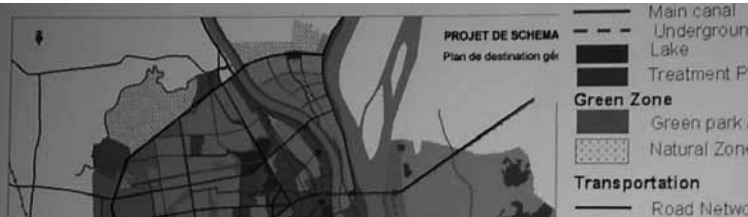




Designing and Evaluating Land Tools with a Gender Perspective

A Training Package for Land Professionals



UN HABITAT
FOR A BETTER URBAN FUTURE

HUAIROU COMMISSION
Women, Homes & Community



Designing and Evaluating Land Tools with a Gender Perspective: A Training Package for Land Professionals

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2011

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Part 1: About the Course

About the course

Why this training course?

It cannot be assumed that women and men benefit in the same way from initiatives in the land sector. Depending on the political, economic and cultural context, it is often women, and particularly poor women, who face significant barriers in obtaining land because social customs or patriarchal tenure systems prevent them from holding rights to land. As women often gain access to land through male relatives, their rights are vulnerable to breakdowns in relationships, divorce or to the changing priorities of male land owners.

There has been extensive global discussion around land policies that work for people who are poor, and that are expected to cater to both women and men. There has, however, been insufficient attention paid to the development of methods for actually implementing these pro-poor land policies, and understanding and addressing how they may impact women and men differently. There has been even less attention to how such impact can be systematically measured, so that one has concrete evidence on gender dimensions.

The Gender Evaluation Criteria has been developed to close this gap, as a practical tool or methodology to objectively assess which land interventions are, or have been, more or less gender responsive. The criteria can also be used as a check-list in the design of new land interventions, and for monitoring purposes.

This training course has been developed as a complementary package to the Gender Evaluation Criteria, in order to build capacity around how to apply the criteria in practice. It has been designed specifically to enable land professionals to independently use the criteria in their work.

What is this training course about?

This training course covers the principles of the Gender Evaluation Criteria and illustrates how a land professional can use them to evaluate the gender equality of specific land tools, and make sure that gender is considered in the initial design of a tool.

Using the Gender Evaluation Criteria one can identify:

Best practices of gender responsive land tools

Entry-points for existing large scale land tools and those under development to be more gender-responsive

Areas that need to be addressed because severe inequality exists

Gendered tools that qualify for being upscaled

The course in the context of the Global Land Tool Network

The Global Land Tool Network (GLTN) has developed a global partnership on land issues pulling together more than 44 global partners, as well as many individual members (for more information see www.glttn.net). These partners include international networks of civil society, international finance institutions, international research and training institutions, donors and professional bodies.



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GLTN aims to take a holistic approach to land issues by improving global coordination on land; establishing a continuum of land rights, rather than just focus on individual land titling; through improving and developing pro-poor land management, as well as land tenure tools; by unblocking existing initiatives; assisting in strengthening existing land networks; assisting in the development of gendered land tools which are affordable and useful to the grassroots; and improving the general dissemination of knowledge about how to implement security of tenure.

To reach the overall goal of poverty alleviation through land reform, improved land management and security of tenure, the GLTN partners have identified and agreed upon 18 key land tools which

need to be addressed in order to deal with poverty and land issues at the country level, across all regions. The partners of GLTN argue that the existing lack of these tools, as well as land governance issues, are the main cause of failed implementation at scale of land policies world wide.

One of GLTN's values and priorities is to reach a point where every tool must be gendered, as must be the process of tool development – to serve both women and men's needs and demands. The challenge is three fold – to genderise existing land tools and those under development; to evaluate

and upscale existing gendered tools and to create new gendered tools in response to identified gaps.

The Gender Evaluation Criteria has, since 2007, been developed by several GLTN partners, notably, Huairou Commission, International Federation of Surveyors, the University of East London and UN-HABITAT as part of the Network's work on gender and land to systematically assess and increase women's land rights in both urban and rural areas.

Box 1: Linkage between gender and land

What are land tools?

Land tools are means to realize the land governance principles of a nation, community or group. Examples of land tools are laws, policies, plans, guidelines, operational manuals, training modules, land tenure instruments, land records databases, monitoring and evaluation instruments, and all others that influence the state and management of land tenure, land use and land values. These tools can be large scale (global or regional or national in scope) or local (community in scope). They can be formal, informal or customary.

Why gendered land tools?

Historically, land tools have often been designed to serve male interests and priorities since women have had (and still have) a low representation in decision making bodies of local and national authorities and civil society organizations as well as among land professionals. To be effective, land tools need to be developed to also incorporate women's experiences, needs and participation. This means recognizing that tools may impact differently on men and women. It also requires that women and men are actively involved in tool design, implementation and evaluation processes. Gendered tools need to be inclusive recognizing the diversity of women with special attention given to, for example, girls and female youth, female heads of households, women slum dwellers, widows and refugees.

What is the Gender Evaluation Criteria?

The Gender Evaluation Criteria has been developed through multi-stakeholder consultations as a flexible framework to test the gender responsiveness of land tools and can be practically adapted to different land tools and contexts. The Gender Evaluation Criteria is a set of 22 questions on a range of relevant factors reflecting on the gender responsiveness of tools. These include equal participation, capacity building, sustainability, legal and institutional, social and cultural as well as economic considerations in regard to women's and men's access to land. It also provides, alongside the evaluation questions, some possible indicators and information sources and short explanations on why these 22 questions are relevant from a gender perspective. The Gender Evaluation Criteria is not prescriptive, but meant to be a flexible and adaptable framework of principles to be applied according to context.

What are the agreed objectives?

The objective of evaluating land tools for gender equality is based on the goal of improving access to land and tenure security for both women and men. This commitment arises out of numerous key global policy documents and international standards. For example, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) underscores women's rights to equal treatment in land, and the Beijing Platform for Action affirms women's rights to inheritance and ownership of land and property. Women's property and land rights are an implicit part of achieving the Millennium Development Goals, specifically Goal 1 on eradicating

extreme poverty and Goal 3 on gender equality. More broadly, GLTN's core values and priorities on gendered land approaches are driven by the quest for sustainable urbanization, gendered land governance and women's empowerment.

Who is the target group for the course?

This training course is intended for land professionals and assumes participants will have a certain body of knowledge and expertise on land issues. However, since the focus of this package is gendered evaluation it requires adaptation to new methodologies with inter-disciplinary and inter-sectoral approaches (not just land).

Some previous knowledge on gender and evaluations would be preferable but is not a pre-requisite.

The training can be carried out within a country, regionally or globally. The training is intended for both female and male land professionals, but a gender balance between participants should be sought. It may also be possible to involve a few representatives of other stakeholders (such as academics, policy makers or representatives of civil society groups) if they possess adequate levels of land knowledge and skills. This package can be extended to a longer time-period or a different level by adaptation.

Trainers will need to be knowledgeable in all three key areas covered by the training course: gender, land and evaluation. The sessions of this training package are designed to be modified at the trainer's discretion. Trainers are encouraged to improve upon them and, on occasion, to take only the core idea of the Gender Evaluation Criteria and construct their own learning experience around it. At the end of this training course a chapter with additional information on implementing this training for trainers is provided.

What are the learning outcomes?

The training is intended to meet the needs of land professionals (such as surveyors, valuers, land administrators, land economists and property managers) intending to apply the Gender Evaluation Criteria or those with an interest in gender rights who seek practical knowledge and understanding of how to assess land tools. By the end of the course participants should have developed the necessary knowledge and skills to carry out a gender land evaluation, and specifically to:

- Understand, plan and apply the Gender Evaluation Criteria as a practical and flexible framework for gender evaluation of various land tools or interventions,
- Carry out a gender evaluation of land tools using GLTN core values and principles through a multi-stakeholder inclusive professional process,
- Validate the evaluation findings through a multi-stakeholder exercise by using a score card methodology based on systematic investigation of tools and use of relevant indicators and sources,
- Prepare an evaluation report, with findings and recommendations and
- Apply the Gender Evaluation Criteria in the design of a new land tool or intervention.

What are the assumptions for this course?

The training is based on the assumption that gender equality and equity is a vital component of land policies. This implies that all aspects of tooling, from design to delivery, have to cater to the needs of both women and men. This training, however, does not generate expertise in all land or gender issues, but merely focuses on how to use the Gender Evaluation Criteria to assess large-scale land tools. As a two-day training, it assumes that land professionals have adequate knowledge of land matters.

Structure of the course

The course is divided into six sessions to be delivered in two days. However, the course can be longer to allow for more in-depth presentations and discussions, in particular if the participants have fewer experiences in one or more of the three key areas of the course: land, gender or evaluation.

Each session consists of information for trainers on how to conduct the course and related background information (thematic context).

Table 1: Overview of the course

Module	Themes	Synopsis
1	Introductions and expectations	This session outlines training agenda and objectives and addresses the expectations of the participants.
2	Understanding the Gender Evaluation Criteria	This session introduces the Gender Evaluation Criteria as methodology to design and evaluate land tools with a gender perspective.
3	How to prepare for evaluating land tools with a gender perspective	This session explains the process of preparing and planning for a gender evaluation of land tools.
4	How to evaluate land tools with a gender perspective	This session outlines how to conduct a gender evaluation focusing on data collection and consolidation.
5	How to validate the findings and how to produce an evaluation report	This session focuses on the verification of the evaluation findings and introduces the scorecard methodology as simple tool to assess efficiency.
6	How to apply the Gender Evaluation Criteria in the design of new land tools	This session outlines how to use the Gender Evaluation Criteria in the design and starting phases of land tools.
7	Action planning	This session aims to translate the learning from this training to practical action.

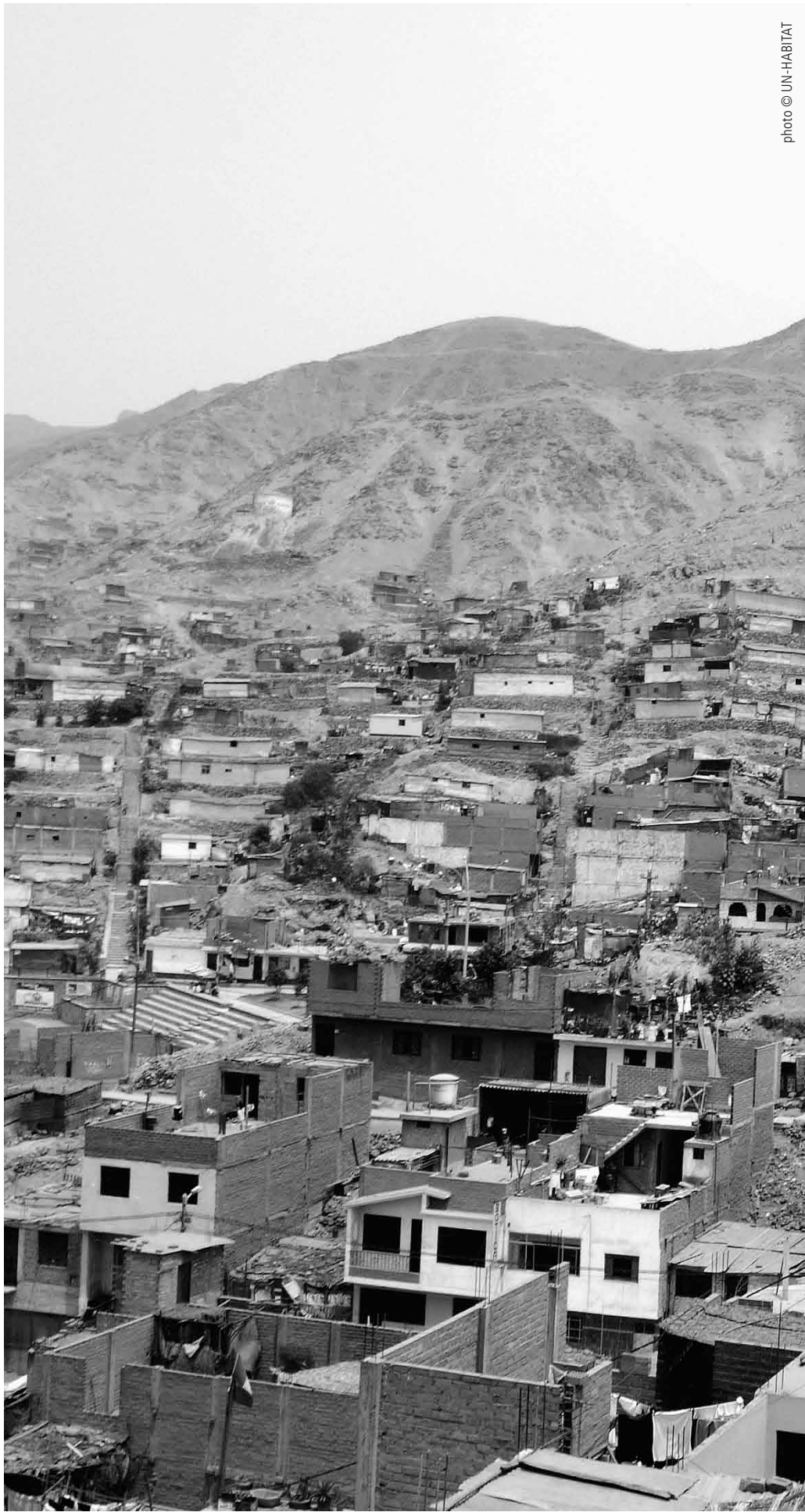


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TRAINER'S GUIDE

Part 2: Trainer's Guide



Session 1: Introduction and expectations

Introduction:

This first session starts with welcoming the participants and providing a short overview of the training agenda, objectives and outcomes.

It is followed by a short exercise to introduce participants focusing on their experiences and expectations for the training course. This will lead to a more formal round of self-presentation by training participants.

Objectives:

- To enable participants and facilitators to get acquainted with each other.
- To clarify the training objectives and outcomes.

Learning outcomes:

- Participants will be better acquainted with each other and thereby able to work together and to point out what the training intends to achieve.
- Facilitators will be able to have an overview of the background knowledge and experiences training participants have on gender and evaluation issues.

Activity 1.1: Training agenda, objectives and learning outcomes

15 minutes

1. Welcome everyone to the workshop. Introduce yourselves - the host and the facilitators.
2. Present the training agenda (for sample agenda see table 3 on page 35) and hand out copies to participants.
3. Elaborate on training objectives and learning outcomes (prepare a mini lecture using the information provided in 'About the course').

Activity 1.2: Introductions and expectations

30 minutes

1. Pin the "Experience matrix" (see table 2) on the wall, so that everybody can see it, prepare the matrix in advance and adapt to participants professional backgrounds if necessary.
2. Hand out cards to all participants. Ask participants to write their names and one major expectation on the card (in big letters so that everybody can read it).
3. Ask each person (one after the other) to come to the front and to pin the card in the respective box of the matrix, depending on their experience in 'gender', 'evaluation' or both 'gender and evaluation' (vertical) and on their professional background (horizontal). Each person should read out her/his name and expectation of the training course.
4. After everyone has had a turn, go through the list and affirm and or clarify people's expectations of the workshop. Keep the matrix with the expectations so that you can refer to it at the end of the workshop and/or during evaluation.
5. After finishing the 'experience matrix', ask participants to do a personal introduction around giving their name, institution, city or country.

Trainer's tip:

Some participants may react to feeling "boxed" into one professional category. At the beginning of the exercise you may want to reiterate that the purpose of the exercise is to be an ice-breaker to introduce oneself to the group, and if you do not fit into the categories it is fine to say so.



Table 2: Experience matrix

	Lawyer	Planner	Valuer	Building and construction
Gender				
Evaluation				
Both				
	Surveyor	Property management	Land acquisition and titling	Other
Gender				
Evaluation				
Both				

Session 2: Understanding the Gender Evaluation Criteria

60 minutes

Introduction:

Session 2 introduces the Gender Evaluation Criteria and why it is important to assess whether land tools respond to both women and men’s needs. It provides an opportunity to reflect on participants experiences with designing or evaluating large scale land tools and to discuss the role of land professionals in the process of applying the Gender Evaluation Criteria.

Objectives:

- To familiarize participants with the concepts of land tools and gender.
- To gain an understanding of concepts and terms.
- To create ownership of Gender Evaluation Criteria through shared principles, rather than fixed rules.

Learning outcomes:

Participants will be able to understand:

- The key features of the Gender Evaluation Criteria.
- Why evaluating land tools for gender equality is important.
- How the Gender Evaluation Criteria has been developed through consultations.
- How the Gender Evaluation Criteria is intended to work in practice.

Activity 2.1 Importance of gendering land tools

30 minutes

1. Prepare a mini lecture on why it is important to focus on gender and land, what land tools are and why gendered land tools are important - based on the information provided in the thematic context 1.
2. Ask participants if the concepts are clearly understood.
3. Refer to the glossary in Annex 1 if clarifications are needed.
4. Ask participants to reflect on their experiences with large scale land tools: what land tools have they been working on? Have they been evaluated for gender? If yes, what was the result of the evaluation? If no, why have they not been evaluated?
5. Ask participants if they have used any checklist on gender in the design or start-phase of any of the land tools they have been involved with.

Activity 2.2 Introducing the Gender Evaluation Criteria

30 minutes

1. Make some comments to link the last activity to this one.
2. Prepare a mini lecture explaining what the Gender Evaluation Criteria is, why it is important and how it works - based on the information provided in the thematic context 2.
3. Explain the usefulness of the Gender Evaluation Criteria based on the experiences from the pilot in Brazil.
4. Ask participants if they have questions or need clarifications
5. Ask participants what they believe is the role of land professionals in regard to what they have just learned. Encourage discussion.

Session 3: How to prepare for evaluating land tools with a gender perspective

135 minutes

Introduction:

Session 3 focuses on how to prepare for evaluating land tools regarding their gender responsiveness. It enables an understanding of which land tools are suitable for gender evaluations, who are the main stakeholders in the process, the importance of the country context and of the development of an evaluation strategy as well as of the main challenges of the evaluation process. The session concludes with a group exercise on adopting a proactive but systematic approach to the gender evaluation.

Objectives:

- To highlight and share the knowledge of preparing for a gender land evaluation.
- To come to a common understanding on how the Gender Evaluation Criteria with its evaluation questions, indicators and sources would provide the methodology/ framework for the proposed evaluation.

Learning outcomes:

Participants will be able to:

- Understand the purposes and challenges of gender evaluation of a land tool intervention.
- Understand and engage with the preparation of the gender land evaluation by planning ahead.
- Anticipate and deal with likely needs and issues through an individual planning an evaluation strategy.
- Understand their role as leading a participatory evaluation process and what this entails in terms of their facilitating role.

Activity 3.1 Preparing for the evaluation

30 minutes

1. Prepare and present a mini lecture based on the thematic context 3.
2. Clarify queries from the participants.
3. Ask participants to reflect on their own experiences with preparing for evaluation.

Activity 3.2 Evaluation plan/ checklist

45 minutes

1. Give everyone a copy of Handout 1 and 2.
2. Explain to the participants that the checklist/ plan is a tool to check if they are well prepared for conducting the actual evaluation and that the checklist will need to be addressed prior to evaluating the land tool. Emphasize that one is well prepared if the questions raised in the checklist can be answered positively. Explain that the provided checklist is only a framework to assist the preparation process and not a fixed formula that must be followed.
3. Ask them to review the list in pairs. Encourage changes, additions, etc. to the provided draft list. They have 20 minutes.
4. Encourage them to reflect on the Evaluation plan/checklist in plenary.

Trainer’s tip:

The following challenges can be stressed during the plenary discussion on the Evaluation plan/ checklist to ground the exercise in reality:

- Members of the evaluation team will need to dedicate time and energy to the process.
- The question of who will be leading the process will need to be not only answered but agreed on by all key stakeholders.
- All key stakeholders will need to be involved in the process from beginning till end, but time and commitment of government officials and other critical stakeholders might be limited.
- Stakeholders will also need to agree on vision, purpose and objectives of the evaluation.
- The evaluation team will need to consider how to best integrate community voices and how to appoint them if the community has no elected representatives. This requires skills in leading a participatory process.
- Land issues are complex and the local situation might be difficult to assess and understand due to limited availability of data and human resources.

- Evaluation results will depend upon levels of expertise of interview partners, resources, data available, etc

Activity 3.3 How to be an effective facilitator¹

60 minutes

What you need: photo copies for all participants of Handout 3: Important attributes of a good facilitator; a couple of large sheets listing the attributes; and small stickers (such as circles or stars) with enough for three each for each of the participants.

1. Ask participants to read thematic context 4 (page 58) and to use Handout 3. Ask them to put a check against the ones that they think they are particularly effective at using when they have facilitated groups.
2. Ask the participants to then list the three most important attributes in their view.
3. Ask the participants to go back to their list and check the attributes they think that they can improve on. Ask them to note down a personal “to do” list of how they will work on improving their own attributes in becoming an even better facilitator.
4. After the personal reflection, invite participants to come up and put their three stickers against the three top attributes that they think are most important to facilitate a group effectively.
5. Once the stickers are up, facilitate a group discussion around these, and draw the focus of the discussion specifically to how to facilitate the gender criteria evaluation team.

Trainer’s tip:

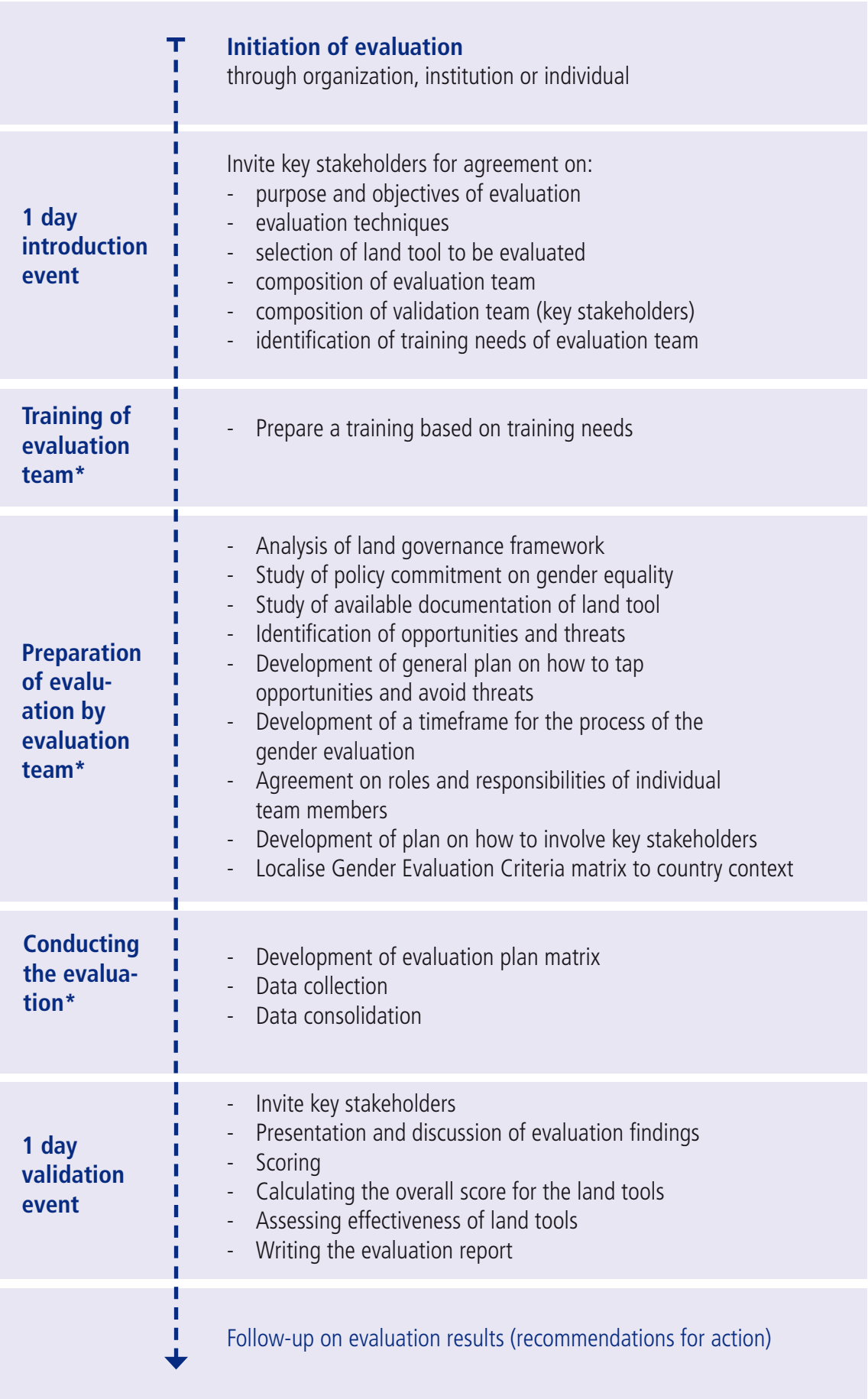
If the top attributes tend to be the same, make sure to emphasize that all are important in group facilitation and why that is so. Check if there are any gender differences in the selection by the female and male participants. Draw special attention to the need to make sure both women and men participate in a group discussion, as well as multiple stakeholders.

¹ Adapted from UN-HABITAT. 2005. Key competencies for improving local governance. Volume 3. Concepts and Strategies, p.116.

Handout 1: Evaluation plan/checklist

1. Objectives	Yes/ No	Explanation
Is there a strong will/driving force for carrying out the evaluation?		
Is there agreement on purpose and objectives of the gender evaluation among all key stakeholders?		
2. Evaluation team	Yes/ No	Explanation
Is there agreement on the composition of the evaluation team?		
Is a critical mass of women included in the evaluation team?		
Is there agreement on who is leading the evaluation process?		
Is the leader a gender champion (can be both men and women)?		
3. Evaluation methodology	Yes/ No	Explanation
Is there agreement on the composition of the evaluation team?		
Is there agreement against what baseline impact shall be measured?		
4. Evaluation strategy	Yes/ No	Explanation
Have the training needs of the evaluation team been identified and addressed?		
Is there a plan on how to tap opportunities and how to avoid threats?		
Is there agreement on a timeline for the evaluation?		
5 . Tool documentation	Yes/ No	Explanation
Is the land tool to be evaluated well documented?		
Is there political support for evaluating this land tool from a gender perspective?		
6. Country/local context	Yes/ No	Explanation
Has the country and/or local context been analyzed?		
Have the relevant set of criteria been identified, based on the context?		
Have the evaluation questions been selected and adapted, if needed?		
Are relevant indicators and sources available?		
7. Validation	Yes/ No	Explanation
Is there agreement on verifying the evaluation findings through a validation exercise?		
Have the key stakeholders for the validation exercise been identified?		
Is a critical mass of women included in the validation team?		
Is there agreement on the methodology of verifying the findings?		

Handout 2: Possible timeline for conducting a gender evaluation



*Length of above activities depend on capacity, training needs, country context and land tool being evaluated

Handout 3: Important attributes of a good facilitator

- (1) Mark with a check the attributes that you already think you have in being an effective facilitator
- (2) Indicate the attributes that you think are most important
- (3) List the attributes that you think you have to improve

Personal qualities:

- ☐ Honesty
- ☐ Consistency
- ☐ Acceptance (holding all individuals in unconditional regard)
- ☐ Caring (considering the well-being of others)
- ☐ Objectivity (having no vested interest, and if you do, declare it so that it is transparent and clear)
- ☐ Flexibility (ready to change the situation when it calls for it)
- ☐ Responsiveness (to all points of view)

Others:

Knowledge:

- ☐ Understanding and appreciating the importance of cultural, ethnic and (in this instance most importantly) gender qualities and contributions
- ☐ Group and interpersonal dynamics
- ☐ Group processes
- ☐ Different sets of expertise represented in the group (particularly important in the gender evaluation criteria process as it will involve different stakeholder groups with different sets of information)

Others:

Interpersonal skills:

- ☐ Being an active listener
- ☐ Giving and receiving feedback
- ☐ Asking questions that will stimulate discussions
- ☐ Observing group or individual behavior that might contribute to or adversely affect the group
- ☐ Presenting information and concepts that will help the group move towards its goals
- ☐ Stimulating interaction
- ☐ Building and maintain trust
- ☐ Bringing successful closure to the group's interactions

Others:

Session 4: How to evaluate land tools with a gender perspective

60 minutes (can be shortened or lengthened according to knowledge and experience of participants)

Introduction:

Session 4 aims to refresh previous evaluation knowledge and experiences with a gender perspective and provides practical information on how to run an evaluation, focusing on data collection and consolidation. The extent of this session largely depends on the knowledge and experience of participants in conducting evaluations.

Objectives:

- To provide an overview on how to conduct an evaluation of land tools for gender equality.
- To explain how to collect and consolidate quantitative and qualitative data.
- To prepare the final ground for the validation of the evaluation findings.

Learning outcomes:

Participants will be able to:

- Practically use indicators and sources to systematically evaluate a land tool from a gender perspective.
- Understand the process of collecting and consolidating evaluation data.

Activity 4.1 Running an evaluation: Data collection and consolidation

60 minutes (can be shortened or lengthened according to knowledge and experience of participants)

1. Prepare and present a mini lecture based on the thematic context 5. The extent of your lecture depends on the evaluation experiences of the training participants. Session 4 can be left out completely if the participants are experienced evaluators.
2. Clarify questions from the participants.
3. Ask participants to reflect on their evaluation experiences, in particular how they collected and consolidated data and what information was accessible.

Session 5: How to validate the findings and how to produce an evaluation report

210 minutes

Introduction:

Session 5 focuses on the validation of the evaluation findings. It highlights the importance of verifying findings through stakeholder buy-in and introduces the scorecard methodology as a simple approach to measure the tools efficiency. The session enables the participants to apply the scorecard methodology and concludes with a group exercise simulating a validation exercise.

Objectives:

- To introduce the validation exercise and the scorecard methodology as simple tools to verify evaluation findings.
- To provide knowledge to apply the scorecard methodology.

Learning outcomes:

Participants will be able to:

- Understand the importance of verifying evaluation findings.
- Score each criteria and calculate and interpret the overall score of the land tool.
- Practically prepare a scorecard report with reasons, strong and weak points and recommendations for improvement

Activity 5.1 Validating findings through scorecards

60 minutes

1. Prepare and present a mini lecture based on the thematic context 6 and 7.
2. Clarify queries from the participants.
3. Ask participants to reflect on their own experiences with validating evaluation findings and if possible with using scorecards.
4. If you want, you can include a small exercise to do a sample calculation.

Trainer's tip:

If you want to test the 'critical mass' theory of the need to have a certain number of women represented in a group, this can be tried in this role play exercise. To do so, ensure that one of the groups only has one woman. Observe if there are differences in the results of the group work which are corresponding with the gender imbalance of the group. If so, address them in the plenary discussion and stress the importance of including a critical mass of women.

Activity 5.2 Simulation of a validation exercise

What you need: Enough copies of Handout 4 to 6 for everyone; you can bring hats, ties, scarves, etc. to assist with the role play.

150 minutes (2 ½ hours)

1. This is a role play activity. Give everyone copies of the scenario and group work instructions (Handout 4), the summary of evaluation findings (Handout 5) and the report template (Handout 6).
2. Divide the participants into three to four groups of 5-6 persons. Each small group needs to select who is playing which role. If the group is bigger than five people, the actor ‘women leaders’ can be enlarged.
3. Give each actor the description of his/her role (Handout 7). Note: participants should not know the positions/ interests of the others beforehand.
4. The assignment is to role play the validation exercise and to come to an agreement resulting in an evaluation report.
5. They have around 1 ½ hours to develop and act out their role play.
6. Each of the small groups will present their assigned score, the strong and weak points of the criteria and the entry-points for future improvements.
7. Discuss possible differing results after the presentation; focus thereby on composition of group, group dynamics and power structures (see box 5 page 55).



Handout 4: Evaluation of land use plan in Weybrigg municipality

“Tuko Pamoja”, an urban-based NGO, is carrying out an evaluation to assess the gender equality of the Master Plan for the municipality of Weybrigg. For this purpose “Tuko Pamoja” has pooled together with land professionals and has set up a 6-member evaluation team which has adapted/ localized the matrix and carried out the evaluation.

After the evaluation “Tuko Pamoja” is convening a one-day Expert Group Meeting to legitimize the evaluation findings.

You are one of the key stakeholders (i.e. representatives of government, professionals, civil society organizations, community based organizations, traditional authorities and NGOs) which have been invited to the meeting.

During the Expert Group Meeting the stakeholders are split into groups of five members each. Each group is assigned with a specific criterion to discuss and score. Your group is assessing the first criterion and includes:

- Land Professional (member of evaluation team, facilitating the discussion)
- Director of the NGO “Squatters Federation of Weybrigg”
- Women leader of the community based organization “Women headed households” from an established informal settlement located within the city boundary
- Government official
- Traditional leader

Objective:

Your group has been assigned to review criteria 1: Equal participation by women and men and gender responsive governance.

You are expected to:

1. Discuss the level of gender equality of criteria 1 based on the findings of the evaluation,
2. Agree on a score (1 to 5) for criteria 1 and
3. Write an evaluation report for criteria 1.

Instructions:

1. Decide among your group who is playing which role, the one playing the land professional will lead the group discussion.
2. Read evaluation findings (normally presented by evaluation team).
3. Discuss the findings and agree on a score for criteria 1.
4. Fill in the report template, make sure you have enough time to decide on recommended further actions to make the tool more gender equal.
5. Choose someone from your group who will present your group work in plenary.

Handout 5: Consolidated evaluation findings

Criteria 1: Equal participation by women and men and gender responsive governance			
Evaluation question	Identified indicators	Identified information sources	Collected data
Does the tool demand and generate political understanding and will to positively implement a gender balanced approach?	Key actors are informed and trained on gender issues	Traditional leader	Land is mostly under the control of Traditional authorities, we act as custodians but have never been informed of the concepts of gender
	A crosscutting department mechanism has been set up	Government official	There is an initiative within the municipality to set up a gender unit, this is in the early stages
Is the decision making process in developing the tool, and within the tool itself, transparent and inclusive for both women and men?	30% of decision makers are women. Communities (women and men) participated and had an actual say in all stages of developing the Master Plan	Government official	Our municipality has a good record of being open; but we do not have many women's voices from within
		Government official	The public has participated throughout the process, women have been included at all times
		Women NGO	We have been invited to two public meetings when the Master Plan was developed. 1. At the beginning when we were informed that a Master Plan will be set-up for our city and 2. At the end of the process when the Master Plan was presented.
		Participant list and agenda of two public forums	36 women participated in two meetings to inform the public about the Master Plan
		Government records on Municipal council	The municipal council approving the Master Plan is composed of 83 men and 7 women

Criteria 1: Equal participation by women and men and gender responsive governance			
Does the tool rely on and provide sex-disaggregated data?	Sex-disaggregated statistics are collected continuously	Municipal data bases	No sex-disaggregated data available in Weybrigg
		Annotated Master Plan	The Master Plan does not distinguished between women and men in regard to vision,development goals, land use planning, etc.
	Sex-disaggregated data has been used setting up the Master Plan	Government official	Both women’s and men’s needs have been taken into account when the Master Plan has been set up
		Women NGO	We have not been asked to provide data or information when the Master Plan was set up
Does the tool demand positive results for women from public and private bodies responsible for land management?	The Master Plan distinguishes between its impact on women and men	Director of University of Land Management	No specific courses on gender issues in the curriculum of the university and we haven’t been asked to do so
		Government records	The percentage of women working in land management has not increased over the last few years
	The situation of women has improved since the approval of the Master Plan 3 years ago	Government Memo	2 trainings on gender issues to be implemented for municipal staff during the next 8 months
		Women umbrella organization	We don’t feel that something has changed in the last three years since the Master Plan was approved
Is there affirmative action/s in place that will address some of the inherent imbalances, resulting in less participation by women in the process? Are they being effectively implemented? (ADDITIONAL QUESTION)	Innovative models of peoples participation have been set up, with a special focus on integrating women	Government official	The municipality is committed to introduce models of public participation but this is all very new to us and we lack capacity
		Women NGO	The imbalances are huge, women are discriminated and we don’t see that something has been done to change this (Interview with women NGO)

Handout 6: Evaluation report template for criteria 1

	Criteria 1: Equal participation for women and men and gender-responsive governance
Score card points (1-5)	
Why/ How did you score this way? (Comments on scoring, indicators and sources)	
Strong points	
Weak points	
Other comments	
Recommendations for action (entry points)	

Handout 7: Description of actors’ positions

Actor	Interest/ Position
Land professional	Fair and balanced discussion, reaching an agreement within the provided timeframe, wants to ensure that the tool will be improved after the evaluation.
NGO director	The poor in general, both women and men, needs to be better involved and informed. The new Master Plan only serves the rich.
Women leader	Increased and real involvement of women in all planning processes; frustrated by lip services of government officials.
Government official	Quite autocratic, believes that men are by nature the better decision makers and believes that the whole discussion on gender equality is exaggerated.
Traditional leader	Since land has always been administered by traditional authorities, he does not see why this should change, critical opinion about government officials, feels left out.

Session 6: How to apply the Gender Evaluation Criteria in the design of new land tools

60 minutes

Introduction:

Session 6 focuses on the possible use of the Gender Evaluation Criteria as a tool not only at the end of a process (as an evaluation) but also at the design or start of a new land activity or application of a land tool. In such instances, the Gender Evaluation Criteria serves as a check-list to ensure that different gender dimensions are included right at the start.

The session is a more general one than previous sessions, as the Gender Evaluation Criteria have already been introduced in detail at this stage of the Course. It will enable participants to reflect on whether similar gender check-lists have been used at the start of any of their own work processes, and encourage them to use the Gender Evaluation Criteria in this way as well as for evaluation purposes.

Objectives:

- To introduce the importance of having a gender check-list at the start of any land activity.
- To provide knowledge on how to apply the Gender Evaluation Criteria at the design/ start phase of a land activity.

Learning outcomes:

Participants will be able to:

- Understand the importance of ensuring gender responsiveness right at the start.
- Practically consider how the Gender Evaluation Criteria could be used for these purposes.

Activity 6.1 Brainstorming in plenary

60 minutes

1. Prepare and present a mini lecture based on the thematic context 8.
2. Clarify queries from the participants.
3. Ask participants to reflect on their own experiences with addressing gender at the start of a land activity/process they have been engaged with. They can also share experiences of using gender check-lists in general (within the land sector or another one). How has this been done and what instruments have been used?
4. Divide the participants into groups of three or four (depending on the size of the full group) and let them brainstorm on how the steps they have learnt about the use of the Gender Evaluation Criteria can be used in a design phase.
5. Have short presentations in plenary and a group discussion.

Session 7: Action planning

60 minutes

Introduction:

This training is not designed as a one-off event. It needs to facilitate achieving meaningful results and impact the way land tools are designed, implemented and assessed at various levels when it comes to gender dimensions.

The last session of this training package is therefore designed to give participants an opportunity to translate the learning from the training and apply it in their daily functions and responsibilities. Applying the knowledge and skills acquired from the training can be realized through various post training activities.

There are many kinds of post training activities that can be considered. These can include the following: (i) conducting similar trainings at place of work, to members of professional associations or to training providers; or (ii) undertaking a gender evaluation of a land tool that is currently either under development or being implemented.

Objectives:

- To translate learning from training to practical action.

Learning outcomes:

Participants will be able to:

- Reflect and plan post training activities.

Activity 7.1 From training to action

60 minutes

1. Explain to participants that the last exercise of the training workshop is for them to assess their learning and experiences and to translate them into action that they can take back home. Highlight that the activities can be located at various levels and that this exercise is not about real project planning but about capturing ideas and thinking on how to move on.
2. The activity is designed as a matrix participants need to fill in. Use Handout 8: Improving Gender Equality of Land Tools – Sample Action Plan.
3. Facilitators can suggest a future date for participants to contact each other via e-mail to ask if progress has been made with respect to the goals of the action plans. This facilitates exchange of experiences among participants and allows facilitators to give feedback and support.
4. Use the evaluation questionnaire provided in Annex 1 for participant’s evaluation of the training workshop.

Table 3: Sample agenda for a two-day training course

1st Training day

Time	Session	Activity
9.00 – 9.15	Session 1	Activity 1.1: Training agenda, objectives and learning outcomes
9.15 – 9.45		Activity 1.2: Introductions and expectations
9.45 - 10.15	Session 2	Activity 2.1: Importance of gendering land tools
10.15 – 10.45		Activity 2.2: Introducing the Gender Evaluation Criteria
10.45 -11.15	Coffee break	
11.15 – 11.45	Session 3	Activity 3.1: Preparing for the evaluation
11.45 – 12.30		Activity 3.2: Evaluation plan/checklist
12.30 – 13.30	Lunch break	
13.30 – 14.30	Session 3	Activity 3.3: How to be an effective facilitator
14.30 – 15.30	Session 4	Activity 4.1: Running an evaluation: data collection and consolidation
15.30 – 16.00	Coffee break	
16.00 – 17.00	Session 5	Activity 5.1: Validating findings through scorecards

2nd Training day

Time	Session	Activity
9.00 – 10.30	Session 5	Activity 5.2: Simulation of validation exercise
10.30 -11.00	Coffee break	
11.00 – 12.00	Session 5	Activity 5.2: Simulation of validation exercise (ongoing)
12.00 – 13.00	Lunch break	
13.00 – 14.00	Session 6	Activity 6.1: Brainstorming in plenary
14.00 – 14.30	Coffee break	
14.30 – 15.00	Session 7	Activity 7.1 From training to action
15.00 – 15.30		Closing and evaluation

Information for Training of Trainers (TOT)²

The sessions of this training course are designed to be modified at the trainer's discretion. Trainers are encouraged to improve upon them and, on occasion, to take only the core idea of the Gender Evaluation Criteria and construct their own learning experience around it.

It is important to have a small team of competent trainers to train other trainers. Experiences show that a two-person team is sufficient to conduct an effective TOT. But there are no hard and fast rules on how many to include on the TOT training team. Whatever the number, trainers of trainers need in-depth knowledge about what is covered in this training course and confidence in their ability and skills to conduct interactive knowledge enhancements and skills-based learning experiences. It is important for these trainers to be willing to take risks in their designs and training delivery and to be willing to experience occasional failure since the target group of future trainers is usually more advanced, experienced and critical.

Since the TOT designs that have worked with predictable success have been very intensive, it is recommended to keep the number of trainees to fifteen at most.

Some advice on the types of women and men to consider as trainees for the TOT:

- It helps if the TOT participants come from organizations that will support their efforts to launch a training on "Evaluating Land Tools for Gender Equality" when they return home.
- Opportunities for success in launching and sustaining back-home programmes are enhanced if the participants come as teams who can work together after the training.
- Requiring previous training experience does not seem to be an important factor in the success of TOT participants, nor does age, although it does help to have mentoring relationships in the initial stages of their development as trainers.

The design of a TOT should include group activities to design learning experiences that are then delivered to either co-trainees or to land professionals from the area where the TOT is being held. Adequate time to prepare these short training sessions, as well as time for thorough evaluation, will need to be allocated for this purpose. Participants should be encouraged to both incorporate their own ideas and think of the needs of their training clients.

A session on the various aspects of the design, schedule and implementation of the gender land evaluation training for land professionals (what is referred to as trainers guide) should be also part of the TOT. Further sessions on adult education theory and practice can be included.

One final comment, don't expect every participant to become a competent and successful trainer of evaluating land tools for gender equality during a TOT. Nor should you be too concerned about the initial quality of the training your TOT participants deliver when they return home based on a short TOT experience.

²Adapted from UN-HABITAT. 2005. Key competencies for improving local governance. Volume 2: Users Guide, p.21-23.

Training Impact Evaluation³

Training Impact Evaluation or TIE is a key – but often overlooked – step of the training cycle.

TIE is an effort to track:

1. Whether or not and how much training has changed a participant's behaviour on the job.
2. Whether or not and how much changes in the person's behaviour are reflected in his/her job performance.
3. Whether or not and how much the person's improved job performance leads to better service.

Simply put, without evaluating the impact of training one can not know if the training was at all successful in meeting the learning objectives of the event. TIE moves away from judging the success of an event based on the number of trainees or whether they liked the venue or other immediate elements of the event to a more rigorous and evidence- based approach to judging its success.

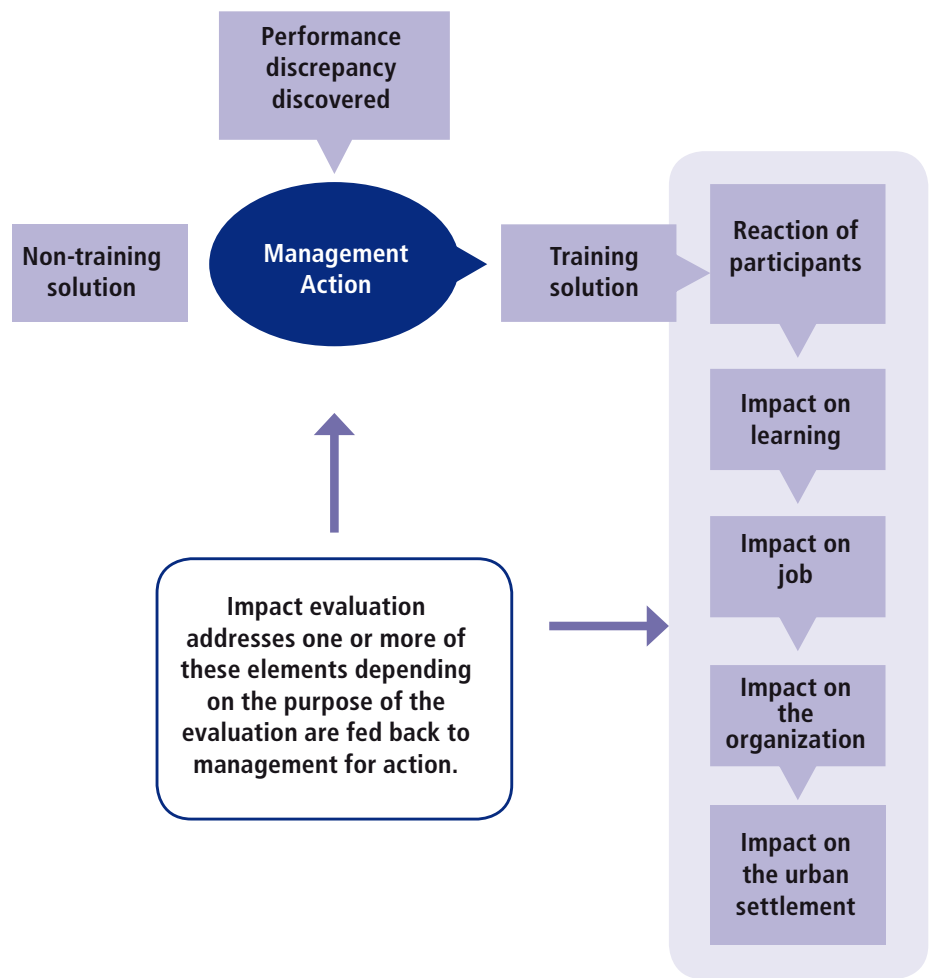
The reasons for systematically evaluating the impact of training are:

- Cost analysis of activities – was the training worth the investment in relation to the results it produced.
- Provide feedback to training programme planners, participants and management.
- Gain knowledge of participants knowledge and skill levels.

As a way of getting started with TIE, Table 4 introduces a diagram intended to help visualize the key components of training impact. Impact begins with individual growth and learning, as shown in the diagram. In the diagram, training impact is shown as a response to an observed or reported performance discrepancy in an organization. Impact evaluation is undertaken to verify training's impact on the performance discrepancy. Depending on the extent of the discrepancy, impact evaluation can be carried out at various stages of the learning process (individual, job, organization). In due course, evaluation results are reported to management. Based on the results, management has the information it needs to act, either to continue, revise or expand the training or, if more appropriate, to pursue a non-training solution to the performance discrepancy.

³ Adapted from UN-HABITAT 2011. The Training Impact Evaluation Manual.

Figure 1: Relationship of impact evaluation to the organizational training process



The 1st level of TIE “Reaction of Participants” focuses on the evaluation of the training event itself. Since the relevance of training content and quality of training delivery will ultimately influence the impact training has on job performance and organizational effectiveness, stability and adaptability.

The 2nd level of TIE “Impact on Learning” focuses on evaluating the training’s impact on individual learning. The following learning outputs can be expected from training interventions: increased knowledge, skills of various kinds, and changes in attitudes and values. All three have a significant impact on the job performance of the training participant after the training. This is a relatively easier level to assess in a TIE exercise.

The 3rd and 4th level of TIE “Impact on Job” and “Impact on Organization” assess whether individual learning, resulting from a

training intervention, has been translated into performance related behaviours, and whether these work related behaviours have resulted in any impact on job and organization performance.

Finally, the 5th level of TIE “Impact on the Urban Settlement” evaluates whether the services of local governments, other public service organizations or professional bodies have improved as a result of the training investment. Very rarely will TIE exercises look at this level due to the complexity and cost in terms of human and financial resources and time.

Today’s practice of evaluating trainings is usually limited to level 1 “Reaction of Participants”. Since this training course is rather complex and technical it is highly recommended to evaluate its impact up to level 2 “Impact on Learning”. Evaluating up to even higher levels is very desirable but requires a significant amount of time and financial resources.



A template for a questionnaire to assess the reaction of training participants at the end of the training is provided in Annex 1. It includes sections about objectives and training scheduling, programme design and training materials, course delivery, facilitation, logistics and administration as well as perceived impact.

There are many ways to evaluate whether training has had an impact on individual learning. For the purpose of evaluating the impact of this training course the following three might be an option:

1. Paper and pencil competency tests to determine whether individual learners have understood the principles, facts and methodology of evaluating land tools with a gender perspective (can be conducted both before and some weeks after the training event).
2. Before and after questionnaires designed to test changes in attitudes (e.g., learning about gender responsiveness of land tools). The value

of before and after training testing depends on getting an accurate assessment of the learner's attitudes about the subject before exposure to the training as well as after.

3. Demonstrations of competency in replicating skills learned in the classroom (e.g., how to conduct a validation exercise or how to score a criteria) in situations that are closely related to participants jobs (to be conducted some weeks after the training).

A template for a before and after questionnaire to determine both competencies and skills acquired as well as change in attitudes is provided in Annex 2. Ideally, the template should be sent to the training participants one week before the training starts and again three months after the training has been implemented. Trainers need to be aware that a decline of up to 75% of what participants will still remember about the course content three months after the training is normal.

Annex 1: Evaluation questionnaire for TIE level 1

1=strongly disagree; 2=disagree; 3=agree somewhat; 4=agree; 5=strongly agree

LOW 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ HIGH

A. Objectives and training scheduling

1. Clearly understood the training objectives.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. The stated training objectives were fully met.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. The scheduling, timing and length of the training was suitable to my needs.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

B. Programme design and training materials

1. The training was designed to allow me to learn from and share with participants effectively in order to produce effective results.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. I found the training consistently stimulating, of interest and relevant to me.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. The training programme was designed in a sensible manner.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
4. The training materials and handouts were informative and useful.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
5. The balance between presentations and practical sessions was about right.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

C. Course delivery

1. Presentations stimulated my thinking and the discussions deepened my knowledge.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
2. The training has contributed to a better understanding of how to do a gender land evaluation.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
3. The geographic, gender and organizational mix of participants was about right.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

D. Facilitation

1.

I was able to see clear links between various components of the program.

1☐

2☐

3☐

4☐

5☐
2.

I had adequate opportunities to express my views in small group work.

1☐

2☐

3☐

4☐

5☐
3.

I had adequate opportunities to express my views in plenary discussion.

1☐

2☐

3☐

4☐

5☐
4.

The atmosphere promoted openness and sharing amongst all participants.

1☐

2☐

3☐

4☐

5☐

E. Logistics and administration

1.

The invitation letter and the briefing document were sufficient to allow me to prepare for and participate in the course.

1☐

2☐

3☐

4☐

5☐
2.

The conference rooms and facilities were favorable to learning.

1☐

2☐

3☐

4☐

5☐
3.

The hotel and the local transport arrangements were satisfactory.

1☐

2☐

3☐

4☐

5☐
4.

The organizers were supportive and sensitive to my needs.

1☐

2☐

3☐

4☐

5☐

F. Perceived impact:

1.

The knowledge and ideas gained through this training are appropriate and adequate to understand how to conduct a gender land evaluation.

1☐

2☐

3☐

4☐

5☐
2.

Overall, I am very satisfied with this training.

1☐

2☐

3☐

4☐

5☐
3.

When I return to my organization, I will inform my colleagues and other stakeholders about the training.

1☐

2☐

3☐

4☐

5☐

I found the following course topics very useful

Session 1: Introductions and Expectations

1☐

2☐

3☐

4☐

5☐

Session 2: Understanding the Gender Evaluation Criteria

1☐

2☐

3☐

4☐

5☐

Session 3: How to Prepare for Evaluating Land Tools for Gender Equality

1☐

2☐

3☐

4☐

5☐

Session 4: How to Evaluate Land Tools for Gender Equality

1☐

2☐

3☐

4☐

5☐

Session 5: How to validate the findings of Evaluating Land Tools for Gender Equality

1☐

2☐

3☐

4☐

5☐

Session 6: How to apply the Gender Evaluation Criteria in the design of new land tools

1☐

2☐

3☐

4☐

5☐

Session 7: Action Planning

1☐

2☐

3☐

4☐

5☐

I would have liked to have more... (Select several options if appropriate)

- ☐ Plenary discussions
- ☐ Social Events
- ☐ Lectures / Presentations
- ☐ Free Time
- ☐ Group Work
- ☐ Other (please specify below):

.....

.....

I would have liked to have less... (Select several options if appropriate)

- ☐ Plenary discussions
- ☐ Lectures / Presentations
- ☐ Group Work
- ☐ Social Events
- ☐ Free Time
- ☐ Other (please specify below):

.....

.....

.....

Which messages and/or methods you learned during the course did you find most interesting?

.....

.....

.....

.....

.....

How do you intend to apply what you have learned during the course?

.....

.....

.....

.....

.....

.....

Which follow-up activities would you like to see?

.....

.....

.....

.....

.....

Other comments and suggestions:

.....

.....

.....

.....

.....

.....

Thank you for your inputs!

The inputs will help us improve the organization of similar events in the future.

Annex 2: Evaluation questionnaire for TIE level 2

1=strongly disagree; 2=disagree; 3=agree somewhat; 4=agree; 5=strongly agree

LOW	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	HIGH
1.	Women and men have equal access to land.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
2.	Gender is the biological difference between men and women determined at birth.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
3.	A master plan or a land reform can have different impact on women and men.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
4.	The Gender Evaluation Criteria is a methodology to assess how a land tool responds to both women and men.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
5.	A gender land evaluation needs to be planned well ahead.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
6.	A gender land evaluation is a simple process that can be run by any stakeholder on its own.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
7.	Women should be integrated in all parts of the evaluation process.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
8.	Evaluation findings need validation by key stakeholders.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
9.	The Gender Evaluation Criteria can be used in any country without any amendments.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
10.	An evaluation report is essential for further improvement of the gender responsiveness of a land intervention.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
11.	The Gender Evaluation Criteria can also be used in the design phase of a land intervention.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
12.	Evaluation findings must be based on statistical data.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	
13.	Scorecards are a complicated and comprehensive methodology to validate evaluation results.					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	



photo © UN-Habitat

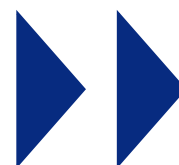




photo © Espacio Feminista

THEMATIC CONTEXT

Part 3: Thematic Context



Thematic context 1: Gender and land

Current inequalities between women and men in access to land

Equal property rights of women and men are fundamental to social and economic gender equality. However, compared to men, women often face discrimination in formal, informal and customary systems of land tenure. Women's ownership of land varies from region to region, but is estimated to be less than 2% worldwide⁴

Around the world, women encounter significant barriers due to social customs or patriarchal tenure systems which prevent them from obtaining and holding rights to land. The commoditization of land and the impact of globalization through unrestricted land markets also disproportionately affect women's land rights. Bringing poor women into the urban economy remains a big challenge, and one source of low status and economic vulnerability of women is their limited access to property rights.

Research shows that despite progress towards greater acceptance of women's equal rights to land in laws and policies, their implementation runs into significant obstacles, ranging from patriarchal attitudes and cultural practices to general lack of political will and resources. Women suffer from discrimination and injustice under various disguises. War or conflict in some countries as well as HIV/AIDS disproportionately affects women's land rights. Women in informal settlements and slums, indigenous women, the disabled, older women, widows and refugees are categories of women who are further marginalized.

Providing equal property rights for women as compared to men is first, and foremost, a right in itself. In addition, providing secure land rights for women often makes economic sense and is critical in fighting poverty. There is a strong correlation between improving women's land rights and reducing poverty. When women control land assets, there is a rise in women's cash incomes, spending on food, children's health and education and household welfare in general. Women's access to land and security of tenure may depend on the good will of their male relatives, in particular husbands, fathers and brothers.

If, however, the husband dies, a widow often loses her rights to other male family members and may have to leave the land and community with her children. Another obstacle is that women can't access credit if they do not own land and therefore miss an important opportunity to establish or increase economic activities and access finances in time of crisis.

Female-headed households, a significant proportion of the poor, can benefit enormously from the security, status and income-earning opportunities which secure rights to even a small plot of land can provide. Women who become single heads of household are particularly vulnerable. Since women's access to land is often through their husbands or fathers, they may lose such access after widowhood, divorce, desertion or male migration. Secure land rights for female farmers and businesswomen can improve investment, access to sources of credit and better land use and productivity, with women frequently regarded as at lower risk of credit default than men.

Gender stereotyping

It is important to be aware of gender stereotypes which often occur around land, and their implications for land access and tenure security. To remind ourselves, gender refers to socially constructed or culturally ascribed characteristics, roles and capabilities of women and men. Table 4 below illustrates some of the implications that stereotypes around gender can have. These are important issues for land professionals to be aware of.

⁴ www.fao.org

Table 4: Gender stereotypes and land tenure security

Gender stereotypes	Implications on land access and tenure security
A woman's place is in the home; the man is the breadwinner of the family.	Men are given more opportunities to use land as a source of income; sons and other male relatives get priority in land inheritance.
The man is the head of the family.	Land tenure instruments (e.g., land titles, leasehold contracts, usufruct certificates etc.) are placed in the name of the man.
Women are weak, dependent and emotional; whereas men are strong, independent and rational. Thus, men are better leaders than women.	Women are not involved in decision-making pertaining to land and other properties of the family; women are not or are less represented in community decision making structures.

Addressing inequalities through gender responsive land tools

Development approaches to implement women's land rights that are driven by general poverty-alleviation (pro-poor) agendas have not succeeded in addressing the above inequalities. Women are disproportionately compromised by gender blind/neutral approaches and more needs to be done to improve women's access to land.



photo © Diane Dumashe

Land tools (defined as practical ways of achieving objectives set by laws and policies) have often been designed to serve male interests and priorities. To be effective for both women and men, the tools need to be developed to also incorporate women's experiences, needs and aspirations. Such tools are referred to as gender responsive land tools in this course. This means realizing as a professional that land tools may impact differently on women and men in a given target group or population. It also requires that both men and women are actively involved in the design of the tool, implementation and evaluation processes. In addition, the diversity of women (as well as men) has to be recognized, with attention given to different sub-groups such as female-headed households, widows or refugees, depending on the specific context.

A whole range of interconnected gender responsive land tools are required to protect women's and men's secure tenure, from intra-household and community-level tools to those that impact specifically on women's access to land and their interaction with the State land systems. It requires the application of a gender lens in areas such as spatial information, land use, planning, registration, administration, management and dispute resolution. For example, a number of tools are involved in securing inheritance rights for women. Tools linking land registry to the civil registry and tools on gender-accessible dispute settlement mechanisms must correlate to tools on gender sensitive administration of estates in inheritance cases in order to be effective.

Thematic context 2: The Gender Evaluation Criteria

While many know the facts about women's unequal access to land and tenure security, one may differ on the best ways to tackle these gender inequalities. As a land professional, it is important to try to objectively assess which land tools have been, more or less, responding to both women and men. It is also important to be able to identify why, and in what particular way, a tool has, or has not, been gender sensitive.

The Gender Evaluation Criteria is an instrument to acquire this information, and its use is the focus of this course. It helps to understand if a land project is, or has been, working for both women and men on the ground. The instrument can also serve as a checklist at the design phase of a land tool and provide guidance on how to assure gender responsiveness throughout a particular land process. In this respect it goes beyond just saying that gender is important to actually show how gender can and should be integrated in land projects - and thus takes the important step from policy development to implementation.

It is important to put the Gender Evaluation Criteria in context. Gender relations are determined by society and culture, and challenging these relations means challenging deeply rooted power structures. The Gender Evaluation Criteria recognizes these deeper issues, but focuses specifically on how land tools, and the stakeholders implementing it, can in practical terms influence gender inequalities. The deeper changes have to take place in parallel and cannot be achieved only through tackling land issues. A land tool is only one piece of the much larger puzzle. At the same time, the Gender Evaluation Criteria is not a politically neutral instrument, and to be successfully applied, it should be used in a systematic way with political support.

The Gender Evaluation Criteria is not a fixed set of rules. Rather it should serve as a guideline for land professionals and other stakeholders to use, adapt, and translate as necessary in different contexts. It is also important to recognize that land tools are evaluated for many different purposes (such as donor requirements or to draw particular lessons) and from many angles. The assessment of a land tool from specifically a gender perspective is likely to complement, or be part of other, wider, evaluations.

One of the values of the Gender Evaluation Criteria is that it provides a holistic framework around women, men and land, rather than looking at one single aspect of gender. Another important element is that a multiple-stakeholder approach (involving, for example, land professionals, government agencies and local communities) is necessary to get all the information in the framework.

The components of the Gender Evaluation Criteria

The Gender Evaluation Criteria refers to a set of questions against which the extent of the gender responsiveness or unresponsiveness of a given land tool can be assessed. It is an analytical lens used in judging whether a land tool upholds and contributes to the attainment of gender equality, or exacerbates and contributes to the inequality of women and men in land access and tenure security.

It should be repeated that this is not a prescriptive list, and the information that is available will vary greatly depending on contexts. As such, it should be seen more as a toolbox, to pick from when relevant, and adapt as necessary, depending on things such as availability of data and baseline studies.

The Gender Evaluation Criteria framework is presented in four columns listing the questions, an explanation as to why the question is relevant from a gender perspective, possible indicators, and possible sources to get the specific information.

Table 5: Summary of the criteria

Criteria 1	Equal participation by women and men and gender-responsive governance.
Criteria 2	Capacity building, organization and empowerment of women and men to use, access and benefit from the tool.
Criteria 3	The tool includes legal and institutional considerations of women and men.
Criteria 4	The tool includes social and cultural considerations in regard to women and men's access to land.
Criteria 5	The tool includes economic considerations in regard to women and men's access to land.
Criteria 6	The tool aims at scale, coordination and sustainability to reach more women and men.

Column 1: Evaluation questions

The twenty-two questions are clustered under six criteria, shown in Table 5, and an explanation of what each of the criteria entails is provided below.

Criteria 1 “Participation” refers to the extent to which women and men were involved in the identification of issues to be addressed by the land tool and in the development and implementation of the tool, as well as to the extent to which the needs and concerns of both women and men were considered in the designing of the tool.

Criteria 2 “Capacity building” refers to the provision of mechanisms, including allocation of resources, to inform and educate both women and men on how to use, access and benefit from the land tool.

Criteria 3 “Legal and institutional considerations” refers to the outcome or impact of the land tool on the protection and promotion of equal rights of women and men to land use, land access and land tenure security.

Criteria 4 “Social and cultural impact” refers to the contributions of the land tool to the elimination of prejudices and discriminating practices against women in land use, land access and land tenure, and therefore to the enhancement or strengthening of the status of women in families, communities and society.

Criteria 5 “Economic impact” refers to the contributions of the land tool to the increase in women's access to economic resources, such as income, credit, land market, land production technologies, and other support services.

Criteria 6 “Scale and sustainability of impact” refers to a tool reaching a wider set of beneficiaries, and ways to sustain this impact.

Column 2: Justification of the evaluation question

The justification for each question is included so that the users of the Gender Evaluation Criteria can appreciate why the question is suggested, and how it is important from a gender perspective. Depending on the specific context a question may be dropped, and others added, after group consultation.

If the Gender Evaluation Criteria is to be applied to another ongoing process (such as a final evaluation of a project) it might be appropriate to only use a limited set of questions and use them to lobby for the importance of the gender responsiveness.

Column 3 and 4: Possible indicators and possible sources

In order to be effective, the evaluation questions need to be answered with evidence. That is to say, it would not suffice to answer them simply by a yes/no answer based on perception. Doing so will not provide the detailed information needed to justify what makes a tool gender-sensitive or not. These details are further needed in order for any meaningful replication of a particularly gender-responsive land tool to take place.

The potential indicators and suggested sources included in the Gender Evaluation Criteria serve as clues for the user on where they may be able to gather such evidence.



photo © Espaço Feminista

Box 2: Land-related gender issues in Brazil, Nepal and Ghana

In Brazil, Nepal and Ghana where the Gender Evaluation Criteria has been piloted by the Global Land Tool Network (GLTN), their respective Constitution recognizes the equality of women and men in land tenure. However, gender equality in land tenure remains far from reality in these countries.

In Brazil, among the obstacles to women's enjoyment of land rights are: i) difficulty of female-headed households to meet the beneficiary requirements of land reform programs; ii) traditional inheritance practices, which hinder women from acquiring land in rural areas; and iii) scarcity of affordable housing in the urban areas (Onsrud et al, 2005). This means that (apart from a gender sensitive Constitution) land reform programs, inheritance practices, and housing costs (or land values) should also be gender responsive to achieve gender equality in land tenure.

In Nepal, according to Upreti et al (2005), the amended Civil Code permits unmarried daughters to have rights to family property, but they will lose these rights when married. The amended Land Act also allows unmarried daughters to inherit tenancy rights but only when they have reached 35 years old. They will also lose this right once married. However, these amendments are hardly enforced as most lands are inherited by men and registered in men's names; and tenancy rights are held by male members of the family. Moreover, divorce, legal separation, infidelity or widowhood can result in woman's loss of her husband's property to one of his male relatives. This situation in Nepal shows that even if the Constitution guarantees basic human rights to all citizens, regardless of sex, there are land tools, such as statutory land laws and traditional practices, which hinder women from enjoying basic human rights equally with men.

Ghana is an example of a nation where customary laws or customary land tenure systems exist in conjunction with formal land administration systems (Runger, 2006). Under the customary law, women's land rights tend to be secondary, and therefore, insecure because they are not clearly defined or documented and have uncertain duration. In situations of marital conflict or divorce, a wife's right to the land belonging to her husband becomes more insecure because customary law does not recognize marital property and non-monetary contributions to the acquisition of property during marriage; a widow cannot also inherit the property of her husband (The Coalition on the Women's Manifesto for Ghana, 2004).

Because of these customary land laws, the equality of rights of all citizens before the law, set forth by the Constitution of Ghana has not yet been realized. Contrary to a provision of the 1992 Constitution of Ghana, there has also been no legislation enacted that will regulate the property rights of spouses during and at dissolution of marriage.

The land tenure experiences of women in Brazil, Nepal and Ghana – and also of many women in other parts of the globe – show that first and foremost the principles of gender equality should be explicit or incorporated in the parent law of a nation. This parent law can be the Constitution or customary law or religious law, or a combination of these laws as in the case of Ghana. To ensure the fulfillment of these principles, the accompanying land tools (e.g., statutory law, guidelines, policies, programs/projects, and practices) of the parent law should also be gender responsive.

Box 3: How to deliver tenure security through evaluation

The non-governmental women organization Espaço Feminista, a local affiliate of Huairou Commission, has piloted the Gender Evaluation Criteria in 2009 and early 2010 in Ponto de Maduro, Recife. The pilot assessed whether the Master Plan of the city equally caters for both women and men.

Shortly after, the Brazilian Government announced that it would not evict the 55,000 people living in Santo Amaro and that they would instead regularize the area which has been under dispute for 46 years.

The Gender Evaluation Criteria played an important role in empowering the women in their negotiations with the government by providing not only entry-points to discuss the matter and relevant questions to ask but also by strengthening the position of the grassroots women organization (see also pages 55 and 69).

Thematic context 3: Preparing for an evaluation



Why planning for an evaluation is important

A key element of any sound evaluation is anticipation of, and preparation for, the evaluation. Developing an evaluation strategy or plan is vital for efficient team work, reaching consensus, working out logistics and identifying whom to consult as well as for issues of transparency. Another important aspect of an evaluation is agreement on objectives and techniques used for the assessment. For example, how to measure impact and against what baselines (since none exist universally) will have to be addressed prior to conducting the evaluation based on the tools objectives, context, evaluation design and data collection methods. Also, how reliable data will be collected and applied needs to be identified in advance to lead to credible and valid answers.

What land tools can be evaluated?

Evaluations can arise out of a variety of reasons, for instance, a requirement of the government or of donors, the demand of the community or academic interest. As discussed above, a wide range of tools can be tested for their gender responsiveness but certain preconditions exist.

A precondition for a successful evaluation is that the land tool is well documented, so that sufficient information can be collected, and that there is political support for the evaluation process. Key stakeholders must agree on the evaluation purpose and objectives (in this case for gender) before the evaluation process starts. The evaluation is not an external intervention or a top-down judgment; it is conceived as a participatory yet objective tool.

Evaluators

This training is intended for land professionals, but the gender evaluation itself is conceived as a multi-stakeholder, participative, and inclusive process where several actors will be involved, and could potentially lead the process. This would include land professionals as well as civil society groups, grassroots, youth groups, policy makers, experts, academics, donor agencies and land professionals. While land professionals bring in their professional knowledge related to land issues, the other stakeholder groups will be needed to get all the information required.

Box 4: Partnership for evaluation

The non-governmental women organization Espaço Feminista which has piloted the Gender Evaluation Criteria in Recife, Brazil, has been working closely with affected grassroots women leaders on preparing and conducting the gender land evaluation. The whole process was women-led and resulted in the regularization of the land. When starting the process Espaço Feminista realized the complexity and technicality of land and contacted FUNDAJ, a research institution, to help with the survey, and also sought support from land professionals. The land professionals and FUNDAJ assisted the women in understanding the land context, adapting the Gender Evaluation Criteria to the local context as well as translating it. The cooperation with land experts helped the women to gain the necessary knowledge and understanding to not only plan and conduct the evaluation but also to influence the master planning process in the future.

Evaluation and validation teams

The **evaluation team** can either be a small group representing some of the key stakeholders or a small homogenous group (i.e. only land professionals or only grassroots women). It is essential that the group must be able to work together (considering group size, tensions among team members, etc.). The size and composition must be practical, keeping in view logistics and resources, and not everyone can or should be in the evaluation team. The composition of the team also depends on the capacity on the ground and who is available to invest time and energy into the process. The responsibilities of the evaluation team are threefold: preparation of the evaluation (development of evaluation strategy, identification of indicators and information sources, adaptation of the Gender Evaluation Criteria to country context), conduct the actual evaluation (data collection and consolidation) and presentation of evaluation findings.

The other group is the **validation group** representing all stakeholders. The core activity of the validation group is to verify the evaluation findings presented by the evaluation team and, if necessary, to agree on recommendations to improve the tool's gender responsiveness.

In whatever way the two teams/groups are composed, it is essential to include a critical mass of women into both evaluation and validation teams to ensure solid contribution and impact of female perspectives to the teams/groups discussions.

Box 5: Does size matter?

'Critical mass' is an idea that has moved from sociology to political science and into popular usage over the last 30 years. Critical mass is based on the belief that the composition of a group will shape its dynamics and decision making. In land governance issues, for instance, the concept of critical mass assumes that the election of an adequate number of female politicians will result in land governance more responsive to women.

Critical mass proportions:

Uniform groups have only one kind of person, one significant social type. Skewed groups are those in which there is a larger predominance of one type over another, up to a ratio of perhaps 85:15. Next, titled groups begin to move toward less extreme distributions and less exaggerated effects. In this situation, with a ratio of perhaps 65:35, dominants are just a majority and tokens a minority. Finally, at a typological ratio of about 60:40 down to 50:50, the group becomes balanced.

Adopted from R. M. Kanter, 'Some Effects of Proportions on Group Life: Skewed Sex Ratios and Responses to Token Women', *American Journal of Sociology* 82, 1976/5, p. 966.

A women-led process?

While a gender evaluation of a land tool will capture both women and men's concerns, the reality in most contexts is that women remain more marginalized. Women, who have for long been discriminated against and disadvantaged in terms of access to land, will hence likely be the focus of the exercise.

The process of evaluating a land tool for gender equality is intended to be gender responsive in itself, and provide a forum for both women and men to voice their views. Local governments, civil society organizations and community groups are often represented by men, and women often have little input into their decisions. It therefore needs to be ensured that women form a critical mass, (minimum 40%) of the evaluation team as well as of the validation group.

If strong female gender champions are available, the evaluation process is ideally women-led. But it cannot be assumed that all women are gender sensitive and that men are not. Men, who are equally important in the process, can just as well lead if they are gender sensitive.

Country and local context

The Gender Evaluation Criteria is a flexible toolbox that provides only a generic framework. Since the situational context varies in each country, and sometimes even within a country, depending on the political, institutional, cultural and governance framework the Gender Evaluation Criteria will need to be localized.

The aspects below give an overview of how the country or local situation may differ and how that will influence the evaluation findings:

- preferred heirs of land,
- opportunities and abilities to use land,
- issuance of land titles,
- opportunity to own land,
- abilities to buy and sell land,
- existence of mechanisms for citizens' participation in land governance at community and national level,
- opportunities to participate in decision making processes,
- existence of land information system to record land rights and transactions,
- existence of sex-disaggregated data,
- ability to attend educational or learning opportunities,
- practices of resolving land disputes,
- participation in land dispute resolution practices,
- usual beneficiaries of land dispute resolution practices and
- access to credit.

The evaluation team therefore needs to adapt/localize the Gender Evaluation Criteria to the specific country/local context. Since not all 6 criteria might be applicable in the specific situation the evaluation team may, for example, need to identify those which are most relevant. The evaluation questions, which are specifying each criteria, also need to be reviewed regarding their relevance. New questions may be added to be able to assess the whole picture of the criteria.

Box 6: Assessing a land tool with a selective approach

Ghana Sisterhood Foundation has piloted the Gender Evaluation Criteria by evaluating an ongoing land reform project which has a strong focus on customary rights and structures. In the frame of this land reform project 'customary land secretariats' have been established with the aim to integrate the advantages of customary practices into formal structures. The affect of the customary practices on women, however, was not clear since men are both primary custodians of land as well as customary leaders and decision makers.

To assess the pros and cons of concentrating on a single of the six criteria of the Gender Evaluation Criteria, Ghana Sisterhood Foundation piloted only criteria 4, which is focussing on customary and traditional laws and practices.

The pilot proved that assessing the gender responsiveness of the land reform project based on only one criteria is difficult since it does not trigger enough information for a comprehensive view on the land tool. As a result findings are weak and do not stand on a solid base. Concentrating on only one criteria, further, limited comprehensive understanding of the approach itself. However, even with this limited approach Ghana Sisterhood Foundation was able to:

- build understanding of the land reform project and its functions among community members, customary leaders and grassroots women,
- develop strategic alliances and
- establish dialogues between government officials traditional leaders, grassroots women and community members.

The piloting experience from Ghana, nonetheless, proved that the Gender Evaluation Criteria has been designed as a holistic tool drawing from a range of criteria/questions to adequately assess the impact of the land tool or intervention on both sexes.

Indicators and information sources are likely to differ from region to region and/or country to country. The gender evaluation criterion therefore only suggests some possible indicators. Localized indicators will need to be developed. Indicators are one of the difficult areas for all evaluators, owing to lack of data, technical competency and baselines.

Whichever indicators are selected, care should be taken to ensure that they are **SMART**:

Specific and sensitive to changes that result due to a certain action;

Measure progress or change;

Attainable and applicable to the policy or action taken;

Relevant to the topic of investigation (gender); and

Time bound showing changes over time.

Information sources can be both data (reports, minutes of meetings, policies and laws, statistics, studies, etc.) and interviews with different stakeholders. The possible information sources are provided as useful clues of where one may find information, but again this would depend on context and the evaluation team will need to review available sources prior to conducting the evaluation and on that basis identify the most suitable information sources for each evaluation question/indicator. It may be the case that reliable data is scarce and that the evaluation will need to be primarily based on quantitative information from interviews.

Development of an evaluation strategy

In summary, several steps will be necessary to prepare the gender evaluation depending on the situational context, capacities and resources. A list of possible activities needed in the strategy, is provided below:

1. The organization/institution/individual who is initiating the gender evaluation to convene an assembly of key stakeholders to form the evaluation team and agree on who will be leading the process. Agreement of all stakeholders on the purpose and objective of the evaluation and on the land tool to be evaluated.
2. Identify the training needs of the evaluation team to effectively facilitate and coordinate the gender evaluation. Identification of training needs of the evaluation team, which may include: gender sensitivity training for an appreciation of different gender concepts and examination of own gender values and practices; training of the team on evaluation methodologies and on convening and facilitating multi-stakeholder forums.
3. Train the evaluation team on identified subjects.
4. Analyze the land governance framework of the country and identify the general gender issues in land access and land tenure.
5. Study policy commitment of the government to gender equality.
6. Study available documentation of the land tool to be evaluated.
7. Identify the opportunities and threats to the conduct of gender evaluation of land tools and to the pursuit of gender equality in land access and tenure security.
8. Develop a general plan (listing of activities or approaches) on how to tap opportunities and avoid threats.
9. Develop a timeline for the process of the gender evaluation; agree on roles and responsibilities of the members of the evaluation team.
10. Develop a plan on how to involve key stakeholders, in particular both women and men from local communities, recognizing the heterogeneity of any community (such as age, ethnicity, race, religion, marital status, income level, education and health status).
11. Localise the Gender Evaluation Criteria to the country or local context (evaluation questions, indicators, information sources, language, etc.).

Thematic context 4: Facilitating a participatory process

The role of the land professional as a facilitator

In facilitating the Gender Evaluation Criteria exercise, there are several principles and skills required, as there are for any participatory process. Effective facilitation is therefore a key competency needed by the land professional or other stakeholders leading the process, to reach an agreement reflecting the opinion of all (both women and men, different professional groups, community members, age groups, and regions/cultures or religions of a country - if applicable).

Being an effective facilitator or leader of a participatory exercise can be a challenging task, and we can all continuously improve in how we do it.

Three core values are important to guide the work of the facilitator:⁵

1. Valid and useful information: the relevant information must be shared among all stakeholders; they must understand it and it must be useful for their discussions.
2. Free and informed choice: those involved are free to make decisions based on the available information and their concerns, interests and desires. They must not be coerced or manipulated into making choices against their will.
3. Internal commitment to the choices made: those involved must not only agree on but also accept the recommendations made for future actions to be taken, it is important that they develop a high degree of ownership and commitment to the decisions that will drive these actions.

There is also a list of important attributes that a good facilitator should have:

Personal qualities: honesty, consistency, acceptance (holding all individuals in unconditional regard), caring (considering the well-being of others); objectivity (having no vested interest, and if you do, declare it so that it is transparent and clear), flexible (ready to change the situation when it calls for it), responsive (to all points of view).

Knowledge: understanding and appreciating the importance of cultural, ethnic and (in this instance most importantly) gender qualities and contributions; group and interpersonal dynamics; group processes; and the different sets of expertise represented in the group (particularly important in the Gender Evaluation Criteria process as it will involve different stakeholder groups with different sets of information).

Interpersonal skills: being an active listener, giving and receiving feedback, asking questions that will stimulate discussions, observing group or individual behavior that might contribute to or adversely affect the group, present information and concepts that will help the group move towards its goals, stimulate interaction, build and maintain trust, and, importantly (in particular in the validation stage of the Gender Evaluation Criteria process) – bring successful closure to the group's interactions.

As a land professional, one would need to be particularly sensitive to the equal participation by local (male and female) community members who would be an important stakeholder in the process, and bring critical pieces of information to the evaluation that you would not have access to on your own.

In the gender criteria evaluation, a critical role for the facilitator is to lead a decision-making process, in particular in the validation of the results (see Session 5). All decisions made during the validation exercise have to be made in agreement of all stakeholders. A decision is a choice between alternatives, and as will become apparent when looking at how to conduct a validation exercise, facilitation skills are needed to bring consensus around the assessments as to the degree of gender-responsiveness of a particular land tool.

Most of the attributes listed above come into play here, importantly that of objectivity, and not letting vested interests or subjective factors influence the process.

⁵ UN-HABITAT, 2005. Key competencies for improving Local Governance, p.115.

Recognizing the different forms of community participation

It can be useful to reflect on the different forms of participation that exist, and to recognize any biases one may have before starting the participatory engagement.

People are sensitive and will immediately know if you are facilitating a participatory process for manipulative or informative purposes only (as explained in Table 6), and it will ultimately negatively affect the Gender Evaluation Criteria process, as you will not have the support needed from all critical stakeholders.

Table 6: Forms of participation by communities in the preparation and conduct of a Gender Evaluation Criteria evaluation⁶

Form of participation by communities	Characteristics	Possible objectives
Manipulation	<p>The participation of a community is for exploitative reasons.</p> <p>Communities are included without positive intention or a meaningful end.</p> <p>There is no participatory decision making</p> <p>Communities are included simply to obtain agreement to do the gender criteria evaluation, or for human and financial resources.</p>	<p>Free labor (to collect information and data)</p> <p>Meeting</p> <p>Donor conditions</p> <p>Political gain</p>
Information participation	<p>A process masquerades as being participatory but it is only to provide basic information to communities or, to access information from them</p> <p>Communities are given information about the Gender Evaluation Criteria intentions. This information is controlled by a government (or other land professional body) and decision-making is unlikely to be open to change. The process is not transparent and the facilitator/leader of the evaluation is not accountable.</p> <p>Positive intentions towards participation, some limited capacity building, but little institutionalization of the process.</p> <p>A forum is established through which communities can communicate their views</p> <p>Information and decision-making controlled by the lead land professional agency/agent doing the gender criteria evaluation but may be adapted to suit the needs of other stakeholders such as the communities involved</p>	<p>Minimizing community resistance to the gender criteria evaluation process</p> <p>Getting the information and data required for the Gender Evaluation Criteria process</p>

⁶ Adapted from Plummer, J., Municipalities and Community Participation: A Sourcebook for Capacity Building, Earthscan publications Ltd., 2000, p. 52

Consultation participation	<p>Positive intentions towards participation, some limited capacity building, but little institutionalization of the process.</p> <p>A forum is established through which communities can communicate their views</p> <p>Information and decision-making controlled by the lead land professional agency/agent doing the gender criteria evaluation but may be adapted to suit the needs of other stakeholders such as the communities involved</p> <p>Greater accountability</p>	<p>Minimize community resistance to the gender criteria evaluation process</p> <p>Ownership</p> <p>Sustainability</p> <p>Efficiency</p> <p>Targeting of vulnerable groups for more equitable development in land sector</p>
Co-operation participation	<p>Stronger form of community decision-making normally promoted after some capacity building or policy change (or may be facilitated by NGOs)</p> <p>Land professionals and the communities co-operate in an alliance towards the goal of undertaking the gender criteria evaluation</p> <p>Communities included right at the start of the process</p> <p>More responsive to men and women's needs within the communities being represented</p>	<p>Community capacity building</p> <p>Ownership</p> <p>Sustainability</p> <p>Efficiency</p> <p>Targeting vulnerable groups</p> <p>Empowerment of the community</p>
Mobilization participation	<p>Communities are in control of the decision-making process and other stakeholders enter into initiatives as required by the community</p> <p>Land professional respond to the efforts of the communities, or facilitate communities to control their own initiatives (this would most likely be applicable in cases where a community of grassroots organization is the lead agency for a gender criteria evaluation)</p>	<p>Community empowerment</p>

Recognizing the different forms of individual participation

In the actual facilitation of the meetings that will be held in preparation and undertaking of the gender criteria evaluation, it is similarly important to recognize that individuals in general communicate, negotiate and manage conflicts differently. These differences are influenced by variables like context, power, status, and the gender of facilitators.

Women and men tend to act differently in group meetings, and there are also often cultural variations to the degree to which, in particular women, feel comfortable to actively participate. In cultures where women do participate actively, they may still take on

a different style of engagement than men, and some would say a more participative and democratic one than the more directive style of men. Obviously one should not fall into the risk of stereotyping, and there will always be individual differences. An effective facilitator must, however, be aware of these dynamics, and enable all participants to comfortably share experiences and opinions equally and, if necessary, limit the speaking time of dominating persons.

Thematic context 5: Undertaking the evaluation

As in any evaluation, the gender evaluation of land tools focuses on data collection, consolidation and validation. It is an investigative process with data collection of credible evidence to indicate how the land tool has been designed and is performing in terms of gender.

Prior to collecting data the evaluation team reviews the evaluation questions and identified indicators, noting what data would need to be collected and from whom in order to answer the questions as well as what data is available. In the data collection phase, the evaluation team compiles the information needed. The intent is to collect information that the key stakeholders participating in the validation exercise perceive as reliable and relevant.

There are several ways to collect data, such as: reviewing surveys, documents, statistical data, and conducting interviews or focus groups. Statistical data and surveys are in themselves rarely comprehensive. Experience has shown that the best evaluation methodology is often a combination of approaches since *quantitative* (data in

the form of numbers) and *qualitative* (data in the form of words) both have their advantages and disadvantages and can complement each other.

Evaluation plan matrix

In order to ensure a smooth evaluation process (data collection and consolidation) it is important for the evaluation team to develop an evaluation plan matrix based on the Gender Evaluation Criteria. The first column of such a matrix consists of all evaluation questions (questions will need to be added or removed according to the local context). The second column lists the identified indicators for each evaluation question and the third column the primary and secondary information sources identified for the local/country context. The evaluation plan matrix forms the basis for data collection. All information collected from interviews and databases and reports needs to be added in the last column. The matrix is a tool to facilitate and coordinate the actual evaluation and ensures, if strictly followed, that all issues are covered.

Table 7: Sample evaluation plan matrix for Criteria 1

Criteria 1: Equal participation by women and men and gender-responsive governance			
	Evaluation question	Identified Indicators	Collected data
1	Does the tool demand and generate political understanding and will to positively implement a gender balanced approach?		
2	Is the decision making process in developing the tool, and within the tool itself, transparent and inclusive for both women and men?		
3	Does the tool rely on and provide sex-disaggregated data?		
4	Does the tool demand positive results for women from public and private bodies responsible for land management?		
5	Additional questions if needed		

Quantitative data collection

Quantitative data are information in numeric form. They can either be counted (such as the number of people who attend a meeting) or compared on a numerical scale (such as the number of training participants who said that a training was “very helpful” or “somewhat helpful”).

It can be time consuming to find relevant quantitative data; all documents related to the land tool/intervention will need to be reviewed if they contain useable data that responds to the evaluation questions and indicators. Government officials might be helpful in searching and finding the right set of documents.

Data collection through interviews⁷

Interviews of resource persons are the other, often more promising way, of collecting relevant data. Taking notes during interviews is critical for ensuring that what the respondents say is accurately captured. A common error is for data collectors to interpret or analyze what respondents have said prior to writing it down. It is crucial to separate data collection from data analysis and to avoid assuming what the respondent meant.

Key steps to follow in data collection are:

1. Separate description and raw data collection from analysis, judgment, interpretation or insight.
2. Do not attempt to recall what was said in an interview or discussion at a later time (e.g. in the car or back at the office). Inevitably, such recalled data will be biased by the interviewers’ insights and analysis.
3. Disciplined and conscientious taking of detailed notes at all stages of the fieldwork, including notes on matters differing from the planned interviewing strategy.
4. Descriptive notes taking: Note, next to what the respondent has said, also reactions to points that were made in the discussions as well as any other relevant visual observations. The intent is to have data that describe accurately, not only what was said, but also the setting in which it was said.
5. Make notes that refer to the Evaluation Plan Matrix, either in the last column or on a separate paper. If using a separate paper, number the boxes in the last column and refer to these numbers in the notes.

6. Quote directly from interviews or discussions. This allows people to be represented in their own words and terms. It also provides powerful anecdotal evidence for the validation exercise.

7. Use the notes that you have taken to confirm important points that are made in order to ensure that their intended meaning is fully understood. Notes also facilitate crosschecking with other sources.

8. Document even points that seem to be unimportant. This serves two purposes: the point may prove to be important either later in the interview/discussion or during analysis; and noting of every point assures respondents that the interviewer is being unbiased in what he/she documents and gives each person’s ideas equal value.

9. Do not let note taking disrupt the flow of the conversation, interview or discussion. In one-on-one interviews, this is not usually a problem. In group settings, however, where the role as facilitator is paramount, the use of a facilitator and a separate note taker is the best approach.

⁷ Adapted from: United Nations World Food Programme, Monitoring and Evaluation Guidelines. Going to the field to collect monitoring and evaluation data.
<http://www.wfp.org/content/monitoring-and-evaluation-guidelines>

Data consolidation and processing⁸

As the critical first step, following data collection and prior to data analysis, raw qualitative data (e.g. numeric data from reports or statistics, interview notes) must be processed and consolidated in order to be usable at the validation exercise. The members of the evaluation team who conducted the interviews process and consolidate the data. This will require some form of data cleaning and organizing so that the data is ready to be analysed and assessed at the validation exercise. The degree to which this is done well can significantly affect the quality of subsequent analysis and the process of reaching an agreement.

While numeric data can be, after careful selection, easily entered into the evaluation plan matrix, quantitative data from interviews needs special consolidation and processing, as described below.

Step 1: Summarize key points and identify quotations

Review data collection notes for each interview or discussion session. It is likely that the notes are in very rough form. Circle and note key discussion points and responses and consolidate long narratives into summary points. Also highlight key quotes that you may want to use in your presentation of the results and keep a list of quotations that might be used to illustrate important points made by discussion or interview participants.

Step 2: Organize key points by evaluation question

For each group or individual interview or discussion session organize the key discussion points, responses, and summary points by evaluation question. Answers to evaluation questions discussed by more than one group or respondent have to be systematically listed in the last column of the evaluation plan matrix to facilitate easy comparison between groups or respondents during the validation exercise.

Step 3: Listing of discussion points on unique topics

Due to the open-ended nature of qualitative inquiry, topics brought up during the discussion or interview (e.g. those not pre-planned as evaluation questions), should be listed as bullet summary points at the bottom of the evaluation plan matrix. This additional information may provide valuable insights and round out the picture of the evaluated criteria.

⁸Adapted from: United Nations World Food Programme, Monitoring and Evaluation Guidelines. How to consolidate, process and analyse qualitative and quantitative data. <http://www.wfp.org/content/monitoring-and-evaluation-guidelines>

Thematic context 6: Undertaking a validation exercise as part of the evaluation

Why a validation exercise is critical

There are a number of reasons why a validation exercise is highly recommended as part of any evaluation, including a gender evaluation of a land tool, as follows:

Ensuring ownership

Evaluation of the gender responsiveness of a land tool is only one step in the process towards gender equality around land issues. However technical it may seem, it is always a political process and all involved parties must be able to accept not only the purposes and objectives but also the outcomes of the evaluation for it to be considered successful and to make follow-up activities possible. Therefore, ownership of the process is vital and findings need validation by all stakeholders.

Ensuring reliability

One of the challenges of any evaluation is its reliability-which is based on methodology (clarity of what one is doing), legitimacy (transparency and agreement) and accuracy (based on reality). Thus results of evaluations, even simple ones, must be genuine and able to withstand careful examination. Data gathered needs to be as accurate as possible, even though this may be difficult. Where a certain kind of information is not available, the evaluation must say so. On the other hand, the evaluation must make the most of what hard information is available while exploring other participative methods of generating data.

Verifying findings

The legitimacy of the findings of the gender evaluation is reached through its verification by the key stakeholder group. It is recommended to conduct for this purpose a 1-day meeting of all key stakeholders (government, professionals, grassroots, academics, etc.) after the evaluation has been carried out and its findings have been consolidated. It is among the roles and responsibilities of the evaluation team (compare session 3/handout 1) to prepare, organize and facilitate

the validation exercise. The overall objective of this exercise/meeting is to find an agreement among all key stakeholders on the evaluation findings, including recommendations for future actions to increase the gender equality of the assessed land tool - if necessary.

Understanding findings

Experiences show that often little statistical data, in particular age and sex-disaggregated data, is available. The collected information is therefore often primarily based on interviews. As a result, findings are often abstract and key information difficult to assess for people who did not carry out the evaluation. Since the evaluation of the gender-responsiveness of a land tool is only one step towards more gender equality it is essential to present clear findings on whose basis advanced activities can be planned and implemented. Therefore a scorecard methodology, outlined below, is introduced as a simple way of making the evaluation findings more accessible.

Recording findings

Whether the validation group concludes that the assessed land tool is not, partly or fully gender responsive, it is important to capture key findings, recommendations and important information on the evaluation context to prepare the ground for improvement or to allow replication. An evaluation report should, therefore, record key findings, strengths and weaknesses of the land tool as well as recommendations on improving its gender responsiveness. It should further indicate limits to the reliability and validity of the gender evaluation itself. It needs to include a background on why a particular tool was selected for evaluation, and how the evaluation and validation teams were selected. It obviously needs to be tailored to the target audience, and may also need to follow certain reporting requirements, for example, from a donor. The final report can be written by the evaluation team after the validation exercise, but a short and reliable report should be jointly written by all stakeholders during the validation exercise (see template provided below), to ensure agreement of all stakeholders.

The scorecard methodology as a validation method

Scorecards are widely used in different sectors to measure performance. They are a simple method which can yield valuable information for monitoring and evaluation. They are intended to be an approach for simple and 'approachable' rather than detailed technical measurements. The findings from the scorecard can be only as rigorous as the information available and the process undertaken.

Box 7: Introducing the scorecard approach

Lumanti, a women empowerment organization in Nepal, has used the Gender Evaluation Criteria to evaluate the recently formed Land Reform Commission, which is making recommendations for improvements of the national land policy and land administration system to the government.

While working with UNDP, Lumanti has first used a scorecard approach to assess governance structures. By using the UNDP scorecard, scores were assigned to provide a % value for each core principle of good governance. Low scores immediately identified where governance services required attention.

In order to make the evaluation findings for the gender responsiveness of the Land Reform Commission more accessible, Lumanti adapted the UNDP scorecard. Lumanti engaged with a number of groups, including grassroots women and land professionals, to conduct the evaluation using the adapted scorecard methodology. After collecting the relevant data to answer the evaluation questions, Lumanti conducted a meeting with community members, land professionals, government officials, representatives of the Land Commission and NGOs to analyse the collected data and validate the findings. Participants were divided into 6 smaller groups each scoring one criteria. For two hours the groups discussed and rated the criteria against several indicators. The final results were shared with all involved stakeholders for final feedback.

With the scorecard methodology a score between 1 (=very poor) and 5 (=very good) will be allocated to each criteria. The rating is based on the collected information for each of the evaluation questions and its related indicators and can only be made on the basis of the available and collected information - not on assumptions. The scorecard is not meant to be a judgment, but rather a constructive appraisal. Therefore, the evaluators have to be objective but also keep in mind the self-assessment of individuals and agencies involved. The scorecard methodology is intended as

a multi-stakeholder approach but the expectations and perspectives of the stakeholders may not be easily reconciled.

The advantage of scorecards is that it is a quick and affordable method; if needed, it can be used in conjunction with, or as precursors of, more in depth evaluations.

Risks in using the scorecard method to validate the findings

Scorecards are a simple method to assess performance and can therefore turn out to be relatively superficial and general. Since scorecards operate through a system of ratings, they can be subjective and open to interpretation. The rating on which the multi-stakeholder group agrees will also depend on the composition of the team, the negotiation power of the participating parties, and the facilitation skills of the moderator. Guidance on how to standardize the ratings must therefore be developed/ provided.

The relatively short period in which the validation of the findings through the scorecard will be done (usually one day) may lead to rushed results; but it is unlikely that the key stakeholders (in particular high level government officials) will commit themselves for more than one day.

Addressing the limitations of scorecards

The limitations of scorecards can be addressed by acknowledging what it is: a rapid assessment of the gender responsiveness of a land tool, which may need to be supported by more in depth study. The scorecard ratings are not merely numbers but, also indicate context, reasons, strong and weak points as well as recommendations.

Thematic context 7: Applying the scorecard methodology to the gender evaluation

How to do a scorecard scoring and analysis in a gender evaluation of a land tool

The scorecard offers a simple way of validating the results of the gender evaluation of a land tool in an objective fashion by rating its impact on women and men based on the relevant criteria. By using the scorecard approach every criteria will be rated from 1 to 5; where one is equivalent to no gender responsiveness, two is for little/ poor gender responsiveness, three is for gender responsiveness with problems, four is for good gender response and five is very good, as listed in Table 8 below. The evaluation questions, indicators, and collected data from this gender evaluation are the foundation for the ranking process. If some evaluation questions are not relevant (or information not available), the stakeholders

will have to rate on the basis of available information, as cross referenced or corroborated.

The scorecard is not meant to be a judgment, but rather a constructive appraisal. Therefore, the evaluators have to be objective but also keep in mind the self-assessment of individuals and agencies involved. The whole approach can be only as rigorous as the information available and the process undertaken.

Box 8: Scorecard rating for the gender evaluation

- 1 = very poor/ no gender responsiveness
- 2 = poor/ little gender responsiveness
- 3 = fair/ gender responsive but with problems
- 4 = good/ good response to gender
- 5 = very good/ tool equally meets women and men's needs

Table 8: Scorecard for the gender evaluation of land tools

Gender Evaluation Criteria:	1 Very poor	2 Poor	3 Fair	4 Good	5 Very Good	Comments
1. Equal participation by women and men						
2. Capacity building and empowerment of women and men						
3. Legal and institutional set-up promotes gender equality						
4. Consideration of customary rights						
5. Equal economic implications for women and men						
6. Tool can be upscaled and sustained with benefits for more women						

The five steps below outline how to do a validation exercise by using the score card approach (see activity 5.1).

Step 1: Presentation/discussion of findings

Evaluation Team to present detailed findings for each criteria - based on evaluation questions and indicators to key stakeholder group.

Clarification of findings (per criteria).

Discussion of strengths and weaknesses of each criteria in context.

Step 2: Scoring

Stakeholder group to reach agreement on level of gender equality of each criteria based on available information and discussion using the rating listed in Box 8.

Step 3: Calculating the overall score

Add the scores of all criteria.

Divide this total score by the maximum score (30 for 6 criteria, 25 for 5 criteria, 20 for 4 criteria, etc.).

Multiply by 100 to get the overall level of gender equality of the land tool in %.

Total score:

x 100 = level of gender equality of land tool in %

Max score (30)

Table 9: Sample calculation

Criteria	Score
1	1
2	2
3	4
4	3
5	4
6	2
Total	16
(Total score/30) * 100	53.3%

Step 4: Assessing effectiveness of land tool

The calculated percentage describes the overall gender responsiveness of the land tool based on the following assessment scale:

Very good	85-100%
Good	65- 84%
Fair	50- 64%
Poor	35- 49%
Very Poor	Below 35%

A sample interpretation of data can be found in table 9. Here the tool is fairly gender responsive with problems in regard to participation (criteria 1), capacity building (criteria 2) and scalability/sustainability (criteria 6).

Step 5: Writing the report of the gender evaluation

After agreeing on scores for each criteria a short but reliable report needs to be written by all stakeholders. Table 10 provides a suggested format that can be used to summarise the outcome of the score card validation exercise discussions.

Next to the agreed scores, a short explanation why the validation group scored that way needs to be provided and the strong and the weak points of each criteria need to be written down (based on the land tools performance for each indicator). Further, limitations of the evaluation need to be mentioned in the report.

With the evidence gained from the gender evaluation, the report may have different uses. Land tools that are found to score high in terms of gender-responsiveness may be documented further as 'good practices', and be encouraged to be embedded in a country's land system, if not yet part of it.

For land tools that score lower, the report forms the basis for moving ahead in improving the land tools gender responsiveness and, therefore, needs to provide recommendations for future activities/actions. The land tool may need further examination to fully understand what makes it impact differently on women and men, and how these factors can be best addressed.

Table 10: Evaluation report template

	Criteria 1 Participation	Criteria 2 Empowerment	Criteria 3 Equal tenure	Criteria 4 Customary	Criteria 5 Economic implications	Criteria 6 Upscaling
Score card points (1 -5)						
Why/ How did you score this way? (comments on scoring, indicators and sources)						
Strong points						
Weak points						
Other comments (limitations, etc.)						
Recommendations for action/ entry-points						

Thematic context 8: Applying Gender Evaluation Criteria to land tool design

The Gender Evaluation Criteria can be a very useful instrument at the start of a land process, as well as for evaluation. Firstly, it can be an essential instrument in the design phase of a new land tool, to make sure that it meets the needs of both women and men. Often, land tools are developed by men, who tend to dominate the land professional jobs (such as land surveying) in many countries. As has been stated earlier, many land tools have furthermore traditionally been designed to serve male interests, whether consciously or unconsciously, and more or less explicitly.

The Gender Evaluation Criteria can be applied in the design of a new land tool by rephrasing the wording of the 22 evaluation questions so as to ask not if the land tool “is” or “does” but “will”. The indicators can be used as guiding posts, in terms of how the land tool will be applied.

Box 9: Using the Gender Evaluation Criteria as a check-list to ensure gender responsive land regularization in Recife, Brazil

Brazil is a country of huge inequality and injustice prevailing mostly among women and black population groups. Since colonial times, women and blacks did not have access to land, and these barriers to land ownership are still reflected in the social indicators for Brazil. Some of the specific obstacles faced by women are summarized in Box 2 on page 53.

Significant advances in the legal framework are now taking place in Brazil. On July 2001, the City Statute was approved by the Brazilian National Congress, a federal law which aims to regulate the chapter on urban policy found in the 1988 Constitution. It supports significant changes in planning and property laws. One of the most significant changes involves the conversion of illegal or informal property claims to legal property rights through the fundiary regularization tool.

Espaço Feminsita, a feminist NGO based in Recife, Brazil has, since 2009, been using the Gender Evaluation Criteria as an advocacy tool in their struggle to secure tenure for the communities of Ponto de Maduro, a large informal settlement and home to over 8,000 low-income households. At the World Urban Forum in Rio de Janeiro in 2010, it was announced that the area residents would not be evicted, and that a process of regularization would commence. It was also publicly committed that a gender-sensitive approach would be used, and that this would be ensured through the application of the gender evaluation criteria throughout the regularization process.

A Local Committee has been established to oversee the regularization process, where Espaço Feminsita has a seat and plays a critical role. The Local Committee is a good example of the type of multi-stakeholder forum needed for the gender evaluation criteria to be fully incorporated in a planning process. The other representatives are SPU (the federal agency that owns the land), CEHAB (the state agency responsible to implement the regularization process) and FUNDAJ (a well-renowned Brazilian research organization). The Committee will use the gender evaluation criteria as a check-list prior to commencing, and throughout the process. As part of the application of the gender evaluation criteria, FUNDAJ is also preparing a survey based on the criteria, and the data is also intended to be used later, as a baseline, for any evaluation of impact.

By using a gendered approach, the Local Committee will ensure that both women and men are not only beneficiaries, but social agents in the regularization process. The Local Committee recognizes that, without women in the process, the company is, for example, likely to abide by old norms and give priority to men when distributing the land and housing titles. Many case studies in Brazil show private contractors discriminating against women in the titling process, assuming that the men in the community, as household heads, should be the ones to obtain the title in their names. Women's groups will also lead on mediating and solving potential conflicts likely to arise in any land regularization effort.

Similarly, the Gender Evaluation Criteria can be applied at the start of the application of a land tool even if it is not necessarily a newly designed one. For example, in the commencement of land regularization programme, that the case study below illustrates. In these instances, the Gender Evaluation Criteria will also be rephrased to future tense, as a check-list to capture how the implementation intends to take place, and how it will integrate gender concerns.

Using the Gender Evaluation Criteria in these ways will involve some similar steps to those outlined earlier when used for evaluation purposes. Firstly, a team (just as the 'evaluation team') will need to be established to (i) agree which of the evaluation criteria and questions would be useful in the particular context, and adapt these as necessary (including translation if necessary); and (ii) ensure that these criteria and questions are systematically used in the design and/or implementation of the land intervention in question. Similar to the process of planning and preparing the gender evaluation, it is important that key stakeholders agree on the composition of the team, that the team has a critical mass of women and a gender champion (who could be either female or male) to lead the process and that there is general agreement on the process of using the gender evaluation criteria.

There might be one main difference between the composition of this team and an 'evaluation team'. Often, an evaluation would be a specific activity, with a separate budget and clear outputs. The evaluation team would therefore be set up with the specific purpose to undertake the gender evaluation. In using the Gender Evaluation Criteria in the design and on-going phases, there may not be a separate team focused specifically on this. Rather, this task is likely to be integrated into the terms of references of an already established group (such as the local committee in the example above from Brazil).



Annex 3: Glossary

Gender refers to culturally prescribed social roles and identities of men and women that are highly variable across cultures and are subject to change. In contrast to sex which is the biological difference between men and women determined at birth.

Gender balance refers to a situation where the number of women and number of men in an activity (meetings, training events, planning, etc.) or a structure (leadership structures, membership structures, multi-stakeholder structures) is equal or approximately equal.

Gender blind is a perspective which does not recognize the differences between women and men. For example, policies, programmes, projects and institutions can be gender blind if the differences between women and men are not considered even though they are relevant for the issues under consideration.

Gender equality is a condition where both women and men enjoy same rights listed in the Universal Declaration of Human Rights (UDHR) and the Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW). Article 17 of UDHR is on right to own property and possessions. Article 16 of CEDAW is, among others, on right to "ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration."

Gender Evaluation Criteria refers to a set of factors against which the extent of the gender responsiveness or unresponsiveness of land tools can be assessed. In other words, it is an analytical lens used in judging whether a land tool upholds and contributes to the attainment of gender equality, or exacerbates and contributes to the inequality of women and men in land access and tenure security.

Gendering tools Modifying tools so that they can be used in response to obstacles women face in using tools, recognising the differential impact of a tool on women and men. It is a process of ensuring that tools can deliver on women's rights to land, property and housing.

Gender responsive is a description of entities (e.g., persons, groups, institutions, programs, projects, land tools) that provide concrete actions or measures to resolve gender inequality issues, and concrete responses to women's practical and strategic gender needs. Gender responsiveness presupposes gender sensitivity.

Gender sensitive is a description of entities (e.g., persons, groups, institutions, programs, projects, land tools) that: i) acknowledge gender inequality as a social problem; ii) show concern or awareness of women's practical and strategic gender needs; and iii) explicitly commit to the satisfaction of these needs to attain gender equality.

Indicators are the quantitative and qualitative specifications for an objective, used for measuring progress toward attaining the objective.

Impact is the significant and lasting effect on, or changes in, the well-being of large numbers of intended beneficiaries. It includes planned as well as unplanned consequences of the project, programme, etc.

Scaling up is a practice which transforms successful piloted tools into those providing similar benefits and experiences for a wider set of beneficiaries.

Sex-disaggregated data is quantitative statistical information on differences and inequalities between women and men. Sex-disaggregated data is a more accurate term than gender-disaggregated data.

Tools are the converters of objectives in legislation, policy or principles into implementation. It is the knowledge, skill and ability on how to practically deliver results.

Annex 4: Recommended reading

Benschop, Marjolein. 2004. Women's Right to Land and Housing. Paper for the Commission for Sustainable Development (CSD) April 2004. UN-HABITAT.

<http://www.gltn.net/en/e-library/gender/womensrights-to-land-and-property/details.html>

FAO. 2005. Gender and Land. Compendium of Country Studies. Rome, Italy.

The compendium presents different country experiences in relation to land rights and their gender equity considerations. It examines changing legal and customary institutions in Brazil, Burkina Faso, Nicaragua and Senegal including a comparative look at the multiple lessons learned from various relevant country interventions over the last 20 years. <http://www.fao.org/docrep/008/a0297e/a0297e00.htm>

FAO. 2002. Gender and Access to Land. Land Tenure Series 4. Rome, Italy. <http://ftp.fao.org/docrep/fao/005/y4308e/y4308e00.pdf>

GLTN 2008. Gender Evaluation Criteria. Available in English, French, Spanish and Portuguese at <http://www.gltn.net/en/on-going-initiatives/gender-mechanism-2.html>

GLTN publications on gender, land property and housing.

<http://www.gltn.net/en/e-library/gender/index.php>

GLTN. 2010. GLTN Roundtable on Gender Evaluation Criteria at the World Urban Forum 5 in Rio de Janeiro, Brazil. http://www.gltn.net/index.php?option=com_docman&gid=239&task=doc_details&Itemid=24

UN-HABITAT. 2005. Design of Global Network to Develop Pro-Poor Land Tools.

UN-HABITAT. 2005. Key Competencies for Improving Local Governance.

UN-HABITAT. 2005. Secure Tenure Options for Women.

<http://www.gltn.net/en/search-publication/gender/shared-tenure-options-for-women-/details.html>

UN-HABITAT and GLTN. 2008. Land Registration in Ethiopia: Early Impacts on Women.

<http://www.gltn.net/en/newspage/land-registration-inethiopia-early-impacts-on-women.html>

United Nations World Food Programme, Monitoring and Evaluation Guidelines. <http://www.wfp.org/content/monitoring-and-evaluation-guidelines>



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Annex 5: Gender Evaluation Criteria Matrix

	Evaluation question (what do we want to know about the tool?)	Why is this question relevant from a gender perspective?	Some possible indicators	Some possible information sources
CRITERIA 1: EQUAL PARTICIPATION BY WOMEN AND MEN AND GENDER-RESPONSIVE GOVERNANCE				
1.	Does the tool demand and generate political understanding and will to positively implement a gender balanced approach?	<p>To promote inclusivity, access, and effective voices from both women and men in order that their needs, priorities and realities be correctly reflected and addressed by the tool</p> <p>To acknowledge that a paradigm shift is needed if access to land is to be truly equal for women and men</p>	<p>Timeframes met, such as [x months] to scope, [y months] to politically discuss and [z years] to implement</p> <p>Cross party parliamentary committee scrutiny that objectives are achieved within an agreed timeframe [by x year]</p> <p>A cross cutting departmental mechanism has been set up within an agreed time [year x]</p>	<p>Government websites (noting that these may not always reveal reality, or be accessible by all women)</p> <p>Government documents such changes in land legislation</p> <p>Land records</p>
2.	Is the decision making process in developing the tool, and within the tool itself, transparent and inclusive for both women and men?	To provide opportunities for enhancing education and participation for both women and men toward influencing the processes from their perspective and needs	<p>An agreed critical mass [x %] of the decision makers are women</p> <p>An agreed number of meetings held regularly [x timeframe] and attended by a representative group [y %] of stakeholders representing women and men, different age and ethnic groups etc.</p> <p>An agreed set of critical information available on the Internet</p> <p>Information published [every x months] in newspapers, and in libraries and community centers</p>	<p>Organograms</p> <p>Announcements and notes of meetings</p> <p>Names of members of decision making bodies on the Internet</p> <p>Attendance lists of meetings</p> <p>Interviews with female and male stakeholders</p>
3.	Does the tool rely on and provide sex-disaggregated data?	To generate and evaluate over time different realities by gender—which are hidden when only single sex statistics are used for both women and men	<p>Sex-disaggregated statistics and other information collected on an agreed set of topics and presented</p> <p>Sex-disaggregated statistics collected on a continual basis</p> <p>Sex-disaggregated statistics used in all relevant land documents and planning</p>	<p>Statistical publications</p> <p>Evaluation reports</p> <p>Public presentations and speeches citing data</p> <p>Government, donor agencies and NGO studies</p>
4.	Does the tool demand positive results for women from public and private bodies responsible for land management?	To ensure that the tool responds to the needs of all women, recognizing that women are not a homogenous group, and that gender-responsive land management caters to women and men who may have specific, and potentially different, needs	<p>The tool explicitly spells out that the target group is women and men and recognizes that the impact can be different</p> <p>Annual assessment of submitted returns to body responsible for land management, and audit on successes and failures</p> <p>The policy is run through to the judiciary and implementing departments</p>	<p>Court records</p> <p>Evaluation reports</p> <p>Training manuals for land management staff</p>

CRITERIA 2: CAPACITY BUILDING, ORGANIZATION AND EMPOWERMENT OF WOMEN AND MEN TO USE, ACCESS AND BENEFIT FROM THE TOOL				
5.	Are financial resources explicitly allocated for capacity building of both women and men to benefit from the tool?	To provide awareness and training to promote awareness of the tool as well as constructive engagement with tool development, focusing on change agents as well as all stakeholders, particularly poorer and illiterate women	Comprehensive time frame from inception to completion and subsequent monitoring and evaluation A proportion [x %] of communities each year under go education program, with target of [y %] women to attend	Central, regional and local government budgets Land administration and management office budgets
6.	Is the information clear to, and does it empower, both women and men to utilize the tool and know their rights related to this tool?	To ensure availability and transparency of the tool, and clarify any misconceptions that prevents maximum utilization by both women and men	Information is available in at least [x] different forms (such as written, radio etc) and in local languages for different stakeholders Community group funding for education put in place by an agreed timeframe [by end of year x of implementation] The number of awareness raising initiatives related to the tool conducted	Survey reports Press releases Reports on training activities Evaluation reports Feedback from female and male community members as to whether they gained the information needed Feedback reports provided by female and male trainees Impact assessments and post-training evaluations
7.	Does the tool provide mechanisms for assessment and evaluation (at numerous levels) by female and male stakeholders?	To promote positive gender equal perspectives during evaluation and make sure the impact on both women and men is recognized and included	Monitoring and evaluation reports include stakeholder views	Annual reports by the government department concerned
CRITERIA 3: THE TOOL INCLUDES LEGAL AND INSTITUTIONAL CONSIDERATIONS OF WOMEN AND MEN				
8.	Is the tool based on the principle of gender equality and does it protect women's land/ tenure rights?	To recognize that women form a disproportionate % of the poor without access to land which require land tenure/rights based on gender equality	Clauses (or provisions) specific to women's roles in management, control, disposal and use of land embedded in law Periodic [every x years] reviews indicating gender equality approaches are used by all stakeholders and across government departments Enforcement mechanisms in place	Documented sex-disaggregated data on informal settlements and state of landlessness in the specific legislations and land registries

This table shows the progress by GLTN so far and will be further refined during further piloting of the evaluation questions in 2009-2010.

The Global Land Tool Network (GLTN) is focused on establishing a continuum of land rights and the creation of innovative, pro-poor, scalable and gender-sensitive land management and land tenure tools. It achieves this by a range of activities including organizing workshops and e-forums to facilitate a wide range of stakeholder inputs. The goals, values and priorities of the GLTN underscore the need for all land tools to be gender-sensitive, as does the process of tool development itself. Gender is a central aspect of the Network through a gender mechanism, of which this work on gender evaluation criteria is a part (see www.gltn.net).

Evaluation question (what do we want to know about the tool?)	Why is this question relevant from a gender perspective?	Some possible indicators	Some possible information sources
9. Does the tool acknowledge conflict of interests and the different gender impacts this may have?	To develop appropriate responses recognizing that access to land is political, and that the paradigm has often been dominated by male interests	Cultural interests and user interests are documented in an agreed number of publications	Interviews with female and male stakeholders
10. Does the tool provide gender-sensitive dispute resolution?	To facilitate access to justice as well as alternate land dispute resolution mechanisms which are gender-sensitive (recognizing that disputes often are disproportionately expensive and time consuming for the poor, and particularly for poor women) and specific to the socio-cultural context	Transparent and well informed institutions for resolving dispute are established at all levels Land administration and management systems have dispute resolution mechanisms built in that are available to both women and men Traditional dispute resolution mechanisms are used in an agreed set of instances Legal aid is available to the local communities	Interviews with female and male stakeholders Interviews with traditional and local authorities
11. Does the tool promote the principle of a bundle of rights?	To promote gendered access to land by taking into consideration the different and diverse rights/needs which women and men may have in land, for example these may include user or secondary rights	Rights provided by the tool specified in relevant laws Government adopts equitable processes and practices to resolve disputes between rights based and rights to use	Implementation manuals
12. Does the tool provide different tenure options, recognizing a continuum of rights?	To recognize and facilitate a variety of tenure types which may serve women better for example, collective rights	The tools focuses or adapts to a number of tenure types	Implementation manuals
CRITERIA 4: THE TOOL INCLUDES SOCIAL AND CULTURAL CONSIDERATIONS IN REGARD TO WOMEN AND MEN'S ACCESS TO LAND			
13. Does the tool take into consideration statutory and customary laws and practices affecting women's land rights?	To constructively engage with customary laws and practices (such as inheritance) and assess the social and cultural change that may be required to create benefits and resist negative impact on women's property rights	Consultations to provide [x %] attendance from agreed (representative) groups Government plan of action to roll out educational campaign disseminating the results, and identifying programs for change where necessary for cultural dimensions	Government information services NGO/ Donors monitoring and making budgets available to assist under good governance programs
14. Does the tool demand positive results for women particularly in the context of traditional land structures?	To ensure that traditional governance/land structures treat women and men fairly and equally	Proactive collaborative (mutual learning) mechanisms identified which lead to better land governance processes Work with traditional leaders to adjust as necessary new customary practices Professional national member associations engage with traditional land structures Stakeholders interface with women and men in traditional land structures	Interviews with female and male stakeholders Interviews with traditional and local authorities

CRITERIA 5: THE TOOL INCLUDES ECONOMIC CONSIDERATIONS IN REGARD TO WOMEN AND MEN'S ACCESS TO LAND

15.	Does the tool promote innovation in economic models to favor women's benefit of land?	As economic innovations are needed, including protection from evictions, foreclosures, access to credit, and compensation for government land acquisition. All of these are related to security of tenure questions for women	Rates of illegal evictions reduced by x % each year over a [y] year period Registry/cadastre accommodates rights based and use rights tenure	Government and NGO statistics
16.	Does the tool integrate other sectors such as agriculture, water and sanitation and does this impact positively for women and men?	To ensure linkages as access to water and sanitation are primary, and often more fundamental than land access for many women	An agreed number of key ministries involved and regularly informed.	Reports by the concerned government departments
17.	Does the tool encourage a market that is accessible to women and provides equity for women and men?	To encourage, to the extent relevant or possible land markets that are fair and affordable to both women and men	Urban and rural register recognizes increasing uptake of gender balanced occupants	Land records
18.	Does the tool promote economic opportunities for both women and men?	To enable, to the extent relevant or possible, both men and women to access and enjoy land for livelihood, as an asset, and for other benefits, including collateral to access credit	Registry/cadastre accommodates rights based and use rights tenure	Sex-disaggregated economic data Interviews with female and male stakeholders

CRITERIA 6: THE TOOL AIMS AT SCALE, COORDINATION AND SUSTAINABILITY TO REACH MORE WOMEN AND MEN

19.	Can the tool be implemented at city or national level?	To operationalise generic gender-sensitive principles and tools at scale, or their adaptation at the local scale level to suit local circumstances	An agreed number of instruments executed and registered in registries within a specified time	Implementation manuals
20.	Can the tool be implemented consistently (rather than ad-hoc)?	To develop tools that systematically address women's empowerment and land rights, rather than partial sighted short-term projects	Existence of an implementation framework Existence of manuals for implementation	Implementation manuals
21.	Is the tool linked with other tools required to protect women and men's security of tenure?	To create toolkits which contain a range of interconnected gendered tools required to protect women's secure land tenure	Existence of linkages with other tools in implementation manual	Implementation manuals Reviews/reports of other tools in existence
22.	Is there formal engagement between communities and local/national governments?	To ensure effectiveness of a gender-responsive tool at scale government change agents must be in touch with civic society, and dialogue held between, for example, grassroots representatives and land professionals	An agreed number of meetings and dialogues with communities and local authorities	Annual reports by the concerned government department Interviews with male and female community members and local authorities



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FOR A BETTER URBAN FUTURE

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THE GLOBAL LAND TOOL NETWORK

The main objective of the Global Land Tool Network (GLTN) is to contribute to poverty alleviation and the Millennium Development Goals through land reform, improved land management and security of tenure.

The Network has developed a global land partnership. Its members include international civil society organizations, international finance institutions, international research and training institutions, donors and professional bodies. It aims to take a more holistic approach to land issues and improve global land coordination in various ways. These include the establishment of a continuum of land rights, rather than a narrow focus on individual land titling, the improvement and development of pro-poor land management, as well as land tenure tools. The new approach also entails unblocking existing initiatives, helping strengthen existing land networks, assisting in the development of affordable gendered land tools useful to poverty-stricken communities, and spreading knowledge on how to implement security of tenure.

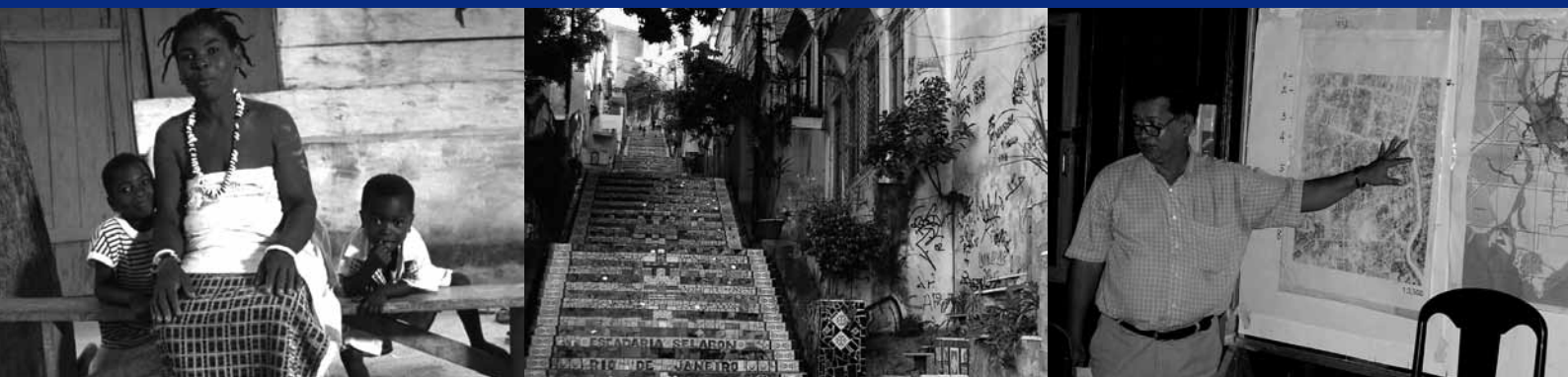
The GLTN partners, in their quest to attain the goals of poverty alleviation, better land management and security of tenure through land reform, have identified and agreed on 18 key land tools to deal with poverty and land issues at the country level across all regions. The Network partners argue that the existing lack of these tools, as well as land governance problems, are the main cause of failed implementation at scale of land policies world wide.

The GLTN is a demand driven network where many individuals and groups have come together to address this global problem. For further information, and registration, visit the GLTN web site at www.gltn.net.

It cannot be assumed that women and men benefit in the same way from initiatives in the land sector. Depending on the political, economic and cultural context, it is often women, and particularly poor women, who face significant barriers in obtaining land.

The Gender Evaluation Criteria has been developed as a practical tool to systematically measure the impact of land tools and interventions on women and men, so that one has concrete evidence on their gender dimensions.

This training course on “Designing and evaluating land tools with a gender perspective” has been developed as a complementary package to the Gender Evaluation Criteria, in order to build capacity around how to apply the criteria in practice. It has been designed specifically to enable land professionals to independently use the criteria in their work.



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GLTN contributes to the
implementation of pro-poor
land policies to achieve
secure land rights for all
www.gltn.net

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