter-agency gender network • % of needs assessments that have included gender issues in information gathering and analysis phases • Number of GBV prevention and/or response initiatives implemented in emergency contexts • % of feedback mechanisms designed in a gender responsive manner	**Individual** • Cash transfer programming deliberately identifies and plans approaches for males and females to benefit equitably • Institutionalized psycho-social support for beneficiaries **Relations** • Household dialog approaches to train couples in equitable decision-making (on use of cash and/or other important household decisions) **Community** • Gender/youth inclusive beneficiary committees and accountability mechanism (protection, etc.) **Systems/Society** • Development of referral networks for SGBV and child protection during emergencies • Advocacy/influencing policies (national, regional) for gender responsive and transformative humanitarian assistance, including a strong protection focus. • Multi-sectoral coordination (participation in working groups, alliance building, platforms, clusters, services mapping, referrals

Learning Questions
• How have cash and voucher assistance modalities been targeted to women as the household recipient to support their empowerment while successfully mitigating risks of GBV or other forms of backlash? To what extent do female recipients of cash/voucher modalities maintain control over the use of the transfer?
• To what extent do emergency interventions provide an opportunity to initiate gender transformation without "doing harm"?

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20 See Annex III for additional resources on gender-responsive emergency programming.

21 See minimum standards for internal-facing indicators that can be adapted for PA 4 such as: % of field staff who are trained to identify, refer, and care for SGBV survivors; female-to-male staff ratio of humanitarian teams; and % of staff who have received basic training on gender, protection mainstreaming, prevention of violence and Do No Harm.

PRIORITY AREA 5: GENDER-BASED VIOLENCE (GBV) PREVENTION AND MITIGATION

GBV affects every society across the world. While GBV affects WMBGs, women and girls are vastly more affected. Approximately one-third of women will experience some form of GBV during her lifetime. GBV includes five categories:

- Sexual violence (rape, sexual assault, sexual harassment)

- Physical violence (hitting, slapping, beating)

- Emotional violence (psychological abuse)

- Economic violence (denial of resources)

- Harmful traditional practices (forced or early marriages; female genital mutilation)

The effects of violence are felt at the individual, family, and community levels. Consequences of violence include increased risk for suicide and alcohol abuse, as well as negative impacts on human development outcomes. GBV also has dire economic consequences, costing an estimated 1.2% to 3.7% of GDP in some countries due to lost productivity, equivalent to the average spending of low and middle-income countries on primary education. Early and forced child marriage (EFCM) is a particularly harmful type of GBV impacting disproportionately AGYW (PA 3). Despite widespread legislation around the world to curb the practice, every year 12 million girls are married before the age of 18. Societal and cultural attitudes about the value of girls and right roles for women (gender inequality) combine with economic and, in some cases, religious and security reasons to perpetuate the trend of early and child marriage, which disproportionately affects girls. Once married, girls generally begin bearing children, which has consequences for both girls themselves and future generations. Special attention must be paid to groups of women who are part of excluded populations or in vulnerable situations, such as indigenous women, migrants and domestic workers. Evidence shows that women in these situations face more violence.

Decreasing GBV requires a community-based, multi-pronged approach and sustained engagement with multiple stakeholders. The most effective initiatives address underlying risk factors for violence, including social norms regarding gender roles and the acceptability of violence.

CRS' focus on GBV prevention and mitigation is growing. Donors are increasingly expecting implementing partners to address GBV, including violence perpetrated by those in the humanitarian and aid community.[22] PA 5 includes a number of illustrative approaches—from CRS or external agencies—that can effectively prevent GBV. Successful GBV prevention and mitigation programming require strong approaches illustrated in the other PAs, particularly concerning the promotion of gender-equitable masculinities (PA 2). In many contexts, prevailing norms of masculinity—

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22 For the aid community, please see OECD DAC recommendations on ending sexual exploitation, abuse and harassment in development cooperation and humanitarian assistance. http://www.oecd.org/dac/gender-development/dac-recommendation-on-ending-sexual-exploitation-abuse-and-harassment.htm

including the need to appear tough, resort to violence to resolve conflict—increase the likelihood of men and boys perpetrating violence against women and girls or other men and boys, but also of men and boys experiencing violence. As a result, gender-equitable masculinities is a common focus of GBV prevention and mitigation projects.

Underpinning CRS work on GBV is a commitment to protect our beneficiaries and staff from harm through a robust and revamped safeguarding policy. While the policy adoption is included in the minimum standards, it is worth mentioning here because our commitment to gender equality calls us to look internally first at our own attitudes, actions and practices to ensure they do not cause harm but, instead, protect the most vulnerable.

PA 5: GBV PREVENTION AND MITIGATION[23]

PA 5 GOAL: GBV (INCLUDING HARMFUL PRACTICES) PREVENTED AMONG MEN, WOMEN, BOYS AND GIRLS

INTERMEDIATE OUTCOMES	LONGER-TERM OUTCOMES	ILLUSTRATIVE INDICATORS	ILLUSTRATIVE APPROACHES/ INTERVENTIONS
• Improved individual KSAs conflict resolution and GBV prevention • Couples and caregivers increase their use of non-violent conflict management strategies • WMBGs, community leaders and structures have reduced acceptance of GBV • WMBGs access updated and complete referral systems • Improved coordination for GBV prevention • Effective implementation of law and policies regarding GBV	• Reduced experience of GBV by women, men, boys and girls (emotional, physical, sexual IPV economic IPV, early/forced marriage and harmful/ traditional practices, etc.)	• % of ever-partnered women and girls aged 15 years and older who experienced physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age • Proportion of women aged 20 to 24 years who were married or in a union before age 15 and before age 18 • Proportion of girls and women aged 15 to 49 years who have undergone female genital mutilation/ cutting • % of people who believe that a husband/partner is justified in hitting or beating his wife in any circumstances • % increase in men/boys use of anger control strategies • % of women/men/ boys/girls with reduced acceptance of GBV • Number of service providers (and/or staff) trained to identify, refer, and care for SGBV survivors • % of health units with at least one service provider trained to care for and refer SGBV survivors • % of targeted health care providers with appropriate attitudes toward SGBV survivors or services	**Individual** • Women's Self-Help Groups for Survivors • "Barefoot Counselors" • GBV survivor "One-Stop-Shops" **Relations** • Couples strengthening (SMART Couples) • JOURNEYS Plus • Promotion of gender-equitable masculinities **Community** • Community norms change around GBV prevention: • SASA! and SASA! Faith • Gender norms sessions • Stepping Stones **Systems/ Society** • Case management and case worker training, social welfare workforce capacity strengthening • Development of referral networks for SGBV and child protection

Learning Questions
- What are effective approaches to engaging with religious leaders in changing attitudes and behavior related to GBV?
- What are the needed tools/resources to equip CRS programming teams with the necessary KSAs to prevent and respond to GBV appropriately, including specifically in terms of contributing to mapping of referral systems?

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23 See Annex III for additional resources on GBV prevention and mitigation.

Implementation Plan and Oversight of the Gender Strategy

The CRS Global Gender Strategy 2020–2030 is an internal document with a 10-year time frame that will be accompanied by a global gender strategy implementation plan. The gender strategy implementation plan will focus on creating sound knowledge management systems for resource/tool sharing and for identifying, and acting upon, priority actions that help fill critical gaps in capacity, experience and/or necessary tools for each of the PAs. It will serve as a menu of illustrative actions that specific regions and CPs can select in developing their five-year gender action plans (GAPs). The global implementation plan will be validated, reviewed and updated every 2 years during CRS' biennial global gender summit. Lastly, the implementation plan will be developed and monitored by a CRS global gender strategy working group made up of a cross-selection of field and HQ-based colleagues across both programming and operations departments. A simple score card will be developed and implemented to monitor implementation of the strategy.

The plan will be assessed and adjusted throughout the implementation period to reflect ongoing learning as well as unforeseen events such as the current COVID-19 pandemic, which is expected to have significant gendered impacts on households and communities where CRS works for the foreseeable future. CRS' biennial global gender summit will also be a platform to convene and present progress on CP and regional GAPs, allowing time to share lessons learned and progress, and to set additional initiatives for coordination, collaboration, and learning.

CRS HQ, regional, and CP leadership will commit to identifying and implementing key initiatives and activities that support the roll-out of the minimum standards for gender integration and that support programmatic progress on any number of the five priority areas (PAs). Key initiatives and activities should be captured in context-specific GAPs both at the CP and regional levels. Senior leadership in HQ and regions are ultimately responsible for the development and implementation of GAPs with the technical support from CRS' global gender strategy working group and HQ, regional and CP-level gender staff (or focal points). Ideally, all GAPs will be prefaced by a gender audit or internal assessment of operations and programs. GAPs should outline responsible parties, resources and timelines.

Through the experience gained, we will assess and sharpen the strategy, as necessary, with a thorough review and update after five years. We will remain accountable to this strategy and to our partners with whom we work, the people we serve, and the donors who support us. Each step forward will provide new leadership, a new landscape, new successes and challenges, and new opportunities for learning, action, and transformative change.

Annexes

ANNEX I: KEY DEFINITIONS[24]

Female empowerment: Is achieved when women and girls acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society. While empowerment often comes from within and individuals empower themselves, cultures, societies and institutions create conditions that facilitate or undermine the possibilities for empowerment.[25]

Gender: Refers to the two sexes, male and female, within the context of society. Factors such as ethnicity, class, race, age and religion can affect gender roles. Gender roles may vary widely within and between cultures, and often evolve over time.[18] These characteristics often define identities, status and power relations among the members of a society or culture.

Gender equality: Reflects the concern that women and men, boys and girls have equal opportunities, resources, rights, and access to goods and services that a society values—as well as the ability to make choices and work in partnership. Gender equality also means equal responsibility in terms of workloads and energy expended within one's individual capacity to care for families and communities. Gender equality does not mean that men and women, boys and girls become the same, but that their opportunities and life chances are equal and that the differences that do exist in their talents, skills, interests, ideas, etc. will be equally valued.

Gender equity: The process of being fair to men and women, boys and girls that leads to equality—the equal valuing in society of both similarities and differences between men and women, boys and girls and the varying roles they play. To ensure fairness, measures must often be available to compensate for historical and social disadvantages or biological makeup that prevent women and men, girls and boys from otherwise operating on a level playing field.

Gender integration: Involves identifying and then addressing the gender differences and inequalities across all program and project design, implementation, monitoring and evaluation. Since roles and relationships of power between females and males affect how an activity is implemented, it is essential that project and activity planners address these issues throughout the life of a program or project. USAID uses the term "gender integration" in both development and humanitarian planning and programming.[26] There are three broad-levels of integration: **gender neutral/ blind, gender responsive (sensitive), and gender transformative**. Understanding how programs reflect gender awareness can help us understand how the program

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24 Key definitions adapted from CRS Global Gender Strategy 2012-2017 and/or CRS Gender Analysis Toolkit, unless otherwise cited.

25 USAID, 2012, USAID *Gender Equality and Female Empowerment Policy* https://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy_0.pdf

26 USAID, *Guide to Gender Integration and Analysis: Additional Help for ADS Chapters 201 and 203* (Washington, DC: USAID, 2010). https://pdf.usaid.gov/pdf_docs/PDACP506.pdf

or policy was designed and is being implemented as well as in designing and implementing new programs.

- **Gender neutral/blind:** Refers to the absence of any proactive consideration of the larger gender environment and specific gender roles affecting program/policy beneficiaries. It would give no prior consideration for how gender norms and unequal power relations affect the achievement of objectives, or how objectives impact on gender. It distinguishes little between the needs of females and males, neither reinforcing nor questioning gender roles. If a program does not recognize the differences between females and males, it is in danger of incorporating existing biases. However, some gender-neutral programs or policies may benefit women and transform inequalities without having to account specifically for gender differences. For example, a policy for free primary education would significantly improve access to education for girls as well as boys.

- **Gender-responsive/sensitive:** Refers to explicit recognition of local gender differences, norms, cultural values and their importance to outcomes (health, education, livelihoods) in project design, implementation and evaluation. This recognition derives from a sound gender analysis of gender differences, norms, and relations in order to address gender equity outcomes.

- **Gender transformative:** This approach actively strives to examine, question, and change rigid gender norms and imbalance of power as a means of reaching outcomes as well as gender equity objectives. This level of awareness would be informed not only by an analysis of the practical needs of males and females based on their respective roles but also the **underlying structural and systemic issues** that have created and sustained the unequal power relations between men and women. This type of program is designed to respond to the **strategic interests** for greater, more sustainable equity between sexes.

- **Gender division of labor:** An overall societal pattern where women are allotted one set of gender roles and men are allotted another set. An unequal gender division of labor refers to situations in which there is an unequal division of the rewards of labor by sex, i.e., discrimination. The most obvious pattern in the gender division of labor is that women are mostly confined to unpaid domestic work and unpaid food production, whereas men dominate in cash crop production and wage employment. Source: 'Gender Terminology'. USAID.

Gender mainstreaming: Is a strategy for promoting and achieving gender equality. It involves making women's as well as men's concerns, needs and experiences an integral part of ensuring that gender perspectives and attention to the goal of gender equality are central to all activities such as policy development, research, advocacy/dialog, legislation, resource allocation and planning, implementation and monitoring of programs and projects. It is not an end in itself, but a strategy and approach used as a means to achieve the goal of gender equality.

■ **Productive:** This work includes the production of goods and services for income, subsistence and trade. It is work done that is mainly recognized and valued as work by individuals and societies, and which is most commonly included in national economic statistics. Productive work normally earns money for the person who does it. Females and males both perform productive work, such as agricultural production, but not all of this is valued in the same way. Lack of recognition of certain categories of productive work distorts program and policy planning as it is not considered in the design. Much of female's labor is often unrecognized, and therefore, not considered in the program and policy design.

■ **Reproductive:** This work encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing and looking after children, building and maintaining shelter. This work is necessary, yet it is rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.

■ **Community:** This work encompasses the provision and maintenance of scarce resources and the political arena. Community managing role is undertaken primarily by [females] at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work, undertaken in "free" time. Community politics role is "undertaken primarily by [males] at the community level, organizing at the formal political level, often within the framework of national politics. This is usually paid work, either directly or indirectly, through status or power."[27]

Access to and control over resources and benefits: When considering the way in which resources and benefits are allocated between women and men (the "gendered" allocation of resources/benefits), it is important to look at the difference between **access** to resources/benefits and **control** over them. Understanding who has access and control of resources/benefits can help to identify opportunities that make use of a resource for a larger gain.

■ **Access:** Simply means that you are able to use a resource/benefit. For example, women may have some access to local political processes but little influence or control over which issues are discussed and the final decisions.

■ **Control:** This is the power to decide how a resource/ benefit is used and who has access to it. This person makes the decisions. If one *manages* a resource it does not mean the person has control over it.

Gender analysis: Examines the differences in women's and men's lives, including those which lead to social and economic inequality for women. It is a tool for systematically collecting data that can be used to examine these differences, the different levels of power they hold, their differing needs, constraints and opportunities, and the impact of these differences on their lives. This understanding

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27   ILO, ILO/SEAPAT's Online Gender Learning & Information Module.

is then applied to policy development and social services in order to address inequalities and power differences between males and females.

Gender assessment: This is a review—from a gender perspective—of a current or recently completed project or activity. It assesses how a project addresses and responds to gender dynamics and inequalities in technical programming, policies and practices. The assessment highlights successes and gaps in programming, identifying new opportunities to improve future programming.

Gender audits: Assessment tool and process for organizations to use in identifying how gender issues are addressed in their programming portfolio and internal organizational processes. Gender audits examine not just programs or projects, but also the systems, protocols and culture within organizations as they relate to gender-sensitivity.[28]

Gender-based violence: Gender-based violence is defined as any act that results in a bodily, psychological, sexual or economic harm to somebody because of their gender. Such acts result in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households.

Masculinity: Masculinity refers to the multiple ways that manhood (what it means to be a man) is socially defined across the historical and cultural context, and to the power differences between specific versions of manhood.

Intersectionality: Refers to the way in which multiple forms of discrimination based on gender, race, ethnicity, disability and socio-economic class, etc. overlap and interact with one another and how these intersecting vulnerabilities shape how different individuals and groups experience discrimination.

Life cycle approach: Recognizes that age influences women's and girls' ability to make choices in their lives. Women's (dis)empowerment hence varies at different stages in their lives. These include life stages and events, such as menses, sexual debut, marriage, and childbearing. For example, an unmarried adolescent girl may have the freedom to choose to stay in school and further her education but may later have that choice restricted if she gets married or becomes pregnant. A life cycle perspective also calls for considering inter-generational effects, for example how the nutrition, education or health of children are related to a woman's control over resources and decision-making**.**[29]

Practical needs: These needs are often associated with material conditions related to daily needs. If these were met, the lives of women and men would be improved without changing existing gender division of labor or challenging women's subordinate position in society. Meeting practical interests/needs is a response to an immediate perceived necessity; interventions that do this are typically concerned

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28 Participatory Gender Audit Guide, International Labor Organization (ILO) (2007, 2012) A manual for gender audit facilitators: The ILO participatory gender audit methodology. Geneva.

29 Anouka van Eerdewijk, Franz Wong, Chloe Vaast, Julie Newton, Marcelo Tyszler & Amy Pennington (2017). White Paper: A Conceptual Model of Women and Girls' Empowerment. Amsterdam: Royal Tropical Institute (KIT), pg. 76.

with inadequacies in living conditions such as provision of food, fuel, water, credit, land, technology, health care, education and employment.

Strategic interests/needs: The needs represent changes in gender roles, division of labor, power control or new opportunities related to disadvantaged positions in society. If these were met, the existing relations of unequal power between men and women would be transformed. Those identified by women may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Men also have strategic interests/needs such as transforming their own roles in child care or resisting conscription into a fighting force or, on the other hand, they may resist women's demands for more control over their own lives. Every practical development intervention has an effect on power relations (the strategic areas of life) whether this is intended or not.

ANNEX II: EXAMPLES OF APPROACHES BY PRIORITY AREA

For links to resources and/or more information on specific approaches, please see the CRS Gender SharePoint site.

PA 1: WOMEN ARE ECONOMICALLY, POLITICALLY AND SOCIALLY EMPOWERED TO LEAD FULL, PRODUCTIVE AND HEALTHY LIVES

Individual

- Community savings (SILC) and SILC + GTA
- Literacy and numeracy
- Asset building (e.g. transfers, SILC, women's access to and control over land, other household and business assets)
- Knowledge and skills building: financial education/entrepreneurship, small business governance, leadership, negotiation, SMART Skills, ICT skills
- Time saving technologies and strategies
- Women linked to private sector, businesses, value chains
- Female private agricultural service providers (PASPs) and/or agro-enterprise agents (para-vets, etc.)
- Vocational training
- Cash transfers

Relations

- Couple strengthening (SMART Couples)
- SILC+GTA
- Responsible, Engaged and Loving (REAL) Fathers Initiative
- Working with key influencers (Mothers-in-law); Grandmother Approach

Community

- Grandmother Approach
- Working with religious and traditional leaders
- Community Conversations
- Area Association Model
- SASA! and SASA! Faith (GBV)
- Gender champions networks
- Gender and community (information/awareness) campaigns
- Rural energy projects electrification, bio-gas, mini-grids, etc.
- Integrated services for agricultural (access to financial services, etc.)

- Advocacy/community sessions for strong policy implementation
- Social Safety net programs
- Working with women government officials as champions for change

PA 2: GENDER-EQUITABLE MASCULINITIES

Individual

- Responsible, Engaged and Loving (REAL) Fathers
- Cognitive behavioral therapy (especially for young men)
- Home visits/case worker model
- Male Learning Groups/Husbands schools
- Men as Partners (MAP)
- Couples strengthening (SMART Couples)

Relations

- Couples strengthening (SMART Couples)
- SILC+GTA
- Men As Partners (MAP)
- Responsible, Engaged and Loving (REAL) Fathers Initiative (GBV)
- Gender champions
- Peer educators, "barefoot" counselors
- Male Learning Groups/Husbands schools
- Male safe spaces/men and boys' clubs
- Grandmother Approach

Community

- Community norm change around notions of 'manhood'
  - Working with Religious and Traditional Leaders
  - Community Conversations/dialog groups
  - SASA! and SASA! Faith
  - Gender champions, peer educators, "barefoot" counselors
  - Male safe spaces, men's clubs
  - SBC messaging via radio, public theatre
- Area association model
- Father-to-father groups
- Grandmothers' approach

Systems/Society

■ Advocacy and influence alliances/coalitions of men/women/Influencing policies

■ Engaging government guide/government capacity strengthening

■ Local and international platforms of men and women that support women's empowerment and gender equality (e.g. MenEngage Alliance)

■ Local government gender analyses

PA 3: ADOLESCENT GIRLS AND YOUNG WOMEN (AGYW) (AGE 10-14 AND 15-19) EMPOWERMENT

Individual

■ Gender transformative positive youth development

■ Gender lens in youth-targeted curricula (e.g. Life-skills, Grow Up Smart, I am Entrepreneur etc.)

■ Savings groups (SILC) for adolescents and youth (e.g. Aflateen)

■ Empowering adolescent girls at risk of HIV (through access to finance and SILC, literacy/numeracy, life skills, etc.)

■ Youth civic engagement for peace

■ Safe Spaces/Girls' Clubs

Relations

■ SMART Couples

■ SILC +GTA

■ REAL Fathers

■ Gender Champions (boys and girls)

■ Parenting curricula (Parenting for Lifelong Health, Better Parenting Plus)

■ Child-optimized financial education

■ Family-centered case management

■ Grandmother approach

■ Peer mentoring

■ Peace camps and AGYW/youth summits

■ SINOVUYO teens curricular/model

Community

■ Community norm change around

• Working with religious and traditional leaders

• Community conversations/community dialogs

• SASA! and SASA! Faith (GBV)

■ Gender, youth and sports clubs

■ Gender champions, peer educators

- SBCC messaging via radio, public theatre, etc.

- Grandmother approach

- Community conversations

Systems/Society

- Engaging government guide/government capacity strengthening

- Influencing policies (national, regional)

- Local and international platforms that support rights of girls, youth (e.g. Girls Not Brides, YouthPower, etc.)

- Case management and case worker training, social welfare workforce capacity strengthening

- Development of referral networks for SGBV and child protection

- Development of and support for youth-friendly services

- Voice and representation in advocacy and governance structures

- Community Services and peace connectors (bridging) projects

- YouthBuild international (i.e. youth focused economic inclusion model from IYF and ASPIRES)

PA 4: CRS IMPLEMENTS GENDER-RESPONSIVE EMERGENCY PROGRAMMING

Individual

- Cash transfer programming deliberately identifies and plans approaches for males and females to benefit equitably

- Institutionalized psycho-social support for beneficiaries

- Menstrual health management (MHM) approaches

Relations

- Household dialog approaches to train couples in equitable decision-making (on use of cash and/or other important household decisions)

Community:

- Gender/youth inclusive beneficiary committees and accountability mechanism (protection, etc.)

Systems/Society:

- Safety audits (identifying potential areas of gender-related risks)

- Development of referral networks for SGBV and child protection during emergencies

- Advocacy/influencing policies (national, regional) for gender responsive and transformative humanitarian assistance, including a strong protection focus.

- Multi-sectoral coordination (participation in working groups, alliance building, platforms, clusters, services mapping, referrals)

PA 5: GBV (INCLUDING HARMFUL PRACTICES) PREVENTED AMONG MEN, WOMEN, BOYS AND GIRLS

Individual

- Counseling (home visits, gender champions, case workers)
- Peer education
- REAL fathers
- SILC+GTA
- Couples strengthening
- Parenting curricula (Parenting for Lifelong Health, Better Parenting Plus)

Relations

- Couples strengthening
- SILC +GTA
- REAL Fathers
- Gender Champions (boys and girls)
- Parenting curricula (Parenting for Lifelong Health, Better Parenting Plus)
- Family-centered case management
- Grandmothers approach
- JOURNEYS Plus
- 116 Sauti

Community

- Community norm change around GBV prevention:
  - Working with religious and traditional leaders
  - Community conversations, dialog groups
  - SASA! and SASA! Faith
  - Protection committees
  - Grandmother approach (esp. on early and forced marriage)
  - Gender norms sessions
  - Stepping Stones

Systems/Society

- Engaging Government Guide/government capacity strengthening
- Advocacy/influencing policies (national, regional)
- Multi-sectoral coordination (participation in working groups, alliance building, platforms, clusters, services mapping, referrals)
- Case management and case worker training, social welfare workforce capacity strengthening
- Development of referral networks for SGBV and child protection

ANNEX III: ADDITIONAL RESOURCES BY PRIORITY AREA (PA)[30]

MINIMUM STANDARDS FOR GENDER INTEGRATION

- CRS gender audit manual
- CRS' gender analysis toolkit

- Gender Practitioners Collaborative (GPC) illustrative resources for minimum standards implementation
- Manual for Gender Mainstreaming: Employment, Inclusion, and Social Protection Policies (European Commission, 2008)
- Oxfam Minimum Standards for Gender in Emergencies (Oxford, 2013)
- Pursuing Gender Equality Inside and Out: Gender Mainstreaming in International Development Organizations (Population Reference Bureau/USAID, 2017)
- A Manual for Gender Audit Facilitations: The ILO Participatory gender audit methodology (ILO, 2012)
- ACDI/VOCA Gender Analysis, Assessment and Audit Manual and Toolkit (ACDI/VOCA 2012)

PRIORITY AREA (PA) 1: WOMEN'S EMPOWERMENT

Women's Empowerment conceptual frameworks:

- Oxfam's Conceptual Framework on Women's Economic Empowerment
- CARE's Women's Empowerment Framework
- A Conceptual Modes of Women and Girls' Empowerment (Bill and Melinda Gates Foundation)
- White Paper: A conceptual model of Women and Girls Empowerment (BMGF/KIT, 2017)

Other:

- Journeys of Transformation: A Training Manual for Engaging Men as Allies in the Women's Economic Empowerment (Promundo and CARE, 2012).
- Women's Empowerment and Market Systems: Concepts, practical guidance and tools (WEAMS Framework) (The BEAM Exchange, 2016)
- Gendered Action Learning System (GALS)
- Gendered Enterprise and Markets (GEM) Toolkit
- SEEP Network Resources for Women's Economic Empowerment

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30 Updated biennially with additional resources

PRIORITY AREA (PA) 2: GENDER-EQUITABLE MASCULINITIES

- Positive Masculinity Curriculum
- Peaceful Masculinities
- The REAL Fathers Initiative
- Self-Learning Booklet: Understanding Masculinities and Violence Against Women and Girls (UN WOMEN Training Centre, 2016)
- Promundo *Health Masculinity. Gender Equality*. Resource page
- Sonke Gender Justice. Resources and Publications page.
- MenCare, global fatherhood campaign. Resource page.
- Programming with adolescent boys to promote gender-equitable masculinities; A Rigorous review (GAGE, 2018)
- Male Engagement in Ending Child Marriage (Girls Not Brides, 2018)
- Inter-Agency Gender Working Group (IGWG). Page on Male Engagement
- Gender Equity and Male Engagement: It only works when everyone plays (ICRW and Cartier Philanthropy)

PRIORITY AREA (PA) 3: ADOLESCENT GIRLS AND YOUNG WOMEN (AGYW) EMPOWERMENT

- CRS Adolescent Girls Education and Empowerment: Capacity Statement.
- HIV INFORMATION TRAINING MANUAL FOR ADOLESCENT GIRLS AND YOUNG WOMEN DREAMS. Lesotho. CRS 4Children, USAID 2018.
- YouthPower Action AGYW Mentoring Program Toolkit. CRS PEPFAR USAID YouthPower 2018.
- International Center for Research on Women. Adolescent girls.
- Population Council's Tools and Resources for Girl-Centered Programming.
- Overseas and Development Institute (ODI): Empowerment adolescent girls in developing countries: gender justice and norm change.

PRIORITY AREA (PA) 4: GENDER-RESPONSIVE EMERGENCY PROGRAMMING

- The Gender Handbook for Humanitarian Action (IASC 2018)
- Oxfam. Gender Leadership in Humanitarian Action
- European Commission ECHO Gender and Age Marker Toolkit
- CARE's Gender & Emergencies toolkit
- CARE Rapid Gender Analysis Toolkit
- Emergency Gender and WASH tip Sheet
- Empowering women and girls affected by crisis

PRIORITY AREA (PA) 5: GENDER-BASED VIOLENCE (GBV) PREVENTION AND MITIGATION

- GBV CONSTANT COMPANION
- The IASC Gender handbook and IASC GBV guidelines, indicators for WASH, Shelter, Health/SRH
- Core Humanitarian Standards
- IASC Guidance for Gender Based Violence (GBV) Monitoring and Mitigation within Non-GBV Focused Sectoral Programming
- Minimum Standards for Prevention and Response to Gender-based Violence in Emergencies (UNFPA, 2011).
- Working with Men and Boys to End Violence against Women and Girls: Approaches, Challenges and Lessons (USAID, 2015)
- What works to Prevent Violence

ANNEX IV: ADDITIONAL RESOURCES FOR GENDER AND MEAL

- The DHS Gender Corner
- Gender-Equity or Gender Equality Scales and Indices for Potential Use in Aquatic Agricultural Systems
- *Intervention Guide for the Women's Empowerment in Agriculture Index* (USAID, 2016)
- IFPRI's Women's Empowerment in Agriculture Index (WEAI) Resource Center
- Engendering Evaluation at USAID (USAID, 2016)
- *Gender and Indicators* (BRIDGE, Institute of Development Studies, n.d.).
- Practical Guide to Measuring women's and girl's empowerment in Impact Evaluations (J-PAL)

Indices for Gender Equality:

- The United Nations Development Program (UNDP) Gender Inequality Index (GII) tracks education, economic and political participation and reproductive health.
- The World Economic Forum Gender Gap Index calculates the relative gaps between women and men in health, education, economy and politics.
- The Organization for Economic Cooperation and Development Social Institutions and Gender Index measures discrimination against women in social institutions (formal and informal laws, social norms and practices).

ANNEX V: GENDER MINIMUM STANDARDS[31]

NORMES MINIMALES POUR L'INTÉGRATION DU GENRE

OPÉRATIONS

I. **Organization Culture, Capacity, and Accountability (including gender-responsive Human Resources)**

- All staff complete a series of gender-related trainings that align with their position. (e.g. CRS' "Gender Foundations" eLearning or "Unconscious Gender Bias" courses)[32]
- CPs and regions ensure gender expertise.
  - Each CP appoints a focal point (FP) with gender expertise. Formalize FP role in performance plans with level of effort outlined. Additional training provided as needed. (% CPs after 2, 4, 6, 8, 10 years)
  - CPs with APPs over $10 million include a full-time gender adviser on staff to advise on internal processes, programming and training. Projects with a budget of $1 million per year include at least 50% LOE of a Gender Adviser as project staff.
- CP offices include appropriate facilities both male and female staff (e.g. separate bathrooms and prayer spaces, designated nursing room, etc.).
- Each CP or regional office conducts a gender audit(s) every five years and develops/revises its five-year gender action plan (GAP).
- CPs, regions and teams encouraged to: (1) screen candidates for gender sensitivity and make hiring decisions accordingly; (2) Set appropriate staff ratio targets (M/F).
- Analyze staff exit interviews from a gender perspective.
- Integrate gender into performance (including reviews) and development plans of all managers and program staff at all levels.
- Integrate at least one gender-related competency into job descriptions. (Managers and program staff)
- Disaggregate (and report on) HR-related data by sex (including staff engagement survey results, staffing ratios, recruitment and promotions rates).
- Build partners' capacity in address gender equity in their operations.

II. **Policy**

- **Develop a gender-equality policy.**
- Develop gender action plans (GAPs) aligned with the Global Gender Strategy and develop accountability mechanisms and dedicate resources to carry them out.
- Ensure all staff are trained in policy related to safeguarding and understand means for reporting.

III. **Budget**

- Allocate funds for gender in the APP as it aligns with the GAP. [33]
- Budget for gender training and staffing.

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31 Le dernier ensemble de normes minimales de genre sera convenu avec les Ressources humaines mondiales de CRS, les Opérations à l'étranger, les régions PIQA et CRS et les programmes de pays

32 One of the key actions for improving gender integration is to build staff capacity through gender equity training. The integration of gender equitable approaches is everyone's responsibility. Therefore, it is necessary that all staff members are aware of 1) how gender influences their own assumptions and actions 2) why gender is important to the project(s) they support and 3) how they can and should integrate gender into their work. Since changes in attitudes and assumptions about traditional gender norms takes time, CPs are encouraged to organize follow-up gender sessions.

33 Illustrative actions: Gender staffing at CP and regional levels; training; gender audits; administration of the HOCAI gender chapter; costs required to address safety and cultural sensitivities, e.g. women traveling in pairs or by car instead of motorcycle to reduce risks; gender staff and focal points travel needs, e.g. conferences/communities of practice/integrating gender into the agency strategy roll out; ex-post evaluations of gender interventions and gender-related learning documents and resources.

OPÉRATIONS

IV. Do No Harm (DNH) Do No Harm (DNH)

- CRS partners and staff sign Codes of Conduct.
- Ensure that staff are aware of and understand CRS' Safeguarding Policy.
- Train all relevant staff in appropriate response to cases of GBV.
- Establish/strengthen gender-responsive monitoring mechanisms (e.g. whistleblower).

PROGRAMS

I. Conduct and Utilize Gender Analyses

- Conduct gender analysis as a part of project design and during start-up.[34]
- Use gender analysis results and recommendations in design, implementation planning and MEAL.

II. Monitoring and Evaluation

- All individual-level data is sex and age disaggregated, including the PSDI.
- All data is analyzed and reported using a gender lens.
- Include at least one gender indicator that measures gender-related changes over time.
- Monitor for unintended gender-related consequences.
- Evaluate the impact of projects on gender equality and relations either as stand-alone evaluation or as an integrated component to planned evaluations.
- Systematically gather, document and share gender-related lessons learned and good practices during planned learning activities/workshops.

III. Budget

- Gender staffing: advisors, specialist, focal points
- Gender studies: gender analysis, assessments, and evaluations
- Capacity: gender training for staff, partners and field agents
- Communities of practice (meetings, trainings, etc.)
- Gender specific activities and interventions (gender approaches)

IV. Do No Harm (DNH)

- Perform risk assessments/DNH analysis on gender-related risks.
- Develop and implement mitigation strategies of identified gender-related risks.
- Train all staff in GBV (what it is, what to do when encountered, linkages with Protection and DNH).
- Ensure all existing referral mechanisms/pathways are gender-sensitive and equally accessibly to WMBGs.

V. Accountability

- Ensure that any established accountability mechanisms are gender sensitive (e.g. confidential, accessible to WMBGs and using consultations of WMBGs in the design of mechanisms).
- Ensure all staff using/promoting accountability mechanism are trained in GBV and necessary referral pathways.

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34 Depending on project size, resources and existing data, a gender analysis could be conducted as a thorough desk review, a stand-alone analysis or integrated into other planned assessments.

Learning questions:

- What are best practices/approaches to hiring and retaining diverse staff, particularly those with significant disparities in their gender staffing ratios? Do approaches differ based on context, operations/PQ, field versus home office, etc.? What tools are needed to support Human Resources (HR) and hiring teams?
- What are the best tools to ensure appropriate screening for gender bias of new CRS candidates?
- What are successful examples of accountability and feedback mechanisms designed to be receptive to sensitive complaints (e.g. GBV- or harassment-related) that need to be handled confidentially? Which mechanism are best for collecting feedback from both men and women?
- What are the best approaches to working with Church partners in promoting gender inclusive organizational culture?

Illustrative Program and Operational Indicators:

- % of CRS staff (by gender and grade) trained in gender equity/awareness through the CRS' Gender Foundations eLearning course on CRS Learns, unconscious gender bias and gender-based violence for non-specialist program staff.
- % of CPs/offices who have a gender action plan and/or strategy with associated budgets.
- % of projects who have completed a gender analysis and implemented at least three resulting recommendations.
- % of CRS projects/programs that include a gender-specific indicator.
- % of staff with gender objectives in their performance and/or development plans.

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