



# Designing and Evaluating Land Tools with a Gender Perspective

A Training Package for Land Professionals



GLOBAL  
LAND  
TOOL  
NETWORK

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

Copyright © United Nations Human Settlements Programme (UN-HABITAT), 2011

All rights reserved

United Nations Human Settlements Programme (UN-HABITAT), 2011

P.O. Box 30030, Nairobi 00100, Kenya

Tel: +254 20 762 3120

Fax: +254 20 762 3477

[www.unhabitat.org](http://www.unhabitat.org)

HS Number: HS/061/11E

ISBN Number: 978-92-1-132355-9

## Disclaimer

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the legal status of any country, territory, city or area, or of its authorities, or concerning delimitation of its frontiers or boundaries, or regarding its economic system or degree of development. The analysis, conclusions and recommendations of this publication do not necessarily reflect the views of United Nations Human Settlements Programme or its Governing Council.

Cover photos: © UN-HABITAT

Back cover photos: © From left to right UN-HABITAT and Espaço Feminista

## Acknowledgements:

Principal authors: Siraj Sait, Britta Peters, Åsa Jonsson

Contributors: Diane Dumashie, Joe Hooper, Solomon Haile

Editing and layout: Robert Wagner, Stefanie Freccia

Sponsors: Norwegian Ministry of Foreign Affairs, Swedish International Development Cooperation

Printer: UNON, Publishing Services Section, Nairobi, - ISO 14001: 2004-certified

# **Designing and Evaluating Land Tools with a Gender Perspective**

A Training Package for Land Professionals

2011

# CONTENT

<b>Part 1: About the course</b>	<b>6-13</b>
Why this training course?	8
What is the training course about?	8
The course in the context of the Global Land Tool Network	9
What are the agreed objectives?	10
Who is the target group of this course?	10
What are the learning outcomes?	11
What are the assumptions for this course?	11
Structure of the course	11
 <b>Part 2: Trainer’s guide</b>	 <b>14-45</b>
<b>Session 1: Introductions and expectations</b>	<b>16-17</b>
Activity 1.1 Training agenda, objectives and learning outcomes	16
Activity 1.2 Introductions and expectations	16
 <b>Session 2: Understanding the Gender Evaluation Criteria</b>	 <b>18</b>
Activity 2.1 Importance of gendering land tools	18
Activity 2.2 Introducing the Gender Evaluation Criteria	18
 <b>Session 3: How to prepare for evaluating land tools with a gender perspective</b>	 <b>19-23</b>
Activity 3.1 Preparing for the evaluation	19
Activity 3.2 Evaluation plan/checklist	20
Activity 3.3 How to be an effective facilitator	20
 <b>Session 4: How to evaluate land tools with a gender perspective</b>	 <b>24</b>
Activity 4.1 Running an evaluation: Data collection and consolidation	24
 <b>Session 5: How to validate the findings and how to produce an evaluation report</b>	 <b>25-31</b>
Activity 5.1 Validating findings through scorecards	25
Activity 5.2 Simulation of validation exercise	26
 <b>Session 6: How to apply the gender evaluation criteria in the design of new land tools</b>	 <b>32</b>
Activity 6.1 Applying the Gender Evaluation Criteria in design and start phases of land tools	32
 <b>Session 7: Action planning</b>	 <b>33-35</b>
Activity 7.1 From training to action	33
 <b>Information for Training of Trainers</b>	 <b>36</b>
<b>Training Impact Evaluation</b>	<b>37-39</b>
 <b>Part 3: Thematic context</b>	 <b>46-78</b>
Thematic context 1: Gender and land	48-49
Thematic context 2: The Gender Evaluation Criteria	50-53
Thematic context 3: Preparing for an evaluation	54-57
Thematic context 4: Facilitating a participatory process	58-60
Thematic context 5: Undertaking the evaluation	61-63
Thematic context 6: Undertaking a validation exercise as part of the evaluation	64-65
Thematic context 7: Applying the scorecard methodology to the gender evaluation	66-68
Thematic context 8: Applying Gender Evaluation Criteria to land tool design	69-70

## Tables

---

Table 1: Overview of the course	12
Table 2: Experience matrix	17
Table 3: Sample agenda for two-day training course	35
Table 4: Gender stereotypes and land tenure security	49
Table 5: Summary of the criteria	51
Table 6: Forms of participation by communities in the preparation and conduct of a gender criteria evaluation	59-60
Table 7: Sample evaluation plan matrix for criteria 1	61
Table 8: Scorecard for the gender evaluation of land tools	66
Table 9: Sample calculation	67
Table 10: Evaluation report template	68

## Boxes

---

Box 1: Linkage between gender and land	10
Box 2: Land-related gender issues in Brazil, Nepal and Ghana	53
Box 3: How to deliver tenure security through evaluation	53
Box 4: Partnership for evaluation	55
Box 5: Does size matter?	55
Box 6: Assessing a land tool with a selective approach	56-57
Box 7: Introducing the scorecard approach	65
Box 8: Scorecard rating for the gender evaluation	66
Box 9: Using the Gender Evaluation Criteria as a check-list to ensure gender responsive land regularization in Recife, Brazil	69

## Figures

---

Figure 1: Relationship of impact evaluation to the organizational training process	38
--	----

## Handouts

---

Handout 1: Evaluation plan/checklist	21
Handout 2: Possible timeline for conducting a gender evaluation	22
Handout 3: Important attributes of a good facilitator	23
Handout 4: Evaluation of Land Use Plan in Weybrigg Municipality	27
Handout 5: Consolidated evaluation findings	28-29
Handout 6: Evaluation report template for criteria 1	30
Handout 7: Description of actors' positions	31
Handout 8: Improving gender equality of land tools – My Action Plan	34

## Annexes

---

Annex 1: Evaluation questionnaire for TIE level 1	40-43
Annex 2: Evaluation questionnaire for TIE level 2	44
Annex 3: Glossary	71
Annex 4: Recommended reading	72
Annex 5: Gender Evaluation Criteria matrix	74-77







# 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

## 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

预览已结束，完整报告链接和二维码如下：

[https://www.yunbaogao.cn/report/index/report?reportId=5\\_18921](https://www.yunbaogao.cn/report/index/report?reportId=5_18921)

