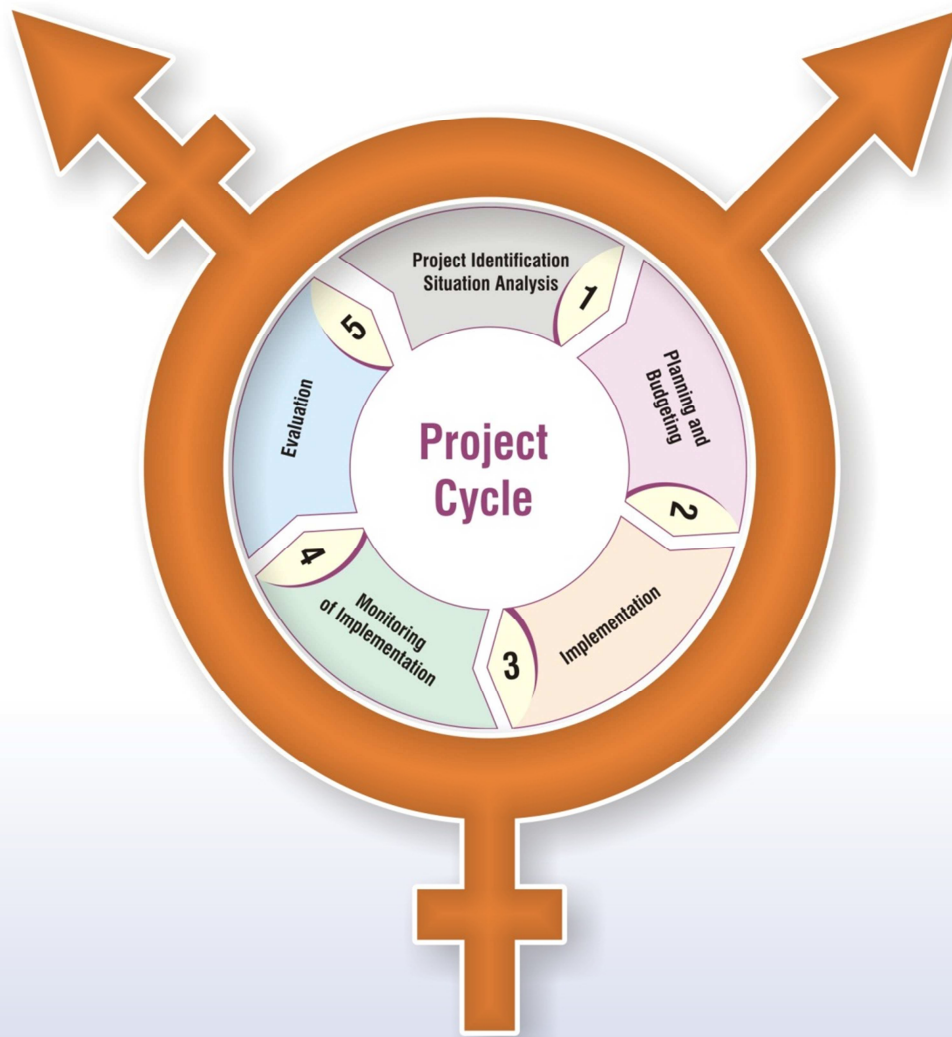


2 Day Training Workshop

# Gender Mainstreaming Workshop



*for*

## The Staff of World Vision Pakistan

January 12, 2012



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**1.** What is your name

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**2.** Your Designation

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**3.** Your Organization

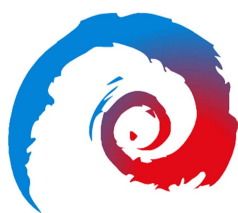
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**4.** Your Region

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# WORKSHOP OBJECTIVES & AGENDA

## Objectives



To improve the capacity of staff to mainstream gender in their operations, in order to address gender based discrimination effectively;

To promote the equity and equal achievement of human rights for women and men in all programs, projects and activities

## Agenda



### Module 1 – Introduction

1. Opening/Welcome
2. Introduction of Participants
3. Participants' Expectations and Concerns
4. Objectives, Agenda and Ground-Rules
5. Self-Assessment

### Module 2 – Right of Right

1. What is a Right?
2. "Rights" the Obligations
3. Evolution of Rights
4. What are Human Rights
5. What is the Universal Declaration of Human Rights (UDHR)
6. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
7. Development Priorities
8. Whose Agenda is This

### Module 3 – Gender Concepts

1. Sex and Gender
2. Understanding Gender
3. Influencing Institutions defining gender identities
4. How do We Internalize Gender? – Exercise
5. Gender Roles and Responsibilities
6. Gender Roles and Responsibilities - Exercise
7. Gender Dimensions of Access to & Control over Resources



### - Recap

### - Quiz

### Module 5 – Gender Mainstreaming in the Project Cycle

1. What does 'Gender Mainstreaming' mean for the Project Cycle?
2. The 10 Steps for Gender Mainstreaming
3. Reflection on GAD Principles
4. Gender Mainstreaming in the Project Cycle
5. Activities in Each Phase of the Project Cycle
6. How to Mainstream Gender in our Project Cycle - Group Work

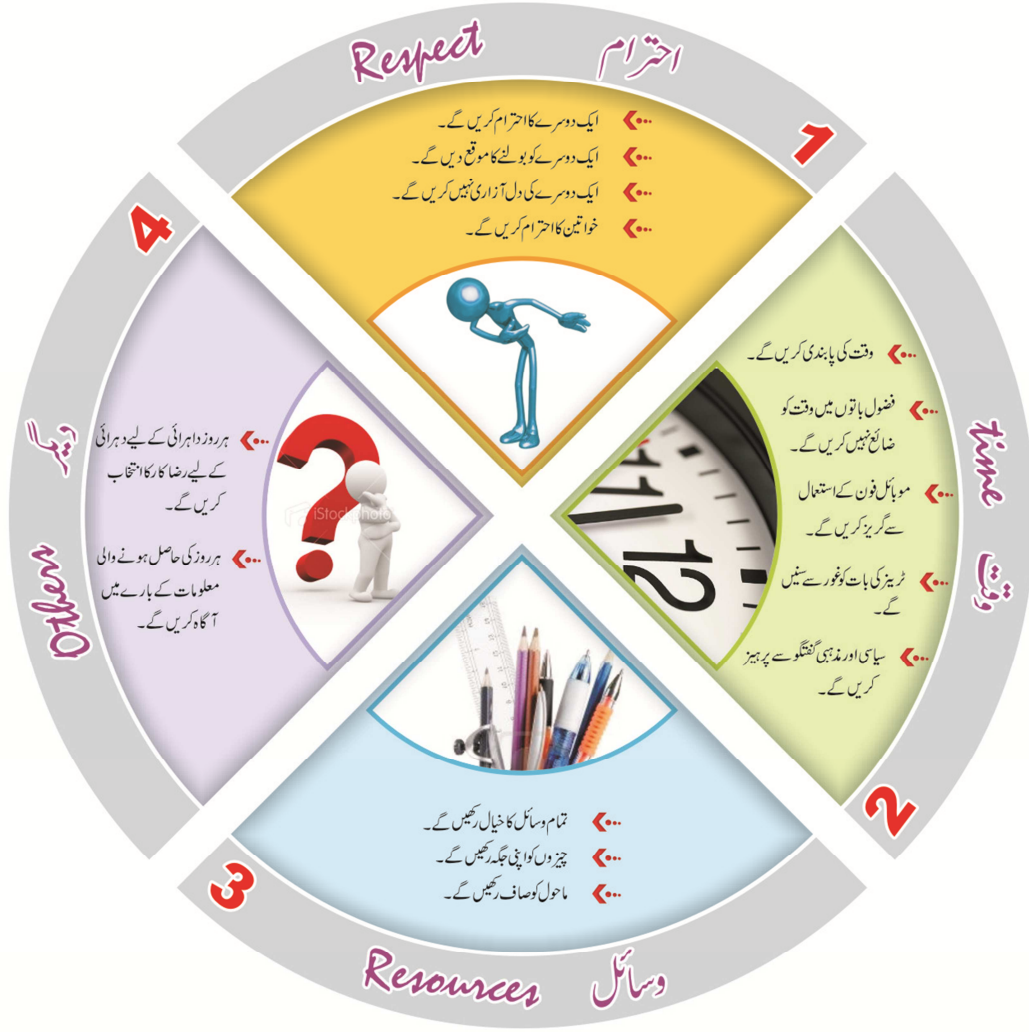
### Module 6– Planning and Close

1. Introduction to Gender Analysis
2. How to Deal with Resistance

#### **Module 4 – Gender Mainstreaming**

1. Conceptual Shifts (from WID to GAD)
2. What is Gender Mainstreaming?
3. Outcomes of Gender Mainstreaming
4. Practical and Strategic Gender Needs Practical and Strategic Gender Needs and Gender Issues - exercise
5. Gender Dimensions of Access to & Control over Resources – Exercise
6. Gender Relations in Decision-Making
7. Gender Relations in Decision-Making – Exercise

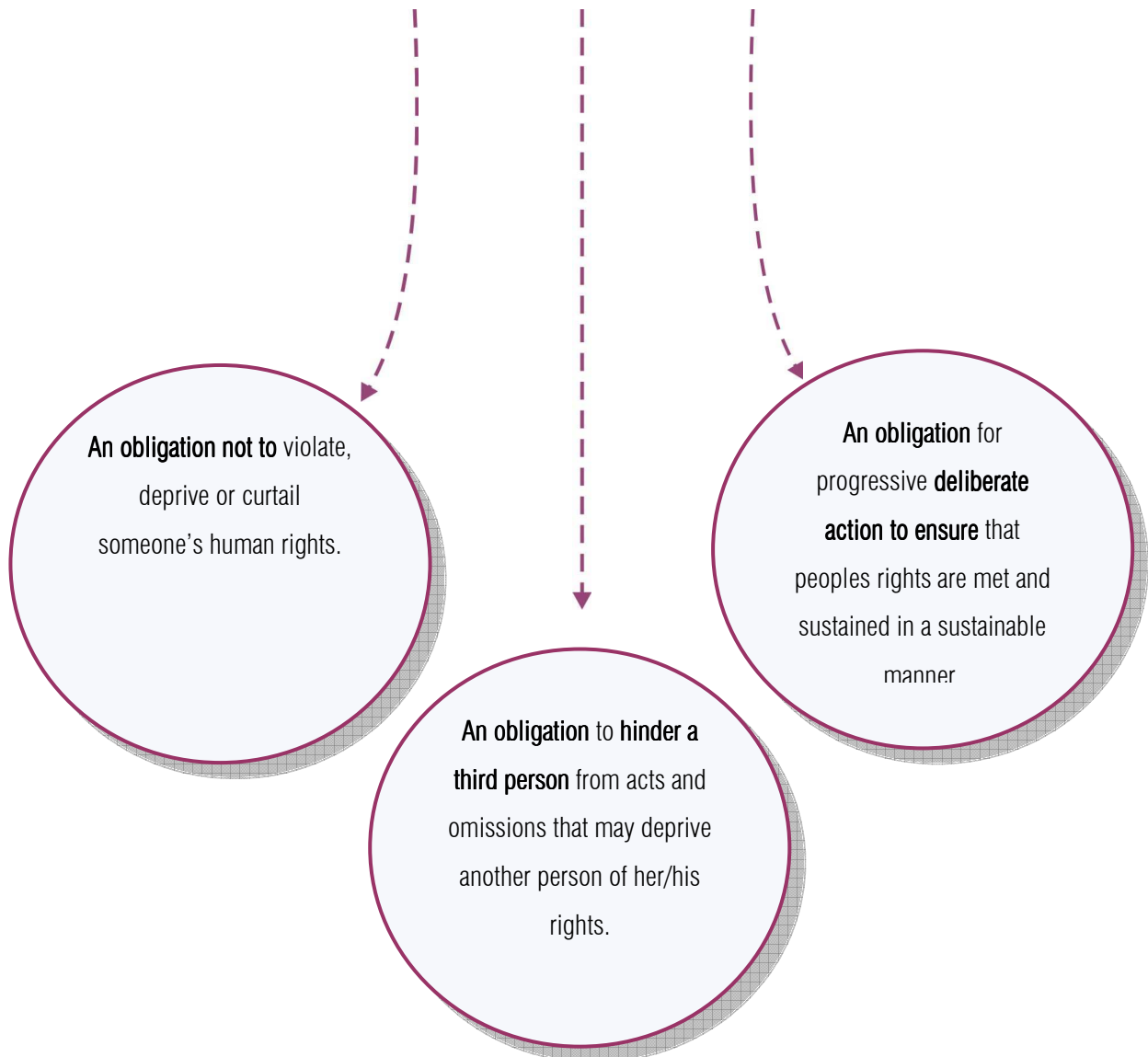
## WORKSHOP NORMS



**WHAT IS A RIGHT?**

**A Right** is a **Claim** which places lawful obligations over others to

**Respect, Protect and Fulfill**



## “RIGHTS”: THE OBLIGATIONS

Under the human rights system, states are the main actors. States are primarily and mainly held responsible for the implementation of the human rights treaties they have ratified. They have the obligation and duty to respect, to protect and to fulfill human rights.

Respect

Protect

Fulfill

This means that states should not arbitrarily use their control over rights, such as limiting the right to form associations.

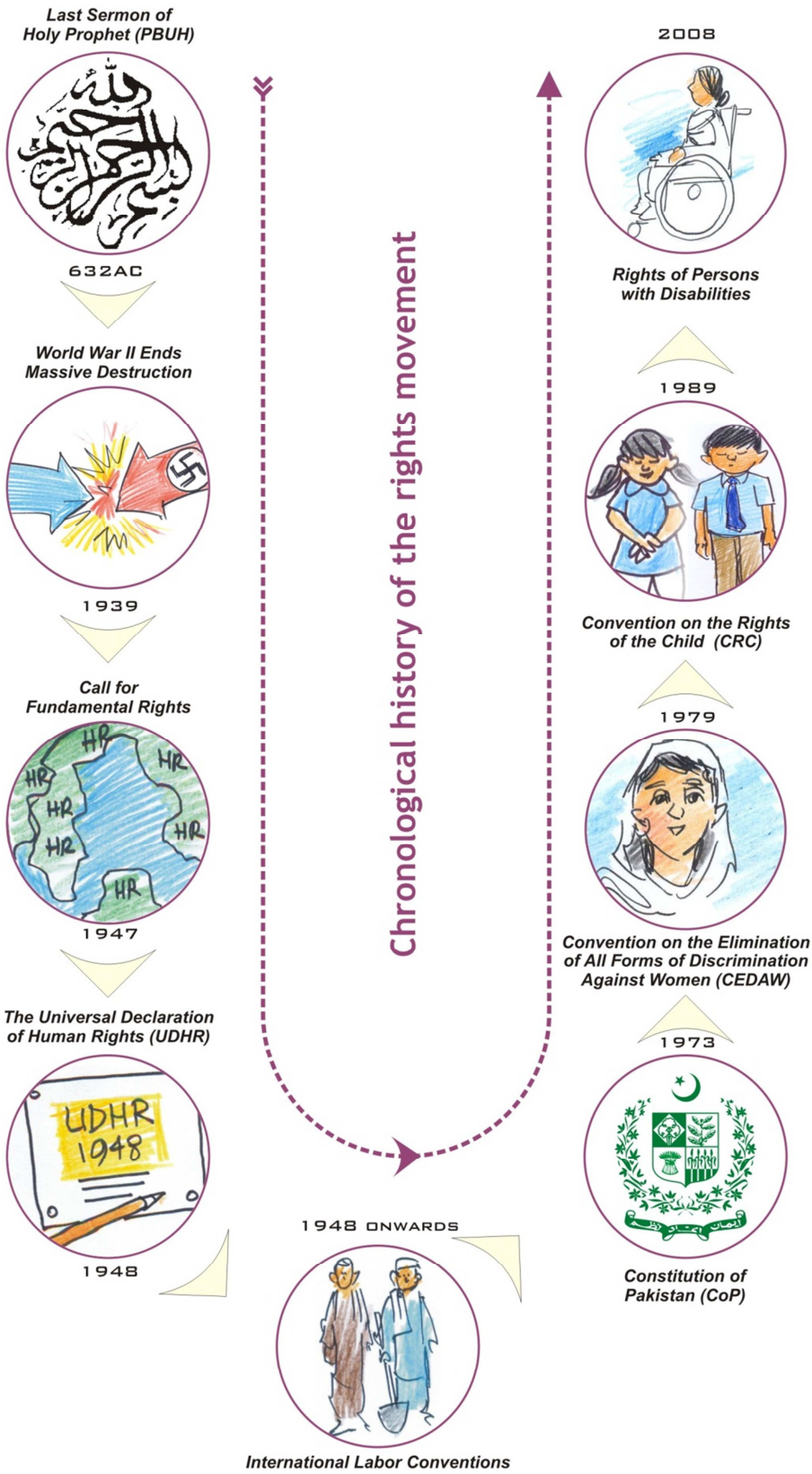
This means that states should take the necessary steps to ensure that third parties/others do not restrict the enjoyment of human rights.  
This includes, for instance, parents prohibiting girls to go to school or employers violating the right to equal payment for equal work.

This means that states have to take adequate steps to achieve human rights, i.e. adapt existing laws or to pass new laws, implement action plans and programmes, guarantee and facilitate access to legal protection if someone feels that his/her rights are being violated and so on

**States have to report to the United Nations on the implementation of human rights treaties they have ratified, and the progress made within fixed intervals.**



# EVOLUTION OF RIGHTS



## WHAT ARE HUMAN RIGHTS?

Human rights are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human. The definition of a human being in this context transcends biological and social differences of sex, gender, race, colour, language, national origin, age, class, religious and political beliefs, disability, minority status and so on.

### Characteristics of Human Rights

Internationally guaranteed	Legally protected
Focus on dignity of human being	Protect individuals and groups
Oblige state and non-state actors	Cannot be waived/taken away
Equal and interdependent	Universal
Indivisible	

### Types of rights:

#### Civil and political rights

Right to life	Non discrimination
Right to nationality	Right to marry and found a family
Right to choice	Right to privacy
Right to liberty and security	Right to decision making
Right to freedoms of association	Right to decision making movement, worship, expression.
Right to education	Right to property rights (ownership and
Right to information	Right to seek asylum
Right to inheritance	
Prohibition of arbitrary arrest, detention,	Right to due process in criminal trials and exile
Right to effective remedy for violations	Right to self-determination

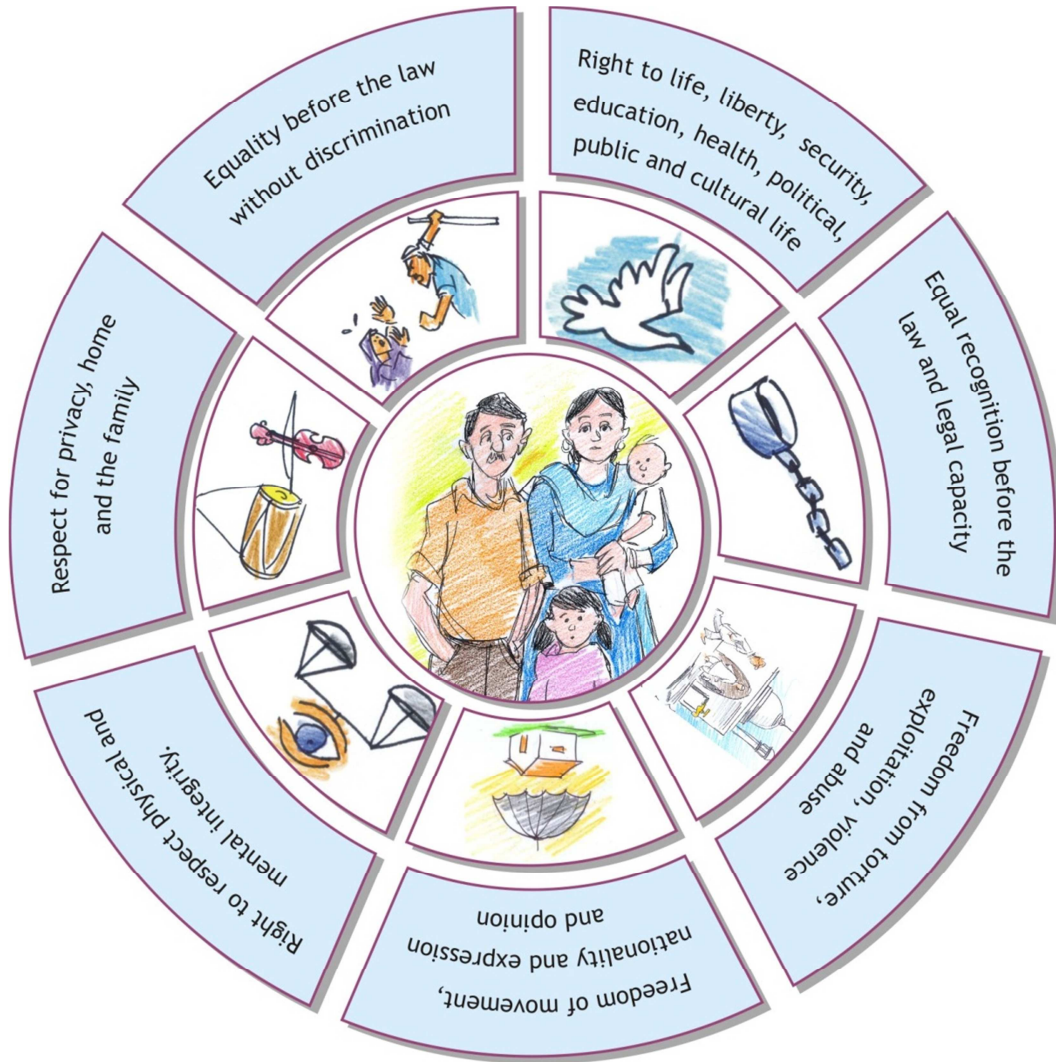
#### Economic, Social and Cultural rights

- Right to work, choice of and good conditions of work
- Right to participate in cultural life
- Prohibition of slavery, forced labour and trafficking in persons
- Right to enjoy the highest standard of physical and mental health.

## WHAT IS THE UDHR

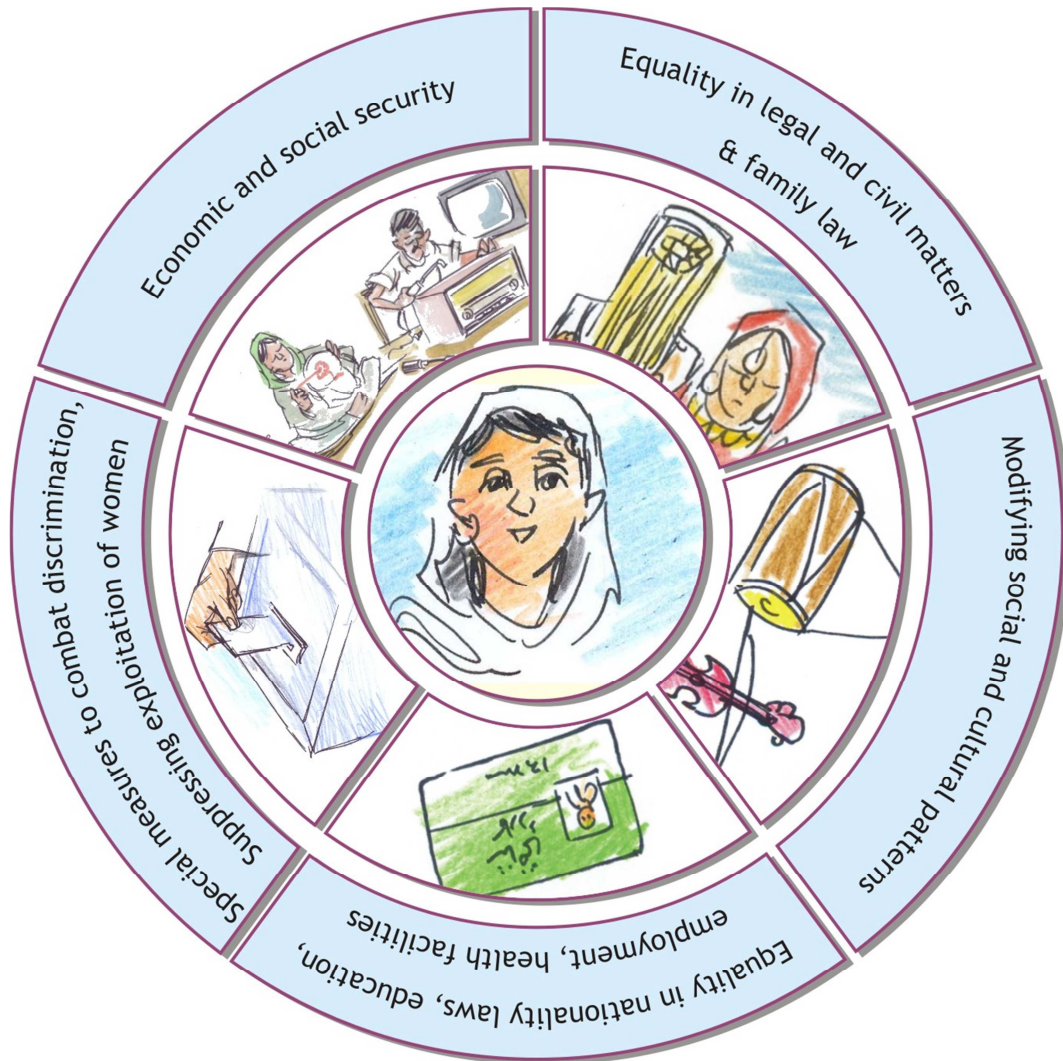
Human rights are the basic standards that ensure that people live freely, with dignity. These human rights were first laid out in the 'Universal Declaration of Human Rights' after the 2<sup>nd</sup> World War (UDHR, 1948).

### Constitution of Pakistan



## NEED OF CEDAW<sup>1</sup>

The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the International Community.



<sup>1</sup> CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)

## DEVELOPMENT PRIORITIES

Gender disparity can be seen through the lens of the gender-related development index (GDI) and the gender empowerment measurement (GEM), both introduced in the 1995 UNDP Human Development Report. Pakistan's GDI ranking is 120th out of 146 countries whilst its GEM ranking is 92nd out of 94 countries.

### Situation in Pakistan<sup>2</sup>

- Literacy rates: Female 28% Male 51%
- Gross primary enrolment: Female 64% Male 80%
- Combined enrolment ratio: Female 25% Male 50%
- Maternal mortality: 340 per 100,000 live births
- Mortality rate (1-4 years): Females 12% higher than males
- Labour force participation: Female 11.39% Male 69.1%
- Earned income share: Female 20% Male 80%
- Seats in Parliament: Females 3.4%
- Top administrative/managerial jobs: Females 3%

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<sup>2</sup> <http://un.org.pk/pakgen.htm>

## WHOSE AGENDA IS THIS

### Pakistan's Commitment

The Constitution of Pakistan (1973) guarantees this equality between women and men. It has the following provisions for affirmative action for women:

**Article 25 states:** "All citizens are equal before the law and are entitled to equal protection before the law; there shall be no discrimination on the basis of sex alone; nothing in this Article shall prevent the State from making any special provision for the protection of women and children."

**Article 34 states:** "Steps shall be taken to ensure the full participation of women in all spheres of national life."

Pakistan has also adopted several of the international commitments to protect basic human rights and gender equality.

### Commitments

The current policies are contained in the following documents:

- Plan of Action (2008 – 2012) on the Implementation of the National Policy on Gender and Development.
- National Gender and Development Policy (2000)
- Sessional paper No. 2 of May, 2006 on Gender Equality and Development.
- Economic Recovery Strategy 2003 - 2007
- National Poverty Eradication Plan (NPEP), 1999 – 2015.
- Poverty Reduction Strategy Paper (PRSP), 2001 – 2004.
- Millennium development Goals, 2000 – 2015

According to the Plan of Action (2008 -2012) on implementation of the Gender and Development Policy, the following structures are in place for the implementation of gender mainstreaming:

- National Commission on Gender and Development, 2003.
- Department of Gender and Social Development
- Gender Officers in all ministries, parastatals and institutions for higher learning.
- District Facilitation and Participation.
- Civil Society Organizations.

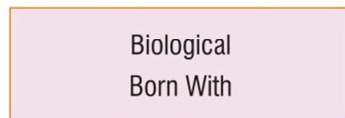
**SEX AND GENDER**



The term 'sex' refers to the biological characteristics of a woman or a man that we are born with.

The 'sex' is essentially unchangeable.

The term 'sex' should be used when making reference to women and men as different physical categories; e.g. in statistical data that are disaggregated by sex.



**UNCHANGEABLE**

**Examples**

1. Only women can give birth
2. Only men can impregnate

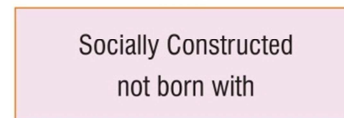


The term gender refers to socially and culturally accepted ideas, values, behaviour, roles and responsibilities of what it means to be a woman or man.

We are not born with these values, behaviours, roles and responsibilities. They are attributed by society and we learn them as we grow up.

They are subject to change over time and vary between different cultures.

They are further influenced by other factors, such as religion, age, wealth etc.



**CHANGEABLE**

**Examples:**

1. Women and men can work as politicians, engineers, labourers.
2. Women and men can take care of children and the elderly.

**Note:** However these biological differences cannot explain why women and men play such different roles in society. They cannot explain why, in general, different values are attributed to roles of women and men.

# UNDERSTANDING THE GENDER

## Gender and Sex Exercise

#	Detail	Sex	Gender
1	Women give birth; men do not	<input type="radio"/>	<input type="radio"/>
2	Little girls are gentle and timid;	<input type="radio"/>	<input type="radio"/>
3	Boys are tough and adventurous	<input type="radio"/>	<input type="radio"/>
4	Women can breastfeed babies	<input type="radio"/>	<input type="radio"/>
5	Women can get pregnant; men cannot	<input type="radio"/>	<input type="radio"/>
6	Men are decisions makers as they are breadwinners	<input type="radio"/>	<input type="radio"/>
7	A wife should not earn more than her husband	<input type="radio"/>	<input type="radio"/>
8	Motorcycle drivers in Pakistan are men as it is a man's job	<input type="radio"/>	<input type="radio"/>
9	Politics is for men	<input type="radio"/>	<input type="radio"/>

### Men and women learn their roles/responsibilities/behavior/attitudes from

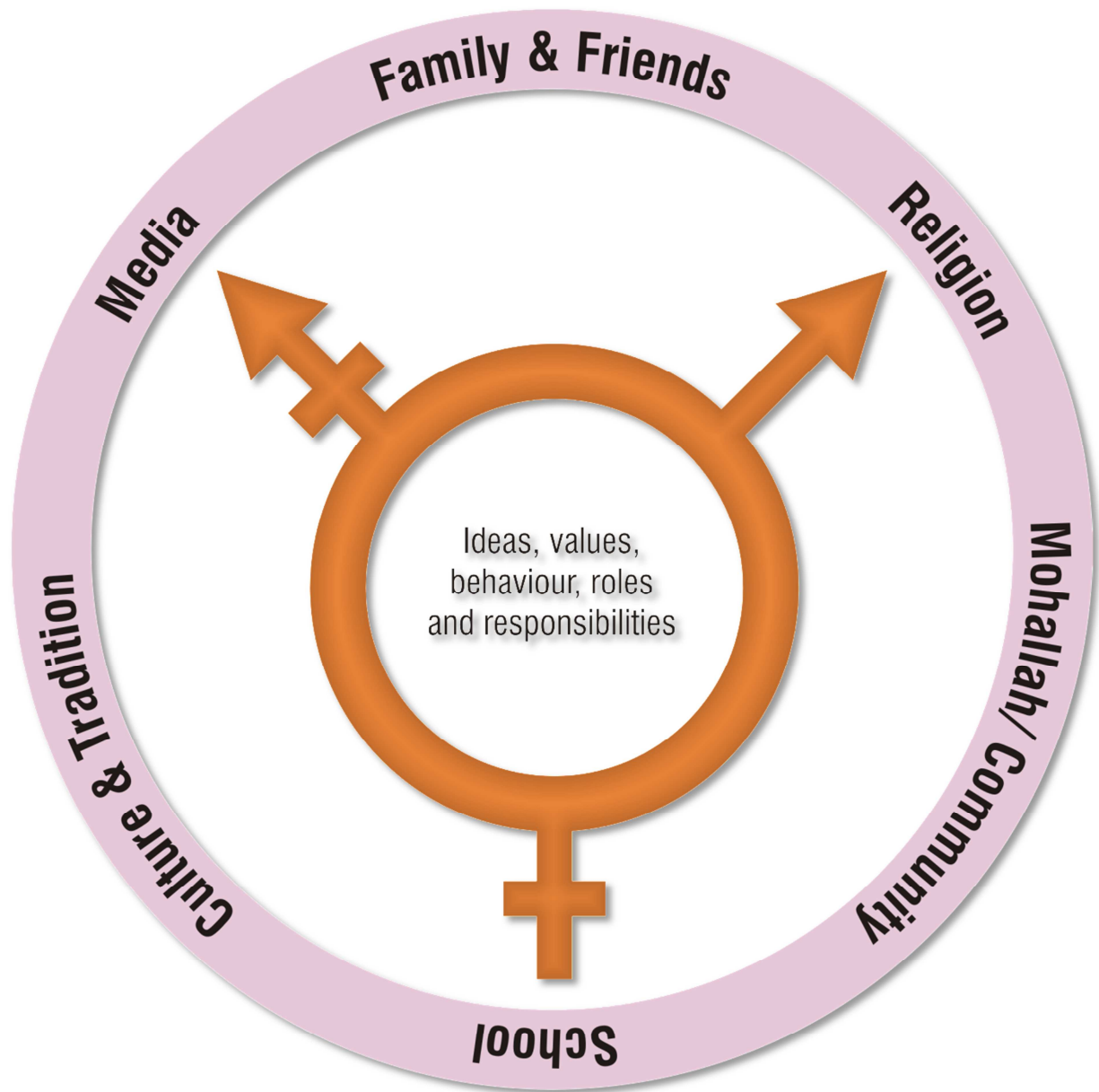
- Teachings of parents, relatives, friends, neighbors, and teachers...
- Expectations of employers, colleagues ...
- Portrays of women and men in the media, in advertisements ...
- School books, literature books, stories, movies...
- Religious leaders ...
- And so on...

### Lessons learnt

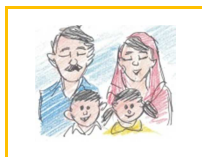
- Most of the roles which women and men perform are given to them by society.
- We learn them within the course of our lives.
- These roles change over time.
- Some of these roles which we perform as men and women we may like, others we may not like.
- There are also roles and expectations imposed by society which can severely hamper our own personal development and the development of our country.
- Many of these roles and expectations attribute a superior role to men and an inferior role to women.



## INFLUENTIAL INSTITUTIONS THAT DEFINE GENDER IDENTITIES



## How Do We INTERNALIZE GENDER?



**FAMILY**

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**FRIENDS**

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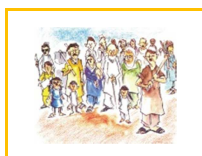


**MOHALLAH**

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**COMMUNITY**

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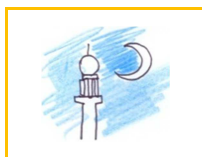


**SCHOOL**

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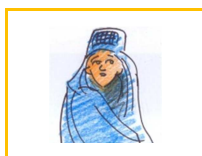


**RELIGION**

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**CULTURE AND TRADITIONS**

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# GENDER ROLES AND RESPONSIBILITIES

To ensure effective performance in the four domains!

## Reproductive Activities (“INSIDE”): Recognized as 'Natural'



Child bearing/rearing responsibilities and tasks – required to guarantee maintenance and reproduction of labour force; also care and maintenance of the current work force (men and women), and future work force (infants/school children).

## Productive Activities (“OUTSIDE”): Recognized as 'Work'



Work done by both women and men for pay in cash or kind – includes market production and subsistence / home production with actual use value and also potential exchange value. For women in agriculture, production includes work as independent farmers; peasant wives; wage-workers; women often as 'secondary' income earners.

## Community Managing Activities (“INSIDE/OUTSIDE”): Recognized as 'Natural'





Activities undertaken primarily by women at community level (both urban & rural) as an extension of their reproductive role to ensure provision and maintenance of scarce resources of collective consumption, i.e. water, fuel, health care of elderly and sick, disabled, provision of education, voluntary/unpaid work undertaken in free time.

## Political Activities (“Outside”): Recognized as 'Work'



Activities undertaken primarily by men at community level, often within the framework of national or local politics – generally paid work directly or indirectly (financially rewarding) through status or power.





## GENDER ROLES AND RESPONSIBILITIES

<b>Household/Reproductive Roles</b>		
(comprises the childbearing/rearing responsibilities and domestic tasks required to guarantee the maintenance and well-being of household members)		
<b>Activities</b>	 <b>Women</b>	 <b>Men</b>
<ul style="list-style-type: none"> <li>Taking care for children</li> <li>Preparing food</li> <li>Fetching Water</li> <li>Cleaning the house</li> <li>Go for household shopping</li> <li>Caring for old and disabled members of the family</li> </ul> <p>-----</p> <p>-----</p>		
<b>Productive Roles</b>		
(comprises the production of goods or services both, for consumption and trade/sale)		
<p>Agriculture</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>Other productive activities (Think of women's and men's roles/jobs in the public sector, education, health, fishery/forestry, sale of goods and services etc.)</p> <p>-----</p> <p>-----</p> <p>-----</p>		
<b>Community Management Roles</b>		
(comprises activities which are voluntary and unpaid and contribute to the organization and welfare of the community)		
<ul style="list-style-type: none"> <li>Road committee leader</li> <li>Road committee members</li> <li>Well committee leader</li> <li>Well committee members</li> <li>Self-help group leader</li> <li>Self-help group members</li> </ul> <p>-----</p> <p>-----</p> <p>-----</p>		

## GENDER DIMENSIONS OF ACCESS TO & CONTROL OVER RESOURCES

<b>Access</b>	Is the ability to <b>USE</b> a resource
<b>Control</b>	Is the ability to <b>MAKE DECISIONS</b> about the use of a resource
<b>Resources can be</b>	<ul style="list-style-type: none"><li>• Natural/material resources, such as land, money, loans, tools and machines, seeds, transport means, cow, forestry, fish pond,</li><li>• Human resources, such as labour</li><li>• Services, such as health services, agricultural extension, education</li><li>• Capacity Building, such as training, exchange programmes, networking, meetings etc.</li><li>• Time, such as hours of the day</li></ul>

## GENDER DIMENSIONS OF ACCESS TO & CONTROL OVER RESOURCES

Resources	ACCESS		CONTROL	
	 Men	 Women	 Men	 Women
<p><b>Think of:</b></p> <ul style="list-style-type: none"><li>• Natural/material resources</li><li>• Human Resources, such as Labour</li><li>• Services</li><li>• Capacity Building</li><li>• Time</li></ul> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>				

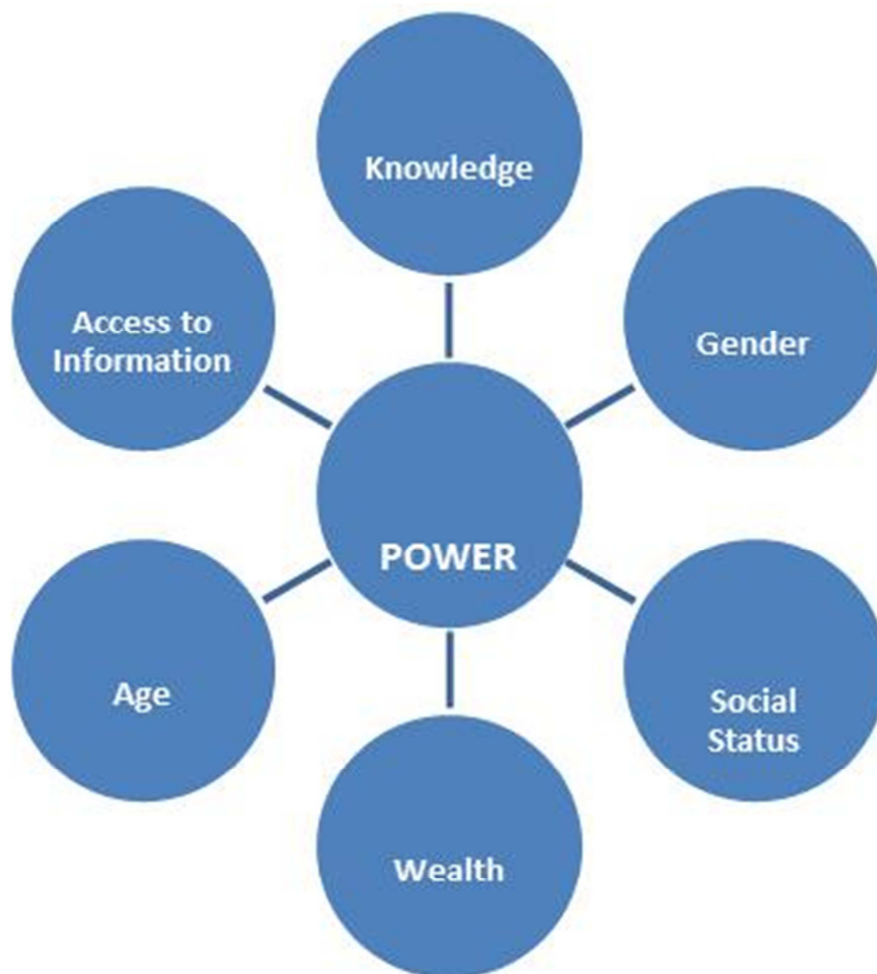
## GENDER RELATIONS IN DECISION-MAKING

What does the term “Power” mean?

Power is the ability to exercise one’s own will and to participate in the decision making process.



What are the Sources of Power?

Factors which influence whether somebody has power include: knowledge, access to the information, sex, education, age, social status and wealth.



# GENDER RELATIONS IN DECISION-MAKING

## Analysis of Gender Relations in Decision Making Processes

Decision Making Processes	Who has the decision-making power?		If there is no equal decision-making power between women and men - What are the reasons?
	 Women	 Men	
At the household level: <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
At the village level: <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
At the community level: <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
At the district/provincial level: <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>
At the national level: <hr/> <hr/> <hr/>			<hr/> <hr/> <hr/>



**DEVELOPMENT APPROACHES****THE SHIFT FROM WID TO GAD<sup>3</sup>**

The WID (or Women in Development) approach calls for greater attention to women in development policy and practice, and emphasises the need to integrate them into the development process. The WID perspective evolved in the early 1970s from a 'liberal' feminist framework and was particularly influential in North America. It was a reaction to women being seen as passive beneficiaries of development. It marked an important corrective, highlighting the fact that women need to be integrated into development processes as active agents if efficient and effective development is to be achieved. Women's significant productive contribution was made visible, although their reproductive role was downplayed. Women's subordination was seen in terms of their exclusion from the market sphere, and limited access to and control over resources. Programmes informed by a WID approach addressed women's practical needs by, for example, creating employment and income-generating opportunities, improving access to credit and to education. Women's 'problem' was therefore diagnosed as insufficient participation in a benign development process, through an oversight on behalf of policymakers.

In contrast, the GAD (or Gender and Development) approach to development policy and practice focuses on the socially constructed basis of differences between men and women and emphasises the need to challenge existing gender roles and relations. GAD emerged from a frustration with the lack of progress of WID policy, in changing women's lives and in influencing the broader development agenda. GAD challenged the WID focus on women in isolation, seeing women's 'real' problem as the imbalance of power between women and men. GAD approaches generally aim to meet both women's practical gender needs and more strategic gender needs, by challenging existing divisions of labour or power relations.

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<sup>3</sup> Reeves & Barden (2000) Gender and Development: Concepts and Definitions. <http://www.bridge.ids.ac.uk/reports/re55.pdf>

## WHAT IS GENDER MAINSTREAMING?

Gender mainstreaming is a **globally recognized means of promoting gender equality**. It is a **practice** whereby gender perspectives as well as the **goal of ensuring** that men and women are **considered equal**, is accounted for in all activities.

Gender mainstreaming is thus **central to gender equality in policy planning, research, advocacy, resource allocation and the planning and implementation of projects and programmes**. It is essential to the successful achievement of development programs in particular, which are often unconsciously gender-blind.

*Gender Mainstreaming is  
a key strategy to reduce inequalities between women and  
men.*

*Gender Mainstreaming means  
that we consider gender issues in all what we do!  
For example, in all decisions, project components, phases of the project, monitoring systems, staffing  
processes etc.*

*Gender Mainstreaming is  
based on the recognition that 'people' are not a  
homogeneous group. Rather, women and men have different  
roles and responsibilities, different needs and interests.*

### How to Achieve Gender Equality?

By changing the way organizations work so that the complexities and differences between men's and women's experiences, needs and priorities are equally valued, automatically considered, and addressed from the outset at all levels, in all sectors, at all stages of the project cycle.

By sensitizing and building capacities of development professionals at all levels, no longer simply assume that either gender (especially women) will automatically benefit from a proposed policy or project. Rather, it is consciously thinking about how this will happen.

## OUTCOMES OF GENDER MAINSTREAMING

Gender mainstreaming is a strategy for making women's and men's concerns an integral dimension of all aspects and areas of work.

**Outcomes** of gender mainstreaming:

- enhanced equality between men and women in respect to their rights, opportunities, and the value attributed to their (sometimes different) roles in society
- stronger focus on the needs of the most vulnerable people in society
- more efficient and sustainable development assistance

All of your actions, whether in project development, implementation or administration, will fall into one of the following categories:

<p style="text-align: center;"><b>Gender Positive</b></p> <ul style="list-style-type: none"><li>• improved gender equality indicators</li><li>• maintaining a positive gender equality situation</li><li>• supporting gender mainstreaming capacity building, or</li><li>• enhancing visibility and awareness of gender-related issues</li></ul>	<p style="text-align: center;"><b>Gender Negative</b></p> <ul style="list-style-type: none"><li>• Contributing to a worsening of gender equality indicators, or</li><li>• Doing nothing to improve a negative gender equality situation, even though it was within the scope of your actions</li></ul>
<p style="text-align: center;"><b>Gender Neutral</b></p> <ul style="list-style-type: none"><li>• Your action does not have a gender equality dimension</li></ul>	<p style="text-align: center;"><b>Unknown</b></p> <ul style="list-style-type: none"><li>• Lack of information means that impact is unknown.</li></ul>

Your goal is to move an increasingly larger proportion of your work into the “gender positive” category, and to move activities out of the “gender negative” category.

Actions fall into the “unknown” category when you do not have the information needed to determine whether your actions have a positive or negative impact. Therefore, successful gender mainstreaming requires:

Collecting baseline data on the gender-related situation asking “what can I do to improve the situation?” tracking progress by monitoring key indicators

Projects can incorporate gender mainstreaming in four key ways by:

<p style="text-align: center;"><b>Improving</b></p> <p>The socio-economic situation of the most vulnerable groups of men &amp; women</p>	<p style="text-align: center;"><b>Supporting</b></p> <p>More equal participation of men and women in all spheres of life</p>
<p style="text-align: center;"><b>Building Capacity</b></p> <p>Project stakeholders must be able to analyze and address gender issues</p>	<p style="text-align: center;"><b>Raising Visibility</b></p> <p>Increasing awareness of gender issues relevant to the project</p>

## PRACTICAL AND STRATEGIC GENDER NEEDS

Practical Gender Needs	Strategic Gender Needs
<p>Practical gender needs arise out of the immediate day to day needs and relate to issues such as food, clothing, clean water, shelter, income and health care.</p>	<p>Strategic gender needs (empowerment needs) reflect the socially shaped status and subordinate roles of women. These needs relate to raising the status or value of women, or increasing their access to and control over resources and their ability to participate effectively in decision-making processes.</p>
<ul style="list-style-type: none"> <li>• Immediate, concrete and often essential for human survival.</li> <li>• Do not require a change in gender roles.</li> <li>• Tend to be easily identified due to the direct demand of society to fulfill gender roles.</li> <li>• If addressed, can improve condition and address immediate disadvantages and inequality, but can also reinforce the gender division of labor.</li> </ul>	<ul style="list-style-type: none"> <li>• When met, will challenge traditional gender division of labor.</li> <li>• If addressed contribute to improved gender equality through a change in POSITION.</li> <li>• Allow individuals greater control, instead of limiting them to the restrictions imposed by socially defined roles.</li> <li>• Long term and less visible, require action over time since they demand changes in attitudes, behavior and power structures.</li> <li>• Addressing or drawing attention to SGNs might create resistance.</li> </ul>

In order to improve upon these gender inequalities and to promote the equal achievement of human rights for women and men we rather need to address the need of women to change their subordinate role and to raise their status. These needs are called strategic gender needs.

### Examples for strategic needs include:

- Increasing women's representation and participation in decision-making processes, both in the private and the public spheres.
- Improving women's control over resources, such as ensuring that they obtain legal titles to land and housing.
- Increasing the number women lawyers and judges.
- Empowering women and men to negotiate their marriage and family issues in a nonviolent way
- Empowering women through legal assistance or awareness to know about their rights in relation to gender based violence.
- Empowering women to enforce their rights at the workplace.
- Empowering women to participate in national level debates to ensure adequate policies, legal framework, finances and structures to combat gender based violence.

## PRACTICAL AND STRATEGIC GENDER NEEDS AND GENDER ISSUES

**(a) What are the strategic gender needs of women?**

- .....
- .....
- .....

**(b) What are the strategic gender needs of men?**

- .....
- .....
- .....

**(c) What are the important of addressing strategic gender need of women and men in relation to promotion of human rights and elimination of gender based violence?**

- .....
- .....
- .....

**(d) What can be done by your project to promote the strategic gender needs of women and men (just some initial ideas)?**

- .....
- .....
- .....

## **WHAT DOES 'GENDER MAINSTREAMING' MEAN FOR THE PROJECT CYCLE?**

With regard to projects 'gender mainstreaming' means to consider 'gender' in all stages of project planning, implementation, monitoring and evaluation. It entails to integrate gender in the formulation of policies, strategies, objectives, activities and indicators.

- When planning and budgeting and implementing a project we will look at the different strategic gender needs, expectations and vulnerabilities of women and men; we will plan so that women and men's expectation, behaviour and attitude of violence will be effectively changed and finally they will participate equally and share equally in the benefits of a project. Therefore we will consider how to diminish the imbalance power and unequal expectation of role and behaviours between women and men that strongly contribute to gender based violence.
- When monitoring and evaluating a project we will look at women and men separately. Were the different strategic gender needs of women and men addressed? Did the social norm on roles, responsibilities, behaviors, attitude, expectation, especially the imbalance power between men and women change?

## THE 10 STEPS FOR GENDER MAINSTREAMING

1. Formulating Policy or Project Interventions from a Gender Perspective – **What is the Commitment?**
2. Mainstreaming a Gender Agenda: **What is the Issue?**
3. Moving Towards Gender Equality: **What is the Goal?**
4. A Mainstreaming Approach to Stakeholders: **Who are the Decision-Makers?**
5. Mapping the Situation: **What Information do we Have?**
6. Refining the Issue: **Research and Analysis**
7. Arguing Your Case: **Gender Matters!**
8. Monitoring: **Keeping a (Gender-Sensitive) Eye on Things**
9. Evaluation: **How Did We Do?**
10. En-gendering Communication – **How and What We Present?**

## REFLECTION ON GAD PRINCIPLES

GAD principles	Do you apply these principles within your project? If yes, please give concrete examples.	Which additional activities can you undertake? !Consider the GAD principles in the left column! !Consider the fact finding issues in the previous training handout !Consider the findings from your Gender Analysis! Which were the most pressing gender issues?*
<p><b>1. Target both</b>, women and men, to facilitate the change of traditional gender roles, expectation and changes in the imbalance relationship between women and men to gender based violence.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>2. Do everything gender-differentiated.</b> (e.g. planning, implementation, monitoring and evaluation); consider that women and men play different roles in society and that therefore they have different needs and interests.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>3. Consider gender issues in all sectors and components of your project.</b></p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



<p><b>4. Deal with gender issues at all levels</b> from the community to the national level.</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p><b>5. Consider gender issues in all phases of your project,</b> project appraisal, planning and budgeting, implementation, monitoring and evaluation.</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p><b>6. Consider both, practical and strategic needs of women and men</b></p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<p><b>7. Undertake specific interventions</b> to diminish gender related discrimination</p>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

**\* regarding gender roles and responsibilities, different needs of women and men, gender inequalities in access to and control over resources, gender inequalities in decision-making processes, practical and strategic gender needs and gender issues in organizations/institutions.**

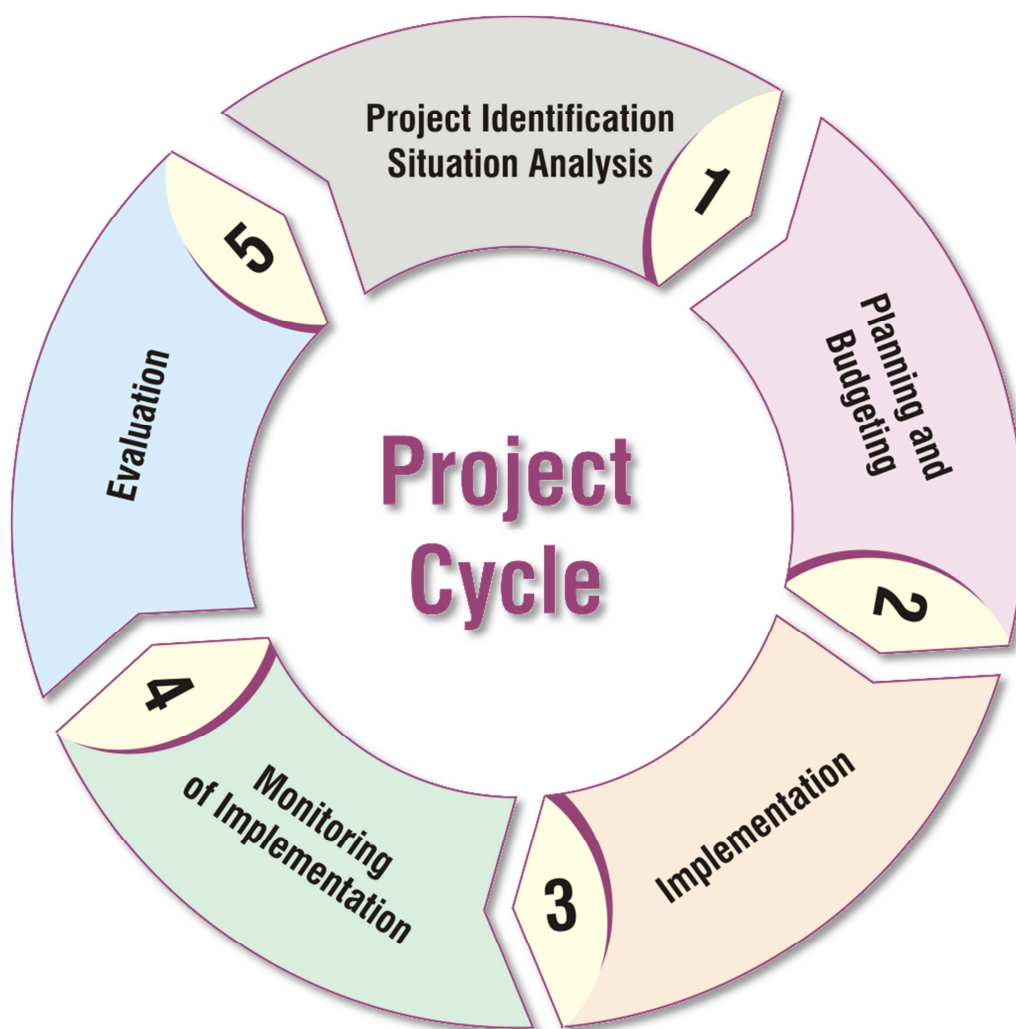
## GENDER MAINSTREAMING IN THE PROJECT CYCLE

### What is a project?

There are many definitions of what constitutes a project. Most include the following aspects:

**“A project is a unique set of coordinated activities, with definite starting and finishing points, undertaken by an individual or a team to reach specific objectives within defined time, costs, and performance.**

### What are the phases of the project cycle?



## Gender Mainstreaming in the Project Cycle

### ACTIVITIES IN EACH PHASE OF THE PROJECT CYCLE

Project Phases	Activities to undertake:
<p><b>Phase 1</b></p> <p><b>Project Identification including Situation and Problem Analysis</b></p>	<ul style="list-style-type: none"> <li>• <b>Target Group Analysis</b> (including e.g. roles, behaviour, responsibilities, expectations, power relation, potential impact of GBV, economic activities, social interactions, poverty level etc.)</li> <li>• <b>Stakeholder Analysis</b> (Analysis of all important actors including co-operation partners and their capacity in addressing GBV effectively)</li> <li>• <b>Problem Analysis</b> (identification of causes of a problem down to the real root causes)</li> <li>• <b>Profile of the target area</b> (relating to e.g. incidental rate of violence, kind of GBV, poverty levels, economic potentials and constraints, health indicators, availability of services, etc.)</li> </ul>
<p><b>Phase 2</b></p> <p><b>Project Planning and Budgeting</b></p>	<ul style="list-style-type: none"> <li>• <b>Establishment of project log frame</b> (planning document) along:               <ul style="list-style-type: none"> <li>○ <b>Goal</b> (Overall goal to which the project contributes, e.g. Gender Based Violence rate reduction)</li> <li>○ <b>Objectives</b> (Objectives to be achieved by the project, e.g. improved women subordinated roles, responsibilities and expectation, improved mutual respect of women and men)</li> <li>○ <b>Results/Outputs</b> (e.g. improved capacity of commune councils to be effective address or intervenes gender based violence case in the commune, etc.)</li> <li>○ <b>Indicators</b> (e.g. number of case of domestic violence report to the court; number of gender based violence cases intervention by the project, numbers of men's behaviour changes toward violence)</li> <li>○ <b>Activities</b> (e.g. identification of vulnerable households, training of service providers, training of target group, support to networking activities, participation in national level lobby activities for policy change etc.)</li> </ul> </li> <li>• <b>Establishment of budget</b> (including costs for e.g. personnel, purchase of material, direct costs for activities)</li> <li>• <b>Formulation of Job Descriptions</b></li> </ul>

<b>Phase 3</b>	<ul style="list-style-type: none"> <li>• <b>Recruitment of personnel</b></li> <li>• <b>Establishment of Human Resource Development Plan</b></li> <li>• <b>Implementation of activities</b> (according to activity plan and budget)</li> <li>• <b>Review of activities according to findings from monitoring</b></li> </ul>
<b>Implementation</b>	
<b>Phase 4</b>	<ul style="list-style-type: none"> <li>• <b>Establishment of a monitoring framework</b> covering monitoring of: <ul style="list-style-type: none"> <li>○ <b>Activities</b> (including timely implementation and costs)</li> <li>○ <b>Results</b> (via indicators)</li> <li>○ <b>Costs</b> (e.g. comparison of budgeted and actual expenses)</li> </ul> </li> <li>• <b>Monitoring of staff performance</b></li> </ul>
<b>Monitoring</b> (Monitoring is watching the project being implemented as planned).	
<b>Phase 5</b>	<ul style="list-style-type: none"> <li>• <b>Conduct of project evaluation</b> concerning achievement of <ul style="list-style-type: none"> <li>○ <b>Goal, objectives and results</b></li> <li>○ <b>Sustainability</b></li> </ul> </li> </ul>
<b>Evaluation</b> (Evaluation is assessing the benefits/impact of the project and whether the project has achieved its objectives).	

## HOW TO MAINSTREAM GENDER IN OUR PROJECT CYCLE

Phase 1: Situation/Problem Analysis		
Activities	What have you been doing already to mainstream gender in phase 1: situation/problem analysis?	Which activities do you want to undertake/to initiate in the future to improve upon gender mainstreaming in phase 1: situation/problem analysis?
<ul style="list-style-type: none"> <li>• <b>Target Group Analysis</b></li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Stakeholder Analysis</b></li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Problem Analysis</b></li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Establishment of Profile of Target Area</b></li> </ul>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Phase 3: Project Implementation		
Activities	What have you been doing already to mainstream gender in phase 3: project implementation?	Which activities do you want to undertake/to initiate in the future to improve upon gender mainstreaming in phase 3: project implementation?
<ul style="list-style-type: none"> <li>• <b>Recruitment of Personnel</b></li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Establishment of Human Resource Development Plan</b></li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Implementation of Activities</b> (according to activity plan and budget)</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>• <b>Review of Activities According to Findings from Monitoring</b></li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





Phase 5: Project Evaluation		
Activities	What have you been doing already to mainstream gender in phase5: project evaluation?	Which activities do you want to undertake/to initiate in the future to improve upon gender mainstreaming in phase 5: project evaluation?
<ul style="list-style-type: none"> <li>• <b>Undertake Project Evaluation</b> concerning achievement of</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>▪ <b>Goal, Objectives and Results</b></li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>▪ <b>Sustainability</b></li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## INTRODUCTION TO GENDER ANALYSIS

This is the process of examining roles, responsibilities or any other situation with regard to women and men, boys and girls, with a view to identifying gaps, raising concerns and addressing them: it is the investigation and identification of specific needs of girls and boys, women and men for policy and programme development and implementation.

### Gender analysis frameworks

Frameworks are approaches used to generate data and information during gender analysis. They serve different purposes depending on the situation and what is being analyzed. The following are the commonly used gender analysis frameworks:-

#### 1. Harvard gender analysis framework

It is one of the early frameworks of analysis and was developed by researchers at Harvard Institute for International Development in USA. It is based on the understanding that women and men are affected by development activities differently. The framework emphasizes the role on data and information because provision of data makes women and men to be more visible in projects. It uses tools like activity profile, access and control profile, analysis of determinant factors and project cycle analysis.

#### 2. Gender Planning In The Third World Countries (By Caroline Moser)

It takes the view that gender planning is technical and political in nature and involves a transformative process. There are six (6) tools in the framework. These tools are, gender role identification, gender needs assessment, balancing of roles, WID/GAD policy matrix, disaggregating control of resources and decision making within the household and gender awareness.

#### 3. Gender equality and empowerment framework (By Sarah Longwe)

It focuses on what women's equality and empowerment means and the extent to which development interventions supports empowerment. Empowerment refers to the enabling women to take an equal place with men and to participate equally in the development process to achieve control over the factors of production on an equal basis. It introduces five levels of equality by which to assess the level of women empowerment. The levels are, control, participation, access, welfare, conscientization.

#### 4. People orientated planning (UNHCR)

It lays emphasis on participation of the people and takes into consideration change to be of essence in planning but does not challenge the existing gender relations.

#### 5. Social Economic of Gender Analysis (SEGA)

This framework focuses on the issue of gender analysis mainly in socio-economic context. It emphasizes the need for economic empowerment and equality in distribution of resources.

## **6. Gender Analysis Matrix (GAM)**

It seeks to establish the different types of impacts of development interventions on women and men at community levels. It helps the community to carry out analysis and to identify gender roles and challenge their assumptions on these roles. It is a participatory planning tool. GAM is used to carry out analysis at the level of women, men, households and the community. It looks at impacts on four areas of labour, resources, time and social-cultural factors. It allows for community participation.

## **7. Social relations approach**

This framework lays emphasis on gender relations and particularly social construction of gender. It emphasizes that planners examine their organizations and institutions and understand how they can bring biases during the planning process.

## **8. Capacities and vulnerabilities analysis framework**

The main emphasis on this framework is carrying out analysis to specifically identify the vulnerabilities of both women and men and how these vulnerabilities can be addressed. It is meant for emergency situations. The analysis looks at cause of vulnerability.

## STEPS IN GENDER ANALYSIS

Step	Detail
<b>1. Identifying, defining and refining the issue</b>	Policy analysis usually begins with identifying a problem or an opportunity requiring policy development or analysis. This stage involves determining the nature, scope and importance of the issue within the context of the current policy environment that warranted placing it on the policy agenda.
<b>2. Defining desired goals and anticipated outcomes</b>	In this stage, desired goals and anticipated outcomes for the policy are proposed. An analysis of intended/unintended outcomes usually examines the degree to which the policy can meet or hinder other policies or government objectives. Outcome indicators, monitoring processes, partners in defining outcomes, and accountability for achieving outcomes are usually considered in this phase.
<b>3. Defining the information and consultation inputs</b>	This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources and partners in data gathering and analysis are identified.
<b>4. Conducting research</b>	This stage clarifies the research design, and the type of analysis to be done (e.g. cost/benefit, social impact, relationships to government etc.). It is here that tasks and methods of analysis and approaches to data presentation are discussed.
<b>5. Developing and analyzing options</b>	An analysis of options and their outcomes and implications are articulated and refined. The relationship of options and their impact on existing policies, programs and legislation are also studied for example: economic, social, equity, community, environmental etc. Impact analyses are developed preferably for each option while responsibility for implementation and the resources required are also examined.
<b>6. Making recommendations</b>	The recommendation of options is often a collaborative effort, and sometimes draws directly on public input and consultation. The rationale for the recommendations is derived from the analysis of options, and presents the recommendation in terms of its favorable and unfavorable impacts, implications, and the policy environment.
<b>7. Communicating policy</b>	Communicating the recommended policy can play a significant role in its acceptance and implementation.  Timing, choice of media, language, and public involvement are important to ensure that government intent and the impacts of the policy, program and legislation are understood. The participation and acknowledgement of partners and consulting groups can be a key part of communicating policies inside the government and to the public.
<b>8. Assessing the quality of analysis</b>	At this stage it is important to review the analysis process.

## HOW TO DEAL WITH RESISTANCE

### What to say ....if people say “gender” ...

1. ... is a Western concept ....
  2. ... talks about women ....
  3. ... is against our traditions ....
  4. ... spoils our women ...
  5. ... increases the divorce rate ...
  6. ... is creating more burden for women ...
  7. ... creates problems for our society ...
  8. ... creates more violence in family.....
- ... Gender equality is totally in line with our Constitution!
  - ... The Constitution and other policies of the government say that women and men have equal rights and responsibilities and that any discrimination against women shall be abolished!
  - ... The roles and the responsibilities of women and men in the West and in Pakistan may differ. But gender equality is seen as a human right, in the West the same as in Pakistan!
  - ... The role of tradition is very important. It needs to be recognised but it should not enslave us. Some pieces of tradition continue to be important; others are no more relevant or even harmful. Life is changing.
  - ... The way we are brought up is different from the way our parents, grandparents and great-grandparents have been brought up! It is not always helpful to see tradition as something that has to stay the same. In can change and sometimes it must change to help people live in society! (       )
  - ... Yes, it is not helpful for any nation or culture to follow others without making decisions what is appropriate and what is not appropriate. However much of gender theory and practice has been developed in Third World Countries!
  - ... Is divorce really caused by gender? Actually the gender approach wants to promote good relationships between men and women; especially it wants to change the unequal power relations between men and women. If women feel happier in their relationships they may last longer.
  - ... The Gender approach does not intend to increase the burden on women; the gender approach is rather promoting a change in traditional gender roles and that rights and responsibilities are distributed fair and even. The gender approach is promoting equality of men and women in all spheres of life!

### What else can you say?