

**Education for Sustainable Development (ESD):
REVISED GENDER, CULTURE, AND DISABILITY
INCLUSIVENESS POLICY**

1.INTRODUCTION

Education for Sustainable Development (ESD) is an Ethiopian Residents Charity, which is a woman headed organization established in November 2007. It has been registered by the Federal Democratic Republic of Ethiopia Charities and Societies Agency in accordance with the CSO proclamation No. 621/2009 bearing the registration number 0259. It is a non-profit, non-religious and non-political development organization.

ESD's supreme body is the general assembly which is composed of 11 members and the 5 members Board of Directors which assumes the next higher organizational hierarchy. Next to the board of directors, the management team of ESD is the next managerial body which executes the day to day routines of the organization.

ESD works on the following four thematic areas or programs: 1) Education, 2) Livelihood Enhancement, 3) Entrepreneurial Development and 4) Environmental Conservation. Under these four programs, there are 12 projects being implemented targeting & benefiting over 25,000 marginalized people of whom 60% are women and girls. Since its establishment, ESD has reached/touched 25,000 people investing a total amount of 25,000,000 ETB. The aforementioned programs are implemented in 16 weredas of three regions (Amhara, Oromiya and Southern Nations, Nationalities and People

2.PURPOSE

The purpose of Gender, Culture and Disability policy is to promote gender and culture integration across ESD's programs and give ESD's program staff clear guidelines to consider gender, culture and disability issues when designing and implementing projects. The other purpose is to have a comprehensive framework in the area of gender, culture and disability issues.

3.GENDER POLICY

For a modern development organization, to be gender sensitive and gender responsive is imperative. In this contemporary world, giving precedence for marginalized groups in general and for women in particular is an indispensable social and political obligation. It is also a measure and means of assurance of good governance for individuals and all development organizations. In Ethiopia, women contribute the largest share in the country's agricultural

labor. Agriculture is the major sector contributing to the GDP of the nation. In the country, there is still women's suppression by their partners' (men/husbands). Woman's decision power at household is still feeble. It is only a man who decides on production, consumption, saving and investment of the family. The fate of the children, to go school or not is still decided by a man without consultation and consensus of the mother. Although there is good improvement in the percentage of girls' school enrollment (from 21% to 49%), still majority of them could not continue with their higher education in secondary and tertiary level for different social and economic problems. Currently, female students in the universities are still not more than 30%. Female leaders in different institutions are still less than 10% (<https://www.usaid.gov/ethiopia/gender-equality-and-womens-empowerment>). Creating more egalitarian gender relations contributes to improving productivity, growth, social cohesion, and sustainability----- (Kristie Druza&WondimuAbabend)

In order to avoid gender disparity and inequality and thereby ensure improvement of productivity, growth, social cohesion and sustainability, ESD has been always mainstreaming gender issues in all its programs. Thus, so far, it has been often showing a lot of achievements and has been contributing a lot in transforming gender issues. However, all these achievements have been obtained being guided by genuine and knowledgeable leaders and staff of the organization. ESD has had no well-articulated policy in this regard. However now, it realized that it is impossible to continue without written policy. As a result, ESD has been necessitated to design this policy just to give written guideline for its frontline staff and leaders of ESD when they are mainstreaming gender, culture and disability issues in their respective programs and organizational life in general.

3.1 Gender Inclusiveness

Gender inclusiveness is a strategy that helps ESD to make all needy people benefited from its all services and to support them contribute and be successful/effective in ESD's community Development Program regardless of their gender status. The methodologies/approaches being applied for effective gender inclusiveness in ESD's workplace, beneficiaries and among stakeholders are:

- ✓ Building/ promoting culture of gender inclusion among all ESD staffs
- ✓ Encouraging inclusive engagement in all programs and cross cutting initiatives
- ✓ Apply Gender-Inclusive Approach to strategic plans, work plans, projects and annual reports

- ✓ Promote good practices in gender inclusion
- ✓ Conduct gender analysis together with designing new projects
- ✓ Put in place sex disaggregated data collection and analysis, monitoring and evaluation report templates
- ✓ Create a system that fosters research data collection mechanism which is classified by sex and reported separately for men and women.

On top of the above 7 points, ESD uses as a methodology, a simple 3 point scale known as Gender Marker (GM). GM is a tool to check level of gender inclusion in different activities of ESD such as strategic plan, work plan, projects and annual reports. It is a matrix that help ESD assess its level of gender inclusiveness.

Example of Gender Marker Matrix

S/N	Gender Marker	Description
1	GM 1, No gender elements (NGE)	Gender is not reflected in any component of the strategic plan, work plan, project and or annual report
2	GM 2, Limited gender elements	Gender is reflected in a limited way. Gender dimensions are included to some extent across the major activities; strategic plan, work plan, project and annual reports
3	GM 3, Effective Gender Mainstreaming (EGM)	Activities are designed to contribute significantly, to gender equality, the different needs of women/girls. Men/boys have been analysed and integrated across the major activities: strategic plan, work plan, project and annual reports

So far, in all its beneficiary selection, ESD has been giving precedence for female beneficiaries. In line with this, ESD remains with its previous unwritten policy that was emphasizing 60% of ESD's beneficiaries should always be women/girls. Thus, this unwritten policy is endorsed by this written policy.

3.2 Gender Mainstreaming

Planning on mainstreaming gender into ESD programs/projects?

Gender mainstreaming is the process of incorporating a gender perspective into policies, strategies, project activities, administrative functions as well as institutional culture of organizations (LCD/USAID commissioned training firm). To plan gender mainstreaming into ESD's program, the following steps shall be considered:

- ✓ Getting organized, building awareness and ownership, establishing cultural and structural basis for equal opportunities (setting objectives, drawing up a budget, defining responsibilities and accountabilities of different stakeholders to be involved)
- ✓ Learning about gender differences, differences in the situations of women and men should be clearly identified
- ✓ Gender analysis should be done in the target area
- ✓ Gender impact assessment shall be conducted
- ✓ In all projects/programs, activities of the projects are organized and twined towards affecting positively gender based issues and thereby bring improvement in gender relations.

Representation of men and women in ESD work place and programs/projects

According to ESD's gender policy, at least 60% of the beneficiaries should be women/girls. Therefore, referring to this policy, managers and frontline staffs shall ensure the selection of adequate number of women and girls as per the policy. When candidates for new position are found to be with equal experience and academic credentials, precedence is given to women/girls. On top of that in written and interview exams women/girls gets 5 marks as a bonus on their total score.

Build the capacity of female employees and female beneficiaries

In its staff capacity development program, ESD always gives precedence to women/girls staff. If two staffs (a man and a woman/girl) with similar academic credentials and experience or merits are competing for a training and if the training has a place for one person only, it is the woman/girl who would be provided with the training opportunity. In strengthening this opportunity, if the training opportunity is given by a competition, ESD gives 5 marks as a bonus for women/girls. Furthermore, if there are special gaps which is inherited to peculiarities/nature of women and believed to be improved by special training, ESD would facilitate this special training for the female staffs as far as there is budget to conduct the special training.

Participation of women and men Stakeholders

ESD's stakeholders are donors, government staffs, researchers, universities and their concerned employees, factories and their workers, communities at large; the beneficiaries and corporate business people. Therefore, when working with these stakeholders, ESD gives more precedence to women and girls. When ESD requires the participation of the aforementioned stakeholders, ESD makes the stakeholders participate as per the following percentage or ratio: 60% women/girls and 40% men/boys. To assure this ratio applicable, ESD always use its report templates that facilitate disaggregation by sex, age, educational status. On top of that, ESD's staffs are always oriented on these issues so that they will not make mistakes in selecting and inviting stakeholders for any service, meetings and other participations.

Gender issues in ESD Monitoring & Evaluation System

Gender issues should always be monitored and evaluated as ESD does monitoring and evaluations on its other programmatic activities. As far as we require to see gender related impacts, we have to design a good gender sensitive monitoring tools and systems. Gender is a cross-cutting issue within ESD policies.

Therefore, ESD has designed its M&E system so as to be efficient enough to monitor and evaluate impacts to be brought on male and female beneficiaries because of ESD's different programs. The reporting templates, log frames, result statements, theory of changes, and the indicators are set in a way that they can clearly show and measure the impact of all the programs on gender equalities:

- ✓ All ESD projects/programs shall have components of gender issues or they shall have the means to mainstream gender based issues
- ✓ ESD shall use comprehensive tools that help to collect gender based data so that appropriate gender related information can be produced adequately
- ✓ M&E plans of all ESD's projects/programs and its strategic plan shall have result statements and indicators that also reflect improvements of gender relations
- ✓ The log frames, result frameworks, theory of change and development hypothesis of ESD should include gender based result statements and indicators

- ✓ All ESD's monitoring and evaluations to be conducted at any time should also deal with gender based issues.
- ✓ ESD encourages and give precedence to participation of female beneficiaries and concerned female government staffs when all monitoring and evaluations of ESD programs conducted

Monitor and recording of ESD results of gender mainstreaming activities

So far, ESD has been monitoring and evaluating its outcome and impact level results without having written M&E guideline; however, now ESD has already developed planning and M&E guideline and it has started to be guided with. It has also begun to measure impacts observed on cross cutting issues like gender. It also continues its hitherto practices in a strengthened approach being guided by the following written parameters:

- ✓ ESD shall collect gender based related data (Quantitative & Qualitative) in appropriate electronic database
- ✓ All the data collected from the field shall be organized, summarized and stored in a way they are appropriate for analysis
- ✓ Before analysis, the quality of the data collected shall be assessed and be assured first to be data with adequate quality
- ✓ The data collected and stored shall be analyzed to produce meaningful information
- ✓ ESD collects qualitative data which are related to gender improvement through interviews, observations and focus group discussions,
- ✓ ESD applies participatory monitoring approach on gender based results when conducting monitoring on major project/program results
- ✓ Using the aforementioned tools and frameworks, ESD shall monitor and record results observed on gender related issues

3.3 Gender Equality and Female Empowerment

ESD has been always working to reduce gender disparity and gender based violence in all its target communities. Currently also, ESD intends to continue further its existing practice in a systematic way to meet the following objectives:

- ✓ Meet different needs of women, girls, men and boys
- ✓ Improve sustainability of projects through equal involvement of women and men
- ✓ Enable both genders contribute to planning, decision making and management
- ✓ Enable all the community members participate and benefit fairly from the projects

- ✓ Enable projects achieve positive outcomes

To meet the aforementioned objectives effectively, and reduce gender disparity and gender based violence in its target communities, ESD has put the following strategies:

- ✓ Create favorable condition so that women and girls use mobile phones and learn more about gender equality through short mobile message services (SMS)
- ✓ Exert effort to stop child marriages and sexual violence
- ✓ Strive to make education gender sensitive in all its target area
- ✓ Raise aspiration of girls and their parents
- ✓ Empower mothers through training and through helping them generate additional income
- ✓ Aware the community to give proper acknowledgement or to value women's work
- ✓ To enable and empower women participate in local, Zonal, Regional and national political, economic and social legislations
- ✓ Train women in vocational training and encourage them to be involved in modern vocational businesses like driving big trucks, tractors, combine harvesters, involve in vehicles maintenance works, mobile phone fixing, etc
- ✓ Exert effort to undertake extensive and intensive awareness creation works in the community so that the community can have enough awareness on the ill effect of gender based violence and gender inequality

3.3 Gender Analysis of Programs/Projects

ESD's definition on roles of men and women in programs/projects

Projects/programs are designed and implemented in ESD to address problems of the respective target community. Therefore, ESD participates the community in assessing needs, brainstorm project ideas, prioritize the project ideas for funding. In all these activities, target women/girls and men/boys are highly involved. During project design, men and women participate in the process of need assessment, project idea generation, defining types of project activities. During project implementations, they participate directly in implementing the project; they exert effort individually and in groups to make the project effective and efficient. They conduct joint monitoring. During project phase-out time, they sit together and confer on how to make the legacy of the project sustainable. They also participate actively to implement the intended phase-out strategy. In all these activities, ESD encourages women and girls to take the upper-hand and exert all the possible effort to support women and girls to lead the process.

Roles of men and women beneficiaries & stakeholders during project design, implementation, and M&E

As already mentioned above, men and women beneficiaries participate from the outset to the project phase-out. Except technical assistance, ESD staffs or other facilitators do not decide on behalf of the beneficiaries. The beneficiaries are the one who assess their needs, who generate project ideas, who prioritize the proposed projects, who set activities for the projects and they are the one who decide who should be benefited from the project. They also have the mandate to decide how often monitoring should be conducted and who should be involved in the monitoring process. In all these process too, women and girls are encouraged and supported to take the upper hand and to play the leading role.

Identification of different needs of men, women, girls and boys

To identify different needs of men, women, girls and boys, Focus Group Discussions (FGDs) composed of men, women, girls and boys is conducted. On top of this, gender analysis is conducted in target vicinities. Women, girls, men and boys' peculiar needs also be assessed during project design period.

Means of reduction inequalities and exclusions

To reduce gender based inequalities and exclusions of women or girls, ESD firmly encourages its staffs to refer to this policy during need assessment, project idea generation, and prioritization, beneficiary selection, project service deliveries, project monitoring and during designing project phase-out strategy. In all these project cycle management steps, ESD shall ensure the involvement of both women and men in the proportion 60% to 40% respectively. On top of this, ESD conducts intensive awareness creation workshops to aware the community and local government staffs on gender and ill-effect of gender exclusiveness. It also helps government offices to develop gender policy at office level.

4. CULTURE INCLUSIVENESS POLICY

Organizations that nurture a high degree of cultural inclusiveness engender/produce a sense of belongingness and self-worth in their employees. If you want employees to give their best, to

feel accepted, show engagement and encourage others to do the same, the most important thing you can do is to encourage them to keep their cultural identity in the workplace and give them insight to understand cultural inclusiveness (http://www.ttmassociates.com/wp-content/uploads/blbrochure_inclusiveness.pdf)

Cultural planning is a new approach which has been developed since the 1960. Since then, this approach has been accepted by many institutions recognizing that it helps the world by providing new or different lens for looking at the community, its issues and concerns. Currently, cultural policy is believed to have the following advantage: Combat social exclusion in the community, support community empowerment through community involvement and ownership of local community initiatives, support democratic cultural policy by better understanding what people are doing and want to do, support the development of partnerships, improve and develop more programs and services in response to identified community needs, improve communication and cooperation among and other groups, improve visibility of a community's artists, cultural workers and organizations, improve access to the arts and develop large audiences, improve cultural facilities, use art facilities to the benefit of development agenda, sustain or increase levels of public and private funding for culture (https://www.creativity.ca/databse/files/library/cultural_planning_toolkit_pdf)

Accepting the above concepts as its cultural strategy and governing principle, ESD has developed this policy in order to meet the following major objectives:

- 1) Ensure Culture Inclusiveness
- 2) Respect diversity in the workplace and the views of people of different cultural backgrounds,
- 3) Prevent stereotyping/cast-out
- 4) Enable people of different cultural backgrounds to contribute to the workforce
- 5) Make sure to respect and transform local culture/existing social norms of beneficiaries and stakeholders.

1) Ensure Culture Inclusiveness

In order to ensure culture inclusiveness, ESD is committed to focus on the following points:

- ✓ Promote laws and policies that ensure cultural participation, access, and the right to express and interpret culture

- ✓ Ensure that all members of the community, beneficiaries and employees are able to fully and meaningfully participate in and contribute to projects
- ✓ Provide opportunities to better understand, respect and value others
- ✓ Create favourable conditions that help ESD to acquire new practices and skills outside of culture so far known by ESD
- ✓ Create legitimate perspective of interactions with others

2) Respect in the workplace the views of people of different cultural backgrounds,

- ✓ ESD respects, promotes equity and positive recognition of differences in workplace
- ✓ Remove barriers to a positive employment experience through respecting differences in working styles and tailoring positions to employees strengths and abilities
- ✓ Ensure diverse representations at the level of employees as well as leadership policies
- ✓ Ensure fairness through equitable access to all resources, opportunities, networks, decision making processes for employees and beneficiaries
- ✓ Respect prevailing local customs, beliefs, ways of life, attitudes and behaviour of stakeholders, beneficiaries and employees

3) Prevent Stereotyping

Stereotyping is a pejorative attitude or action held towards others who are different from oneself. This type of attitude is developed as a result of incomplete and distorted information being grasped as a truth. It is a belief of people to assign a person to a certain group because of her/ his characteristics. If stereotype tendency is not well managed and controlled, it will lead to inaccurate judgement about situations and people whom we live with. Consequently, this will lead to unfair categorization of social structures, beliefs and culture. Though the most widespread and contentious forms of stereotypes are subject to sex and race, age, sexual orientation; religion and physical abilities are also social categories that are affected by stereotyping.

In confirming the aforementioned facts, a study conducted in 30 different countries by scholars named William and Best in 1992 accentuated that males were typically characterised as “adventurous, powerful, domineering, and independent, while females on the other hand were characterized as sentimental, submissive, and superstitious”. Other Racial studies also

asserted that Jews are shrewd and ambitious.
(<http://iml.jou.ufl.edu/projects/Spring02/chandler/what-is-stereotyping-page.htm>)

Because stereotyping is a product of culture, due effort has to be exerted to control and check stereotype attitude. In line with this, ESD exerts effort to discourage wrong judgement and perception which are evolving from stereotype thinking. Therefore, in order to avoid such culture, ESD disseminates issues that parse about various stereotype tendencies and their ill-effects when implementing all programs.

5.DISABILITY INCLUSIVENESS POLICY

Before, discussing objectives of this policy, ESD would like to give brief definition of disability and disability mainstreaming in general. According to the World Bank (2002), a disabled person is defined in Ethiopia as *‘any person unable to ensure by himself or herself a normal life, as a result of deficiency in his or her physical or mental capabilities’*.

Mainstreaming disability in the development agenda is a strategy for achieving equality for persons with disabilities. It is just a concept which illustrates that “no entity, can achieve the goal of equality for persons without addressing the issues of disabilities” (UN Economic & Social Council)

The poorest of the poorest peoples in the world are consisted of peoples with disabilities. Poverty and disability are also proved to be highly correlated and interlinked. Poverty can be a cause of disability as a result of malnutrition, lack of proper medication and poor life conduction. Similarly, disability contributes to poverty because disabled people are not given due care, are not given the chance to learn and be supported to be productive (World Bank & World Health Organization).

According to the World Bank and World Health Organization joint study, peoples with disability in Ethiopia are estimated to be 15 million children, adults and elderly persons in the year 2011 which constitutes 17.6% of the total population. This study confirmed that 95% of the disabled people live under chronic poverty situation.

Ethiopian Government support to peoples with disabilities pivoted on constitutional and legal frameworks giving legal ground to their rights and benefits. Accordingly, Constitution of the Federal Democratic Republic of Ethiopia of 1995, proclamation concerning the rights to employment for persons with disabilities, No 568/2008, the Federal Civil Servant Proclamation No 515/2007, Labour Proclamation, No 377/2003, amended by labour proclamation No 494/2006, etc are some of the many.

In supporting the aforementioned proclamations and constitution, ESD is always interested and committed to their enactment and enforcement. It is also highly interested to contribute to the nationwide effort exerted to address the issues of disabilities prevailing in the land. In effect of this, ESD has been convinced to set a gender guiding principle and formulated this policy.

The overall purpose of this policy focuses to give strategic directions and organizational guidelines to ESD and its staff to mainstream disability in all its programs when developing project proposals and implementing projects so that all the programs will address issues of disabled people together with their major development agenda.

Specific Objectives of this policy:

- 1) To contribute to the nationwide effort being exerted to achieve equality for persons with disabilities,
- 2) To contribute to the nationwide effort being exerted to emanate the 15 million Ethiopian people with disabilities from poverty
- 3) To contribute to the nationwide effort exerted to implement activities set in different international and national conventions on rights of persons with disabilities,
- 4) To contribute to the global effort being exerted to bring change in the life of 650 million persons with disabilities who are 10% of the global population (UN Economic and Social Council)
- 5) To contribute to the global poverty reduction effort as disability is one of the major factors contributing to poverty
- 6) To contribute in the efforts exerted by the Ethiopian Government, NGOs working in the land and other institutions and individuals to improve the situations of disabled people

5.1 Disability Mainstreaming

5.1.1) Promoting Disability Inclusiveness and practicing inclusiveness

In all project cycle management of ESD, involvement of people with disabilities is always ensured. Starting from need assessment and project idea generation to project implementation and its phase-out, the involvement of such people is mandatory. In effect of this, all new staffs of ESD are always oriented to know this policy very well. On top of this, in all ESD's project designing work, any of the staffs who is preparing proposal is obliged to refer to this policy. During project monitoring, the involvement of disabled people is highly required.

5.1.2) Ensure the contribution of people with disabilities in the workforce,

When recruiting new staffs, ESD always refers to the relevant international conventions and national laws including federal civil servant proclamation 515/2007 which clearly states about candidates with disabilities.

On top of this, ESD believes that peoples with disabilities are with diverse knowledge and experience. Therefore, as already mentioned, ESD in all its development programs, it exerts effort to enable peoples with disabilities contribute to ESD's development agenda. Thus, in Focus Group Discussions (FGDs) and mass meetings, ESD checks and always ensure that there are peoples with disabilities.

5.1.3) Considers people with disabilities beneficiaries,

In all ESD's services delivery procedures, disability is one of the major criteria to be considered. For instance, if two beneficiaries with similar conditions are registered for a service where one of the beneficiaries is a person with disability and if the service is enough only for one person, the opportunity automatically shall be given to the disabled person or to a person with disabled family member. However, if the beneficiaries are a healthy woman and a disabled person (man/boy, woman/girl), beneficiary selection committee will decide based on additional selection criteria which are to be set considering contextual factors.

5.1.4) Incorporate the views of people, stakeholders, and beneficiaries with disabilities.

ESD is committed to collect and consider views of people, stakeholders and beneficiaries with disabilities in all its programmatic activities.