Promoting Gender Equality
FROM THEORY TO PRACTICE

A training kit for international cooperation organizations

A publication of the "Gender in Practice" group, Comité québécois femmes et développement, AQOCI

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PREFACE

In the spring of 2009, the Comité québécois femmes et développement (Quebec committee on women and development, or CQFD) of the Association québécoise des organismes de coopération internationale (Quebec association of international cooperation organizations, or AQOCI) created a community of practice known as "Gender in Practice." Its purpose was to bolster the commitment of Quebec and Canadian international development NGOs (INGOs) to gender equality and women's empowerment, and to revitalize their practices in these areas.

"Gender in Practice" was inaugurated as a forum in which to capitalize on its members' strengths. It seeks to generate a dynamic of learning among the participating organizations and to foster the exchange of best practices on gender equality. The goal was also to build the members' capacity for gender mainstreaming, both in their development projects and at the institutional level.

Out of this initiative came a project to produce a new gender equality training toolkit to complement *Gender and Development*, the training kit produced by the CQFD in 2004. The result, *Promoting Gender Equality : from Theory to Practice*, thoroughly updates the materials in the 2004 kit, which is still in widespread use among INGOs. With this new toolkit, we pursue the systematization of new knowledge on gender equality. It is our sincere hope that the tools it contains will help you to effectively integrate a gender perspective into your organization's projects and programs and, indeed, to mainstream gender as a structural feature of all your organization's practices.

If women's rights promotion and gender mainstreaming practices are brought to a higher level as a result of all our efforts, then this toolkit will have achieved its aim.

ACKNOWLEDGMENTS

BACKGROUND

In 2006, AQOCI was the driving force behind the "États généraux de la coopération et de la solidarité internationale," a three-day conference held in Montreal to take stock of progress accomplished and challenges still to be met in the area of international development. The attendees adopted the Quebec Declaration, "The World Is Our Shared Responsibility."[1] This declaration, signed by AQOCI members and other civil society organizations of the province of Québec, expresses a shared vision of development and international solidarity. The signatories commit in particular to promoting gender equality in international development and cooperation programs.

Within AQOCI, the Comité québécois Femmes et développement (CQFD) has been, since 1984, the forum of choice in which to further this commitment. As a place for learning and critical discussion on all issues relating to women's role in development, this committee seeks to galvanize a feminist vision of development and to foster solidarity between women's groups of North and South.

With these goals in mind, and to facilitate the sharing of knowledge related to gender equality, in 2004 the CQFD produced a training kit titled *Gender and Development.*[2] This kit met with great success among AQOCI members. Notably, it helped to establish a common vocabulary for discussion of these issues, and offered a wealth of training exercises designed to raise the awareness of people working in the field of international cooperation.

In 2009, CQFD formed a community of practice known as "Gender in Practice," one of whose objectives is to promote the systematization and dissemination of knowledge and tools in the area of gender equality.

This training toolkit is one result of that initiative, and as such, is designed to complement the 2004 training kit. It meets a set of needs related to strategic planning for gender equality, and offers a range of practical tools that can be used as part of continuing education programs for development professionals. A further purpose of the training kit is to help international development NGOs (INGOs) renew their commitment to tackling the issues of gender equality and to move ahead with innovative practices that help them mainstream gender at every level of their operations – from the project level to the structure of the organization itself.

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[1] AQOCI, *Actes des États généraux de la coopération internationale* (Montreal : AQOCI, 2006), http://www.aqoci.qc.ca/ressources/pdf/Actes.pdf, pp. 85–8 ; English translation, http://www.aqoci.qc.ca/aqoci/pdf/AQOCI-Decl_Commune_EG_AN.pdf.

[2] Comité québécois Femmes et développement of Association québécoise des organismes de coopération internationale, *Gender and Development Training Kit* (Montreal : AQOCI, 2004), http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf.

DESCRIPTION AND GOALS
OF THE TRAINING TOOLKIT

The primary purpose of this training kit is to provide INGOs with training materials designed to instill the theoretical underpinnings of gender equality in their staff members. It also contains a set of training tools that they can use to enhance the skill sets of their staff in the area of gender equality. The end result will be to spur the operationalization of gender equality in their day-to-day practices.

It can be used in several ways: as a reference guide for development professionals in actual work settings, or as a source of training exercises directed at various target groups. The content and exercises are designed to be adaptable to the specific needs of each group.

The training kit is divided into two main parts, plus appendices.

Part one comprises a set of modules presenting the theoretical aspects and issues of gender equality in the international cooperation context. Facilitators will find here a wealth of theoretical concepts that they can use to prepare their training sessions.

The modules in this part cover the following aspects:

- the main theoretical approaches to gender equality;
- mainstreaming gender equality in INGOs;
- integrating gender equality into projects and programs;
- assisting and advising partners on gender equality initiatives.

Part two presents practical tools for use in training sessions directed at the following audiences:

- Program and project officers;
- Volunteer cooperants (managerial, technical);
- Gender equality cooperants;
- Overseas partner organizations;
- Management teams, boards of directors, and managers of organizations;
- Head office staff and volunteers.

It contains an overview of facilitation techniques and methodologies, outlines of sample training sessions directed at each of the above groups, and a set of exercises for use in the training sessions.

In the appendices, you will find a range of complementary resources and tools.

PART 1 *theory*
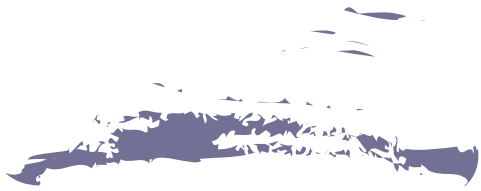
MODULE 1

Gender equality in perspective

MODULE 1 : GENDER EQUALITY IN PERSPECTIVE

1.1 INTRODUCTION

Women's rights movements, and feminist thought in general, have taken different forms in different societies as a function of the particular struggles women have had to go through, and also as a function of their active participation in development. In Northern societies, battles in such realms as education, women's suffrage, labour rights, and reproductive and sexual health have shaped and contributed to political, economic, and social development since the onset of the industrial age.

As for the Global South, it must be understood that feminist thought and women's movements existed in these countries before the great upsurge of national independence movements in the 1950s and 1960s.[3] It is a serious mistake to assume that Northern promotion of gender equality in the South ought to take all the credit for the progress accomplished. Indeed, the work of development scholars such as Ester Boserup,[4] the Danish agricultural economist and feminist, as well as the World Conferences on Women in Mexico City (1975), Copenhagen (1980), and Nairobi (1985) challenged what had come to be seen as a patriarchal conception of international development. The result was an overall increase in women's inclusion, participation, and consideration in development initiatives.

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[3] Angela Davis, *Women, Race, and Class* (New York : Random House, c1981).

[4] Ester Boserup, *Woman's Role in Economic Development* (New York : St. Martin's Press, 1970).

1.2 THE STATUS OF WOMEN : PROGRESS AND CHALLENGES

Considerable progress has been made on women's rights since the Fourth World Conference on Women held in Beijing in 1995 :

"A growing number of countries have policies and legislation that support gender equality and reproductive health. Most girls now receive an education, particularly at primary level. Women are now more likely to run businesses and be given loans. Women are also now more likely to participate in government." [5]

In 2010, however, much of the progress made was still in the form of new laws, policies, programs, and mechanisms that have yet to translate into bona fide changes in women's lives. Thus, for example, by 2009, more than 186 countries had ratified the Convention on the Elimination of All Forms of Discrimination against Women,[6] a legal framework that gives impetus to states' efforts to further the cause of women's rights. However, much remains to be done to make women's rights a strategic priority for governments.

The idea, then, is not to paint an idyllic portrait of women's status in the world but to recognize the significant progress that has resulted from women's struggles over the years. Yet despite these notable advances, women's economic, political, and social development continues to take place within a context of persistent and pervasive inequality, with new threats looming over the gains already made. The Millennium Development Goals (MDG) report for

2010 notes numerous challenges that remain to be overcome in the area of gender equality :

- For girls in some regions, education remains elusive.
- Poverty is a major barrier to education, especially among older girls.
- In every developing region except the Community of Independent States (CIS), men outnumber women in paid employment.
- Women are overrepresented in informal employment, with its lack of benefits and security.
- Top-level jobs still go to men – to an overwhelming degree.
- Women are slowly rising to political power, but mainly when boosted by quotas and other special measures.[7]

In addition, the emergence of a host of factors – new technologies, militarization and radicalism, financial crises, global warming – has heightened the importance of stepped-up vigilance to ensure that gender equality accomplishments in international cooperation are maintained, since such phenomena have differential implications for women, men, girls, and boys. As well, the consolidation of advances in highly politicized arenas such as women's reproductive health and abortion rights remains a significant concern.

[5] Ban Ki-moon, UN Secretary-General, "Remarks to Commission on the Status of Women High-Level Event Marking International Women's Day : 'Equal Rights, Equal Opportunities and Progress for All,'" UN News Centre, 3 March 2010, http://www.un.org/apps/news/infocus/sgspeeches/statments_full.asp?statID=736.

[6] United Nations, http://www2.ohchr.org/english/bodies/cedaw/index.htm.

[7] Ban Ki-moon, UN Secretary-General, *Millennium Development Goals : Report 2010*, http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf.

The good news is that despite fluctuations in available funding,[8] the worldwide movement for women's rights remains strong due to the commitment of its many members in all walks of life, whether they work with NGOs, individually, in the private sector, or in the halls of government. Another new impetus for gender equality is development aid effectiveness, a doctrine that has gained widespread acceptance since the Paris Declaration of 2005. This declaration constitutes:

"an international accord signed by a hundred government ministers, agency directors, and other senior officials in which they undertake for the countries and institutions they represent to step up harmonization, alignment, and management efforts focusing on aid outcomes, by means of monitorable measures and the use of a set of indicators."[9]

Important international institutions such as UNIFEM (now merged into UN Women), the International Labour Organization, and the European Commission have embarked on programs in a number of countries with a view to furthering progress on the gender equality component of the Paris Declaration on Aid Effectiveness.[10] Women's organizations of civil society such as the Association for Women's Rights and Development (AWID) have also contributed to this effort.

In 2010, for maximum effectiveness on gender issues, the UN merged all of the agencies active on gender equality – DAW, INSTRAW, OSAGI, and UNIFEM – into the new "UN Women" agency.

While most developing countries are still lagging significantly on gender equality, there are also cases where they play the role of pioneers, leaders, progressive forces. Rwanda is the country with the largest number of female parliamentarians, surpassing Scandinavian nations renowned for their efforts to achieve gender balance in government. Bangladesh is the unchallenged leader in microcredit, a system that has been shown to strengthen women's economic empowerment and has been exported all over the world.

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[8] AWID, *Trends in Bilateral and Multilateral Funding*, 2010,
http://www.awid.org/eng/About-AWID/AWID-Initiatives/Where-is-the-Money-for-Women-s-Rights/What-s-new-from-this-initiative/Brief-1-FundHer-Research-Update-Brief-Series.

[9] OECD, *Paris Declaration on Aid Effectiveness*, http://www.oecd.org/document/15/0,3343,fr_2649_3236398_37192719_1_1_1_1,00.html.

[10] EC/UN Partnership on Gender Equality for Development and Peace, http://www.gendermatters.eu/.

1.2.1 THE STATUS OF WOMEN IN CANADA : AN OVERVIEW

In many respects Canada (and Quebec in particular) is a model in terms of gender equality. Canadian women enjoy enviable levels of social, economic, and political freedom and opportunity. Yet Canada, too, lags in certain areas. Pay inequity, various forms of violence against women (domestic, institutionalized), and Native women's status (difficulty asserting land rights and participating in the political process) are injustices in need of redress.

In Quebec, the provincial government's new policy on gender equality mentions a number of issues that will be addressed in the coming years. These include :[11]

- the promotion of egalitarian models and practices ;
- economic equality between women and men ;
- work-home balance issues ;
- adapting of healthcare to women's specific needs ;
- respect for women's integrity and safety in all spheres of life ;
- women's participation in decision-making bodies.

1.2.2 AREAS FOR FURTHER RESEARCH

Tools useful in conducting research on gender equality include the search engines of the largest development organizations and international institutions.

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[11] Government of Quebec, *Égalité des sexes,*
http://www.gouv.qc.ca/portail/quebec/international/general/quebec/valeurs/droits_citoyens/egalite_sexes/.

Box 1
Useful tools for further research

HEALTH

• World Health Organization http://www.who.int/research/en/index.html

• Pan-American Health Organization http://www.paho.org/English/ad/ge/GenderStatistics.htm

EDUCATION

• UNESCO Institute for Statistics
  http://www.uis.unesco.org/ev_en.php?ID=2867_201&ID2=DO_TOPIC

• MDG Monitor http://www.mdgmonitor.org/map.cfm?goal=&indicator=&cd=

AGRICULTURE

• United Nations Food and Agriculture Organization http://www.fao.org/

• World Food Program http://www.wfp.org/

• Dimitra Project: Gender, rural women, and development
  http://www.fao.org/dimitra/dimitra-database/en

ECONOMIC ASPECTS

• International Labour Organization http://www.ilo.org/global/lang--en/index.htm

• World Bank
  http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/0,,menuPK:476823~page-PK:64165236~piPK:64165141~theSitePK:469372,00.html

• Women Watch http://www.un.org/womenwatch/

OTHER SECTORS

• Wikigender (OECD, 2010) – statistics by sector and country.
  http://wikigender.org/w/index.php/New_Home

• GenderStats (World Bank, 2010) http://go.worldbank.org/YMPEGXASH0

• Gender-related Development Index (GDI) and Gender Empowerment Measure (GEM),
  United Nations Development Programme (UNDP)
  http://hdr.undp.org/en/statistics/indices/gdi_gem/

1.3 CONCEPTUAL FRAMEWORK

There is no single best way to conceive of gender equality and develop the concomitant operational strategies. What we have instead are multiple feminist approaches focusing on sustainable development, testifying to a rich epistemological heritage of gender equality.[12]

1.3.1 GENDER EQUALITY APPROACHES

Table 1 below presents the characteristics of **the three main gender equality approaches** that have been used by INGOs in their work to date. These approaches are presented from left to right in chronological order of appearance;[13] note, though, that they are not mutually exclusive. **Women in development** (WID), for example, is an older approach that has fallen out of use today, for it tends to accept existing gender dynamics and patriarchal structures as they are, without subjecting them to any critical scrutiny. WID is, however, a precursor to contemporary approaches. **Gender and development** (GAD) is the approach most widely used today, while the newer **human rights-based approach** (HRBA) has the advantage of highlighting the frankly political nature of gender equality work in the contemporary context. Table 1 summarizes these three approaches.

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[12] Be it noted that the origins of feminism date back to the seventeenth century, and that its influence goes far beyond the domain of sustainable development.

[13] For more information on these approaches, including their historical evolution, see Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, *Gender and Development Training Kit,* (Montreal : AQOCI, 2004), http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf, pp. 17–28.

Table 1

Three main approaches to gender equality in development

	Women in Development (WID)	**Gender and development (GAD)**	**Human rights-based approach (HRBA)[14]**
Basic features	An approach that sees **women's absence** from development projects, policies, and programs as the greatest barrier to their emancipation.	An approach focusing in particular on **gender inequalities.**	An approach based on **human rights as they pertain to development.** It is both a vision and a tool: human rights can be means, goals, evaluation criteria, and/or points of convergence for sustainable human development.
Focus of interest	**Women**	**Gendered social relations or constructs,** more particularly women's subordinate relationship to men.	The protection and realization of **human rights.**
Problem	**Exclusion of women** (half the world's working-age population) from development processes.	**Unequal power relations,** which hinder equitable development and make women's full participation in development impossible.	**Sex-based discrimination,** despite recognition of universal human rights by states and other political entities.
Goal	More effective and efficient development by involving more women.	Equitable sustainable development, in which both women and men make decisions.	The full realization of all human rights for everyone, women and girls included.
Solution	**Make women an integral part** of existing development processes.	**Empower** women to transform inegalitarian power relations.	1) **Conceptualize gender equality as a human right.** 2) Achieve development by securing respect and protection for human rights, with progressive fulfillment of all the corresponding obligations.
Strategies	• Projects for women. • Projects with segment for women. • Integrated projects. • Make women more productive. • Boost women's incomes. • Build women's capacity to perform tasks associated with their traditional roles.	• Revise the concept of development, taking account of the gender dimension and other social/economic/political inequalities. • Improve standards of living by identifying and answering practical needs (as defined by both men and women). • Aim to serve women's strategic interests. • Strive for people-centered development.	• Analyze the situation from a holistic human rights perspective. • Rights holders must express their political demands around human rights to governments, businesses, and other international actors. • Entities having rights-related obligations must be supported in building their capacity to guarantee everyone's enjoyment of these rights. • Women, as rights holders, participate and see their power increased in terms of heightened capacity to assert their needs, demands, and priorities.

Source : CESO-SACO[15]

[14] A rights-based approach to gender and development "builds on the experiences and expertise of two significant branches of the women's movement: development and human rights" (e.g., the right to equality before the law or freedom of expression); AWID, "A Rights-Based Approach to Development," *Women's Rights and Economic Change*, No. 1, August 2002, http://staging.awid.org/eng/content/download/47889/524865/file/Rights%20based%20approach%20to%20Development.pdf. The idea here is to take the universality of human rights as a starting point. This approach stands in contradistinction to a culturally relativist vision of women's human rights. From the standpoint of universal human rights, women's access to (and control over) water and sanitation services, say, can be considered a good in and of itself, independent of any particular cultural setting.

[15] This table is based on Jane L. Parpart, M. Patricia Connelly, and V. Eudine Barriteau, *Theoretical Perspectives on Gender and Development* (Ottawa: IDRC, 2000), http://publicwebsite.idrc.ca/EN/Resources/Publications/Pages/IDRCBookDetails.aspx?PublicationID=269), and Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, *Gender and Development Training Kit* (Montreal: AQOCI, 2004), http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf.

1.3.2 COMPLEMENTARY GENDER EQUALITY APPROACHES

A. GENDER MAINSTREAMING

Gender mainstreaming is a strategy for addressing issues relating to structural gender inequality and for inducing a fundamental transformation through eradication of gender prejudice and power imbalances between men and women.[16] This approach

"means recognizing that women and men often have different needs and priorities, face different constraints, have different aspirations, and contribute to development in different ways. A key hypothesis is that organisations and societies must be transformed to accommodate both women's and men's needs and treat them as equals." [17]

This approach, arising out of GAD, seeks to affect change not only within an organization's projects and programs but also throughout its entire set of practices, often by acting on its structures and processes. The transformative power of gender mainstreaming not only improves the quality of overseas programming but also sensitizes development actors to the importance of gender equality in all aspects of their work.

This approach is to be distinguished from programming that focuses on equality between men and women in specific situations without necessarily addressing a variety of systemic or structural issues that ultimately have a major impact on the success or failure of gender equality initiatives. For example, a project might have the specific goal of transforming gender relations in a community by offering vocational training for women in a male-dominated profession like construction. In contrast, while a mainstreaming approach would certainly include many such projects, it would also set its sights on instilling an organizational culture and establishing standard practices that would make future projects of the same kind a matter of course.

B. INTERSECTIONALITY

Intersectional analysis starts from a recognition that people have plural identities, and that different types of discrimination and disadvantage can occur and intersect as a consequence of these different identities.[18] It aims to address the manner in which racism, patriarchy, class oppression and other systems of discrimination create inequalities that structure the relative positions of women. It takes account of historical, social and political contexts and also recognizes the unique individual experiences resulting from the coming together of different types of identity.[19]

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[16] d'Almeida, Massan, "L'approche intégrée de l'égalité entre les sexes et les droits de la femme," 2008, http://staging.awid.org/fre/Enjeux-et-Analyses/Library/L-approche-integree-de-l-egalite-entre-les-sexes-et-les-droits-des-femmes.

[17] SDC-Gender Equality Network, "Gender Mainstreaming," http://www.sdc-gender-development.net/en/Home/Instruments_Methods/Gender_Mainstreaming.

[18] For more information on intersectionality as a practical tool, see AWID, "Intersectionality: A Tool for Gender and Economic Justice," *Women's Rights and Economic Change*, No. 9, August 2004, p. 2.

[19] Wikipedia, "Third-wave feminism," online at http://en.wikipedia.org/wiki/Third-wave_feminism.

> *"Overall, second wave feminism left many women behind. Throughout the second wave, minority women's movements challenged the assumption that white middle class women could make claims to represent all women when many were unable to identify with this homogenous definition.... These feminists argued that ... [r]ace, ethnicity, sexualities, class or country of origin may be equally if not more important to how women experience their lives and to how society defines them."* [20]

The intersectional approach focuses on the individuality of the oppressed person and her personal experience of discrimination in its varying forms. Critics of this approach argue that by characterizing identity as fundamentally plural, it could engender a similar fragmentation of social movements and a weakening of social solidarity, since people might be less willing to make common cause with others who share only one aspect of their identity. For example, a black lesbian single mother very likely experiences multiple forms of oppression, yet to improve her status, she might find it necessary to join forces with others working for the advancement of women's rights or the increased social acceptance of gays and lesbians.

C. SOCIAL INCLUSION/EXCLUSION

Though more of a complementary concept than an approach per se, social inclusion/exclusion is seen by some as the starting point for an analysis of gender inequality.

> *"Social exclusion describes a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household."* [21]

It is possible to adopt a gender equality perspective within an approach based on social exclusion (i.e., to consider gender as one of several exclusionary factors), just as it is possible to consider social exclusion as one of several challenges encountered within a gender equality-based approach. In this sense, gender and social exclusion are complementary notions.

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[20] Canadian Research Institute for the Advancement of Women, *Intersectional Feminist Frameworks: An Emerging Vision* (Ottawa: CRIAW, 2006), p. 8.

[21] Department for International Development (UK), *Reducing Poverty by Tackling Social Exclusion,* http://www.dfid.gov.uk/Documents/publications/social-exclusion.pdf, p. 3.

D. ANTI-OPPRESSION

Anti-oppression[22] originally surfaced as a critique of a species of social work that was seen as reductive and disinclined to acknowledge discrimination in societies pervaded by diversity. Today, it is employed by a wide array of organizations, including student groups, academic institutions, human rights organizations, and global justice organizations. Feminist groups, too, including some that have a radical orientation (i.e., they challenge patriarchal and oppressive social structures), have found the concept useful. This approach draws upon feminist, structuralist, anti-racist, and related theories.

"An anti-oppression framework acknowledges the necessity of allies and the limitations and boundaries required when working with allies. An anti-oppression framework involves an analysis of the effects of class demarcation, power, privilege, the absence and presence of civil liberties, internalized and external classism, caste systems, gender oppression, heterosexism, homophobia, and transphobia within society for the purpose of eradicating the associated burdens imposed upon oppressed and marginalized individuals and groups. An anti-oppression framework places responsibility with those who wield or influence power to enact change, facilitate equity and simultaneously supports oppressed and marginalized individuals and groups to mobilize and build their capacity for self determination." [23]

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[22] For more information on this approach, see the anti-oppression section of the Sierra Youth Coalition site at http://www.syc-cjs.org/anti-oppression.

[23] LLana James, *HIV Prevention Guidelines and Manual : A Tool for Service Providers Serving African and African Caribbean Communities Living in Canada* (Toronto : African and Caribbean Council on HIV/AIDS in Ontario (ACCHO) and Women's Health in Women's Hands Community Health Centre (WHIWH), 2006), www.accho.ca/pdf/hiv_manual-part_1_ENGLISH.pdf, p. 9.

1.4 DEFINITIONS AND DEBATES

1.4.1 DEFINITIONS

There are two key concepts that must be grasped for the purpose of this training kit: **gender** and **gender equality.**

- **Gender** refers to the **socially and/or culturally constructed characteristics** of women and men. As such, gender is culture-specific and evolves over time. A very important distinction to keep in mind when thinking about gender is that it is not the same as biological **sex,** which refers to a person's **innate biological characteristics.** The differences between sex and gender are summarized in the table below.

- **Gender equality** clearly describes the overall goal of the exercises in this training kit. In addition, gender equality is the umbrella concept under which the approaches, tools, and exercises presented here fit comfortably.

See Appendix 2, "Key concepts in gender equality", for many other definitions of terms used in this training toolkit.

Table 2
Distinction between sex ang gender

SEX	GENDER
"Biological sex"; refers to universal biological differences.	"Cultural sex"; refers to societally constructed cultural differences that vary according to social and cultural context.
An innate trait, defined at birth.	An acquired, learned trait, not defined at birth.
Does not generally change over time.	May change over time.
Examples: • Most women can give birth and lactate, men cannot. • Men have testicles while women do not.	Examples: • In many societies, there are many more men than women in government (yet there is no biological impediment to women holding office). • In most of the world, women do more housework than men (yet men are equally capable of doing it).

1.4.2 MEN'S PARTICIPATION

Men's participation in efforts to achieve gender equality has become an important subject in the discourse on gender and development (GAD). Since GAD puts the emphasis on power dynamics between men and women, it would be inconceivable to ignore half the equation by paying no attention to men and boys as agents of development.

The idea is that men should be seen as more than persons responsible for inequality and violence against women – the stereotypical rampaging soldier or abusive husband (though correcting abusive behaviour is indeed often the approach taken by initiatives focusing on masculine identity). Men can also play a critical role as allies in the struggle for gender equality. They can act as members of solidarity groups (e.g., the organization Men Can Stop Rape), gender equality specialists, feminist parliamentarians, or ordinary citizens concerned for the well-being of their fellow women – indeed, in a great many capacities. Men may join the cause of gender equality and agree to reconsider received ideas of "masculinity" for any of the following reasons, among others:

- Because, given the power and privilege they often (or systematically) enjoy, men have a moral responsibility to promote gender equality.

- Because gender inequality is closely linked to a stereotyped, uniform, often negative version of male identity that is perpetuated and reinforced by society and the media.

- Because men's identity is as gendered (socially constructed) as women's, and reflections on identity can help change the roles men and women play in society.

- Because gender equality also benefits men. Men do not just look out for themselves: they are fathers, brothers, sons, and husbands who care about the well-being and achievement of the women and girls around them.

- Because men's participation heightens the relevance of gender equality initiatives, in particular by enriching gender analysis. It should not be assumed that men's participation in gender analysis will hinder the realization of gender equality initiatives.[24]

The ample literature on men's and boys' participation in gender equality initiatives suggests the following as integral to best practices:[25]

- Value the (real and potential) contributions of men and boys to gender equality initiatives.

- Encourage men and boys to think of their masculinity as a dynamic social construct (as opposed to a static biological fact).

- Recognize the diversity of masculine identities, needs, interests, and opinions and work to combat stereotypes.

- Reaffirm a masculine identity that sees feminism as an instrument for social progress.

- Develop an alternative masculine identity based on compassion, one that has room for men's vulnerability and emotional needs.

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[24] Sylvia Chant and Matthew Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, Oxfam Working Papers (Oxford, UK: Oxfam, 2000).

[25] Michael Kaufman, "The AIM Framework: Addressing and Involving Men and Boys to Promote Gender Equality and End Gender Discrimination and Violence," 2003, online at http://www.michaelkaufman.com/articles/.

However, men's participation in gender equality initiatives is not without risks or consequences. Investment in male identity issues could have the effect of lessening the attention paid to practices and strategies focusing on women and girls, and diminishing the resources available for them. Therefore, it remains essential in gender equality initiatives to emphasize **the primacy of women's and girls' oppression, and their struggle for equality and equity.** Special attention to ensuring that men participate in such initiatives should not cause us to lose sight of the primary goals of gender equality.

MODULE 2

Gender mainstreaming

MODULE 2 : GENDER MAINSTREAMING

2.1 INTRODUCTION

In common use since the Fourth World Conference on Women held in Beijing in 1995, gender mainstreaming denotes a systematic, structural incorporation of gender issues throughout all of an organization's policies, programs, and activities. Rather than an alternative to project- and program-level gender equality initiatives, mainstreaming should be thought of as complementary to them.

> "…gender mainstreaming remains for INGOs an important mechanism for integration of a gender equality perspective into programs and projects. These latter can produce significant results when they are implemented in a way that genuinely leads to transformed gender relations and women's empowerment. This entails having a clear vision of the theory of change that one is attempting to implement, and taking measures that serve both to build women's power and to structurally integrate gender equality into society." [26]

To begin, it is important to mention that gender mainstreaming can take a variety of different forms from one INGO to another. According to Sarah Hendriks of Plan International, institution-wide integration of gender equality may revolve around the following initiatives:

- the adoption of gender terminology (recognizing that women and men have different priorities and needs);

- the development of gender mainstreaming policies;

- the implementation of gender mainstreaming practice within programming and organizational frameworks.

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[26] Rita Soares Pinto, *Institutionnalisation du genre : de la conceptualisation théorique à la mise en pratique* (Montreal : Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, 2008), http://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf, pp. 17–8.

Gender mainstreaming can include any of the following components :

- Gender structures : Clearly defined roles for leadership and support on gender mainstreaming. And so we see the emergence of staff positions variously known as "gender advisor," "gender focal point," or "gender specialist."

- Gender analysis : Developing skills for the application of gender analysis to policies and programs ; performing such analyses for guidance on strategies to mainstream gender into organizational practices and programming.

- Gender training : Building a skilled human resource base who can understand and implement a gender policy ; specific measures allowing them to promote gender equality and transfer their knowledge of gender equality to colleagues and others.

- Knowledge resources : Developing networks and opportunities to share best practices and effective strategies for gender mainstreaming.

- Gender budgets : Allocation of funds to implement gender policies and action plans.

- Monitoring and evaluation systems and tools : Qualitative and quantitative sex-disaggregated indicators for all outcomes ; specific indicators for gender equality-related outcomes.

A prime component of gender mainstreaming in any organization has to do with the skills, knowledge, and commitment of its staff. It is they, after all, who have the best of chance of inflecting the course that the organization will take. The success of a mainstreaming effort will necessitate changing individual attitudes as well as systemic aspects of the organizational culture.

On the whole, Canadian INGOs have adopted the discourse of gender equality, and many have developed a gender mainstreaming policy or strategy. However, few are actually engaged in implementing gender mainstreaming in practice in a holistic manner, and even fewer are focused on women's rights and empowerment within this process. This is why policy commitments to gender mainstreaming often evaporate.[27]

This module focuses on the steps that an organization can follow in order to mainstream a gender perspective throughout its structures, policies, and processes. It presents the main tools used in gender mainstreaming : the gender needs assessment, the gender audit, the gender policy, and the gender equality action plan.

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[27] Sarah Hendriks, "What Have We Lost in the Mainstream ? Challenges, Impacts and New Approaches to the Institutionalization of Gender Mainstreaming within International NGOs," in Rita Soares Pinto, Fréda Thélusma, and Julie Martineau, eds., *Women's Rights and Gender Equality in Canadian Cooperation : Challenges and Perspectives, Proceedings and Recommendations of the International Conference Held in Montreal, 19–20 January 2009* (Toronto and Montreal : Walter and Duncan Gordon Foundation and Comité Québécois Femmes et Développement (CQFD) of AQOCI, 2010), http ://www.herchallengeyourchallenge.ca/admin/incoming/20101117151726_s_rights__EWM_and_canadian_coop.pdf, pp. 68–9.

2.2 GENDER MAINSTREAMING IN OUTLINE

The diagram below illustrates the phases of the project cycle used by CIDA and most NGOs. Gender mainstreaming is part and parcel of each phase of the cycle.

Figure 1
The project cycle
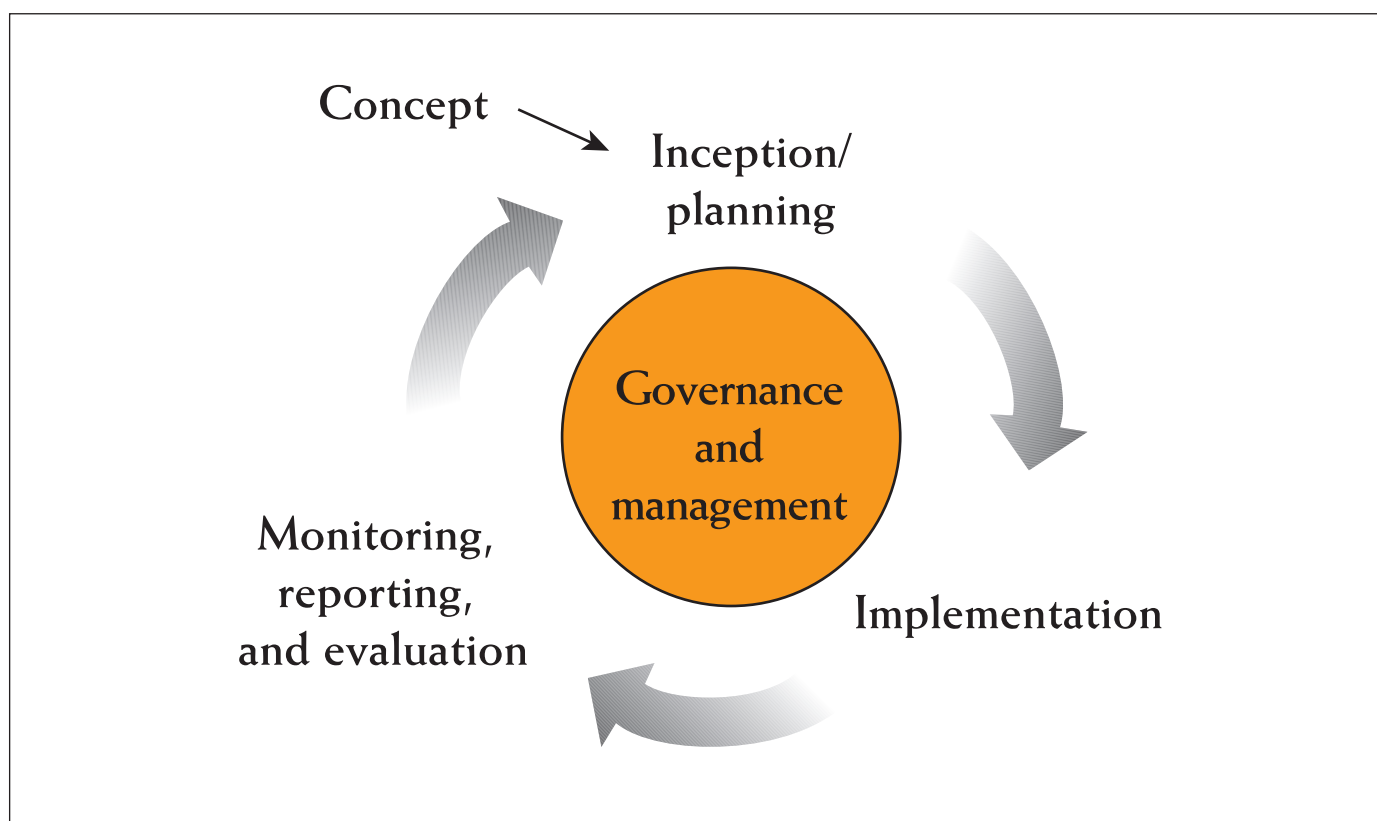
Source : CIDA, "Lessons Learned from Children and Youth Participation in Development : Lessons from the Project Cycle," http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-62115519-QDV

Gender mainstreaming in the project cycle encompasses the following aspects:

Box 2

Gender mainstreaming in the project cycle

Inception/planning:

- The managerial personnel of an organization, and in particular the general management, play a leadership role in articulating and realizing the goals of the mainstreaming effort.

- Specific activities (e.g., drafting a gender equality policy) are identified and incorporated into the organization's planning process.

Implementation:

- Conceptual tools relating to gender equality (gender audit, gender equality action plan, etc.) are applied throughout the implementation phase of the project.

- All the organization's staff members, including administrative staff, understand the importance of gender mainstreaming and incorporate it into their job descriptions.

Monitoring, reporting, and evaluation:

- Resources are specifically allocated to achieving these results (e.g., a budget to hire gender specialists if necessary).

- Regular monitoring of the change process takes place in the form of reports, meetings, and/or formal discussions, thus facilitating achievement of the objectives.

A list of conceptual tools can be helpful in compiling information during the planning and implementation of gender mainstreaming. These may include:

- practical needs and strategic interests;
- levels of participation;
- gender-sensitive indicators.

Some of these tools – especially the indicators – will prove indispensable in tracking progress on gender mainstreaming. A complete list of these conceptual tools is found in the GAD kit prepared by AQOCI's CQFD.[28] That kit presents tools and indicators that can help to assess inequalities between women and men in the context of projects in the field or at the institutional level. Such inequalities may involve the division of labour, access to and control of resources and benefits, practical needs and strategic interests, participation, and empowerment.

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[28] Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, *Gender and Development Training Kit* (Montreal: AQOCI, 2004), http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf, pp. 29–35.

2.3 GENDER MAINSTREAMING TOOLS

2.3.1 THE GENDER NEEDS ASSESSMENT AND THE GENDER AUDIT

A first step in gender mainstreaming is to analyze the institutional and cultural environment in which the process is to be implemented. There are several approaches to performing this analysis.

A. THE GENDER NEEDS ASSESSMENT

A gender needs assessment is a rapid survey of an organization's strengths and weaknesses in the area of gender equality. One use of the assessment is as a guide to the development of a gender equality training program. It may be appropriate, in attempting to elucidate the organization's current status and to sketch out ideas for improving its performance, to conduct a **SWOT analysis** with a gender equality focus. SWOT stands for **S**trengths (what the organization does well), **W**eaknesses (where the organization has difficulty), **O**pportunities (positive conditions), and **T**hreats (negative conditions). The analysis should elicit input from all members. Once it is completed, it will provide useful information for the next phases of the gender mainstreaming process.

Table 3
Gender equality SWOT analysis

	Positive	Negative
Internal	**S**trenght Example : The experience and leadership of the gender equality coordinator.	**W**eakness Example : The need to clarify the roles and responsibilities of the staff members responsible for gender equality.
External	**O**pportunity Example : The availability of gender equality funding from regional donors.	**T**hreat Example : Political uncertainty and its impact on the national gender equality strategy for the education sector.

It is also possible to perform an organization-wide gender needs assessment using an analytical framework such as the Gender at Work Framework (Table 4).

Table 4

Conceptual framework for assessment of gender mainstreaming efforts

INDIVIDUAL CHANGE		
	Women's and men's consciousness • Women and men feel respected, confident, and safe in their work environment. • Staff knowledge and commitment to gender equality. • Commitment of the leadership. • Capacity for dialogue and conflict management, prioritization and consistency.	**Access to and control over resources** • Budget, time, and human resources devoted to actions to advance gender equality. • Number of women in leadership positions. • Training and capacity building to achieve gender equality objectives.
INFORMAL	**Internal culture and deep structure** • Acceptance of women's leadership. • Organizational ownership of gender issues. • Acceptance of needed work-family adjustments. • Women's issues firmly on the agenda. • Strategic priorities and power-sharing arrangements can be changed and adapted. • Influential people in the organization are able to champion the gender equality file. • The value system puts a premium on knowledge and work favouring social inclusion and gender equality. • The organizational culture inhibits harassment and violence.	**Formal rules, policies** • The strategic framework allows for conceptualization of progress towards gender equality as part of the organization's mission and mandate. • Gender equality is a priority goal of programs and projects. • Gender analysis is incorporated from the outset and is realized in a logical manner at the program and project level (from planning to implementation to evaluation). • Management and employees are accountable for implementing gender equality policies. • Policies on anti-harassment, work-family arrangements, fair employment, etc. • Accountability mechanisms and processes that hold the organization accountable to women participating in projects and programs.
SYSTEMIC CHANGE		

The right-side vertical label reads: **FORMAL**

Source : Gender at Work, http ://www.genderatwork.org/gender-work-framework

With this analysis in hand, the organization is in a position to prioritize its gender equality capacity building needs by capitalizing on its strengths and staying focused on external realities. In addition, it will be able to adopt an action plan to meet its gender equality goals.[29]

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[29] Ibid., pp. 96-101.

B. THE GENDER AUDIT

The gender audit is an organizational self-assessment designed to take stock of the degree to which an organization is currently including gender concerns in its structures and programs. A gender audit is a much more exhaustive evaluation process then a gender needs assessment.

Based on the audit results, the organization can plan for improvements (or a gender strategy) aimed at making gender more central to the organization's concerns and furthering its commitment to gender equality.

A gender audit probes the whys and hows of gender mainstreaming within the organization to determine the extent to which it has succeeded. One goal of the audit is to stir enthusiasm among the organization's members for working together to achieve greater gender equality.

The broad aims of the gender audit are to:

• ascertain the status of men and women in the organization (positions held, working conditions, etc.);

• gather disaggregated data (men/women) on hiring, training, and activities or tasks performed;

• highlight the strengths and weaknesses (gender inequalities) in the organization, and

• analyze the causes of these imbalances.[30]

Box 3
Steps in performing a gender audit

1) Form a mixed-gender group of 2–3 people who will be in charge of performing the audit. Inform the association's members of the audit's goals and procedure.

2) Collect sex-disaggregated baseline data on the organization.

3) Complete the picture afforded by this data with surveys, interviews, and document analysis.

4) Analyze the members' perceptions of gender and their knowledge/understanding of the subject.

5) Having collected these various types of information, synthesize and present it to the members for general discussion.

6) Complete the audit report and submit it to the members for discussion.

Source : Tanmia, "L'audit organisationnel de genre," 2006,
http://www.tanmia.ma/guidegenre/accueil_legenreenpratique_audit.htm.

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30 Tanmia, "L'audit organisationnel de genre," 2006, http://www.tanmia.ma/guidegenre/accueil_legenreenpratique_audit.htm.

The findings of a gender audit are generally divided into four main categories as they relate to:

• political will to achieve gender equality,

• technical capacity,

• staff accountability for gender equality,

• organizational culture.[31]

A great many guides to gender auditing are available. The table below presents some of the types of questions that may be asked as part of a gender audit.

Table 5

Conceptual framework for organization-wide assessment of gender mainstreaming efforts

Political will	How much will/commitment is there in the organization to incorporate a gender perspective into its operations? What are the organization's goals and fundamental values?
Technical capacity	What proportion of existing resources is devoted to gender integration or to projects targeting gender equality? Are there specific resources (human and financial) earmarked for gender mainstreaming?
Staff accountability	Are there people in the association who are responsible for gender mainstreaming? Is their mandate clear, accepted by all (especially management), and respected by the members of the organization?
Organizational culture	Are there any structures in the organization that impose differential limits on women or men (e.g., a bylaw prohibiting women from holding positions of responsibility)? To what extent can men and women participate in decision-making? To what extent do they in fact assert this right?

Source : Tanmia, "L'audit organisationnel de genre," 2006,
http://www.tanmia.ma/guidegenre/accueil_legenreenpratique_audit.htm.

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[31] Patricia T. Morris, *The Gender Audit: Questionnaire Handbook* (Washington DC: Interaction, 2003), p. 2.

"Gender in Practice" has produced the following information sheet on gender auditing for guidance of organizations contemplating such a procedure:

METHODS USED IN A GENDER AUDIT

- Analysis of documents and reports
- Focus groups
- Surveys
- Analysis days

OBSTACLES FREQUENTLY ENCOUNTERED DURING THE AUDIT PROCESS

- Lack of time and human resources.
- Variable levels of knowledge about gender equality in the organization.
- Variable levels of enthusiasm and commitment.
- A culture of overwork and crisis management, leaving little room for perspective and analysis.
- Staff turnover.
- Inadequate consideration of gender equality in human resources management practices (key role in hiring and accountability).
- Negative image of the word audit (the phrase "gender self-assessment" may be preferable).
- Difficulty involving employees in the field (prepare a specific communication strategy for them).

LESSONS LEARNED AND MEASURES NECESSARY TO OVERCOME THE OBSTACLES

- Allocate time and resources (human and financial). This kind of audit generally takes from six months to three years.
- Free up a person in-house to champion the file and/or assist the consultant (if there is one). The creation of an audit committee can help to ensure that the work is carried out and that communication with management and staff remains continuous.
- Plan to conduct awareness work with all teams before beginning the audit, and be sure to retain people's interest at every step of the process. This is an ideal opportunity to offer training so that the participants (assuming the process is participatory) are properly equipped to define the strategy.

LESSONS LEARNED CONCERNING THE USE OF SURVEYS AND QUESTIONNAIRES

- Guarantee the confidentiality of the survey (audits can bring up delicate topics).
- Keep the survey relatively short to obtain a good response.
- Elicit the participation of all staff at all levels (head office/field, North/South, employees/volunteers, etc.).
- Offer a variety of channels and venues through which to participate (one-on-one interviews, group interviews, written/oral questions, online surveys). Offer both anonymous and public options for respondents.
- Have someone who is trained to perform statistical analysis of the data (e.g., someone who is proficient in SPSS).

RECOMMENDATIONS FOR FACILITATORS

- Keep people informed of progress on the audit and remind them of its goals. Transparency is key: encourage participation and discourage negative rumours.
- To provide for a more in-depth process, include members of the board of directors and the management committee.
- Secure the support, commitment, and political will of the management (for validation of the survey content, sending out messages of support to the employees, etc.).
- Secure the support of middle managers so as to set a good example for other staff members.
- Hold employees to account by setting performance targets related to implementing the strategy that emerges from the audit.

GENERAL RECOMMENDATIONS

- To achieve durable results, it will be necessary to work on the organizational culture of the INGO.
- Be flexible, since the gender audit may be less well received in some countries or contexts.
- Get input from other people who have conducted audits in their organization.

POTENTIAL POSITIVE OUTCOMES

- The audit leads to the creation of a gender working group.
- A better understanding of gender equality issues is gained (especially important for management).
- An opportunity for training or capacity building on gender equality.
- Human resources staff are sensitized to the importance of gender equality in hiring.
- Development of practical gender-related activities in the organization (e.g., new tools, gender week).
- Drafting or updating of the organization's gender policy.
- Development of a gender strategy and action plan to operationalize the policy (in programming, human resources, organizational culture, with partners).

ADDITIONAL RESOURCES:

- International Labour Office. 2007. *A Manual for Gender Audit Facilitators: the ILO Participatory Gender Audit Methodology.* http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_093425.pdf.
- International Labour Office. *ILO Participatory Gender Audit: a Tool for Organizational Change.* http://www.ilo.org/wcmsp5/groups/public/@dgreports/@gender/documents/publication/wcms_101030.pdf.
- Morris, Patricia T. 2003. *The Gender Audit: Questionnaire Handbook* (Washington DC: Interaction).
- Tanmia. L'audit organisationnel de genre. http://www.tanmia.ma/guidegenre/accueil_legenreenpratique_audit.htm. (In French.)

2.3.2 THE GENDER EQUALITY POLICY

A gender equality policy is the articulation of an organization's vision for gender equality. It is a tool for change that gives gender equality a central place alongside the organization's other internal and external policies. A gender equality policy makes official the sharing of power, authority, and resources between the sexes, anchoring this commitment in the goals, strategies, structure, and culture of an organization. What counts is not merely to increase the number of women in management positions but to identify every aspect of the organization that could place differential limitations on women and men or is "gendered" in its implications. Such aspects can include decision-making processes, the selection of partner organizations, and the impact of human resource policies on work-life balance.[32]

"Gender in Practice" has produced the following information sheet on creating a gender policy:

PRINCIPAL COMPONENTS[33]

The gender equality policies of various organizations studied often have two levels of application: 1) programming, and 2) institutional structure. These policies often contain the following elements:

- A definition of gender equality (as understood and interpreted by the organization making the policy).
- A brief gender analysis.
- A description of the organization's gender equality approach.
- A two-tiered strategy: crosscutting and specific.
- The goals and objectives of the policy.
- A description of the evaluation and monitoring involved.
- A section on awareness raising and capacity building for partners and staff.
- A partnership with North-South women's organizations and/or networks.

The policy may also prescribe a system for capitalizing on knowledge (knowledge management mechanisms) as well as the creation of a gender committee.

More rarely, it will provide for:

- An accountability structure with corresponding mechanisms.
- An approach to sharing of responsibilities (between gender specialists and the rest of the staff).

Certain gender equality policies may take the form of sections of a broader equity policy. Some will include implementation mechanisms or an action plan.

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[32] Women's Network Croatia, "Gender Policy: Goals and Actions," http://www.zenska-mreza.hr/prirucnik/en/en_read_gender_diversity_3.htm.

[33] The information in this table is compiled from Rita Soares Pinto, *Institutionnalisation du genre: de la conceptualisation théorique à la mise en pratique* (Montreal: Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, 2008), http://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf; the Gender Network of the Society for International Development (SID), Ottawa-Gatineau Chapter; and discussions within "Genre en pratique."

STEPS TO DEVELOPING A GENDER EQUALITY POLICY

1) Set up a gender equality or policy development committee.
2) Define the terms of reference of the gender equality committee.
3) Take inventory of gender equality documents, tools, and practices within the organization.
4) Discuss the tools to be used and the desired systematization of best practices.
5) Develop a common definition of gender equality for all stakeholders in the organization. Define the underlying concepts.
6) Establish a gender equality vision and approach for the organization.
7) Set gender equality goals and choose corresponding indicators (suited to the context and the organization's practices).
8) Test the tools developed.
9) Create reference materials for the employees (e.g., recommendation to develop gender-sensitive projects and programs, how to use gender equality tools, etc.).
10) Obtain inputs and feedback on the draft policy from management, the gender equality committee, and a consultant.
11) Conduct a final review of the policy.
12) Present the policy and proceed to promote gender equality throughout the organization.
13) Hold gender equality awareness and training sessions.

RECOMMENDATIONS FOR GENDER EQUALITY IMPLEMENTATION WITHIN ORGANIZATION OR INSTITUTION

- Reinforce the mainstreaming approach (capacities, resources, accountability).
- Reinforce the project/program-specific approach.
- Politicize and revitalize our practices.
- Strengthen mutual responsibility (CIDA, INGOs, and CQFD/AQOCI)

LESSONS LEARNED

- For maximum effectiveness, shared accountability mechanisms should be made an integral part of the organization at all levels.
- It is easier to translate a gender equality policy into action if it is paired with an action plan, including quality indicators and targets to facilitate evaluation and monitoring.
- Similarly, there should be a strategic thrust designed to translate policy into action.
- The technical aspects (tools, mechanisms) and the policy aspects (core values) go hand in hand.
- The participation of various stakeholders in the gender equality policy development process results in a more vital policy, with greater staff buy-in and smoother implementation.
- In order for a gender equality policy to produce lasting accomplishments, it should contain both crosscutting and specific features.
- Capacity building for partners should be promoted.
- A gender equality expert should be consulted as necessary.

POTENTIAL BENEFITS

A gender equality policy should be thought of as a fulcrum, a tool for instituting a dialogue. Its development constitutes a watershed moment in any organization, a window of opportunity in which to mobilize staff around gender equality issues. Provide plenty of opportunities for discussion and learning at this time.

IDEAS FOR IMPLEMENTATING THE POLICY

- Earmark adequate resources for the development of a gender equality action plan.
- Develop a strategic thrust or orientation.
- Develop a communication strategy (editorial policy).
- Draft a code of ethics (as an awareness tool).
- Hold required annual training for staff members (head office and field).

FACTORS CONDUCIVE TO THE SUCCESS OF A GENDER EQUALITY POLICY

- Commitment from the leadership.
- A central resource person to rally the staff around the goals of the policy : someone who possesses sufficient resources, status, influence, and expertise, along with a sense of humour and a strategic vision of gender equality.
- Realistic goals.
- Staff understanding of the relationship between gender equality and the organization's mission.
- Time taken to delineate, delegate, and decentralize objectives and initiatives.
- Reporting requirements, with an emphasis on tangible results.
- Participation and buy-in from all members of the organization.
- Opportunities to highlight successes and recognize accomplishments.

2.3.3 THE GENDER EQUALITY ACTION PLAN

The action plan constitutes the set of steps that will be taken to initiate and steward the mainstreaming process as it is defined in the organization's gender strategy. The action plan is an essential tool for bringing the gender equality policy to fruition. Moreover, the existence of an action plan sends a clear message that gender equality must be structurally integrated into all of the organization's processes.

The action plan presents:
- the strategic orientation of the organization with respect to gender equality (the broad outlines of the plan, including a definition of gender equality as the term is used by the organization, and the objectives or targets that the plan is to strive for);

- the organizational functions covered by the action plan (planning, programming, internal policy, etc.);

- the measures that the organization will implement in order to make the changes (for example, systematic gender analysis as a stage in program or project planning).

The action plan delineates (often with the aid of a chart or timeline):

- the tasks to be accomplished;

- the specific actions necessary to accomplish each task and the persons to whom they are assigned (in-house staff, committee, external consultant, etc.);

- the resources needed (generally in terms of number of person-days to perform each action);

- the implementation timeline, or the deadline for completing each action or task. Thus, the action plan is broken down into well-defined sequential tasks with clear accountability for each. This is essential for keeping the process on track.

Below is a sample action plan detailing several of the tasks necessary to a gender mainstreaming effort.

Table 6
Sample action plan

Task	Steps	Person in charge	Time required	Implementation timeline Year 2011			
				1	2	3	4
1. Formulation and adoption of a gender equality policy	i) Hiring a consultant	Human resources department	3 days	▉			
	ii) In-house consultation and policy drafting	Consultant	15 days	▉			
	iii) Presentation of policy to staff; adoption by Board of Directors	Consultant and Board of Directors	2 days		▉		
2. Incorporation of gender equality into management processes	...	...	...				
3. Preparation of gender equality training modules for staff	...	...	...				
4. Other	...	...	...				

Note that an action plan, as we define this term, refers to gender mainstreaming at the institutional level. For gender mainstreaming at the program and project levels, see section 3.5, "Results-based management." In a project with a specific focus on gender issues, the implementation plan would usually be much more detailed (including a logic model), and the above table would be replaced by a detailed timeline of activities with corresponding staff assignments.

RESSOURCES COMPLÉMENTAIRES :

For more information on implementing gender mainstreaming, see :

• Comité québécois femmes et développement of AQOCI. 2008. *L'institutionnalisation du genre : De la conceptualisation théorique à la mise en pratique.*
http ://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf (In French.)

• Genre en action. 2008. *Gender mainstreaming : De l'égalité des sexes à la diversité ?*
http ://www.genreenaction.net/spip.php ?article6465 (In French.)

• Institute for the Equality of Women and Men. 2010. *Manuel pour la mise en œuvre du gender mainstreaming au sein de l'administration fédérale belge.*
http ://igvm-iefh.belgium.be/fr/binaries/32%20-%20Gendermainstreaming_FR_tcm337-99636.pdf
(In French and Dutch.)

• Kelleher, David, and Rieky Stuart. 2008. *Gender Equality, Promise to Practice : A Study of the Progress Toward Gender Equality of CCIC Members.*
http ://crcid.org/Documents/Gender%20Equality%20-%20Promise%20to%20Practice.pdf

• OECD. DAC Network on Gender Equality. 2009. *Gender Equality, Women's Empowerment and the Paris Declaration on Aid Effectiveness : Issues Brief 5. Managing for Gender Equality Results in Partner Countries.*
http ://www.oecd.org/dataoecd/49/19/42936177.pdf

• UNDP. *Guide pour l'institutionnalisation de l'approche genre.*
http ://www.genreenaction.net/IMG/pdf/guide_d_institutionnalisation_du_genre-PNUD_Alger.pdf
(In French.)

MODULE 3

*Integrating gender equality
into projects and programs*

MODULE 3 : INTEGRATING GENDER EQUALITY INTO PROJECTS AND PROGRAMS

3.1 INTRODUCTION

For many NGOs, overseas programming is the central vehicle for attainment of their mission to reduce poverty and inequality. Traditionally, however, staff members have been disinclined to integrate a gender perspective into these programs. This was due to a shortage of resources, skills, and time, of course, but also to managers' and funders' rather modest expectations in terms of progress on gender equality. Nowadays, NGOs have a much better understanding of their responsibilities. A wealth of training and technical assistance materials is available, and donors often make gender mainstreaming a *sine qua non* of funding approvals.

The purpose of this module, therefore, is to help program or project officers and managers incorporate a gender perspective into every aspect and phase of these initiatives. This module is also directed at volunteer cooperants working with overseas partners on a range of different projects and programs, since they too may need to be familiar with the concepts of gender analysis, gender in results-based management, and so forth. This is especially true given the role of gender equality today as a catalyst in the implementation of Canadian development projects and programs.

This module begins by reviewing the concepts of target group identification and gender analysis and showing how information gathered can contribute to the creation of a gender strategy. It goes on to present the concepts of results-based management and gender-responsive budgeting, and discusses the use of minimum standards and checklists as tools for ensuring that gender equality commitments are translated into action and results.

Before beginning this module, we suggest that users review the project cycle[34] and bear in mind that the goal is to integrate a gender perspective not only into each phase of project and program delivery, but also into the management systems of the organization.

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[34] CIDA, *Lessons Learned from Children and Youth Participation in Development - Lessons from the Project Cycle,* http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-62115519-QDV.

3.2 IDENTIFYING THE TARGET GROUP

A project's target group is the group about whom the objectives of the initiative are formulated. Without a clear definition of the target group, it will be difficult to achieve the project's goals. A baseline study can contribute to a clearer delineation of the target group. If no such study is available, a few simple steps can serve as a basic methodology.

Step 1 : Identify the sociocultural characteristics of the target group, which may include the following :

- Age group
- Proportion of each sex
- Membership in a social stratum, social status, income
- Training and education
- Family status
- Place of residence (urban or rural)
- Native language(s)
- Sexual orientation
- Ethnicity
- Political opinion
- Religious conviction.[35]

Step 2 : Assess the internal dynamics, power relations, and differences among the people represented by the target group. A group appearing homogeneous at first sight may harbour differences of opinion and competing interests that render the group much more complex. For example, Maya women in a Guatemalan community may have somewhat different marketing needs for their products than other women in their cooperative.

Step 3 : Make sure that the group is neither too broad (e.g., all women) nor too narrow (e.g., women ages 22 to 28, mothers with at least three children, people from the community of X, etc.). The definition can be validated by the partner organizations – in fact ideally, the target group should be identified by the partner organization locally, using a participatory process – or by members of the community where the initiative will take place. The advantage of such partner and community involvement is that it makes it easier to identify the specific needs of the target group and to increase the effectiveness, efficiency, and relevance of the initiative. In addition, a clear definition of the target group helps determine the exact number of project beneficiaries.

ADDITIONAL RESOURCES :

- Health Promotion Switzerland. 2010. "Defining Target Groups of the Project." http ://www.quint-essenz.ch/en/topics/1100

- IFAID Aquitaine. 2001. *Prise en compte des approches du genre dans les interventions de développement : Outils méthodologiques et fiches pratiques.* http ://www.genreenaction.net/IMG/pdf/classeur.pdf (In French.)

- United Nations World Food Programme. *How to Plan a Baseline Study : Monitoring and Evaluation Guidelines.* http ://documents.wfp.org/stellent/groups/public/documents/ko/mekb_module_10.pdf

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[35] Health Promotion Switzerland, "Defining Target Groups of the Project," 2010, http ://www.quint-essenz.ch/en/topics/1100.

3.3 GENDER ANALYSIS

The International Development Research Centre (IDRC) defines gender analysis (also known as gender-specific, gender-sensitive, gender-disaggregated, or gender-differentiated analysis) as follows:

"The idea is to incorporate gender differences into policy formulation and implementation as well as program design, and to consider the effectiveness of policies for different social groups. Different social groups do not have the same living conditions, so policies do not have the same effects on them…. In the absence of comparative analysis, recommendations and decisions are based on unverified assumptions about the lives and living conditions of men and women." [36]

The gender analysis guide of the United Nations Development Programme (UNDP) defines the characteristics of gender analysis as follows:

Box 4
Gender analysis

> ### *What is gender analysis?*
>
> - It is an intrinsic dimension of policy analysis.
> - It identifies specifically how public policy affects women and men differently.
> - It demonstrates that policy and implementation cannot be gender-neutral in gendered societies.
> - It is supported by specific analytic tools (e.g., Harvard, Moser, social relations, women's empowerment). [37]
>
> ### *What competencies are required to undertake gender analysis?*
>
> - Familiarity with main gender analysis frameworks.
> - Ability to select the framework most likely to yield solutions to the development problem to be addressed.
> - Ability to interpret data.
> - Ability to use strategic decision-making skills.

[36] IDRC, "Glossaire," http://www.idrc.ca/fr/ev-78405-201-1-DO_TOPIC.html.

[37] For more information on these conceptual tools and frameworks, see Comité québécois femmes et développement of Association québécoise des organismes de coopération internationale, *Gender and Development Training Kit* (Montreal : AQOCI, 2004), http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf, pp. 29–35.

Box 4 (continued)
Gender analysis

> **What should a good analysis provide?**
>
> • It is gender-sensitive and provides an understanding of gender relations and their implications for development policy and implementation.
>
> • It analyzes the gender division of labour (activities, access, and control).
>
> • It offers a review of women's priorities : restraining and driving forces.
>
> • It contains recommendations to address women's practical needs and strategic interests.

Source : UNDP, *Gender and Development Programme, Learning & Information Pack : Gender Analysis,* 2001, http ://www4.worldbank.org/afr/ssatp/Resources/HTML/Gender-RG/Source%20%20documents/ Tool%20Kits%20&%20Guides/Gender%20Mainstreaming/TLGEN1%20UNDP%20Gender%20 Mainstreaming%20Learning%20Manual%20and%20Toolket/TLGEN1.6%20UNDP%20Gender-Analysis%20toolkit.pdf.

ADDITIONAL RESOURCES :

• Femmes Prévoyantes Socialistes. 2007. *Genre et santé : vers une analyse sexospécifique de la santé.* http ://www.femmesprevoyantes.be/SiteCollectionDocuments/analyses/fpsanalyse07Genreetsante.pdf (In French.)

• Interagency Coalition on AIDS and Development. 2010. "Gender Analysis for Project Planners." http ://www.icad-cisd.com/content/en/component/content/article/110-gender-analysis-for-project-planners

• New Zealand Aid Tools. "Gender Analysis. Annex 2 : Common Gender Analysis Frameworks." http ://nzaidtools.nzaid.govt.nz/gender-analysis/annex-2-common-gender-analysis-frameworks

3.4 THE GENDER STRATEGY

The gender strategy articulates the ways in which gender inequalities will be addressed in programs and/or projects. In a word, it states what the initiative will do to promote gender equality.

It should be clear that the gender strategy is different from the gender policy and the gender equality action plan. The gender policy is the organization's official position on gender, while the action plan is the procedure that will be followed in order to implement that policy throughout the organizational structure. In contrast, a gender strategy, though directly related to these institutional processes, is program- or project-focused. Gender strategies can be further divided into those relating to an organization's entire suite of programs and projects, and those relating to a specific initiative.

A. PROJECT-LEVEL GENDER STRATEGY

A project-level strategy should be developed with reference to the target group and the inequalities identified by the gender analysis.

The strategy should name the following aspects:

1. **The target group** for the project.

2. The **gender inequalities** that the project will focus on, or the specific **barriers** to women's and/or men's advancement.

3. A statement of these inequalities or barriers as an **outcome** (result), so that it can fit into the logic model for the project.[38] For example, a project on HIV/AIDS prevention might include the following outcome: "Increased knowledge of HIV/AIDS transmission prevention methods among teens aged 14 to 17."

4. The specific **activities** that will be carried out during the project with a view to producing this outcome.

5. Finally, **performance indicators** and a list of **assumptions** and **risk indicators** to consider.

B. PROGRAM-LEVEL GENDER STRATEGY

Program-level gender strategies vary according to the specific goal of the strategy. One strategy might put more emphasis on achieving greater equality between women and men, while another might focus on the realization of women's rights. Even so, most program-level gender strategies contain several of the following aspects:

1. The organization's **mandate** as regards gender equality (which is related to its gender policy).

2. **Best practices and lessons learned** by the organization in terms of mainstreaming a gender perspective into programming.

3. The role of **managers** as program-level gender mainstreaming leaders.

4. The **content** of the program:

   • Systematic use of gender analysis during the program development phase, so as to identify the inequalities targeted by the program.

   • Coordination of different gender equality-related programs.

   • Consistency of gender strategies across all projects within a given program.

   • Investment in research on gender equality issues as an important input into the program-level gender strategy.

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[38] See also section 3.5, "Results-based management."

- The approach (crosscutting versus specific) used to achieve the outcomes for the program and each of its projects.

5. The **institutional** aspects or organizational structures relevant to the programming:

    - Role of human resources.

    - Financial and budgetary factors relevant to achieving the gender equality objectives.

    - Monitoring and evaluation practices to track each program's progress towards gender equality.

    - Creation of committees and processes for oversight of gender mainstreaming at the program level.

6. **Public relations:**

    - Links between program gender strategy and advocacy work.

    - Links between program gender strategy and public awareness activities.

Project-level (and in some cases program-level) gender strategies should be developed with input from the partner organizations. See module 4 for important concepts concerning the choice of partner organizations and the development of a shared vision of gender equality.

ADDITIONAL RESOURCES:

- USAID. 2009. *Integrating Multiple Gender Strategies to Improve HIV and AIDS Interventions: a Compendium of Programs in Africa.* Washington, DC: USAID.
  http://www.ird.org/what/programs/PDFs/Gender_compendium_Final.pdf

3.5 RESULTS-BASED MANAGEMENT[39]

CIDA defines results-based management (RBM) as:

"a program/project life-cycle approach to management that integrates strategy, people, resources, processes and measurements to improve decision-making, transparency, and accountability. The approach focuses on achieving outcomes, implementing performance measurement, learning, and adapting, as well as reporting performance." [40]

From the **logic model** to the **implementation plan,** with the **performance measurement framework** and **risk register** as intermediate stages, gender analysis must be included as a central driver of the development, monitoring, and evaluation of every project. Gender equality is a crosscutting theme of projects and must be integrated into the project management lifecycle as well as the RBM tools and methodologies. Here, in outline, are the stages in RBM into which gender considerations must be incorporated:

- Identify the **problem** and the underlying **causes.** Assess the role and involvement of various stakeholders with respect to the problem.

- **Define realistic expected results** based on **appropriate analysis.**

- **Clearly identify the program beneficiaries** and design programs to meet their needs.

- **Monitor** progress towards **results and resources consumed** with the use of appropriate indicators.

- **Identify** and manage **risk,** while bearing in mind the expected results and necessary resources.

- Increase knowledge by **learning lessons and integrating them into decisions.**

- **Report on results** obtained and resources involved.[41]

3.5.1 INTEGRATING GENDER AT THE PLANNING PHASE

Planning generally involves the following steps:
- identification of the problem;
- stakeholder analysis;
- identification of desired results;
- identification of project/program beneficiaries;
- identification of risks.

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[39] The purpose of this section is to provide an overview of the application of RBM through the different stages of a project. More extensive resources on RBM are available; see, for example, CIDA, "Results-based Management," 2009, http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-31595014-KEF.

[40] CIDA, "Results-Based Management," http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NIC-31595014-KEF.

[41] CIDA, "Results-Based Management Tools at CIDA: a How-to Guide," http://www.acdi-cida.gc.ca/acdi-cida/CIDA-CIDA.nsf/eng/NAT-92213444-N2H.

The United Nations Development Programme (UNDP) lists the following factors to be taken into account when integrating a gender perspective at the planning phase of a project or program:

Box 5

Integrating gender equality at the planning phase

- Relevant research (technical and social) that includes a gender analysis is identified and assimilated.

- Women and men from the target population participate in identifying the problems, needs, and possible solutions.

- The specific needs of women and men are identified and taken into consideration when determining the expected results and the corresponding intervention strategies.

- Barriers to women's and/or men's participation in the program/project are identified along with actions to overcome them.

- The program/project affords equitable access to the resources and benefits made available.

- Activities to meet women's practical needs and strategic interests are planned.

- Objectives and outcomes aiming to reduce gender inequalities are incorporated into the logic model;

- Monitoring and result indicators to measure the closing of gaps between men and women and the transformation of gender relations are defined and incorporated into the monitoring and evaluation tools (as part of performance measurement).[42]

[42] UNDP, *Guide pour l'institutionnalisation de l'approche genre,*
http://www.genreenaction.net/IMG/pdf/guide_d_institutionnalisation_du_genre-PNUD_Alger.pdf.

3.5.2 INTEGRATING GENDER AT THE IMPLEMENTATION PHASE

Implementation consists of the set of activities that are designed to produce the desired results. However, it also includes risk assessment, management of operations, and adaptation of implementation strategies to cope with unforeseen events, to incorporate lessons learned, and to capitalize on progress towards the desired results. As well, most organizations implement a communication plan in conjunction with their development projects or programs.

UNDP lists the following aspects as being important when integrating gender concerns at the **implementation phase** of a project or program:

Box 6
Integration of a gender perspective at the implementation phase

- The work methodology is conducive to women's and men's participation at all levels and in all aspects of program/project implementation as well as in management and decision-making processes.

- The program/project contributes to the development and affirmation of women's and men's potential.

- The management and deployment teams as well as the partners are trained and proficient in the gender and development approach.

- Openness and commitment to promoting equality are among the partner selection criteria.

- Partners are sensitized to equality issues and trained in the gender approach.

- Female staff members are included at all levels, including management.[43]

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[43] Ibid.

3.5.3 INTEGRATING GENDER EQUALITY AT THE MONITORING AND EVALUATION PHASE

Monitoring is the ongoing assessment of a project's implementation. It consists of verification that the ongoing use of inputs, infrastructure, and services by the project's beneficiaries is in line with what was planned. Evaluation is the periodic assessment of the relevance, performance, efficacy, and impact of a project with respect to the objectives determined at the outset. Both are central dimensions of overseas programming and an essential component of results-based management.

Integration of gender concerns into monitoring and evaluation processes ensures that the practical needs and strategic interests of women and men have been considered and that a real impact was achieved (for example, visible transformation in the social roles and status of women and men). In addition, monitoring serves to keep the project on course, while evaluation is necessary in order to derive lessons or best practices that can be replicated in subsequent projects.

The monitoring and evaluation tool in RBM is the **performance measurement framework.** If a gender perspective was built into this framework at the planning phase, it is simply a matter of using the chosen indicators to track progress towards the expected results.

According to the UNDP, the following factors can help make gender equality an integral part of a program **monitoring** and **evaluation** system:

Box 7
Integrating gender equality at the evaluation phase

- Quantitative and qualitative indicators are used to measure the program's impact on women and men and on gender relations.

- The results of the evaluation are broken down by gender (positive or negative impacts on women and men).

- Women and men in the target group participate in the evaluation process.

- Indicators have been defined to measure transformations of gender dynamics, improvements in women's status, and increases in women's power, and these outcomes are considered integral to the program's results, on an equal footing with the other results.[44]

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[44] Ibid.

3.5.4 GENDER EQUALITY OUTCOMES AND GENDER-SENSITIVE INDICATORS

It is important to incorporate a gender equality dimension in the form of result indicators. This must be done from the project planning phase onward if one is to ensure that the project actually works in favour of greater equality between women and men. Indeed, the gender strategy should necessarily aim for lasting, concrete results in the area of gender equality for the short, medium, and long term – or what are known in CIDA parlance as immediate, intermediate, and ultimate outcomes.

If, on the contrary, gender equality were excluded from the planning process and there were no obligation to achieve results in this area, gender equality would in all probability be given short shrift at the implementation phase.

The following are examples of outcomes indicating that the project or program will have an impact on gender equality. Notes that each of these statements refers to something that is **changing** over time.

- Lower incidence of violence against women in the community.
- Fairer access to information for women and men.
- Fairer access to program resources for women and men (e.g., training, technology, financing, etc.).
- Enhancement of women's self-confidence.
- Better access to legal information for women.
- Increased access to public spaces for women.

- Larger number of women on the job market.
- Broadened career choices for women and men.
- Greater capacity of women to meet their own needs.
- Enhanced empowerment of women and men.

Performance indicators are the instruments used to measure changes or improvements in gender relations or women's status during the period in question, and thus to verify progress towards the desired results. A suite of short-, medium-, and long-range indicators is needed in order to track progress over time.

Specific indicators to measure progress on gender equality must be defined as an integral part of the evaluation of a development program.

The table below presents some sample result indicators:

Table 7
Sample indicators

OUTCOME	INDICATOR
Fairer access to information for women and men.	Numbers of women and men consulting documentary resources of government A on subject XYZ.
Fairer access to program resources (e.g., training sessions) for women and men.	Proportion of women participating in training sessions delivered by the program.
Increased self-confidence of women.	• Percentage of women participating in the program who report feelings of greater self-confidence. • Number of women speaking during work meetings.

ADDITIONAL RESSOURCES :

• AQOCI. 2008. *La gestion axée sur les résultats (GAR) en lien avec l'approche genre et développement* (GED). http://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf (In French.)

• BRIDGE. 2007. *Gender and Indicators : Supporting Resources Collection.* http://old.bridge.ids.ac.uk/reports/IndicatorsSRCfinal.doc

• CIDA. 2010. *CIDA's Framework for Assessing Gender Equality Results.* http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/GenderEquality3/$file/GE-framework-en.pdf

• CIDA. 1997. *Guide to Gender-Sensitive Indicators.* http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Policy/$file/WID-GUID-E.pdf

• CIDA. 1997. *The Why and How of Gender-Sensitive Indicators : a Project Level Handbook.* http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUImages/Policy/$file/WID-HAND-E.pdf

• CIDA. *Guide to the Preparation of a Logical Framework Analysis.* http://www.acdi-cida.gc.ca/inet/images.nsf/vLUImages/Funds/$file/What%20goes%20into%20a%20Logical%20Framework%20Analysis.pdf.

• Siyanda (online database of gender and development materials from around the world). http://www.siyanda.org/

• World Bank. *Integrating a Gender Dimension into Monitoring & Evaluation of Rural Development Projects.* http://siteresources.worldbank.org/INTARD/214578-1112681119394/20434002/IntegratingGenderToolkit.pdf.

3.6 GENDER-RESPONSIVE BUDGETING

The budget is a central feature of an organization's planning process, since the proper allocation of funds makes it much easier to achieve its objectives, including those related to gender equality. Gender-responsive budgeting (GRB) is a set of practices (including analysis and evaluation tools) designed to ensure that women's and men's specific needs and interests are reflected in budgeting priorities, processes, and structures. It identifies who will use any given resource and for what purpose. GRB is applicable to different levels of analysis (budget planning, implementation, and authorization) as well as different organizational contexts (local, regional, or national government, NGO). Applying the tool significantly increases the likelihood of making progress on gender equality. It should be clear that GRB does not mean making separate budgets for women and men.

UNIFEM (now merged into UN Women) defines GRB as follows:

> *Gender responsive budgeting helps to track the way that budgets respond to women's priorities and the way that governments use funds to reduce poverty, promote gender equality, reverse the spread of HIV and lower the rates of maternal and child mortality. It helps ensure government accountability to the commitments made to women in the Cairo Programme of Action on Population and Development and the Beijing Platform for Action for Gender Equality and Women's Empowerment and to achieving the Millennium Development Goals.* [45]

In GRB, specific budget line items can be provided for the following goals:

- Gender equality capacity building and training.

- Gender equality pilot projects.

- Support for national women's institutions.

- Support for women's organizations and networks.

- Management of a database of gender equality specialists.

- Promotion of gender mainstreaming (e.g., by means of training in gender analysis or documentation of progress accomplished).

- Research on gender equality and women's empowerment.[46]

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[45] UNIFEM and UNFPA, *Gender Responsive Budgeting in Practice: a Training Manual* (New York: UNIFEM and UNFPA, 2006), http://www.unfpa.org/webdav/site/global/shared/documents/publications/2006/gender_manual_eng.pdf, p. 2.

[46] UNESCO, *UNCT Performance Indicators for Gender Equality and Women's Empowerment,* 2008, pp. 10-11.

The principal use of GRB is in the analysis of national budgets, a process in which NGOs can take part as a way of furthering governmental accountability and transparency. These are wide-ranging, multistage processes involving a very large number of stakeholders and varying methodologies. That said, NGOs can and should set aside resources for mainstreaming of gender equality organization-wide and at the program level. For example, they can make a start on implementing GRB by budgeting specific line items for gender analysis and gender equality training.

ADDITIONAL RESSOURCES:

• Esim, Simel. "Analyse genre des budgets." 2003. http://www.genreenaction.net/spip.php?article3087 (In French.)

• UNIFEM and UNFPA. *Gender Responsive Budgeting in Practice: a Training Manual.* New York: UNIFEM and UNFPA, 2006.
http://www.unfpa.org/webdav/site/global/shared/documents/publications/2006/gender_manual_eng.pdf

3.7 MINIMUM STANDARDS

There is a sizable literature on the ethics of sustainable development and the obligations of INGOs in this regard. One such ethical obligation is to make sure that projects do not reinforce existing gender inequalities. This may seem obvious, yet it is not uncommon for economic development initiatives to have this effect.

For example:

• A project might finance men's economic activities in a traditionally female-dominated sector (e.g., fish drying).

• A project might invest in economic activities that jeopardize women's safety or access to social services, or that leave them more vulnerable to violence.

Therefore, there is a need for international standards that can instill a common and concrete understanding of how a gender perspective should be incorporated into projects and programs.

Such standards can play a role in backing and legitimizing the work of people who seek to assert the importance of gender in the development, implementation, and monitoring/evaluation of projects and programs. International standards (on gender and other issues) exist in numerous spheres of international cooperation work; e.g., the Sphere Project[47] for minimum standards in humanitarian response.

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[47] The Sphere Project, Humanitarian Charter and Minimum Standards in Disaster Response, http://www.sphereproject.org/index.php?lang=english.

It is certainly appropriate for INGOs to have input into new standards developed at the national and international levels; these are necessary in order to consolidate the progress accomplished in favour of gender equality worldwide as well as to underscore the challenges lying ahead. But within the organization, too, a statement of gender standards can be an important bulwark against retrogression in gender equity and equality as a result of well-intentioned efforts. The box below provides some illustrative examples of organizational dimensions that could be the focus of organization-level standards.

Box 8
Organizational dimensions affecting gender equality integration

- Planning (e.g., inclusion of gender analysis, gender roles, status issues, inequalities, discriminatory factors).

- Programming (e.g., a gender program exists and contributes to the mainstreaming of gender into the other international programs).

- Partnerships (e.g., the organization has active partnerships with women's organizations in the field).

- Internal capacities (e.g., the organization has an action group on gender equality).

- Decision making (e.g., discussions about gender equality are incorporated into the majority of planning/programming meetings).

- Budgets (e.g., there is a plan to document spending linked to gender equality objectives).

- Monitoring and evaluation (e.g., gender-specific and gender-sensitive indicators are employed in order to measure impacts on gender equality).

- Quality control and reporting (e.g., staff evaluations include a gender mainstreaming component).

ADDITIONAL RESSOURCES:

• Chef de projet. "Gestion des risques pour manager de projet."
http://www.chef-de-projet.org/essentiels/gestion-des-risques.htm (In French.)

• Sequeira, Nora. *Risk Management: an Alternative Perspective in Gender Analysis.* United Nations Division for the Advancement of Women (DAW). EGM/NATDIS/2001/EP.7 6 November 2001.
http://www.un.org/womenwatch/daw/csw/env_manage/documents/EP7-2001Nov06.pdf

• Sinha, Deepesh. "Gender in Sphere Standards." *southasiadisasters.net,* Special Issue for International Day for Disaster Risk Reduction, October 12, 2005.
http://www.sphereproject.org/content/view/259/256/lang,english/

• UNDP. Human Development Report Office. 2004. "Minimum Standards."
http://hdr.undp.org/en/media/minimum_standard_en.pdf

3.8 CHECK-LISTS

As this module has made clear, the integration of a gender perspective into projects and programs is a thorough process that is implemented through the sequential use of well-defined tools. However, it can also be useful to have a checklist to make sure that no important component of a gender perspective has been overlooked. Checklists are not a substitute for a thorough gender analysis, but they can at least corroborate that minimum standards have been met.

A great many checklists are available, most of them dealing with specific sectors and/or phases of gender integration (e.g., a gender mainstreaming checklist for water and sanitation projects).

CIDA, too, has a checklist for the projects and programs it funds through the Canadian Partnership Branch. It is part of the "Gender Mainstreaming Framework."[48] It helps organizations administering Canadian aid funds apply CIDA's gender equality criteria (which are guided by its gender equality policy). While it dates from 2006, this framework remains a good checklist for organizations wishing to assess the effectiveness of gender mainstreaming in their projects and programs.

46 CIDA, *Cadre d'intégration de l'égalité entre les sexes,* http://acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/fra/STE-320155158-SJ4, 2006.

Box 9
Checklist for gender integration in programs/projects

• **GENERAL FRAMEWORK AND MOTIVATION:**
☐ Is a gender perspective integrated into the contextual analysis for the project?
☐ Are there reasons to promote this perspective and gender equality?

• **GOALS:**
☐ Does the goal of the project reflect both men's and women's needs?
☐ Does it take problems and disparities between men and women into consideration while responding to the practical needs of both sexes?
☐ Does it take strategic interests into consideration by striving for the transformation of (social and other) institutions that perpetuate gender inequality?

• **TARGET GROUPS:**
☐ Does the program afford benefits to both women and men? (Exception: projects specifically focusing on men or women or belonging to specific programs.)

• **OBJECTIVES:**
☐ Do the project's objectives answer the needs of both women and men?

• **ACTIVITIES:**
☐ Do the planned activities call for women's and men's participation?
☐ Are other activities necessary in order to attain the project's equality goals (specific training, complementary research, etc.)?

• **INDICATORS:**
☐ Have indicators been defined to track progress towards the various objectives?
☐ Do these indicators measure gender-specific aspects of each objective?
☐ Are the indicators gender-sensitive?
☐ Are there indicators designed to provide for balance between men's and women's participation in activities (e.g., quotas)?

• **IMPLEMENTATION:**
☐ Who will implement the project?
☐ Do these partners possess the competencies necessary to incorporate a gender perspective?
☐ Do they have instruments and methods at their disposal enabling them to carry out the project with a concern for equality?
☐ Will women and men (professionals and target groups) take part in implementing the project?

• **MONITORING AND EVALUATION:**
☐ Does the monitoring and evaluation strategy properly take equality into consideration?
☐ Will it review both the content and the realization of the project?

Box 9 (continued)

Checklist for gender integration of in programs/projects

- **RISKS:**
  - ☐ Have we taken into account stereotypes or structural barriers that prevent women or men from fully taking part in the activities?
  - ☐ Have we considered any potential negative impact of the project (e.g., extra burden of work on women, social isolation of men)?

- **BUDGET:**
  - ☐ Have we verified that the available funding will enable the project to benefit both men and women?
  - ☐ Does the budget provides for training in the gender perspective or temporary hiring of a gender consultant?

- **PARTNERS:**
  - ☐ Have we planned to verify that the partners possess the capacities necessary to apply a gender perspective?

- **APPENDICES:**
  - ☐ Is research on the gender perspective (or excerpts from such research) cited in the appendices?

- **BEST PRACTICES:**
  - ☐ Has a communication strategy been devised to keep the various partners informed of the existence, progress, and results of the project in the area of equality promotion? [49]

ADDITIONAL RESSOURCES:

- Asian Development Bank. 2010. "Gender Checklists and Toolkit." http://www.adb.org/gender/checklists.asp. Various checklists are available for the different sectors of sustainable development (education, health, agriculture, etc.).

- Bridge. http://www.bridge.ids.ac.uk. The site has a considerable number of checklists that can be found by entering the word "checklist" in the search engine.

- Public Services International. 2004. *Gender Equality Checklist.* http://www.world-psi.org/Template Redirect.cfm?template=/ContentManagement/ContentDisplay.cfm&ContentID=10169

[49] Adapted from a manual written by Astrid Neimanis and published by the Regional Gender Programme of the Regional Bureau for Europe and the CIS, United Nations Development Programme (UNDP RBEC), 2002.
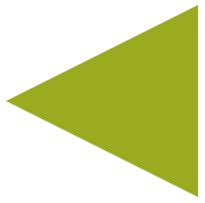
MODULE 4

Assisting and advising partners

MODULE 4 : ASSISTING AND ADVISING PARTNERS

4.1 INTRODUCTION

The principle of cooperation is predicated on a close relationship between INGOs and national, regional and local organizations. Within these cooperative relationships, cooperants (and other staff members working with Southern partners either from Canada or in the field) play a key role in initiatives to introduce gender equality into projects and programs. These professionals need, as part of their training, an ability to guide local organizations in building capacity around gender equality and achieving the corresponding objectives. It is a matter of imparting to the partner organizations the knowledge and know-how they will need in order to embark on a process leading toward gender equality in the short and long run. For this kind of cooperation and knowledge transfer to take place, development workers and organizations will need to master the basic concepts discussed in this module. The considerations include:

- selecting a partner organization;

- developing specific gender equality objectives;

- building a shared vision of gender equality;

- developing supplementary skills (particularly advocacy, networking, and fundraising) that help to anchor the shared vision and objectives.

As we know, capacity building is a long-term process, and results should not be expected overnight.

4.2 SELECTING PARTNERS

To work effectively toward gender equality within local communities, INGOs must be familiar with the environments and organizations with which they hope to collaborate. As for local organizations overseas, they are often hampered in their efforts by a lack of resources. A partnership approach is ideally suited to overcoming this type of obstacle and producing change.

According to the World Health Organization (WHO):

"Partnership is a collaborative relationship between two or more parties based on trust, equality and mutual understanding for the achievement of a specified goal. Partnerships involve risks as well as benefits, making shared accountability critical." [50]

The International Development Research Centre (IDRC) offers a definition of partnership as:

"one of the many modes of collaboration, but going a degree beyond mere cooperation, since it presupposes a contribution, an intellectual participation in the research and, ultimately, an agreement entered into by two or more parties." [51]

Box 10
Characteristics of effective partnership

A constructive partnership will have the following main characteristics:
- The expectations (resource use, funding, etc.) and responsibilities of each partner are clearly defined.
- Transparency: honesty and open-mindedness.
- Equity: an equal right to negotiate.
- Mutual benefits: The partners do not necessarily obtain the same benefits, but always win by being a part of this relationship.
- The partners' needs are incorporated at the planning and implementation phases. What is important for each partner may differ.
- The governance structure is developed by both partners.
- Time and resources are allocated to build the partnership.
- Partnerships are a work in progress and must have a learning and development component.
- The processes in place contribute to the partnership rather than taking away from it.

Source : Kate Ives and Emmanuel Trépanier, *Partnerships and Ways of Working : A Best Practice Paper,* 2007

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[50] World Health Organization, " Patient Safety : APPS Definition of Partnership," http://www.who.int/patientsafety/implementation/apps/definition/en/index.html.

[51] IDRC, "Glossary : Partnership," http://www.idrc.ca/en/ev-77991-201-1-DO_TOPIC.html.

Given the proximity and synergy that must exist between INGOs and Southern organizations, the selection of the partner organization is a fundamental step in building a productive partnership likely to make inroads towards gender equality. While it might be tempting to hasten this selection process in communities where there are a limited number of potential partners, the failure to observe some basic criteria can cause a whole host of problems.

The six general categories of criteria that project managers can use to evaluate whether a partnership has the potential to spur progress towards gender equality are as follows:[52]

1) **Inclusion of gender equality in the organization's mandate:**

   - The organization's official position on gender equality (particularly as reflected in its official mission statement).

   - The organization's identity and its political, social and religious affiliations.

   - Whether or not the organization has a policy on gender equality.

2) **The organization's gender equality structures, resources and capacities**

   - Presence of gender equality support structures (e.g., gender unit or committee).

   - Presence of human resources (e.g., gender specialists) and financial resources (e.g., budgets) earmarked for gender equality.

   - Gender expertise possessed by the personnel.

   - Management styles and leadership on gender equality: internal decision-making processes, etc.

3) **Issues concerning the partner organization's programming**

   - Quality of the analysis of the local gender equality climate and its constraints.

   - Existence of a gender analysis, a gender strategy and well-defined gender equality objectives.

   - Type of gender equality projects or initiatives the organization has undertaken in the past.

   - Consideration of gender as part of the organization's evaluation and monitoring practices.

4) **The organization's institutional ties (including other partnerships that promote gender equality)**

   - Formal or informal ties with other Global South organizations working for gender equality, e.g., women's groups, local leaders, government bodies, donors.

5) **The organization's acquired gender equality experience**

   - Key gender equality issues have been identified, best practices in gender mainstreaming are used, mechanisms for overcoming sociocultural barriers are understood.

6) **Demonstrated intent or motivation to more effectively integrate and promote gender equality within the organization**

It is common practice to spell out the key features of the partnership being undertaken in a memorandum of understanding or a letter of intent. Moreover, as discussed below (section 4.6), cultural differences and differing conceptions of inequality can either enrich or interfere with these partnerships, depending on how the subject is handled.

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[52] CIDA, "Framework for Integrating Gender Equality into Programs for CIDA-PWCB Program Partners," 2006, http://acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/STE-320155158-SJ4.

ADDITIONAL RESSOURCES:

• "Genre en pratique" community of practice. Comité québécois femmes et développement of AQOCI. 2010. *L'accompagnement des partenaires à l'intégration du genre.*

• Navarro-Flores, Olga. 2009. *Le partenariat en coopération internationale: Paradoxe ou compromis?* Québec: Presses de l'Université du Québec.

• Vonlanthen, Pascal, and Emilie Deblock. 2010. *Intercontinental Partnerships between FIMCAP-Organisations: Ideas and Support to Realise a North-South Partnership. Antwerp:* FIMCAP. http://www.fimcap.org/index.php?id=46& type=0&jumpurl=fileadmin%2Fuser_upload%2F02_pdf-documents%2Fdownload%2FPartnerships_E.pdf

4.3 SETTING GENDER EQUALITY OBJECTIVES WITH PARTNERS

Planning of gender equality objectives with partners can be done on two levels: the institutional level, or the project/program level. For example, a participatory workshop held for the purpose of designing a logic model for one of the partner organization's projects or programs (which might itself form part of a multi-year strategic plan) could have its objectives expanded to include:

• Increasing women's and girls' access to and control over goods and social services.

Example: Increasing the availability of information on local reproductive health services to women and girls.

• Raising awareness of women's' rights as a means to social, economic and political empowerment.

Example: Helping women achieve shared control over the electoral process.

• Social change aimed at eliminating unequal relationships between men and women.

Example: Sensitizing police forces to sex discrimination in their workplace.

• Promotion of girls' and women's rights.

The recommended methodology is that of Module 2 if the initiative focuses on the institutional level of the partner organization, or that of Module 3 if it focuses on the programming level. The choice of methodology may depend on the type of partnership desired, as well as on the internal dynamics of the organization in question. Oxfam-Québec, for instance, sometimes uses an organizational needs assessment comprising a gender component, and then feeds the results into devising an appropriate capacity-building plan. Gender equality issues can also be addressed by using a specific problem statement or set of issues as a starting point; the logic model of a project is often ideally suited to this purpose.

Finally, in any project or program intended to help eradicate gender inequalities, it is crucial that all partners be clear on the objectives from the outset. The parties should collaboratively spell out the degree of change they seek to achieve and the resources and time each is to contribute to attaining the project's objectives.

ADDITIONAL RESSOURCES:

- Asian Development Bank. 2005. *NGO-Private Sector Partnerships against Poverty : Lessons Learned from Asia. Workshop Proceedings and Case Studies, Pattaya, Thailand 28–31 March 2004.* Manila : Development Finance International, Inc., Asia Representative Office.
  http://www.adb.org/NGOs/private-sector/private-sector.pdf

- Jorgenson, Mette. 2006. *Evaluating Cross-Sector Partnerships.*
  http://www.unrisd.org/unrisd/website/events.nsf/%28httpAuxPages%29/BC20F4BAFFCFF713C1257219004ABB34?OpenDocument&category=Presentations

- PIAF 2.0, Portail International Archivistique Francophone. Partenariats et coopération :
  http://www.piaf-archives.org/espace-formation/course/category.php?id=8.

- Tennyson, Ros. 2003. T*he Partnering Toolbook.*
  http://www.undp.org/partners/business/partneringtoolbook%5B1%5D.pdf

- United Nations Economic Commission for Africa and UNIFEM. *Partnerships for Gender Equality : the Role of Multilateral and Bilateral Agencies in Africa.* Addis Ababa and New York : ECA and UNIFEM.
  http://www.unifem.org/attachments/products/Partnerships4GenderEquality_eng.pdf

4.4 CAPACITY BUILDING FOR GENDER EQUALITY

Capacity building for partner organizations can be regarded as either an end in itself or a means of furthering the cause of gender equality. It can also be seen as a way of promoting sustainable development in general. A focus on participatory local development and empowerment has steered the approach of many INGOs (both Canadian and foreign) towards a process of investing in the capacities of the organizations with which they work. Broader than the organization's staff training needs, capacity building also has a bearing on :

- human resources development ;

- organizational development (structure, processes, procedures, etc.) ;

- the use of legal instruments ;

- networking and various other forms of technical support.

Certain activities can be introduced expressly to boost an organization's capacity to help bring about gender equality. These include :

- training focusing on gender equality awareness, strategic planning, gender-responsive budgeting, equitable human resource management practices, etc. ;

- training and guidance on the incorporation of gender considerations into the organization's projects, or I mainstreaming gender into its internal functioning ;

- support for the creation of a strategy for networking with other feminist organizations;

- building a women's rights and advocacy knowledge base;

- development of internal and external mechanisms (e.g., databases, newsletters, etc.) for more effective information management and for sharing news of successes, failures and proven best practices in the area of gender equality;

- development of internal structures (gender committees, discussion groups, periodic meetings to evaluate perceived or real impacts on equality, etc.);

- development of internal mechanisms, policies, and procedures geared towards increasing women's participation in decision-making processes.

Regardless of the approach taken, the overall aim of capacity building is always to help the partner organization reach its objectives of reducing inequality (or mainstreaming gender).[53]

ADDITIONAL RESSOURCES:

- Canadian Crossroads International. 2008. "Promoting Women's Rights."
  http://www.cciorg.ca/Page.aspx?pid=289

- Feminist International Radio Endeavour (FIRE). http://www.fire.or.cr/indexeng.htm

- Tanmia. "Sources de financement." 2006.
  http://www.tanmia.ma/guidegenre/accueil_liens_sourcesdefinancement.htm (In French.)

- UNITERRA. Guia integral de capacitacion para facilitadores y facilitadoras en proyectos de desarrollo. 2007.
  http://www.uniterra.ca/uniterra/uploads/ressources/Volontaire/Aprender_difundir_final.pdf

- WILDAF. 2010. Projet *"Utiliser la loi comme un outil pour l'autonomisation des femmes rurales dans 5 pays de l'Afrique de l'Ouest."* http://www.wildaf-ao.org/fr/IMG/pdf/ANECDOTES-version_diffuseedoc.pdf (In French.)

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[53] Capacity.org, "People Matter: an Introduction to Capacity Development."
http://www.capacity.org/capacity/opencms/en/topics/introduction-to-cd/index.html

4.5 BUILDING A SHARED VISION OF GENDER EQUALITY

It is important to encourage discussion with partners in order to develop a common vision of the processes they will need to adopt in order to make gender equality an integral part of their projects and programs. In this discussion, both the INGOs and the partner organizations must understand why it is beneficial to invest energy and resources in gender mainstreaming and gender-sensitive programming before deciding on how to do it.

The purpose of such discussions is to convey the rationale for gender mainstreaming, while at the same time fostering the emergence of new alliances on the issue.

Even so, the idea of gender equality can meet with resistance on various fronts, regardless of the context. To overcome this opposition, arguments in favor of gender equality can be advanced. These fall into two categories:

• arguments predicated on socioeconomic productivity (i.e., considering women's strategic needs can increase their contribution to the economy – a utilitarian but often effective argument);

• arguments predicated on equity (women's rights issues).

The following box lists some arguments in favour of gender equality that are predicated on socioeconomic productivity.

Box 11
Arguments in favour of gender equality

• Numerous empirical studies demonstrate that women's education and literacy have a positive impact on infant (particularly girl) mortality and birthrates.

• A study by the International Food Policy Research Institute concluded that the number of children suffering from malnutrition would decrease by 13.4 million in South Asia if men and women had equal influence over decisions.

• The greater the representation of women in parliaments and public institutions, the more resources and attention are allotted to problems particularly concerning women.

• According to UNIFEM (now part of UN Women), the more women there are in political positions, the more women become interested in political, social, and economic life and the more their participation in these spheres increases.

• According to the United Nations Economic and Social Commission for Asia and the Pacific, job discrimination against women costs the region US $42–47 billion annually.

• According to the United Nations, the annual cost of domestic violence against women is US $1.17 billion in Canada. In the United States, it is US $5.8 billion.

Box 11 (suite)
Arguments in favour of gender equality

- According to the World Bank, if the proportion of women participating in the US paid labour market was as high as that of men, the GDP would be 9% higher. In Europe, the GDP would increase by 13%, and in Japan (where fewer women are paid to work) it would increase by 16%.

- Studies by McKinsey & Co. and by the International Finance Corporation of the World Bank found a positive correlation between stock prices and women's representation on the managerial and governance structures of corporations (including Fortune 500 corporations).

Source : CESO-SACO, L'importance de l'égalité entre les femmes et les hommes pour le développement : des arguments de choix- document interne

Since the human rights-based approach is likely to become increasingly prominent in efforts to promote gender equality, it is worthwhile to mention several of the arguments derived from this approach as well. Box 12 lists them.

Box 12
Arguments predicated on human rights

- When the government cuts social assistance to below-subsistence levels, differential harm is caused to women.

- Because women are more vulnerable to poverty than men, social assistance programs are crucial for women.

- Constitutional equality rights create a duty for governments to make sure that laws and regulations do not have an adverse impact on women.

Source : National Association of Women and the Law, "NAWL's Arguments on Social Assistance and Women's Equality," www.nawl.ca/ns/en/documents/SER_Goss_Arg_en.rtf.

ADDITIONAL RESSOURCES :

- Comité québécois Femmes et développement of Association québécoise des organismes de coopération internationale. 2004. *Gender and Development Training Kit.* Montreal : AQOCI. http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf (Chapter 4.)

- CIDA. *Making the Case for Gender Equality.* 2008. http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NAT-497276-FFJ

- UNFPA. *Frequently Asked Questions about Gender.* http://www.unfpa.org/gender/resources_faq.htm#5

PART 2 practice

Module 5

Practical tools and methodology
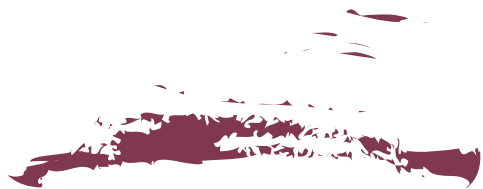
MODULE 5 : PRACTICAL TOOLS AND METHODOLOGY

5.1 INTRODUCTION

The training sessions presented in this toolkit are based on an iterative and interactive approach. Their formats (half day or full day) are adapted to a variety of target groups, in particular the following:

Session 1: Program and project managers

Session 2: Volunteer cooperants

Session 3: Gender equality cooperants

Session 4: Overseas partner organizations

Session 5: Management teams, boards of directors, and managers

Session 6: Head office staff and volunteers

As for the exercises and case studies used in the training sessions, they are all grouped under section 5.4, "Compendium of training exercises." These exercises are suitable for a range of different groups and are designed to give participants the chance to put into practice some of the theory covered in part 1 of the toolkit. Trainers can use the above training sessions as is or adapt them to the specific needs of each target group, drawing on suitable exercises from the compendium.

5.2 PEDAGOGICAL CONSIDERATIONS

5.2.1 APPROACHES AND TECHNIQUES

There are various schools of thought dealing with the preparation, management and evaluation of training workshops.[54]

The participatory action research (PAR) method is also excellent for building facilitator's skills. For more on this approach, Robert Chambers suggests specific activities and provides a thorough appraisal of the factors that influence the quality of workshops, discussions, and training sessions.[55]

A vast array of communication tools and participatory techniques can also be found online.[56]

Since the workshops are intended for adult participants, it may also prove useful to consult resources geared to adult education and training.[57]

5.2.2 PREPARING THE TRAINING SESSION

Below are some basic suggestions for staging an effective workshop:

Before the workshop:

A) Analyze the participants' needs.

B) Adapt the teaching materials to the needs of each group.

C) Reread the exercises and rehearse the workshop before a small group.

D) Know the material thoroughly.

E) Prepare the workshop materials and arrange the logistics (e.g., rooms, transportation, food, pens/pencils, pads).

F) Make sure to have the updated list of participants.

During the workshop:

G) Present an outline of the workshop and state the goals for the day.

H) Designate a timekeeper to keep the session on track.

I) Set aside time for open-ended discussion.

J) Maintain flexibility, enthusiasm and a sense of humour.

K) Take frequent short breaks.

At the end of the workshop:

L) Review or summarize the material.

M) Suggest additional areas of inquiry and resources.

N) Have the participants evaluate the workshop.

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[54] For an introduction to training techniques, see Girls Action Foundation, *Designing Spaces and Programs for Girls: a Toolkit (Amplify Toolkit)*, http://www.girlsactionfoundation.ca/files/Amplify_2010_LR_0.pdf.

[55] Robert Chambers, *Participatory Workshops: a Sourcebook of 21 Sets of Ideas and Activities* (London: Earthscan Publications).

[56] IDRC, "Using Communication Tools with a Participatory Approach," http://www.idrc.ca/en/ev-62011-201-1-DO_TOPIC.html.

[57] CDEACF, Centre de documentation sur l'éducation des adultes et la condition féminine, http://cdeacf.ca/efa.

5.2.3 FACILITATING GROUP DISCUSSIONS

A discussion on gender equality truly has the power to change the participants' attitudes, provided that the following basic principles are observed:

• the objectives of the discussion are clearly defined;

• the participants are properly guided;

• there is an atmosphere of trust;

• the participants are given the opportunity (time, space, resources) to draw on their own experiences.

The role of the discussion group facilitator is to guide the group in a process of critical thinking and/or decision making, not to dominate the discussion or impose his or her point of view.

The following considerations can help you assess the dynamics within the group:

• Who leads the discussion?

• With whom does the discussion resonate most closely?

• Does it help to explore an issue by putting it into a larger or more detailed context?

• What can be done (in terms of the choice of questions, activities, discussion modes) to enhance the insight, frequency and relevance of input?

There are other elements a discussion leader needs to consider, among them:

• group confidentiality;

• conflict prevention/resolution;

• use of ice-breakers;

• taking moments to summarize the discussion, recommend additional resources, and suggest future prospects.

Box 13

Best practices for facilitating a group discussion:

> • Observe the principles of adult education, using the lived experience and perceptions of the participants as a starting point for the discussion.
>
> • Summarize the topic of the discussion, the decisions to be made, and information already available.
>
> • Help the participants stay focused on the goal of the discussion; entertain comments insofar as they are relevant and add value to the process underway.
>
> • Consider points of view that are absent from the discussion (those of absentees who made their views known during prior discussions, possibility of changes, etc.).
>
> • Make sure that everyone has a fair chance to speak.

Source : Self Help Resource Centre, *Guide pour former et animer un groupe communautaire,*
http://www.selfhelp.on.ca/frenchshmanual.pdf.

5.2.4 DISCUSSING GENDER EQUALITY IN AN INTERCULTURAL CONTEXT

In most contexts, a discussion on gender equality is quite likely to turn into a debate between proponents of cultural relativist and cultural universalist views.[58] While cultural issues can offer context for the implementation of gender equality initiatives, it must not be forgotten that gender equality is a universally accepted principle, one that is sanctioned by numerous international conventions to which a great many countries are parties. The facilitator should prepare arguments to prevent cultural relativist arguments from being invoked to deny the existence of an international consensus on gender equality.[59]

Nevertheless, given that gender equality is a complex and sensitive issue, here are some points to keep in mind when offering gender equality training in an intercultural context :

- The best way to build or adapt a gender equality exercise is to understand the characteristics of the target group : its makeup, needs, and internal dynamics. A needs analysis and a knowledge of the local cultural and social contexts are necessary to tailor an effective training program for the group.

- Learn the target group's vocabulary – their understanding of the terms gender, sex, gender equality, and so on – and their priorities (education, strategic planning, etc.) before developing the exercises.

- Are there any taboo subjects in the area of gender equality that should be avoided, stepped around, or carefully addressed? For example, it could be helpful to divide the group into subgroups of men and women for discussions of delicate or taboo subjects such as sexual assault and violence against women.

- Being sensitive to the cultural context does not mean that certain subjects must be avoided altogether. Be bold enough to challenge the participants ; encourage them to reconsider their convictions.

- In most societies, there are big differences between rural and urban conceptions of the identities, roles, and rights of men and women. For this reason, it can be very useful to hire a trainer from the same rural or urban origin as the participants in the workshop, someone who is conversant with their vernacular and attitudes. Also, a mixed-gender team of trainers can add immensely to the value of the training experience.

- There is often a wide gap between acknowledging the importance of gender equality (in principle) and making efforts to concretize the principle in one's professional and personal life (in practice). This is an important transition to make, and often entails incremental efforts.

The trainer may also experience culture shock when discovering the participants' attitudes towards gender equality. There is a great deal of material dealing with this phenomenon available online.[60]

Many publications and documents on intercultural effectiveness are also available on the website of the Centre for Intercultural Learning (CIL).[61] Other resources are to be found in CIDA documents on gender equality in intercultural environments.[62]

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[58] For more on this debate, see Lucie Lamarche, "Pluralisme juridique, interculturalisme et perspectives féministes du droit : des nouvelles du Québec," in Amsatou Sow Sidibé, Mamadou Badji, Ernest-Marie Mbonda, Ghislain Otis, and Charles Becker, eds., *Genre, inégalités et religion* (Montreal : AUF, 2007), 357–70.

[59] These arguments and the issue of "cultural interference" by Western feminism are addressed in BRIDGE, *Gender and Indicators : Supporting Resources Collection,* 2007, http://old.bridge.ids.ac.uk/reports/IndicatorsSRCfinal.doc.

[60] See in particular the case studies on culture shock on the website of the Centre de formation pour le développement et la solidarité internationale (ITECO) : http://www.iteco.be/Le-choc-culturel (In French).

[61] Centre for Intercultural Learning, "The Library," http://www.international.gc.ca/cfsi-icse/cil-cai/library-bibliotheque-eng.asp#a1.

[62] CIDA, "Questions about Culture, Gender Equality and Development Cooperation," 2001, http://w3.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/NAT-42574641-FTQ.

5.2.5 EVALUATION

Appendix 1 contains a sample **evaluation form** that you can tailor to your needs when preparing a training workshop. Depending on the goals of the workshop, the evaluation may lay the emphasis on the participants' satisfaction or on the acquisition and retention of material.

ADDITIONAL RESSOURCES:

• Self Help Resource Centre. *Guide pour former et animer un groupe communautaire,* http://www.selfhelp.on.ca/frenchshmanual.pdf. (In French.)

• UNICEF and Global Youth Action Network. 2007. "Facilitator's Guide for Conducting Focus Groups: A Facilitator's Guide to Conducting Focus Groups with Children on 'Stop Discrimination and Violence against Girls,'" pp. 25–7 of *It's Time to Listen to Us: Youth Response to the Report of the Expert Group Meeting on the Elimination of All Forms of Discrimination and Violence against the Girl Child.* www.unicef.org/adolescence/files/Itstimetolistenus_EN(1).pdf

5.3 IDEAS FOR TRAINING SESSIONS

The training sessions offered in this section are directed primarily at the following audiences:

Session 1: Program and project officers

Session 2: Volunteer cooperants

Session 3: Gender equality cooperants

Session 4: Overseas partner organizations

Session 5: Management teams, boards of directors, and managers

Session 6: Head office staff and volunteers

Each session comprises the following characteristics:

• **Target group:** At whom in particular is the session directed?

• **Length:** How long does the training session need to be in order to cover all the material, and also to reflect the priorities of the target group?

• **Results:** What are the expected results; i.e., what will the participants have learned by the end of the session?

• **Outline:** What are the themes (the theory) to be addressed, and what exercises will be used to provide a practical illustration of these themes?

• **Other suggested exercises:** A list of additional exercises that can be used to adapt or complement the training session.

The facilitator may wish to tailor the content and goals of the session to the participants' needs and the setting in which it takes place. See section 5.4, "Compendium of training exercises," for detailed presentations of each of the exercises included in these sessions.

SESSION 1 : PROGRAM AND PROJECT OFFICERS

Target group : International cooperation projects and program officers

Length : 1 day

Expected results : By the end of the session, the participants will have :

• Learned more about gender mainstreaming as it applies to development projects and/or programs.

• Understood the stages to be followed in helping partners integrate gender equality concerns.

• Familiarized themselves with the issues of gender mainstreaming in a results-based management context.

Outline

9 :00	**Introduction : goals, methodology, and participants' expectations** • Goals of the session, outline of day's activities, methodology (5 minutes). • Participants discuss their expectations (10 minutes).
9 :15	**Hands-on activity** Exercise 4, "Bumpy roads – a case study"
10 :30	**Break**
10 :45	**Theory presentation :** Assisting and advising partners *Themes addressed :* • Choosing partners, setting gender equality objectives with partners, developing a shared vision of gender equality, discussing gender equality in an intercultural context. Reference in this training kit : • Module 4, "Assisting and advising partners"
11 :15	**Hands-on activity** Exercise 8, "Countering resistance : the South Indian Tree Farmers' Cooperative Association" Themes : Gender equality in intercultural context ; setting gender equality objectives with partners.
12 :00	**Lunch**
1 :00	**Theory presentation :** Integrating gender equality into projects and programs *Themes addressed :* • Integrating gender equality into projects and programs : gender analysis, gender strategy. Reference in this training kit : • Module 3, "Integrating gender equality into projects and programs," sections 3.3, 3.4
2 :00	**Hands-on activity** Exercise 10, "Case study of an agribusiness advisor in Senegal" Theme : Gender strategy, women's participation, key concepts.
3 :30	**Break**

3:45	**Theory presentation:** Gender mainstreaming in a results-based management context.
	Themes addressed:
	• Introduction to gender mainstreaming in a results-based management context (GAD/RBM).
	• Integrating gender into project phases: planning, implementation, monitoring/evaluation.
	• Gender-sensitive indicators.
	References in this training kit:
	• Section 3.5, "Results-based management"
4:45	Wrap-up and evaluation
5:00	End of session

Other suggested exercises for this training session:

• Exercise 1, "Equity explained and illustrated"
• Exercise 5, "Unpacking the invisible knapsack"
• Exercise 14, "Question-and-answer game: Women on the march"
• Exercise 16, "Mainstreaming gender in the logic model of a development project"

SESSION 2 : VOLUNTEER COOPERANTS (GENERAL)

Target groups : Volunteer cooperants and field interns (project management, technical, etc.)

Length : 1 day

Expected results : By the end of the session, the participants will have :

• Become aware of the importance of integrating a gender perspective into development projects and programs.

• Identified certain considerations and factors that will help them integrate gender equality into their work with overseas partners.

• Familiarized themselves with the issues of gender mainstreaming in a results-based management context.

Outline

9 :00	**Introduction : goals, methodology, and participants' expectations** • Presentation of goals, outline, and methodology of the session (5 minutes). • Participants discuss their expectations (10 minutes).
9 :15	**Hands-on activity** Exercise 15, "Strengthening women's participation in development projects"
9 :45	**Theory presentation :** Assisting and advising partners. *Themes addressed :* • Choosing partners, setting gender equality objectives with partners, discussing gender equality in intercultural context. Reference in this training kit : • Module 4, "Assisting and advising partners"
10 :15	**Break**
10 :30	**Hands-on activity** Exercise 8, "Countering resistance : the South Indian Tree Farmers' Cooperative Association" Themes : Gender equality in an intercultural context ; setting gender equality objectives with partners.
11 :30	**Theory presentation :** Integrating gender equality into projects and programs. *Themes addressed :* • Integrating gender equality into projects and programs : gender analysis, gender strategy. References in this training kit : • Module 3, "Integrating gender equality into projects and programs," sections 3.3, 3.4 • Appendix 2, "Key concepts in gender equality"
12 :00	**Lunch**
1 :00	**Hands-on activity** Exercise 9, "Case study of a communications advisor in Botswana" Theme : Assisting and advising overseas partners, gender strategies, intercultural resistance.

2:15	**Theory presentation :** Gender mainstreaming in a results-based management context.
	Themes addressed :
	• Introduction to gender mainstreaming in a results-based management context (GAD/RBM).
	• Integrating gender into project phases : planning, implementation, monitoring/evaluation.
	• gender-sensitive indicators.
	References in this training kit :
	• Section 3.3, "Gender analysis"
	• Section 3.5, "Results-based management"
3:15	**Break**
3:30	**Hands-on activity :**
	Exercise 6, "Case study : Supporting the CARHUA community"
	Theme : Application of certain RBM concepts
4:45	Evaluation
5:00	End of session

Other suggested exercises for this training session :

• Exercise 4, "Bumpy roads – a case study"
• Exercise 5, "Unpacking the invisible knapsack"

SESSION 3 : GENDER EQUALITY COOPERANTS

Target groups : Volunteer cooperants and interns whose mandate specifically deals with gender equality issues.

Length : 1 day

Expected results : By the end of the session, the participants will have :

• Expanded their knowledge of the phases of gender mainstreaming.

• Become aware of the use of certain gender mainstreaming tools such as the gender needs assessment and the gender audit.

• Learned more about how to develop a gender strategy with overseas partners in the context of the project cycle.

Outline

9:00	**Introduction : goals, methodology, and participants' expectations** • Presentation of goals, outline, and methodology of the session (5 minutes). • Participants discuss their expectations (10 minutes).
9:15	**Hands-on activity** Exercise 14, "Question-and-answer game : Women on the march"
9:45	**Theory presentation :** Assisting and advising partners. *Themes addressed :* • Introduction to gender mainstreaming : phases and tools (gender needs assessment, gender audit) ; setting gender equality objectives with partners. Reference in this training kit : • Module 2, "Gender mainstreaming," sections 2.2, 2.3
10:15	**Break**
10:30	**Hands-on activity** Exercise 12, "Gender auditing in projects involving cooperatives" Themes : Gender mainstreaming : gender needs assessment, gender audit.
12:00	**Lunch**
1:00	**Theory presentation :** Assisting and advising partners, capacity building for gender equality. *Themes addressed :* • Building a shared vision of gender equality with partners. • Setting gender equality objectives with partners. • Capacity building for gender equality. • Phases of mainstreaming : integration of a gender perspective into the project cycle. References in this training kit : • Module 4, "Assisting and advising partners," sections 4.2–4.5 • Module 2, "Gender mainstreaming," section 2

2:00	**Hands-on activity:** Exercise 13, "Case study of a sanitation advisor in Bolivia" Themes: Gender equality approaches; concept of empowerment, capacity building for gender equality; gender strategy/gender equality; integrating a gender perspective into the project cycle.
3:30	**Break**
3:45	**Hands-on activity:** Exercise 7, "Diversity of gender equality approaches and strategies" Theme: Gender analysis, gender strategy.
4:45	Evaluation
5:00	End of session

Other suggested exercises for this training session:

- Exercise 1, "Equity explained and illustrated"
- Exercise 4, "Bumpy roads – a case study"
- Exercise 5, "Unpacking the invisible knapsack"
- Exercise 15, "Strengthening women's participation in development projects"

SESSION 4 : OVERSEAS PARTNER ORGANIZATIONS

Target groups : Local teams working with overseas partner organizations

Length : 1 day

Expected results : By the end of the session, the participants will have :

• Become aware of the principal approaches and key concepts of gender equality.

• Learned more about gender mainstreaming in development projects and/or programs.

• Understood the phases of assisting and advising partners on gender mainstreaming.

Outline

9 :00	**Introduction : goals, methodology, and participants′ expectations** • Presentation of goals, outline, and methodology of the session (5 minutes). • Participants discuss their expectations (10 minutes).
9 :15	**Hands-on activity** Exercise 1, "Equity explained and illustrated"
9 :45	**Theory presentation :** Gender equality : What it is and why it is important. *Themes addressed :* • Definitions, distinctions, and debates : (difference between gender and sex, between equity and equality, etc.). • Gender equality approaches. Reference in this training kit : • Module 1.3, "Conceptual framework" • Module 1.4, "Definitions and debates" Other references : • "Rationale for the Gender and Development Approach," pp. 7–9 of *Gender and Development Training Kit* (Montreal : AQOCI, 2004). http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf
10 :15	**Break**
10 :30	**Hands-on activity** Exercise 2, "What′s your view ?"
11 :00	**Theory presentation :** Gender mainstreaming *Themes addressed :* • Introduction to gender mainstreaming : phases and tools (gender needs assessment, gender audit) ; setting gender equality objectives with partners. • Basic concepts of gender equality : gender division of labour ; access to and control over resources and benefits ; levels of participation ; empowerment. References in this training kit : • Module 2, "Gender mainstreaming," section 2.1 • Module 3, "Integrating gender equality into projects and programs," section 3.4 • Appendix 2, "Key concepts in gender equality" Other references : • "Concepts and Theory," pp. 29–36 of *Gender and Development Training Kit* (Montreal : AQOCI, 2004). http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf

11:30	**Hands-on activity:** Exercise 3, "How does this relate to my work?" Theme: Gender mainstreaming
12:00	**Lunch**
1:00	**Theory presentation:** Assisting and advisingpartners *Themes addressed:* • Building a shared vision of gender equality, capacity building for gender equality, gender equality in an intercultural context. Reference in this training kit: • Module 4, "Assisting and advising partners"
2:00	**Hands-on activity:** Exercise 9, "Case study of a communication advisor in Botswana" Theme: Assisting and advising partners
3:15	**Break**
3:30	**Hands-on activity:** Exercise 10, "Case study of a farm business advisor in Senegal" Themes: Gender strategy, women's participation, key concepts
4:45	Evaluation
5:00	End of session

Other suggested exercises for this training session:

• Exercise 4, "Bumpy roads – a case study"
• Exercise 5, "Unpacking the invisible knapsack"
• Exercise 14, "Question-and-answer game: Women on the march"

SESSION 5 : MANAGEMENT TEAMS, BOARDS OF DIRECTORS, AND MANAGERS

Target groups : Management team, board of directors, managers.

Length : Half-day

Expected results : By the end of the session, the participants will have :

• Learned more about gender mainstreaming as it applies to the development of a gender equality policy and action plan.

• Become aware of gender integration and mainstreaming and their application to human resources and financial planning.

Outline

9h00	**Introduction : goals, methodology, and participants' expectations** • Presentation of goals, outline, and methodology of the session (5 minutes). • Participants discuss their expectations (10 minutes).
9h15	**Hands-on activity** Exercise 14, "Question-and-answer game : Women on the march"
9h45	**Theory presentation :** Mainstreaming gender equality in an organization. *Themes addressed :* • Presentation of aspects of gender equality integration and mainstreaming in an organization. References in this training kit : • Section 2.3, "Gender mainstreaming tools," 2.3.2, 2.3.3 • Section 3.4, "Gender strategy" Other references : • "Rationale for the Gender and Development Approach," pp. 7–9 of *Gender and Development Training Kit* (Montreal : AQOCI, 2004). http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf
10h15	**Break**
10h30	**Hands-on activity** Exercise 7, "Diversity of gender equality approaches and strategies" Theme : Gender strategy
11h15	**Hands-on activity :** Exercise 11, "Gender mainstreaming in an organization" Themes : Gender integration and mainstreaming in an organization ; gender equality policy and action plan ; gender-responsive budgeting.
12h25	Evaluation
12h30	End of session

Other suggested exercises for this training session :

• Exercise 2, "What's your view ?"

• Exercise 4, "Bumpy roads – a case study"

• Exercise 5, "Unpacking the invisible knapsack"

SESSION 6 : HEAD OFFICE STAFF AND VOLUNTEERS

Target groups : Head office administrative staff and volunteers.

Length : Half-day

Expected results : By the end of the session, the participants will have :

• Become aware of the main approaches to gender equality.

• Expanded their knowledge of certain concepts relating to the gender equality approach and its application to day-to-day work as well as across the organization.

• Become aware of the importance of gender equality in an organization.

Outline

9:00	**Introduction : goals, methodology, and participants' expectations** • Presentation of goals, outline, and methodology of the session (5 minutes). • Participants discuss their expectations (10 minutes).
9:15	**Hands-on activity** Exercise 1, "Equity explained and illustrated"
9:45	**Theory presentation :** Gender equality : What it is and why it's important. *Themes addressed :* • Terminological concepts : distinctions between gender and sex, between equity and gender equality. • Gender equality approaches. Reference in this training kit : • Section 1.4, "Gender equality approaches" • Section 1.4, "Definitions and debates" Other references : • "Rationale for the Gender and Development Approach," pp. 7–9 of *Gender and Development Training Kit* (Montreal : AQOCI, 2004). http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf
10:15	**Break**
10:30	**Hands-on activity** Exercise 2, "What's your view ?"
11:00	**Theory presentation :** Basic concepts of gender equality. *Themes addressed :* • Basic concepts of gender equality : gender division of labour, access to and control of resources and benefits, practical needs and strategic interests, levels of participation, empowerment. Reference in this training kit : • Appendix 2, "Key concepts in gender equality" Other references : • "Concepts and Theory," pp. 29–36 of *Gender and Development Training Kit* (Montreal : AQOCI, 2004). http://www.aqoci.qc.ca/ressources/pdf/Guides_2004-03_TrainingKitGED.pdf
11:30	**Hands-on activity** Exercise 3, "How does this relate to my work ?"
11h55	Evaluation
12:00	End of session

Other suggested exercises for this training session:

• Exercise 4, "Bumpy roads – a case study"

• Exercise 5, "Unpacking the invisible knapsack"

• Exercise 14, "Question-and-answer game: Women on the march"

5.4 COMPENDIUM OF TRAINING EXERCISES

Exercise 1 : Equity explained and illustrated
Exercise 2 : What's your view ?
Exercise 3 : How does this relate to my work ?
Exercise 4 : Bumpy roads – a case study
Exercise 5 : Unpacking the invisible knapsack
Exercise 6 : Case study : supporting the CARHUA community
Exercise 7 : Diversity of gender equality approaches and strategies
Exercise 8 : Countering resistance : the South Indian Tree Farmers' Cooperative Association
Exercise 9 : Case study of a communications advisor in Botswana
Exercise 10 : Case study of a farm business advisor in Senegal
Exercise 11 : Gender mainstreaming in an organization
Exercise 12 : Gender auditing in projects involving cooperatives
Exercise 13 : Case study of a sanitation advisor in Bolivia
Exercise 14 : Question-and-answer game – women on the march
Exercise 15 : Strengthening women's participation in development projects
Exercise 16 : Mainstreaming gender in the logic model of a development project
Exercise 17 : Changes necessary to achieve gender equality

EXERCISE 1 : EQUITY EXPLAINED AND ILLUSTRATED
Facilitator's guide

Goal :	To explain and illustrate the concept of equity [63]
Time required :	30 minutes
Materials	A plate of rice (or a picture or drawing)
Number of participants	2–20

Instructions :	1. Choose two people (a woman and a man, if possible) and give the following example :
	
	"This man works very hard. He has to get up early in the morning and go to work, trying to work as much as possible during the day. He does not sleep enough, does not eat very well, and has no time to practise any sports. 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 and nobody helps him.
	
	"This beautiful woman is fit ! She eats well, sleeps well, and works out every morning. She works, but not too much because other people help her. This morning she had a good breakfast : rice ! Her favourite meal !
	
	"Now, I am going an equal distance 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 — it's the same distance away, no discrimination."
	
	2. Ask the participants the following questions :
	
	    a. What do you think will happen ?
	Possible answers : "The woman will arrive first : she can run fast whereas the man is tired and unfit." "The woman will arrive first and probably eat most, if not all the rice. The woman likes rice very much while the man prefers noodles. If she is not aware of his disadvantaged position, she may not leave anything for him." b. Is the situation fair ?
	
	    c. Why is it unfair ?
	(Remind the participants that there was no discrimination - the plate was equally accessible to both people).
	
	    d. So, what can be done to make the situation fairer ?
	Possible answers : "Let the man reach the plate first or put the plate closer to the man." "Divide the contents of the plate into two equal parts ; one for each of them." "Make the woman aware that this man has not eaten breakfast this morning, so she must share and maybe leave more for him." "Try and find a way of alleviating this man's workload."

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[63] This technique was developed by Brigitte Leduc of the International Centre for Integrated Mountain Development (UNDP, IUCN, 2008) ; see IUCN, UNDP and GGCA, *Training Manual on Gender and Climate Change*, http://generoyambiente.org/archivos-de-usuario/File/ecosistemas_especificos.pdf, p. 34.

Instructions (continued):	• "Give the man free time to take exercise so that he can become fitter and more able to compete."
	• "Offer noodles and rice to address both their preferences. If that is not possible, maybe we should only offer noodles, since the man seems to have a greater need of food than the woman."
	Note: Underline that these possible solutions are what we call "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.
Facilitator's notes:	This exercise can be adapted to work with a different item, resource, or service.
	Ask for two volunteers to play the two roles: one woman and one man. It is interesting to use an example with the woman in a powerful position and the man in a subordinate position. People will be more able to analyze the situation without prejudice. If you put the man in the position of power, the participants may try to justify his position instead of analyzing it objectively.
	This exercise serves to introduce the difference between equality (the ultimate goal; the objective situation in which women and men have the same effective rights) and equity (equal opportunity, or the process that is needed in order to attain the goal of equality).
References	N/A

EXERCICE 2 : WHAT'S YOUR VIEW ?

Facilitator's guide

Goals :	• To instill a comfortable atmosphere within the group. • To help the participants express their emotions, opinions, and ideas about gender. • To elicit interaction and discussion among group members. • To allow facilitators to size up participants in terms of their level of knowledge about unequal gender relations.
Time required :	30-45 minutes
Materials	• Audio playback device (e.g., mp3 player, CD player, computer, or tape recorder) • Lively music • Study document, "List of statements about gender" (the statements could be written on cards, and modified as needed) • Markers • Flip chart
Number of participants	10-30
Instructions :	1. Begin by dividing the whole group into two equal teams. Ask the teams to form two concentric circles (one inside the other), with the inner circle facing the outer one. 2. Put on some lively music and ask the circles to move in opposite directions (one to the right, one to the left). 3. When the music stops, each participant is facing one other participant, who becomes her or his partner. Read aloud a statement about gender. 4. Give the participants 3 minutes to discuss their reactions to the statement with their partners. 5. Restart the music and repeat steps 2–4. When you are satisfied that the exercise has generated enough discussion, bring the two circles back together and ask the participants to discuss some of their observations with the whole group. 6. Drawing on the comments expressed, present a definition of the term "gender" and provide further explanation. You can use or modify the definition given in section 1.4 of this training kit. It is important that, by the end of this exercise, the participants understand the main components of the concept of gender : • Gender is different from sex, since it is not biologically determined but socially constructed. • Gender varies according to the culture, the socioeconomic context, and the political context of a society. • The concept of gender evolves over time. • Gender behaviours are learned. Individuals who do not conform to the societal norms corresponding to their gender may suffer disapproval or stigma.
Reference	Section 1.4.1, "Definitions and debates"

Excerpted and adapted from : Caroline Côté, *Le genre dans le développement* (Development and Peace, 2003).

STUDY DOCUMENT – Exercise 2

List of statements about gender

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1. Men and women can never be equal since they are biologically different.

2. Gender is a term used to refer to women.

3. Conversations about gender relations with family members, friends, and acquaintances often lead to conflict and discord.

4. Work on gender should be limited to the social and cultural sphere.

5. The most important goal in development is to give women access to financial autonomy.

6. Integrating women into development programs is important because it increases the effectiveness of projects.

7. The development of an autonomous women's movement should not be encouraged, since this could lead to dissension and division within communities.

8. Encouraging the development and persistence of women's traditions (sewing, cooking) is an effective strategy for promoting women's empowerment.

9. Women's empowerment necessarily implies a diminishment of men's power.

Excerpted and adapted from : Caroline Côté, *Le genre dans le développement* (Development and Peace, 2003).

EXERCISE 3 : HOW DOES THIS RELATE TO MY WORK ?
Facilitator's guide

Goal :	To enable participants to reflect on their role as people working for gender equality.
Time required :	25 minutes • Alone (5 minutes) • In small groups (10 minutes) • Whole group together (10 minutes)
Materials	No materials necessary.
Number of participants	No limit.
Instructions :	Divide the group into subgroups, ideally containing 4–5 people each. Ask the participants to work together to answer the following questions : 1- What are the implications of gender equality for my job description ? 2- How can I incorporate gender equality into my job description ? 3- What are the implications of gender equality for my work unit ?
Facilitator's notes :	Following the small-group discussion, each group presents to the whole group the ways in which their own work roles may have an impact on gender mainstreaming in the organiza-tion. This exercise serves to introduce the concept of gender mainstreaming and to show how individuals working in an organization can have an influence on it.
Reference :	Module 2, "Gender mainstreaming"

Source : CECI, Gender equality training session, 17 December 2009

EXERCISE 4 : BUMPY ROADS – A CASE STUDY[64]
Facilitator's guide

Goal :	To learn how to use the Harvard Framework for gender analysis.
Time required :	60–75 minutes
Materials	• Copies of Study document A, "Bumpy roads" • Copies of Study document B, "Harvard Analytical Framework" • Flip chart and markers
Number of participants	5-20
Instructions :	1) Present the Harvard Framework for analysis of the gender division of labour. 2) Hand out copies of the case study (Study document A, "Bumpy roads") and the Harvard Analytical Framework (Study document B) and ask the participants to read them. 3) Divide the participants into small groups (4–5 people each). 4) Ask them to apply the Harvard Analytical Framework to the "Bumpy roads" case. Specifically, have the small groups complete : • the activity profile ; • the gender division of labour ; • the access and control profile. 5) Bring the whole group back together for a discussion. Start by having the small groups report on their discussions.
Facilitator's notes :	The key social factors affecting this case study are that ownership of property is thoroughly gendered, and that men can control the labour of the women in their families. It is important also to be aware of class as well as gender differences. The following three points should emerge in discussing the gender analysis : The early impact assessment failed to grasp the underlying situation because there was no analysis of differences within the family, and an assumption that improvements in the agriculture industry meant improvements for all. The increased ownership of commodities said to indicate increased well-being referred in fact only to items that are typically owned by men. **The fact that in many societies family income is not regarded as a joint and shared resource is often overlooked by Western analysts.** It is clear from the story that coffee production increased as a result of the roads, and that this resulted in increased workload for those working in the coffee plantations. As this work was undertaken by women, it is not surprising that child nutrition declined, since food preparation is exclusively a female responsibility. **It is likely that all children will be under greater pressure to work in the fields rather than go to school, but teenage girls are the most likely to succumb to that pressure.**

Facilitator's notes: (continued)	The central paradox exposed by this case is that the wives of plantation owners felt worse off, while landless women felt better off. The key here is ownership of property, in this case income. The wives could be compelled to work longer hours in the plantations, with all the added income accruing to their husbands. This meant that they had less time to work on their own crops, and hence their income and well-being declined. For poor and extremely poor women who had no land on which to grow personal crops, any increase in family income is an improvement.
	Richer women had to work harder with no additional reward, and at the expense of their own income; poorer women had more work, and reward was more likely to come to them.
References	Module 3 : • Section 3.3, "Gender analysis" • Section 3.4, "The gender strategy"

STUDY DOCUMENT A – Exercise 4

Bumpy roads

The Government of this relatively rich country wanted to boost its coffee production to enhance exports and its balance of trade.

With the help of the World Bank, rural access roads were built through 80% of the uplands where coffee is produced. The intention was to facilitate the movement of extension officers around the district, and the transport of coffee to marketing centres, and thence to the port. The roads stimulated expanded coffee production, and the incomes of farmers increased significantly.

In the region in question, most of the agricultural work is done by women, whether on land owned by their husbands, or as day-labourers in the case of landless families. Men are chiefly responsible for cattle husbandry.

Income from the sale of major cash crops through marketing centres belongs to the landowner, while income generated from the sale of surplus crops grown for family consumption belongs to the women growing the crops. As a result of the expansion of coffee production, the amount of labour needed in the coffee groves has increased substantially.

Four years later an impact assessment of the project found that family incomes from coffee had increased, as had cattle, bicycle, tractor and radio ownership. There had been a general improvement in local trade, and the use of fertilizer and pesticide had expanded, stimulating secondary growth in agricultural industries. There had been a significant improvement in the country's balance of payments thanks to increased coffee exports. The project was pronounced a success.

However, the incoming World Bank country director had recently been alerted to gender equality concerns, and requested a gender expert to review the project and the impact assessment findings. This expert examined data related to social reproduction as well as economic statistics, and issues such as control over the factors of production. He found that a serious level of malnutrition had emerged in the communities concerned, especially among children. There was a decline in school attendance generally, which was particularly marked among teenage girls. Paradoxically, survey results indicated that a majority of the wives of landowners identified themselves as worse off than five years previously, while a significant number of landless women identified themselves as better off over the same period.

STUDY DOCUMENT B – Exercise 4

The Harvard Analytical Framework

The Harvard Analytical Framework is divided into three main sections:

- **The activity profile,** which is based on the relevant production- and reproduction-linked tasks and probes the question: Who does what? For our purposes, we could add the category of community-related work to complete our information base. Depending on the context, we could add the timing, frequency, and place of work, and add sub-categories (e.g. girls and boys, older women and men).

- **The access and control profile** presents a list of resources used to complete the tasks identified under the activity profile. This shows who has access to resources and who controls their use. We could add categories for political and economic resources, and for the resource of time. The profile also lists the profits earned from domestic (and community) production, and notes the use of resources, with columns to indicate whether women and men do or do not have access to these resources and whether they control the use of the resources.

- **Factors influencing activities, access, and control:** this table lists factors that affect the gender distinctions noted in the profiles above. The list of past and present influences may provide a preview of the changes and trends to come. These factors may also be considered in terms of the opportunities and constraints that affect greater participation by women in development programs and projects.

Source : CCCI, MATCH, AQOCI, 1991: 33-34.

The Harvard Analytical Framework

1. ACTIVITY PROFILE	Women/girls	Men/boys

A. Production activities
Agriculture :
  Activity 1
  Activity 2, etc.
Income generating :
  Activity 1
  Activity 2, etc.
Employment :
  Activity 1
  Activity 2, etc.
Other :		

B. Reproductive activities
Water-related :
  Activity 1
  Activity 2, etc
Fuel-related :
Food preparation :
Childcare :
Health-related :
Cleaning and repair :
Market-related :
Other :		

2. ACCESS AND CONTROL PROFILE	Access Women Men	Control Women Men
A. Resources Land Equipment Labour Cash Education/training, etc. Other		
B. Benefits Income Asset ownership Basic needs (food, clothing, shelter, etc.) Education Political power/prestige Other		

3. INFLUENCING FACTORS	Impact ?	Opportunities ?	Constraints ?
Political Economic Cultural Education-related Environmental Legal International Other			

EXERCISE 5 : UNPACKING THE INVISIBLE KNAPSACK
Facilitator's guide

Goals :	To understand racial privilege and transpose this concept to men's privilege
Time required :	50 minutes
Materials	Study document, "Unpacking the invisible knapsack"
Number of partici-pants	2–20 (divide into small groups if necessary)
Instructions :	Ask the participants to read the study document. Then have the group discuss the following questions : • Having read examples of unearned privileges related to race, can you identify examples of gender-related privileges ? • What do you see as the best way to deal with the gender privilege that you enjoy, or the inequality or injustice you have to face ? • Did this article give you a better understanding of your responsibility as a man or woman with respect to gender equality ? Why and how ?
Reference	Module 1 : • Section 1.4, "Definitions and debates"

STUDY DOCUMENT – Exercise 5
Unpacking the invisible knapsack

Peggy McIntosh is Associate Director of the Wellesley Centers for Women. This exercise draws upon her classic paper "White Privilege and Male Privilege," which is quoted at length below. The author makes the link between the two privileges, suggesting that their existence is, in both cases, likely to be denied by those who enjoy them.

Through work to bring materials and perspectives from Women's Studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are overprivileged in the curriculum, even though they may grant that women are disadvantaged. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully recognized, acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon with a life of its own, I realized that since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected, but alive and real in its effects. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege.… I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, assurances, tools, maps, guides, codebooks, passports, visas, clothes, compass, emergency gear, and blank checks.…

…I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring racial dominance on my group from birth.

…describing white privilege makes one newly accountable. As we in Women's Studies work reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "Having described it, what will I do to lessen or end it?"…

After I realized … the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are justly seen as oppressive, even when we don't see ourselves that way.… I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.…

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will.… My schooling followed the pattern which Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

The daily effects of white privilege

… I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life.… I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though these other privileging factors are intricately intertwined. As far as I can see, my Afro-American co-workers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place, and line of work cannot count on most of these conditions.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.

2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.

3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.

4. I can be reasonably sure that my neighbors in such a location will be neutral or pleasant to me.

5. I can go shopping alone most of the time, fairly well assured that I will not be followed or harassed by store detectives.

6. I can turn on the television or open to the front page of the paper and see people of my race widely and positively represented.

7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.

8. I can be sure that my children will be given curricular materials that testify to the existence of their race.

9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.

10. I can be fairly sure of having my voice heard in a group in which I am the only member of my race.

11. I can be casual about whether or not to listen to another woman's voice in a group in which she is the only member of her race.

12. I can go into a book shop and count on finding the writing of my race, represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser's shop and find someone who can deal with my hair.

13. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance that I am financially reliable.

14. I could arrange to protect our young children most of the time from people who might not like them.

15. I did not have to educate our children to be aware of systemic racism for their own daily physical protection.

16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.

17. I can talk with my mouth full and not have people put this down to my color.

18. I can swear, or dress in secondhand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.

19. I can speak in public to a powerful male group without putting my race on trial.

20. I can do well in a challenging situation without being called a credit to my race.

21. I am never asked to speak for all the people of my racial group.

22. I can remain oblivious to the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.

23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.

24. I can be reasonably sure that if I ask to talk to "the person in charge," I will be facing a person of my race.

25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.

26. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.

27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out of place, outnumbered, unheard, held at a distance, or feared.

28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her chances for advancement than to jeopardize mine.

29. I can be fairly sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.

30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.

31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.

32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.

33. I am not made acutely aware that my shape, bearing, or body odor will be taken as a reflection on my race.

34. I can worry about racism without being seen as self-interested or self-seeking.

35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.

36. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.

37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.

38. I can think over many options, social, political, imaginative, or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.

39. I can be late to a meeting without having the lateness reflect on my race.

40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.

41. I can be sure that if I need legal or medical help, my race will not work against me.

42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.

43. If I have low credibility as a leader, I can be sure that my race is not the problem.

44. I can easily find academic courses and institutions that give attention only to people of my race.

45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.

46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.

48. I have no difficulty finding neighborhoods where people approve of our household.

49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.

50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.][65]

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own….

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted…. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant, and destructive….

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[65] Statements 47–50, though not in the original article, are included here as they appear in subsequent, augmented versions of the list.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that were passed on to me as a white person. There was one main piece of cultural turf ; it was my own turf, and I was among those who could control the turf. I could measure up to the cultural standards and take advantage of the many options I saw around me to make what the culture would call a success of my life. My skin color was an asset for any move I was educated to want to make. I could think of myself as "belonging" in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely....

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit in turn upon people of color.

For this reason, the word "privilege" now seems to me misleading.... We usually think of privilege as being a favored state, whether earned, or conferred by birth or luck.... Yet some of the conditions I have described here work to systemically overempower certain groups. Such privilege simply confers dominance ... because of one's race or sex.... [66]

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[66] Peggy McIntosh, *White Privilege and Male Privilege : A Personal Account of Coming to See Correspondences through Work in Women's Studies,* Working Paper #189 (Wellesley, MA : Wellesley College Center for Research on Women, 1988), http://saswat.com/archives/gender/index2df4.html?p=8.

EXERCISE 6 : CASE STUDY : "SUPPORTING THE CARHUA COMMUNITY"
Facilitator's guide

Objective :	To apply gender and development (GAD) concepts in results-based management (RBM)
Time required :	90 minutes
Materials :	Study documents A and B, "Case study – Supporting the Carhua community"
Number of participants :	8–20 (divide the group into small groups if necessary)
Instructions :	1. Hand out the case study and divide the participants into smaller groups. 2. Ask the groups to read the case study and answer the following three questions : Question A : Identify the expected outcomes of the project (immediate, intermediate, ultimate), with an emphasis on those relating to gender mainstreaming. Question B : Determine the project's main assumptions (conditions for success). Question C : Identify the main indicators (at least three) for each outcome, with at least one indicator for each outcome designed to track improvements in gender equality. 3. Bring the whole group back together for a discussion. Start by having the small groups report on their discussions.
Facilitator's notes :	While this case is fictitious, it is based on an actual project of an INGO. Read section 3.5, "Results-based management," of this training toolkit in preparation for the workshop session, as it will help you to guide the participants' learning process. For more information on RBM/GAD, see AQOCI, *La Gestion axée sur les résultats (GAR) en lien avec l'approche Genre et développement (GED), Guide destiné aux organismes membres de l'AQOCI,* November 2008, pp. 17–21, 27–31, http://www.aqoci.qc.ca/ressources/pdf/Guides_2008-12_GAR-GED.pdf (In French), which specifically focuses on this subject
References :	Module 3 : • Section 3.5, "Results-based management"

STUDY DOCUMENT A – Exercise 6
Case study – Supporting the Carhua community

Carhua is a small town not far from the capital city. It is inhabited by a few hundred families of modest means. Over half the working-age residents are employed in manufacturing, with many of them working in factories that are part of the supply chain of businesses in the capital. But work is dependent on orders from those businesses, meaning that a third of families in the area are without a steady source of income.

From a legal and cultural standpoint, employment opportunities in the area are equal for men and women; however, men hold most of the best-paying jobs. Half the town's women have a level of education equal to the average for the men, but many women are unable to work for many years while they raise their children. As a result, few women have been able to develop careers to any significant extent; they are much more likely than men to become unemployed or remain in the lowest-paying jobs. Moreover, many women have chosen to work in the informal sector for very low wages, as childcare workers, housekeepers, or in-home seamstresses. In this context, it is difficult to improve the health and education conditions of children and their families.

Recently, entrepreneurs from the capital wanted to open a woolen mill to produce yarn for rug making. The idea was to help primarily low-income families, especially women, to set up a small weaving cooperative with the purchase of appropriate looms. The most skilled women could be trained to read the graphic patterns so the small cooperative could diversify production with different colours and designs. A subsidy would cover half the cost of the looms, and the women would pay the rest in the form of a 20% down payment, with the balance to be paid out of profits over the next three years.

The initial investment was relatively affordable in relation to the average family income and the women joined the project with great enthusiasm. But the men, who felt somewhat excluded from the new employment opportunities, opposed the 20% down payment. They also doubted the women's ability to pay down the rest of the loan.

What's more, the women were reticent about the men taking a greater role in the project for fear that they would supplant the women. In short, a climate of mistrust took hold in the small town, threatening the future of the enterprise. To provide for the stability and longevity of this new cooperative and the quality and uniformity of its products, the cooperative would need:

• mediation to reduce conflicts between the town's male and female workers;

• a building to house the looms; the women realized that none of the town's existing rooms was adequate for this purpose;

• a subsidy from the Ministry of Industry and Cooperatives for the buildings that would house the looms. A subsidy would help supply the beams, posts, doors, windows, and sheet-metal roof. The only thing left would be to find the building contractors and agree on a way to pay them;

• a master weaver and ultimately a management committee to supervise the workers for quality control purposes;

• market development initiatives, so as to avoid having to depend on a single buyer for their products.

A cooperative like this would boost the local economy. The town councilors like the idea, they believe the project is worth the effort, and they are willing to open the town coffers to see it come to fruition. Your organization is called upon to help the families of Carhua and the town councilors to develop this new cooperative, fostering a positive contribution from both men and women. One possibility is to offer them three years of technical support and training.

The ultimate goal of this project is to improve job security for Carhua families, especially for the most vulnerable women (single mothers), and thus to improve their living conditions. Achieving this will necessitate making a credible case for the cooperative and ensuring its stability. By diversifying income opportunities, it is hoped that the project can meet the needs and interests of both men and women, and that all will be satisfied with the outcome.

Source : AQOCI, *La Gestion axée sur les résultats (GAR) en lien avec l'approche Genre et développement (GED) : Guide destiné aux organismes membres de l'AQOCI* (Montreal : AQOCI, 2008), pp. 53–4.

Please answer the following questions about this case :

Question A : Identify the project's main expected outcomes (immediate, intermediate, and ultimate) with an emphasis on gender aspects that can be mainstreamed.

Question B : Determine the project's main assumptions (conditions for success).

Question C : Identify the main indicators (at least three) for each outcome, with at least one indicator for each outcome designed to track improvements in gender equality.

STUDY DOCUMENT B – Exercise 6
CASE STUDY – Supporting the CARHUA community

OUTCOMES	ASSUMPTIONS AND RISK FACTORS
Immediate	
Intermediate	
Ultimate	

OUTCOMES	ASSUMPTIONS AND RISK FACTORS
Immediate	
Intermediate	
Ultimate	

Source : AQOCI, *La Gestion axée sur les résultats (GAR) en lien avec l'approche Genre et développement (GED) : Guide destiné aux organismes membres de l'AQOCI* (Montreal : AQOCI, 2008), pp. 41–3.

EXERCISE 7 : Diversity of gender equality approaches and strategies
Facilitator's guide

Objective :	• To understand the obstacles and challenges involved in building a gender strategy • To identify empowerment strategies
Time required :	45-60 minutes
Materials :	• Study document, Exercise 7, "Diversity of gender equality approaches and strategies" • Flip chart • Markers
Number of participants :	8 à 20
Instructions :	1. Distribute the study document and divide the participants into smaller groups. 2. Ask the groups to read the study document and answer the following questions : • Make a list of the main obstacles and challenges encountered by the project managers when they attempted to tailor gender equality strategies for the various projects described in this article. It might be helpful to begin with a gender analysis of some of these projects. • What lessons for your own work can you derive from the gender equality strategies used in these projects ? Discuss some of the strategies you have used to empower women. 3. Bring the whole group together for a discussion. Begin by asking each to report on what was discussed in the small group.
Notes	For question 1, help the participants stay on course by mentioning typical obstacles encountered when conducting a gender analysis, including factors such as class, ethnocultural identity, participation, empowerment, and strategic interests. Review the steps in the development of a gender strategy, such as identifying the target group, the existing gender inequalities, the obstacles encountered, and the specific activities that will lead to the expected results. For question 2, review the concept of empowerment with the participants.
References	Module 3 : • Section 3.3, "Gender analysis" • Section 3.4, "The gender strategy"

STUDY DOCUMENT – Exercise 7

Diversity of gender equality approaches and strategies

According to its advocates, sectoral decentralization reforms can make water management, health, educa-tion, local economic develop¬ment, and other public functions more efficient, responsive, and accountable to citizens. Citizen participation in the user groups and local management committees that often accompany decentralization is also intended to spill over into broader processes of empowerment. Marginalized groups such as women, ethnic minorities, and the poor are especially supposed to benefit.

Since 2004, 13 research projects supported in South Asia, sub-Saharan Africa, and Latin America by the Women's Rights and Citizenship program of Canada's International Development Research Centre (IDRC) have been exploring exactly how decentraliza¬tion affects women's access to services, resources, and local power. The findings show that these reforms do not automatically benefit women, and can even put them at a disadvantage.

Women pay the price for scarce resources

In Sudan, decentralization was mandated under the country's 2005 Comprehensive Peace Agreements. On paper, it was designed to promote democracy and local autonomy. In practice, however, the central govern¬ment retains tight control over budgets and decision making and has failed to support subnational tiers in carrying out their new responsibilities.

Asha El-Karib, a founding member of the Gender Center for Research and Training in Sudan, led a project on women's access to health, education, and natural and financial resources in the wake of decentralization. El-Karib and her colleagues found that turning aspects of health and education over to subnational tiers of government has had a "limited if not negative impact on women's access to services."

In Sudan, "fiscal decentralization," according to the research team, "is understood as : 'each state has to find its own resources.'" As a result, local authorities have turned to user fees, which poor families often cannot afford, to fund education and health care. With female illiteracy at nearly 50% — compared to about 30% for men — and girls lagging behind boys in school enrol¬ment, the consequences are devastating. The situ-ation is particularly bleak in some parts of the country : southern Sudan, for instance, has the lowest ratio of female to male primary school enrolment in the world.

In health, said one woman in Red Sea State, "those who cannot afford user fees... cannot access good health care." Nor are the limited services tailored to local needs, least of all women's needs. In many areas of Red Sea State, for instance, researchers found there were no female doctors. As a result, women from con¬servative families "do not access care, because they do not want to see male doctors." In a country with one of the highest maternal mortality rates in the world, this can be catastrophic.

Efficiency vs. democracy

As in Sudan, sector decentralization has also led to the introduction of user fees in many other countries. In fact, it is often implemented mainly in the hope of making service delivery more efficient through cost

recovery. Several of the IDRC-supported research proj¬ects demonstrate that the emphasis on efficiency can override the democratic possibilities of decentralization.

Water sector reforms undertaken in the Indian states of Gujarat and Maharashtra are a good example. These reforms created local drinking water and irrigation committees. Women's representation in these new insti¬tutions reflects their crucial roles in household water collection, use, and management — although their roles are less well recognized in irrigation. Women collect tariffs, organize maintenance, and take part in decisions about where to locate new infrastructure. Researchers noted that women, in effect, become mere administrators of projects designed at higher levels. Although women's participation contributes to smooth-er-running projects, it does not permit them to question the overall policy model, based on cost-recovery.

Researchers in Paraguay also noted the limited scope of users' influence in the health decentralization reforms they studied. These reforms gave some local governments, in coordination with local clinics and citizens' health councils, responsibility for designing and managing programs in certain areas. But although the health councils gave women and others opportuni¬ties to voice local health priorities, the centrally determined cost-recovery model was not open to democratic input. User fees, which place the greatest burden on poor women, were the only option given to local providers to finance health services.

Controlling budgets

Findings from El Salvador, Honduras, India, Pakistan, and South Africa all showed that women rarely sit on budget or finance committees in local government, and find it difficult to gain access to financial informa¬tion. But unless women influence budgets and funds are set aside to meet their needs, electing women councilors or promoting women's participation in local committees is unlikely to lead to allocation decisions that pro-mote women's and girls' equal access to water, health, education, and other public services.

Such findings led the IDRC-supported project teams to advocate rules for ensuring that budget funds are al-located for women's needs in general programs and projects, as well as programs and projects specifically for women. Such gender criteria should also be part of budget monitoring and audits. The researchers say it is essential for women to participate in decentralized bodies where budget decisions are made.

Constraints on women

Even when women have access to decentralized institu¬tions, numerous factors can undermine their influ-ence. In Nepal, local education committees, irrigation user groups, and community forestry user groups must all include women, by law. But women are often reluctant to raise their voices when men are present, and men are often unwilling to listen to them. The project team in Nepal did note, however, that women spoke up more in women-only groups.

One Nepalese woman described her role in a decentralized community school management com¬mittee this way: "We remain silent throughout the meeting, as we are not able to speak in front of respected male members of the village. Rather, we put our signature on the minutes and leave for home." There is little sense from men or women that women have a right to be included, or that they can make positive contributions to improving management or service delivery.

Women are not all the same

Researchers in Nepal also discovered that in several communities the same elite women filled quotas on numerous local committees, thus blocking access to women of lower status. This finding highlights the crucial fact that while state policies often treat women as a homogeneous category, in reality, their differing class, caste, race, ethnic, age, and other identities shape their access to decision-making, services, and resources.

Moreover, the research team studying water sector decentralization in Maharashtra and Gujarat found that even when lower-caste and poor women were present in meetings, they usually had less influence than higher-caste and wealthier women over such decisions as where to build water infrastructure, or whether to switch from public to private water connections. Local irrigation user groups in Maharashtra also exclude community members who do not own land, leaving women and many of the poorest families out of decision making over this crucial resource.

In Ecuador, women faced obstacles related to racial and class discrimination. In the municipality of Cayambe, IDRC-supported researchers learned that attempts to establish local user groups for a maternal health program had failed "because doctors and nurses rejected the participation of indigenous and rural women, claiming that they needed profes¬sional training in order to take part."

Reflecting local gender cultures

Irrigation engineer Zulema Gutierrez and sociologist Marina Arratia led a team exploring decentralization, gender, and water rights in Bolivia, a multicultural country whose 35 different Indigenous cultures make up 71% of the total population. Decentralization reforms in Bolivia recognize traditional authorities and cultural practices, but the researchers found that cul¬tural dimensions of Indigenous peoples' perspectives on water are not reflected in the design and monitor¬ing of local irrigation projects.

Local people have differing views of water rights and resources, ranging from individual approaches to nature-centered communal approaches that see natural resources as shared. Project design, however, assumes individual rights to water. Researchers reported that identical "operations and maintenance manuals and regulations are used without distinction across different irrigation systems." The emphasis on individual rights undermines communal practices and excludes some of the poorest families, including families headed by women.

The individual rights framework is also linked to a standard view of gender relations that does not tally with communal traditions. Project technicians often fail to understand the actual roles of women in their communities and families, and hence do not collect information about women's specific needs. In one community, for example, women wanted water reser¬voirs included in the irrigation works, but their prefer¬ence went unheard.

A role for central government

The principle of subsidiarity — placing functions and powers in the hands of the lowest possible level of gov¬ernment, or as close as possible to citizens — is at the heart of decentralization. But the research projects

sug¬gest that in some countries central governments have more capacity, resources, and political will than local governments to ensure that women's rights are pro¬tected and promoted through decentralization.

This was illustrated clearly in South Africa where urban planner Alison Todes and her colleagues found that national gender policies, funding earmarked for women's needs, and national government requirements on women's participation in local projects helped women gain access to resources and projects. They con¬cluded that central government intervention explained local women's participation in drinking water, small business, and other local projects, while conservative local cultures posed obstacles to women's participation.

Research findings in Benin, by contrast, illustrate what can happen when the central government does not in¬tervene. Agricultural economist Pascaline Babadankpodji and her team examined local agricultural planning in a region where climate change is intensifying competition over land. They learned that although women farmers contribute substantially to the local economy, their farming role is not recognized, their access to land is precarious, they have little influence over planning, and they receive little technical support.

Topping the list of women's concerns were prejudices against their involvement in the public sphere and lack of confidence in their capacity to participate in public discussions. But the main problem, researchers con¬cluded, is that national gender policies are poorly linked to planning and projects at the local level.

Make gender equity the goal

Despite finding that women face multiple obstacles in influencing decisions and gaining access to services and resources in decentralized sectors, the 13 IDRC ¬supported research projects did reveal some encourag¬ing stories. For example, despite limitations, many women in local drinking water committees in Gujarat and Maharashtra told researchers they were happy with the opportunities decentralization gave them to partici¬pate in the public sphere and help their communities.

In Ecuador, women in municipalities led by left-of-¬centre and Indigenous parties also benefited following decentralization. Researchers documented the creation of a program on women's sexual and reproductive health that linked Western and traditional medicine, raised the status of midwives and healers, and achieved zero maternal mortality in the municipality of Cotacachi. They also learned about successful literacy pro¬grams for rural women, new income-generating projects, and an innovative, intercultural effort to combat violence against women.

The main lesson, however, is that for decentraliza¬tion to benefit and empower women, it must be designed with their particular needs and situations in mind. National and local government policymakers and bureau¬crats, as well as civil society organizations, must be committed to ensuring that women play an active role in decentralized systems, and that locally managed services and resources promote gender equity.

Author: Melissa MacLean, a Canadian writer based in Nicaragua.

Questions:

• Make a list of the main obstacles and challenges encountered by the project managers when they attempted to tailor gender equality strategies for the various projects described in this article. It might be helpful to begin with a gender analysis of some of these projects.

• What lessons for your own work can you derive from the gender equality strategies used in these projects? Discuss some of the strategies you have used to empower women.

**EXERCISE 8 : Countering resistance : the South Indian Tree Farmers' Cooperative Association
Facilitator's guide**

Goal :	To pinpoint resistance to gender equality and devise strategies for helping the partner counter it.
Time required :	45–60 minutes
Materials	• Copies of Study document A, "Countering resistance : the South Indian Tree Farmers' Co-operative" • Copies of Study document B, "Role-play instructions" • Flip chart • Markers
Number of participants	8 à 20
Instructions :	1) Hand out the case study. Ask the participants to divide into 2 or 4 small groups depending on the number of people. 2) Assign roles to each group : one group plays Marcelle and one group plays Mr. Narayan. If there are four groups, have two groups play each role. 3) Ask the groups to read the scenario in Study document A and prepare for their roles (30 minutes). 4) Then have each pair of groups hold a "meeting" between Marcelle and Mr. Narayan. For this segment, ask them to follow the instructions in Study document B (4–6 minutes). 5) When they are done, bring the whole group back together and hold a discussion.
Facilitator's notes :	The role-play aims to illustrate the different points of view that arise when working with overseas partners, the conditions for gender equality partnership, and the development of a gender strategy in an intercultural context.
References	Module 3 • Section 3.4, "The gender strategy" Module 4, "Assisting and advising partners"

STUDY DOCUMENT A – Exercise 8
Countering resistance : the South Indian Tree Farmers' Cooperative Association

Scenario

The South Indian Tree Farmers' Cooperative Association (TFCA) reforests degraded land and transforms it into plantations to meet the local people's needs for food, forage, firewood, wood products, and more. The communities manage their own plantations and may sell the surplus if they wish. Organization X is supporting TFCA's work as part of a project that has been running for three years.

Last year Marcelle Dubois, who is managing the organization's contribution, worked enthusiastically on integrating gender equality considerations into all aspects of the project. The goal was to ensure that all TFCA members got the same benefits and the same access to resources and community services. An important dimension of the project is training in soil improvement, small-scale silviculture and tree nursery management, seed selection, medicinal herb collection, cooperative organization, financial management, and leadership training.

The organization's contribution and expectations were discussed at the first meeting of the steering committee. It was agreed that the representative of the development organization and Mr. R. Narayan, the manager of TFCA, would act as partners in rolling out the project. It was stipulated that TFCA would take charge of the status of women component, since these issues are somewhat sensitive given the cultural context. TFCA stressed that it would be better to entrust the matter to local specialists so as to avoid imposing Western feminist ideas.

This year, Marcelle went to India to evaluate the previous year's progress and attend the annual meeting of the steering committee. She was also concerned about the lack of information on gender equality to be found in TFCA's semiannual reports. She felt it would be important to conduct her own evaluation of the situation, especially with the next project evaluation near at hand.

Marcelle was given a hearty welcome by Mr. Narayan. He was able to demonstrate that in general, the project was yielding perfectly satisfactory results. When Marcelle asked about what progress had been made on the status of women, Mr. Narayan responded : "Oh, women participate a lot ! The level of women's participation is excellent ! In fact, we would like you to come visit one of our cooperatives, to meet with the executive committee, the cooperative members, and the women's committee." The executive committee of the Rajakamangalam cooperative welcomed Marcelle with multicoloured garlands and assured her they would answer any questions she might have. She was invited to address the whole group. The first question she asked to the people sitting in front of her was as simple as could be : "Which of you are members of the cooperative ?" All the men raised their hand, but only two women sitting in back did likewise. She asked if any other women in the room were also members. A committee member broke the silence : "Madame, in our

culture, women do not speak in meetings… Those two women are widows. The others are the members' wives. They do not generally participate in meetings, and they are not used to speaking in public."

After asking a few more questions of a general nature about the cooperative's achievements, Marcelle explained that since the meeting had been planned especially for her to meet with women, she wanted to sit down with them and listen to their concerns. Mr. Narayan offered to interpret.

During the lively conversation that ensued, Marcelle was able to identify several major problems. First, the women did not attend the training sessions offered by the cooperative. Mr. Narayan explained that since the women had not participated in the training program offered at the outset, to satisfy Marcelle's organization the TFCA had put together a special home economics training program for them, with a particular focus on promoting the use of high-efficiency biogas stoves. When Marcelle asked the women why they had not attended the regular training program, they responded that it had taken place at a time of day when they had too many other things to do, and that there'd been no one to watch the children during their absence. In addition, they were too shy to attend a training session with all the men of the village.

When Marcelle asked about the rules for becoming a cooperative member, she was told that only one member of each family could join, and that this was always the head of the household. Most of the women heads of households asked one of their sons or brothers to join on their behalf.

Mr. Narayan then stated what a good thing it was that 65% of the cooperatives' work was done by women. As to the benefits of this work, the women explained that they made a decent wage working by the piece, and additionally that they could buy firewood at a lower price than nonmember families. A small number of women heads of livestock-owning households now had a biogas stove that they'd purchased at a subsidized price from the cooperative. These stoves were less popular because they were the wrong size for the pots used in South India (they had been designed with the North in mind). But it emerged from the discussions that the women were keenly interested in working in the tree nurseries, and particularly in grafting fruit trees. They pointed out that while any tree species could be used to reclaim degraded land, fruit trees could bring in income all year long; they would increase the cooperative's revenues and offer the additional benefit of providing surplus food for local consumption.

Marcelle thanked the women and assured them that she would take account of their concerns in discussions leading to the adoption of a new line of action for the project.

As she prepared for her next day's meeting with Mr. Narayan to discuss the agenda of the steering committee meeting, Marcelle reviewed the TFCA bylaws. She discovered that nothing in them limited membership to men, women, or families, nor to one member per family. In reality, there was even a provision underscoring the need for adequate women's representation on the executive committees of member cooperatives.

Knowing that Mr. Narayan was justly proud of women's participation in the project, Marcelle did not want to hurt him, but on the other hand, she felt that the project had not yet paid enough attention to women's point of view nor had it suitably catered to their interests.

Source: Adapted from the CIDA corporate gender equality course, 2006; CECI/AQOCI, GAD train the trainer course, March 2005.

STUDY DOCUMENT B – Exercise 8
Role-play instructions

The problem

Keeping in mind Marcelle's concerns and the sentiments expressed by the women themselves, in your opinion, what changes should Marcelle promote in order to modify the modus operandi of this project?

What strategy should she use to win over Mr. Narayan, especially in regards to the work plan for the coming year, which is to be presented at the annual steering committee meeting the following week?

Instructions for role-play: "Marcelle" group

• Your group's job is to prepare a strategy for addressing the key questions raised during Marcelle's trip concerning measures needed to provide for gender equality in the project. What changes should be made next year, and what can Marcelle do to convince Mr. Narayan to adopt them? **Important: Identify the intercultural obstacles that Marcelle may be confronting.**

• Designate one member of your group to play the role of Marcelle and one person to assist them. A member of the "Mr. Narayan group" will be selected to play the role of Mr. Narayan for the purpose of the dialogue with Marcelle. During the role-play, Mr. Narayan (also assisted by one or more advisors) will use various tactics of resistance, which the representatives of Marcelle's organization must try to head off and/or counter.

• The role-play scene will last 4–6 minutes. It will be followed by a general discussion on the issues raised and the solutions proposed.

• You have 30 minutes to prepare for the role-play.

Instructions for role-play: "Mr. Narayan" group

• Your group's job is to prepare arguments and tactics that Mr. Narayan and his colleagues will use to oppose the changes that Marcelle thinks are necessary in order to promote gender equality in the project. You can use tactics derived from your own work experiences.

• Designate one member of your group to play the role of Mr. Narayan and one person to assist them. A member of the "Marcelle group" will be selected to play the role of Marcelle for the purpose of the dialogue with Mr. Narayan. Marcelle will be accompanied by one or more advisors as well. During the role-play, Mr. Narayan will use various tactics of resistance which Marcelle will try to head off and/or counter.

• The role-play scene will last 4–6 minutes. It will be followed by a general discussion on the issues raised and the solutions proposed.

• You have 30 minutes to prepare for the role-play.

EXERCISE 9 : Case study of a communications advisor in Botswana
Facilitator's guide

Goal :	To apply key concepts of gender analysis (women's participation and empowerment ; becoming aware of intercultural resistance ; developing a gender strategy ; assisting and advising partners.
Time required :	75 minutes
Materials :	• Copies of Study document, "Case study of a communications advisor in Botswana" • Flip chart • Markers • Copies of Appendix 2, "Key concepts in gender equality"
Number of participants :	8 à 20
Instructions :	1. Hand out the case study and divide the workshop into small groups. 2. Have the small groups answer the following questions (the number of questions will depend on the time available for the exercise) : • Which gender equality concepts is Kristen dealing with in this situation ? • Why do you think that Kristen's colleagues are not interested in developing the image-based communications tool ? • What are some actions that Kristen could take to ensure that women will be reached and included in this situation ? • How can Kristen foster an understanding of women's role in the prevention of HIV/AIDS among her colleagues ? • What innovative women's literacy features could Kristen include in her gender equality communications strategy ? 3. Bring the whole group back together for a discussion. Start by having the small groups report on their discussions.
Facilitator's notes :	Guide the participants by drawing on the material in Appendix 2, "Key concepts in gender equality." Encourage the small groups to discuss, among others, the concepts of women's participation, empowerment, and women's strategic interests, as well as all aspects of assisting and advising partners.
References	Module 4 • Section 4.5, "Building a shared vision of gender equality" Module 5 • Section 5.2.4, "Discussing gender equality in an intercultural context"

Source : Uniterra/CECI

STUDY DOCUMENT – Exercise 9

Case study of a communications advisor in Botswana

Kristen has been hired to work as a Communications Advisor at the HIV/AIDS awareness raising and community home-based care program of the Botswana Family Welfare Association (BOFWA). Her mandate is to help create tools for raising awareness to facilitate outreach to villages in rural Botswana. These tools can take any form and she is excited about developing new and innovative communications tools to respond to the needs of villagers who do not have access to modern technology.

Kristen wouldn't call herself a feminist, but she agrees that women's rights and education are central to the fight against HIV/AIDS. In Botswana, more than 50% of the people living with HIV/AIDS are women. She believes that if women are more informed about HIV/AIDS, they will be more likely to get tested and to educate their children about it. This would lessen the instance of mother-to-child transmission (MTCT) and create a safe space for discussion about safe sex.

When Kristen first arrives, she focuses on learning about the programs that BOFWA is implementing in order to determine what kind of tools would help her accomplish her mandate's goals. In her discussions with colleagues and her supervisor, she learns that most of the women in the villages are illiterate as opposed to the men. As a result, they do not understand the written information that BOFWA has disseminated so far.

She asks why the information on MTCT has been transmitted in written form when the target audience – women in rural villages – is not literate. She is told that since men are responsible for the family and for decision-making, they are the ones who need the information and it is their choice whether they wish to share it with their wives. When Kristen develops an image-based communication tool, they refuse to reproduce it because they do not have the funds to develop it in addition to the written tools that they want to use.

Source : UNITERRA/CECI, 2010

Questions to consider :

1. Which gender equality concept is Kristen dealing with in this situation ?

2. Why do you think that Kristen's colleagues are not interested in developing the image-based communications tool ?

3. What are some actions that Kristen could take to ensure that women will be reached and included in this situation ?

4. How can Kristen foster an understanding of women's role in the prevention of HIV/AIDS among her colleagues ?

5. What innovative women's literacy features could Kristen include in her gender equality communications strategy ?

EXERCISE 10 : Case study of a farm business advisor in Senegal
Facilitator's guide

Goal :	To apply key concepts of gender analysis and become aware of intercultural resistance to the implementation of a gender strategy.
Time required :	60-75 minutes
Materials :	• Copies of Study document, "Case study of a farm business advisor in Senegal" • Flip chart • Markers
Number of participants :	8 à 20
Instructions :	1. Hand out the case study and divide the workshop into small groups. 2. Have the small groups answer the following questions (the number of questions will depend on the time available for the exercise) : • Which gender equality concept is David dealing with in this situation ? • Name some steps that David can take to secure women's participation in his workshop ? • Which features can David include in his gender strategy for this project ? 3. Bring the whole group back together for a discussion. Start by having the small groups report on their discussions.
Facilitator's notes :	For reference, give the participants copies of Appendix 2, "Key concepts in gender equality."
References	Module 3 • Section 3.4, "The gender strategy" Module 5 • Section 5.2.4, "Discussing gender equality in an intercultural context"

Source : Uniterra/CECI

STUDY DOCUMENT – Exercise 10

Case study of a farm business advisor in Senegal

David has been hired to work as a farm business advisor in Senegal. The objectives of his mandate are to work with small-holder farmers to increase their profitability through workshops on farm management, micro-credit and value-added techniques. He is a farmer himself and runs a successful organic farm in Nova Scotia.

While David wouldn't necessarily identify as a feminist, he is committed to completing the following responsibility outlined in his mandate: "Facilitate the participation of women in all project activities." He suspects that this may be difficult in a country where women are not traditionally allowed to own land or hold land titles despite the fact that the majority of women in rural areas work in agriculture. Women also have trouble gaining ownership of businesses or accessing credit.

When David arrives in Senegal, he has already started to think about what he can do to include women in his workshops. As he starts to plan his workshops, he is given a list of people who have been selected by the men in the community to bring the information back to everyone else. David appreciates the community spirit but notices that all of the selected participants are men. When he expresses his concern to the men in the community, they reassure him that the women are too busy and won't have anything important to say.

David is unsure, given what he understands about the culture so far, of what to do next. Should he try to convince the men that they need to select some women to attend and disseminate the learning? Should he approach the women on his own and invite them personally? David still wants to go ahead with the workshop, but does not know how to ensure women's participation.

Source: UNITERRA/CECI, 2010.

Questions to consider:

1. Which gender equality concepts is David dealing with in this situation?

2. What are some actions that David can take to ensure female participation in his workshop?

3. What elements can David include when developing a gender strategy for this project?

EXERCISE 11 : Gender mainstreaming in an organization
Facilitator's guide

Goal :	To give participants a chance to think about their roles as people acting in favour of gender mainstreaming within their organization ; to understand the challenges and benefits of gender mainstreaming ; to develop ideas and options for implementing a gender equality policy and action plan in their organization.
Time required :	70 minutes • Exercise, in small groups of 3–4 people (40 minutes) • Whole group discussion (30 minutes)
Materials :	• Copies of Study document, "Template for gender equality action plan" • Flip chart • Markers
Number of participants :	4 à 20
Instructions :	Divide the workshop into small groups and have them answer the following questions : 1. What are the implications for gender mainstreaming in my organization (challenges, consequences, benefits) ? 2. What would be the phases of gender mainstreaming in my organization : a) To develop a gender equality policy ? b) To develop a gender equality action plan ? 3. What human resources will be needed in order to mainstream gender equality in my organization ? 4. What are the implications of gender mainstreaming for budgetary planning in my organization ? 5. What features should be included in a gender equality communication strategy for my organization ? Bring the whole group back together for a discussion. Start by having the small groups report on their discussions and how they answered the questions.
Facilitator's notes :	Help the participants think about the issues by giving them references that can help answer the above questions. If time is lacking, the questions may divided up among the small groups, or fewer questions can be assigned, depending on the level of knowledge possessed by the target group.

Facilitator's notes: (continued)	**Guide to the answers to question 2: Main components of a gender equality policy:**[67]
	• A definition of gender equality (as understood and interpreted by the organization making the policy).
	• A brief gender analysis.
	• A description of the organization's gender equality approach.
	• A two-tiered strategy: crosscutting and specific.
	• The goals and objectives of the policy.
	• A description of the evaluation and monitoring involved.
	• A section on awareness raising and capacity building for partners and staff.
	• A partnership with North-South women's organizations and/or networks.
	• A system for capitalizing on knowledge (knowledge management mechanisms).
	• A requirement to create a gender committee.
	• An accountability structure with corresponding mechanisms.
	• An approach to sharing of responsibilities (between gender specialists and the rest of the staff).
References	Module 2 • Section 2.3, "Gender mainstreaming tools" Module 3 • Section 3.6, "Gender-responsive budgeting"

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[67] This information compiled from Rita Soares Pinto, *Institutionnalisation du genre: de la conceptualisation théorique à la mise en pratique* (Montreal: Comité québécois femmes et dévéloppement of Association québécoise des organismes de coopération internationale, 2008), http://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf; the Gender Network of the Society for International Development (SID), Ottawa-Gatineau Chapter, and discussions within "Genre en pratique."

STUDY DOCUMENT - Exercise 11

Template for gender equality action plan

Here is a sample gender equality action plan detailing certain tasks that are part of an overall gender mainstreaming effort in an organization.

Task	Steps	Person in charge	Time required	Implementation timeline Year 2011			
				1	2	3	4
1. Formulation and adoption of a gender equality policy	i) Hiring a consultant	Human resources department	3 days	██			
	ii) In-house consultation and policy drafting	Consultant	15 days	██			
	iii) Presentation of policy to staff; adoption by Board of Directors	Consultant and Board of Directors	2 days		██		
2. Incorporation of gender equality into management processes	...	...	...				
3. Preparation of gender equality training modules for staff	...	...	...				
4. Other	...	...	...				

EXERCISE 12 : Gender auditing in projects involving cooperatives
Facilitator's guide

Goals :	• To identify strengths and weaknesses in the area of gender equality (gender needs assessment). • To understand the steps to be followed in conducting a gender audit. • To develop strategies for assisting and advising the partner on gender mainstreaming.
Time required :	60-75 minutes
Materials :	• Copies of Study document, "Gender auditing in projects involving cooperatives" • Flip chart • Markers
Number of participants :	4 à 20
Instructions :	1. Hand out the case study and divide the group into smaller groups. 2. Have the small groups read the case study and answer the following questions : • Identify the strengths and weaknesses that Marcelle is dealing with in the area of gender equality (refer to the gender needs assessment chart in section 2.3.1). • Keeping in mind Marcelle's concerns, Mr. Narayan's arguments, and the sentiments expressed by the women themselves, conduct a gender audit for this organization. Analyze the following aspects : assessment of women's and men's status (with sex-disaggregated data), strong and weak points, organizational deficiencies, and causes of any imbalances detected. 3. Bring the whole group back together for a discussion. Start by having the small groups report on their discussions and conclusions.
Facilitator's notes :	For the first question, remind the participants of the steps to be followed in conducting a gender needs assessmentEnsure to have copies of section 2.3.1 for distribution. For the second question, remind them of the four analytical categories into which the findings of a gender audit are divided : political will to achieve gender equality, technical capacity of the organization, staff accountability for gender equality, and organizational culture.
Reference	Module 2 • Section 2.3.1, "The gender needs assessment and the gender audit"

STUDY DOCUMENT - Exercise 12

Gender auditing in projects involving cooperatives

The South Indian Tree Farmers' Cooperative Association (TFCA) reforests degraded land and transforms it into plantations to meet the local people's needs for food, forage, firewood, wood products, and more. The communities manage their own plantations and may sell the surplus if they wish. Organization X is supporting TFCA's work as part of a project that has been running for three years.

Last year Marcelle Dubois, who is managing the organization's contribution, worked enthusiastically on integrating gender equality considerations into all aspects of the project. The goal was to ensure that all TFCA members got the same benefits and the same access to resources and community services. An important dimension of the project is training in soil improvement, small-scale silviculture and tree nursery management, seed selection, medicinal herb collection, cooperative organization, financial management, and leadership training.

The organization's contribution and expectations were discussed at the first meeting of the steering committee. It was agreed that the representative of the development organization and Mr. R. Narayan, the manager of TFCA, would act as partners in rolling out the project. It was stipulated that TFCA would take charge of the status of women component, since these issues are somewhat sensitive given the cultural context. TFCA stressed that it would be better to entrust the matter to local specialists so as to avoid imposing Western feminist ideas.

This year, Marcelle went to India to evaluate the previous year's progress and attend the annual meeting of the steering committee. She was also concerned about the lack of information on gender equality to be found in TFCA's semiannual reports. She felt it would be important to conduct her own evaluation of the situation, especially with the next project evaluation near at hand.

Marcelle was given a hearty welcome by Mr. Narayan. He was able to demonstrate that in general, the project was yielding perfectly satisfactory results. When Marcelle asked about what progress had been made on the status of women, Mr. Narayan responded: "Oh, women participate a lot! The level of women's participation is excellent! In fact, we would like you to come visit one of our cooperatives, to meet with the executive committee, the cooperative members, and the women's committee." The executive committee of the Rajakamangalam cooperative welcomed Marcelle with multicoloured garlands and assured her they would answer any questions she might have. She was invited to address the whole group. The first question she asked to the people sitting in front of her was as simple as could be: "Which of you are members of the cooperative?" All the men raised their hand, but only two women sitting in back did likewise. She asked if any other women in the room were also members. A committee member broke the silence: "Madame, in our culture, women do not speak in meetings… Those two women are widows. The others are the members' wives. They do not generally participate in meetings, and they are not used to speaking in public."

After asking a few more questions of general nature about the cooperative's achievements, Marcelle explained that since the meeting had been planned especially for her to meet with women, she wanted to sit down with them and listen to their concerns. Mr. Narayan offered to interpret.

During the lively conversation that ensued, Marcelle was able to identify several major problems. First, the women did not attend the training sessions offered by the cooperative. Mr. Narayan explained that since the women had not participated in the training program offered at the outset, to satisfy Marcelle's organization the TFCA had put together a special home economics training program for them, with a particular focus on promoting the use of high-efficiency biogas stoves. When Marcelle asked the women why they had not attended the regular training program, they responded that it had taken place at a time of day when they had too many other things to do, and that there'd been no one to watch the children during their absence. In addition, they were too shy to attend a training session with all the men of the village.

When Marcelle asked about the rules for becoming a cooperative member, she was told that only one member of each family could join, and that this was always the head of the household. Most of the women heads of households asked one of their sons or brothers to join on their behalf.

Mr. Narayan then stated what a good thing it was that 65% of the cooperatives' work was done by women. As to the benefits of this work, the women explained that they made a decent wage working by the piece, and additionally that they could buy firewood at a lower price than nonmember families. A small number of women heads of livestock-owning households now had a biogas stove that they'd purchased at a subsidized price from the cooperative. These stoves were less popular because they were the wrong size for the pots used in South India (they had been designed with the North in mind). But it emerged from the discussions that the women were keenly interested in working in the tree nurseries, and particularly in grafting fruit trees. They pointed out that while any tree species could be used to reclaim degraded land, fruit trees could bring in income all year long; they would increase the cooperative's revenues and offer the additional benefit of providing surplus food for local consumption.

Marcelle thanked the women and assured them that she would take account of their concerns in discussions leading to the adoption of a new line of action for the project.

As she prepared for her next day's meeting with Mr. Narayan to discuss the agenda of the steering committee meeting, Marcelle reviewed the TFCA bylaws. She discovered that nothing in them limited membership to men, women, or families, nor to one member per family. In reality, there was even a provision underscoring the need for adequate women's representation on the executive committees of member cooperatives.

Knowing that Mr. Narayan was justly proud of women's participation in the project, Marcelle did not want to hurt him, but on the other hand, she felt that the project had not yet paid enough attention to women's point of view nor had it suitably catered to their interests.

Source : Adapted from the CIDA corporate gender equality course, 2006 ; CECI/AQOCI, GAD train the trainer course, March 2005

Questions :

• Identify the strengths and weaknesses that Marcelle is dealing with (refer to the gender needs assessment chart).

• Keeping in mind Marcelle's concerns, Mr. Narayan's arguments, and the sentiments expressed by the women themselves, conduct a gender audit of this organization. Analyze the following aspects : assessment of women's and men's status (with sex-disaggregated data), strong and weak points, organizational deficiencies, and causes of any imbalances detected.

EXERCISE 13: Case study of a sanitation advisor in Bolivia
Facilitator's guide

Goals:	To understand the barriers and challenges one must confront when developing a gender strategy; to integrate the gender strategy into project planning and implementation; to devise measures to strengthen women's empowerment in a project on violence against women.
Time required:	90 minutes
Materials:	• Copies of Study document, "Case study of a sanitation advisor in Bolivia" • Flip chart • Markers
Number of participants:	8 à 20
Instructions:	1. Hand out the case study and divide the workshop into smaller groups. 2. Have the small groups read the case study and answer the following questions: • Which gender equality concept is Jennifer dealing with in this situation? • Based on your own experience, what would you do in a similar situation? • In this situation, and given the specific case she has just witnessed, Jennifer has to rethink the gender strategy for her project. What actions can she include to build women's empowerment, and how can she capitalize on what the community has already achieved in this area? 3. Bring the whole group back together for a discussion. Start by having the small groups report on their discussions.
Facilitator's notes:	Refer the participants to the various approaches to gender equality, such as the human rights-based approach, the concept of equity, and the concept of empowerment. Guide them in developing a gender strategy that can resolve the problem of violence that the women are confronting. The idea is to put the participants in a situation where they must take specific steps with the women of this community to integrate the gender strategy into the planning and implementation phases of the project. In this free-ranging discussion, encourage the participants to draw upon their own experiences in the search for solutions.
References	Section 1.4, "Definitions and debates Section 2.2, "Gender mainstreaming in outline" Section 3.4, "The gender strategy" Section 4.3, "Setting gender equality objectives with partners" Section 4.4, "Capacity building for gender equality" Section 4.5, "Building a shared vision of gender equality"

STUDY DOCUMENT - Exercise 13
Case study of a sanitation advisor in Bolivia

Jennifer is a sanitation advisor living and working in a village in Bolivia. She has been working with the villagers to create access to safe and clean drinking water for everyone and to foster an understanding of the importance of water and cleanliness to staying healthy. She is starting her second year in the village after a quick trip home for her vacation and she is excited get back to work.

Jennifer believes that she has made a lot of headway with the women and men of her village. She has held a number of sessions with the women to explain how to safely store water and has successfully convinced municipal officials that clean water is important. She is learning the local language and making a lot of wonderful friends. Jennifer feels as though she has been accepted into the community.

When she arrives back in the village, her neighbours immediately invite her over for lunch. She joins the women in the kitchen to help prepare the meal and as they chat and laugh, the subject turns to their husbands. She follows the conversation well enough, but thinks she has misunderstood something when, laughing, her neighbor says "he beat me so much that day!"

Two days later she is in her house reading a book in the evening and her neighbor knocks on her door. Her face is swollen and bruised and her eyes are bloodshot. She asks for something for her eyes (e.g. Visine eye drops) because they are burning. Jennifer gives it to her and asks what happened. She responds "Oh, my husband beat me. He does it all the time. This is how I know he loves me." Then she thanks Jennifer for the Visine and leaves. Jennifer does not know how to react.

Source : UNITERRA/CECI

Questions to consider :

1. Which gender equality concepts is Jennifer dealing with in this situation ?

2. Based on your own experience, what would you do in a similar situation ? What actions could Jennifer take in this situation ?

3. In this situation, given the specific case she has just witnessed, Jennifer has to rethink the gender strategy for her project. What actions can she include to build women's empowerment, and how can she capitalize on gains in this area that the community has already made ?

EXERCISE 14 : Question-and-answer game : Women on the march
Facilitator's guide

Goals :	• To offer an international perspective on the issues of the World March of Women and to provide current information on women's living conditions in developing countries. • The exercise educates the participants about the realities of women in other countries, based on the six fields of action established by the World March of Women 2010.
Time required :	30 minutes
Materials	• 6 question and answer sheets corresponding to the six fields of action of the World March of Women 2010 • A homemade 6-sided colour-coded die or set of 6 cards (see below) • Something to keep time (hourglass, watch) • A scorecard
Number of participants	8 à 12
Instructions :	See below for detailed game instructions.
Note :	Allow one hour to familiarize yourself with the instructions and create the materials.
References	For more on these topics, here are a few reference sites : http ://www.aqoci.qc.ca/aqoci/07_aqociCQFD.asp, Comité québécois femmes et développement (In French) http ://www.unwomen.org/ www.placealegalite.com, for recent statistics on the status of women in Quebec – See in particular "Portrait des Québécoises en 8 temps" (In French)

QUESTION-AND-ANSWER GAME – WOMEN ON THE MARCH
PREPARING THE GAME

1. Do one of the following:

a) Make a large **6-sided die** out of cardboard and colour the six sides green, blue, orange, yellow, pink, or red. OR

b) Make **6 playing cards** out of cardboard. Colour one side of each green, blue, orange, yellow, pink, or red. The other side of all the cards should be an identical gray or white, so that they are indistinguishable when viewed from this side.

2. Write the following phrases on the corresponding faces of the die or the coloured sides of the cards:

Green: "The common good and access to resources"
Blue: "Women's economic autonomy"
Orange: "Violence against women"
Yellow: "Peace and demilitarization"
Pink: "Native women's issues"
Red: "Inequality in Canada"

3. Print out the questions and answers for the different categories on colour-coded sheets of paper:

"The common good and access to resources" on **green paper**
"Women's economic autonomy" on **blue paper**
"Violence against women" on **orange paper**
"Peace and demilitarization" on **yellow paper**
"Native women's issues" on **pink paper**
"Inequality in Canada" on **red paper**

The six question and answer sheets correspond to the six fields of action of the World March of Women 2010. Each sheet contains 4 multiple-choice questions. Familiarize yourself with the questions and answers before play begins.

4. Prepare a scorecard like the one below:

Sample scorecard:

	Team 1	Team 2
The common good and access to resources		
Women's economic autonomy		
Violence against women		
Peace and demilitarization		
Native women's issues"		
Inequality in Canada		
TOTAL POINTS		

PLAYING THE GAME

1) Divide the group into two teams of 4–6 people each. You, as facilitator, act as game host.

2) Each team designates a spokesperson. That person is the only one who can answer questions on behalf of the team.

3) To begin, one of the teams throws the die or picks a card. If using cards, hold them in your hand and shuffle them regularly, so players cannot choose the category they think is the easiest.

4) You, as game host, ask a question from the category corresponding to the colour on the die or card.

5) The teams have 30 seconds to discuss the question and find the correct answer.

6) When a team is ready, its spokesperson shouts "March!" and gives the answer. If the answer is incorrect, the other team gets a chance to answer.

7) The first team to answer each question correctly scores one point.

8) The turn then passes to the next team, which rolls the die or picks a card, and so on.

9) Play continues for about 15 minutes, then the points are totaled.

10) The winner is the team with the most points. Alternately, if there is less time, the winner is the first team to get one correct answer for each field of action.

QUESTIONS :

THEME **The common good and access to** ***Green*** **resources**

1. In Côte d'Ivoire, what percentage of women take part in family decisions?

Answer A : 1%
Answer B : 10%
Answer C : 40%

The correct answer is **A : 1%.**
Source : UNIFEM, *Annual Report* 2008–2009

2. For a world average, one additional year of schooling increases women's income by what percent?

Answer A : 1–5%
Answer B : 5–10%
Answer C : 10–20%

The correct answer is **C : 10–20%.**
Source : Plan, *Because I Am a Girl : The State of the World's Girls* 2009 : *Girls in the Global Economy : Adding it All Up*, ([London] : Plan International, [2009]), p. 11.

3. In Burkina Faso and Niger, what percentage of women are illiterate?

Answer A : 76%
Answer B : 86%
Answer C : 96%

The correct answer is **B : 86%.**
Source : *The World's Women* 2005 : *Progress in Statistics* (UNSTATS, 2005), http://unstats.un.org/unsd/demographic/products/indwm/wwpub2005.htm.

4. Among the HIV-positive population ages 15–24 over the entire African continent, what proportion are women?

Answer A : 1 of every 4 people
Answer B : 2 of every 4 people
Answer C : 3 of every 4 people

The correct answer is **C : 3 of every 4 people**
Source : Forum pour le partenariat avec l'Afrique, *Égalité des femmes et des hommes en Francophonie*, September 2007, http://genre.francophonie.org.

THEME **Women's economic autonomy** ***Blue***

1. In France, in what year did women obtain the right to open a bank account in their own name without their husband's approval?

Answer A : 1945
Answer B : 1955
Answer C : 1965

The correct answer is **C : 1965**
Source : http://charlottem.chez.com/textes/quizz_droits_femmes.htm

2. What percentage of the world's people living on less than a dollar a day are women?

Answer A : 50–55%
Answer B : 70–75%
Answer C : 80–85%

The correct answer is **B : 70–75%**
Source : UNFPA, 2005

3. Of the total bank loans extended in the world in 2005, what percentage went to women?

Answer A : less than 5%
Answer B : less than 20%
Answer C : less than 40%

The correct answer is **A : less than 5%.**
Source : UNFPA, 2005

4. Over the whole African continent, what percentage of the land is owned by women?

Answer A : 1%
Answer B : 5%
Answer C : 10%

The correct answer is **A : 1%.**
Source : Forum pour le partenariat avec l'Afrique, *Égalité des femmes et des hommes en Francophonie*, September 2007, http://genre.francophonie.org.

THEME Violence against women
Orange

1. In Jordan, what percentage of women ages 15 to 49 believe it is normal for a husband to hit his wife under certain circumstances?

Answer A: 50%
Answer B: 70%
Answer C: 90%

The correct answer is **C: 90%.**
Source: UNICEF, *Demographic and Health Surveys 2007*, www.childinfo.org

2. In Guatemala, from 2003 to 2008, how many women were murdered with impunity?

Answer A: 300
Answer B: 3000
Answer C: 30,000

The correct answer is **B: 3000.**
Source: *El Periódico* (Guatemala City), March 2008

3. In Mali, what percentage of women are married before the age of 18?

Answer A: 50.6%
Answer B: 70.6%
Answer C: 80.6%

The correct answer is **B: 70.6%.**
Source: UNICEF, *Demographic and Health Surveys 2006*, www.childinfo.org

4. In Somalia, what percentage of women ages 15 to 49 have been subjected to genital mutilation?

Answer A: 58%
Answer B: 78%
Answer C: 98%

The correct answer is **C: 98%.**
Source: UNICEF, *Multiple Indicator Cluster Surveys 2006*, www.childinfo.org

THEME Peace and demilitarization
Yellow

1. In Afghanistan, what percentage of women are victims of family violence?

Answer A: 37%
Answer B: 57%
Answer C: 87%

The correct answer is **C: 87%.**
Source: UNIFEM, *Annual Report* 2008–2009

2. In Rwanda, how many women were raped during the genocide of 1994?

Answer A: 50,000
Answer B: 100,000
Answer C: 500,000

The correct answer is **C: 500,000.**
Source: UNDP, http://www.undp.org/cpr/we_do/8_pa_key_stats.shtml

3. In Croatia and Bosnia, how many women were raped during the war?

Answer A: 20,000
Answer B: 60,000
Answer C: 100,000

The correct answer is **B: 60,000.**
Source: UNDP, http://www.undp.org/cpr/we_do/8_pa_key_stats.shtml

4. In Sierra Leone, among the displaced populations between 1991 and 2001, how many women were victims of war-related sexual violence?

Answer A: 14,000
Answer B: 24,000
Answer C: 64,000

The correct answer is **C: 64,000.**
Source: UNDP, http://www.undp.org/cpr/we_do/8_pa_key_stats.shtml

THEME Native women's issues
Pink

1. In Guatemala, Native women represent 20.5% of the population. What percentage of them live in poverty?

Answer A: 42%
Answer B: 77%
Answer C: 85%

The correct answer is **B: 77%.**
Source: Action Aid Guatemala

2. In Australia, what is the life expectancy gap between aboriginal and non-aboriginal women?

Answer A: 4 years
Answer B: 10 years
Answer C: 17 years

The correct answer is **C: 17 years.**
Source: *The Age* (Australia), May 2007

3. In 1996, a Canadian government statistical report revealed that Native women ages 25 to 44 with status under the *Indian Act* were more likely than other women of the same age to die as a result of violence. How much more likely?

Answer A: 2 times
Answer B: 3 times
Answer C: 5 times

The correct answer is **C: 5 times.**
Source: Amnesty International, *Stolen Sisters: Discrimination and Violence against Indigenous Women in Canada,* 2004

4. In the 1996 census, what was the average salary difference between Native women living off-reserve and non-Native women?

Answer A: $1,500
Answer B: $5,500
Answer C: $15,500

The correct answer is **B: $5,500**
Source: *Stolen Sisters: Discrimination and Violence against Indigenous Women in Canada,* 2004

THEME Inequality in Canada
Red

1. In Canada, what is the average salary difference between white women and white men?

Answer A: $6 822
Answer B: $17 599
Answer C: $24 745

The correct answer is **B: $17 599**
Source: Statistics Canada

2. In Canada, what is the salary difference between the white women and Native woman?

Answer A: $1,834
Answer B: $3,128
Answer C: $4,871

The correct answer is **C: $4,871**
Source: Statistics Canada

3. Of the 19 Canada Excellence Research Chairs (CERC) awarded by the Harper government in May 2010, each worth $10 million in federal grants, how many were awarded to women?

Answer A: 0
Answer B: 3
Answer C: 7

The correct answer is **A: 0**
Source: *Toronto Star*, "Feds Grant Big Dollars to All-Male Research Group," 19 May 2010

4. In 2004, Canada placed seventh in the World Economic Forum's "Global Gender Gap" rankings. Where was Canada in 2009?

Answer A: 11th place
Answer B: 19th place
Answer C: 25th place

The correct answer is **C: 25th place**
Source: Ad Hoc Coalition for Women's Equality and Human Rights

EXERCISE 15 : Strengthening women's participation in development projects
Facilitator's guide

Goal :	To understand obstacles to women's participation in development projects/activities and to develop strategies for strengthening their participation.
Time required :	30-45 minutes
Materials :	• Flip chart • Markers
Number of participants :	4 à 20
Instructions :	Present the following scenario : "As part of my work, I always endeavour to elicit women's participation in project activities to the same degree as men. Despite my efforts, women often do not participate in large numbers in the meetings and training sessions we hold. When they do, very often they do not speak. Why does this happen ? What can we do to improve women's participation and involvement ?" According to the number of participants and the desired dynamic, divide the workshop into small groups or have each person do the exercise alone. Then facilitate a group discussion with the goal of highlighting obstacles to women's participation and strategies for strengthening their participation.
Facilitator's notes :	This exercise can be adapted for maximum relevance to different audiences : • pre-departure training session ; • project team ; • partners ; • etc. In addition, the scenario can be either applied to a specific case study (e.g., a project in country X) or presented in a general way.
Reference	Module 3 : Integrating gender equality into projects and programs

Source : Oxfam-Québec, gender equality training program, 2009, written by Rita Soares Pinto.

EXERCISE 16 : Mainstreaming gender in the logic model of a development project
Facilitator's guide

Goals :	• To integrate a gender perspective into the logic model of a development project. • To apply certain concepts of the GAD approach in a results-based management (RBM) context. • To apply the principles of gender analysis to a project.
Time required :	2–3 hours, depending on the number of questions selected for the exercise (see below) and the complexity of the logic model.
Materials :	• A short description (1 or 2 paragraphs) of a project and its logic model • Copies of Study document, "Mainstreaming gender in the logic model of a development project" • Copies of Appendix 3, "The logic model : a tool for gender mainstreaming in results-based management"
Number of participants :	4 à 20
Instructions :	1) Hand out the description of the project and its logic model and divide the workshop into small groups of 4–5 people. 2) Ask the groups to read the project. Then have them follow the instructions in points 1 to 4 of the study document. 3) Bring the whole group back together for a discussion. Start by having the small groups report on their discussions. 4) Conclude by presenting Appendix 3, "The logic model : a tool for gender mainstreaming in results-based management"
Facilitator's notes :	The idea is to present a scenario in which a proposed logic model pays little or no attention to gender equality. You can use either an actual logic model from a project being carried out by an organization with which the participants are familiar, or the logic model for a fictitious project.
References	Module 3, "Integrating gender equality into projects and programs" Appendix 3, "The logic model : a tool for gender mainstreaming in results-based management" AQOCI, La gestion axée sur les résultats (RBM) en lien avec l'approche Genre et développement (GED), Guide destiné aux organismes membres de l'AQOCI, November 2008

Source : Rita Soares Pinto, *Programme de formation en Justice entre les femmes et les hommes,* Oxfam-Québec, 2010.

STUDY DOCUMENT – Exercise 16

Mainstreaming gender in the logic model of a development project

Scenario :

A senior member of your organization asks you to work on integrating a gender perspective into a development project. She gives you a short summary of the project and its logic model.

Specifically, you are asked to review the project and the logic model with an eye to its conformity to the commitments of your organization, and Canadian development organizations generally, in the area of gender equality. Your job is to :

1. Draw up a list of questions that the project team will have to address in conducting a gender analysis in regard to the issues in question.

2. Make specific corrections to the logic model to ensure that a gender perspective is incorporated into it.

Additional questions (if time permits) :

3. Based on the revised version of the logic model, draft a proposed **gender strategy** to provide for gender mainstreaming in this project.

4. Draft any other recommendation you feel the management needs to hear, concerning not only the content but also the drafting process for the project proposal.

Please feel free to propose any fundamental changes you feel are necessary in order to mainstream the gender and development approach in the project (e.g., add or modify outcomes or activities).

Source : Rita Soares Pinto, *Programme de formation en Justice entre les femmes et les hommes,* Oxfam-Québec, 2010.

EXERCISE 17 : Changes necessary to achieve gender equality
Facilitator's guide

Goal :	To understand the changes that must take place in order to achieve gender equality.
Time required :	60 minutes
Materials :	• Flip chart • Markers • Copies of Study document A, "Changes necessary to achieve gender equality" (with same material on PowerPoint slide if desired) • A pair of axes (Study document B) drawn on a flip chart, to be completed based on the participants' contributions. At this stage, do not label the quadrants. • Optional : Copies of Study document C, "Conceptual framework for assessment of gender mainstreaming at the organizational level" (with same material on PowerPoint slide if desired)
Number of participants :	4 à 20
Instructions :	**Prior to the workshop :** Make sure you have reviewed and understood the Gender at Work conceptual framework (Study documents A, B, and C) so that you will be able to guide the participants in learning this material. **Workshop procedure :** 1. Ask the participants the following question : "Thinking back on the changes taken place in Quebec in the last century, which of these changes led to greater gender equality ?" 2. Allow a few minutes for the participants to work on their answers individually. 3. Bring the whole group together, collect the answers, and write each of them in the quadrant of the conceptual framework where it belongs. At this stage, do not explain the reasons for the assignment to different quadrants. 4. Hand out the Gender at Work conceptual framework (Study document A) and/or project it on a PowerPoint slide. Explain the theoretical basis for your classification of the participants' answers. As you do, label the quadrants. In particular, discuss : • the four interrelated arenas of change : women's and men's individual consciousness, women's objective condition, informal norms, informal institutions ; and • the different levels of change : individual/societal and formal/informal. 5. Optional : At the end of the exercise, hand out copies of the detailed Gender at Work conceptual framework (Study document C).
Facilitator's notes :	The Gender at Work conceptual framework illustrates the four arenas of change necessary to achieve gender equality. These must all be considered, for example, when producing a gender needs assessment.

Facilitator's notes : (continued)	The exercise gives participants a good overview of the Gender at Work framework. They get a sense of how they can use it in their daily work as well as when making strategic choices for their future work on gender equality.
	The exercise can be adapted for different audiences by modifying the leadoff question ; for example, the one used here is appropriate for a Quebec audience.
	This exercise is based on the Gender at Work conceptual framework devised originally by Rao and Kelleher ;[68] see also http ://genderatwork.org/sites/genderatwork.org/files/gw_approach.pdf for more information.
Referencias	Module 2 • Section 2.3.1, "The gender needs assessment and the gender audit"

Source : Rita Soares Pinto, *Programme de formation en égalité entre les sexes,* 2009, Oxfam-Québec.

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[68] Rao, A., and D. Kelleher, "Is there life after gender mainstreaming ?," in Fenella Porter and Caroline Sweetman, eds., Mainstreaming Gender in Development : a Critical Review (Oxford : Oxfam GB, 2005), 57–69 ; see also Rita Soares Pinto, *Institutionnalisation du genre : de la conceptualisation théorique à la mise en pratique* (Montreal : Comité québécois femmes et dévéloppement of Association québécoise des organismes de coopération internationale, 2008), http://www.aqoci.qc.ca/aqoci/pdf/CQFD_analyse_institutionnalisation.pdf.

STUDY DOCUMENT A – Exercise 17
Changes necessary to achieve gender equality [69]

Rao and Kelleher (2005) posit a conceptual framework that can be used to categorize the changes necessary to achieve gender equality. It consists of four interrelated arenas :

• **Individual consciousness** of women and men, which includes knowledge, skills, political consciousness, and engagement ;

• **Women's objective** condition, including rights and resources, access to health care, etc. ;

• **Informal norms,** such as inequitable ideologies, cultural and religious practices ;

• **Formal institutions,** such as laws and policies.

Gender at Work conceptual framework

Rao et Kelleher (2005)
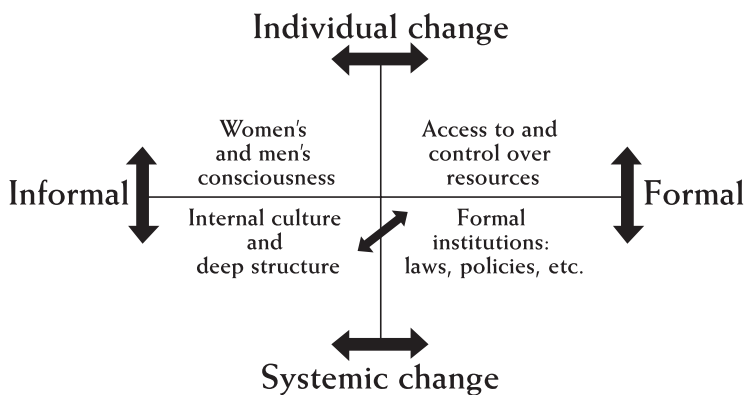
This conceptual framework helps organizations analyze the arenas in which their work is taking place and make strategic choices for their future work on gender equality. Organizations may wish to work in a single arena or in several of them simultaneously ; for example, some organizations may work on changing laws and policies, others may focus on access to resources, and so on.

STUDY DOCUMENT B – Exercise 17
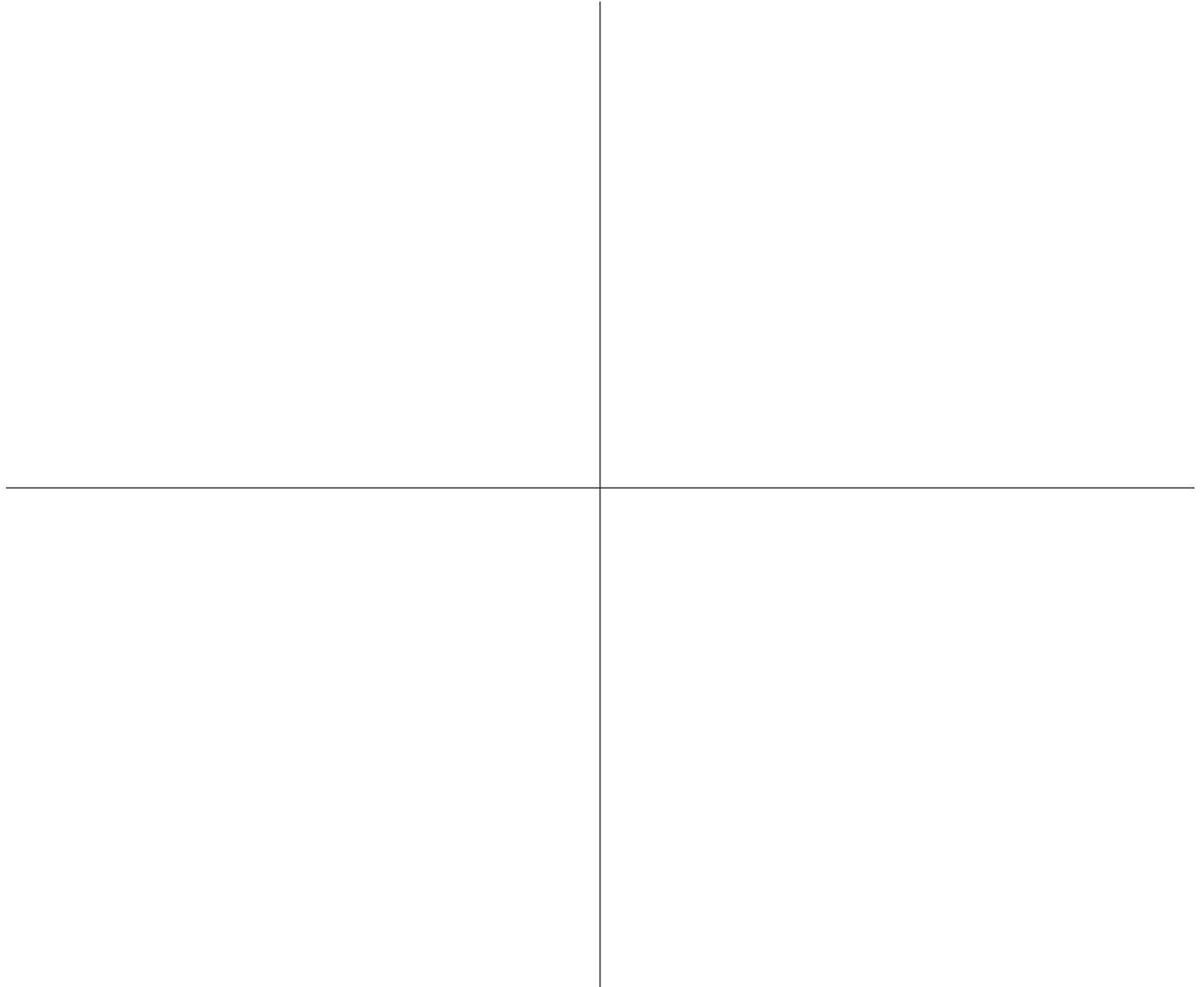
STUDY DOCUMENT C – Exercise 17

Conceptual framework for assessment of gender mainstreaming at the organizational level

INDIVIDUAL CHANGE	
Women's and men's consciousness	**Access to and control over resources**
• Women and men feel respected, confident, and safe in their work environment. • Staff knowledge and commitment to gender equality. • Commitment of the leadership. • Capacity for dialogue and conflict management, prioritization and consistency.	• Budget, time, and human resources devoted to actions to advance gender equality. • Number of women in leadership positions. • Training and capacity building to achieve gender equality objectives.
Internal culture and deep structure	**Formal rules, policies**
• Acceptance of women's leadership. • Organizational ownership of gender issues. • Acceptance of needed work-family adjustments. • Women's issues firmly on the agenda. • Strategic priorities and power-sharing arrangements can be changed and adapted. • Influential people in the organization are able to champion the gender equality file. • The value system puts a premium on knowledge and work favouring social inclusion and gender equality. • The organizational culture inhibits harassment and violence.	• The strategic framework allows for conceptualization of progress towards gender equality as part of the organization's mission and mandate. • Gender equality is a priority goal of programs and projects. • Gender analysis is incorporated from the outset and is realized in a logical manner at the program and project level (from planning to implementation to evaluation). • Management and employees are accountable for implementing gender equality policies. • Policies on anti-harassment, work-family arrangements, fair employment, etc. • Accountability mechanisms and processes that hold the organization accountable to women participating in projects and programs.
SYSTEMIC CHANGE	

(Left margin label: INFORMAL; Right margin label: FORMAL)

Source : *Gender at Work,* http ://www.genderatwork.org/gender-work-framework.

STUDY DOCUMENT C – Exercise 17 (continued)
Conceptual framework for assessment of gender mainstreaming at the organizational level

INDIVIDUAL CHANGE	
Women's and men's consciousness	**Access to and control over resources**

INDIVIDUAL CHANGE

Women's and men's consciousness

- Women have the consciousness to envision choices leading to greater gender equality.
- Men have the consciousness to envision and support changes in their (and women's) life choices leading to greater gender equality.
- Men and women are capable of dialoguing and handling conflict.
- Women have decision-making opportunities as social, economic, and political actors.

Access to and control over resources

- Women have access to and control over resources and capital, including:
  - human capital (health, education, skill acquisition);
  - social capital;
  - productive resources (technology, land, value-added inputs);
  - financial capital (savings, cash, credit, profits);
  - natural resources (including community-owned resources);
  - political capital (political participation).
- Women have control over their own bodies.
- Women have mobility and control the use of their time.
- Women have access to information.

INFORMAL

Internal culture and deep structure

- Sociocultural norms provide for equal opportunity between women and men.
- Social, political, and economic institutions guarantee gender equality.
- Women have social and spatial mobility, allowing them to participate in public affairs and to be included in the life of the community.
- Women have equal opportunity in the labour market.
- Women have equal access to markets.
- Familial relations allow for women's equal access to resources and opportunities.
- The culture of service delivery is inclusive and accessible to women.
- Organizational standards, systems, and culture are conducive to the effective implementation of gender equality policies and laws.
- Sociocultural norms are inimical to patriarchal forms of relating, violence, and sexual explication.
- Legal systems (both formal and informal) function to promote gender equality.

FORMAL

Formal rules, policies

- Human rights- and gender equality-related conventions are ratified.
- Constitutional changes in favour of gender equality are enshrined.
- The laws in force support gender equality.
- Formal procedures in organizations and agencies protect rights and promote gender equality.
- Political processes give women a political voice.
- Local (national, international) governance rules and structures support gender equality.
- Land entitlement systems guarantee fair treatment for women.
- Service delivery systems and procedures are inclusive and accessible to women.
- Labour standards and regulations protect women in their working environment.
- Civil society organizations (including unions) have gender equality policies and procedures.
- Accountability mechanisms and processes (public, private, legal) are in place to protect human rights and promote gender equality.

SYSTEMIC CHANGE	

PART

3 appendices

APPENDIX 1: SAMPLE TRAINING EVALUATION FORM

Date :_____

Title of training session :_____

Participant's name :_____

Resource person(s) :_____

1. Are you satisfied with the following aspects :

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a) the content?	☐	☐	☐	☐
b) the pedagogical approach?	☐	☐	☐	☐
c) the supporting documentation?	☐	☐	☐	☐
d) logistical aspects (transportation, meals, availability of materials, schedule, etc.)?	☐	☐	☐	☐
e) the trainer's guidance and support	☐	☐	☐	☐

Comments :_____

_____

_____

2. What were the strong points of the training session?

_____

_____

3. What were the most useful parts of the content provided?

_____

_____

4. Will you be able to use the content of this session in your work?

    Yes ☐

    No   ☐

If yes, how? _____

_____

5. What were the weak points of the training session?

_____

_____

6. What were the least useful parts of the content provided?

_____

_____

7. What topics would you like to see covered in future training sessions?

_____

_____

8. Other comments: _____

_____

_____

_____

Thank you!

APPENDIX 2: KEY CONCEPTS IN GENDER EQUALITY [70]

ACCESS AND CONTROL: Inequality between women and men may limit women's access to, and control over, resources and benefits. In some cases, women may be able to use certain resources but not exercise any control over them; i.e. to determine how they will be used and compel others to respect this decision. Equality at the level of control is the highest level of power acquisition. With control, women can play their part in ensuring that resources and benefits are distributed fairly among men and women.

ACCOUNTABILITY: A human rights principle pertaining to the obligation to make progress towards the full realization of human rights and women's rights. As signatories of international conventions, States are accountable for violations of their citizens' rights as well as for failures to respect, protect, and realize those rights. Accountability mechanisms ensure that they take resolute, ongoing steps to fulfil those obligations .

AUTONOMY: Much of what development work strives for is to foster independence among individuals, groups, organizations; that is, the ability to define oneself, the capacity to speak on one's own behalf. Autonomy is a type of independence founded on the idea that human beings have the right to decide choose certain influences over their lives and reject others.

CEDAW: The Convention on the Elimination of All Forms of Discrimination against Women is an international treaty establishing women's fundamental rights. Discrimination against women must be eradicated through the use of legal, strategic, and programmatic measures as well as affirmative action designed to further sexual equality. It is significant that the Convention is the only human rights treaty that affirms women's reproductive rights. It obligates states parties to alter schemas and models of sociocultural behaviour so as to eliminate prejudices, customs, and other practices founded on the idea that one sex is inferior to the other, or based on stereotyped sex roles.

CIVIL AND POLITICAL RIGHTS: A set of individual and collective rights related to citizenship and social and political democracy. They include the right to life and liberty as well as the freedom of association, opinion, and expression.

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[70] Excerpted and adapted from CECI/Uniterra, "Key Concepts for Equality Between Women and Men," and Glossaire. 2010.

ECONOMIC, SOCIAL AND CULTURAL (ESC) RIGHTS : A set of individual and collective socioeconomic rights asserted over the power of money in economic life, which contribute to economic democracy and greater social equity. Two international organizations were created to see to their application : the International Labour Organization (ILO) and the United Nations Education, Science, and Culture Organization (UNESCO). Development NGOs devote much of their effort to the realization of these rights.

EMPOWERMENT : In GAD analysis, control over resources is perceived as being the central factor. According to Carolyn Moser, women's empowerment can be defined as "the capacity of women to increase their own self-reliance and internal strength. This is identified as the right to determine choices in life and to influence the direction of change, through the ability to gain control over crucial material and nonmaterial resources."[71] Dagenais and Piché define empowerment as "a process whereby, through their struggles against oppression, social actors individually and collectively increase their power ; that is, their autonomy and their control over their own lives and in society. Thus, empowerment includes a psychosocial dimension."[72]

FEMINIZATION OF POVERTY : This term refers to the fact that poverty is more prevalent among women than men around the world. Moreover, the gap between women and men caught in the cycle of poverty continues to widen. The majority of the 1.5 billion people living on no more than a dollar a day are women. On average, women earn only a little more than half as much as men.

GENDER : This term no longer denotes merely a grammatical classification of pronouns, nor is it used to describe biological characteristics that separate males and females at birth. Rather, it applies to socially constructed categories of persons based on the roles, attitudes, and values that communities and societies consider to be appropriate for one sex or the other. A related concept is that of gender relations, or the ways in which these socially constructed categories are defined in relation to each other.

GENDER ANALYSIS : An analysis of a social reality with specific attention to gender relations. It defines, for a given context, the various roles played by women and men and by girls and boys in the household, the community, the workplace, or the political and economic sphere. Comparative gender analysis identifies socioeconomic gaps between men and women. It appraises the differential impacts of programs/projects on the two sexes and characterizes the fairness of the outcomes between women and men, girls and boys.

GENDER AUDIT : An audit of an organization's policies and programs to determine the extent to which they include a gender perspective. Recommendations emerging from the audit help the organization become fairer and more egalitarian.

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[71] Caroline Moser, "Gender Planning in the Third World : Meeting Practical and Strategic Gender Needs," *World Development 17* (1989), p. 1815.
[72] Huguette Dagenais and Denise Piché, "Concepts and Practices of Development : Feminist Contributions and Future Perspectives," in Huguette Dagenais and Denise Piché, eds., *Women, Feminism and Development* (Montreal : McGill-Queen's University Press, 1994).

GENDER EQUALITY: Gender equality means that women and men enjoy the same status and the same conditions in which to fully realize their human rights and their potential to contribute to national, political, economic, social, and cultural development, as well as to benefit from the results of that development. Gender equality means that society values the similarities and differences between women and men and the various roles they play.

GENDER EQUITY: The process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for the historical and social disadvantages that have kept women from enjoying equal opportunity. Equity contributes to equality.

GENDER-RESPONSIVE BUDGETING: The use of gender analysis as integral to budgeting and resource allocation processes. Gender-responsive budgeting is not a method for giving separate amounts of money to women and men, but for assessing the differential impacts of any budget on the two sexes.

GENDER ROLES: Gender roles are the socially constructed sets of tasks and responsibilities assigned to men and women by society, including societal expectations as to the characteristics, attitudes, and behaviours of the two sexes (femininity and masculinity). Such roles and expectations are acquired behaviours, and they vary over time, across cultures, and within cultures.

HUMAN RIGHTS-BASED APPROACH TO DEVELOPMENT (HRBA): A development approach based on the principles enshrined in various human rights instruments. The approach assumes that the ultimate goal of development is to guarantee everyone the protection and exercise of their fundamental rights (Mary Robinson, former CHR).

PARTICIPATION: People's involvement in all decisions concerning them. In development work, this includes the design, implementation, monitoring, and evaluation of programs and projects.

PARTICIPATORY APPROACH: An approach that allows for participation by communities and individuals in the design of more effective and efficient projects, reflecting the needs and priorities of local communities.

POSITIVE ACTION: Measures targeting a specific group that are designed to eradicate, prevent, or compensate for disadvantages arising from a discriminatory context. This may also be referred to as employment equity (Canada), positive discrimination (UK) or affirmative action (US).

PRACTICAL NEEDS: Practical needs can be defined as basic needs, or the immediate necessities of life, including food, clean water, shelter, income, health care, etc. Women are able to clearly articulate their practical needs. For analytical purposes, women's "practical needs" are contrasted with their "strategic interests."

TRANSFORMATIVE POTENTIAL: This concept takes the discussion on practical needs and strategic interests to a higher level. Its import is that development initiatives should be studied to determine which of them is most likely to effect a positive transformation in people's standard of living. Consideration of transformative potential can be used as a tool for evaluating initiatives and activities according to the following criteria: Does the proposed activity, program, or strategy raise the social status of the target group? Does it increase their personal or economic power? Does it elevate their capacity to participate in decisions affecting their lives? This concept is related to that of women's empowerment and should be used in tandem with it.

STRATEGIC INTERESTS: The term "strategic interests" refers to women's status and position with respect to men in society. These interests vary from one context to another and are linked to rules and expectations as well as to the division of labour, resources, and power between men and women. These interests may include asserting legally recognized rights, fighting wage disparities, protecting women from family violence, increasing women's participation in decision-making processes, and guaranteeing women control over their own bodies. Sustainable results can only be assured if policies, programs, and projects take account of women's practical needs and strategic interests. Fulfillment of their strategic interests contributes to their empowerment.

PRIVATE SPHERE: Those areas of human life centering around family relations and other intimate emotional ties. Work performed in the private sphere is often referred to as "reproductive" and consists of looking after the household and its members.

PUBLIC SPHERE: Those areas of human life centering around economic and social production (public affairs, industrial and commercial activity, farming, community work). This type of work is often referred to as "productive."

RESULTS-BASED MANAGEMENT (RBM): A management philosophy that emphasizes development results in planning, learning, reporting, and implementation. This systematic emphasis on results helps guide programming and optimize value.

SEX ROLES: Sex roles are the innate biological functions of men and women. For example, pregnancy is a female sex role since only women can get pregnant.

SEX-DISAGGREGATED DATA: Data divided and categorized according to sex.

SEXUAL DIVISION OF LABOUR, GENDER DIVISION OF LABOUR: This refers to the way work is generally divided between men and women and how it is valued in a specific culture, society, household, etc. Factors such as education, technology, economic changes, and sudden crises (war, famine, etc.) can alter female and male roles as well as the division of labour between them. Studies of the gender division of labour clearly show the interdependence of women's and men's work. They also demonstrate that women perform the bulk of the unpaid work at home and in the community.

STRUCTURAL OR SYSTEMIC DISCRIMINATION: Discrimination resulting from system-inherent policies and practices whose effect is to exclude individuals belonging to certain groups, such as women and minorities. Systemic discrimination is often an amalgam of deliberate and unwitting factors. While it does not necessarily exclude all of a group's members, it always has differentially prejudicial effects against one or more groups. Affirmative action is often necessary to rectify such discrimination.

TRIPLE ROLE OF WOMEN: The three different roles that women fulfill: reproduction, production and community management. As a result, they tend to work longer and more fragmented days than men do.

VIOLENCE AGAINST WOMEN (GENDER-BASED VIOLENCE): Any act of violence resulting in, or that could result in, physical, sexual or mental harm or suffering to women. Such violence may take many forms, including abuse by partners, family members or authority figures; trafficking for forced labour or sex; forced or child marriages; dowry-related violence; honour killings, and rape as a tactic in conflict situations.

WOMEN'S RIGHTS: 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 (*Vienna Declaration and Program of Action,* 1993, Art. 18).

APPENDIX 3: THE LOGIC MODEL: A TOOL FOR GENDER MAINSTREAMING IN RESULTS-BASED MANAGEMENT [73]

The logic model: a tool for gender mainstreaming in results-based management

A logic model is a key project management tool for mainstreaming gender equality in development projects and programs. It encompasses such aspects as management, resource allocation (financial and human), and monitoring and evaluation.

In order to catalyze the mainstreaming of gender equality in development projects, the logic model must include as many specific references as possible to how this is to be accomplished.

The following table presents information to be considered when writing or evaluating a logic model and a performance measurement framework.

	Elements to consider:	**Questions:**
Target group(s)	Logic models must be specific about who the project targets, by: • Indicating which project activities and outcomes focus on women, men, or both. • Using sex-disaggregated indicators. • Using non-sexist language.	Who is the target group (women, men, girls, boys)? Who is targeted by each of the outcomes and activities?
Outcomes	• It is important to put an emphasis on outcomes (intermediate, immediate) that have tangible and/or intangible benefits for both women and men. AND • As a complement, and with a view to reducing gender-based inequalities identified during the gender analysis, it is recommended to have one or more **specific gender equality outcomes** designed to eliminate barriers to access to and control over resources, opportunities, services, etc. (i.e., an outcome that specifically targets women and/or gender equality promotion). <u>Note</u>: Women's interests must not be cantoned into specific gender equality outcomes only!	Will both women and men share equally in the benefits? Does the project also focus on women's empowerment? To what extent do men and women have access to and control over the goods, services, and opportunities provided by the project? Who benefits from each of the outcomes? How? Is there at least one specific gender equality outcome among the intermediate outcomes? Are the outcomes tailored to the practical and strategic needs of men and women? Did both women and men in the target group participate in identifying project outcomes? Is there buy-in to the project outcomes from both women and men in the target group? Are there outcomes focusing on the transformation of power dynamics between women/girls and men/boys?

[73] The material in this appendix is reproduced with the kind permission of CECI/Uniterra; excerpted and adapted from Rita Soares Pinto, *Programme de formation en justice entre les femmes et les hommes* (Montreal: Oxfam-Québec, 2010).

	Elements to consider:	Questions:
Activities	• It is important to specify which project **activities** focus on women, men, or both. • In order to guarantee equitable access to the benefits of the project for women and men, it is important to include specific/targeted activities aimed at overcoming barriers that perpetuate unequal access to resources, opportunities, services, etc. For example: activities focusing on women's empowerment; services and opportunities addressed to women; public awareness raising (women and men) around gender equality. • Capacity building for staff and partners on gender equality should be planned in order to develop the commitments, knowledge, and abilities needed to effectively implement the gender equality dimension of the project. Note: These targeted activities must be planned in. They must be allotted sufficient human and financial resources to ensure their success.	Did the women and men in the target group participate in identifying the main activities? Did we institute measures conducive to women's effective participation in project activities? Are there targeted/specific activities focusing on gender equality and women's empowerment? Have we planned gender equality capacity building activities for staff and partners? Have we planned gender equality awareness activities for men/boys and women/girls?
Inputs	In order to ensure effective gender mainstreaming and achieve the targeted results of projects, it is necessary to **allocate the financial and human resources** necessary to carry out activities aiming to promote gender equality and women's full participation.	Do we have a budget allowing for effective integration of gender equality in the project? Do we plan to hire gender equality specialists? Have we planned (and ideally budgeted) support for the gender equality program officer and/or the gender equality advisor at the overseas office? Are there gender equality requirements (knowledge, attitudes, etc.) in the job descriptions and terms of reference of every staff person who will work on the project? Does the plan include staff training sessions and capacity building on gender equality?
Indicators	The use of **gender-sensitive indicators** (quantitative and qualitative) should enable us to measure: • the benefits of the project for women and men (e.g., in terms of access to and control of resources, services, opportunities, etc.); • Changes in gender relations and gender equality.	Do our indicators enable us to measure: • qualitative and quantitative benefits for women and men? • changes in gender relations? • levels of women's and men's participation in the activities? Are our monitoring and evaluation tools consistent with the indicators and will they produce sex-disaggregated data? Do we have qualitative indicators?

[68] Cette annexe est disponible grâce à la contribution d'Oxfam-Québec qui nous a permis d'utiliser l'information tirée du document mentionné ci-dessous. **Extrait et adapté de :** Oxfam-Québec. Programme de formation en Justice entre les femmes et les hommes. 2010. Élaboré par Rita Soares Pinto.

	Elements to consider:	Questions:
Baseline data	It is important to establish a **baseline** at the start of the project as a way of determining subsequently which changes occurred as a result of the project. This can be done with participatory gender analyses and/or needs assessments of the initial conditions, highlighting those aspects that need improvement in order to achieve the expected results.	Have we collected disaggregated baseline data enabling us to track our results throughout the project's implementation phase with the gender-sensitive indicators selected?
Targets	The **targets** selected for women and men and in terms of gender equality must be realistic and take account of existing inequalities and constraints. They must be set with reference to the baseline data, and progress towards them must be tracked throughout the implementation phase.	Given the context in which the project is taking place, have we set realistic targets for: • women's and men's access to resources/services/opportunities; • improving gender equality?
Risk factors	It is important to identify the gender equality-related **risk factors** that may have to be dealt with during implementation of the project. This assessment helps to ensure that the selected gender equality targets and outcomes are realistic, as well as to plan mitigation measures for these risks.	Is there a risk of encountering resistance and opposition to gender equality (e.g., from the target population, local stakeholders, partners, staff, etc.)? If so, what will be the impact of this resistance/opposition on the expected gender-related results of the project? What mitigation activities and measures should be envisioned?

Source: Rita Soares Pinto, *Programme de formation en justice entre les femmes et les hommes,* 2010, Oxfam-Québec.

ANNEXE 4 - ACRONYMS

AQOCI	Association québécoise des organismes de coopération internationale
AWID	Association for Women's Rights in Development
CCIC	Canadian Council for International Cooperation
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CHR	UN High Commissioner for Human Rights
CIDA	Canadian International Development Agency
CIL	Centre for Intercultural Learning
CIS	Commonwealth of Independent States
CQFD	Comité québécois femmes et développement
DAW	Division for the Advancement of Women; merged into the newly established UN Women (UN Entity for Gender Equality and the Empowerment of Women)
GAD	Gender and development
GRB	Gender-responsive budgeting
HRBA	Human rights-based approach to development
IDRC	International Development Research Centre
ILO	International Labour Organization
INGO	International development (cooperation) NGO
INSTRAW	UN International Research and Training Institute for the Advancement of Women; merged into the newly established UN Women (UN Entity for Gender Equality and the Empowerment of Women)
MDG	Millennium Development Goals
NGO	Nongovernmental organization
OSAGI	Office of the Special Advisor on Gender Issues and Advancement of Women; merged into the newly established UN Women (UN Entity for Gender Equality and the Empowerment of Women)
PAR	Participatory action research
RBM	Results-based management
UNDP	United Nations Development Programme
UNIFEM	United Nations Development Fund for Women; merged into the newly established UN Women (UN Entity for Gender Equality and the Empowerment of Women)
WHO	World Health Organization
WID	Women in Development

APPENDIX 5 : ADDITIONAL REFERENCES AND RESOURCES

DOCUMENTS

- Chin, Saik Yoon. 2006. "Facilitating Participatory Group Processes : Reflections on the Participatory Development Communication Experiments." In Guy Bessette, ed., *People, Land & Water : Participatory Development Communication for Natural Resource Management* (Ottawa : International Development Research Centre). http ://www.idrc.ca/en/ev-103616-201-1-DO_TOPIC.html

- IUCN. http ://generoyambiente.com/index.php (Spanish-language gender and environment resources.)

- Hausmann, Ricardo, Laura D. Tyson, and Saadia Zahidi. c2009. *The Global Gender Gap Report 2009.* Geneva, Switzerland : World Economic Forum. http ://www.weforum.org/pdf/gendergap/report2009.pdf

- Hofmann, Elisabeth. 2000. "Comment évaluer l'*empowerment* des femmes défavorisées ? Éléments de réflexion à partir de projets de développement dans les pays du Sud." Contribution aux 5èmes Journées Françaises de l'évaluation, SFE (Société Française d'Evaluation), Limoges, October 2003. http ://www.cota.be/SPIP/IMG/pdf/Elisabeth_Hofmann_oct2003.pdf

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- United Nations Population Fund. c2008. State of World Population 2008 : Reaching Common Ground : Culture, *Gender, and Human Rights.* New York : United Nations Population Fund.

TRAINING GUIDES

- CEDPA. *Gender and Development.* Vol. III of *The CEDPA Training Manual Series.* Washington, DC : Centre for Development and Population Activities. http ://www.cedpa.org/files/737_file_gender_english_all.pdf

- Enarson, Elaine. *Gender Mainstreaming in Emergency Management : a Training Module for Emergency Planners.* Toronto : Women and Health Care Reform. http ://www.gdnonline.org/resources/GEM_MainFINAL.pdf

- Girls Action Foundation, *Designing Spaces and Programs for Girls : a Toolkit* (Amplify Toolkit). http ://www.girlsactionfoundation.ca/files/Amplify_2010_LR_0.pdf

- SNV. 2004. *Guide d'auto formation : Genre et développement : Manuel pour les cadres.* Niger : SNV. http ://www.snvniger.org/Brochures/Guide_auto_formation_genre.pdf (In French.)

- Williams, Suzanne, with Janet Seed and Adelina Mwau. 1998. *The Oxfam Gender Training Manual.* Oxford : Oxfam.

- Young Professionals International. *Virtual Campus : Independent Learning Module on International Work Skills : Gender Mainstreaming.* [Ottawa] : Foreign Affairs Canada and International Trade Canada. http ://www.international.gc.ca/iyp-pij/assets/pdfs/Gender_Mainstreaming-en.pdf

ONLINE CONTINUING EDUCATION

- DFID-DFAIT. 2004. *Gender & Peacekeeping Training Course.*
  http://www.genderandpeacekeeping.org/menu-e.asp

- InterAction. 2010. *Different Needs – Equal Opportunities : Increasing Effectiveness of Humanitarian Action for Women, Girls, Boys and Men.* http://www.interaction.org/iasc-gender-elearning

- UNESCO. *Gender Equality eLearning Programme.* http://www.unesco.org/new/index.php?id=34592

ORGANIZATIONS AND NETWORKS

- Adéquations (In French)
  http://www.adequations.org

- Association for Women's Rights in Development (AWID)
  http://www.awid.org

- Association québécoise des organismes de coopération internationale (AQOCI)
  http://www.aqoci.qc.ca

- Bridge - Development and Gender
  http://www.bridge.ids.ac.uk

- Canadian International Development Agency (CIDA)
  http://www.acdi-cida.gc.ca

- Centre for Intercultural Learning (CIL)
  http://www.international.gc.ca/cfsi-icse/cil-cai

- Civicus
  http://www.civicus.org

- Eldis
  http://www.eldis.org/gender

- Gender at Work
  http://www.genderatwork.org

- Genre en Action
  http://www.genreenaction.net

- InterAction
  http://www.interaction.org/

- Inter-Agency Standing Committee
  http://www.humanitarianinfo.org/iasc

- International Development Research Centre (IDRC)
  http://www.idrc.ca

- International Labour Organization, Bureau for Gender Equality
  http://www.ilo.org/gender

- Le Monde Selon les Femmes (In French)
  http://www.mondefemmes.org

- Les p'tits égaux (kids' awareness; In French)
  http://www.lesptitsegaux.org

- SDC (Swiss Agency for Development and Cooperation)
  http://www.deza.admin.ch/en/Home

- World Bank
  http://www.worldbank.org

- World March of Women
  http://www.worldmarchofwomen.org

- NetFemmes (In French)
  http://cdeacf.ca/femmes

- Simone de Beauvoir Institute (Concordia University)
  http://wsdb.concordia.ca

- United Nations Development Programme (UNDP)
  http://www.undp.org

- Relais Femmes (In French)
  http://www.relais-femmes.qc.ca

- Society for International Development – Gender and Development Programme
  http://www.sidint.net/themes-programmes/gender-and-development-programme

- Siyanda
  http://www.siyanda.org

- Tanmia.ma (Morocco) (In French)
  http://www.tanmia.ma/rubrique.php3?id_rubrique=134

- UNESCO
  http://www.unesco.org/new/en/unesco/themes/gender-equality

- UN Women
  http://www.unwomen.org

- Université féministe d'été – Université Laval (In French)
  http://www.fss.ulaval.ca/universitefeministedete/

- United Nations Inter-Agency Network on Women and Gender Equality (IANWGE)
  http://www.un.org/womenwatch

RESOURCE PEOPLE AND CONSULTANTS

For a full list of resource people specializing in gender equality, please contact
AQOCI at aqoci@aqoci.qc.ca.