



PGM~WEE
For Women's Economic Empowerment



WOMEN'S ECONOMIC EMPOWERMENT in Rural Areas of Cambodia



Project on Gender Mainstreaming for
Women's Economic Empowerment

**Comprehensive
Guideline**

**Comprehensive Guideline
for Promoting Women's Economic
Empowerment
in Rural Areas of Cambodia**

Ministry of Women's Affairs (MOWA)

Supported by
Japan International Cooperation Agency (JICA)

Foreword

The Comprehensive Guideline for Promoting Women's Economic Empowerment in Rural Areas of Cambodia has been updated by the Project on Gender Mainstreaming for Women's Economic Empowerment (PGM-WEE), based on its pilot activities for supporting income generation and small businesses of rural women in the provinces of Kampong Cham, Kampong Chhnang, Kampong Thom, Siem Reap, and Tbong Khmum.

Women in Cambodia have greatly contributed to the development of the country, both socially and economically. Unfortunately, gender gaps between women and men still exist, and women's socio-economic status is still low owing to the social norms that hinder women's empowerment. To narrow the gender gaps and empower women, the Royal Government of Cambodia has set various policies and programs. All government agencies have respective roles and responsibilities in implementing them, and it is very important for the agencies to have a gender perspective to be successful in the implementation.

In 2015, the Project on Gender Mainstreaming Phase 2 (PGM2) developed the "Comprehensive Guideline for Women's Economic Empowerment in Rural Areas of Cambodia," with the technical support of the Japan International Cooperation Agency (JICA), reflecting the experiences of the Ministry of Women's Affairs, partner line ministries, and various departments of Kampong Cham province. The purpose of the guideline was to practically integrate gender perspectives into planning, implementing, and monitoring and evaluating activities for economic empowerment of women in rural areas, and develop policy recommendations based on the results of such evaluation.

The updated guideline focuses more on the implementation mechanism and tools to be applied to any projects and activities that help promote economic empowerment of rural women such as gender mainstreaming mechanisms for women's economic empowerment (WEE) at the provincial level, practical tools for gender-responsive situation and problem analysis, and tools for gender-responsive implementation of activities.

The expected users of the guideline are the government ministries, agencies, development partners, and non-governmental organizations (NGOs) that will implement projects or programs for WEE in rural areas.

I hope that the guideline will contribute to the empowerment of women, and be a useful reference for partner line ministries and provincial departments, development partners, civil society organizations (CSOs), and the private sector when planning, implementing, and monitoring and evaluating projects and activities for promoting WEE in rural areas.



Chan Sorey
Secretary of State
Ministry of Women's Affairs

Contents

1.	Introduction: What is Women’s Economic Empowerment (WEE)?	2
2.	Gender Mainstreaming Mechanisms for Promoting WEE	5
3.	Gender Statistics	10
4.	Gender-Responsive Situation/Problem Analysis and Planning	16
5.	Gender-Responsive Implementation	30
6.	Gender-Responsive Monitoring and Evaluation.....	46
7.	Women’s Experiences on WEE (Case Studies).....	53

Abbreviations

BPfA	Beijing Declaration and Platform for Action
CBT	Community-Based Tourism
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CNCW	Cambodian National Council for Women
D&D	Decentralization and Deconcentration
DP	Development Partner
DV	Domestic Violence
ECOSOC	Economic and Social Council
EIGE	European Institute for Gender Equality
GMAG	Gender Mainstreaming Action Group
GMAP	Gender Mainstreaming Action Plan
JICA	Japan International Cooperation Agency
MOP	Ministry of Planning
MOWA	Ministry of Women's Affairs
NGO	Non-governmental Organization
NIS	National Institute of Statistics
NSDP	National Strategic Development Plan
PCM	Project/Policy/Program Cycle Management
PDAFF	Provincial Department of Agriculture, Forestry and Fisheries
PDISTI	Provincial Departments of Industry, Science, Technology and Innovation
PDLVT	Provincial Department of Labor and Vocational Training
PDOC	Provincial Department of Commerce
PDOP	Provincial Department of Planning
PDOT	Provincial Department of Tourism
PDRD	Provincial Department of Rural Development
PDWA	Provincial Department of Women's Affairs
PGM	Project on Gender Mainstreaming
PGM2	Project on Gender Mainstreaming Phase 2
RGC	Royal Government of Cambodia
SME	Small and Medium Enterprise
TWG-G	Technical Working Group on Gender
TWG-G WEE	Technical Working Group on Gender Sub-Group on WEE
WCCC	Women and Children Consultative Committee
WDC	Women's Development Center
WEE	Women's Economic Empowerment

1. Introduction: What is Women's Economic Empowerment (WEE)?

1. Introduction: What is Women’s Economic Empowerment (WEE)?

1.1 What is Women’s Economic Empowerment (WEE)?

Women’s Economic Empowerment (WEE) refers to empowering women to participate in, contribute to, and benefit from growth processes in ways that recognize the value of their contributions and respect their dignity. Women contribute enormously to the economy, whether in businesses, on farms, as entrepreneurs or employees, or by engaging in unpaid care work at home. However, they are also disproportionately affected by poverty, discrimination, and exploitation. To address the challenges that women face and realize a gender-equal society, WEE aims to increase women’s access to economic resources and opportunities, including jobs, financial services, property, and other productive assets, skills, development, and market information.

1.2 WEE in Policy Environment

Although women in Cambodia have been greatly contributing to the development of the country both economically and socially, their socioeconomic status is still lower than their male counterparts. This is because traditional and cultural norms that consider women to be passive still exist.

The Constitution of Cambodia, which was adopted in 1993, ensures the equal rights of both women and men under Article 35 (“Khmer citizens of either sex shall have the right to participate actively in the political, economic, social and cultural life of the nation”). It also prohibits all forms of discrimination against women under Article 45 (“All forms of discrimination against women shall be abolished”).

Unfortunately, gender inequality and discrimination against women still exist in Cambodia. To attain gender equality, gender perspectives should be incorporated in all dimensions of the society. Otherwise, women may not be able to gain equal access to and control over resources and remain subordinate to their male counterparts.

To narrow the gender gap and attain gender equality and women’s empowerment, the Royal Government of Cambodia (RGC) has implemented various kinds of programs and projects that are based on the national policies and programs. These include the Rectangular Strategy, the National Strategic Development Plan (NSDP), and the Five-Year Strategic Plan for Gender Equality and Women’s Empowerment (Neary Rattanak) of the Ministry of Women’s Affairs (MOWA).

WEE has also been recognized as high priority agenda and has been addressed through national policies, including the Neary Rattanak V (2019–2023), the NSDP (2019–2023), and the Cambodian Sustainable Development Goals (CSDGs) Framework (2016–2030). Additionally,

the other national programs related to agriculture and rural development, such as the National Social Protection Policy Framework (2016–2025), National Policy on Technical Vocational Education and Training (2017–2025), National Employment Policy (2014–2025), National Framework on Small and Medium Enterprise (SME), address WEE as one of the key issues.

The NSDP (2019–2023) recognizes gender equality as the backbone of the economy and society and pays special attention to WEE. It also focuses on women’s decision-making in the public sector and politics, preventing violence against women and girls, and strengthening gender mainstreaming mechanisms in sectors and national programs. It additionally articulates that WEE is promoted through the following priority activities:

- Strengthening the creative, innovative, and inclusive entrepreneurial and business development services of the Women’s Development Centers (WDCs).
- Increasing opportunities, ensuring a friendly environment, enhancing peace and the possibility of women obtaining suitable jobs. Developing technical and vocational skills, including digital technology following women’s needs and market demands, particularly the standard techniques.
- Expanding partnerships with the private sector and relevant partners in promoting entrepreneurship and potential development, experience and techniques to increase productivity and reach national and regional markets.

In Neary Rattanak V (2019–2023), the RGC recognizes that strengthening WEE is a key priority strategy. The MOWA continues to strengthen its partnership with the line ministries, the private sector, development partners, and relevant stakeholders to promote gender responsiveness and inclusion in the economic sector. The MOWA focuses on the following strategies for promoting WEE:

- Strengthen and expand policy frameworks and investment in women’s economic empowerment.
- Expand opportunities and an enabling environment for developing innovative entrepreneurship and women-led business with inclusiveness.
- Expand the environment and support for women to acquire professional skills, especially in line with the needs of the digital economy and inclusivity.
- Promote the attention and support of women’s activities in the informal economy.
- Promote a work-life balance program and a friendly and safe environment for women in economic activity.
- Expand economic opportunities in the community, including access to affordable services for women especially poor women, women with disabilities, ethnic minority women, indigenous women and women who are heads of households.

(Source: Neary Rattanak V)

2. Gender Mainstreaming Mechanisms for Promoting WEE

2. Gender Mainstreaming Mechanisms for Promoting WEE

2.1 What is Gender Mainstreaming?: Means and Strategy to Achieve Gender Equality

Gender mainstreaming refers to the integration of gender concerns into analysis, formulation and monitoring and evaluation of policies, programs and projects, with the objective of ensuring that there reduce gender gaps and gender inequalities.

Why is it important?

Gender mainstreaming ensures that policy-making and legislative work is more gender-responsive, because it makes policies respond more effectively to the different needs of women and men, girls and boys. Gender mainstreaming makes public interventions more effective and ensures that inequalities are not perpetuated. Gender mainstreaming also implies analysing the existing situation, with the purpose of identifying inequalities, and developing policies which aim to redress these inequalities and undo the mechanisms that caused them. (Source: European Institute for Gender Equality, <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>)

What is redressed by gender mainstreaming is gender inequality, legal, social and cultural situation in which sex and/or gender determine different rights and dignity for women and men, which are reflected in their unequal access to or enjoyment of rights, as well as the assumption of stereotyped social and cultural roles. It affects women's and men's status in all areas of life in society, whether public or private, in the family or the labour market, in economic or political life, in power and decision-making, as well as in social gender relations. (Source: European Institute for Gender Equality, <https://eige.europa.eu/thesaurus/terms/1182>)

One must remember that gender dynamics are unique to each context and are fluid; the situations of women, men, and people of other genders vary according to country, age, religious, or ethnic origin, sexuality, and other factors. Additionally, these dynamics could change over time.

The aim of gender mainstreaming is to carefully assess and consider these differences in every phase of the Project/Policy/Program Cycle Management (PCM): analysis, planning, implementation, monitoring, and evaluation. This can help ensure that interventions do not exacerbate existing inequalities but contribute to gender equality. In this sense, it is not an end in itself, but a means and strategy for achieving gender equality, as reflected in the 1997 United Nations Economic and Social Council (ECOSOC) conclusions.

2.2 Relevant Agencies and Gender Mainstreaming Mechanisms in Cambodia

(1) Cambodian National Council for Women (CNCW)

The Cambodian National Council for Women (CNCW) was established in 2001 as an inter-ministerial mechanism comprising Secretaries of State from all key line ministries and government agencies. Its mandate is to “assist the Royal Government to coordinate, follow up and evaluate the implementation of national policies, laws, orders and measures relating to the promotion of status, roles and social welfare of Cambodian women.”¹ It is also responsible for monitoring the implementation of international conventions related to women’s rights, advising the RGC on matters related to gender issues, and preparing national periodic reports on the CEDAW implementation. The CNCW is led by Her Majesty the Queen as the Honorary Chair, the Prime Minister of Cambodia as the Honorary Deputy Chair, the Minister of Women’s Affairs as the Executive Chair, and 24 members representatives from line ministries.

(2) Ministry of Women’s Affairs (MOWA)

In 1996, the Ministry of Women’s Affairs (MOWA) was established as the national gender machinery of the Royal Government of Cambodia, mandated to coordinate and expedite the gender mainstreaming efforts of line ministries and lower-level administration units. According to the organizational restructuring In 2003, its mandate was set to protect the rights of women and their families by facilitating line ministries and lower-level administration units in designing, implementing, monitoring, and enforcing gender-transformative policies, strategic plans, and programs. The MOWA has 3 general directorates and 11 line departments. It manages its provincial and district departments and 13 WDCs.

(3) Provincial Departments of Women’s Affairs (PDWA)

The Provincial Department of Women’s Affairs (PDWA) are sub-national level branches of the MOWA. They coordinate and facilitate line departments, offices, and other relevant units to promote gender-mainstreaming in their respective provinces. They are also responsible for conducting research to inform and advise the MOWA as well as Women and Children Consultative Committees (WCCCs) on issues regarding women, children, and youth.

(4) Technical Working Group on Gender (TWG-G)

The Technical Working Group on Gender (TWG-G) was established in 2004. It is chaired by the MOWA, co-chaired by the Development Partners (DPs), and it consists of members from government agencies, DPs, and civil society organizations. The TWG-G has been a forum for the members to discuss issues on gender equality and women’s empowerment.

¹ Royal Government of Cambodia, Royal Decree SN/Roy. Kr. /0201/036, On Creation of Cambodian National Council for Women (2001)

(5) Technical Working Group on Gender Sub-Group on WEE (TWG-G WEE)

The MOWA established the TWG-G sub-group on WEE in 2013, with membership consisting of government agencies, DPs, civil society organizations, and private sector institutions. Since its establishment, the TWG-G WEE has coordinated, facilitated, and supported the implementation of the Neary Rattanak and the other economic empowerment activities.

(6) Gender Mainstreaming Action Groups (GMAGs)

Gender Mainstreaming Action Groups (GMAGs) were formulated in all line ministries and government agencies in 2005. In general, GMAGs are led by a Chair at the Secretary of State or the Under Secretary of State level, a Vice Chair at the Director General or Deputy Director General level, and include members from all the line departments of respective ministries. Its major roles and responsibilities within their respective ministries are as follows:

- Reviewing the program activities of each sector and analyzing them from a gender perspective
- Advocating and making recommendations for gender issues in line ministry programs and projects
- Analyzing the current situation of women in their ministry and providing recommendations to promote women into decision-making positions
- Designing gender mainstreaming action plans (GMAPs)
- Participating in sectorial program design and planning processes in their ministry to ensure that they are gender responsive
- Building capacity on gender mainstreaming and advocating for program activities to be gender responsive
- Mobilizing resources for the implementation of GMAPs

GMAGs of ministries and government agencies develop and implement their GMAPs, and ministries receive government budgets for the implementation of the GMAPs related to the capacity development and the organization of important gender events within their agencies. At the sub-national level, some ministries and agencies appoint a gender focal point in their provincial departments and provide trainings on gender.

(7) Women's and Children's Consultative Committee (WCCC)

The duties of Women's and Children's Consultative Committees (WCCC) are as follows:

- Participate in the development of a strategic vision for the Commune Council's jurisdiction and development, the achievement of gender equality, and the provision of services with regard to women, youth and children
- Collect and analyze information and data related to the achievement of gender equality and the issues and needs of women and children, and integrate it into the Commune Council's Five-Year Development Plan and the Three-Year Rolling Investment Program
- Prepare a work plan and annual budget and incorporate these into the work plan and budget of the Council

- Participate in the formulation, monitoring and evaluation of the annual work plan and budget of the Council in order to promote gender equality and address issues concerning women, youth and children
- Provide recommendations and advocate action to the Council, and through the Council to the board of governors, and other committees of the Council, on issues related to gender equality and women, youth and children within the jurisdiction of the Councils
- Cooperate and provide support to the WCCCs of other Councils in resolving any problems or requests, which cannot be addressed by those committees in performing their functions
- Provide suggestions and recommendations to the Council or board of governors on appropriate measure to be taken by competent authorities and citizens to resolve issues and prevent harm relating to women, youth and children
- Seek and receive information related to the work of the WCCC
- Promote information collection by the communities on what happens regularly regarding gender equality, women, youth and children in order to take necessary measures for response
- Advocate women's participation in decision-making related to development within the Council's jurisdiction
- Provide suggestions and recommendations to promote communication, collaboration and coordination among different categories of councils, departments, units, service providers, NGOs, volunteer groups, and communities to ensure activities are implemented to help women, youth and children
- Monitor the implementation of policies on gender equality and the situation of women, youth and children, especially to identify disparities in access to services, and to recommend means for addressing disparities
- Report regularly to the Council on gender equality, women's empowerment, and issues involving youth and children
- Support all efforts to mobilize funds for work within the Council's jurisdiction
- Perform other duties as assigned by the Council

(Source: Abstracted from Article 7 on Prakas No. 4275 BrK of 30 December 2009)

3. Gender Statistics

3. Gender Statistics

3.1 Importance of Gender Statistics

Statistics is a useful tool for grasping existing problems, analyzing them, and deriving steps to address them. General statistics are insufficient for understanding the different situations, issues, and needs of groups that vary in age, disability, gender, ethnicity, and urban and rural residence. However, gender statistics can provide such data and information.

Gender statistics provide data and information on the actual situation of women and men in society, and the existing gaps. Gender statistics are a useful tool for comprehending existing gender issues and analyzing them to find a solution to these issues. WEE programs and projects cannot be planned without gender statistics.

In any society, stereotypes relating to men and women are usually associated with traditional and cultural biases and norms that do not reflect the real situations of men and women. The data from gender statistics can reveal the actual situation faced by men and women in their culture that is essential to identify existing gender issues in society.

Furthermore, gender statistics promote people's understanding of the actual situation of men and women, raise public awareness to promote gender equality, and provide a basis for formulating policies and development plans and programs.

3.2 Source of Data and Information

Different data sources can be used to obtain the statistics required to investigate gender issues. The National Institute of Statistics (NIS) under the Ministry of Planning (MOP) is responsible for generating national statistics for Cambodia. The MOWA has cooperated with the MOP/NIS to collect gender-disaggregated data from national surveys.

Gender statistics in Cambodia can be obtained from the major national statistics reports of MOP/NIS. Reports generally contain data and information from each province.

- Population Census
- Cambodia Socio-Economic Survey
- Cambodia Demographic and Health Survey
- Cambodia Labor Force and Child Labor Survey
- Agriculture Census
- Economic Census

The Department of Planning and Statistics of the MOWA has regularly developed a gender statistics leaflet using data extracted from national statistics reports.

In addition to the statistics at the national level, different institutions and organizations, such as sector ministries, local government units, and NGOs, also have statistics. The data at the

commune level are also available in the form of a "Commune Database." This includes gender statistics.

3.3 Minimum Set of Gender Indicators (as a Reference)

Agreed by the United Nations Statistical Commission in 2013 as a guide for national production and international compilation of gender statistics, the Minimum Set of Gender Indicators is a collection of 52 quantitative and 11 qualitative indicators that measure and collect information on relevant issues of gender equality and women's empowerment.

The indicators are organized into five themes: economic empowerment; education; health and related services; public life and decision-making; and human rights of women and girls.

Table 3-1: Minimum Set of Gender Indicators

1. Economic empowerment
1.1 Average number of hours spent on unpaid domestic and care work, by sex, age and location
1.2 Average number of hours spent on total work (total work burden), by sex
1.3 Labour force participation rate for persons aged 15-24 and 15+, by sex
1.4 Proportion of employed who are own-account workers, by sex
1.5 Proportion of employed who are contributing family workers, by sex
1.6 Proportion of employed who are employer, by sex
1.7 Proportion of youth (aged 15-24 years) not in education, employment or training
1.8 Percentage distribution of employed population by sector, each sex (sectors here refer to Agriculture; Industry; Services)
1.9 Proportion of informal employment in non-agriculture employment, by sex
1.10 Unemployment rate, by sex, age and persons with disabilities
1.11 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider, by sex
1.12 (a) Proportion of total agricultural population with ownership or secure rights over agricultural land, by sex; and (b) share of women among owners or rights-bearers of agricultural land, by type of tenure
1.13 Gender gap in wages, by occupation, age and persons with disabilities
1.14 Proportion of employed working part-time, by sex
1.15 Prime-age employment-to-population ratio by sex, household type and presence of children
1.16 Proportion of the population living below the international poverty line by sex, age, employment status and geographic location (urban/rural)
1.17 Proportion of individuals using the Internet, by sex
1.18 Proportion of individuals who own a mobile telephone, by sex
2. Education
2.1 Participation rate in organized learning (one year before the official primary entry age), by sex
2.2 Total net enrolment rate, primary, by sex
2.3 Gross enrolment ratio in secondary education, by sex
2.4 Gross enrolment ratio in tertiary education, by sex
2.5 Completion rate (primary education)
2.6 Completion rate (lower secondary education)
2.7 Gross graduation ratio from tertiary education

2.8 Proportion of females among tertiary education teachers or professors
2.9 Youth literacy rate of persons (15-24 years), by sex
2.10 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
2.11 Educational attainment of the population aged 25 and older, by sex
3. Health and related services
3.1 Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods
3.2 Under-five mortality rate, by sex
3.3 Maternal mortality ratio
3.4 Antenatal care coverage
3.5 Proportion of births attended by skilled health personnel
3.6 Age-standardized prevalence of current tobacco use among persons aged 15 years and older, by sex
3.7 Proportion of adults who are obese, by sex
3.8 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations
3.9 Access to anti-retroviral drug, by sex
3.10 Life expectancy at age 60, by sex
3.11 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease, by sex
4. Public life and decision-making
4.1 Women's share of government ministerial positions
4.2 Proportion of seats held by women in (a) national parliaments and (b) local governments
4.3 Proportion of women in managerial positions
4.4 Percentage of female police officers
4.5 Percentage of female judges
4.6 Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care
5. Human rights of women and girls
5.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age
5.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence
5.3 Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age
5.4 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18
5.5 Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group

Source: <https://gender-data-hub-2-undesa.hub.arcgis.com/>

Table 3-2: Cambodian Sustainable Development Goals (CSDGs) Target and Indicators by Goal 5 (Achieve gender equality and empower all women and girls)

5.1 End all forms of discrimination against all women and girls everywhere
5.1.1 Laws, policies, national Plans, and legal framework are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age
5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months and by age
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 18 old
5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
5.4.1 Number of legal and policy measures to address and recognize work-life balance, and unpaid care and domestic works, and promote women’s increased access to decent employment
5.5 Ensure full and efficient participation of women and equal opportunity in leadership at all levels in economics, politics, and public life
5.5.1 Proportion of seats held by women in legislative institutions
5.5.2 Proportion of female civil servants holding management positions (Ministers, Secretary of States, Under-Secretary of States) in public sectors
5.5.3 Proportion of female as member of Capital and provincial Council
5.5.4 Proportion of female as member of Municipalities, Districts, and Khans Council
5.5.5 Proportion of women as members of Commune/ Sangkat council
5.6 Ensure access to sexual and reproductive health and reproductive rights as universal agreed on the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and other relevant documents
5.6.1 The proportion of women aged 15 to 49 who make their own informed decisions regarding sexual relation contraceptive use and reproductive health care
5.6.2 The number of laws, policies, plans, and legal regulations that ensure that all women have access to information, education, and sexual and reproductive health services
5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
5.a.1 Percentage of adult women using financial service compare with number of populations in the country receiving financial service
5.a.2 Percentage of adult women received financial service
5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels
5.c.1 Number of institutions which have monitoring the allocated budget to promote and gender equality and strengthen to empower women
5.c.2 Number of line Ministries, Line Agencies have development and Implement Gender Mainstreaming Strategic Plan

Source: Cambodian Sustainable Development Goals (CSDGs) 2016-2030 Revised List of Targets and Indicators by Goals, July 2022, Ministry of Planning

3.4 PGM-WEE Experience: Gender Statistics Leaflet and Booklet

The MOWA acts as a coordinator and facilitator of gender mainstreaming across the government. It is responsible for monitoring and evaluating the policies and programs of the government to assess their contribution to achieving the government's goals of promoting gender equality and women's empowerment.

In this regard, the MOWA regularly produces gender statistics leaflets at the national level, which consolidates the major gender statistics available in national statistics reports. The leaflet provides basic information on the current situation of men and women in Cambodia as well as the changes that occurred and the prospects of achieving the goals set in the policies. The gender statistics leaflet is widely distributed across the country.

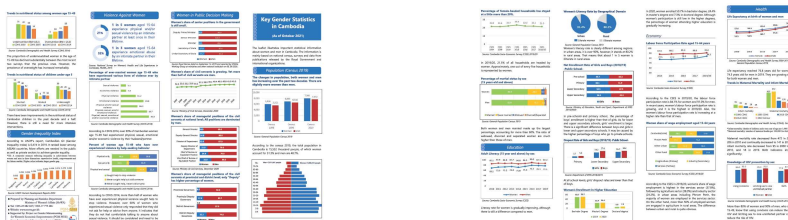
At the provincial level, provincial departments, in cooperation with the MOWA, develop provincial gender statistics booklets. Provincial Department of Planning (PDOP) and PDWA primarily lead these activities. Gender statistics are available in Tboung Khmum, Kampong Thom, Kampong Chhnang, Siem Reap, and Kampong Cham provinces.

Leaflets and booklets can help planners and stakeholders understand the actual situation of women and men in communities and grasp gender issues. Additionally, they are helpful in developing plans, programs, and activities to promote gender equality and women's empowerment.

As a result of PGM-WEE activities, gender statistics booklets have been prepared in five provinces. Through the activities, PDs have gained a general understanding of the necessary data to prepare gender statistics at the provincial level. Moreover, the procedures for developing gender statistics booklets and the role of PDs in producing them have been understood well in the five provinces. Furthermore, the MOWA has prepared the necessary materials for the gender statistics training/workshops well. It is recommended that the MOWA use and update these tools to expand the gender statistics activities to other provinces in cooperation with PDWA and PDOP in each province.



Gender Statistics Booklets



Gender Statistical Leaflet

4. Gender-Responsive Situation/Problem Analysis and Planning

4. Gender-Responsive Situation/Problem Analysis and Planning

4.1 Integrating Gender Perspectives into Policy/Project Cycle

Gender mainstreaming has been embraced internationally as a strategy to realize gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring, and evaluation of policies, regulatory measures, and spending programs, with an aim of promoting equality between women and men and combating discrimination (European Institute for Gender Equality (EIGE)). Gender perspectives should be integrated in all steps of the policy/project cycle (Figure 4.1) by all the actors involved to achieve gender equality as the overarching principle.

Gender perspective accounts for gender-based differences when examining social phenomena, policies, or processes. It considers how gender-based differences in power and power structures, as well as status and discrimination, affect the needs and interests of men and women, both in the short and long term.



Figure 4-1 Policy/Project Cycle

The gender perspectives to be integrated into the policy/project cycle are displayed below.

Step	Gender Perspective
1. Situation/problem analysis	<ul style="list-style-type: none"> • Collect and analyze sex-disaggregated data and qualitative information to understand roles and needs of women and men as well as gender issues. • Examine how a problem or issue affects different stakeholders and the views of women and men through the consultation with female and make stakeholders and local institutions.
2. Planning	<ul style="list-style-type: none"> • Examine, through the gender analysis, how the project can: <ul style="list-style-type: none"> - Contribute to women and men's equitable access to resources and increase gender equality; and - Benefit both women and men by addressing their different needs and capabilities. • Address the gender implications in the formulation of the expected outcomes, outputs, and impact. • Design activities to meet the specific needs of women and men. • If a problem severely affects women, ensure specific outcome, outputs, and activities are included to address their specific

	<p>constraints.</p> <ul style="list-style-type: none"> • Develop gender-specific targets or performance indicators that track gender results and impact. • Take into account any adverse impacts or risks that may affect equal access to, equal participation in, and/or equal benefit from project activities among women and men. • Ensure equal opportunity for women and men in the management and implementation arrangements of the project. • Incorporate mechanisms to ensure gender-balanced representation and participation in project activities and decision-making processes. • Allocate sufficient financial resources for gender equality and women's empowerment activities. • Identify and consult with women/gender groups, associations or stakeholders on project formulation.
3. Implementation	<ul style="list-style-type: none"> • If the project is considered gender-relevant, conduct a more comprehensive gender analysis in the field and establish a baseline. • Ensure that women and men can equally access project resources and services. • Ensure that women and men can equally participate in project activities such as training or capacity building activities. • Assign a gender expert or ensure that at least one member of the project management team is knowledgeable about gender issues and gender mainstreaming. • Build capacity within the project team and among stakeholders to ensure gender-responsive implementation and the continued integration of a gender perspective within the sector/area of intervention after the project ends.
4. Monitoring and Evaluation	<ul style="list-style-type: none"> • Collect sex-disaggregated data to track gender equality results and assess gender impacts. • Monitor access, participation, and benefits among women and men, and incorporate remedial action that redresses any gender inequality in project implementation. • Regularly report on how gender is mainstreamed and ensure that monitoring and evaluation include gender equality and women's empowerment as a specific criteria/component. • Ensure that women and men are able to participate in monitoring and evaluation processes. • Integrate gender-specific monitoring/evaluation questions for integrating gender equality and women's empowerment so that the monitoring/evaluation report includes an assessment of gender equality/women's empowerment results and impacts. • Identify good practices and lessons learned on project outcomes/outputs or activities that promote gender equality and/or women's empowerment.

Source: UNIDO, Gender mainstreaming the project cycle (https://www.unido.org/sites/default/files/2015-09/GM_the_project_cycle_FINAL_0.pdf),
 FAO, Guide to mainstreaming gender in FAO's project cycle

(<https://www.fao.org/3/i6854e/i6854e.pdf>)

4.2 Gender Analysis

Gender analysis is defined as a critical examination of how differences in gender roles, needs, opportunities, and rights and entitlements affect women and men and their relationships in certain contexts. Gender division of labor, gender relations, access to and control over resources, and constraints need to be analyzed to address women’s and men’s concerns and needs. Gender analysis is necessary to clearly address gender needs (the varied needs of women and men) for support and identify possible constraints in the plan.

Practical gender needs

- Inadequacies and problems that women and girls are suffering from.
- Some of them might be common needs for women and men (e.g., shortage of food, water, housing, cloth, income, and health care).
- Do not challenge gender divisions of labor and women’s position in society.

Strategic gender needs

- Related to women’s subordinate social status within the household, community, farm, market, and others.
- Try to challenge unequal gender relations (e.g., gender divisions of labor, power and control, and traditionally defined norms and roles, including domestic violence, and decision making).

4.3 Gender-Responsive Situation/Problem Analysis

Since significant gender differences, gaps, or inequalities exist in society, women’s and men’s needs should be different. Therefore, it is crucial to identify the different concerns and needs of women and men by carefully analyzing their situations and problems as well as gender relations (see the table below). Such an analysis is necessary because certain interventions should ensure that:

- gender-based injustices and inequalities are not exacerbated.
- greater equality and justice in gender relations are promoted.

Table 4-1 Analytical Points for Gender-Responsive Situation/Problem Analysis

Category	Analytical Point
Roles and Responsibilities	<ul style="list-style-type: none"> • Women’s and men’s role/responsibility • Sharing role/responsibility between women and men
Resources	<ul style="list-style-type: none"> • Women’s and men’s access to resources • Women’s and men’s control over resources • Ownership and decision-making power over the resources
Opportunities and Benefits	<ul style="list-style-type: none"> • Women’s and men’s access to opportunities and benefit (such as information, Internet, and training)
Constraints	<ul style="list-style-type: none"> • Education/literacy level • Availability (available day and time) • Necessity to gain approval from spouse/family member

- Household chores
- Social and domestic expectations

PGM Method: Problem and Objective Analysis

(1) Problem Tree (Problem Analysis)

The problem tree is a tool to visually organize the causes and effects of existing gender issues that relate to the assumed project area or sector in the form of a tree.

Steps in gender-responsive problem tree analysis

Step 1: Identify the immediate causes that directly produce the core gender issue and locate them below the issue.

Step 2: Identify the immediate effects that directly result from the core gender issue and locate them above the issue.

Step 3: Expand the problem tree both upward and downward, and organize the causes and effects of the gender issue.

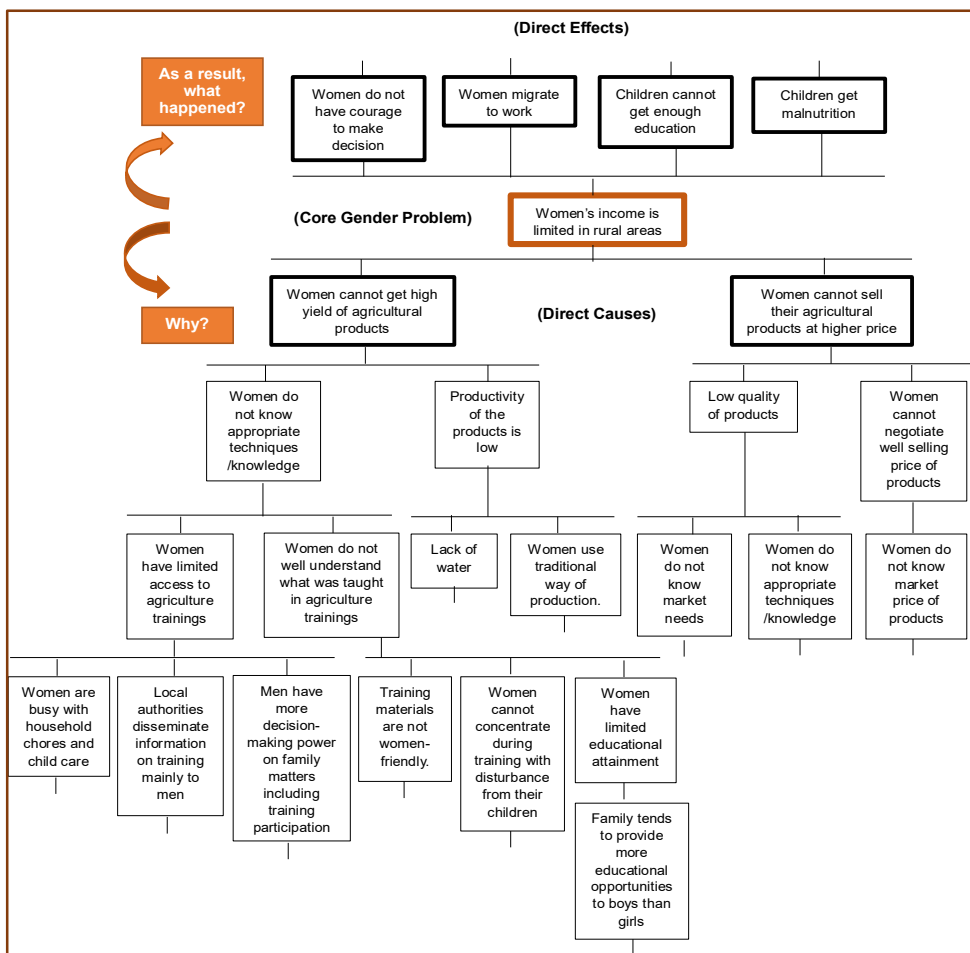


Figure 4-2 Problem Tree

(2) Objective Tree (Objective Analysis)

The objective tree is a tool to identify the desirable situation that will be attained once the gender problems have been solved. It also visually organizes the means and ends to attain such situations in the form of a tree. The objective tree can be developed from the problem tree (Figure 4-2) by changing the cause-effect relationship to a positive means-end relationship. The positive means-end relationship can be a basis of concrete strategies for a prospective project.

Steps in gender-responsive problem tree analysis

Step 1: Replace the negative situations that are identified in the problem tree with positive situations that will be attained after the gender problems have been solved.

Step 2: Expand the objective tree downward until concrete means are identified.

Step 3: Check if all the means to achieve the ends are identified. Change ends, add means, and delete unnecessary ends, if needed.

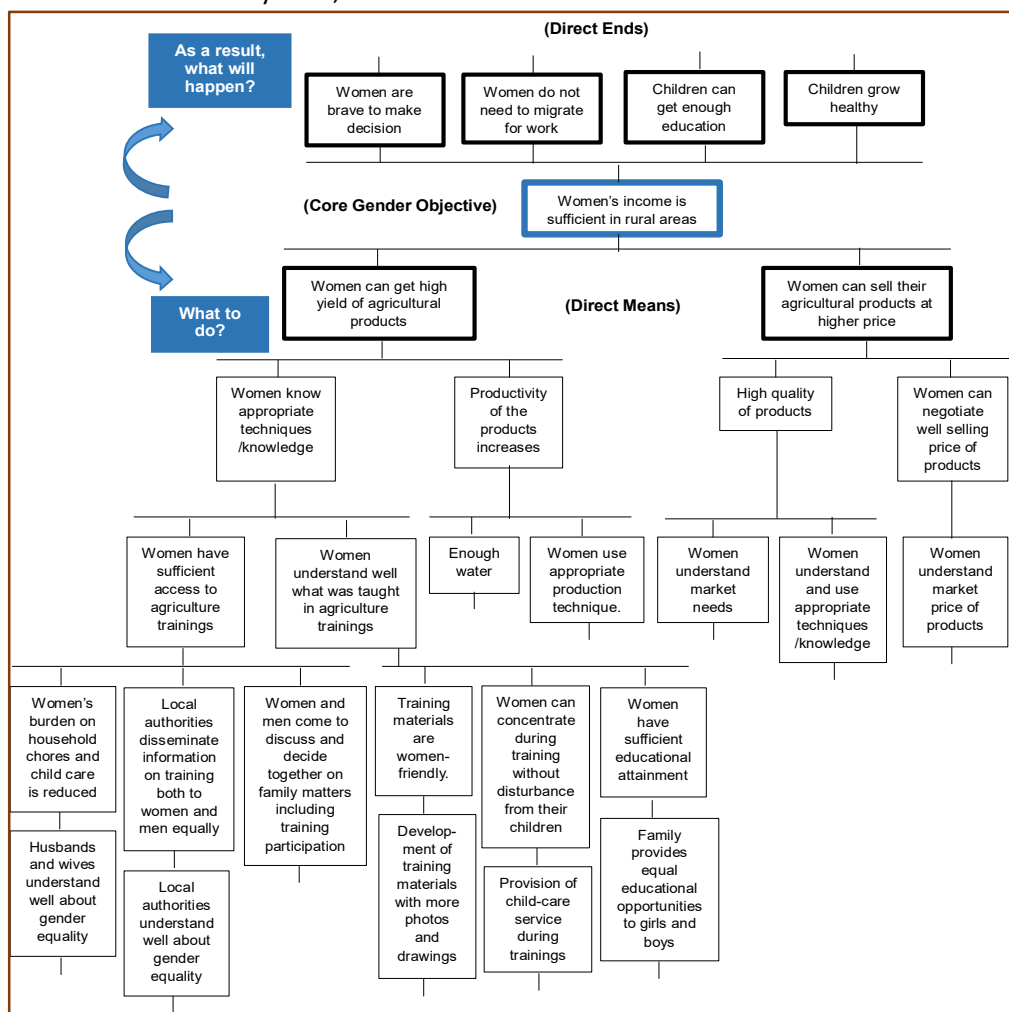


Figure 4-3 Objective Tree

4.4 Gender-Responsive Value-Chain Analysis

Gender responsive value chain analysis is a value chain analysis emphasizing the gender perspective, particularly from women’s standpoint, to identify gender-based constraints in value chains and plan remedies for women’s benefit. Occasionally, women face gender bias from other actors in the value chain, which prevents their entrepreneurial potential and economic empowerment. Gender biases in the value chain can be assessed by conducting gender-responsive value chain analysis and identifying gender-based constraints in the value chain. Gender-based constraints are found in value-adding activities or communication with other actors in the value chain. The major types of gender-based constraints are a lack of knowledge and skills, access to information, access to productive resources and agency, and power. Identifying gender-based constraints enables the detection of the underlying causes of women’s underperformance in the value chain.

Step 1: Gender-responsive value chain mapping

To initiate a gender-responsive value chain analysis, creating a gender-responsive value chain map allows us to illustrate a comprehensive landscape of the business from production to market with women’s and men’s level of participation.

Step 2: Analysis of gender balance of actors in the value chain

The aim of this step is to assess the gender balance of actors in the value chain prior to conducting an in-depth analysis and to apply the data for a more accurate and critical analysis of gender-based constraints. This step shall be completed if time and resources allow, or gender-responsive value chain analysis requires higher accuracy.

Step 3: Analysis of gender-based constraints: Assessing gender-based constraints and support

After illustrating a gender-responsive value chain map for each business, we proceed to the analysis of gender-based constraints. In this step, participants assess gender-based constraints between the target business and other actors in the value chain, along with support from people around the target business (see the tables on the next page). Subsequently, the gender-based constraints faced by women between the target business and actors in the upper and lower streams will be listed. Note that these constraints come from gender-based issues, not general issues, such as issues faced equally by women and men. The middle column (the column of the target business) lists the gender-based constraints of internal issues of the target business.

Step 4: Analysis of gender-based constraints – Assessing causes of and measures to address gender-based constraints

After listing the gender-based constraints between the target business and other actors in the value chain, the causes and measures of gender-based constraints are assessed to analyze the fundamental factors of gender-based constraints. Examine the causes and measures related to gender-based constraints to provide deeper insights into these constraints. Note that these causes and measures shall be based on gender-based factors, not the factors referring to physical “sex” or social “gender,” and general factors faced equally by both women and men.

Agricultural/manufacturing businesses

Value chain stages	Actors	Gender-based constraints faced by women	Supports from around (including men)
Input	<ul style="list-style-type: none"> • Input providers • Service providers • Finance providers 	<ul style="list-style-type: none"> • Input providers propose higher price for equipment compared to market price • Need to ask for permission of husband to borrow money 	<ul style="list-style-type: none"> • Collect market price of equipment with a help of other business partners before making purchase • Discuss with husband on control over household assets
Production		<ul style="list-style-type: none"> • Processing equipment is purchased under the name of husband, therefore women need to ask husband for updating and repairing. 	<ul style="list-style-type: none"> • Discuss with husband on control over production assets
Distribution Market	<ul style="list-style-type: none"> • Distributors • Middlemen • Wholesalers • Retailers • Customers 	<ul style="list-style-type: none"> • Middlemen do not make much business conversations with women group • Wholesalers are not interested in trading with women group assuming the product quantity is low 	<ul style="list-style-type: none"> • Ask for information of training of negotiation skills to provincial departments / NGOs • Ask for help to middlemen to show trading records to show evidence for quantity produced

Service businesses

Value chain stages	Actors	Gender-based constraints faced by women	Supports from around (including men)
Input	<ul style="list-style-type: none"> • Input providers • Service providers • Finance providers 	<ul style="list-style-type: none"> • Technical trainings and business advisory services are not targeted to women • Finance providers are not encouraged to lend money to women-oriented businesses 	<ul style="list-style-type: none"> • Ask for information of trainings and services targeted to women to community members / provincial departments • Create a convincing business plan with a help of business advisory services to appeal to finance providers
Services		<ul style="list-style-type: none"> • Service providers are dominated by women, but managers are dominated by men, thus important business decisions are made by men 	<ul style="list-style-type: none"> • Discuss with managers to include women to important meetings
Distribution Customers	<ul style="list-style-type: none"> • Distributors • Agents • Customers 	<ul style="list-style-type: none"> • Some agents try to take higher commission from women-oriented businesses assuming women do not need much income 	<ul style="list-style-type: none"> • Discuss with managers to negotiate for appropriate service price and pay for women

4.5 Gender-Responsive Planning

Gender-responsive planning is crucial as it enables the varied needs of women and men to be clearly visible and addressed. It also helps to avoid perpetuating gender inequality during implementation and to achieve better results by meeting both women’s and men’s needs.

In planning, a specific framework for a project will be developed to address gender issues in the target areas, and beneficiaries will be identified through gender analysis. The objectives to be achieved through the project are set based on gender issues; they need to be clear to all stakeholders in the project.



Fig. 4-4 Gender-Responsive Planning

Basic gender perspectives (considerations for women) to be integrated into planning are:

- Addressing women’s needs and gender issues in an objective setting.
- Ensuring equal access, participation, and benefit to women and men.

Table 4-2 Checklist for Gender-Responsive Planning

Category	Point to Check
Objective Setting	<ul style="list-style-type: none"> ✓ Are women’s needs (especially strategic gender needs) reflected in the objectives of the project? ✓ Do women and men equally benefit from the project? ✓ Are gender equality and women’s empowerment promoted through the project activities?
Activity	<ul style="list-style-type: none"> ✓ Can women obtain enough information on the project? ✓ Can women actively participate in the project activities? ✓ Are women also involved in decision-making and management process? ✓ Are specific activities planned for removing constraints on women and/or addressing gender issues? ✓ Are necessary measures taken for removing constraints on women’s active involvement? ✓ Are activities for raising awareness on gender included? ✓ Are women satisfied with the process and results of project activities?
Indicator (see.4.6)	<ul style="list-style-type: none"> ✓ Are gender-responsive indicators set for assessing the

	changes and impacts on target women, gender relations, gender equality, and women's empowerment?
--	--

Criteria for selecting target candidate sites for WEE

It is important to clarify the purpose of the activity, discuss with stakeholders what kind of activity should be aimed at, and confirm what kind of restrictions the activities to be implemented have regarding budget, funds, period, schedule, human resources, materials, and others. Additionally, site selection must be conducted according to the international evaluation criteria adopted by the Development Assistance Committee (OECD-DAC), focusing on relevance, effectiveness, efficiency, impact, and sustainability (five evaluation items) of the activities.

1. Relevance

- Consistent with the work and role of stakeholders.
- Appropriate approach for solving the problems and issues of target women.
- Promote WEE for target women who face difficulties running their business.

2. Effectiveness

- Implementation of the activity/project achieves project goals.
- Target women receive benefits from activity/projects.

3. Efficiency

- Focusing on the project/activity inputs (human resources, materials, funds, and time) and results; the input resources may be used effectively.

4. Impact

- Positive changes in both direct and indirect effects that will be brought about by the implementation of the project/activity.
- In contrast, negative changes are unlikely.

5. Sustainability

- The effects generated by the activity/project will persist even after the activity ends.

PGM-WEE Experience: Mapping of Women's Activities/Businesses

It is useful to create a map of women's income generating activities or small businesses by listing industries in each province so that sufficient information on the location and kind of activities or businesses that women are involved in each district/commune can be grasped and their needs are easily addressed. Information on women's groups in target province should be obtained from PDs such as PDWA and PDAFF or local NGOs that usually work in villages. It would be ideal if PDOP could plot them on a map and visually represent them by district or commune. It may be useful information for Cambodian central ministries, DPs and, international NGOs when planning their activities/projects for WEE.

PGM-WEE Experience: Rural Women in the Garment Industry

Many young rural women are working in the garment industry, and they cannot participate in the training held on weekdays. Thus, when implementing a project/an activity aimed at promoting WEE in rural areas, the selection of target areas and groups must be conducted

carefully to achieve the better results and impacts from the activities. As most of the women in their late 30s and 40s have their contracts terminated, if there are such women in the village who cannot find employment in garment factories, selecting a target group for the activities should be prioritized.

Table 4-3 Sample criteria for site selection

Criteria for target site selection		Means of verification
1	Consistent with the policy/strategy/action plan at the national or sub-national level.	The policy/strategy/action plan
2	Number of women who produce products and/or provide services in the province; even if the number of women in the target area is not high, it would be appropriate if there are many women in the province undertaking similar business.	Statistics/interview with local authority
3	Potential for business expansion and improved profitability.	Market survey/interview with female farmers and producers
4	Women themselves are committed to making their businesses better; exhibiting strong commitment to join the project activities.	Interview with female farmers and producers
5	Linking the needs of target women using a multi-sector approach; PDs can provide services based on the needs of the target women.	WEE WG members
6	Positive changes in target women's family, surrounding social community, and target women.	Interview with female farmers and male farmers, local authority
7	Other NGOs and donors not implementing projects.	Interview with female farmers and male farmers, local authority
8	Collaboration with local and competent authorities.	Interview with local authority
9	Business continuity after the project activity ends.	Market survey/interview with female farmers and producers
10	Access to the site (Distance and road conditions).	Interview with local authority

Table 4-4 Sample scoring sheet for site selection

Criteria for target site selection		Confirmation method	Site A	Site B	Site C	Site D	Scoring		
							3	2	1
1	Consistent with the policy/strategy/action plan at the national or sub-national level.	Collect information from WEE WG members					Yes	Some	No
2	Number of women who produce the products and/or provide the services in the province; even if the number of women in the target area is not so large, it would be appropriate if there are many women in the province undertaking similar business.	Group interview/ collect information from WEE WG members					High number	Not so low	Low number
3	Potential for business expansion and improved profitability.	Group interview/ market information					High	Not so low	Low
4	Women themselves are committed to making their businesses better; exhibiting strong commitment to join the project activities.	Group interview					High	Not so low	Low
5	Linking the needs of target women using a multi-sector approach; PDs can provide services based on the needs of the target women.	Group interview/ collect information from WEE WG members					High	Some	Low
6	Positive changes in target women's family, surrounding social community, and target women.	Group interview					High	Some part	Low
7	Other NGOs and donors not implementing the projects.	Interviews with local authorities					No	Some part	Yes
8	Collaboration with local and competent authorities.	Interview with local authorities					High	No so low	Low
9	Business continuity after the project activity ends.	Group interview/ market information					High	Not so low	Low
10	Access to the site (Distance and road conditions).	Collect data from WEE WG members					Easy	Sometim es	Difficult

4.6 Gender-Responsive Indicators

An indicator must be set to provide a reference point that changes over time.

- **Input indicators:** directly related to the services and activities that are provided or implemented by the interventions. (e.g., the number of training sessions and participants).
- **Output indicators:** more immediate results of activities (often during the implementation period). The outputs should be disaggregated according to whom they reach.
- **Outcome indicators:** related to the overall goal of the project/activity.
- **Impact indicators:** related to the overall goal of the project/activity measured after the project/activity was implemented. They could include the measurement of changes in attitudes, confidence, and a sense of empowerment to continue with the interventions in the sector of focus.

Gender-responsive indicators are:

- To measure gender-related changes over time, that is, the situation of women and men and the resulting gap them.
- To reflect on an understanding of gender roles and inequalities to encourage equal participation, including equal and fair distribution of benefits.

Gender-responsive indicators can be based on:

- **Quantitative, sex-disaggregated** statistical data – facts and figures
- **Qualitative** changes – for example, judgements and feelings, or perception.

Source: UNDP (2019) Gender Responsive Indicators: Gender and NDC Planning for Implementation.

The characteristics of gender-responsive indicators are:

- Collect data to be **disaggregated by sex**, age, and other variables.
- Measure the **difference and gap** between women and men.
- Measure the **progress and process** towards achieving gender equality goals.
- Demonstrate **the impact of changes in power relations** between women and men.

Table 4-5 Gender-Responsive Indicators in Income-Generating Activity

Quantitative indicators	<ul style="list-style-type: none">• Number of participants or participation rate (by sex)• Level of understanding (by sex)• Increased awareness on gender equality and women's empowerment• Percentage of participants who applied knowledge and skills• Increase in income earned by women and men• Increase in sales and income generated by women• Level of women's empowerment (e.g., sharing information, sharing household chores and responsibilities, involvement in decision-making, income controlled by women, domestic violence)
Qualitative information	<ul style="list-style-type: none">• Women's satisfaction with the process and results of activities• Changes in women's status and gender relations in household/community• Changes in gender norms and notions in target areas

5. Gender-Responsive Implementation

5. Gender-Responsive Implementation

5.1 What is Gender-Responsive Implementation?

As mentioned in Section 4.5, addressing gender differences, gaps, and inequalities is crucial to create a gender-responsive plan that corresponds to the needs, priorities, and interests of women and men in the planning stage. However, even in the implementation stage, necessary measures must be implemented to put gender perspectives into practice. This chapter introduces several tips (considerations) and tools that were compiled and developed based on the experiences of PGM-WEE. It is expected that as many of them as possible will be applied to make women's income-generating activities and small businesses more gender-responsive and beneficial for women.

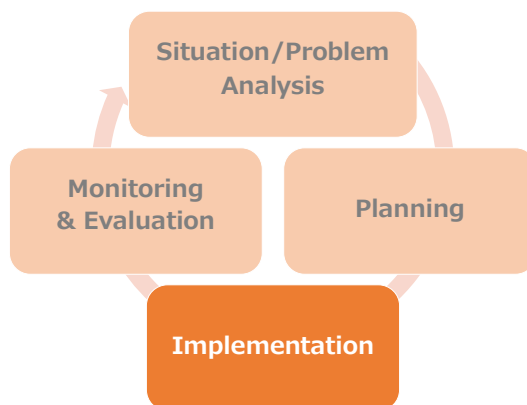


Fig. 5-1 Gender-Responsive Implementation

5.2 Considerations for Gender-Responsive Implementation

In the implementation stage, several considerations for ensuring equal access, participation, and benefits for women and men must be considered.

(1) Schedule a time and place that enable greater participation of target women

Most women are responsible for unpaid household work, not only in productive activities such as agriculture, income generation, and small businesses, but also in household chores, childcare, and caring for the sick and elderly. For this reason, it is important to confirm the time and place where target women can easily participate in the training and ensure that as many women as possible can participate.

Setting appropriate activity schedules for target women

When considering the appropriate time and date for the activities, it should be noted that women often cannot participate in training during rice-planting and harvesting periods. It would be desirable to create a reasonable activity plan that fits the lives of the target women. In fishing communities, the rainy season is the peak season for fishing activity, and it is extremely challenging for participants to make time for training during the peak season. Avoiding the peak season of participants' business will mitigate opportunity costs to the target women's businesses and maintain a high participation rate in the activity. It would be desirable to create a reasonable activity plan that fits the target women's lives.

Scheduling periodical implementation of activities

When participating in activities, women need to cope with other daily activities, such as work and household chores. To cope with their daily activities, it is favorable for women to have activities with periodic schedules (e.g., every 2nd Tuesday of the month, every two weeks). By doing this, women can manage their schedules in advance, inform their co-workers and family of their schedules, and prepare for the upcoming session.

Discussing favorable times of the day with participants

Several women are responsible for both their work and household duties. Those activities may involve daily routines, such as cooking meals for family members, attending work, and receiving children from daycare or schools. Discussing a favorable time of the day with participants will help them cope with their daily routines and encourage women to participate in activities.

Appropriate activity plans for target women

The appropriate length of training for women should be one to two hours once a day, including the time for the final post-test. Women's understanding will be deepened if the content of the training is one topic per session, but if several topics are to be discussed, one idea is to efficiently implement two topics per session. The frequency of training varies depending on the project or program; however, if it is held twice a week or every week, it may be a burden on women. However, this is not the case for short-term projects and programs. It is better to set it after consulting with the target women.

Holding activities at a local meeting place

Women face time poverty from the excessive work from their jobs and household duties. Securing cash for transportation to the place wherein the activity is held is challenging because women may need to negotiate with other family members on the impact of attending the activity and using the household budget for transportation. If the activity is held at a local meeting place, such as a community hall or local school, it will ease women's time and effort (invested for transportation) to participate in the activity.

(2) Facilitating the understanding of illiterate participants

Using simple words and rephrasing technical vocabulary

If the activity involves technical issues, facilitators should use simple words or rephrase technical vocabulary to ensure that all participants can understand the explanation. During each activity, participants' familiarity with the topic was assessed and considered.

Preparing picture-oriented materials with few sentences

When conducting activities for community women, participating women may be a mixture of those who are literate and illiterate. To facilitate understanding for all participants, preparing picture-oriented materials with fewer sentences would provide visual aids for illiterate participants. Literate participants will also benefit from visual aids to gain a clearer understanding, depending on education levels and the activity content's difficulty.



Training material (Business)

១. ការរៀបចំដី

- ដាក់លាមកសត្វស្រូវ ឬជីកំប៉ុស្តិ៍ក្នុងបរិមាណពី 1-2kg ក្នុងផ្ទៃដីរង 1m² គ្រប់ទ្រាប់បណ្តា ដោយច្របល់វាដោយសព្វដាមួយដំរីង



- គ្រាប់ដំណាំ ធ្វើបាន ២ប្រភេទ ដើម្បីទប់ស្កាត់ការរូបច្រោះដី ការការពារសំណើមដី កាត់បន្ថយការដុះស្មៅ



Training material (Vegetable growing)

(3) Facilitating a better understanding by the participants

Designing workshop-centered activities

Offering hours of training through presentations may provide rich information; however, participants also learn from actual practices. Designing workshop-centered activities will encourage participants with limited literacy and various educational levels to participate in the activity and interact with others. Learning with actual practices also leaves stronger memories in participants' minds.



Practical training on composting



Practical training on preparing a field



Practical training on weaving bamboo



Practical training on dyeing bamboo

Selecting appropriate facilitators/instructors

Although the content of the training varies depending on the target business, participants tend to partake in training with greater interest when both classroom lectures and practical training are provided. As the participants' understanding of the training is greatly influenced by the skills of the trainer, assigning a suitable trainer is an important factor for the success of the activity/project. When teaching specialized skills, such as making handicrafts or growing organic vegetables, finding suitable trainers near the target area may not be possible. In such cases, recruiting trainers from other districts or provinces could be an option. When recruiting trainers, checking several products that trainer candidates have produced and confirm their technical capabilities is important. Additionally, if a trainer candidate seems to have existing teaching materials, confirming whether the teaching materials can be used in the training is important.

Distribution of training materials

Additionally, distributing training materials is important. Even if the target women do not clearly understand the training content at the time, they may be able to obtain cooperation by sharing the training materials with their families after returning home.

Confirming the level of participants' understanding of the training contents

After the training, a post-test should be conducted to ensure that the trainer can determine the participants' level of understanding. Various pre-testing methods exist, but the following methods are efficient:

1. Prepare some questions from key topics of the training content.
2. Prepare three answers A to C for each question and make them multiple-choice.
3. Write questions on a large flipchart.
4. Prepare a paper bag for each option from A to C for each question.
5. Distribute colored papers to the participants.
6. Direct the participants to place the colored paper in the bag that they think is the correct answer.

Handing out different colored papers for each gender is also efficient in immediately identifying the number by gender. Illiterate women can also respond easily.



Prepare a paper bag for each option



Explaining the pre-test

(4) Private Sector Partnership

When working with women in small businesses, providing them with capacity-building opportunities, such as business and other technical skills, is extremely common. However, further facilitating their business partnerships with socially responsible private companies would validate the marketability of their products and/or services and, to some degree, guarantee sustainable income. Ideally, private sector partnerships accelerate women's economic empowerment in various ways (as mentioned above); they are also capable of exploiting them, for example, in the form of unfair pay and sexual harassment. It is extremely important to research company profiles, their values, practices, including value chains (see Section 4.4), and reputation, to match women with enterprises that believe in supporting women's businesses and promoting decent work. It would be ideal to train women such that they are capable of negotiating legal business contracts or agreements on their own. However, in cases wherein the project period is limited, another option would be involving a trustworthy middle person to monitor and ensure that women's rights to decent work are respected in all aspects of the business partnerships.

PGM-WEE Experience: Linkage with Private Travel Agencies

PGM-WEE supported women's groups in two Community-Based Tourism (CBT) sites in Siem Reap province to strengthen their skills in tourism promotion, predominantly by facilitating the development of their own marketing materials, such as local resource maps and videos. The project also organized an activity wherein women made a presentation on their services and products to the key stakeholders, including three of the pre-screened travel agencies. They also explained the process of developing their own promotional materials, including taking their own photos and deciding on the key messages themselves. This provided a platform for the women to interact with—and directly promote their work to—the private sector and other stakeholders such as the Ministry of Tourism, thereby preparing them for future business negotiations. This touched some travel agencies who valued positively impacting communities through their business and immediately requested more information for possible future cooperation.

The project team visited the three travel agencies that participated in the above activity to follow up on possible cooperation. All three travel agencies expressed how much they were moved by the CBT women's presentations and were extremely interested in promoting their services to their clients. One particular company was already working to propose some of their services to a group of 40 clients booked for the end of that year, and another group of 10 was expected several months later. The company decided to mix and match some of the KPP and KNP CBT women's services into their own pre-made packages to fit the clients' needs. The company was happy to learn about these women's services because it had limited options for its clients, especially in KPP. The company believes that these services will meet the demands of diverse tourists, as they offer opportunities to not only enjoy the beautiful nature of these communities but also experience authentic local lifestyles, while also supporting the local inhabitants' economic well-being, especially women.

(5) Access to Information: Digital Technology and Social Media Training

Access to information is a fundamental human right that is enshrined in numerous international and regional human rights instruments. In reality, however, several women, especially those living in rural communities, struggle to exercise this right owing to systemic barriers, including the following: 1. Educational opportunities favor boys, which contributes to higher literacy among men than among women. This could also lead to women’s lack of awareness of where and how to seek information. 2. Conservative norms that confine women’s roles within the household and away from involvement in the public sphere. 3. Power and economic gaps cause a gender digital divide, preventing more women than men from accessing technology and the internet.

Access to information is indispensable in achieving WEE. Without accurate information, one cannot make informed decisions—for example, concerning the effective use of available resources, such as loans and training programs, and strengthening business competitiveness, among others. In an increasingly digitalized world, advancing women’s digital connectivity is key to ensuring their economic empowerment. Indeed, the 63rd session of the Commission on the Status of Women focuses on this theme and is planned to take place in 2023 under the title *“Innovation and technological change, and education in the digital age for achieving gender equality and the empowerment of all women and girls.”*

The analysis conducted prior to project implementation should include gendered disparities in access to information and technology, and the consequent effects on their respective abilities and involvement in decision-making at all levels. This should help identify specific barriers for women and men to access information, which, in turn, can be used to develop countermeasures. If implemented effectively, these countermeasures can help strengthen women’s access to information as well as their consequent decision-making skills.

PGM-WEE Experience: Women in Community-Based Tourism (CBT)

Accessing, understanding, and owning community information

Each woman in the KNP and KPP CBT target group was provided with a tablet and Internet data. They were trained in basic use of the device, including how to access and search for information on the Internet, take photos, and post them on social media. Once they completed the training, they were tasked to explore their native environment to identify and take photos of resources they believed were unique to their communities and share them in their respective CBT Telegram (social media application) group. After the women identified, shared, and discussed enough resources, they categorized them into natural and cultural assets. The final step of the exercise was shortlisting each category by selecting the most unique resources that have the potential to attract tourists.

For example, the women of KNP selected community forest, sunset over Tonle Sap Lake, palm-sugar, and lush rice fields as natural—and Banteay Ampil Temple and traditional brooms as their potentially marketable cultural—resources. Once these key resources were

identified, the women designed their own tour programs that integrated both natural and cultural experiences, such as walks in the community forest, Tonle Sap Lake boat ride at sunset, and a visit to the Banteay Ampil Temple, thereby converting these assets into income-generating products.

While this exercise allowed them to gain practical experience pertaining to the use of the tablet, it also encouraged them to explore information beyond their domestic sphere, rediscover the value of their local assets—their culture, history, environment, and lifestyle—and make informed decisions as to which ones had the potential to benefit them economically. Hence, this exercise contributed to the development of their decision-making abilities.

Digital technology and social media

The target women above also received training in promoting tourism through digital technology. In addition to the basics, such as opening accounts on various social media platforms such as Facebook, Instagram, and YouTube, they also learned how to create digital contents that more effectively convey their community’s essence. More precisely, the training helped the women identify key marketable aspects regarding their culture, natural environment, and lifestyle, and acquire the technical skills necessary to convey them through photography and short-videos that are suitable for social media.

Participants provided feedback on each other’s photos and videos during the lessons, to help one another improve their skills in communicating their ideas and messages through digital media. They also learned the importance of “liking” and sharing each other’s contents on multiple social media accounts to help disseminate information on their products.

As most participants exhibited low literacy skills, the trainers adjusted and simplified their teaching methodology to be more visual- and audio-based. Each topic was also taught through hands-on practice by integrating interactive games, instead of providing written or heavily technical explanations, to ensure that women could more easily understand and internalize their learning.

Digital skills cannot be acquired overnight, especially for these rural women who are accustomed to manual labor. Providing long-term training opportunities is important to ensure that women continue strengthening their digital literacy; additionally, equipping them with the necessary tools to stay innovative and competitive within their markets, ensuring that they do not lag in the increasingly digitalized tourism sector, is vital.



(6) Involving Both Female and Male Key Persons

In implementing the project/activity for promoting WEE, having both women and men as key persons is better as this ensures that the opinions of both men and women are reflected in the activities. However, for such parties as DPs and international NGOs who do not have an adequate grasp of human relationships at the target sites, forming new groups for short-term activities/projects is extremely difficult. Arguably, the shortest route to achieve WEE is supporting existing women's groups and gradually expanding the scope of their activities to other areas based on their experiences.

(7) Building Partnership with Community Leaders and Local Authorities

Sharing and discussing orientation and framework of activities with community leaders and local authorities

When implementing an activity in a community, collaboration between community leaders and local authorities is essential to reach and communicate with community women. Furthermore, aligning with the community's development plan and needs will bring about active participation from the community and ensure a sustainable impact of the activity. Sharing and discussing the orientation and framework of activities with community leaders and local authorities at the planning stage will provide these advantages.

Inviting community leaders and local authorities to participate in activities

When implementing an activity, opening doors to other stakeholders will stimulate future collaboration with them. Apart from the target women, inviting community leaders and local authorities to participate in activities will generate a better understanding among local collaborators, and will create further discussions and suggestions for more fruitful activities and fulfilling the community's needs.

5.3 Useful Tools for Promoting WEE

(1) Rapid Feasibility Study

Exhibiting an accurate understanding of the situation of women and their groups is extremely important for stakeholders before beginning to implement the project or activity.

Outline of the rapid feasibility study

- Meeting before implementation (introduction of activity/project and Rapid Feasibility Study outline).
- Interview with the local authorities (district governor, WCCC, Commune chief, village chief, CWCC) at the candidate sites.
- Focus Group Discussion with female and male farmers/producers.
- Value chain survey (interviews with retailers, wholesalers, middlemen, and extra buyers in local markets).
- Reflection meeting at the end of the survey to share a rough survey overview.

(2) Business Training for Rural Women

Although rural women are engaged in small-scale income-generating activities and businesses, business training is still necessary. However, the training content and level should be examined carefully according to actual needs. The sample contents of business training for rural women (the so-called Village Business School in PGM-WEE) are presented in the table below.

Table 5-1 Sample Content of Business Training for Rural Women

Topic	Content	PD in charge
Business analysis	- Examine the current situation of business in 4P perspective (product, price, place, promotion)	-
Profit	- Concept of “cost” and “sales” - Calculation of profits - Why maintaining records is better	PDLVT PDISTI
Customer	- Customer profile (who is the customer?) - Customer’s needs (what is required?) - Market survey	PDRD
Added value on business environment	- Strength and weakness analysis on current business environment (hospitality, traditional culture, measures against harassment)	PDOT
	- Strength and weakness analysis on current business environment (clean environment, natural conservation)	PDISTI
Value chain	- Explore business partner - Keeping the relationship with business partner (including measures against gender constraints) - Merit of group activities (cooperative)	PDOC
Promotion	- Advertisement - Networking - Website, social media	PDOT
Business plan	- Business plan	-
Agricultural Product		
Production plan	- Examine varied products, prices, sales, and costs	PDAFF

PGM-WEE Experience: Hospitality Workshop for Women

Many women serve as frontline workers in the service sector. Numerous businesses in the service sector require direct communication with customers, such as retail outlets, restaurants, tourism businesses, health services, entertainment works, beauty and relaxation services, education services, and more. Hospitality is key to improving customer satisfaction in the service sector. It can attract repeat customers and eventually increase the sales and revenue of the business. Implementing a hospitality workshop for women working in the service sector is a bottleneck of those positive chains of change.

PGM-WEE implemented a hospitality workshop for community women working in the tourism industry in Siem Reap, as a session of the Village Business School. The following three points are positive outcomes of the hospitality workshop targeted at women:

a. Explore practices to increase customer satisfaction

Hospitality is an essential factor in the enhanced service provision of tourism businesses. Having a workshop on current activities and expected improvements in hospitality practices enable women to brainstorm the kind of services that the tourists would favor and those that will increase customer satisfaction. The workshop will also convince women that women as frontline workers in tourism businesses play a key role in increasing customer satisfaction.

b. Confirm customer needs

Fulfilling customers' needs is an important responsibility of hospitality practices, which also increases customer satisfaction. Confirming tourists' needs is essential before identifying specific actions for improving hospitality. Women—being frontline workers in the tourism industry—may exhibit a more accurate perception of tourists' hidden needs. One idea proposed by women is presenting the everyday life of local people—considering that tourists visiting CBTs are expecting to observe local life, rather than enjoying well-known tourist attractions and urban life.

c. Identify potential tourism resources in the community

Historic places, nature, arts, and those major tourist attractions are not the only tourism resources available in communities. There may be undeveloped tourism resources or potential tourism resources from everyday life, which could be identified from a third party's view. Holding a hospitality workshop allowed women to inspect potential tourism resources in the community, which would appeal to and entertain tourists, from the tourists' view. Some ideas proposed by women include taking tourists to agricultural fields where local people are working, serving meals with locally grown crops, opening a workshop for crafting local specialties, and singing a Khmer song.

PGM-WEE Experience: 5S Workshop for Women

5S is a business framework for organizing workplace environments and increasing productivity. 5S was invented by the Japanese manufacturing industry and is suitable for most manufacturing businesses but is also applicable to agricultural and service businesses and even households. The term 5S was made by combining each first letter of Sort, Set in order, Shine, Standardize, and Sustain. 5S is sometimes confused with a process of cleaning; however, the ultimate goal of 5S is increasing productivity by ensuring a clean and organized work environment. PGM-WEE implemented a 5S workshop for community women working in the tourism industry in Siem Reap, as a session of the Village Business School. The following three points are positive outcomes of the 5S workshop targeted at women:

a. Examine the workplace environment for increased efficiency and productivity

5S sets five steps to organize the workplace environment, Sort (separating necessary and unnecessary items, and removing unnecessary items), Set in order (placing necessary items in designated places), Shine (cleaning and checking the workplace), Standardize (standardizing and maintaining an organized environment), and Sustain (training related people to implement 5S to make it habitual). Eventual outcomes of 5S are reduced time for searching items, increased efficiency in implementing actions, maximizing the yield of products, and prevention of unforeseen accidents. In the 5S workshop, women reviewed their workplace environments with the five steps of 5S, to seek any room for improvement. Participating women could propose accurate points for improvement such that they stand at the forefront of service provision. Furthermore, women understood that those proposed points of 5S were underlying factors of efficiency and productivity. Additionally, following the Standardize and Sustain steps of the 5S, training women on 5S will encourage them to take initiative in the 5S movement in their businesses or in the community.

b. Review preventive measures for accidents

By implementing 5S, the workplace environment will be organized, which will reduce accidents at work. In the 5S workshop, women should review any deficiency in the workplace environment, which could cause accidents. Additionally, this will prevent customer complaints and negative reviews of the business. Women as frontline service providers could be the first responders to customer complaints; therefore, preventing accidents would reduce the time for customer support and ease the mental pressure on female workers.

c. Improve cleanliness and hygiene of workplace environments

After introducing 5S practices, the workplace environment should be cleaned and kept hygienic. This will improve the positive image of the business, which is a crucial factor for customer satisfaction. Additionally, having a clean and hygienic workplace environment will prevent the spread of viruses at the workplace, such as COVID-19 and other infectious diseases. Owing to the deep-rooted social perception of the division of roles, numerous women focus on reproductive roles (work associated with supporting and servicing productive work including caring, cleaning, and cooking). This division of roles often applies to the workplace, such as customer care, cleaning and maintaining the workplace, and other clerical work. Applying 5S in a workplace can also mitigate the pressure from reproductive roles at the workplace.

(3) Gender Workshop

When supporting women involved in income-generating activities or small businesses, it is crucial to ensure that the aim of the activity and/or business is promoting WEE, which is vital for achieving gender equality rather than just earning an income for the household. The message can be shared with the target women, their spouses, family members, and community residents by explaining the WEE concept (see Fig. 5-2, Table 5-2 below).

Ideally, a series of gender workshops on the following topics should be conducted:

1. Understanding the concept of WEE
2. Self-review of the current status of the target women
3. Raising awareness of family members and community residents
4. Self-assessment of changes and impacts after participating in project activities

Although the content of gender workshops can be referred to in Annex 1, the key points to be understood through gender workshops are as follows:

- WEE is a process of having access to opportunity, information, and resources, determining their choices, controlling their own lives, gaining self-confidence, and being acknowledged and respected.
- The benefits and impacts precipitated by women's income generation and small businesses are both for women and their family members.

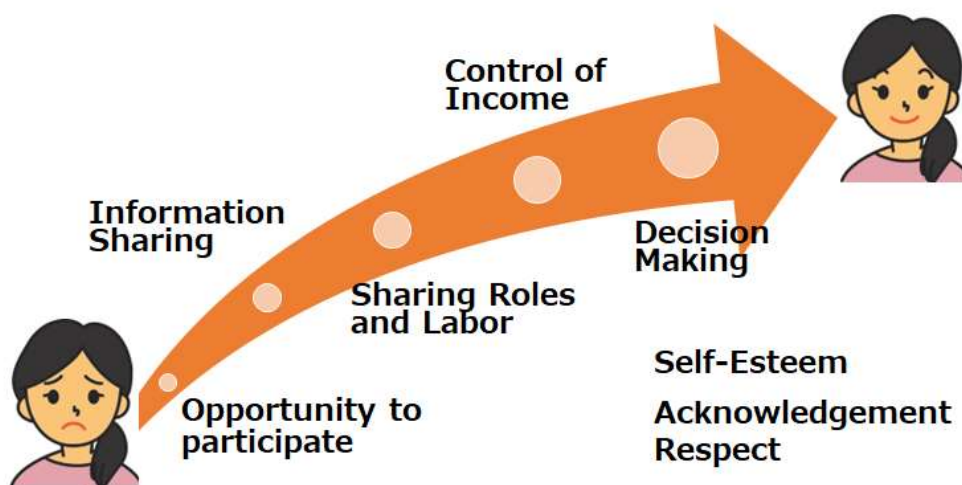








Fig. 5-2 Concept of WEE

Table 5-2 Six Elements of WEE

WEE Element	Point to Check
<p>Opportunity to participate</p> 	<ul style="list-style-type: none"> • Can you decide if you participate in the training/activity by yourself? • Is your spouse happy that you participate in the training/activity? • Do your family members support women to participate in the training/activity?
<p>Information sharing</p> 	<ul style="list-style-type: none"> • Do you always communicate with your spouse? • Do you share the knowledge you obtained from any training/activity with your spouse, family members, or neighbors?
<p>Sharing roles and labor</p> 	<ul style="list-style-type: none"> • Are household chores shared with your spouse and other male family members? • Is labor in farming, income-generating activity, or small business shared with your spouse and other male family members?
<p>Control of income</p> 	<ul style="list-style-type: none"> • Are decisions on the use of income discussed? • Do you have some money that you can decide to use without consultation with—or approval from—your spouse?
<p>Decision making</p> 	<ul style="list-style-type: none"> • Are family issues (including income-generating activities and business) shared and discussed among family members? • Who has stronger power in decision-making within the family? • Can women express their opinions during family discussions?
<p>Self-esteem and respect</p> 	<ul style="list-style-type: none"> • Are women confident enough? • Are women's dignity respected by their spouses, family members, and community residents?

PGM-WEE Experience: Dealing with a Domestic Violence Case

During the group work in Tang Krong Village, Kampong Chhnang province, it was discovered that two women had been subjected to domestic violence by their husbands. One was a registrant and had participated in the training several times to date, but the other's husband was a registrant and she was participating for the first time. The two women were in a group discussing what would happen if women did not have an income. They tearfully talked about their situations. After hearing their stories, the PDs gained a renewed awareness of WEE's importance.

After this training, the WCCC chairman, Ministry of Women's Affairs (MOWA) CP, and Department of Women's Affairs (PDWA) deputy director interviewed Domestic Violence (DV) victims individually. A woman whose husband was a registrant of this pilot activity was in a situation wherein she struggled with what to eat every day.

Another one was a target woman of this pilot project. Her husband, who came to pick her up in the middle of her interview, was so overbearing that her grandson, who had been with her for the training, suddenly started crying when he saw his grandfather's face and refused to go home with him.

From this situation, the chairman of the WCCC, who was assisting in the gender training session, decided to implement necessary measures. The target village was aware of DV to some extent; however, information was not shared with stakeholders during interviews at the beginning of the activity. The DV victim was also aware of her husband's violence as a shame within her family, and she did not consult with her neighbors or relatives, which may have been a factor in the village authority's delay in responding.

A woman who was a victim of domestic violence stated that even if she wanted to start a chicken-raising business, she could not raise chickens because she could not obtain her husband's cooperation. For example, the woman does not know how to arrange the initial investment by herself, her husband kicks her chicken coop and chickens when he is drunk, and her husband sells her chickens without permission while she is away.

As a solution, the village chief suggested that she start a chicken-raising business as part of a group rather than as an individual. This way, gender training not only enlightens target women regarding gender, but also provides a desirable opportunity for stakeholders to listen to women. Furthermore, the issues confronting women are highlighted, and this is a good opportunity for stakeholders to discuss how to deal with these issues. If any deficiencies are found in the existing WEE system, addressing them may be possible.

(4) WEE Working Group at the Provincial Level

Through experience in PGM2 and PGM-WEE, a working group on women's economic empowerment (WEE-WG) was established in the target provinces (Kampong Cham Province in PGM2, Kampong Cham, Kampong Chhnang, Kampong Thom, Siem Reap, and Tbong Khmum provinces in PGM-WEE). It functions as a platform for provincial departments to share information, discuss, and implement activities to promote WEE in a collaborative manner.

The members of WEE-WG are as follows.

- H. E. Chair of WCCC
- H. E. Deputy Governor
- Relevant provincial departments
 - Women's Affairs (PDWA)
 - Agriculture, Forestry, and Fisheries (PDAFF)
 - Commerce (PDOC)
 - Rural Development (PDRD)
 - Labor and Vocational Training (PDLVT)
 - Industry, Science, Technology and Innovation (PDISTI)
 - Tourism (PDOT)
 - Planning (PDOP)

Considering the effectiveness of such a platform, which aims to promote WEE by all the relevant provincial departments, all five provinces had already decided to institutionalize the function of the WEE-WG under the WCCC or provincial administrative body. Either way, ensuring the continuous implementation of projects and activities for promoting WEE in rural areas—in cooperation with the existing framework of decentralization and deconcentration (D&D)—is important to accelerate gender mainstreaming and women's empowerment at the provincial level.

6. Gender-Responsive Monitoring and Evaluation

6. Gender-Responsive Monitoring and Evaluation

6.1 Purpose of Monitoring and Evaluation

The project cycle comprises a set of phases: identification, formulation, implementation, and evaluation. The implementation phase is accompanied by monitoring for quality assurance. The monitoring results are fed back to the implementation. Project evaluation can be conducted before, during, and after a project. However, this guideline focuses on the most common type of evaluation conducted after project completion.

Purposes of general project monitoring

- To ensure that the project is advancing toward intended results in accordance with the plan
- To identify issues that are hampering the progress and take countermeasures if necessary

Purposes of general project evaluation

- To determine the effects and worth of a project and share them with decision-makers and stakeholders
- To obtain useful information, including lessons learned for decision-making on the project evaluated, other ongoing projects, or future projects, programs, and/or policies

Figure 6-1 illustrates a causal sequence of a project called the Logic Model or Results Chain. Project monitoring and evaluation examine the results and implementation process of projects; however, evaluation generally accords more weight to the results.

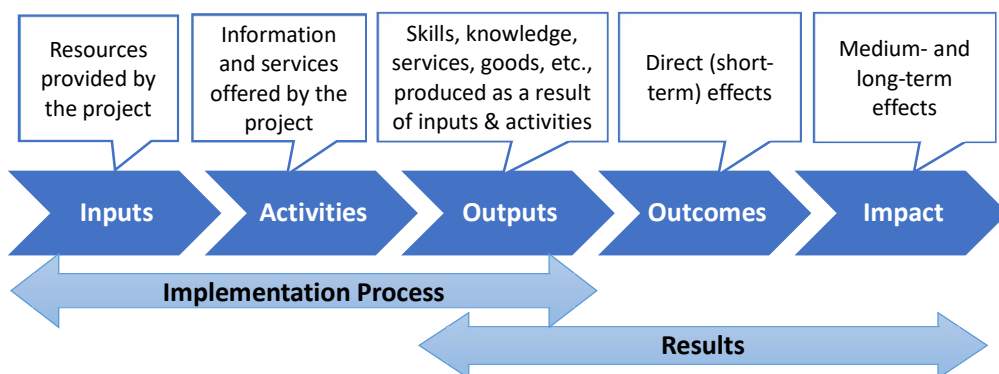


Figure 6-1: Logic model or result chain of a project

The level of results (outputs, outcomes, impact) that an evaluation focuses on depends on the timing and objective of the evaluation. For example, an evaluation conducted upon project completion generally attempts to determine whether intended direct (short-term) outcomes,

such as Project Purpose has been achieved, and the one performed a few years after the project completion often aims to assess the impact of the project.

6.2 Gender-Responsive Monitoring and Evaluation

(1) Gender-Responsive Monitoring

Gender-responsive project monitoring integrates gender equality concerns into the purpose of general monitoring. It aims to verify that women are advancing toward intended results equally as men through the due implementation process and identify issues faced by women in pursuing the results so that project management can take corrective or additional action. Gender-responsive monitoring pays particular attention to equal access, participation, benefit between women and men, and adverse impact on women and gender relations at home and in the community.

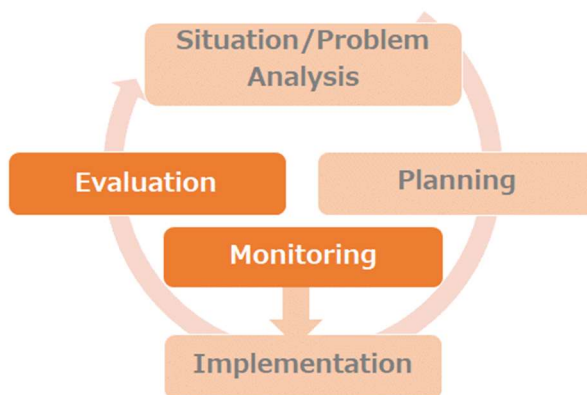


Figure 6-2: Gender-Responsive Monitoring and Evaluation

Viewpoints of gender-responsive monitoring

- 1) Implementation process
 - **[Equal access]** Have women had equal access to the information, resources, and services offered by the project? Any constraints or difficulties for women in this regard?
 - **[Equal participation]** Have women been sufficiently participating in project activities and related decision-making? Any constraints or difficulties for women in this regard?
- 2) Progress toward intended results (Outputs & Outcomes)
 - **[Equal benefit]** Are women showing the same level of progress toward intended Outputs and Outcomes (Project Purpose) as men? Any constraints or difficulties for women in making progress?
- 3) Unintended impact on women and gender relations
 - **[Adverse impact]** Has project implementation not generated an adverse impact on women's personal lives and gender relations in the family and the community?

It is important to prepare a monitoring plan at the outset of project implementation to ensure regular data collection from the beginning on women's situations in accordance with the set indicators. A project monitoring plan generally specifies monitoring indicators and other data to be collected, data sources, data collection methods, timing of data collection, distribution of related tasks, and a reporting system.

(2) Gender-Responsive Evaluation

Gender-responsive project evaluation aims to assess the effects and worth of a project for women and men, and draw recommendations and lessons learned for future projects, programs, and policies.

However, the impact of a project on WEE cannot be measured only by verifying whether women and men benefit equally. As the concept of WEE encompasses different spheres of women's lives, such as individuals, households, communities, and various other groups to which they belong, the evaluation of projects for improving women's livelihood needs to examine women's changes from a broader perspective. For this purpose, WEE objectives, along with relevant indicators (See Table 6-1 for examples), should be set as part of the project design at the project planning stage. If such objectives are not set as part of the project design, it is recommended that WEE indicators be added and examined at the time of the evaluation.

Main viewpoints of gender-responsive evaluation

- 1) The level of achievement of intended results (Outputs & Outcomes)
 - **[Equal benefit]** Have intended Outputs and Outcomes (Project Purpose) been generated on women and men equally?
- 2) The level of WEE
 - **[Impact on WEE]** Have women been empowered?

The timing of project evaluation is determined according to the purpose of the evaluation. To best capture the impact of the project on WEE, it is highly recommended to conduct an impact evaluation after a certain period of time following project completion, as WEE is a lengthy process. However, certain elements of women's empowerment, which are expected to appear at a stage earlier than other elements of the WEE process, may be measured in an evaluation conducted at project completion.

The scope and design of a project evaluation varies depending on the purpose of the evaluation, budget, and data availability. The scope and design of the evaluation should be clarified in an evaluation plan, which generally explains the purpose, evaluation criteria, questions that the evaluation is intended to ultimately answer, indicators to measure achievements, other data to be collected, data collection methods, data sources, and timeline of the evaluation.

(3) Development of Gender-Responsive Indicators

Necessary data are collected based on monitoring indicators, which can be classified into three types: 1) result indicators that measure intended results, such as Output, Project Purpose, and Overall Goal; 2) indicators to examine the appropriateness of the implementation process; and 3) indicators to identify the adverse impact on women and gender relations. The result indicators are set as part of the project design, whereas indicators related to the implementation process and adverse impacts need to be set separately for monitoring purposes.

Important points in setting monitoring indicators

- Results indicators for the target group should be set separately for women and men so that gender-disaggregated data can be collected for monitoring.
- Indicators related to the implementation process and adverse impacts should be set at the beginning of project implementation for periodic data collection from the early stage of project implementation.

Table 6-1 provides examples of gender-responsive indicators for project monitoring and evaluation including WEE indicators.

Table 6-1: Examples of gender-responsive indicators for monitoring and evaluation

Viewpoint	Sample indicators
Monitoring	
1. Have women had equal access to the information, resources, and services offered by the project?	<ul style="list-style-type: none"> • Number of women and men who received technical assistance from the project • Number of women and men who received productive resources from the project • Number of women and men who received financial support from the project • Number of women and men who participated in training, meetings, etc., organized by the project • Constraints or difficulties faced by women in accessing the information, resources, and services the project offers
2. Have women been sufficiently participating in project activities and related decision-making?	<ul style="list-style-type: none"> • Attendance rate of women and men in project activities • Level of participation (quality and quantity) of women and men in project activities • Level of satisfaction of women and men with project activities • Constraints or difficulties faced by women in fully participating in project activities
3. Are women showing the same level of progress towards intended outputs and outcomes (Project Purpose) as men?	<ul style="list-style-type: none"> • Output indicators disaggregated by gender (e.g., number of women and men who have acquired the knowledge/skills, number of women and men who participate in business associations) • Constraints or difficulties faced by women in producing Outputs • Project Purpose indicators disaggregated by gender (e.g., number of women and men who applied knowledge/skills introduced by the project, number of women and men who invested in their business, number of women and men who formed business partnerships) • Constraints or difficulties faced by women in advancing towards Project Purpose
4. Has project implementation not generated an adverse impact on women's	<ul style="list-style-type: none"> • Workload between men and women • Women's time for leisure • Husbands' attitudes towards their wives • Backlash from the community against women

personal lives and gender relations in the family and the community?	
Evaluation	
5. Have intended outputs and outcomes (Project Purpose) been generated on women and men equally?	Same as 3. Above
6. To what extent has WEE been achieved?	<p>[Business achievement]</p> <ul style="list-style-type: none"> • Change in business practices (e.g., use of new skills/technology, diversification of products, marketing, investment in the business) <p>[Opportunity to participate]</p> <ul style="list-style-type: none"> • Participation in project activities • Participation in community activities • Participation in business-related group activities, associations and/or cooperatives <p>[Sharing of roles and labor]</p> <ul style="list-style-type: none"> • Change in gender roles in household chores • Change in gender roles in income generating or business activities • Change in gender roles in labor in community activities <p>[Information sharing]</p> <ul style="list-style-type: none"> • To what extent business information is shared between wife and husband (or within family members) <p>[Control of income]</p> <ul style="list-style-type: none"> • Income generated by woman • Woman's contribution to the household income • Income that woman can spend without any consultation/approval from her spouse or family members • Decision making process on household expenditure • Ownership and level of control over household income and assets <p>[Decision-making]</p> <ul style="list-style-type: none"> • Level of participation in decision-making in the household • Level of participation in decision-making in business • Level of participation in decision-making in community <p>[Self-esteem]</p> <ul style="list-style-type: none"> • Self-confidence • Difficulty in expressing own opinions and idea • Acknowledgment and respect from family members • Acknowledgement and respect from community <p>[Others]</p> <ul style="list-style-type: none"> • Number of incidents of domestic violence in village • Women's leadership in community

Tips for developing gender-responsive indicators for evaluation

- Include WEE indicators: If WEE elements are not the direct objective of the project, it is recommended to set certain WEE elements as gender objectives of the project, along with WEE indicators relevant to those elements. An evaluation based on gender-disaggregated objectives and data alone cannot be used to measure the level of WEE.
- Set indicators on which data are available or easy to collect: When setting indicators that require a survey to verify, ensure that the survey is within the project plan (in the case of monitoring) or that an evaluation is planned.
- Do not set ambitious objectives and indicators: As WEE is a lengthy process, an improvement in many WEE indicators cannot be expected, especially when the project period is short.

6.3 Data Collection

Monitoring and evaluation data can be collected through document reviews, interviews, and questionnaire surveys. The methods should be determined based on individual indicators when a monitoring or evaluation plan is developed.

Document review

- Can be done at a low cost and within a short period
- Availability of relevant data is limited and the data are not specific to the project
- The quality of data cannot be verified.

Questionnaire survey

- Suited generally for quantitative data collection from a relatively large number of people
- Can draw findings with convincing evidence
- The reliability of the data is affected by the quality of the questions, sampling, and the education level of the respondents.
- A survey itself and data analysis take time.
- Not suited when target respondents are illiterate

Interview

- Suited generally for collection of qualitative data, particularly WEE-related indicators and changes in behavior, attitude, opinions, feelings, and perceptions
- It takes a significant amount of time; thus, the sample size is generally limited.
- It is not suited when target respondents are illiterate.
- Required skills of interviewers
- The gender of interviewers should be carefully considered according to target interviewees' gender.

In gender-responsive evaluations, particularly impact evaluations, it is important to collect qualitative data in addition to quantitative data, as many gender-responsive indicators and WEE indicators (as presented in Table 6-1) are related to behavior, attitude, opinions, feelings, and perceptions, and therefore difficult to measure using quantitative information alone.

7. Women's Experiences on WEE (Case Studies)

7. Women's Experiences on WEE (Case Studies)

Case 1: Increased Self-Confidence through Handicraft Business

Ms. Ty Phon, 60 years old, lives in Ou Kru Village, Sambour Commune, Prasat Sambour District of Kampong Thom Province with her husband, daughter, grandson, and granddaughter. She was a member of the Ou Kru Kae handicraft community. She joined the PGM-WEE pilot activity for WEE through vegetable growing and handicrafts in Kampong Thom Province, implemented by the WEE Working Group consisting of members from eight provincial departments. She participated in training sessions on handicraft techniques, business, and gender equality organized by the project.

After participating in technical training on bamboo weaving, she produced varied high-quality bamboo products with beautiful designs. Owing to her creativity and the support from WEE-WG members, she managed to obtain a contract with Aeon Supermarket, a large retail store in Phnom Penh. Additionally, as the impact of the COVID-19 pandemic diminished, she started selling her products to tourists at the Sambor Prei Kuk World Heritage Site.



Her relationship with her husband has also changed. As she gained more knowledge and skills not only in bamboo weaving but also in business management, particularly record-keeping, she has begun playing a larger role in controlling her household income. Her husband has always consulted her about large expenditures. She has also become more courageous and confident in discussing her husband's handicraft business and family matters since she learned the importance of participation in decision-making through the project's gender training.

In fact, her husband drastically changed his attitude toward her. He used to verbally abuse her when he became drunk. She explained to him the consequences of drinking and told him that a non-violent family relationship would bring happiness and prosperity. He has stopped drinking and now helps her not only with household chores but also with business by supporting her in finding raw materials, scrap, and bending bamboo to make handicraft products; packing and shipping products to customers in Phnom Penh; and receiving payments from them.

Mrs. Ty Phon now plans to market her products more by posting photos of her products on social media using the tablet provided by the project. Moreover, she intends to work closely with her community members to promote gender equality and empower women.

Case 2: Women's Empowerment by Enhancing Self-Confidence

Ms. Chhorn Thanna (Phanna), 36 years old, lives in Kork Kdol village, Kampong Phluk commune, Prasat Bakong district of Siem Reap Province. She offers an engine boat service and works as a fisherwoman. She has a large family, which includes her parents, husband, daughter, son, sister, and brother.

Before joining PGM-WEE, she did not have the courage to participate in community activities. She engages in the engine boat service simply because her mother and grandmother do. She did not even consider how to make it more attractive to tourists.



Her experience at the village business school helped her gain knowledge and build confidence in her abilities. She has become active in community activities and is good at collaborating with others and working as a team. Consequently, the local authorities and CBT leader have invited her to all community activities and even supported her in serving as the head of the village youth group.

Her position in the family has also changed. She now manages her family's income because her family trusts her ability. She makes decisions regarding family spending on things such as food, clothes, medicine, and personal items, without asking other family members for permission. She also takes charge of the boat business for the family members. Her family members help her with housework as well as with repairing and decorating boats.

Although the number of tourists has declined owing to the COVID-19 pandemic, Ms. Phanna has not given up on her business. She uses the knowledge gained and the video developed through the project for promotional activities to attract tourists to the Kampong Phluk Community-Based Tourism site. She tries working with the community as well as with relevant provincial departments and organizations. Simultaneously, she repaired and improved her machine boat to make it safer, more beautiful, and more attractive. She plans to expand her fishing business and explore the laundry business with her sister. Furthermore, she is working in a team to raise awareness regarding gender issues for the well-being, happiness, and income growth of her family and community.

Case 3: Respect from Family and Community

Ms. Koeurn Sony is 39 years old and married. She lives with her husband, son, daughter, and mother in O Laok village, Chak commune, Ou Reang Ov district, Tboung Khmum province. She is a farmer and a member of the Ou Reang Ov agricultural cooperative. Her main job is vegetable growing and rice farming, but she also sells groceries as an extra job.

She joined the PGM-WEE pilot activity through vegetable growing and chicken raising in Tboung Khmum Province implemented by the WEE Working Group (WEE-WG), comprising members from seven provincial departments coordinated by PDWA. The WEE-WG conducted training sessions on vegetable growing, chicken raising, business skills, and gender equality in selected villages.

Participation in the project changed numerous aspects of her life. Before joining the project, she had limited knowledge regarding vegetable growth and chicken raising. She applied the knowledge and techniques that she learned through the project training to everything, including compost preparation, seedling, chicken shelter construction, chicken breed selection, feed, vaccination, and cleaning of the chicken shelter. Consequently, her income from vegetable growth and chicken raising increased.

Her self-confidence level also increased. As she shared the knowledge and information that she gained through the project training not only with her husband and other family members but also with neighbors, she received much respect and support from her family as well as the community. Gender training in the project also helped her gain confidence in expressing her opinions.

Gender relations in her family have undergone a significant change since she joined the project, particularly after she and her husband attended gender training together. At first, she had no confidence in expressing her opinions, but after attending gender training, she discussed the importance of sharing vegetables/chicken-raising work and household chores with her husband and family members. Her husband's attitude toward her has also changed. He had abused her verbally but changed his attitude after participating in the gender training. He now provides her numerous opportunities to decide on family matters, including family expenditure, and even helps her with household chores.



She plans to expand her vegetable-growing and chicken-raising businesses by growing more crops, improving the chicken shelter, and buying more chicks to generate more income for her family.

Annex

GENDER TRAINING (1)

Group Work
for Understanding the Importance of WEE

1


Questions for Group work

Topic 1
What happens to women and her family if she **can** generate income by herself?


Topic 2
What happens to women and her family if she **cannot** generate income by herself?

2

Topic 1
What happens to women and her family if she **can** generate income by herself?




Select the picture cards and put them in order




3

Topic 2
What happens to women and her family if she **cannot** generate income by herself?



Select the picture cards and put them in order



4

Review of Group Work

- What kind of changes and impacts are expected if women **can** or **cannot** generate income by herself?
- How are women's lives **different** according to women's capability to generate income?

5

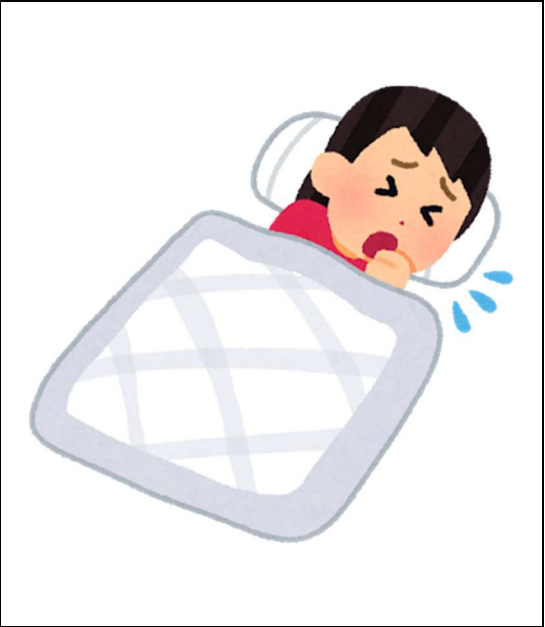
Learnings

- ✓ Benefits and impacts brought from women's income generation are not only for family members **but also women themselves!**
- ✓ Women's empowerment is a process of
 - getting **self confidence**
 - being **acknowledged** and **respected**
 - having **access to opportunity and resources**,
 - determining their **choices**, and
 - **controlling** their own lives.

6





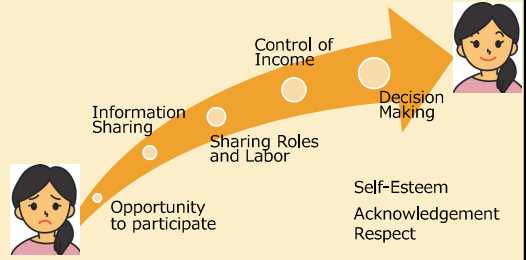


GENDER TRAINING (2)

Understanding the 6 Elements of WEE

1

What is "Women's Economic Empowerment"?



2

1. Opportunity to participate



- ✓ Can you decide if you participate in training/activity by yourself?
- ✓ Is your husband not happy that you participate in training/activity?
- ✓ Do family members support women to participate in training/activity?

3

2. Information sharing



- ✓ Do you always communicate with your spouse?
- ✓ Do you share knowledge you obtained from any training/activity with your spouse, family members and neighbours?

4

3. Sharing roles and labour



- ✓ Are household chores shared with male family members?
- ✓ Is labour in farming or family business shared with male family members?

5

4. Control of income



- ✓ Is decision on the use of income made on discussion?
- ✓ Have women got some money that she can use without consultation with her husband?

6

5. Decision making



- ✓ Is family issue (including family business) shared and discussed within family members?
- ✓ Who has got strong power in decision making within family?
- ✓ Can women express her opinion within family discussion?

7

6. Self-esteem and respect



- ✓ Is woman enough confident?
- ✓ Is woman's dignity enough respected by family and community members?

8

Prepared by: Project on Gender Mainstreaming for
Women's Economic Empowerment
(Ministry of Women's Affairs and
Japan International Cooperation Agency)

Ministry of Women's Affairs (MOWA)
Phnom Penh, Cambodia
January 2023



PGM-WEE
For Women's Economic Empowerment

