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Gender in Multi-Stakeholder-Partnerships (MSP)

Internal Guidance Note

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Preface

Establishing gender equality in Multi-stakeholder partnerships on a sustainable basis... but how?

Multi-stakeholder partnerships (MSPs) are based on the principle of equality between the stakeholders involved. But is this the case with gender equality?

The necessity of integrating gender for sustainable development has increased in importance not least because of the *2030 Agenda* and its motto „leaving no one behind“, as well as the *Sustainable Development Goal* (SDG) 5 on gender equality. Gender justice is thus an important aspect that legitimises MSPs and creates a basis for successful cooperation.

However, many MSPs do not know how to address the issue: The establishment and management of partnerships are very complex tasks and the question of gender equality often remains merely an add-on.

However, gender is a crosscutting task and should be systematically integrated and considered from the outset. To this end, it is helpful to point out the potentials of gender equality in order to stoke interest and engage stakeholders in the task.

This work aid offers practical support for the integration of gender aspects in MSPs. It shares learning experiences from existing initiatives, including some from the raw materials sector and step-by-step instructions for action. Thus, the integration of gender in a MSP is taught in a practical way.

Gender equality is necessary for a sustainable future. This work aid provides a building block on our common path.

Have fun trying it out!



A handwritten signature in blue ink, appearing to read 'Julia Loh'.

Feedback is welcome at: globe4gender@giz.de

1. Why are gender aspects relevant for MSPs?

1.1 Basic rationale

“

“Mainstreaming gender for the fulfilment of the 17 SDGs calls not only for a real commitment to integrate gender in both short- and long-term agendas, but also for a renewed global partnership at all levels, with all stakeholders working in solidarity to achieve the goals.”

Women2030 (2018)



- ♀ The basic idea of multi-stakeholder partnerships (MSPs) is addressing problems through equitable collaboration among diverse stakeholders. Gender injustices stand in contrast to this approach. Gender justice is an important aspect of the legitimacy of MSPs, and it is part of the fundament of successful partnerships.
- ♀ Cultural and social contexts, including characteristics such as age, ethnicity, socialization, economic background and education co-determine the understanding of gender and associated gender specific roles and identities. It is important to understand differences between women and men as regards their typical needs, perceptions and realities, and systematically take them into account in the context of a (planned) MSP project so that all stakeholders benefit and potential negative impacts are being avoided.



MSPs can significantly contribute to transformation. By integrating gender, they can have a particularly significant impact on support transformative change towards just and sustainable development.



- ♀ Gender justice is an established international goal and must be considered when working towards any of the global sustainable development goals (SDGs: “leaving no one behind”; gender goal SDG5). Women must participate equally in creating and implementing sustainable development, including through MSPs. Accordingly, an increasing number of development institutions and programs require the systematic integration of gender, including the German Federal Ministry for Economic Cooperation and Development (BMZ 2014).
- ♀ Women can act as *Change Agents* and contribute specific experiences and expertise, due to gender specific distribution of labour. This can help revealing challenges previously unnoticed and developing alternative, gender just solutions. Thus, the gender perspective is an important asset for MSPs.

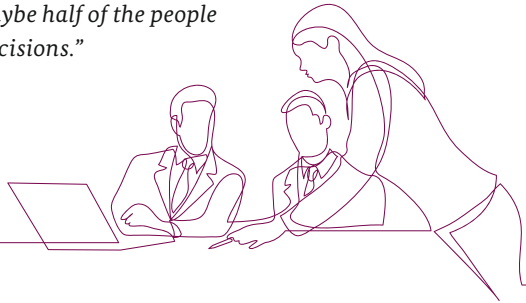


1.2 Impacts of ignoring gender

“

“You’re going to exclude maybe half of the people who are impacted by the decisions.”

Interviewpartner*in



- ♀ MSPs will not fulfil expectations of contributing to sustainable and innovative development outcomes if they ignore power relations and power dynamics (Brouwer et al. 2013: 11p.). There is a risk of MSPs becoming ineffective in case they ignore gender aspects.
- ♀ Ignoring gender – or gender blindness – can lead to MSPs unwillingly perpetuating injustices and causing harm to stakeholder groups.
- ♀ Without integrating gender justice in their work, MSPs run the risk of being regarded as illegitimate or green / white washing, serving reputations of powerful industry or government actors (Grosser 2015: 70).
- ♀ Ignoring gender can reduce the commitment of stakeholders engaged in an MSP. Such commitment, however, is one of the key success factors of working in partnerships (Truex/ Soreide 2010: 6).



Ignoring gender can have negative impacts for MSPs – for their project activities, for the partnering stakeholders, and for other stakeholder groups.

1.3 Current state of affairs regarding gender in MSPs

- ♀ Due to the SDGs and a generally increased recognition of the importance of gender justice, there is an increased awareness of the need to integrate gender in MSPs. However, the partnerships, the partnering stakeholders and the secretariats often lack information and capacities to address the issue.
- ♀ Larger MSPs, umbrella organisations and MSP networks, such as the ISEAL Alliance or EITI, have started working on integrating gender.
- ♀ Some MSPs are engaged in gender-related activities but systematic gender mainstreaming is rare.
- ♀ There is very little research and literature on gender and MSPs.



MSPs need support to enable them to systematically integrate gender.

2. Integrating gender in MSPs

2.1 Process design

The following provides guidance on how to fully integrate gender in MSPs. These modules are meant to give support and direction to stakeholders engaged in MSPs. Not all steps will be relevant for all MSPs. Partnerships are unique and often fragile institutions, depending on the motivation and self-interest of the partners, and on jointly defining issues and making decisions. It is useful to have tools and guidance for creating fair structures and processes at hand. However, people should not be pressured to integrate gender into their MSPs' work as this may lead to feelings of overburdening and resistance, which in turn can endanger the partnership altogether. Gender should therefore be introduced step by step, and with caution. Some stakeholders may not be prepared to deal with gender, for example due to their interests or cultural backgrounds – which will need to be respected. Demonstrating the potential of integrating gender can help generate interest, and interested stakeholders should receive support.



2.2 Integration process

PHASE 1 Initiating

Gender Analysis

- Developing an understanding of the problem from a gender perspective
- Including relevant stakeholders
- Creating space for gender-sensitive collaboration



PHASE 2 Design

Gender Related Goals and Measures

- Developing a gender-sensitive project plan
- Structuring work processes in a gender-sensitive manner
- Developing a declaration of intent



PHASE 3 Implemen- tation

Gender Controlling

- Allocating resources to gender activities
- Conducting gender-sensitive monitoring and evaluation
- Reflection on lessons learned



PHASE 4 Further Development

Improving Gender Mainstreaming

- Demonstrating success
- Improving gender activities
- Creating stability



2.3 PHASE 1 „Initiating“: Gender Analysis



Developing an understanding of the problem from a gender perspective

Question *Is gender relevant for our MSP?*

Activities

- ♀ Identifying relevant international and organisational goals and agreements
- ♀ Literature and data research on gender in relation to the problem addressed by the MSP, feminist research and positions of women's organisations
- ♀ Gender analysis (e.g. in the context of the Safeguards+Gender Management System and assigning a GG marker)
- ♀ Researching practical experiences, conducting own exemplary studies
- ♀ Gender differentiated problem analysis

Examples

Kimberley Study, ISEAL Study internet report (unpublished)

Methods

Data research, Gender analysis, Problem Gallery and Problem Ranking
(Women 2030: Mod. 4 S. 13p., example method No 1)

Including relevant stakeholders

Question *Who needs to be involved in order to be able to systematically integrate gender in the MSP?*

Activities

- ♀ Involve gender experts, researchers, women's organisations working on issues the MSP is addressing
- ♀ Involve so-called vulnerable groups
- ♀ Pay attention to gender balance when inviting stakeholders
- ♀ Include female leaders and managers in the MSP core group
- ♀ Keep in mind possible needs in terms of capacity building and financing participation

Example

Kimberley Study

Methods

- ♀ Searching for experts
- ♀ Capacity Needs Assessment

Creating space for gender-sensitive collaboration

Question *How can we support gender-sensitive dialogue and collaboration?*

Activities

- ♀ Creating open communication and supporting trust building
- ♀ Reflect on power relations among stakeholders in the MSP
- ♀ Ensure equitable distribution of speaking time and contributions
- ♀ Creating separate spaces for women
- ♀ Capacity building

Methods

- ♀ Methods to support reflexion on personal values like honesty, fairness, benevolence
- ♀ Role plays
- ♀ Methods of power analysis, e.g. rich picture, power ranking tool
- ♀ Speakers lists, small group work, silent World Café



2.4 PHASE 2 „Design“: Gender Related Goals and Measures



Developing a gender-sensitive project plan

Question *Which gender activities do we want to pursue?*

Activities

- ♀ Discussing the MSP vision regarding gender and clarify if the MSP shall be gender-aware (existing gender inequalities are consciously perceived and not reinforced), gender responsive (existing gender differences will be removed) or gender-positive / gender-transformative (gender roles and relations between women and men shall be re-defined)
- ♀ Defining shared goals regarding gender
- ♀ Conducting a Gender Impact Assessment before implementation
- ♀ Identifying gender indicators in relation to MSP activities, possibly for the results-based monitoring system (RBM)
- ♀ Developing recommendations and supporting materials on integrating gender for all stakeholders involved

Examples

ISEAL – three year gender project, Gender indicators - The Global Coffee Platform (2017): <https://www.globalcoffeeplatform.org/assets/files/02-CANS/GY/GCP-PGE-Gender-Common-Measurement-Framework-2017.pdf>

Method

Gender Impact Assessment

Structuring work processes in a gender-sensitive manner

Question *How can we design our work processes in a gender-sensitive manner?*

Activities

- ♀ Paying attention to the numbers of women and men in different roles and to gender specific division of labour
- ♀ Women in MSP leadership positions
- ♀ Consider possibilities for capacity building; enable informal small group meetings; possibly support women's NGOs financially
- ♀ In case there is interest, create specific structures such as working groups on women and gender, and include interested government and private sector stakeholders if possible; work with so-called „feminist tempered radicals – people who work within mainstream organizations and professions and want also to transform them” (see Marshall 2007 in Grosser 2015: 77)
- ♀ Paying attention and providing support as regards limitations that stakeholders may experience due to care obligations at home or in the family (offer child care; respect time limits)

Examples

- ♀ ISEAL Gender working Group: <https://www.isealalliance.org/about-iseal/our-work/gender-working-group-sustainability-standards>
- ♀ Women in leadership positions in the Kimberley process; in the international EITI Secretariat

Methods

- ♀ Quota for leadership positions
- ♀ Women and gender working groups
- ♀ Capacity building

Developing a declaration of intent

Questions *What do we want to put down in writing as regards gender? What do we want to say to stakeholders? What do we want to say publicly?*

Activities

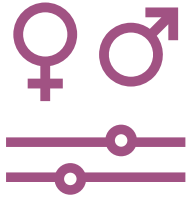
- ♀ Creating a public commitment statement on gender that includes goals relating to content as well as to organisational and structural aspects
- ♀ Developing information material and activities for stakeholders

Examples

- ♀ EITI (2018): EITI and Gender Equality”.
<https://eiti.org/document/eiti-gender-equality> (see example No 2)
- ♀ EITI (2018) „HOW GENDER RELATES TO THE EITI MISSION“ (unpublished)



2.5 PHASE 3 „Implementation“: Gender Controlling



Allocating resources to gender activities

Question *Which resources do we need to allocate to gender activities?*

Activities

- ♀ Allocating budgetary resources to gender activities in the MSP
- ♀ Allocating budgetary resources to gender sensitive work processes and capacity building within the MSP
- ♀ Seeking additional financial support if necessary
- ♀ Developing a long-term financial plan

Method

Gender-sensitive budgeting

Conducting gender-sensitive monitoring and evaluation

Question *What are the impacts of our gender activities?*

Activities

Regularly check and measure according to the following questions (using gender indicators possibly as part of the results-based monitoring system (RBM)):

- ♀ Are all relevant stakeholders involved?
- ♀ When implementing our activities, do we come up against difficulties or barriers that reveal a deeper, structural problem?
- ♀ Do our indicators show that things are changing in relation to our gender goals? Measuring via gender indicators.
- ♀ Programs and activities should impact different stakeholder groups regardless of their class, ethnicity, age or sexual orientation (is all MSP-related information accessible to all, including in simple language?)
- ♀ When checking on standards and implementing certification related activities: do auditors (assurance providers) use gender indicators?
- ♀ Do all stakeholders in the MSP feel equally comfortable and included (check using group methods like flashlights, questionnaires)?; possibly respond via a specific awareness commissioner within the MSP
- ♀ Are women and men equally represented within the MSP? (keep track of women's and men's attendance at meetings, conferences, etc.)

Example

IRMA Standard (2018): <https://responsiblemining.net/resources/>
(see practical example No 3)

Methods

- ♀ Gender monitoring
- ♀ Gender audit

Reflection on lessons learned

Question *What have we learned through our gender activities?*

Activities

- ♀ Creating awareness of lessons learned and successes within the MSP;
jointly keeping track
- ♀ Check if further gender trainings and/or gender expertise is desired

Methods

Methods of reflexion

2.6 PHASE 4 „Further Development“: Improving Gender Mainstreaming



Demonstrating success

Question *Which successful gender activities do we want to communicate publicly?*

Activities

- ♀ Reflecting on what has been achieved regarding gender
- ♀ Creating information materials
- ♀ Celebrate successes internally and communicate about them externally

Example

EITI (2018): EITI and Gender Equality.



Improving gender activities

Question *Which of our gender activities can we improve in the future?*

Activities

- ♀ Expand partnerships and networks relating to gender
- ♀ Clarify in which areas the MSP would want to increase gender activities and where it could aim for gender-transformative effects
- ♀ Creating opportunities for supporting women and their activities in the MSP, e.g. through specific trainings or internship programs

Examples

- ♀ The Women Rights & Mining Working Group (WRMWG)
<https://www.kit.nl/grf/publications/>
- ♀ Collecting and publishing gender-disaggregated data (see example No 4).

Creating stability

Question *How can we improve our work processes regarding gender in the long run?*

Activities

- ♀ Creating formal structures like an office, desk or full-time position to work on gender, e.g. an equal opportunities officer, Gender Focal Point or formal working group on gender
- ♀ Regular gender trainings



Annex

Gender Indicators for MSPs

The following indicators can be used to assess the integration of gender in a given MSP to date, and to identify future needs.

Level	Indicators	Assessment
Structural and organisational level	Equal representation of women and men / increasing participation of women.	Yes/No
	There are women in leadership positions.	Yes/No
	Women's organisations / gender experts are engaged in the MSP.	Yes/No
	Gender sensitivity is included in the MSPs Code of Conduct.	Yes/No
Content level	A gender analysis / gender impact assessment has been conducted.	Yes/No
	<i>If gender has been confirmed as a relevant dimension in an MSP through gender analysis / gender impact assessment:</i>	
	There is a public commitment statement on gender equality.	Yes/No
	Gender activities are being undertaken.	Yes/No
	A gender-sensitive project plan has been developed.	Yes/No
	Gender-sensitive monitoring is being conducted, using specifically developed indicators.	Yes/No
	Gender-disaggregated data are being generated.	Yes/No
	There is an appropriate budget for gender activities.	Yes/No

Assessment

Mostly Yes: the MSP is taking gender into account. It can contribute to gender equality and demonstrate results and measures towards gender justice by the end of the project.

Yes and No in equal measure: the MSP has partly taken gender into account; it is likely to contribute to gender equality to a certain extent.

Mostly No: the MSP has been gender blind; its activities will likely not contribute to gender equality; it could even contribute to maintaining unequal power relations between women and men or exclude certain stakeholder groups from participating or benefitting.



Glossary of Terms

The definitions provided below have been copied, or adapted, from the references mentioned.

Gender: ‘In contrast to “sex” in the biological sense, the term “gender” denotes the individually learned male/female roles shaped by society. These roles are determined by the social, cultural and economic organisation of a society and by the respective prevailing legal, ethnic and religious norms and values. There are also considerable differences in the gender roles accorded by different societies and even within a society. In contrast to biologically determined roles, gender roles are subject to change. Gender measures use this flexibility as a starting point. They take into account the different situations and interests of women and men, and the fact that there is no gender-neutral reality’. A gender-responsive approach will therefore not focus solely on women, nor will it focus solely on men (GIZ 2013).

Gender activities: structural-organizational as well as thematic-content-related activities that contribute to gender equality.

Gender analysis serve to record the current status of gender relations and identify causal links between results, against the backdrop of a clearly defined situation (core problem). It helps to identify the specific problems, objectives and potentials of women and men. A gender analysis should be used to provide recommendations for incorporating gender into the methodological approach and integrating it into the objectives system. Right from the planning stage, it enables well-founded conclusions to be drawn as to how a measure can contribute to promoting gender equality. It therefore makes a practical contribution to gender mainstreaming (GIZ 2013).

Gender equality: refers to the premise that women and men should equally benefit from resources, services and chances within their societies. Gender equality does not mean ‘sameness’ of women and men, but that women and men must have equal rights, chances and opportunities in all areas of the economy and society if real sustainable economic and social development is to be achieved. Because of existing inequalities between women and men, the same treatment of women and men is not sufficient in order to achieve gender equality. Gender equality also includes change in institutions and social relations, which often maintain gender in-equalities. Empowerment of women is one strategy to achieve gender equality (GIZ 2013).

Gender mainstreaming is the systematic and coherent integration of the gender perspective in all development policies and fields of action. It denotes the process of assessing the implications for women and men of any planned action in all political and societal spheres, taking into account their different life situations, concerns and potentials, in order to identify gender-specific discrimination and impacts (gender analysis). These gender-specific impacts must be considered when planning, formulating and implementing policies and measures in all sectors and priority areas (GIZ 2013).

Gender relations are the specific sub-set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the sexes. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be transformed over time to become more equitable (UN Women 2017).

Gender roles refer to social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities (UN Women 2017).

Gender-aware: There is recognition of gender inequity and differences between women and men in terms of access to and control over resources, including opportunities for development and that women and men have different perspectives and interests. However, this awareness is not necessarily translated into practice (GIZ 2017).

Gender-blind(ness): There is a lack of recognition that gender is an essential determinant of life choices. There is no recognition that development can have different effects on women and on men. Such an approach can also reinforce gender-discrimination (GIZ 2017).

Gender-responsive: There is recognition of underlying and hidden causes of inequalities between women and men. At this stage, interventions systematically incorporate or address specific gender needs of men and women (GIZ 2017).

Gender-sensitive: understanding, reflecting and acting upon the impacts of gender relations, e.g. in decisions taking, considering of solutions and developing strategies (GIZ 2017).

Gender-transformative: The transformation of unequal gender relations is perceived as central to positive outcomes of the project. It aims to transform harmful gender roles, norms and relations that serve to reinforce gendered inequalities (GIZ 2017).

Gender perspective is a way of seeing or analysing which looks at the impact of gender on people's opportunities, social roles and interactions. This way of seeing is what enables one to carry out gender analysis and subsequently to mainstream a gender perspective into any proposed program, policy or organization (UN Women 2017).



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