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**Module Duration: 20 hours**

## Module Introduction

This module is intended to equip the participants with fundamentals knowledge of conceptual framework of gender mainstreaming, skill and required developed attitudes that make them fully to be able to mainstream gender effectively at different sectors and levels of society. Since gender mainstreaming is about change as to how one’s think, relate, work, view it may comes into conflict with cultural tradition. Thus, the participants here need to build their positive attitudinal change, courage, commitments and required skill to function well during the process of training.

The module will help the participants to signify the important shift as the most effective global approach to achieving gender equality, development and poverty reduction by recognizing that gender equality benefits everyone and cannot be achieved unless it involves both women, men, girls and boys.

Unlike women and gender-related initiatives that focus on adding women’s issues on to existing structures and incorporating women-related practices as particular compartments, Gender mainstreaming involves the overall restructuring of institutions from gender perspectives. Consequently, the gender concerns and needs of both women and men have to be accounted for in each and every function of policies, institutions, programs and projects. Gender mainstreaming is thus conceptualized as a process that requires the consciousness, commitment and the active participation of all people from all walks of life and professions. It calls for both attitudinal changes at the personal level as well as structural and practice-oriented changes at all levels and especially in the public service and civil society. Consequently, this module targets men and women staff, experts in government and non-government institutions in Ethiopia including policy makers, managers and administrators.

##

## Module Objectives

This Module is designed to enhance trainee’s understanding on: the concepts of gender mainstreaming, the issues gender mainstreaming covers; the various approaches, strategies and steps of mainstreaming gender; how to incorporate gender mainstreaming at policy, organization, programme and project levels; and how to institutionalize sector specific issues of gender mainstreaming.

### Specific Objectives

At the completion of this module the participants will be able to:

* Describe the concepts of gender mainstreaming, the justification for the need of mainstreaming gender and principles to be followed during gender mainstreaming effort
* Explain the coverage of gender mainstreaming, domain of change and the responsibility for what in gender mainstreaming
* Demonstrate gender mainstreaming activities at policy, procedure, organizational, program and project level
* Show the steps to be followed on mainstreaming gender and what action needed to ensure gender mainstreaming
* Identify what issues shall be considered in sector specific so they can able to adapt gender mainstreaming in different arena such as education, health, justice, governance, infrastructure, research, ICT, environment, conflict management and peace building
* Aware for the challenges they face in implementation of gender mainstreaming and render suggestion as to how can they overcome to it
* State checklists with its indicators for gender mainstreaming at policy, program and project level

##

## Organization of the Module

The module is organized under five chapters and each of them is composed with its own sessions. The first chapter discusses the basic concept of gender mainstreaming so as to have clear understanding that gives basis to easily know the followed consecutive chapters. In this regard, participants may differentiate between the term integration and mainstreaming; gender mainstreaming is and is not for clarifying the misunderstanding, the different justification arguments to mainstream gender and its principles to be followed. The second chapter mentions about what are being mainstreamed or covers, action needed to ensure mainstreaming and domain of change in gender mainstreaming with particular emphasis on the responsibility of state institutions, community, partners and stakeholders etc.

The third chapter deals with approaches, strategies and steps of mainstreaming gender. And therefore, the participants are expected to elaborate and to make use of it during practical exercises by having conceptual map. Gender mainstreaming at policy, procedures, organizational, program and project level are broadly discussed and make an activity under chapter four. Chapter five talks about sector specific issues of gender mainstreaming aiming those participants will identify some indicators of action on those sectors on gender mainstreaming. The chapter shall also state about the challenges and resistance the participants may face in implementation of gender mainstreaming and this will assist them to expect such kind of resistance and be ready to overcome in rational/professional manner.

## Module Content

**Chapter One: Concept Of Gender Mainstreaming**

**Chapter Two: Approaches/Strategies, Method, Tools and Steps of Gender**

 **Mainstreaming**

**Chapter Three: Domain of Change & the Responsibility for Gender Mainstreaming**

**Chapter Four: Gender Mainstreaming At Different Levels**

**Chapter Five: Sector Specific Gender Mainstreaming**

#

# Chapter One: Concept of Gender Mainstreaming.

**Duration: 3 hours**

**Introduction**

This chapter examines the conceptual explanation of gender mainstreaming where other chapters build upon. It will assist the participants to have a working definition of the concept as they go through the chapter. It starts by differentiating the term mainstreaming with integration and as they are complementary concepts as well. Helping the participants to justify with argument for the need to mainstream gender is the concern of this chapter. It also describes the origin of gender mainstreaming and the principles that have to be considered in the process of mainstreaming gender.

### Learning Objectives: By the end of this chapter trainees will be able to:

* Differentiate the term mainstreaming and integration
* Explain concepts of gender mainstreaming
* Depict the concepts of gender mainstreaming and equality
* Signify the need to mainstream gender
* Describe the principles to be followed in mainstreaming gender
* Portray the Ethiopian current experience in gender mainstreaming

### Chapter Contents

**Session One: Concept of gender mainstreaming**

**Session Two: The added value and principles of mainstreaming gender**

##

## ❒ Session One: Concept of Gender Mainstreaming

|  |  |
| --- | --- |
| **Duration** | 2 hours |
| **Learning objectives** | At the end of this session participants are expected to achieve the following objectives: * Differentiate the terms mainstreaming and integration
* Explain concepts of gender mainstreaming
* Situate the concept of gender mainstreaming within the concept of gender equality
* Clarify the purpose of gender mainstreaming
 |
| **Content**  | * 1. Integration versus mainstreaming
	2. Gender Mainstreaming and equality
	3. Transformation by mainstreaming

  |
| **Methodology**  | Brainstorming ,Group discussion  |
| **Required material**  | Handout ,Flip chart, Marker ,Notebook and pen ,Places/room suitable for group discussion  |

### 🖊 Activity one: What is Gender Mainstreaming?

**Steps;**

1. The trainer will ask participants to share and discuss their understanding of gender mainstreaming
2. After summarizing the discussion points, the trainer will introduce the concept of gender mainstreaming with the help of a power point slide/ flip chart

**🞛Trainer’s Tips**

The trainer will prepare the presentation based on the trainer note. The presentation may contain the definition, origin and current status of gender mainstreaming

### 🖊Activity Two: Mainstreaming Vs Integration

**Steps**

1. The trainer will ask the participants as brainstorming question about the word “integration” and “mainstreaming” and jot down to the flip chart under two columns.
2. The trainer organize the participants into convenient groups and discuss on the following discussion questions
3. You have a shared understanding of gender mainstreaming and common vision of what you want to achieve in your organization. So what gender mainstreaming means for you? And what it does not mean to you?
4. What is the relevance of gender mainstreaming women and men?
5. Each group will make a presentation

**🞛Trainer’s Tips**

The trainer will show the relevance of gender mainstreaming to both men and women by showing the following fact:

Gender inequality impacts more significantly on women than on men. This can give the impression that women will be the only sex to gain from the gender mainstreaming investment. But gender inequalities also have an adverse – albeit different – effect on men.

Gender mainstreaming enables us to focus on these effects in addition to focusing on the effects of inequality on women.

Make the issue relevant to all participants to their team’s willingness to make a commitment to equality by including information on the way in which society is structured which has less favorable outcomes for men and highlight how gender mainstreaming can result in actions to remedy this situation.

### 🖊Activity Three: Case Study

**Steps:**

1. Illustrate the concept of equity with an example of a plate of rice (or a picture or drawing)
2. Take two people (a man and a woman, if possible) and give the following example:
* “This man works very, very, very hard. He has too much work. He has to get up early in the morning and go to work, trying to work as much as possible. Nobody can help him. He does not sleep enough, has no time to practice any sport and he does not eat very well. This morning, he was in such a hurry that he did not have time to eat breakfast. Anyway, only rice was available and he prefers noodles. In a word, this man is tired.”
* “This beautiful woman is fit! She is doing work outs every morning, eats well, and sleeps well. She works, but not too much because other people help her. This morning she had a good breakfast: rice! Her favorite’s meal!”
* “Now, I am going about 500 m away from the man and the woman and I am going to put down a big plate of rice. It is meant for both of them - the same distance away, no discrimination.”
1. Ask the participants the following key question:
* “What do you think will happen?
* “Is the situation fair?”
* “Why is it not fair?”
1. (Remind the participants that there was no discrimination - the plate was equally accessible to both people).
2. Conclude by Underlining the possible solutions given by participants as “positive actions;” they aim to make the situation fairer and more equitable. They take into account the fact that some people do not have the same opportunity to access resources. There can be no equality when people do not have the same opportunities.

**🞛Trainers Tips:**

It is interesting to use an example with a woman in a powerful position and a man in a weak position. People are more likely to analyze the situation without their preconceptions getting in the way. If you put the man in the powerful position, they might try to justify his position instead of analyzing it objectively.

### *🖎*Trainers’ Notes

* 1. **What is Gender Mainstreaming?**

It is both a new form of gendered political and policy practice and it is a new gendered strategy for theory development. As a practice, gender mainstreaming is intended as a way of improving the affectivity of mainline policies by making visible the gendered nature of assumptions, processes and outcomes. As a form of theory, gender mainstreaming is a process of revision of key concepts in order to grasp more adequately a world that is gendered, rather than the establishment of a separatist gender theory. [[1]](#footnote-1)

The concept of bringing gender issues into the mainstream of society was clearly established as a global strategy for promoting gender equality in the Platform for Action adopted at the United Nations Fourth World Conference on Women, held in Beijing in 1995. It highlighted the need to ensure that gender equality is a primary goal in all areas of social and economic development. The principle of gender mainstreaming was initially developed by gender & feminist development practitioners in the 1970s and launched at the UN conference on women in Beijing in 1995. Its origins lie especially in the context of gender activists’ work within development, where different ways of including gender equity within development processes and goals had long been explored. [[2]](#footnote-2)

'Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality'.[[3]](#footnote-3) Gender mainstreaming is a process that seeks to advance gender equality by revising all mainstream policy arenas. It is simultaneously intended as a way of improving the effectiveness of mainline policies by making visible the gendered nature of assumptions, processes and outcomes.[[4]](#footnote-4)

It is very important to remember that gender mainstreaming is not an end in itself, but a means to achieve gender equality. The ultimate aim or goal of mainstreaming is to ensure that women can participate on an equal basis with men, have equal rights and have an equal voice and influence in the decisions that affect their lives. Gender equality does not simply mean equal numbers of women or men nor does it mean treating women and men the same. Mainstreaming is about understanding where differences and inequalities exist in relation to needs, rights or priorities and ensuring that our work addresses these in a meaningful way.

Gender mainstreaming is a global initiative but is not evenly developed globally. Thus, the understanding of gender mainstreaming raises complex questions as to the relationship between global, regional and national levels of governance.[[5]](#footnote-5) Moreover, there is a range of different models of ‘gender equality’ being mainstreamed into a variety of policy domains, in the context of divergent economic, political and social circumstances in different countries, all of which shape the process.[[6]](#footnote-6) It is also important to note that gender equality and gender mainstreaming do not take place in isolation from other forms of inequality. Many other forms of difference and inequality internally divide the category ‘woman’. The intersection of gender with other complex forms of inequality should also be considered though a primary focus should be on gender within gender mainstreaming. [[7]](#footnote-7)

|  |
| --- |
|  **Gender mainstreaming** |
|  Is |  Is Not |
| * It implies including women, but does not simply excluding men. It is not a women only issue. The approach does not look at women in isolation, but looks at women and men –both as actors in the development process, and as its beneficiaries.
* It focus on the fact that women and men have different life courses and their needs, experiences and priorities are different, and that development policies affect them differently.
* It involves a willingness to establish a balanced distribution of responsibilities between women and men – needs determined political action and support.
* It is a continuous process, It will not happen overnight.
 | * It is a continuous process, It will not happen overnight.
* It is not an end in itself but a strategy, an approach, a means/process to achieve the goal of gender equality.
* It is not just about improving access or of balancing the statistics.
* It is not about having well written statements.
* It is not about only women taking action.
* It is not about blaming anybody for the inequalities which exist.
* It is not about only women benefiting from it.
* It is not about stopping or replacing gender specific policies and projects targeted at either women or men.
 |

* 1. **Gender Mainstreaming versus Gender Integration**

The definition of the term integration and mainstreaming has been difficult to grasp. The term integration is related with integration of women that is to include women on an equal footing with men in at all levels (e.g. Policy making in institutions, programs or project). However, basic changes in the characteristics of those levels will not occur. The technical assistance programme as such will remain largely unaltered; covering the same sectors and with the same basic focuses as now. However, efforts are made to increase women’s participation in training courses as well as in employment and other activities. It is a question of numerical equality. Beyond that, there is no substantial discrepancy between the new and the old policy.

Gender integration occurs when issues and interventions related to gender are introduced into a project, program or policy context as a broad component or content area, without analysis and identification of gender concerns and their implications. The integration of gender into existing programs involves merging gender into an existing set of systems with little attention paid to the dynamics of the systems involved. It means putting gender as an add-on (an afterthought) to the policies/programs, which usually results in gender issues being ignored or marginalized during implementation.

Whereas, gender mainstreaming is a process of integrating a gender equality perspective into the development process at all stages and levels. Gender mainstreaming is a strategy for the achievement of gender equality. It Includes all of society's main institutions (families, schools, government, mass organizations) which determines who is valued and how resources are allocated, who can do what, and who gets what in society. Ultimately, the mainstream affects the quality of life outcomes for all of society.[[8]](#footnote-8)

Gender Mainstreaming implies re-evaluation of current policy. Inquiries have to be made as to what types of projects will benefit women as well as men. The technical assistance policy has to be scrutinized with and critically analyzed- what kind of development is it promoting; and does it respond to the wishes, needs and interests of women and men? It should not be taken for granted that women and men have common interests. Mainstreaming presupposes that any programme or any project is initiated with the awareness that we live in a gendered world, and that the concept of gender is relational, pointing at male female relations in production and reproduction. This implies that changes for women will consequently require changes for men. The norm for gender mainstreaming planning is gender responsiveness, and should be performed by staff on a regular basis. In addition, gender must also become a constituent category in the implementation and evaluation of technical assistance.[[9]](#footnote-9)

* 1. **Gender Mainstreaming and Gender Equality**

Gender inequality is pervasive throughout the world, although the nature and extent of gender differences varies considerably across countries and regions. In most countries, men and women experience substantial disparities in their legal rights, access to and control over resources, economic opportunities, power, and political voice. Women and girls bear the greatest and most direct costs of gender inequalities, but there are adverse impacts that affect all of society, ultimately harming everyone. ‘Gender mainstreaming’ is a strategy for redressing these inequalities.

The norms or conventional ways of a society are usually defined as the choices that are considered and decisions made that affect the economic, social and political options of large numbers of people. The institutions that make these decisions and choices are largely occupied and controlled by men. Men predominate in positions of political power; they hold more offices, sit on more legislative councils and direct more government agencies than women. Men also predominate in positions of economic power; they direct more companies, sit on more boards, have access to a broader spectrum of jobs and earn more income in every occupational level than women. Thus, the idea of mainstreaming women is fundamentally about equality. It is about power as much as it is about projects; it is about policies as much as programmes*.[[10]](#footnote-10)*

Generally, Gender equality means;

* An equal visibility, empowerment and participation of both sexes in all spheres of public and private life.
* Gender equality does not simply mean equal numbers of men and women or boys and girls in all activities;
* Gender equality means that men and women enjoy equal status within a society;
* It does not mean that men and women are the same, but that their similarities and differences are recognized and equally valued;
* Gender equality means that women and men experience equal conditions for realizing their full human potential, have the opportunity to participate, contribute to, and benefit equally from national, political, economic, social and cultural development
* Importantly, gender equality means equal outcomes for men and women. And hence that come into real by employing gender mainstreaming as strategy.
	1. **Transformation by Mainstreaming**

Mainstreaming is not about adding a “woman’s component” or even a “gender equality component” into an existing activity. It goes beyond increasing women’s participation; it means bringing the experience, knowledge, and interests of women and men to bear on the development agenda.

* It may entail identifying the need for changes in that agenda. It may require changes in goals, strategies and actions so that both men and women can influence, participate in, and benefit from development processes.
* It involves: challenging the status quo, changing policies, administrative practices, and institutions so that they actively systematically, and consistently consider and promote gender equality in all aspects of their work;
* Adjustments to attitudes and behaviors of individuals and organizations.

Thus it is a **TRANSFORMATIVE PROCESS** that involves rethinking social values, organizational practices, and policy and program goals. The goal of mainstreaming gender is thus the transformation of unequal social and institutional structures into equal and just structures for both men and women.

 (Lotheringtn, A.T.M. Haug, & A.B 1991 cited in a curriculum of TOT African Women’s dev’t and commn n/w p: 39)

❒ **Session Two: Principles of Mainstreaming Gender**

|  |  |
| --- | --- |
| **Duration** | 1 hour |
| **Learning objectives** | At the end of this session the participants shall be able to: * Describe the principles to be followed in mainstreaming gender
* State the added value of mainstreaming gender.
 |
| **Content**  | * 1. The added value of mainstreaming gender
		1. Implication for poverty reduction approaches
		2. Rights, justice and equality perspective
		3. Credibility and accountability argument
		4. Efficiency and Sustainability perspective
		5. Human quality of life perspective
		6. Alliance arguments
		7. Chain reaction argument
		8. People centered
		9. The principles of gender mainstreaming
 |
| **Methodology**  | Power Point presentation, Group discussion  |
| **Required material**  | Handout , White board with marker, Philip chart with marker  |

### 🖊Activity One: Group discussion

**Steps:**

1. Divide the participants into group, one person to chair and another to report in plenary; and facilitate for they can hold discussions i.e. provide flipchart paper with marker, ensure that the discussions are on the track and provide support in clarifying the questions
2. Participants shall discuss on the following questions: the 1st question should be done commonly by all groups while the second discussion question shall be given for half group and the 3rd question shall be given to the rest group.
3. We need to ensure our end of gender equality via gender mainstreaming strategy and why gender equality is important?
4. Indicate by examples as to how you could justify the first 4 of added value argument (from 1.5.1 – 1.5.4)
5. Indicate by examples as to how you could justify the rest of added value argument (*from 1.5.5 – 1.5.8*)
6. Put the questions to be discussed on a visible chart
7. Summarize the key points arising from the activity by using trainer’s notes and the following point consideration.

**🞛Trainer’s Tips**

In summarizing the key points of the activity the trainer may consider the following:

-Equality between women and men is just, fair, and right – a worthy goal on its own – and in a sense needs no other justification.

-Gender inequality is both a major cause of poverty and a major constraint to sustainable development, and ultimately harming all members of society.

-Societies with large, persistent gender inequalities pay the price of greater poverty, malnutrition, illness and other deprivations.

-Economic growth is more effective in reducing poverty in societies that have higher levels of gender equality.

### 🖎Trainers’ Notes

* 1. **The Significance of Gender Mainstreaming**

The Rationale for Gender Mainstreaming is the failure of the previous gender approach that was considering women, as central focal problem. This approach has not made significant results in terms of bringing changes in their equality. Thus, the need for current gender mainstreaming practice became a necessity due to a general shift in understanding of the problem of inequality between women and men.

The current gender mainstreaming approach considers that society and institutions must change ideas and practices in support of equal choices and opportunities. It looks at women and men in relation to each other and makes a gender dimension clear in all policy sectors.

Gender Mainstreaming enables us to:

* Recognize that every policy, program and project affects women and men differently.
* Transform women’s participation in reconstruction process from passive beneficiaries to active agents at all levels and in all fields.
* Achieve an enabling environment where women and men work as partners and
* Carry values of mutual respect.

Thus, Gender equality is no longer viewed as a separate question but become a concern for all policies and programmes. Furthermore, a gender mainstreaming approach does not look at women in isolation, but looks at women and men both as actors in the development process and as its beneficiaries.

* 1. **The Added Value of Gender Mainstreaming**

Arguments for adapting a gendered approach and for promoting gender equality in all projects and policies generally fall in to one of the following six categories:

* + 1. **Poverty reduction argument:** It is known that women are the bigger majority (50% - 54%) of the population in Ethiopia and are bear the brunt of poverty. Their empowerment is hence critical for poverty reduction.
		2. **Rights, justice and equality argument:** These focus on the value of democratic principles and basic human rights, which demand gender equality. Justice argument can be used to argue for equal representation and participation of both genders in various contexts, premised on the basic notion of shared human rights. Most states are party to a variety of normative documents, all of which establish gender equality as a fundamental principle. States are obliged to fulfill these commitments, especially as many basic democratic principles articulated here reflect most states’ own constitutions. This argument is useful for providing reference to specific mandates for gender equality and international commitments. They remind governments that they are part of an international (or regional) community that espouses shared values. [[11]](#footnote-11)
		3. **Credibility and accountability arguments:** Credibility arguments ask decision makers to “do the math”: because women and men each make up half of the population, any data, policy or recommendation that does not recognize and address both genders equally will be ultimately flawed, and will thus have no credibility. The arguments are useful for justifying gender impact assessments, or calling for more gender balance in decision making processes.

Accountability in particular is useful for reminding governments of their responsibility to ensure social justice and sustainable human development. In democratic states, governments must be accountable to the population and must further the interests of all its members – both men and women. A failure to address social justice/gender equality issues is a failure of governments to be accountable to all of its citizens. Gender mainstreaming can actually offer concrete mechanisms for introducing a greater degree of accountability in to governance.

* + 1. **Efficiency and Sustainability argument:** these arguments make clear an undeniable fact: equal inclusion of men and women in all aspects of development and society pays off for the country as a whole. Nations cannot afford to ignore the contributions and economic and social capacities of both men and women in all spheres, and the development of any country that does not ensure the inclusion of both sexes ultimately suffer in the medium and long term.

Because Gender mainstreaming adopts a “human development” perspective, which has the long-term objective of creating a socially just and sustainable society, gender mainstreaming is about ensuring sustainability as well. Furthermore, because gender mainstreaming demands a holistic approach to policy making where coordination and cooperation (both vertical and horizontal) are key, interventions are more likely to be sustainable.

* + 1. **Quality of life argument:** Increased attention to gender equality issues will improve the lives of individual men and women. In a democratic society based on principles of social justice, each individual member has the right to the best quality of life possible. Gender mainstreaming initiatives seek to further this objective.

The focus should be placed on recognizing and appropriately valuing the contributions of both sexes. The goal is not to burden women further, but to strive for a renegotiation of women’s and men’s roles in society, that will ultimately result in increased levels of development and prosperity. If women are empowered, those closest to them stand to gain. On the flip-side, inequality or hardship for one gender will negatively affect other social actors as well. For example, the negative effects of depression in men or poor employment opportunities for women affect families, children and spouses as well.

* + 1. **Alliance arguments:** alliance argument highlight gender equality as a prerequisite for forging formal alliances of partnership with other nations. Candidate countries for most of regional international organizations such as EU, AU, ECOSOC, etc. accession are mandated to implement various instruments for the promotion of gender equality as a prerequisite for membership.
		2. **Chain reaction arguments:** Gender equality can produce a “chain reaction” of benefits, just as the effects of gender inequality can be passed on from individuals to families and communities. Investment in gender equality will bring not only short-term, localized benefits, but medium and long-term benefits that will ripple through society strengthening the nation as a whole. Therefore, gender mainstreaming must be carried out holistically and strategically. If chain reactions is not anticipated and dealt with in an integrated manner, it might produce negative result. [[12]](#footnote-12)
		3. **People centered argument:** Gender mainstreaming paves the way for full use of human resources. It involves both women and men and makes full use of human resources so as to contribute for the wellbeing of the nation at large.

Work for the promotion of gender equality has mostly been undertaken by a few women. Gender mainstreaming would involve many more people, both women and men. It would also make clear that society nowadays is dependent on using all human resources, and the experience of both women and men. It acknowledges the shared responsibility of women and men in removing imbalances in society. Finally, by involving a broader range of external actors in the policy process, gender mainstreaming might help to reduce the democratic deficit, which characterizes many current democracies.

* 1. **The Principles of Gender Mainstreaming**

Responsibility for implementing the mainstreaming strategy is system-wide, and rests at the highest levels within agencies, according to Carolyn Hannan, Director of the UN Division for the Advancement of Women. Other basic principles include: [[13]](#footnote-13)

* Adequate accountability mechanisms for monitoring progress need to be established.
* The initial identification of issues and problems across all area(s) of activity should be such that gender differences and disparities can be diagnosed.
* Assumptions that issues or problems are neutral from a gender-equality perspective should never be made.
* Gender analysis should always be carried out.
* Clear political will and allocation of adequate resources for mainstreaming, including additional financial and human resources if necessary, are important for translation of the concept into practice.
* Gender mainstreaming requires that efforts be made to broaden women's equitable participation at all levels of decision-making.
* Mainstreaming does not replace the need for targeted, women-specific policies and programmes, and positive legislation; nor does it do away with the need for gender units or focal points.

### Chapter Summary

This chapter has mapped Gender mainstreaming as a radical social concept. If it was taken seriously and truly succeeded in bringing gender perspectives into all political decisions, it would be a breakthrough for more gender equality, for more equity and would bring about totally different policies and politics overall. Policies for gender equality, including gender mainstreaming, are just one of many instruments that remain an extremely important frame reference for national policies as well.

# Chapter Two: Approaches, Method, Tools and Steps of Gender Mainstreaming

**Duration: 3 hours**

**Introduction**

This chapter depicts the facilitating conditions and necessary prerequisites or required action to ensure for gender mainstreaming. In addition, it clarifies the necessary steps in mainstreaming gender. The participants are expected to show their learning effort to discuss on different approaches, tools and steps so as to exemplify with the existing practical circumstances.

### Learning objectives:

* Differentiate women and gender mainstreaming approaches.
* Identify Methods of gender mainstreaming.
* Portray Use of frameworks as tools for mainstreaming.
* Depict Prerequisites/actions required to ensure gender mainstreaming.
* Identify Steps in mainstreaming gender.

### Chapter Content

**Session One: Approaches, Methods, Tools & Actions Required to Ensure Gender Mainstreaming**

**Session Two: Steps in Mainstreaming Gender**

## ❒ Session One: Approaches, Methods, and Tools to Ensure Gender Mainstreaming

|  |  |
| --- | --- |
| **Duration** | 1:30 hours |
| **Learning objectives** | * Explain the difference between women and gender mainstreaming approach.
* Analyze methods of gender mainstreaming
* Describe the uses of frameworks as tools for mainstreaming
* Depict prerequisites/actions required to ensure gender mainstreaming
 |
| **Content**  | Approaches of Gender MainstreamingMethods of gender mainstreaming Tools for gender mainstreamingPrerequisites/Actions required to ensure gender mainstreaming  |
| **Methodology**  | Brainstorming, Discussions, Lecture/talk |
| **Required material**  | Handout , Flip chart, Marker , Notebook and pen , Places/room suitable for group discussion |

### 🖊Activity One: Brain Storming and Discussion

**Steps;**

1. Through a brainstorming session, the trainer will let the participants explain approaches which can be used in gender mainstreaming and integration. Let them provide reasons for appropriateness of each
2. Next, the trainer will ask participants to list any policies on gender known to them (current policies/legal frameworks on gender). The trainer will lead the learners to identify key policies relating to gender mainstreaming and integration.
3. Thirdly, the participants will identify the key institutions they know of which deal with gender mainstreaming.

**🞛Trainer’s Tips**

The trainer will lead the participants to identify key policies and institutions in relation to gender mainstreaming. With regard to approaches, the participants should be clear that integration is a concept of Women in Development (WID) approach while Gender mainstreaming is that of Gender and Development (GAD).

### 🖊Activity Two: Case Study

**Steps;**

1. The trainer will divide the participants in to manageable groups and distribute the ‘milking cow revolving fund’’’ case to each group
2. The participants will discuss and present on the following points based on the case study
	1. What practical needs of women are addressed by the revolving funds?
	2. What strategic needs are being addressed?
	3. What else could the projects do to better address women’s strategic needs?
3. The trainer will summarize and close the session

**Case Study: The Milking Cow Revolving Fund**

*Community development projects have been set up in a number of countries projects through which landless women are provided with a calf and training in mild production and animal care. In return, the women are expected to maintain the health of the cow and to give back its first two offspring to the ‘revolving fund’ project. These calves are then passed on to other women in similar circumstances.*

**🞛Trainer Tips**

It is possible to change the case study with a similar one taking into account the local context of the place or of the participants.

### 🖎Trainer’s Note

1. **Approaches of Gender Mainstreaming[[14]](#footnote-14)**

Women in Development (WID) and Gender and Development (GAD) The term ‘women in development' came into use in the early 1970s, after Ester Boserup’s publication on “Women’s Role in Economic Development”. Boserup analyzed the changes in traditional agricultural practices as societies modernized and examined the differential impacts of the changes in work done by men and women. WID was initially used by the Women’s committee of the Washington DC chapter of the Society for International Development as part of a deliberate strategy to bring new evidence generated by Boserup and others to the attention of American policy makers. This was articulated by liberal feminists who advocated for legal and administrative changes that would ensure women would be better integrated into economic systems and governance. This was later to form the basis of the gender agenda, which is best summarized under the following international women’s conferences that have united the international community behind a set of common objectives with an effective plan of action for the advancement of women everywhere, in all spheres of public and private life.

**1975: Mexico City - A global dialogue is opened**

This first world conference on the status of women was convened in Mexico City to coincide with the 1975 International Women's Year to remind the international community that discrimination against women continued to be a persistent problem all over the world. Three 57 key objectives were identified which became the basis for the work of the United Nations on behalf of women:

 Full gender equality and the elimination of gender discrimination;

 The integration and full participation of women in development;

 An increased contribution by women in the strengthening of world peace.

**1980: Copenhagen - The review process begins**

This conference was attended by over 145 representatives and reviewed the gains made and to appraise the 1975 World Plan of Action. An important milestone had been the adoption by the General Assembly in December 1979 of the Convention on the Elimination of All Forms of Discrimination against Women, one of the most powerful instruments for women’s equality. The Copenhagen Conference recognized that signs of disparity were beginning to emerge between rights secured and women's ability to exercise these rights. It pinpointed three areas where specific, highly focused action was essential if the broad goals of equality, development and peace, identified by the Mexico City Conference, were to be reached. These three areas were equal access to education, employment opportunities and adequate health care services.

**1985: Nairobi - “The forward looking strategies"**

The Nairobi conference reviewed and appraised the achievements of the United Nations Decade for Women and identified WID as a strategy that isolates women from mainstreaming development.

It showed that development interventions had little impact on women’s welfare, legal and social status. This shortcoming opened up debates on the most appropriate way on how women can participate in development and that is how GAD was born. GAD questioned existing power relations between men and women in all spheres of life;

The women's movement, divided by world politics and economic realities at the Mexico Conference, had now become an international force unified under the banner of equality, development and peace. It broke new ground as it declared all issues to be women's issues. Women's participation in decision-making and the handling of all human affairs was recognized not only as their legitimate right but also as a social and political necessity that would have to be incorporated in all institutions of society.

**1995: Beijing - Legacy of success**

The efforts of the previous two decades helped to improve women's conditions and access to resources, but did not change the basic structure of inequality in the relationship between men and women. Decisions were still being made mostly by men. The Conference unanimously adopted the Beijing Declaration and Platform for Action that was in essence an agenda for women's empowerment and stands as a milestone for their advancement in the twenty-first century. It specified twelve critical areas of concern considered to represent the main obstacles to women's advancement and which require concrete action by Governments and civil society:

* Women and poverty
* Education and training for women
* Women and health
* Violence against women
* Women and armed conflict
* Women and the economy
* Women in power and decision making
* Institutional mechanisms for the advancement of women
* Human rights of women
* Women and the media
* Women and the environment
* The girl child

***Table: WID and GAD Approaches: The paradigm shift[[15]](#footnote-15)***

|  |  |  |  |
| --- | --- | --- | --- |
| NO |  | WID | GAD |
| 1 | THEAPPROACH | Women at the centre of problem | Approach to development |
| 2 | THE FOCUS | Women | Gender relations |
| 3 | THE PROBLEM | Exclusion of women from the development process | Unequal power relations |
| 4 | THE GOAL | Efficient and Effective development | Equitable and sustainable development with women and men in decision making |
| 5 | THE SOLUTION | Integrate women into the existing development process | Empower the disadvantaged and women |
| 6 | STRATEGIES | Women’s projects, Increasing women’s income and ability to look after the household | Address Practical gender needs and Strategic gender needs identified by women and men |

1. **Key Policies Relating to Gender Mainstreaming in Ethiopia**

Over the last two decades, the Ethiopian government has put in place a number of policies, strategies and laws that are designed to support gender equality and women’s empowerment. The government of Ethiopia recognizes the important role of women in reducing poverty and accelerating the economic growth of the country. For this reason, the government has been adopting various policies, strategies and programs which envisage gender equality and women’s empowerment.

The Ethiopian Constitution guarantees the rights of women as equal to those of men in all spheres including equality in marriage, the right to equal employment, and the rights to maternity leave with pay, the right to acquire, administer, control, use and transfer property, with the emphasis on land and inheritance issues and the right to access family planning and education.[[16]](#footnote-16) Following the Constitution, major legal reforms were undertaken in order to eliminate discriminatory laws on women. Accordingly, the Revised Family Code raised the minimum age of marriage from 15 to 18 years for women/girls and established the rights of women to share any assets the household had accumulated. The new Criminal Code has also criminalizes domestic violence and harmful practices including early marriage, abduction, and female genital mutilation/cutting.

Whereas, the Ethiopian National Policy on Women which was issued in 1993 with the objectives of government commitment to facilitate conditions to speed up gender equality in all political, social, economic life, Property ownership and decision making; rural women’s access to basic social services; and to eliminate customary and other practices which are prejudicial to achieving gender equality at all levels. Similar commitment to ensure the equal participation of women in decision making positions is made in the Development and Change Package of Ethiopian Women and national action plans implementing the policy document.

A range of other policies emphasize the critical role of gender, including the Development and Social Welfare Policy (1996), the Education and Training Policy (1994), the Health Policy (1993), the Agricultural Development Led Industrialization Strategy (2001)), the Culture Policy (1997), Natural resource and Environmental Policy (1997) and others. Many of these policies explicitly call for the elimination of all forms of discrimination against women and girls and promote women’s equal participation in and benefit from economic, political and social arenas and in leadership at all levels.

Since 2005/06, the Government has moved decisively to advance the agenda on the gender dimensions, and created the Ministry of Women Affairs, which was reorganized as Ministry of Women, Children and Youth Affairs in 2010/11. The National Action Plan on Gender (NAP), which formed the core of the gender strategy under PASDEP, was developed and implemented. The NAP is intended to mainstream gender into policies and programs for more gender equitable poverty reduction outcomes.[[17]](#footnote-17) The Government has also incorporated gender is­sues in different national policies including health, education and training, HIV/AIDS, population and other sector poli­cies. The formulation of the National Action Plan (NAP) on Gender and Development ensures that gender is fully con­sidered and incorporated in all the annual work plans; and the establishment of a gender focal person in each of the re­gional bureaus is evidence of the Government’s commitment to gender equality. [[18]](#footnote-18)

Women and youth empowerment and participation, is one of the central pillars of the Growth and Transformational Plan (GTP). The Ministry of Women, Children and Youth affairs has now formulated a 20- years Development Plan. The plan is made with the aim of securing appropriate position for women and children in 2027/28, the time when Ethiopia envisions to be transferred in to a middle-income country.

1. **Key Institutions Working on Gender Mainstreaming**

The Government of Ethiopia has set up an extensive network of institutions at federal and regional level to ensure that policies and programs on gender are effectively implemented and coordinated. Several institutions have been put in place to ensure gender equality and women’s empowerment issues are addressed including Ministry (MoWCYA), bureaus, offices of Women, Children, and Youth Affairs at federal, regional & Woreda levels; and Women Affairs Directorates in all line ministries, agencies and regional bureaus.

MoWCYA is mandated to ensure that federal policies, legislation and programs contribute to gender equality, and to make recommendations for affirmative action in economic, social and political affairs, as well as in various government agencies. There are four directorates; women and youth mobilization and participation enhancement; mainstreaming women and youth issues; protection and promotion of child rights; and the office of Strategic Management.

The Federal Minister of Women’s Children’s and Youth Affairs, the heads of Regional Women, Children and Youth Affairs Bureaus and the heads of *Woreda* Offices of Women, Children and Youth Affairs have now become members of cabinet at their respective levels. The federal government has allocated more human resources with accountabilities for promoting gender equality and is strengthening accountability for the national policies on gender. In addition, the Ethiopian government has created suitable legal environment for the establishment and smooth running of civil society such as women associations and charities; youth associations and charities; women and youth federation etc.

1. **Methods of Gender Mainstreaming**

A strategy is a long term and broad plan for achieving an objective, while a method is a way of carrying out the activities.

 ***Methods used in gender mainstreaming are:***

* + Carrying out a gender analysis regularly
	+ Carrying out participatory training
	+ Consultative meetings and feedback for a Preparation and dissemination of Information, Education and Communication (IEC) materials
	+ Creation of data banks and resource centers on gender mainstreaming and support services
	+ Creation of membership associations of people and organizations involved in gender advocacy
	+ Participation of member associations in trade shows and exhibitions
	+ Media and publicity programs. [[19]](#footnote-19)
1. **Tools for Gender Mainstreaming**
	1. **Gender analysis**

Gender analysis entails the systematic gathering and examination of information on gender differences and social relations in order to identify understand and redress inequities based on gender.[[20]](#footnote-20) Gender analysis is a valuable descriptive and diagnostic tool for development planners and crucial to gender mainstreaming efforts. The methodology and components of gender analysis are shaped by how gender issues are understood in the institution concerned. There are a number of different approaches to gender analysis, including the Gender Roles or Harvard framework, and Social Relations Analysis.

* 1. **Gender Needs Assessment**

Gender needs assessment is closely linked to the concept of gender analysis: they are both valuable analytical tools for strengthening a project’s potential to meet the different needs and interests of women and men throughout the project cycle.[[21]](#footnote-21) A gender needs assessment sheds light on both practical and strategic gender needs.

* 1. **Gender audit as actions to promote gender mainstreaming**

**Gender audit**: Considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed;

* Monitors and assesses the relative progress made in gender mainstreaming ;
* Establishes a baseline ;
* Identifies critical gaps and challenges ;
* Recommends ways of addressing them and suggests new and more effective strategies ;
* Documents good practices towards achievement of gender equality.
* Gender audits often serve as entry points for the discussion of wider substantive and operational concerns.
	1. **Gender Budgeting**

Gender analyses the government budget for impact on women and men, girls and boys. It ideally goes beyond simple male-female to look at location, age, ethnicity, class (rich/poor), caste, religion etc. It checks whether money changes ‘bad’ gender patterns in society. It is the most important policy of government because without money no policy does work. Gender Budgeting

At institutional level ensures that the allocation of resources and funds takes place in a gender sensitive manner. It therefore involves the examination of all institutional revenues and expenditures from a gender perspective. For instance, it scrutinizes the assignment and beneficiaries of resources within an institution as well as paid and unpaid forms of work (such as staff welfare), and allocates new resources for the changes proposed by gender mainstreaming efforts.

* 1. **Gender Planning**

Gender planning is the technical and political processes and procedures necessary to implement gender-sensitive policy and practice.[[22]](#footnote-22) The purpose of gender planning is to ensure gender-sensitive policy outcomes through a systematic and inclusive process. If gender policy has transformatory goals, then gender planning as a process will necessarily be a political one, involving consultation with and participation of different stakeholders.

* 1. **Gender Training**

Gender training is a facilitated process of developing awareness and capacity on gender issues to bring about personal or organizational change for gender equality Gender training is one of a range of institutional strategies used to integrate gender into the work.[[23]](#footnote-23) Its objectives can include raising general awareness of the relevance of gender to an organization’s work and skills transfer in gender analysis, gender-aware planning, programme design and implementation. Gender training typically involves: group discussion and reflection on gender roles and relations; case studies of the impact of development policies and programs on gender relations; as well as role plays and simulation games which highlight gender dynamics. Attention has recently focused on the need to evaluate the impact of gender training. Experience suggests that training is most effective when it is part of a broader strategy of policy/organizational change.

## ❒ SESSION TWO: Steps in Mainstreaming Gender

|  |  |
| --- | --- |
| **Duration** | 1:30 hours |
| **Learning objectives** | * Identify the steps in gender mainstreaming.
* List out steps of gender mainstreaming
 |
| **Content**  | 1. Gender mainstreaming of Stake-holders
2. Mainstreaming a gender agenda
3. Moving towards gender equality: what is the goal?
4. Mapping the situation: what information do we have?
5. Refining the issue: research and analysis
6. Formulating policy or project intervention from a gender perspective
7. Arguing your case: gender matters
8. Monitoring: keeping a gender sensitive eye on things
9. Evaluation: evaluation of output, outcome and process
10. Engendering communication
 |
| **Methodology**  | Brainstorming, Discussions, Lecture/talk |
| **Required material**  | Flip chart/flipchart stand, Plain papers, Marker pens, Masking tape, Meta cards, LCD projector, Computer |

### 🖊Activity 1: Experience Sharing for Gender Mainstreaming

**Steps**

1. The participants willForm four groups of participants, each group electing a rapporteur.
2. The participants will discuss their experience of gender mainstreaming in their program work
3. Each group works on the questions assigned to it as follows:
	1. Group A. What are the **strengths** of their program in taking gender into account in program management? (Indicate specific procedures, if possible)
	2. Group B. What are the weaknesses of their program in taking gender into account in program management? (Indicate specific procedures, if possible)
	3. Group C. What opportunities or benefits can be expected from strengthening gender analysis in program management?
	4. Group D. What threats or constraints exist to improving attention paid to gender issues in program management?
4. The rapporteur present their groups’ results to the audience. Each rapporteur has about five minutes to present the results.
5. The trainer will summarize and close the session

### 🖎Trainers’ Notes

**Steps in Gender Mainstreaming**

1. **Gender mainstreaming of Stake holders**

The actors involved in the process, along with their values and understanding of gender issues will significantly determine the outcome of policy or project. For greater accountability, checks and balances against competing viewpoints, to keep gender balance and to ensure availability of gender experts.

Who helps identify the entry points for gender mainstreaming and to ensure implementation of a mainstreaming approach throughout the entire project or policy making process involving many actors from all sorts of life is important.

1. **Mainstreaming a Gender Agenda: What is The Issue?**

Identify the main development problem and gender version problem within the general development problem. Ones you find out the subject of your project or policy making initiatives then you need to examine it from a gender perspective and see if the issue at hand affects men and women in different ways. This means that the specific ways in which men and women are differently affected needs to be redefined.

1. **Moving Towards Gender Equality: What is The Goal?**

Once you know what you want to achieve, then you should identify any gender dimensions inherent in the policy or programme issue and you should make this gender dimension explicit in your policy and programme goal.

1. **Mapping the Situation: What Information Do We Have?**

You have to identify what you know, what you don’t know, what projects or policy interventions have already happened, what is currently happening, what other related interventions are planned.

1. **Refining the Issue: Research and Analysis**

Ones you are clear where gaps in your current information exist, you will need to conduct research that will fill the identified information gaps. This is absolutely critical in order to guarantee the credibility, efficiency and Effectiveness of any projects or policies you have developed. The most important considerations are:

* Efficiency (cost benefit Analysis),
* Efficacy, (coverage, scope, sustainability), and extent to which gender issues are addressed
1. **Formulating Policy or Project Intervention from a Gender Perspective**

Once you have collected and analyzed the necessary data and information you will have to decide on the appropriate course of action to take in order to move towards the goal of moving towards Gender Equality by redefining the specific ways in which men and women are differently affected.

1. **Arguing Your Case: Gender Matters!**

Decision makers are sometimes reluctant to devote scares resources to gender equality activities, especially those who control budgets need to be convinced that their investment for gender equality will pay off. You must illustrate what development problems gender equality contributes to solving, and what specific benefits a gender aware perspective will bring to the government, individuals- both men and women-and the nation as a whole. Well-defined arguments will increase your chances of receiving financial and moral support for any planned interventions

1. **Monitoring: Keeping a Gender Sensitive Eye on Things**
* Monitoring is an indivisible aspect of gender mainstreaming.
* Monitoring progress towards fulfilling substantive goals and objectives
* Monitoring the implementation process
* Indicators must be developed that track the delivery of specified outputs and outcomes
* Targets and indicators must be developed that track the extent to which the process itself is gender sensitive. This redress hindrances and gaps in the process.
* Gender sensitive indicators are designed to measure benefits to women and men and capture quantitative and qualitative aspects of change. Gender sensitive indicators are indicators disaggregated by sex, age and socio-economic background. They are designed to demonstrate change in relation between men and women in given society over a period of time**.**

**9. Evaluation: Evaluation of Output, Outcome and Process**

Check whether the objectives are met, to what extent the development goal has been achieved and how were outputs and outcomes delivered. Is transformation of gender roles and relations leading to greater gender equality?

## Means of verification for gender mainstreaming

The following are some of the common means helps us to know whether a policy/ project is mainstreamed gender or not.

* Analysis/Rationale
* Operational Actions
* Implementation Mechanisms
* Monitoring Outputs and
* Outcomes/Impact

 **Fig.1. Project cycle and gender mainstreaming**

 **actions/activities. (*Source: Gender mainstreaming ILO***

 ***approach***

**In /project cycle gender mainstreaming can be considered at each level of project cycle as**

**10. Engendering Communication**

Communication considerations need to be mainstreamed or integrated at all phases of project or policy cycle. Communication with all concerned is necessary at all stages and at all levels. The way in which we communicate proactively and reactively influences the success of our project or policy. Providing information about a situation from a gender perspective, about government or organizational mandate for gender equality, about policies and programmes for gender equality, efforts of stakeholders and others in promoting gender equality is very essential.

In order to achieve gender equality in socialization process, in economic process, in political process and in cultural and religious process we need to use two strategies. One is mainstreaming and the other strategy is empowerment of the disempowered person/s or groups. Therefore we must talk about what empowerment means

### Chapter Summary

These steps of gender mainstreaming are different but interdependent in mainstreaming gender at all levels. Hence, the steps should not be seen as isolated exercise, but an integral part of project/program/policy cycles and institutional undertakings. Hence, these steps can in fact be approached as a checklist-this checklist will help identify what activities are already implemented, while also providing with guidance for expanding the approach to gender mainstreaming.

# Chapter Three: Domain of Change & the Responsibility for Gender Mainstreaming

**Duration: 2 hours**

### Introduction

This chapter aims at providing the domain of change in gender mainstreaming at national level, the organization itself, partners and stakeholders; and the public at large. It also gives an overview of the potential actors by bearing in the mind that gender mainstreaming is not only an issue for politicians and for the administration. It must be promoted, executed and supported by a broad range of actors, all of whom are responsible for the fulfilling of their role. The best results will be obtained if gender mainstreaming relies on all the human resources available, which include – it should be underlined – women. If women do not participate fully in decision-making it will be difficult to organize gender mainstreaming in a successful way.

Even if the main responsibility for making gender mainstreaming possible rests on the shoulders of politicians, other actors have to take up their share of responsibility, too. A comprehensive policy plan is needed, defining the tasks and responsibility of the each actor involved, as well as the necessary means attributed to them.

### Learning objectives:

 At the end of this chapter the participants shall be able to:

* Describe the domain of change in gender mainstreaming
* Explain the actors responsible for mainstreaming gender
* Share practical examples of change in their organization

### Chapter Content

**Session One: The Domain of Change in Gender Mainstreaming & the responsibility for Gender Mainstreaming**

## ❒ SESSION ONE: The Domain of Change & the Responsibility for Gender Mainstreaming

|  |  |
| --- | --- |
| **Duration** | 2 hours |
| **Learning objectives** | At the end of this session participants should be able to:* Interpret the domains of change in gender mainstreaming
* Operationalize the common perception of responsibility for gender mainstreaming from being few experts’/departments’ issue to a greater understanding of its holistic nature
 |
| **Content**  | -The domains of change in GM -The responsibility for what in gender mainstreaming  |
| **Methodology**  | Consensus Building, Group work  |
| **Required material**  | Hand Outs, Marker , Flip chart |

### 🖊Activity 1: “What do you want to change?”

**Steps:**

1. The trainer divides the participants into small groups based on the sector/organization they come from and ask them to prepare a chart on what is done on gender mainstreaming in their sector/organization.
2. Next, the participants will discuss if there are areas of improvement or things to change on the process of gender mainstreaming
3. Finally, the trainer will summarize with a short presentation on the domain of change for gender mainstreaming.

**🞛Trainer’s Tips**

The trainer may organize a brief presentation based on the trainers’ note on domains of change for gender mainstreaming.

### 🖊Activity 2: Consensus Building through Group Discussion

**Steps:**

1. The trainer divides the participants into three groups by having them count off in threes.
2. The trainer distributes to each group one set of the controversial statements. Each group is asked to reach consensus on whether they agree or disagree with the statements giving reasons for the positions that they take.
3. The statements are;
	1. Mainstreaming gender is the arena of gender experts, focal points and gender departments
	2. Mainstreaming gender is the sole responsibility of the senior management
	3. Mainstreaming gender is the sole responsibility of all actors
4. The facilitator requests the group to identify a group leader to guide the discussion and make a presentation in plenary.
5. Each group reports back to the plenary. After each presentation the trainer asks for comments from the other two groups.

|  |
| --- |
| **🞛**Trainer’s TipsThe trainer encourages the groups to make their presentation at plenary only if a consensus is reached. If reaching consensus within the group proves to be difficult, the facilitator should intervene and provide information to the group from the speaker’s notes that could accelerate the process of consensus building within the group. The trainer at the end of the presentations fills in the gaps in knowledge and understanding drawn from the “Trainer Notes”. |

### 🖎Trainer’s Notes

**3.1 The Domain of Change in GM**

 **3.1.1 The Gender Mainstreaming and Change**

The gender mainstreaming is essentially about change particularly on the following focal areas:

* Changing attitudes regarding the roles, value and status of women and men
* Changing relationships, attitudes and behavior towards a more equal sharing of roles and responsibilities, access and control of resources and benefits, and decision-making
* Changing who is responsible for achieving gender equality. Gender mainstreaming requires that all government officers assume responsibility for achieving gender equality through their work
* Changing how individuals, organizations, and government work to become more consistently and automatically gender-responsive in all actions
* Changing the balance of power in decision-making and relationships at all levels of society
* Changing who benefits from government programs and development initiatives

In order to realize, change needs to be planned and managed to be successful. Change of most type tends to be challenging and confronting for most people to some extent.Being more comfortable with what you are familiar, are a little resistant or afraid of the unknown and tend to resist to changes.

In general, most social change requiring attitude and behavior change – such as using condoms, wearing a protective motorbike helmet, and working in a gender-responsive way – is only successful and sustainable when it is planned for and carefully managed. Social change of the type required by gender mainstreaming is a long and complicated process – but it can be successfully achieved if we apply the common lessons for managing change.

Successful change is usually led and driven by top management**.** Experience shows that when top leaders support and encourage change – it is much more likely to happen and take place in a sustainable way. Top leaders and managers have directing and influential roles to the change process once they are committed to change and inspire others to follow. Vice versa, this usually happens more slowly and less effectively when leaders are not engaged.

The acknowledgement and advocacy for senior management's responsibilities and support towards a gender-responsive work practices is an important strategy in the process of implementing a gender mainstreaming approach and successfully achieving gender equality goals.

* + 1. **The Domain of Change**

The three domains, in which an organization gender mainstreaming strategy can impact the changes, are:

* **The National (state institutions) Level**

 Successful gender mainstreaming at the national context requires:

* Political will: gender mainstreaming can only start when political will is existed that is the most basic prerequisite.
* Elected gender advocates in parliament
* Gender equality policy framework or separate gender equality policies
* State structures and mechanisms to support gender issues and enforce its commitments to gender equity (including national machineries)
* Civil society engagement, along with gender expertise in civil society
* Availability of gender disaggregated data and current research on gender equality
* Accountability and evaluation frameworks
* Involvement of both women and men
* **The Organization Itself: Its Policies, Procedure, Culture and People**

Mainstreaming gender is both a technical and a political process which requires shifts in organizational cultures and ways of thinking, as well as in the goals, structures and resource allocations. Mainstreaming requires changes at different levels within institutions, in agenda setting, policy making, planning, implementation and evaluation.

Within the organization as well, gender mainstreaming has different domains.

* ***The technical domains***: The human resource capacities for mainstreaming and the tools and instruments for mainstreaming could be said to constitute the technical aspects. Gender experts, guidelines and tools for integrating gender into the project cycle, gender training modules and materials are all located within this domain.
* ***The political domain:*** is the site for integration of gender equality concerns into processes of planning and decision-making within the organization. This is the domain within which hierarchies are institutionalized, which in turn determines access and control over resources and decision-making in the organization.
* ***The cultural domain:*** is the arena in which the environment and daily practice of the organization are defined, shaped and validated. While processes in this domain may not be guided by clearly articulated rules and procedures, they are nonetheless critical to gender mainstreaming. Since it is in this domain that the gap between policy and practice is created, it is also the space where it can be negotiated and contested.

Each of these domains is intricately linked to the other. In turn, each domain and the system as a whole are influenced by multiple factors in the external environment – national development agendas, global discourses, civil society, women’s movements, donor priorities and geo-political processes and issues

Re-arrangement of institutional and power relationships in the organization (the political sub-system) and in attitudes and behavior (the cultural subsystem) are necessary to sustain and take forward changes in the transformation must therefore lie at the core of any gender mainstreaming strategy.

The manner in which the gender mainstreaming strategy is implemented should be congruent with its larger goals. It should result not only in changes in women’s condition, but should also challenge and change the structures and systems which create.

The implications and impacts of each of these, as well as the ways in which they intersect, should ideally be factored into strategies for gender mainstreaming.

******

*The areas where the three domains overlap is the space for*

*Organizational transformation*

* **Partners and Stakeholders**
* **The Public at Large Context,** including the socio economic, cultural and political environment, the policies and programmes of development partner and the perspectives and strategies of the women’s movements and other civil society actors. It has been pointed out that change in the third domain is the ultimate goal of a gender mainstreaming strategy, and development agencies should be modest about what they can achieve on their own.
	1. **The Responsibility for Gender Mainstreaming**

Who is responsible for what in gender mainstreaming is essential thing to discuss here after. As principle redressing inequality is a shared responsibility by all government stakeholders, by all staff in one organization but not just the job of the women affairs. Gender mainstreaming implies all the actors routinely involved in designing, implementing and evaluating.

In addition to politicians and the administration in high level, there are various potential actors to be involved in gender mainstreaming: including gender equality machineries, there is a role for external experts, NGOs, pressure and interest groups and the media. The different roles of these actors can be grouped into four categories: initiating, executing, supporting and promoting and defending interests.

* **High Levels Leaders including Politicians:**

Politicians play a crucial role in gender mainstreaming, given their official and formal task of defining policy priorities and initiating general policies. Politicians have to make sure that the needs of the whole population are taken into account and served and that policies improve the well-being of society as a whole. The importance of gender equality as a substantial basis for democracy and the promotion of gender equality in all areas of life as a prerequisite for a better society is generally recognized.

Politicians are the main actors responsible for the definition of gender equality as one of the main goals to achieve, for the explicit promotion of gender equality and for the reallocation of the necessary means and conditions required for gender mainstreaming. In fact, politicians are the main actors to initiate mainstreaming. Saying this, it becomes clear that political will and a serious political commitment are a crucial prerequisite for mainstreaming (see chapter II.1). Even if gender mainstreaming involves many actors and politicians are not necessarily those with the most gender expertise, the main responsibility for making gender mainstreaming possible rests on their shoulders. (From *GM conceptual framework, mgy and presentation p22)*

Thus, top leaders must be committed to and support the process of gender mainstreaming. Senior managers must provide clear messages about the priority assigned to gender equality and gender mainstreaming, and make demands on staff for information, analysis and update on progress. When such demands are not made, and when staffs are not held accountable for action on issues of equality, there is little incentive for action.

**The Process of Gender Mainstreaming**

Enabling Environment

* Political Will
* Adequate Human and Financial Resource
* Legislative and Administrative Frame work
* Women at Decision Making Level at all Level.
* Active Involvement of civic society

GMS Processes

* Developing and Implementing a National Gender Action Plan
* Mainstreaming Gender in the National Development Plan and Sect oral Ministries

GMS Structures

* PMO
* MOWA
* Parliamentary Gender Caucus
* Women Affairs Bureau
* Women Affairs Departments

Focal Persons inter ministerial

* NGOs, associations

Commission Council

GMS Mechanisms

* Gender Analysis
* Gender Training
* Management Information System
* Performance Appraisal System

/Fig 3/ source: TREG Consult Plc 2009/pp 23

* **The Role of the Administration**

Administrations not only implement policies, but play an increasing role in detecting and defining policy issues and in preparing and developing policies. They are crucial actors in executing gender mainstreaming, given the fact that mainstreaming means integrating a gender equality perspective in the daily process of all policy areas. After all, it is administrations which have to put gender mainstreaming into action. They are responsible for the continuous mainstreaming process in close co-operation with politicians, who need the experience of administrators for gender mainstreaming as a long-term strategic work. Therefore, it is very important that the administration be prepared to play this role. Most important, the responsibility for mainstreaming has to be anchored at the top level (Ibid p: 23)

* **The Responsibility of All Staff**

All staff must take the responsibility for:

* + Understanding the different roles, responsibilities, and experiences and inequalities between women and men in relation to the issue being addressed
	+ Identification of opportunities to actively involve women as well as men in consultation and decision making processes
	+ Acting on women’s as well as men’s priority concerns
	+ Identify ways to promote benefit for women as well as men
	+ Being personally informed about gender issues and gender mainstreaming, and seeking out ways of promoting this understanding and commitment amongst colleagues and partner organizations
	+ Being aware of personal attitudes and behavior and the ways in which these affect communication with women and men and understanding of development and change
	+ Identify strategies to reduce gender disparities and promote gender equality.
* **The Role of Gender Equality Machineries**

Although gender equality machineries are part of the administration, they play a different role. The role of gender equality machineries has to be redefined to match the strategy of gender mainstreaming. As it is now, gender equality machinery is a think tank to detect new issues, to develop new strategies and to gather knowledge and expertise. It serves as a place for political analysis and reflection. The main role of gender equality machinery is to act as a catalyst for the work on gender mainstreaming.

It plays a decisive role in making people aware of the importance of reaching gender equality, and in making politicians aware of the political needs to do so. Also, a gender equality unit is a support for actors usually involved in these fields to mainstream. It can diffuse information and knowledge, play a role in training and the follow-up to training or develop and adapt existing policy tools to the needs of gender mainstreaming.

The advantage of gender equality machinery is that it is anchored in the system. It knows how much awareness on gender issues and gender expertise exists, the way in which the administration works and what is acceptable. It has (institutionalized) channels of communication at its disposal. A gender equality machinery, as part of the system, can play an important role in the transition to gender mainstreaming, as it can translate highly specialized gender knowledge into something understandable, acceptable and useful for the administration Yet, it should be kept in mind that it should never be the role of a gender equality machinery to implement directly gender mainstreaming in the various policy areas.[[24]](#footnote-24)

* **The role of researchers and experts**

Researchers and experts play an increasing role in detecting and defining policy issues and in suggesting ways to solve them, thereby helping to shape policies. Research form an important source of information and incentive for policy development: facts and figures, surveys or forecasts are all foundations for policy-making. A scientific analysis of a current issue or situation serves as a basis for the political or social analysis made by policy-makers, interest and pressure groups and the media. For example, researchers might help to identify the most important policy areas to start gender mainstreaming. Researchers and experts can also provide an important technical support for mainstreaming, adapting and developing tools and techniques or providing training[[25]](#footnote-25).

The growing role of researchers in the policy process is a consequence of the increasing complexity of policy-making. Politicians and administrations cannot be experts in all topics. The supporting role of researchers also flows out of the new ‘lean’ conception of the state. An important role for women’s and gender studies exists, which plead in favor of further developing these studies.

* **The role of NGOs, interest and pressure groups**

Women’s groups, trade unions, migrant groups, churches and NGOs feel the pulse of society and see or sense problems. This proximity to the grassroots and their high degree of specialization mean that they have a lot of expertise in a given policy field. They constitute an important source of knowledge and play an important role in transmitting it to policy-makers and influencing the political agenda. But this is not the only reason why they should play a role in defining and shaping policies. Democracy requires the participation of a broad range of actors and NGOs, interest and pressure groups make more people participate in the policy process. Therefore, they improve the democratic quality of society. Besides, these organizations are also a watchdog, making sure that gender equality as a goal and mainstreaming as a strategy remain (high) on the political agenda.

* **The Contribution of the Media**

Last but not least, the media can influence and shape the political agenda. They inform the public and reflect parts of the public opinion and what the public considers to be important.

They can also have an influence in the shaping of the opinion of the public and policy-makers, and can make an important contribution as an awareness-raising tool. The influence the media have in constructing and perpetuating values and norms is also crucial. It would be important for the media to reflect on current gender relations and the strategy of gender mainstreaming, the need to achieve gender equality and what this implies. (ibid p24)

* **Specialist Help**

Specialists should be called in when the organization is trying to:

* ***Ensure all women’s participation***: poor women in particular, as well as poor men, should always be in a position to speak for themselves. It is essential to create and support opportunities to ensure that this happens. This often means working with female planners, research staff and extension agents, as well as working with representative women’s organizations, to enable poor women to express their views in a non threatening environment and in a way that will influence the development agenda.
* ***Conduct gender analytical studies***: good quality gender analytical information is required for policymaking, planning and monitoring purposes. Some of this may be available from secondary sources. Conducting gender analytical research requires well developed social and gender analytical skills, and requires appropriately trained and experienced in house staff or consultants.
* ***Promote gender equality at the community level***. Processes of social change designed to promote greater equality of influence, opportunity and benefit are complex an long term. The challenge of promoting greater equality between women and men should not be underestimated, particularly in contexts of considerable inequality. Specialist skills in participatory negotiated processes of working with community groups are essential and “front line” staff requires regular personal and professional support.
* ***Promote gender equality within an institution***: process of organizational change designed to promote equal opportunities within the workplace, and to develop staff understanding of and skills in gender mainstreaming, are also complex and long term. This requires staff with commitment, perseverance and influencing skills, backed up with appropriate resources and support. Gender training requires staff or consultants with skills in adult learning and participatory training, in addition to applied an practical understanding of gender analysis and gender mainstreaming.

### Chapter Summary

This chapter gives an overview of the potential actors for it is important to keep in mind that gender mainstreaming is not only an issue for politicians and for the administration. Because gender mainstreaming must be promoted, executed and supported by a broad range of actors, all of whom are responsible for the fulfilling of their role. If gender mainstreaming relies on all the human resources available, then the best results will be obtained.

# Chapter Four: Levels of Gender Mainstreaming

**Duration: 6 Hours**

### Introduction

The chapter discussed mainstreaming of gender concerns at different levels through generic stages of the formulation of policy/program/project. The important checklist and indicators that facilitate gender mainstreaming is also the concern of this chapter.

In this chapter, participants will learn about the notion, scope, objective, type and deliverables of gender audit.

### Learning Objectives

This chapter clarifies the origin, nature, advantages, objectives and actors of social audit.

At the end of this chapter, participants will be able to:

* Identify gender issues at various levels
* Explain the application of gender mainstreaming at different levels
* Apply gender mainstreaming at institutional and programme/project level
* Use appropriate checklists/indicators to mainstream gender at all levels

### Chapter Contents

**The chapter comprises the following sessions;**

**Session One: Gender Mainstreaming at all levels**

**Session Two: Indicators for Gender Mainstreaming**

## ❒ SESSION ONE: Applying Gender Mainstreaming at Different Levels

|  |  |
| --- | --- |
| **Duration** | 3 hours |
| **Learning Objective** | By the end of this session, participants will be able to: * Identify levels of gender mainstreaming
* Display the gender mainstreaming application in programs & projects
* Describe how to mainstream gender in institutions/organizations
* Be familiar with indicators for mainstreaming gender at various levels.
 |
| **Methodology** | Brainstorming, Group Work, Case Study |
| **Content** | * Gender mainstreaming at Policy level
* Gender mainstreaming at Institutional /organizational level
* Gender mainstreaming at Programs/ Project Level
* Indicators and Checklists for Gender Mainstreaming
 |
| **Required Materials** | Sample project documents, Flip chart, markers, Handout, case study, power point presentation |

### 🖊Activity 1: Question and Answer on Levels of Gender Mainstreaming

Steps;

1. By using question and answer method, the trainer will ask the participants to identify the levels at which gender mainstreaming is done
2. The trainer will give them the rationale for mainstreaming gender at different levels
3. The trainer summarizes key issues in mainstreaming gender at each level.

### 🖊Activity 2: Case Study on Policy Need

**Steps**

1. The participants will be divided in sub groups and analyze the situation in the case study sheet based on the steps given below for mainstreaming gender at policy level
2. In plenary session, each group presents its findings
3. The trainer will emphasize the key points of the presentations and gives feedback

**Case Study**

*In region Y, researchers found out that the HIV infection rate of women and girls has been far higher than men and boys. Moreover, there has been a low level of care and support for HIV positive women and girls than the men and boys. Taking into consideration the context of the HIV status in Ethiopia, go through the steps of mainstreaming gender in policies and suggest 3 policy recommendations /options to be presented to high level decision makers;*

*Key factors found by the researchers that contribute to the greater vulnerability of the region’s women and girls to HIV infection*

 *The culture of silence surrounding sexuality*

 *Exploitative transactional and intergenerational sex*

 *Violence against women within relationships*

|  |
| --- |
| **🞛Trainer’s Tips**It is important that the participants focus on bigger policy options/recommendations instead of specific strategies to tackle the problem. Accordingly, some examples of policy options in this context could be; collapse the bridge of infection between older men and younger women and girls; protect female enrolment figures; protect girls and women from the direct and long term risks of HIV infection as a result of violence; protect the rights of women and girls to women land; put in place a volunteer charter articulating the rights and responsibilities of women and men who provide care and support to the sick and orphaned; and address gender norms , violence, stigma and discrimination as potential barriers to women’s access to care and treatment. |

*Other factors affecting the spread of HIV/AIDS among women and girls in the region are poverty, early marriage, trafficking, sex work, and migration, a lack of education, and gender discrimination and violence. Further, complex social and cultural barriers have made talking about sexuality or insisting on protection from HIV so difficult that even educated middle class women say they are unable to protect themselves, while poor women have even less power to do so.*

### 🖊Activity 3: What to Change in My Organization?

**Steps;**

1. The trainer invite participants to briefly articulate what they would like to see changed at their workplace
2. Then participants will think of what can be considered gender issues from their experiences in their organization. In groups, they will analyze these issues and discuss the reasons for such a state of affairs/incidents and how each issue could be addressed at the personal level. Next, they will focus on what institutional actions can be taken to address the issue in the long/short term and who can take responsibility for such institutional action.
3. Each group will make a presentation in the plenary
4. At the end of this session the trainer will sum up the gaps, opportunities and strategies for mainstreaming gender at organizational/institutional levels.

**🞛Trainer’s Tips**

This exercise helps participants to link their desire for change with the concept of gender mainstreaming as a methodology for change. In step two, usually, gender issues are taken to be organizational (culture, values, systems, policies). This exercise is expected to make participants consider ways and means of addressing gender issues at institutional levels.

In summing up the session, the trainer may emphasize the following points in mainstreaming gender at organizational /institutional level:

Gender mainstreaming is a process of consistently incorporating a sensitivity of gender differences into institutional policy (including a harassment policy); human resource management; Institutional Mechanisms; Organizational practices (such as needs analysis, Planning, training, budgeting, implementation, monitoring, and evaluation); organizational activities and outputs (such as teaching, research, delivery); and organizational culture (such as the working environment, family/work balance, advertising and organizational image building) etc.

### 🖊Activity 4: Experience Sharing on Gender Mainstreaming at Project Level

Steps;

1. The trainer will ask the participants to share experiences about the gender mainstreaming practice on a project they’re involved in. The participants may use the following guiding questions while sharing their experiences;
	1. Have women been involved in the needs assessment exercise for the project?
	2. How were women’s concerns considered during project formulation?
	3. How has the program implementation been planned and put to practice?
	4. How is women’s involvement in the management of the implementation process? How many of the employees are women and at what levels?
		1. What is the representation of women in: committees, skills training?
	5. What activities are being taken in the different projects?
	6. Have gender concerns been considered and how?
	7. How does the project benefit women?
	8. Monitoring and evaluation activities
		1. What indicators are in place to ensure equal benefits for men and women?
		2. What measures have been taken or are planned to make data gender disaggregated a crucial element?
2. The trainer let the participants to discuss and agree on what constitutes good practices in mainstreaming gender at project level
3. The trainer summarizes the key learning points on the best way to mainstream gender at project level

### 🖊Activity 5: Case Study

Steps;

1. Divide participants in to 2 or more groups and ask them to discuss the case study given below guided by the following questions
	1. What do you understand the case from a gender mainstreaming point of view?
	2. Who makes decisions about resources? What was the effect?
	3. What you will do at different phases to effectively mainstreamed gender in the case.
2. Group leaders will make presentations on the plenary
3. Following that, the trainer will give the participants a copy of assessment tool (*see appendix* 1) and ask them to assess their own organization by considering each question and giving a score of: 3 for high performance for medium performance, and 1 for low performance
4. The trainer sums up the discussion at the end with the help of a power point presentation.

**Case Study**

*“Women and girls in a country in West Africa walked long distances, through conflict-stricken areas, to collect water but seldom had enough for their domestic needs. To improve the health of the family and the protection of women and girls, a water source closer to the village was proposed. However, as custom dictated, discussions were held with the men of the village to determine the construction and location of the water source.*

*“After its construction was complete, it became apparent that the means of accessing the water had to be adapted for the women who were actually using it. For example, the short-handled hand pump had to be replaced with a long-handled pump to enable women and girls of less physical strength to use the water source. In addition, the involvement of women proved very useful, as it was ultimately the women using the water facility who were most conscientious about maintaining it and keeping it in a good state of repair.”*

### 🖎Trainer’s Notes

**Introduction**

1. **Gender Mainstreaming at Policy level [[26]](#footnote-26)**

Gender mainstreaming in policy analysis and development draws attention to the impact of policy on people and explores how this impact could vary for women and men, given gender differences and inequalities. A gender perspective contributes to a more informed view of policy options and impacts. It should also enable decision-makers to assess the potential to narrow gender gaps.

The mainstreaming strategy seeks to ensure that gender considerations are routinely included in the assessment of policy issues, options and impacts, along with other considerations such as socio-economic dimensions. It also routinely seeks increased gender equality as one of the policy outcomes, along with growth, efficiency, poverty reduction, and sustainability. This requires the inclusion of gender perspectives at several points in the policy process.

1. As a first step, gender perspectives should be included in the formulation of the policy issue/question to be addressed. The definition of the issue will determine the scope to examine gender issues and to develop a constructive approach to gender differences and inequalities. If the issue is narrowly defined, the potential for considering gender issues may be reduced. For example, completely different discussions will result if a trade policy discussion focuses at the level of commodities (how many tons of potatoes were shipped from one port) or if it looks at who produces these commodities and how they are affected by policy choices.
2. Second, gender perspectives are relevant to the definition of the information needs to assess policy options. Although it is important to disaggregate data by sex in order to analyze important trends or issues that might not be apparent when only aggregates are considered, there are other issues when looking at information needs. For example, how can information on both women’s and men’s situations be incorporated in the decision-making process? There may be a need to ask different kinds of questions and look for information that helps to reformulate or refocus the policy discussion.
3. The assessment of the implications of different options by gender is a third important point. Various options could have different costs and benefits for women and men and different consequences for gender relations and gender equality. The consequences for gender equality must be identified as a matter of routine so that they are evident in the decision-making process.
4. Fourth, gender perspectives should also be taken into account in the determination of who will be consulted and how on such matters as the formulation of the issue, the definition of information needs, and assessment of options. The involvement of civil society, public consultation, polling etc. can have different outcomes depending on who is consulted, what they are asked and how they are consulted or involved. It is important to seek meaningful inputs from both women and men.
5. Finally, the formulation of recommendations for policy choices should reflect the information and analyses on gender equality issues resulting from the previous steps. Another important consideration is the fact that the manner in which policy options are presented to decision-makers can influence the attractiveness or viability of each option.
6. **Gender Mainstreaming at Institutional/Organizational level**

Organization has mandates either by proclamation**.** A gender responsive organization is one that is well aware about gender disparities and factors contributing to inequalities and takes action to address them. A gender transformative organization is one that seeks to understand and address causes of gender inequality by taking effective strategic actions to transform the unequal power relations between men and women; resulting in improved status for women and hence gender equality. The following factors are important to mainstream gender at organizational level.

* Existence of women’s affairs department with sufficient budget and strategic position
* Shared responsibility for gender equality
* Need for a policy framework
* Need for an organizational change plan
* Basic understanding of the gender mainstreaming approach
* Strong, committed leadership
* Availability of adequate resources
* Administrative accountability procedures
* Need for a gender audit of an organization **[[27]](#footnote-27)**

**Organizational Gender Framework**

The framework focuses on three areas: organizations mission and mandate; structure and human resources. Combined, these areas enable us to take a technical, policy and cultural view of our organization in relation to gender.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. **Organization’s mission and mandate**
 | 1. **Organization’s structure**
 | 1. **Organization’s human resources**
 |
| **Technical viewpoint** | * 1. **Policies and**

**Action** | **2.1 Tasks and**  **responsibilities** | **3.1 Staff and**  **expertise** |
| **Policy viewpoint**  | **1.2 Policy influence**  | **2.2 Decision making**  | **3.2 Rewards and**  **opportunities** |
| **Cultural viewpoint**  | **1.3 Organizational**  **Culture** | **2.3 Co-operation**  **and learning**  | **3.3 Attitude**  |

**Source: from SAT training and practice manuals, 1st ed, 2004: 54**

1. **Gender Mainstreaming at Program/Project Level**

Gender must be reflected in all project cycle stages. The gender analysis tools are used to achieve gender mainstreaming in projects. The tool is discussed under gender analysis module above.

These tools include but are not limited to the following gender analysis profiles:

* Activity profile, assessing labor
* Access and control profile, looking at access to resources and benefits
* Influencing factors, looking at the constraints and opportunities presented by the project
* Practical and strategic needs and interests
* Empowerment

The following is an example of incorporating gender in the project cycle.

1. **In Project identification and preparation ( in conducting situation analysis): –**

 **Steps to incorporate gender are:**

* include women, men, boys and girls as sources of information
* articulate the priority problems of each gender category and classify as either practical or strategic
* disaggregate all information by gender, age and any other relevant factor
* develop gender disaggregated activity and resource profiles
* establish the existence and nature of gender policies among collaborating agencies and the government
* Ensure that interventions selected will address the interests of all stakeholders by gender, age, etc.
* Ensure that the objectives are specific on how the project intends to improve the lot of boys compared to girls and women compared to men.
1. **In Project Design:-**

 **Steps for incorporating gender:**

* Ensure strategy has no potential to exclude stakeholders on the basis of gender or age
* Consult different age and gender categories in choosing and designing project strategy
* Allocate budget lines and resources for gender and training on gender
* State gender equality as a staffing policy
* Include gender responsive programming in the terms of reference of all staff
* Confirm that all collaborative agencies have gender on their agenda
* Objectives and outputs should indicate anticipated improvements by age and gender
* Indicators should be gender-specific and be developed in a participatory manner to reflect age and gender perspectives.
* Activities should be planned bearing in mind the gender workload distribution and potential contributions of different gender and age categories.
1. **In project implementation, monitoring and reporting :–**

 **Steps for incorporating gender:**

* Targets should indicate intended improvements by gender and age
* Technical package and delivery systems should not marginalize on the basis of gender and age
* Ensure parity in numbers and positions of staff
* Conduct gender awareness training for staff and other stakeholders
* Use gender policy as reference for management decisions
* Choose data collection methods which have scope for gender dis-aggregation of information
* Disaggregate all data, quantitative and qualitative
* Target both genders and different age categories as sources of information
* Package the report in media that will reach all age and gender categories
* Project Identification and Preparation

**For beneficiaries of** programs and projects; gender equality does not simply or necessarily mean equal numbers of men and women or boys and girls in all activities, nor does it necessarily mean treating men and women or boys and girls exactly the same. It signifies an aspiration to work towards a society in which neither women nor men suffer from poverty in its many forms, and in which women and men are able to live equally fulfilling lives.[[28]](#footnote-28) It means recognizing that men and women often have different needs and priorities, face different constraints, have different aspirations and contribute to development in different ways. It means recognizing the right of women to define the objectives of development for them.

For beneficiaries, there is a need to consider the following aspects;

1. Addressing women’s and men’s practical needs;
	* Recognizing and addressing practical needs/problems identified by and particular to either women or men e.g. developing domestic labor saving devices for women Promoting equality of access and benefit
	* Promoting greater gender equality in relation to resources, services, opportunities and benefits e.g. increasing women’s access to previously male dominated employment opportunities
2. Increasing equality in decision-making
	* Promoting women’s and men’s equal participation in community level decision-making institutions and in community representation
3. Addressing the ideology of gender inequality
	* Working with beneficiary groups to reflect on gender norms, traditions and values e.g. participatory community workshops on HIV/AIDS
	* Addressing inappropriate gender stereotypes e.g. reviewing school text books for inappropriate gender stereotyping

|  |  |
| --- | --- |
| **Duration** | 3 hours |
| **Learning Objective** | **By the end of this session, participants will be able to:** * Display the types of Indicators.
* State the criteria of selecting Gender mainstreaming indicators.
* Be familiar with indicators for mainstreaming gender at various levels.
 |
| **Methodology** | Brainstorming, Group Work, Case Study |
| **Content** | * What is an Indicator?
* What are Gender Sensitive Indicators?
* Types of Indicators- Risk, Input, Process, Output and Outcome.
* Criteria for the Selection of Indicators.
* Indicators for Gender Mainstreaming.
* Gender mainstreaming checklist for policy, program or project documents.
* Gender Impact assessment checklist.
 |
| **Required Materials** | Sample project documents, Flip chart, markers, Handout, case study, LCD. |

## ❒ SESSION TWO: Indicators for Gender Mainstreaming

### 🖊Activity 1: Brainstorming on Indicators

**Steps;**

1. The trainer will ask the participants to brainstorm on the importance of indicators
2. Next, the trainer will divide participants in small groups and distribute the case study ‘safe motherhood’.
3. The participants are expected to develop a list of risk/enabling, quantitative and qualitative indicators that would be used through the project cycle.
4. After the presentation by the groups the trainer will summarize the main points of the session

**Case Study: ‘Safe Motherhood Project’[[29]](#footnote-29)**

*Making sure that primary health care is available is a central task in health interventions and especially important for women and girls. One health project ‘safe motherhood’ provides services, i.e. prenatal care and delivery, postpartum care, and family-planning services. The stakeholder population lives in an isolated area where child and female mortality and morbidity rates are about 50% higher than in the rest of the country. For generic health related indicators and discussion of some of the methodological issues with these indicators,*

*The Project objective is;*

*“To promote women's access to essential health services, so that infant, child, and maternal mortality and morbidity rates are reduced to the national average, within five years.”*

*Project components*

*• To train, and upgrade the skills of 300 birth attendants and primary health care providers. These would be drawn mainly from women in the community, and their roles include:*

*a) Providing advice and counseling on basic health care;*

*b) Diagnosing reproductive-related and other health or injury problems, and prescribing limited treatment;*

*c) Providing essential medicines and immunizations;*

*d) Referring serious complications to regional hospitals;*

*e) Hearing and reporting complaints about domestic violence and abuse, and;*

*f) Collecting information and data on health in the community*

**🞛Trainer’s Tips**

Here are examples of indicators the participants may come up with. Depending on the groups, it may be feasible to give few examples of indicators before the participants begin their group work.

Risk/enabling indicators

• Women from the community have an interest in the project and are willing to participate.

• Women are interested in being treated by more advanced medical technologies.

• Local men support the project.

• Local elites support poor people's access to the resources provided.

Input indicators

• Number of health workers trained.

• Number of buildings used as clinics, and their condition.

• Instructional material and its gender make-up.

• Amount of medical supplies and equipment provided.

• Provision of mobile clinic.

Process indicators

• Regular meetings of women and health care workers.

• Degree of education, counseling, and information provided. Feedback on this information by

 women.

• Number of visits to mobile clinic, by sex of mother and child.

• Views of activities of health workers and clinic of parents.

• On-going data on health status.

Output indicators

• Number of immunizations and vaccinations.

• Satisfaction with services by mothers, and training by health personnel.

Outcome indicators

• Reduced infant, child, and maternal mortality and morbidity rates as compared to the national average within five years.

• Improved status of women through better female health.

### 🖎Trainer’s Notes

1. **What is an Indicator?**

An indicator is a pointer. It can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. For this reason, they are front-line instruments in monitoring and evaluating development work.

1. **What are Gender Sensitive Indicators?**

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.

Gender-sensitive measurements are critical for building the case for taking gender (in) equality seriously, for enabling better planning and actions by gender and non-gender specialists, and for holding institutions accountable to their commitments on gender. While measuring is often considered to be a technical exercise, the decision to measure progress towards gender equality is political, as gender is often seen as a marginalized issue.

In deciding what to measure we must first;

1. Establish key objectives and goals;
2. Identify the changes that are required to achieve these goals; and
3. Decide what kinds of indicators will best enable us to measure progress towards these desired changes.
4. The next consideration is which measurement methods to use and what kind of data to collect. The ‘hard figures’ produced by quantitative methods are crucial to building the case for addressing gender disparities, while qualitative methods enable a more in-depth examination of gender relations and other issues not easily ‘counted’.
5. **Types Of Indicators- Risk, Input, Process, Output And Outcome**

The rationale behind indicator use is to feel the pulse of a project/program/policy as it moves towards meetings its objectives. To do so, every significant part of the project cycle should be covered by appropriate indicators. Types of indicators have been conceptualized in different ways, and after reviewing several systems of indicator organization in donor and academic documents, this Guide recommends flexible use of the typology set out below, which the most common indicator typology is found. In this typology, it is useful to think of using indicators in a chain, starting from input through to outcome. A short definition is given for each type, followed by a more detailed discussion and example.[[30]](#footnote-30)

**Risk/enabling:** measure the influence of external factors on the project of program

**Input:** concern resources devoted to the project or program

**Process**: measure delivery activities of the resources devoted to a program or project. They monitor achievement during implementation, serving primarily to track progress towards the intended results

**Output:** identify intermediate results, for example at a point when donor involvement is close to complete.

**Outcome**: relate directly to the long-term results of the project, and after donor involvement is complete

1. **Criteria for the Selection of Indicators**

There is obviously no such thing as a set of universal indicators. Users must design and adapt indicators for their own purposes. The most important criteria to bear in mind are:

* Indicators should be developed in a participatory fashion, including all stakeholders wherever possible.
* Indicators must be relevant to the needs of the user, and at a level that the user can understand.
* All indicators should be sex-disaggregated.
* Both qualitative and quantitative indicators should be used.
* Indicators should be easy to use and understand.
* Indicators must be clearly defined.
* The number chosen should be small. A rule of thumb is that up to six indicators can be chosen for each type of indicator (input - outcome).
* Indicators should be technically sound.
* Indicators should measure trends over time.
* The ultimate focus should be on outcome indicators.
1. **Indicators for Gender Mainstreaming**

Gender indicators are the key means by which planners and policy maker’s measure gender inequality. Program indicators show progress towards a gender equality target or policy priority. They also provide information on the basis of which gender specialists advocate for policies likely to lead to greater gender equality. Policy and program gender indicators facilitate the tracking of project outcomes that advance gender equality.[[31]](#footnote-31)

The different types of gender indicators are:

* Sex-disaggregated statistics
* Gender statistics
* Gender-sensitive indicators

When conducting a gender analysis it is important to be able to distinguish between sex-disaggregated statistics, which gives the straightforward numbers of males and females in a given population, and gender statistics, which can reveal the relationships between women and men that underlie the numbers. Gender statistics can indicate the need for a policy intervention, but not what that intervention should be. On the other hand, gender statistics provide factual information about the status of women, for example a change in their status over time. They do not have to be disaggregated by sex. For example, .73% of married women report experiencing domestic violence at least once in their lives.[[32]](#footnote-32)

Whereas, gender-sensitive indicators provide direct evidence of the status of women, relative to some agreed normative standard or explicit reference group. For example, a gender statistic could be .60% of women in country X are literate, as opposed to 30% five years ago. A gender-sensitive indicator could be .60% of women in country X are literate, as compared to 82% of men, and compared to 30% and 52% respectively five years ago. The norm of reference in this example is men in the same country, but in other cases might be other groups of women, such as women of another country, or in different age-groups.

In order to ensure that mainstreaming has taken place, and that there is no fading away of gender issues during the project implementation, it is important to formulate indicators for use in the monitoring and evaluation process. Indicators are defined as measures of progress and can be quantitative or qualitative, where the former are expressed numerically and the latter descriptively.

Sample Gender Indicators

* Participation of women and men in activities
* Access to and control over inputs by men/women
* Use of gender expertise
* Training or other activities for women
* GAD/WID expertise
* Gender specific research and data collection
* Quantity and quality of outputs by gender
* Appropriateness of outputs for women/men
* Access to and control over outputs
* Changes by gender in division of labor, workload
* Access to and control over resources and benefits
* Decision-making and organization
* Problems and needs met by gender
* Changes in empowerment and self-determination
* Per cent in representation
* Per cent in participation
* Per cent trained
1. **Gender mainstreaming checklist for policy, program or project documents:**
* **Background and Justification:** Is the gender dimension highlighted in background information to the intervention? Does the justification include convincing arguments for gender mainstreaming and gender equality? (See **Step 7**)
* **Goals:** Does the goal of the proposed intervention reflect the needs of both men and women? Does the goal seek to correct gender imbalances through addressing practical needs of men and women? Does the goal seek to transform the institutions (social and other) that perpetuate gender inequality? (See **Step 3**)
* **Target Beneficiaries:** Except where interventions specifically target men or women as a corrective measure to enhance gender equality, is there gender balance within the target beneficiary group?
* **Objectives:** Do the intervention objectives address needs of both women and men?
* **Activities:** Do planned activities involve both and women? Are any additional activities needed to ensure that a gender perspective is made explicit (e.g. training in gender issues, additional research, etc.)?
* **Indicators:** Have indicators been developed to measure progress towards the fulfillment of each objective? Do these indicators measure the gender aspects of each objective? Are indicators gender disaggregated? Are targets set to guarantee a sufficient level of gender balance in activities (e.g. quotas for male and female participation)? (See **Step 8**)
* **Implementation:** Who will implement the planned intervention? Have these partners received gender mainstreaming training, so that a gender perspective can be sustained throughout implementation? Will both women and men participate in implementation?
* **Monitoring and Evaluation**: Does the monitoring and evaluation strategy include a gender perspective? Will it examine both substantive (content) and administrative (process) aspects of the intervention? (see **Steps 8 and 9**)
* **Risks**: Has the greater context of gender roles and relations within society been considered as a potential risk (i.e. stereotypes or structural barriers that may prevent full participation of one or the other gender)? Has the potential negative impact of the intervention been considered (e.g. potential increased burden on women or social isolation of men?)
* **Budget:** Have financial inputs been “gender-proofed” to ensure that both men and women will benefit from the planned intervention? Has the need to provide gender sensitivity training or to engage short-term gender experts been factored in to the budget?
* **Annexes:** Are any relevant research papers (or excerpts) included as annexes (particularly those that provide sound justification for your attention to gender)?
* **Communication Strategy:** Has a communication strategy been developed for informing various publics about the existence, progress and results of the project from a gender perspective? (See **Step 10**) (from GM guidelines Vietnam p118)

The checklist at program level must recognize:

1. women’s low status in society where they:
2. *Are generally poorer than men because, they earn less;*
3. *Are less educated than men;*
4. *Are increasingly becoming heads of households, with no resources to support their dependents;*
5. *Do not enjoy the acknowledgment for their labor contribution particularly in agricultural activities;*
6. *Are victims of gender based violence that results in or is likely to result in physical or psychological harm or suffering to women, including deprivation of liberty*
7. Women are multiple roles as mothers, household administrators and community managers, productive.
8. **Gender Impact Assessment Checklist**

Selecting the ‘correct’ or best direction for a policy or project is rarely straightforward. It involves balancing a number of important considerations, such as:

***1. Efficiency***: Cost-benefit analysis

***2. Effectiveness***: Degree to which the policy goal will be met

***3. Social justice:*** Including gender equality – the extent to which social and historical disadvantages between different groups in society are addressed and compensated.

In addition – the social, equity, community, environmental and other types of impact of each option needs to be assessed. To ensure that a gender perspective is taken, a ‘Gender Impact Assessment’ should also be conducted for each option. The following questions are useful in checking the likely gender impact of a policy or project option:

* What benefit (financial and human) will the option bring to both men and women?
* What cost (financial and human) will the option inflict on both women and men?
* How do both male and female stakeholders perceive the option in terms of its costs, benefits, acceptability, and practicality?
* What might the wider consequences be of failing to adopt a gender-sensitive option

### Chapter Summary

Mainstreaming gender is a process of assessing the implications for women and men of any planned action, including legislation, policies, and programs, in all areas and at all levels. In practice, it is paramount for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender indicators on the other hand, are important to mainstream gender. And the selection, use and dissemination of gender sensitive indicators at the national level should be given due consideration. Hence, it is important to compile and develop gender sensitive indicators using available national database (censuses, surveys, account systems) and new information gathering.

# Chapter Five: Sector Specific Issues for Gender Mainstreaming

**Duration: 6 Hours**

### Introduction

This chapter intended to give briefs on gender issues specific to each sector as starting point to initiate and think more for further gender areas of intervention through discussion. Highlight here is given on the main gender issues, argument/rationale for addressing gender disparities in the area and goals of each sector to guide users in the content structure and potential application.

It also provide the challenges and resistance that might happen in the implementation of gender mainstreaming so that it makes the participants ready to come up with different strategies as solution.

### Learning objectives:

After the completion of this chapter, participants shall be able to:

* Describe the relationship between gender and education, health, justice, governance, science & research, environment and sustainable development; poverty reduction, conflict management and peace building
* Analyze the gender dimensions of the above mentioned sectors
* Identify challenges and resistances and suggest various mechanism for dealing with them

### Chapter Content

**Session One: Mainstreaming Gender into Sectors**

**Session Two: Challenges, resistance in implementation of Gender Mainstreaming**

 **and Recommendation**

**Session Three: Action Planning**

## ❒ SESSION ONE: Mainstreaming Gender into Sectors

|  |  |
| --- | --- |
| **Duration** | 2 hours |
| **Learning Objective** | At the end of this session , participants should be able to: * Describe the relationship of gender with each of specific sectors
* Identify the gender dimension of each sector
 |
| **Methodology** | Brainstorming , Lecture , Case study |
| **Content** | -The Importance of Mainstreaming Gender into sectors -How to mainstream gender in to sectors- examples |
| **Required Materials** | Sample Sector plans & programs, Handouts, Papers , Markers |

### 🖊Activity 1: Brainstorming

**Steps:**

1. The session begins with an introduction as to why gender mainstreaming in various sectors is crucial to bring gender equality.
2. After the introduction; the trainer will ask the participants to be divided in small groups and brainstorm on the following questions;
	1. Why is it important to mainstream gender in different sectors?
	2. Do you think women and men are equally affected by HIV/AIDS? What contributes to increase in vulnerability of men and women to HIV AIDs? How do you relate this with mainstreaming gender in the health sector? What do you suggest the health sector should do to decrease vulnerability of women and men to HIV AIDs?
	3. While natural disasters often impact human communities very broadly, residents are not equally at risk of loss and harm nor equally able to recover. Poor households are well-known to be especially vulnerable. What are the gender impact/gender specific effects of natural disasters?
	4. In order to handle gender based violence in the justice sector; some say the establishment of one-stop centers and specialized service is essential to reduce attrition in the justice chain. What does this mean? What kind of problem abused women face could be solved through establishment of “one stop centers” in the justice sector? What will be the advantage of mainstreaming gender in the justice sector in this aspect?
3. While presentation will be made by group representative; other participants will be asked to comment in the plenary discussions.
4. Finally, the trainer will summarize the activity.

**🞛Trainer’s Tips**

While giving facilitating plenary discussion, the Trainer may consider the following points for the discussion questions;

Points for mainstreaming gender in different sectors: that mainstreaming gender in different sector

HIVAIDs affect women and men differently because of their physiology, social and economic positions. The gender roles that women and men play in a given society also have implications for their vulnerability to HIV/AIDS. Practitioners in the health sector must understand the gendered nature of the epidemic so they can address gender issues in HIV AIDs and ultimately improving targeting and responsiveness in their development initiatives.

Women can be particularly hard-hit by the social impacts of environmental disasters where these impacts are not always taken into consideration. E.g. Women and girls could be disproportionately vulnerable to post disaster mortality, injury, illness, economic losses, workloads, post disaster stress, sexual and domestic violence, etc.

### 🖊Activity Two: Case Study: Soap and Girls Attendance at schools

##### Steps

1. Divide participants in to 2 groups and ask them to discuss the case study given below and answer the following questions;
	1. What do you understand about the importance of considering gender concerns in the education sector & emergency situations?
	2. How do you relate the situation with our country?
2. From the case study provided, group leaders will make a presentation on what they understand as the issues to be tackled in the case study and how to alleviate the problem based on gender mainstreaming concepts.
3. The trainer sums up the discussion at the end with the help of a power point presentation.

*Case Study: Soap and Girls Attendance at schools[[33]](#footnote-33)*

*In July 2000, UNHCR ran out of money to purchase soap for the approximately half a million refugees in Tanzania. No one realized how far-reaching the impact of lack of soap would be on the Congolese and Burundian refugee populations, especially on girls and women. A year later, after the first soap delivery, the ramifications are becoming clearer.*

*Aside from being necessary to maintain personal hygiene, important in the prevention of infections and health problems, soap is also used for washing clothes, hair, and keeping children - who love to play in the red dirt of the camp-clean. For young women especially, having soap is crucial for maintaining hygiene, which is necessary to attend school.*

*One community service organization stated that around the time soap delivery stopped; adolescent girls began dropping out of school. The combination of lack of soap, sanitary materials and clothing made girls feel ashamed of going to school, especially during their menstrual periods. In some camps, between fourth and fifth grade, two thirds of girls drop out of school.”*

### 🖊Activity 3: Finding Gender in Sector Plans and Programs

Steps;

1. The participants will be divided in small groups according to their sectors and analyze their sector’s plans and sample program documents/concept note guided by the following questions
	1. Is there any reference to gender anywhere?
	2. If yes, where, and is this adequate?
	3. Would you describe your sector plans as gender blind, gender neutral of gender aware?
	4. What can be done to make these plans gender aware?
2. Participants will present their findings on the plenary through group representatives
3. The trainer will summarize the session with feedback.

**🞛Trainer’s Tips**

The practice session can be made most useful and relevant to the participants by putting them in a group that will discuss the project documents and plans in a sector or area that fits their expertise or usual work assignment. This will require having a profile of the participants prior to the training, asking them to bring their sector plans and sample project documents, and preparing group assignments before the practice session begins

### 🖎Trainers’ Notes

Policy makers and actors in social sectors (e.g. health, governance, environment, and rural development) tend to be more responsive to gender than those involved in economic/ macro issues (e.g. transport, infrastructures). Yet, these issues matter to gender too. In addition, it is now obvious that economic and institutional issues (e.g. structural adjustment, privatization, trade liberalization or reform of the state) have a different impact on women and men. Currently, Sector wide approaches (SWAPs) and decentralization are already offering new opportunities and challenges to work with new actors and create new synergies and alliances for gender.

**Sample Gender Issues in Sectors[[34]](#footnote-34)**

1. **Education –Training**

Professional education is often the starting point for occupational segregation in many different sectors. The education sector comprises many issues that involve significant gender equality issues such as access to education, education professionals (areas of training and participation as managers), and curriculum content; and teaching methodologies. Equally important, however, is approaching the education sector as a potential entry point for challenging the gender stereotypes that largely contribute to sustained gender inequalities in society more broadly. This brief focuses mainly on enrolment and completion issues at different levels of education.

* **Issues?**
* The standard measure of gender equality in education is the number of girls enrolled in school and/or who have completed school (at all levels) in comparison to the number of boys. Enrolment rates and completion rates (of boys and girls) alone is inadequate.
* In many countries in the Southern hemisphere, girls’ enrolment lags behind boys’.
* The gap in overall enrolment statistics is narrow, and in some cases, boy’s enrolment is even starting to fall behind that of girls at some levels.
* Equal overall enrolment rates often hide pervasive inequalities in specific types of education and fields of study. For example, girls typically still lag far behind boys in information technology programs, while there are fewer boys than girls enrolled in humanities, education, cultural programs and in some countries, medicine and social work.
* Therefore, detailed analysis is needed to identify specific gender-based problems: For example - do more boys than girls drop out to enter the labor force? Are girls leaving school due to teenage pregnancy? Are more boys than girls from poor homes becoming truant?
* School text books if reflecting and reinforce negative gender stereotypes

Women segregated in certain fields of study and inadequately prepared to participate in the changing labor market

* Structural Equality within the Teaching Profession
* Gender Roles and Stereotypes: School Curricula and Text Books
* Teacher Training
* Parent Involvement in Education
* **Reasons are:**

**1) Justice:** Many international and regional human rights instruments oblige member states to ensure gender balance in enrolment. For example, Article 10 (a) of CEDAW specifically calls on states to ensure equal participation between boys and girls, men and women in all levels and areas of education.

2) **Efficiency:** Research shows that “gender inequality in education is bad for economic growth, “as states cannot capitalize on the full productive and creative potential of its population if men or women are not receiving a good education. Furthermore, sex segregation in certain subject areas leads to sex segregation in the labor force.

3) **Chain Reaction:** There is a proven link between sex segregation in school programs and sex segregation in certain sectors of the labor market, which can lead to higher unemployment and underemployment rates for women.

4) **Social Justice and Poverty Alleviation:** Societies with large, persistent gender inequalities pay the price of more poverty, malnutrition, illness and other deprivations. For instance, young children are directly disadvantaged by their mother’s illiteracy and lack of schooling which translates into poor quality of care for children, which results in higher infant and child mortality and malnutrition.

* **Goals?**
* Equal enrolment between boys and girls in all social groups, regions, faculties, programs of study and levels of education.
* Equal completion rates between boys and girls in all faculties, programs of study and levels of education.
* Text-books and curriculum revised to reflect positive images of gender equality in both the text and the illustrations.
* **Possible entry points?**
* ***Curriculum Changes* -** Firstly, measures need to be taken to eliminate sex segregation, if it exists, in subjects such as homemaking, home economics, carpentry, machine shop, or other subjects that are traditionally considered to be only for boys or girls.
* ***Additional Research*** - Gender-based research and analysis must form the basis of policy making. For example, sociological surveys that investigates reasons for non-completion, and which highlight differences in causality between boys and girls, are instrumental for designing programs to help address truancy and non-completion at different levels of education.
* ***Targeted Recruitment and Encouragement -*** If high levels of sex segregation in certain subjects are identified, special efforts must be made to encourage more balanced enrolment.
* ***Campaigns and Awareness Raising -*** Because sex segregation in various subject areas is theoretically a “choice” that students make, it is important to ensure that both boys and girls are aware of all their options. Information and awareness campaigns about options open to both young men and women may help broaden their choices.
1. **Health –HIV- RH –HTP**

An analysis of health must go beyond the physical (male and female bodies) to the institutions, traditions and attitudes that play a crucial role in determining quality of care and the root causes of poor health. As many of these institutions and factors are based upon the different roles of men and women in society, a gender perspective is critical. While in general women and girls suffer more health-related problems than boys and men, life expectancy as a sub-issue is raised here to highlight the fact that gender roles and stereotypes can also have a negative impact on boys and men.

* **Issues?**
* **Life expectancy**: Worldwide and as a group, women tend to live longer than men
* Some important causes and factors of low male life expectancy include:
	+ High mortality rates from accidents, including traffic accidents in particular
	+ Occupational hazards and accidents
	+ HIV/AIDS-related illness and death
	+ Deaths in armed conflicts and violence
	+ Alcoholism-related death
	+ Drug abuse
	+ Tobacco-related illness and death
* So while biology may play a role, it is evident that male life expectancy can be dramatically affected by different environments in which men and women operate, by their different choices of coping methods – all related to the social and economic gender roles assumed by men and women throughout their lifetimes.
* The impact of the health reform program on the poor and poor women
* Women’s health status, nutrition, maternal health, maternal mortality
* Women and men’s access to reproductive health, sexual health and family planning services
* HIV/AIDS infection rates in men and women
* Women work long hours and have less time for rest, relaxation, learning and participation
* Violence against women
* Incidence of disease and other health problems
* HIV/AIDS – gender roles and responsibilities: Gender roles tend to confine girls and women to domestic and subsistence activities and men to commercial activities creating socio-economic disparities and vulnerability to HIV infection.
* Men and boys have the first priority to move to urban settlements in search of employment and better education. This leads to family separation and vulnerability to HIV/AIDS.
* Because of the male movement to urban areas, some women also move to the cities to provide domestic labor and sexual services.
* Males are perceived to be and often are preferentially assigned the more economically productive roles leading to male control of family resources.
* The gender division of labor keeps men away from their wives for long periods and can lead to promiscuity and the spread of HIV.
* Access and control of resources: Loss of gainful employment by men because of illness from HIV/AIDS reduces their capacity to provide for their families and thus impoverishes the whole family and imperils their opportunities.
* Loss of family property in the event of illness and death of the husband/father increases the vulnerability of widows and orphans to HIV infection.
* The low economic status of women drives them into sex work.
* Women tolerate unprotected sex because of poverty and lack of power over decisions, while men engage in unprotected sex because of power and affluence – men are willing to pay more to have sex without condoms.
* Women are unable to protect themselves because of issues related to accessibility, affordability and convenience of female condoms. On the other hand, some men are reluctant to use condoms or do not know how to use male condoms correctly
* Cultural practices, attitudes and stereotypes: Traditional cultural practices and the patriarchal behavior of men and boys make women and girls subservient and more vulnerable to HIV infection.
* Gender-based cultural expectations assign sexual prowess to males and sexual subservience to females. It is prestigious for males to have multiple sexual partners. This exposes both males and females to HIV infection.
* Male youth have been cultured to believe it is a sign of manhood to be able to control relationships. Females are brought up to believe that males are superior in all spheres of life and should be the masters in sexual relationships
* Stigma: HIV/AIDS stigma and discrimination is widespread and varies in and between societies. Sex workers are stigmatized (often incorrectly) as the main spreaders of HIV/AIDS
* Care and support: Elderly grandparents, often women, are burdened with caring for family members who are unwell due to HIV infection and orphans.
* Women have a higher biological risk for HIV and STIs. STIs are often as asymptomatic in women. Women have a high rate of obstetric complications due to limited access to often poor quality health services. Although pregnant women are tested routinely for HIV as part of antenatal surveillance, their male partners and spouses do not receive any attention.
* Behavior and attitude change: Early childhood disempowerment of girls renders them sexual subordinates. When grown up, they have difficulty negotiating for safer sex.
* HIV-infected women are more stigmatized than infected men are. Many infected men are in denial of their status. Poverty has become a major concern and is cited as one of the major factors driving women to sex work.
* Legal concern: The law is lenient on rapists who are likely to infect young girls and sex workers. Sex workers have difficulties obtaining justice when their clients assault them
* Access to information: awareness of HIV/AIDS is lower among girls than boys due to high levels of illiteracy, domestic responsibilities and parents’ concern for the security of their daughters outside the homes. Men are more vulnerable to infection due to cultural attitudes that make it difficult for them to admit gaps in their knowledge about sex.
* **What makes an effort to address these issues?**

**Justice:** The ultimate human right is the right to life. It is, therefore, a human right’s imperative to address factors that systematically deny one sex or the other the right to enjoy a full and healthy life.

**Efficiency:** Healthy national demographics require a roughly balanced male: female ratio. In some countries, low average life span in men is largely affected by death from unnatural causes in working-age males. This has an obvious impact on the productivity of the labor force, and can thus affect the economic growth of the nation as a whole.

**Quality of Life:** High death and disability rates among young and working age males affects not only men, but women and families as well. For example, poverty rates among pension-aged widows tend to be very high, as they are unable to cover basic costs of living from a single pension. Living conditions of families with children are also likely to deteriorate, particularly if the man was the main breadwinner. (Women’s disadvantage in the labor market is also a factor here.)

* **Goals**
* Close the gap between male and female life expectancy at birth, aiming for maximum life expectancy whereby both men and women can enjoy healthy and productive lives.
* Improved quality of, and equal access by men and women to, reproductive health care and family planning services, and general health care services.
* Reduce the incidence of HIV infection.
* Reduce the incidence of violence against women
* Improved understanding of, acceptance of, and comprehensive attention to the gender issues (outlined above) associated with HIV transmission and AIDS, and the need for both men and women to take responsibility for protection from HIV/AIDS, and to have their rights respected.
* The issue of social evils and HIV transmission should be de-linked. HIV is a virus, not an evil.
* Empowerment of girls and women to be able to assert their rights, and education of boys and men to respect women’s rights to no sex or safe sex.
* **Possible Entry points?**
* **Life expectancy:** Changing mortality rates is a long-term process and effects of any policies or measures to reduce male mortality will not be evident for some time to come. Ensuring high quality mental and physical health care for men, targeting preventive care at men and reducing external risks (i.e. removing occupational hazards, reducing traffic fatalities) are directions in which policies should move to tackle this issue.
* **Targeted public health messages and campaigns:** Where disease is preventable, public health messages should be appropriately targeted at both women and men, keeping in mind that they might trust different media authorities, receive their information from different media outlets and personal sources.
* **Development and promotion of a culture of non-acceptance of violence:** Provision of adequate protection for women at risk, and enforcement of laws to protect women against violence.
1. **Justice and Human Rights**

“The promotion of gender equality and women’s rights is not only crucial in itself but is a fundamental human right and a question of social justice, as well as being instrumental in achieving all the Millennium Development Goals and the respective objectives of, the Beijing Platform for Action, the Cairo Programme of Action and Convention on the Elimination of All Forms of Discrimination Against Women. Therefore the EU will include a strong gender component in all its policies and practices in its relations with developing countries.” (Toolkit on mainstreaming G. Equality in EC p:8)

* **Issues?**
* While Constitutional provisions play an important role, they cannot replace more specific legislation. Practice has often showed that explicit and concrete attention to gender equality and gender-based discrimination is necessary for the true protection of legal rights to gender equality.
* Special laws on specific gender issues may be necessary to attain full gender equality. For example, the lack of provisions on marital rape and domestic violence cannot truly protect all citizens which are also a barrier to gender equality.
* Compliance with and enforcement of constitutional provisions and legislation

The reason is that all international human rights standards of gender equality need to be enshrined in national legislation in order to provide better guarantees of implementation. In terms of efficiency: indirect discrimination, which can be the result of inadequate legal provisions, perpetuates de facto gender inequality particularly in the labor market and family life. Legal protection directly influences men and women’s ability to fully participate in economic, social, political and cultural spheres of life as quality of life.

* **Goals?**
* Ensure that legislation on gender equality offers adequate legal protection from gender discrimination and demonstrates strong political will to promote equality.
* **Possible entry point?**
* There are ten proven approaches to make justice systems work for women. These are
1. Support women’s legal organizations
2. Support one-stop shops and specialized service to reduce attrition in the justice chain
3. Implement gender sensitive law reform: ***Review of all legislation from a gender perspective by including the following questions:***

***I.*** What specific provisions do or do not exist to explicitly protect individuals from discrimination on the basis of sex?

II. Do laws exhibit direct discrimination on the basis of sex in the legislation?

III. Do any laws exhibit potential for indirect discrimination on the basis of sex?

1. Use quotas to boost the number of women legislators
2. Put women on the front line of law enforcement
3. Train judges and monitor decisions: Capacity building of legislation stakeholders***:*** Strengthening capacity of key partners who draft, review and pass legislation is critical to ensure that gender equality is adequately addressed.
4. Increase women’s access to courts and truth commissions in the conflict and post conflict contexts
5. Implement gender responsive reparations programmes
6. Invest in women’s access to justice
7. Put gender equality at the heart of the Millennium Development goals
8. **Governance and Participation**

Gender balanced participation in governance processes refers to the physical presence of men and women “around the decision-making table”, and also to the quality of participation (i.e. meaningful engagement which stems from a mutual respect for diverse opinions and standpoints). It includes decision-making within the family, community and private sector as well. This brief examines the role of gender analysis in governance.

* **Issues?**
* **Participation at national level:** A presumed “commonality of interests” between men and women, as well as their needs and perspectives, has often been used to legitimize an overwhelming presence of men in formal governance structures. However, gender analysis of political processes and policies reveals that men and women do not always share the same needs and perspectives, and that it is crucial that women be represented as well, so that their interests as half of the population are adequately considered and addressed.
* Systemic barriers that often keep women out of major public governance structures are profound, and must also be addressed before any serious progress can be made. These barriers include:
	+ General attitudes and culture in society which present men as the only real political actors
	+ Women can be discouraged and intimidated by the use of masculine terminology in politics and governance
	+ The masculine culture of politics, including the “old boys’ network” of patronage and connections and the pervasiveness of after-hours get-togethers
	+ The unequal division of family responsibilities, including household management and childcare, places women at a disadvantage in terms of time needed to be active in socio-politics
	+ All forms of violence (physical, sexual, verbal and psychological) exercised by men against women restrains and controls women’s self-determination and risk-taking behavior (e.g. women’s choice to attend further education or work, pursue leisure time activities, preference to use condoms during sex, etc.)
* Local Governance: Decentralization, Community Planning and Service Provision
* Governance and the Household/Family
* Participation and Governance in the Private Sector

***We address those issues for Justice and efficiency***. All citizens of a society have a right to political participation and state management. It is a state’s duty to ensure that both women and men are fully able to enjoy and exercise this right. And to make policies are efficient and effective as they could be.

* **Goals?**
* To ensure balanced participation between men and women in national governance, which includes removal of structural and systemic barriers to women’s participation;
* To increase women's participation across all areas/sectors/levels in government and improve the quality and effectiveness of their participation
* To ensure that gender issues are integrated into decision-making, implementation, monitoring and evaluation of national governance initiatives resulting in government mechanisms that respond to the needs and interests of all members of society, and ensures that benefits are distributed equitably between women and men.
* **Possible entry points**
* ***Using research to define and refine the problem:*** It is important to carefully identify the barriers in the national context.
* ***Civil service reform****:* Civil service codes can include explicit non-discrimination and/or affirmative action principles, while civil service training can incorporate gender issues and concerns.
* ***Setting Concrete Targets for the participation of women and men, short-term statutory provisions for affirmative action, or quotas****:* Governments should include a time-bound target (e.g. X% of government positions and parliament seats to be held by either men or women by 2007).
* ***Encouraging a governance environment that supports and meets men’s and women’s needs***: This may include expanding child-care facilities and parental support to allow women (and men) to balance their roles as parents and politicians.
* ***Establishment of a Development and Mentoring Program for female National Assembly Deputies and female Provincial and District leaders*:** The provision of a specific program to assist women political leaders in developing and improving the skills and assets required to be an influential and effective leader, along with the mentoring support of excellent female role models can greatly contribute to enhancing women’s confidence, capacity, role and impact in government.
1. **Science, Research and information communication technologies**
* **Issues**
* Addressing gender issues as important scientific variables. There are powerful critiques that have recently emerged that expose a variety of gender biases in research. The result of such bias is not only flawed research, but ineffective interventions designed on the basis of this research. In natural sciences, failure to include a gender perspective in research design may mean that differences between male and female research subjects are overlooked. In the social sciences, a biased understanding of gender roles and responsibilities will also lead to bias in the design of research projects and their results. Thus, policy makers need to be capable of evaluating the credibility and accuracy of research presented to them. Steps should be taken to ensure that gender is a scientific variable that is taken into account when evaluating research proposals.
* Statistics
* Information and Communication Technologies
* Careers in Science and Technology

* **Goals**
* The ultimate goal is ensuring the inclusion of gender as a scientific variable in research design, and as a **criterion** for evaluating the soundness of research proposals and research projects.
* **Possible entry point**
* ***Using gender expertise:*** A gender expert should be included on any boards or panels that evaluate research proposals and make decisions on grants. This expert can alert the board to any potential gender biases evident in the research proposal or which may be present in research findings.
* ***Promotion of multiple research methodologies:*** When a variety of methods are used to collect and analyze data, there is a better chance of exposing bias – including gender bias - inherent in any one method or research technique. Thus both designers and commissioners of research should consider a variety of research methodologies as a means for instituting “checks and balances” in the research process.
* ***Involvement of multiple stakeholders:*** Ensuring equal participation by men and women and a variety of stakeholders when designing research can help expose bias at the conceptual level of the research proposed. Similarly, multiple stakeholder analysis of data will provide a variety of perspectives, which will help guard against bias in the interpretation of research findings.
1. **Environment and sustainable development**

Like gender, environment is a “cross-cutting” issue that needs to be integrated into all policy areas. Gender mainstreaming needs to approach this issue from two reciprocal standpoints: gender relations and the extent of gender equality can affect the environment. Conversely, the state of the environment can have different effects on men and women.

* **Issues?**
* ***For sustainable global environment and approaches to development***: Two of the main global environmental threats that face us today are the depletion of the ozone layer and climate change. Both of these threats stem largely from consumption and production patterns related to industrialization and the dominant processes of economic globalization.
* Change requires re-examining the ways in which trade, industry, development and other economic policies are pursued. In this sense, global environmental threats are a question of macroeconomic policies and governance. Enhancing attention to gender equality in these areas will bring greater accountability and focus on social justice.
* While more research is required to determine the precise nature of this link, it can be argued that greater gender equality in decision-making positions and the adoption of social justice criteria for macroeconomic policy will also enhance attention to sustainable development, including a sustainable global environment.
* Other major environmental threats, such as loss of biodiversity, can be addressed at the local level. Because men and women often engage in different types of farming and land use, men and women hold different knowledge that can contribute to biodiversity.
* Research has also shown that different roles for men and women (e.g. cash crop farming vs. food preparation) means that they may have different preferences on plant and crop qualities, for instance.
* Gendered Roles In Environmental Protection
* Gendered Impact of Environmental Degradation and Environmental Clean-Up
* ***Women’s access to land use right certificates***: what family law said in husband and wife equal rights regarding land. Land that is inherited, rather than allocated, follows customary, rather than national law, and this generally favors men.

**Justice, credibility and accountability** are the reason for why we make an effort to address those issues. That is to say equal participation of men and women in environmental decision making is a question of equal rights and responsibilities. Given the major impact that global environmental degradation will have on all people’s lives and future generations, both women and men must share the right and responsibility of defining environmental priorities and developing environmentally sustainable development solutions. While it would be questionable to assert that women are naturally more inclined than men to make decisions in favor of protecting the environment, a stronger presence of women in political decision-making is likely to bring more accountability and a broader perspective into decision-making processes

* **Goals?**
* closer **investigation** of the **links** between policy that promotes sustainable environmental development and policy that promotes gender equality; and
* Using these links as the basis for **promoting** a more **sustainable development agenda**, in both human and environmental terms.
* **Progress** towards the above goals can also be aided by: **promoting equal participation** of men and women in the highest environmental, macroeconomic and development policy-making positions.
* Women rights to land upheld under the revised family law
* Increase women’s understanding of their legal rights and how to secure them
* **Possible entry points**
* *Researching the links****:*** There is a lack of research that investigates the links between gender equality (particularly in governance and decision-making) and environmentally sustainable macroeconomic and development policies. Such research needs to be undertaken at both the global (comparative) and national levels.
* *Institutional analysis* ***(“Who are the decision makers? What is their perspective?”):*** A survey of decision-makers in environment area and their opinions can help trace links between gender and sustainable development.
* *Establishment of “Gender and Environment” working group****:*** An inter-ministerial working group or commission could be established to “proof” all policy documents from a gender and environmental impact perspective.
* Training on women’s rights, and proper procedures for the enforcement of women’s rights
* Revised policy on the allocation of forestry land to target women would provide an additional source of land for women’s use
1. **Poverty Reduction**

“Poverty includes all areas in which people of either gender are deprived and perceived as incapacitated in different societal and local contexts. The core dimensions of poverty include economic, human, political, socio-cultural and protective capabilities. Poverty relates to human capabilities such as consumption and food security, health, education, rights, the ability to be heard, human security especially for the poor, dignity and decent work. The empowerment of women is the key to all development and gender equality and should be a core part of all policy strategies”. (Toolkit on mainstreaming G. Equality in EC p: 8)

* **Issues?**
* Understanding poverty as a static “outcome” limits the development of appropriate interventions. Poverty must instead be understood as a “process”, and the complex interactions of a wide range of factors that lead to poverty need to be examined. While the first approach simply asks “who is poor?” the second more vitally asks “why are they poor?”.
* Incorporated in this approach is an understanding that:
* Men’s and women’s poverty is often caused by different overall factors;
* The results of poverty often differ for men and women;
* Men and women often adopt different strategies to cope with poverty.
* Measuring poverty
* **Goals?**
* To ensure that a **gender perspective** is integrated into the way in which poverty is understood in a policy context.
* To ensure that poverty is defined and understood as **human** rather than merely income poverty, and as a **complex process** instead of an outcome - both of which will better clarify the complex gender dimensions of poverty.
* **Possible entry point?**
* Conduct an extensive literature review, that will help establish political will and commitment to addressing gender in the context of poverty
* Information and training:

## ❒ SESSION TWO: Challenges in Implementation of Gender Mainstreaming and Recommendations

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| **Duration** | 2 hours |
| **Learning Objective** | At the end of this session participants will be able to: -Identify what challenges and resistance are faced during the implementation of gender mainstreaming-Suggest mechanisms for dealing with challenges of gender mainstreaming in their sector-Portray the Ethiopian case of gender mainstreaming |
| **Methodology** | Lecture, Group Discussions |
| **Content** | - Challenges, resistance and recommendation-Case of gender mainstreaming in Ethiopia |
| **Required Materials** | Flip Chart, Hand outs, Markers, White Board |

### 🖊Activity: Gallery Walk on Challenges of Gender Mainstreaming in My Sector

**Steps:**

1. Be in a group of convenient number, use a flip chart for presentation and what kind of common challenges you face or might face on the implementation of gender mainstreaming?
2. What strategies as solution you will use to overcome with those problems?

**🞛Trainer’s Tips**

Explain the session’s objective and content to be discussed

1. Before going to give brief lecture, participants shall be organized to discuss on the questions stated in activity box
2. Facilitate a discussion, encourage participants to come up with practical challenges, resistance they face and recommended solution. Then after, facilitates participants presentation for what they have done
3. As summary the trainer shall make a brief presentation about the following three aspects: the challenges, resistance and mechanism for dealing with resistance (see trainers’ note below)

### 🖎 Trainers’ Notes

1. **Challenges**
* Confusion among various groups on the concept, planning, implementation, and monitoring and evaluation of the impact
* Lack of real commitment from various groups i.e. management, policy makers, project designers, and other scholars
* Lack of enough number of national machineries working on it
* Data system – usual problem on having sex disaggregated data
* Weak data collection
* Lack of capacity for gender analysis
* Good policies on gender mainstreaming have been lost in translation to program implementation (policy evaporation)
* Knowledge gap in understanding the factors that enabling or disable gender sensitive programming have made policy evaporation difficult to address
* Lack of management support
1. **Resistance**

It is common to face some degree of resistance to proposed change, including gender mainstreaming initiatives. Reasons for resistance vary, from misinformation or lack of information about gender issues, to restricted resources, to cultural or traditional perceptions about gender roles, to simple fear of change.

* **Denial**: the basis of resistance is complete denial of the existence of gender gaps or discrimination against women
* **Inversion**: denial is closely connected with the strategy of inversion, which may be summarized as putting the blame on the victim
* **Dilution:** is a strategy that admits that the problem of women’s development exists only at the levels of increased welfare and access to resources, but denies that there is any structural problem of resources being controlled by men or there is discrimination against women
* **Shelving**: like other strategies, it does not challenge the policy principles or goals. On the contrary, the goals may actually be praised as absolutely desirable and laudable. But here follow-up hinges on the experienced bureaucrat’s judgment that “the time is not yet ripe” for this sort of initiative or programme.
* **Lip service**: summarized as verbal enthusiasm not matched by any action. The rhetoric is loud but quiet on the action.
* **Compartmentalization**: in a government context, this involves giving the responsibility for women’s development to a separate women’s development department or bureau of women’s development which does not belong to any of the implementing ministries. Strategically, this means sidelining women’s development and relegating it as a separate issue. With elaborate lip service it may be sometimes even presented as a strong strategy in support of women’s development.
1. **Mechanism for Dealing with Resistance**

It is helpful to anticipate specific forms of resistance to gender equality efforts as abovementioned that may be encountered and develop strategies to overcome such resistance. The following are some ideas to help you constructively manage this resistance. Approach decision makers with concrete proposals, preferably in writing. Use concrete data and research (at national, local or sectoral levels) to back up your arguments

* Responding to questions such as “Why should gender equality be a priority in a time of economic hardship?” is particularly difficult. The focus of your response here should remind decision-makers that gender mainstreaming and gender equality enhance efficiency

* Stress that gender mainstreaming is not only about women; it is about men, children, and society in general. This is also a way of allowing men to feel more comfortable as part of the gender mainstreaming process, and reminds them that they too have a responsibility and a role to play in ensuring gender equality.
* When presenting your case, you should tap into political momentum. Timing is key and opportunities should be sought where public opinion has already been built up as a justification for your request or proposal.
* Remind decision-makers of how your request/proposal will benefit them directly, in terms of improving their image and credibility. Similarly, it is important to be positive rather than confrontational, understanding and taking into account restrictions and obstacles that decision-makers face. You should try always to offer “win-win” situations. Try to offer a number of options, allowing decision-makers to choose for themselves the most appropriate one. Being flexible and open to compromise will work in your favor.

“Pilot programs” are good, cost-effective ways of demonstrating added value which can be replicated in the future.

* *For denial* – the strategies to overcome resistance present sound empirical evidence (statistics, oral histories, solid research) that documents gender disparities and discriminatory practices.

* *For lip service* – Push for systems that monitor & evaluate impacts on equality between women & men in all policies, programs and projects
* *For shelving* - If this project is a priority, take it to another institution or another level in the system. Seek out allies who will argue on behalf of the project.
* *For compartmentalization*: Push for overall attention to gender as a cross-cutting issue in the policy and planning process. Make a concrete case of how & why gender equality issues are relevant to the work of a specific ministry, province or organization.
* *For misconstrued mainstreaming*: Try to shift the attention to the impact of the initiative & ask questions about who will benefit. Does the project widen gender disparities? Does it have the potential to contribute to more equal gender relations?
* Unfortunately, unprofessional attitudes towards people involved in gender work are serious barriers that may not be easily surmountable through good arguments alone. Therefore, it is helpful to refer to the Party and State's directives and resolutions, and other regulations on gender mainstreaming as well as coordinate closely with relevant organizations and individuals working in gender-related areas.

**4. The Ethiopian Case of Gender Mainstreaming**

Evolution of women’s development in 1950’s (G.C), in Ethiopia the major program were focused to some practical gender needs connected to women’s reproductive roles such as maternity health service, orphan schools and skill training such as knitting, sewing, etc…. in 1960’s activities tend to focus on women’s capacity to earn income especially through small scale income generating activities. During this period school of social work in AAU, different NGOs like Ethiopia Family Planning and Young Women Christian Association were established.

Mid 70’s, programs on advocacy and awareness creation against women’s operations was constantly given to the public through the mass media and at regular meetings in ‘Keble’ and governmental institutions. By in 1980’s, revolutionary women’s association was set up. The association involved more in politics and advocacy than in development. However some income generating activities were set up to satisfy practical gender needs.

In 1990’s the major program in Ethiopia was establishment of Women’s Affairs Office within the prime minister’s office and women focal offices in the regions and ministries. In 1993 the council of Ministers approved the first women’s policy. The Women’s Affairs Office is in charge of implementing the national women’s policy and for monitoring its implementation. The women’s policy emphasizes improving the socio-economic role of women. (From IIRR - Ethiopia p7-8)

Existence of standing committee at parliament level, GTP, Saftnet program best experience,

Ethiopia being one of the African countries with relatively fast growing population coupled with developing economies, proper management and efficient utilization of its work force is essential. In this respect, the capacity of the economy in absorbing the labour force needs to be monitored regularly and appropriate employment policy should consequently be adopted. Thus, the level of employment and unemployment of the country is widely used as overall indicators in evaluating the current performance of the economy. The analysis of employment status is therefore essential both in reflecting the current employment situations and foreseeing future changes.

Labour force survey is one of the most important sources of data that provides information regarding the level of employment and unemployment as well as the potential labour force of the country. It serves as an input to assess the achievement of the Millennium Development Goals (MDGs). Furthermore, it is also important to monitor and evaluate the five years Growth and Transformation Plan (GTP) of the country.

The 2012 Urban Employment Unemployment Survey is designed to provide data on employment and unemployment at national and regional urban levels. The survey follows a household approach and covers all urban areas of the country except the pastoralist areas of three zones of Afar and six zones of Somali regions. A total of 19,800 households were selected from 660 enumeration areas using systematic random sampling method of which 99.9 percent of the households are successfully covered by the survey

**3.3. Unemployment and Literacy Status**

Throughout the four survey periods, the overall unemployment rate of literate persons is higher than illiterate persons. Summary shows that the unemployment rate of literates as well as illiterate depict a declining pattern during the four survey periods. Female unemployment rate is significantly higher than male in both literate and illiterate categories.

**3.4. Unemployment Rate in Urban Areas of Regions**

Regarding unemployment rate by region, the highest rate was observed in Addis Ababa City Administration (23.0 percent) followed by Dire Dawa Administration (22.7 percent), while the lowest unemployment rate was recorded in Gamebella Region (7.8 percent) and Benishangul-Gumuz Region (7.1 percent) in March 2012. The unemployment rate among female is higher than male in all regions (Figure 3.3 Unemployment shows a declining trend in Benishangul–Gumuz, Addis Ababa City Administration and Harari regions during the four survey periods (Summary Table 1 and Figure 3).



Source: -Ethiopian Central Statistical Agency Report on the 2012 Urban Employment Unemployment Survey

**Session Three: Methods and Strategies of Gender Mainstreaming**

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| **Duration** | 2 Hours |
| **Learning objectives** | At the end of this session participants will be able to: * Differentiate strategies and methods in gender mainstreaming
* Identify levels of gender mainstreaming
* Describe the process of mainstreaming gender at all levels
* Explain the role of monitoring, evaluation and reporting in gender

 mainstreaming |
| **Content**  | Strategies and methods in gender mainstreaming Levels of gender mainstreamingThe process of gender mainstreaming at various levelsMonitoring, evaluation and reporting in gender mainstreaming. |
| **Methodology**  | Brainstorming ,Group discussion , Questions and answersCase stud |
| **Required material**  |  Bristol board / flip charts / pens / laptops with PP / memory sticks /handouts of examples of action planning strategies, LCD projector |

**Trainer’s Notes**

**Strategies and methods in gender mainstreaming**

A strategy is a long term and broad plan for achieving an objective, while a method is a way of carrying out the activities.

**Levels of gender mainstreaming**

Gender mainstreaming can be done at the following levels:

1) Policy

2) Institutional /organizational

3) Programmes/project.

**The process of gender mainstreaming at various levels**

Effective gender mainstreaming can occur if the following are in place:

* A clear gender policy
* Practical coordination of all gender mainstreaming initiatives
* A clear guide on gender mainstreaming and best practices
* Training and capacity building
* Awareness creation and advocacy on gender mainstreaming
* Partnerships and networking for persons and institutions
* Research and information dissemination on gender issues
* Sex disaggregated data
* Resources mobilization
* Monitoring, evaluation and reporting.

**Methods Used in Gender Mainstreaming**

* Carrying out a gender analysis regularly
* Carrying out participatory training
* Consultative meetings and feedback for a
* Preparation and dissemination of Information, Education and Communication (IEC)

 materials

* Creation of data banks and resource centre on gender mainstreaming and support

 services

* Creation of membership associations of people and organizations involved in gender

 advocacy

* Participation of member associations in trade shows and exhibitions
* Media and publicity programs.

**Monitoring, evaluation and reporting in gender mainstreaming.**

Monitoring is the systematic and regular tracking of progress during planning and implementation of gender mainstreaming. It involves continuous observation, reflection and making decisions regarding activities implemented.

Evaluation, on the other hand, refers to the periodic assessment of expected results in relation to specific objectives of the implementation of gender mainstreaming.

It is important to determine who needs what type of information, for what purpose and how often. Appropriate instrument to be used for data collection should be designed.

**What needs to be monitored and evaluated?**

* Inputs, activities, results and context

**What tools should be used in monitoring and evaluation?**

* Work plans, budgets, reports and projects documentation.

Reporting involves collection and documentation of information relating to the

implementation of gender mainstreaming. Such reports provide feedback and sharing of

information for planning and decision – making.

**Types of reports**

* Narrative / qualitative
* Quantitative

A sample table which can be used for monitoring and evaluation is attached below:-

**Table / 3/ Gender Mainstreaming In Ethiopia**

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| --- | --- | --- |
| **PROJECT PHASE GENDER**  |  **MAINSTREAMING****MECHANISM** | **COMMENTS** |
| **Stage1: Needs Assessment** Establish participation of staff(men & women) in providinginformation Classification of information bygender Establish activities done by men& women Identify issues related to accessand control of resources e.g.land ownership, money Men and women to provideinformation Gender disaggregated data**Stage II Program design and****planning** Defining what is to be achieved(goal, purpose, expected results) Defining inputs (resources) Defining stakeholder interest andbeneficiary reach Defining assumptions and risks Defining roles and responsibilitiesfor those involved in the program,for example, Gender DeskOfficers |  Men and women to provideinformation Gender disaggregated dataDevelop a specific indicators Sex disaggregated data Integrating gender in themethodology Gender equality in :-I. Leadership and governanceII. Access and control ofresources Gender Mainstreaming inbudget Gender responsive budgeting |  |
| **Stage III: Implementation** Equal opportunities for womenand men Use of affirmative action Informed and increased Implementation of activities that promote strategic interests | Systematic collection of data Gender balancing in activitiessuch as training, decisionmaking and benefits Gender sensitivity, equality inleadership and benefits at all levels. |  |
| **Stage IV Monitoring, Evaluation****And Reporting** | Review the tools periodically Carry out project evaluations toshow impact Adjust activities if necessary |  |

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| *The Implementation of the women's policy, at regional level is also designed so that each institution has responsibility of its own.***Institutional Responsibility**

|  |  |
| --- | --- |
| Bureau of Education |  Formulate education system which encourage female  Introduce Gender class  Make the Education Curriculum and System more gender sensitive Ensure Gender balance in the community training center  |
| Bureau of Health |  Enhance maternal services  Enhance family planning Promote more outreach services Train traditional birth attendants and community health against  Promote health education  Gender balance in training for junior health workers  |
| Bureau of Information, Culture and Tourism |  Make a cultural policy  Make a marriage law, and promote IEC regarding family law  Create awareness against HTP  Formulate anti-harmful Culture  Facilitate gender information thorough news papers, and other media. |
| Bureau of Labor and social Affairs |  Safeguard the job security of women  Ensure equal pay for equal job and promotion  Train employees about gender issue  Provide supports for the elderly by formulating programs, policies and projects  Make research about prostitution and design strategy to overcome it  Train the unemployed  Have gender dis-aggregated information  Mediate resource to help and train prostitutes |
| Bureau of Agriculture |  Introduce extension service in activities which are closely related to women such as Vegetable, milk production, pollutery etc.)  Encourage women head families to participate in every program  Assist women in getting credit and inputs and extension services |
| Bureau of Trade and Industry |  Gender balanced Training services  Organize informal sector participants in group and ensure credit |
| Civil Service Commission |  Ensure equal pay for equal job  Encourage women professionals to take high government positions  Safeguard job security for women  Design a promotion strategy (Salary, education) |
| Investment |  Design an incentive scheme for women investors  Give special incentives for projects which promote female employment and services |
| Commission for Disaster Prevention and Preparedness |  Work program's through which Female victims (with no land and means of Production) can have a sustainable support  Give priority to women and children  Create a gender sensitive appraisal system for NGO projects |
| Plan and Economy |  Establish a system where by reporting and planning is dis-aggregated on gender basis  Use Gender equality as a basis for program and project selection. |
| Police |  Fight violence against women such as rape  Safe guard prostitutes from men violence by training, counseling etc.  Encourage more Female members in the police |
| Department of Prosecution |  Defend women and ensure their rights  Follow-up the implementations of the legal and Political rights of women  Create legal consciousness among the community |
| Justice office |  Clear women cases very quickly  Study on most frequent women cases and conduct training on solving them  Train traditional courts |
| Women's Bureau |  Be a center for regional coordination  Design a gender training manuals  Coordinate gender activities  Conduct extensive gender awareness seminars  Assist organized women  Look for funds to assist rural land less and urban poor women.  Conduct surveys and different researches on women's projects |
| Kebele Administration |  Encourage women participation in decision making and benefits from dev't work  Create awareness about gender equality in all occasions  Encourage involvement of women in various development committees  Organize grass root level women organization  Support women association by providing offices, land etc. |
| Technology and research Centers |  Generate and strengthen appropriate technology that reduce the work load of women |
| Water Energy and Mining bureau |  Encourage the participation of the women in water committee  Facilitate water provision  Introduce and encourage the utilization of energy saving technology  |

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**Source: - Ethiopia National Action Plan** <http://www.un.org/womenwatch/> 1997-2008 [United Nations](http://www.un.org/copyright.htm)

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## ❒ Session 4: Action Planning

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| --- | --- |
| **Duration** | 2 Hours |
| **Learning objectives** | At the end of this session participants are expected to achieve the following objectives: * Identify the means of identifying action plan.
* Design action plan.
 |
| **Content**  | Action Planning |
| **Methodology**  | Brainstorming ,Group discussion  |
| **Required material**  | Required Material: Bristol board / flip charts / pens / laptops with PP / memory sticks /handouts of examples of action planning strategies  |

### 🖊Activity 1 - Planning for Action on Gender Mainstreaming

Steps;

1. The trainer will divide participants into groups and ask them to prepare action plans for their future actions in their institution/sector etc.
2. Groups will then present and discuss their action plans with the assistance of PP or board charts (60 minutes).
3. Closure; after taking a few minutes for private thought about it, participants will conclude the session by discussing what they have gained from the workshop. Time will be taken to distribute evaluation forms that the participants will be asked to fill and return.

**🞛Trainer Tips**

The trainer will ensure the participants pay special attention to objectives, the target group, the timeframe and the outputs as well as the strategies that they may need to take the work forward in their own institutions when planning the session (15 minutes to decide on the activity to be planned and the groups in which to work; 45 minutes for the planning in groups, 60 minutes for presentation). The facilitator will need to divide the time up very carefully between the groups and to tell them beforehand how much time they will have for their presentations.

### 🖎Trainer’s Note

### Table 1: Gender Analysis in Identifying Opportunities (45 minutes)[[35]](#footnote-35)

### Table 2: Aspirations/Action Plan for gender Mainstreaming (60 minutes)[[36]](#footnote-36)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Issue | Responsibility | ActionPersonalLevel | ActionInstitutionalLevel | Long Term | Short Term | Who will beResponsible? |
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| GenderMainstreaming | Specific GenderMainstreamingObjectives | Specific Strategies | Specific Inputs | General Outcomes(long-term andperhapsintangible) | Are they GenderEquitable orEqual? |
| Relating to  | Example | Example | Example | Example | Example |
| University Students | More toilets forfemale students | Obtaining universityapproval at differentlevels | Funding, space,hardware | Girls on time forlectures and morecomfortable | Equitable(differentbiological needs)and equal (basichuman right) |
| Staff |  |  |  |  |  |
| Management |  |  |  |  |  |
| Governance |  |  |  |  |  |
| Wider Society |  |  |  |  |  |
| **Relating to****Revising Existing****Processes** |  |  |  |  |  |
| Policies |  |  |  |  |  |
| AdministrativePractice |  |  |  |  |  |
| ProgramPractice |  |  |  |  |  |
| InstitutionalMechanisms /Tools |  |  |  |  |  |
| Projects andActivities |  |  |  |  |  |
| ProgramOutputs |  |  |  |  |  |
| OrganizationalCulture |  |  |  |  |  |
| **Relating to****Specific Gender related****Interventions** |  |  |  |  |  |
| AffirmativeActions |  |  |  |  |  |
| Gender Analysis |  |  |  |  |  |
| Gender Training |  |  |  |  |  |
| Gender Planning |  |  |  |  |  |
| Gender Budgeting |  |  |  |  |  |
| Gender-basedMonitoring /Evaluation |  |  |  |  |  |
| **Relating to Other Excellence in Academic****Leadership** |  |  |  |  |  |
| Excellence in work |  |  |  |  |  |
| Representation |  |  |  |  |  |
| Special Needs |  |  |  |  |  |
| Diversity |  |  |  |  |  |

**Chapter Summary**

Gender mainstreaming in sectors move away from project-focused approaches towards the more coherent sector policy implementation. Sector specific approach to gender mainstreaming provides an effective and efficient way to ensure that development initiatives have national reach and ownership. Hence, sectors need gender mainstreaming guidelines to ensure that sector programming integrates gender equality concerns. Any sector reforms are not gender neutral, and failure to consider gender issues in its design may result in an adverse impact on the sector and women’s issues in the sector. This integration will also facilitate a wider understanding that there are technical, practical and operational reasons for considering gender in national programme design.

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**Annexes**

### Annex – 1- Evaluating Gender Training[[37]](#footnote-37)

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| --- | --- |
| Sex: female male | Date: |
| 1. What were your main expectations of the training? |
| 2. What were your overall reflections on/feelings about the training? |
| 3. Which parts or aspects of the training did you find most useful? Why? |
| 4. Which sessions or aspects of the training were least useful? Why? |
| 5. Have you any comments on processes, styles, methods or materials used? |
| 6. What improvements could we make to the training session? |
| Please rate the following, rate: 0 (poor) to 5(excellent) | Rating  | Please comment: |
| 7.1 The extent to which your expectations were achieved |  |  |
| 7.2 The style/s of delivery |  |  |
| 7.3 The training exercises  |  |  |
| 7.4 The pace of the day |  |  |
| 7.5 Your overall assessment of the course |  |  |

**Annex 2 Pre & Post Evaluation Questions**

|  |
| --- |
| **Pre & Post Evaluation Questions.*** 1. Do you think gender issue is mainstreamed in your organization? Why?
	2. How do you know whether or not gender issue is mainstreamed in a Policy, Programme or Project?
	3. Explain briefly the methods of mainstreaming gender.
	4. Why is gender mainstreaming?
	5. What are the tools of mainstreaming gender/
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1. [↑](#footnote-ref-1)
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30. [↑](#footnote-ref-30)
31. [↑](#footnote-ref-31)
32. [↑](#footnote-ref-32)
33. Ref *(from gender equality OCHA toolkit, 2005:14)* [↑](#footnote-ref-33)
34. Adapted from GM Guidelines in Vietnam, Hanoi, 2004 [↑](#footnote-ref-34)
35. Training Module; Introduction to Gender Mainstreaming Universities Prepared for the Association of Commonwealth Universities By Maithree Wickramasinghe, PhD. [↑](#footnote-ref-35)
36. Training Module; Introduction to Gender Mainstreaming Universities Prepared for the Association of Commonwealth Universities By Maithree Wickramasinghe, PhD. [↑](#footnote-ref-36)
37. Adapted from A Taste of Gender Mainstreaming ; A handbook from the European Grundtvig 2 project: “Challenging Actions in Gender Mainstreaming” <http://www.maero.de/doku/ca/taste-of-gm.pdf> [↑](#footnote-ref-37)