

Introductions and expectations

Objectives:

To help participants get to know each other, to build up trust and develop a safe environment for the duration of the workshop. This session also gives participants the opportunity to talk about their expectations from the workshop, and to establish ground rules.

Instructions:

Mix the group and divide by couples. Couple people who do not know each other. Give couples three minutes to interview each other (one and a half minutes each). Then, in plenary everybody introduces his/her neighbour within one minute, speaking about qualities people know little about, e.g. hobbies, talents, dreams etc.

Alternately ask participants to introduce themselves and where they work (if they are from different agencies or do not know each other). Ask them to describe a situation in their work that involved a gender issue and how they dealt with it (this gives the facilitator an idea of the issues faced by the participants and gives the participants a chance to voice their prior knowledge and experience).

After the initial introductions participants should be asked to speak to the person next them, or in groups of three to discuss responses to the following questions:

What are your expectations of this training session?

What would you like to have gained by the end of this two-day session?

The facilitator brings the whole group together again after 10-15 minutes and asks each group/couple to identify their responses. These should be tabulated and referred back to in the first session on day 2 and in the final session to ensure that expectations have been met. It may be necessary for the facilitator to identify at this stage whether any of the expectations are unrealistic for this two-day session, and that these issues could be raised at the end of the two days as a recommendation for future training/action.

If preferred, cards or chart paper could be used by the pairs/groups in this activity and these pinned to the walls under groups, or clusters for easy referencing.

Terms and definitions

The following terms of definitions can be read by participants individually, and then follow this with general discussion and examples, or participants can discuss the terms and definitions in pairs or small groups, or the trainer can review and explain each to the participants orally.

HANDOUT

Glossary of Gender Terms

Sex

Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal.

Gender

Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender Mainstreaming

Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and UNDP projects, programmes and policy.

Gender-blind

Gender blindness is the failure to recognise that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in UNDP projects, programmes or policy

Gender Awareness

Gender awareness is an understanding that there are socially determined differences between women & men based on learned behaviour, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programmes and policies.

Gender-sensitivity

Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.

Gender equality

Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services

Gender equity

Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender Analysis

Is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labour is divided and valued. Gender Analysis is the process of analysing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts development may have on women or on gender relations. Gender analysis is conducted through a variety of tools and frameworks, including those listed below.

Sex disaggregated data

For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Planning

Gender Planning refers to the process of planning developmental programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but which also identifies entry points for challenging unequal relations (ie. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

GENDER ROLES

Gender roles are learned behaviours in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

Productive roles:

Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include plating, animal husbandry and gardening that refers to farmers themselves, or for other people at employees.

Reproductive roles:

Refer to the activities needed to ensure the reproduction of society's labour force. This includes child bearing, rearing, and care for family members such as children, elderly and workers. These tasks are done mostly by women.

Community managing role:

Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in 'free' time.

Community politics role:

Activities undertaken primarily by men at the community level, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

Triple role/ multiple burden: These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles —reproductive, productive and community work.

GENDER NEEDS

Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Practical Gender Needs (PGN): Practical gender needs are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

Strategic Gender Needs (SGN): Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. They are more long term and less visible than practical gender needs.

ACCESS AND CONTROL OVER RESOURCES

Access and Control: Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to define its use and impose that definition on others) over those resources.

Resources: Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time — a critical but often scarce resource.

WID and GAD: What are the Differences:

Women in Development (WID) and Gender and Development (GAD) are sometimes used interchangeably, but there are some basic differences. The WID approach was developed in the 1970s, with the objective of designing actions and policies to integrate women fully into development. The GAD approach was developed in the 1980s with the objective of removing disparities in social, economic and political equality between women and men as a pre-condition for achieving people-centred development. Both approaches are still in use and are applicable in different situations. The chart below highlights the main differences.

POLICY APPROACHES TO WOMEN AND GENDER IN DEVELOPMENT

	Women in Development (WID)	Gender and Development (GAD)
The Approach	An approach which views women's lack of participation development as the problem	An approach to people centered
The Focus	Women	Relations between women and men
The Problem	The exclusion of women (half of the productive resource) from the development process	Unequal relations (between women and men, rich and poor) that prevents equitable development and women's full participation
The Goal	More efficient, effective development	Equitable, sustainable development with men and women sharing decision-making and power.

The Solution	Integrate women into existing structures	Empower the disadvantaged and women structures Transform unequal relations and structures
The Strategies	Women only projects Women's components Integrated projects Increase women's productivity Increase women's income Increase women's ability to manage the household	Identify/address practical needs determined by women and men to improve their condition At the same time address strategic gender needs of women and men Address strategic needs of the poor through people centred development

Gender-Sensitive and Sex-Specific Indicators

Gender sensitive indicators compare the situation of males to that of females, and show an aspect of their relative advantage (disadvantage). They can be constructed in several ways:

- *Female (or male) share of a total (when it is evident that the total comprises the female share and the male share):* 50% indicates gender equality.
Example: Women's share of seats in legislative bodies
- *Ratio between a female and male characteristic:* 1 indicates gender equality.
Example: The ratio between girls' and boys' school enrolment rates.
- *Female characteristic as percentage of male characteristic (or vice versa):* 100% indicates gender equality.
Example: Average female weekly earnings as percentage of male weekly earnings.
- *Difference between the female characteristic and the male characteristic (or vice versa):* 0 indicates gender equality.
Example: Average number of hours women spend on housework minus average number of hours men minus average number of hours men spend on housework.

Source for gender –sensitive and sex-specific indicators: Progress of the World's Women, UNIFEM 2000.

Activity to clarify sex and gender

Preparation:

- Provide each participant in the training session with two cards: one marked with an “S” for sex, and one with a “G” for gender. It is best to use different coloured card for sex and gender, for easy identification.
- Instruct everyone that they are to hold up the relevant card that fits the statement, then read out the following statements and ask the participants to respond to whether the statement reflects sex or gender. Ask participants to explain their answer and encourage discussion between those who may disagree.
- It is important to note that a clear translation of the terms sex and gender should be done in the local language to ensure that people are clear on what the terms mean.

- At the end of the exercise, summarise and make a statement about the differences between sex and gender.

Statements about men and women

1. **Women give birth to babies, men do not.**
2. **Little girls are gentle, boys are tough.**
3. **Women can breast feed babies, men cannot.**
4. **Most drivers in (Country X) are men.**
5. **Men's voices break at puberty, women's do not.**
6. **According to UN statistics, women do 67 % of the world's work, yet their earnings for it only amount to 10 % of world's income.**
7. **Women have long hair men have short hair.**
8. **Men do not need tenderness and are less sensitive than women.**
9. **Women should have no experience in relationships when they marry and men need to be experienced when they get married.**
10. **Women have weaker sexual needs than men.**
11. **To have healthy babies women should breast feed.**
12. **Women should breast feed therefore they should stay home with children.**

Add up roughly the number of hours worked each day by each family member. Add to the task whether it is a productive (P), community managing (CM), community politics (CP) or reproductive roles (R).

When your group has finished all the tasks, discuss the similarities and differences between the work/activities of the family members within your household.

- Who does the most hours of work?
- Who does the productive, reproductive and community service roles?
- Who gets up earliest and goes to bed latest?
- What is the difference between the work/recreation/school attendance of the boys and girls in the family?
- How does age and position in family affect the roles of family members?
- Is there any difference between the situation of daughters and daughters—in—law?

Tape the daily calendar of to the wall and look at the calendars from other groups.

How is your family different to other families and their activities?

What similarities can you see between the same family members in different situations?

What differences are evident between ethnic minority and non-ethnic minority families?

How are the roles different in the expatriate families how are the roles different for them?

Below is an example of a fully completed table for a Cambodia family developed by UNDP office staff in the Phnom Penh office.

Poor provincial farming family (ethnic majority group) CAMBODIA

Time	Grand mother	Father aged 40 years	Mother aged 35 years	Son aged 12 years	Daughter aged 7 years?
4:00	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping (5)
4:30	Wake up	Wake up	Wake up	Sleeping	Sleeping
5:00		Prepare for fishing	Cooking	Sleeping	Sleeping
5:30		Fishing	House work	Sleeping	Sleeping
6:00	Breakfast	Fishing	House work	Wake up	Wake up
6:30		Fishing	Washing	Breakfast	Breakfast
7:00		Fishing	Washing	Goes to school	Goes to school
7:30		Back home	Goes to market	At school	At school
8:00		Rest	Selling	At school	At school
8:30		Rest	Selling	At school	At school
9:00		Fixing the net	Selling	At school	At school
9:30		Fixing the net	Selling	At school	At school
10:00		Fixing the net	Shopping	At school	At school
10:30		Rest	Back home	At school	At school
11:00		Rest	Cooking		
11:30		Rest	Cooking		
12:00	L U N C H				
12:30	Sleep	Sleep	Washing dishes	Swimming	Swimming
1:00	Sleep	Sleep	Rest	Swimming	Swimming
1:30	Sleep	Fishing	Fishing	Goes to school	Goes to school
2:00	Sleep	Fishing	Fishing	At school	At school
2:30	Meeting family	Fishing	Fishing	At school	At school
3:00	Meeting family	Fishing	Fishing	At school	At school
3:30	Meeting family	Back home	Back home	At school	At school
4:00	Meeting family	Rest	Goes to market	At school	At school
4:30	Home	Rest	At market	Back home	Back home
5:00	Home	Gardening	Shopping	Gardening	Gardening
5:30	Home	Gardening	Back home	Gardening	Gardening
6:00	Home	Drawing water	Cooking	Swimming	Cooking
6:30	D I N N E R				
7:00	Preaching	Preaching	Washing dishes	Enjoying	Helping mother
7:30	Rest	Socializing	Making bed	Watching TV	Watching TV
8:00	Rest	Socializing	Coaching children	Study	Study
8:30	Rest	Socializing	Coaching	Study	Study
9:00	Sleeping	Sleeping	Sleeping	Sleeping	Sleeping
9:30					
10:00					
10:30					
11:00					
11:30					

Presenting the basics of gender analysis & gender planning should be complemented with a short presentation on available conceptual frameworks. Different frameworks suit different needs/requirements. The daily activity calendar is an excellent tool to improve awareness of differentials in division of labour/roles. This session would gain in being complemented with the handout below that outlines four different frameworks.

Participants could read this handout after the activity, over lunch, or \even overnight, with the information feeding into further discussion after this activity or the following morning. Alternatively, if time does not allow, the trainer/facilitator may wish to just flag the issues and refer participants to the handout to keep as a reference tool for future reading.

HANDOUT:

Which framework? Gender training— four current models

As practitioners, we need frameworks and tools to operationalize gender analysis and planning and to assist in gender-sensitive project design, implementation, monitoring and evaluation. But which framework, which sets of tools best suits our individual, highly specific circumstances? The following summary of current gender training frameworks and methods was developed by Helen Derbyshire for the Department for International Development's Training Review Day in 1996. The DPU text was updated by Caren Levy.

The Development Planning Unit (DPU) Framework

The DPU works with a *gender policy and planning framework* which aims to integrate a gender perspective into development practice. Gender relations are understood as interwoven with other power relations like class, ethnicity, religion and age in different contexts. Recognizing both the resistance and opportunities emerging from particular power relations in specific contexts, the framework puts forward a gender policy and planning process which is an *iterative*, rather than a linear process.

An initiating component of this process is *gender diagnosis*. Central to this is the '*web of institutionalization*', a tool developed by Caren Levy based on the DPU's work with practitioners and activists at local, national and international levels. The 'web' is used to assess how a gender perspective is currently institutionalized in the context under consideration. It identifies at least thirteen elements which are crucial to the process of institutionalization. Each element represents a *site of power* of social relations, and the elements relate to each other in a set of reinforcing triangles, making up the 'web'. The elements are women's and men's experience and their interpretation of reality, pressure of political constituencies, representative political structures, political commitment, policy, resources, mainstream responsibility for gender issues, procedures, methodology, research and theory-building. The diagnosis on each element and their interrelation is done using an adapted version of Caroline Moser's framework. This considers the *gender*

roles (reproductive, productive, community managing and constituency-based politics roles), access to and control of *resources*, the *gender needs* (practical and strategic gender needs, building on Maxine Molyneux's work) and the underlying policy approaches implied in or impacted on each element. Based on this, the diagnosis of each element and their interrelation generates *problems* (relating to weak or no gender integration) and *potentials* (relating to opportunities which might offer an opening for gender integration). The final step in the preliminary gender diagnosis is to *prioritize* the problems and potentials so as to clarify the entry points for action.

Gender diagnosis is a continuous process and constantly interacts with another component of the gender policy and planning process, *gender consultation*. Using a variety of methods, gender consultation covers dialogue with women and men in communities to define their own gender needs, as well as with women and men involved in the particular organization acting in the context under consideration. Problems, potentials and their prioritization are refined in the process of this consultation.

On the basis of gender diagnosis and gender consultation, entry points for action are identified and utilized through the development of *working objectives* and *entry strategies*. These actions work towards widening the room for manoeuvre for gender integration by strengthening the process of gender diagnosis and gender consultation, as well as two further continuous components of the gender policy and planning process, *organizational development* and *monitoring and impact assessment*. Actions in these four components are continuously interacting, as the situation under consideration demands, guided by the working objectives and entry strategies. In this sense, the gender policy and planning process develops alongside the ways of operating in the organizational context under consideration, finding entry points into them and creating the conditions to make ongoing practices gender aware. In other words, the gender policy and planning process seeks to institutionalize or mainstream a gender perspective in development practice.

The Harvard framework

The Harvard framework centres on activity profiles, issues around access and control over resources and project cycle analysis. The *activity profile* looks at who does what, when and where. This leads to an analysis of the *gender division of labour* in productive and reproductive work within the household and community, disaggregated by sex, age, and other factors. The framework then explores who has *access to and control* over which *resources, services* and *institutions of decision-making* and to which *benefits from development projects and programmes*. Access refers to use rights; *control*, to power over decision-making. *Institutions of decision-making* include the household, community and interest groups.

The framework then asks us to list *factors influencing activities, access and control* (such as cultural beliefs, population increase, political change and environmental degradation). These show up opportunities and constraints on men's and women's participation in development. The impact of changes over time in the broader cultural and economic environment is a further feature of the analysis.

The final component of the Harvard framework is project cycle analysis. This involves examining a project proposal or area of intervention in the light of the above gender disaggregated data and social change. It comprises a series of open-ended questions to the project planners relating to project identification, design, implementation and evaluation. Questions to be asked in the project identification phase include:

- what needs/opportunities exist for increasing women's productivity and/or production?
- what needs opportunities exist for increasing women's access to and control over resources?

The Longwe women's empowerment framework

The women's empowerment framework focuses first on *women's special needs*, the needs women have due to their different sexual and reproductive roles. It then explores *gender issues* and women's *gender concerns*. *Gender gaps* arise where the division of gender roles brings with it inequalities in the amount of work input, or in benefits received.

Gender discrimination is a key concept in this framework. Gender gaps originate and are maintained in any society by systems of gender discrimination. Discrimination against women is pervasive at the level of tradition and social practice. It is also supported by discrimination against women in official and government administrative practice, sometimes arising from discriminatory legislation. Gender discrimination means giving differential treatment to individuals on the grounds of their gender. In a patriarchal society this involves systematic and structural discrimination against women in the distribution of income, access to resources, and participation in decision-making. Gender discrimination is part of a patriarchal system of oppression, where males retain more power, and use this power to ensure women get most of the work and less of the benefits.

The *women's empowerment framework* aims to address gender gaps at all of the following levels with the aim of increasing equality between men and women, and increasing women's empowerment.

Welfare refers to the gender gap between women and men in their material well-being. A project confined entirely to this welfare level treats women as passive recipients of project benefits, since they are not involved in the 'higher' levels of empowerment which denote more active roles in the development process. Narrowing the gender gap in welfare is the ultimate objective in women's development, to which the process of empowerment must lead.

Access is the means or right to obtain services, products or commodities. Gender gaps in access to resources and services are a major obstacle to women's development. Women's achievement of equality of access to resources and services is a key objective for women's equality; women's mobilization to achieve equality of access is a key element in the process of empowerment.

Conscientization is the process of becoming aware of the extent to which problems arise not so much from an individual's inadequacies, but from systematic discrimination

against a social group which puts all members of the group at a disadvantage. In women's development, conscientization involves the process by which women collectively analyse and understand the gender discrimination they are up against. This is the basis for action to overcome obstacles which have been holding them back.

Participation denotes having a share in decision-making. Gender equality in decision-making is one of the essential aspects of women's empowerment. Participation is concerned with collective participation in decision-making, a process integrated with conscientization. Control means the ability to direct, or to influence events so that one's own interests are protected. The women's empowerment framework recognizes this as the 'highest' aspect of women's development - where women ensure that resources and benefits are distributed so that men and women get equal shares. Whereas conscientization and participation are essential to the process of women's empowerment, it is only gender equality in control which provides the outcome.

The Institute of Development Studies (IDS) social relations framework

The IDS social relations framework looks at *social relations, institutions, dimensions of social relationships, interventions and needs, interests and empowerment*. *Social relations* are defined as the way people are positioned in relation to resources and power. They include not only gender relations but also relations of class, ethnicity, nationality and religion. They vary across cultures. Social relations refer also to the resources and networks of groups and individuals. *Institutions* comprise four categories: *state* (legal, military and administrative organizations); *market* (firms, corporations and farming enterprises); *community* (village committees, patron-client relationships) and *household*.

The dimensions of social relationships comprise *rules* (official and unofficial rules, values, traditions, laws and customs); *people* (who is in and who is out); *resources* (what is used and what is produced); *activities* (what is done, and who does what); and *power* (who decides and whose interests are served).

At the level of interventions, *gender neutral policies* are policies which intend to leave the gender division of labour and the gender division of resources intact but attempt to target the appropriate actors to achieve certain goals. *Gender-specific policies* look at the existing distribution of labour and resources but intend to achieve a goal which will entail targeting one gender or the other. *Gender-redistributive policies* are about change and transformation, interventions designed to transform existing asymmetries and inequalities.

The social relations framework distinguishes between *practical gender needs* and *strategic gender interests*. 'Needs' tend to be defined from the top-down, as in defining and administering to needs. 'Interests' is the language of rights. We need to talk about *strategic gender interests* in order to remind ourselves as planners and academics to be modest about what we cannot do.

Source: The British Council Network Newsletter © 1999.

<http://www.britcoun.org/governance/gendev/netnews/14index.htm>

National gender issues

Invite a National gender expert to speak to the training participants briefly regarding women's/gender issues in your country. (The national gender expert and/or national representative of the women's machinery, both of government and NGO, should participate in the whole training session if possible).

The rationale for this is to include national counterpart organisations to the United Nations as a source of expertise and partners in gender issues. This acknowledges the role of the national women's machinery/ counterparts as a source of expert knowledge in the field. Alternatively you may wish to invite an academic to speak to the issues, but brief them beforehand that you want the presentation to be practical and useful for participants.

You could provide a brief outline of the issues you would like them to cover including a brief synopsis of the history of gender issues in society and a current situational analysis. This should include the legal framework for addressing women's/gender issues and how the country has addressed international obligations such as the Beijing Platform for Action, and Outcome Document from Beijing +5 and the Convention on the Elimination of Discrimination Against Women (CEDAW—the women's convention) Declaration. Experiences of national machinery and NGOs would also be useful.

This presentation should be followed by a short question and answer period.

Video and discussion

As a break from instruction and group work, a video on the issues of gender and development would be useful to view. Check with the UN library, local UN agencies, NGOs and colleagues to see if any good videos on women and gender issues are available locally.

Titles may be obtained from the following websites:

Gender Training Resources Collection

A demonstration web-based collection of gender mainstreaming capacity support material from the United Nations and Commonwealth systems - 1990's to 2000

<http://www.col.org/genderresources/>

This site can potentially also address the needs for:

- Information on resource usage with various target audiences
- Linkages to regular updates and information on gender capacity building
- Increased collaboration on the development of materials
- Regular review and feedback

The following website from Ohio University provides a listing of women's studies videos:

<http://www.library.ohiou.edu/subjects/womenstudies/videos.htm>

Videos, Films, and Slideshows about Women and Gender Issues Available at Instructional Media Services, Second Floor, Alden Library.

This list is compiled by the Ohio University Women's Studies Program with invaluable help from Instructional Media and Technology Services (IMTS) at Alden Library. Quarterly we update this guide with the new videos and films that are added by IMTS. In addition, by using ALICE, you can search for additional videos (some not listed at IMTS) by calling up "Women" and "Video*" (use the asterisk) and other keywords. Unless otherwise noted, all videos/films are in color.

Case study Gender Planning

How to mainstream gender in a project document: case study

For this session it is suggested that the Gender Focal Point or a UNDP Programme Officer be asked to present a case study of a real project document. The most useful approach would be to use a document that has not yet gone to PAC, so that the input from this working session could be used constructively and taken into account for the development of the document. If this is the case, it would be extremely important to have the PO responsible for the prodoc as a participant in the session, and for them to present a brief outline of the background to the whole group.

For this the trainer needs to check what projects are going to PAC, or alternatively what project document could be used as a case study. This could include a case study of a document that is gender blind, i.e. ignoring gender issues, and the group could then suggest ways to incorporate gender. Examples of poor gender mainstreaming in a prodoc needs to be dealt with sensitively with the PO involved, and should not start a process of finger pointing in terms of PO who have designed gender blind prodocs. It is also possible to take an example from another UNDP CO to retain anonymity of office staff, these can be obtained from the website of most UNDP Country Offices.

If this approach is used, it is also advisable to show an example of a good project document that the UNDP CO is currently implementing as an example of best practice.

Once the project document has been selected for use in the training, it should be circulated to participants in the last session of the first day of the training. A briefing on the activity will then follow. This involves the participants reading the prodoc overnight and considering areas of intervention for gender issues. They are requested to ask:

QUESTIONS FOR PROJECT DOCUMENT

What aspects of gender issues have been raised in this prodoc?

How have they been addressed?

What other gender issues may arise that have not been forecast in the prodoc?

How could these be addressed?

What additional resources (human/financial) would be required to address these issues?

What additional data is required to make an informed gender analysis of this prodoc?

How would you suggest this information be sought?

The next morning, divide the participants into equal groups and have them discuss the prodoc and their answers to the above questions. On chart Paper the group should develop a list of the steps they would take to address gender in the development of this prodoc.

HANDOUT

MAINSTREAMING GENDER INTO PROJECTS

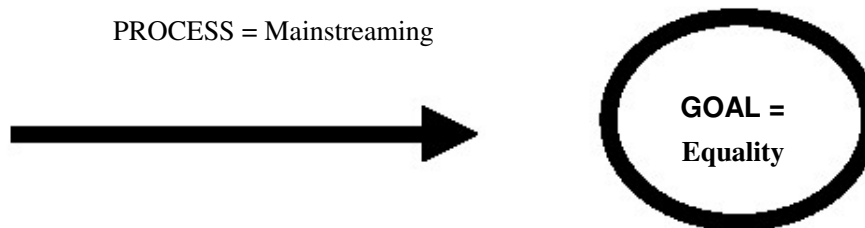
What is gender?

Gender is different from sex. Sex identifies the biological differences between males and females, while gender is all the cultural, social and economic characteristics that make women and men act differently and take on different roles in the home, workplace and society.

What is gender mainstreaming?

The process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated.

(E.1997.L.O. Para.4. Adopted by UN Economic and Social Commission 17/7/97)



Why mainstream gender?

- Good gender planning makes good economic sense so that women as well as men are active, using 100% of the productive labour force.
- Studies have shown that discrimination based on gender increases poverty, slows economic growth and weakens governance.
- To promote gender equality is to promote fundamental human rights.

How do you mainstream gender?

Gender must be integrated into ALL stages of the project cycle. You can use checklists like the one below:

Project formulation and design

1. Ensure gender is addressed during fact-finding missions and incorporated into the project concept/outline paper, overviewing the different roles, functions and needs of women and men in the sector;
2. Ensure gender is incorporated into the terms of reference for the identification/formulation mission to address and analyse the issue;

3. Employ a gender specialist or a social development specialist with gender expertise to assist in the design, monitoring and evaluation of the project.
4. Separate data by sex in all baseline studies and identify gender specific indicators from the baseline studies;
5. Undertake participatory rural appraisal activities that actively involve commune-level women and men actively;
6. Consult with national women's machinery at the appropriate level (national, provincial, local) in the design and monitoring of the project;
7. Obtain copies of, and refer to the post-Beijing national plan of action where they exist and any relevant ministerial plans of action.
8. Assess the gender capacity of the implementing institutions as a part of overall capacity development;
9. Consult with the Gender Focal Point of the relevant UN agency and obtain a copy of the UN Gender Briefing Kit; and
10. Identify gender related linkages with other projects and programmes and incorporate them into the documentation.

Issues to remember:

- Identify any anticipated negative impacts of the project on women and men (e.g. increased workload, loss of access to resources such as credit, water, land and technology);
- Identify any constraints to women's participation and make concrete recommendations for increasing women's involvement (e.g. ensure that meetings are not held outside work hours, or that childcare needs are considered).

Project implementation and monitoring

1. Involve national and international gender specialists in project monitoring;
2. Consult with the national machinery and women's groups to ensure that women's needs are addressed in project activities;
3. Devise and measure gender indicators to differentiate male and female beneficiary outcomes;
4. Ensure programme staff monitor project disbursements to ensure that inputs are used in such a way as to ensure women have equal access to project resources and benefits;
5. Strive towards equal representation of women and men in project management and meetings (meeting the 30% UN target set in the Beijing Platform for Action as a minimum);
6. Ensure gender issues are raised/on the agenda for meetings and reviews;
7. Ensure progress reports detail data disaggregated by sex and that they analyse gender issues;
8. Conduct gender analysis training for your staff and counterparts or fund a gender specialist to do this;
9. Encourage ongoing learning and training on gender for all staff;
10. Integrate gender issues as part of the curriculum in all training courses;

11. Encourage women and men to apply for non-traditional jobs and headhunt qualified women/men if an adequate number do not apply. Ensure a gender balance on interview panels;
12. Strive towards equal representation of men and women in all training activities in-country and overseas (meeting the 30% UN target set in the Beijing Platform for Action as a minimum);
13. Implement family friendly work practices, for example flexible work hours; and
14. Develop a plan for strengthening the capacity of implementing agencies to be gender responsive in the long term.

Project Review and Evaluation

1. Ensure that mission TOR require relevant gender expertise/experience;
2. Brief all mission members on relevant gender issues and provide documentation;
3. Ensure the programme staff understands and applies gender indicators of success; and
4. Review draft evaluation report carefully to ensure that gender related omissions and successes are reflected.

DON'T FORGET

- You must budget for professional assistance from qualified gender specialists, don't assume that anyone can do the gender analysis; and
- The UN Gender Focal Point is there to help you; they can refer you to relevant support.

HANDOUT

World Bank Criteria for Identifying Good Practice: Lending Operations Incorporating Gender Issues

(may contain a combination of the items listed)

Analysis/Rationale: Rationale for project design is based on an analysis of gender roles, including barriers, constraints, opportunities and access to resources and decision-making.

Operational Actions - Project components, interventions or activities include at least one of the following:

- policy measures to equalize opportunities and access
- specific actions that target women
- establishing and strengthening institutions which improve delivery of services
- building partnerships which enhance outreach and improve access

Implementation Mechanisms - In project implementation strategies, tools or procedures are employed to ensure one or more of the following:

- access to information, services, resources, decision-making
- consultation with key stakeholders
- collaboration in planning, executing and monitoring project activities or components
- equitable control over decisions and resources

Monitoring - Project design includes indicators for each relevant activity/component which:

- can be measured with gender disaggregated data
- enable project to trace progress over the course of implementation
- permit responsive re-aligning of targets, activities, objectives

Outcomes - The project succeeds in achieving one or more of the following:

- a more in-depth understanding of relevant gender roles
- developing policy which recognizes and redresses gender inequities
- improving opportunities, access, and capacity
- fostering shared control over decision-making and resources systematically tracing and documenting progress with gender-disaggregated data

Mainstreaming gender issues in the workplace— gender mainstreaming and sexual harassment

Two tools are provided for this session:

1. Gender Mainstreaming Assessment Tool UNDP Country Offices
2. Steps to Take Against Sexual Harassment

(1) Gender Mainstreaming Assessment Tools UNDP Country Offices

The UNDP Gender Mainstreaming Assessment and Planning Tools were consolidated out of country office experiences during the Learning Consultation Briefing process. These tools have been used recently as a part of a gender mainstreaming course of the UNDP virtual development academy to help participants think through gender mainstreaming strategies for their offices. Feedback from staff explicitly stated that they had found them useful not only as planning tools, but also to stimulate discussion in their offices, and especially to convey a clear and practical sense of what gender mainstreaming implies for their office.

This tool has been slightly updated from the version found in the UNDP Learning Consultation Briefing Materials that are available on the UNDP gender website *Gender Mainstreaming: Learning Information Packs* at the following address:

http://www.undp.org/gender/capacity/gm_info_module.html

If the UNDP Country Office has not used this tool, it would be very useful to use this as an activity within the training to get participants as a group to fill out the table, and then develop, in small groups, a plan to implement the next steps. Alternatively, this could be used in the final session (Session 12) as a guide for how to develop a plan for the future implementation of gender mainstreaming in the UNDP Office.

The current UNDP Policy in gender can be found at the following web site:

<http://www.undp.org/gender/policies/>

(3) Steps to Take Against Sexual Harassment

This guide was developed by Patricia Steenhuis who was a UNDP/UNIFEM/UNV Gender Specialist working in the UNDP Office in Lebanon. It is a guide of dealing with sexual harassment in a UNDP Office. It has also been used in training sessions in Viet Nam, and provided to POs and STAs as briefing material in conjunction with the Gender Briefing Kit.

If this guide is used in the training it is important that the trainer works with someone from senior management and/or personnel in presenting this session. Sexual harassment is a senior management and personnel issue and needs to be dealt with as such.

HANDOUT

Gender Mainstreaming Assessment Tool

UNDP Country Offices

COUNTRY OFFICE: _____

This document is designed for creating a baseline assessment of the gender mainstreaming capacity of a Country Office. Space is provided for review on a semi-annual basis. Please refer to the response key provided below, combining responses from both columns when appropriate (e.g., Y, FW or Y, NF).

Response key

Y=Yes	F = Functioning
N = No	FW = Functioning Well
ID = In Development	NF = Not Functioning
UA=Unable to answer	

Current

		06/02	12/02	06/03	12/03	06/04	12/04
General							
A 1	Policy Document on Gender Mainstreaming at CO exists.						
2	Gender Mainstreaming Policy is operational.						
3	Strategy document on Gender Mainstreaming at CO exists.						
4	Gender Mainstreaming Strategy is operational.						
5	Advisory Group on Gender Mainstreaming is active (task force, steering committee, etc.).						
6	Linkage between CO and Regional Bureau Focal Point is strong.						
7	Staff as a whole are familiar with the provisions of the following documents: a) UNDP Gender Balance in Management Policy; b) UNDP Guidance Note on Gender Mainstreaming; c) Beijing Platform for Action; d) Beijing +5 Political Declaration and Outcome Document e) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).						

Current

06/02 12/02 06/03 12/03 06/04 12/04

B1	Senior management are aware of UNDP's gender priorities and strategies.							
	2 Professional staff are aware of UNDP's gender priorities and strategies.							
	3 Responsibility for gender mainstreaming is shared by all staff.							

Programming

C1	Sex-disaggregated data is included in situation analyses and programming documentation prepared by or for the CO.							
	2 Gender issues linked to the available data are highlighted and addressed in discussions of the documents.							
	3 Gender aspects of project/programme activities are included in the agendas of TPRs and other review meetings.							
	4 Staff are regularly briefed on gender- matters.							
	5 Staff are proactive in identifying opportunities for gender mainstreaming.							
	6 A monitoring system is in place for ensuring the implementation of gender mainstreaming across country office activities.							

External Relations

E1	Senior management are aware of gender priorities and strategies of development partners, particularly donors.							
	2 Professional staff are aware of gender priorities and strategies of development partners, particularly donors.							
	3 Senior management pursue gender mainstreaming initiatives with donors, presenting gender-related data as proposal support.							

4	Gender goals of UNDP and development partners are regularly discussed at inter-agency meetings.							
5	UNDP and development partners undertake joint action on gender issues.							
6	CO staff attending meetings with government officials raise gender issues relevant to meeting topics.							
7	CO staff attending meetings with NGO colleagues raise gender issues relevant to meeting topics.							
8	Local media are made aware of UNDP's gender goals and priorities.							
9	Local media are made aware of the CO's gender activities.							

Staff Recruitment and Development

F1	All CO staff TOR include gender mainstreaming as a component.							
2	All mission TOR include gender mainstreaming as a component.							
3	CO staff receive phased training in gender mainstreaming.							
4	CO meetings are conducted in a democratic and consultative manner.							
6	Meeting tasks rotate (chair, minute-taking, time-keeping).							
7	Men and women are equally heard at meetings.							

HANDOUT

Steps to Take Against Sexual Harassment

If You Are Being Sexually Harassed

The important thing to know is that being sexually harassed is not your fault. Everyone has a right to a work environment free from harassment.

1. Approach the harasser

Surprisingly often - some experts say up to 90% of the time - this works. It is important to be assertive and to communicate your boundaries.

(a) *Clearly and firmly tell the Harasser "no"*. Inform the harasser that his or her attentions are unwanted. Make clear you find the behaviour offensive. For example, "It makes me uncomfortable when you rub my shoulders, please do not do this."

(b) *Put it in Writing*. Tell the person what conduct you find offensive and what action you will take if it continues. For instance, "I find your sexual jokes offensive, I consider these to be sexual harassment and I will file a complaint if you continue to tell them to me." Date and sign the letter, keep a copy and have a witness watch you give it to the offender.

(c) *Involve a Third Party*. Request assistance from another person. Ask someone else, who you trust, to talk to the harasser, to accompany the victim or to intervene on behalf of the victim to resolve the conflict.

2. Document your Interaction

This is extremely important. This documentation should include times and dates of interactions, what was said, done or implied, and the names of witnesses, if there were any, how your physical condition has changed as a result of this behaviour (sleeplessness, weight loss/gain ...etc.), what, if anything, you did about it at the time and after. Keep lewd cards, notes, presents and (email) messages.

You should also document any expenses incurred as a result of the harassment including medical expenses, phone bills, travel or any other expenses you incur as a result of having to deal with the stress of being the victim of harassment. Any documentation you have will be useful should you have to make a formal complaint.

3. Get emotional support from others

Confide in a trustworthy co-worker, friend or family member. Challenging someone on an accusation of sexual harassment can be a very stressful process. Often people will try to discredit the victim or say that s/he is blowing the situation out of proportion. Remember that you are not doing anything wrong. You do not need to put up with the harassment.

4. Document your work

Keep copies of performance evaluations and memos that attest to the quality of your work. The harasser may question your job performance in order to justify his or her behaviour.

5. Look for witnesses and other victims

You are probably not the first person who has been mistreated by this individual. Ask around. You may find others who will support your charge. Two accusations are much harder to ignore. Finding that others understand what you are going through can make dealing with the harasser easier as you will have support and you are more likely to be believed and taken seriously.

6. Explore the available channels in the organisation

Find out the organization's policy and the grievance procedures available to you. Remember that your supervisor/ employer has a legal obligation to respond to your complaint.

7. File a legal complaint

If the problem cannot be satisfactorily resolved within the organization you can seek a legal remedy.

Remember to do what is right for you. Be sure to make an informed choice before making your decision... but do take action! Sexual harassment does not go away by ignoring the problem.

IF YOU ARE WITNESS TO SEXUAL HARASSMENT

- **Speak Up:** inform the harasser that his/her actions may be perceived as sexual harassment
- **Support the Victim:** provide comfort and assurance to the victim
- **Report the Incident:** talk to appropriate persons within the department, or to the Ombudsperson or Personnel Officer.

Generally, it is important for the person, whether the victim or observer, to seek advice in determining if what they are experiencing is sexual harassment. Seeking advice can also provide information on how to keep what are initial overtures from developing into harassment.

IF YOU ARE THE SUPERVISOR

Employers must provide for their staff an environment free from harassment. Once an employer/supervisor is aware that harassment is occurring s/he must take steps to put an end to it and to deal with the situation.

1. Take Allegations Seriously

Listen to the allegations carefully. Get as many specifics as you can, find out what happened, when it happened, ask if there were any witnesses. You must show empathy, yet remain neutral. From your perspective, the incident may seem unimportant or the employee may appear to be over sensitive. You may know the alleged harasser and believe the action or remarks to have been made in fun or not intended to harass. Remember that it is not the intent of the remark or action, it is the impact that it has on the victim.

2. Take Immediate Action

All complaints must be addressed. Conduct your inquiry promptly.

- Document the complaint with dates, times, places, names and quotes. After hearing the complainant's story, repeat relevant facts so that the complainant can correct any mistakes and can be assured that the incident was understood properly. Ask the complainant if there is anything you forgot to ask or they wish to include.
- Discuss the alternatives with the complainant. Tell the complainant how and when you intend to follow up with the complaint and thank them for coming forward.

- Report the information to the appropriate manager, Ombudsperson or Personnel Officer.
- Investigate the complaint. Get the alleged harasser's account of what happened. Also speak to any witness who have been named. Document the meetings.
- If it is determined that sexual harassment has occurred, the organization must take immediate and appropriate corrective action. At this time, it might also be advisable to reissue the organization's policy and conduct sexual harassment training for all employees.
- It is important to conduct a thorough inquiry, do not discuss the matter with anyone who does not have a need to know. These are often sensitive issues, do not become part of the office rumour mill.
- If the employee tells you that they don't want you to do anything, you must inform them that it is your responsibility to look into the matter and take corrective action. Failure to take immediate and appropriate action can lead to the conclusion that you supported or condoned the behaviour.
- Keep in mind that in cases involving sexual harassment, the courts and the American EEOC, for example, look at two things: "What happened?" and "What did management do when they became aware of the situation?"

3. Pay Attention to the Work Environment

Be on the alert for off-coloured remarks, jokes or inappropriate behaviour. If you see or hear something that could contribute to a hostile work environment - do something to stop it! Don't wait for the employee to complain.

IF YOU ARE THE HARASSER:

Those accused of sexual harassment are often surprised to learn how their behaviour is perceived by those who feel victimized by such behaviour.

- Review your attitudes and actions toward others. Examine how others respond to what you do and say. Is your behaviour sex-neutral and bias-free?
- Consider the impact you have on other's attitudes toward their work, education, and self-esteem.
- Imagine yourself a victim of unwelcome sexual attention by someone (for example, someone who has control over you career or livelihood).

- Do not assume your colleagues, peers or employees enjoy sexually oriented comments about their appearance, or being touched or stared at.
- Do not assume that others will tell you if they are offended or harassed by what you say or do.
- Be aware of other's feelings and responses to sexual harassment. Could your behaviour cause others to experience the vulnerability, powerlessness and anger described by victims?

Sexual harassment: Your feelings are important

People who have been sexually harassed experience many different feelings including anger, humiliation, anxiety, guilt and/or depression. Your feelings are important.

- Trust your feelings. If you are being sexually harassed, the first step is to take yourself seriously. Remember you do have options.
- Take one step at a time. It's easy to feel overwhelmed.
- If you are frightened by your harasser's possible actions, take those feelings seriously. Do not ignore these feelings. If you feel threatened, you need to take action.
- If you are feeling emotionally distressed, it may help to talk about your feelings. Seek emotional support and validation, as well as feedback from people you trust. Talking to a friend or a counselor might help you figure out what options you have and what you need to do for yourself.
- It is common to experience physical symptoms caused by harassment such as headaches, loss of appetite, gastrointestinal disorders, weight loss or gain, inability to sleep, and crying spells. Take care of yourself and seek medical attention if necessary.

Sexual Harassment Checklist

- Was the behaviour or innuendo sexual in nature?
- Was the behaviour unwelcome?
- Does the behaviour create a hostile or offensive work environment?
- Have sexual favours been demanded, requested or suggested especially as a condition of employment or career and job success?

Session 10: Gender in practice: How to walk the talk

Case study groups

The following scenarios are fictitious, although not unrealistic. They were developed by UNDP/UNIFEM/UNV Gender Specialists in the Mekong region in 2000 for training UN staff. They have been used in three UN Country Offices and have elicited a great deal of constructive discussion from UN staff. Controversial and challenging issues may arise from these case studies, hence a skilled facilitator is required to monitor group work. Divide the participants into equal groups to read the scenario and discuss the questions. The groups should select a rapporteur to report back to whole group.

FEMALE SUPERVISOR

You are a woman working as an ARR in a UN office. You are one of the most senior staff in the office. You find your work really interesting and you have a lot of experience from other developing countries. You are very well qualified to do your job.

You have been in the country for 6 months and have been learning the language and about the culture successfully. A new male JPO has recently arrived in the office. He is younger than you and this is his first experience in working in a developing country. He will work in your project for two years and you will be his closest supervisor.

Soon you start to feel yourself discriminated by your male counterparts. For example, at an official dinner with the National Project Team, the new JPO is toasted first. He is also seated in the place of honour next to the Government officials. Little by little you start to feel isolated and you notice that the questions are all directed towards the JPO. You start to feel uncomfortable and angry, but you say nothing during the dinner.

You think about the issue over the weekend.
Why do you think this behaviour has developed ?
On Monday you have decided to do something about it.
What would you do in this situation ?

PUBLIC ADMINISTRATION

Good governance is increasingly recognized as key to sustainable human development. Recently the government has undergone restructuring - reorganizing ministries, creating new agencies and public organizations. Considerable work remains in building appropriate management and administrative frameworks, and creating new decision-making and accountability structures.

Public administration reform receives support from UNDP with a project to modernize civil service management practices. UNDP has placed an UNV Administration Specialist to work for the project. One of his / her tasks is to help the Government to prepare an overall strategy for governance and administrative reform to make it more suitable for present needs.

The given project component is considered to be so complicated that it has been decided in the project formulation stage that examples from abroad need to be sought. Models for public administration reform are sought from New Zealand and United Kingdom.

UNV is helping the government officials to plan these study tours asking the respective ministries to appoint their representatives. To her / his dismay all the nominated officials are males. The UNV finds this hard to believe since about 30 percent of the people working for different ministries are women. When the issue is addressed with the government counterpart he tells the UNV that the government was unable to identify qualified female candidates for these study tours.

You as the Programme Officer at UNDP responsible for the project are contacted by the UNV to develop a plan to get women included in the study tours. What does this plan include and how will it work in addressing the problem ?

DRIVERS

From the administrative point of view UN staff seems to be expanding rather rapidly. The increase of staff means that there is a growing need for transport. This has led to a purchase of more vehicles. Having more vehicles means that more drivers are needed.

An advertisement is placed to local newspapers stating the qualifications for the new driver.

UN agency is looking for a driver that:

- possesses a driver's license
- has at least three years of experience for working as a driver
- has an accident free driving record
- has a good working knowledge of English
- has excellent command of traffic rules.

Over 30 applications are received. A UN committee is set up to select the best candidate for the job. This committee consists of two national staff and one international staff member.

Three candidates are chosen for the short list. Two of them are men and one is a woman. All of the short listed candidates have plenty of work experience and an accident free driving record.

The short list is submitted to Local Contract's Committee that you are a member of. You know that according to UN policy female candidates are strongly encouraged to apply and you also know that there are no female driver's at UN. However one of you colleagues on the Local Contract Committee does not believe a woman should be employed. They consider it would be too hard for the woman to work with the group of male drivers and commit to the hours required.

What would you do/say and why?

MICROFINANCE

The United Nations is assisting the government to create more income generating activities in the rural areas.

In the villages women and girls are traditionally engaged with handicraft production. One of the ideas is to provide micro credits for village women to enable them to develop the handicraft sector. The UN has placed an adviser to work on the micro credit scheme helping women to apply for micro credit and assisting them in making pay back schedules. You are working as a Programme Officer / Assistant for this project at the UN office.

Everything is going well at first. Women are buying new handlooms and a joint motorbike to better reach the markets in neighboring towns. You are getting really excited and expect that very soon the school attendance of the girls will be higher since they don't have to help their mothers as much with weaving as before due to the new and better handlooms. You think that very soon the profits from the handicrafts will start to rise for the village women.

After few months on your field visit you notice, to your dismay, that none of your expectations are materializing as far as women and girls are concerned. Girls are not attending school and you cannot see any improvement in village women's lives even though they produce and sell more of their handicrafts. Instead the lives of the village men are improving. The adviser working for the project is reporting to you that the men borrow the motorbike quite frequently and travel to neighboring towns quite late at night and only come back the next morning.

What has gone wrong with the project and what can you do about it as a Programme Officer / Programme Assistant?

PUBLIC ADMINISTRATION

You are working on a project that is based within a government department. The project team is working well together, you like your national colleagues, and the National Project Director is very good. You feel you are able to raise issues that arise, but are still aware that this must be done in the "right way" so as not to risk the good relationships already established.

One of the key project outcomes is capacity building. There fore, there are many training courses and workshops, as well as some overseas missions and study courses. There are always many people wanting to attend, and always a limited number of places.

The project is now assisting the government to plan the next round of training and study tours. The project has asked the respective ministries to appoint their representatives, and when the lists come in all the nominated officials are males.

This concerns you, as you know that gender equity should be part of every project. You look up the files of previous missions and discover that the project has never sent a woman on overseas training or mission.

As well, you know that study tours and overseas training are pre-requisites for other opportunities in the future: by not attending training now, women are less likely to have access to promotions, etc.

You decide to 'test the water' by casually discussing the issue with your colleagues. From their responses you realize the issue needs to be explained, and reasons for including more women carefully presented.

1. What do you think the 'issue' is? Could there be more than one issue?
2. What might be some of the reasons given for why it is not suitable to send women overseas?
3. What could be the responses to these reasons ? How do you respond to the comment 'it is the culture in this country' ?
4. You know that it will be your national colleagues who will have to go back to other ministries to explain that women need to be nominated. How does this influence your actions?

IRRIGATION

In the past larger irrigation schemes were managed by the state. This is not the case anymore since the responsibility of the irrigation schemes is being transferred to farmers. One of the UNDP projects is assisting the government in decentralizing the management responsibility of the irrigation schemes to its primary users, the farmers. Women and men participate equally, though in different roles, to farming activities.

Irrigation is an important means for farmers to secure stable rice production and to increase income for additional crops. The main activity of the project is to train farmers in their new role and, thereby, create improved and sustainable irrigation. Sustainable use of irrigation schemes requires improved technical and management skills at the farmer's level.

The project is supposed to follow a participatory approach and thus the farmers are to be actively involved in identifying their own problems and needs. UNDP has placed an irrigation specialist to the project and one his/her tasks is to design and conduct workshops for farmers on new irrigation techniques.

The specialist observes that women work in the rice fields as much as men do. However women never attend the workshops that s/he has carefully designed. As a programme officer you find this really confusing and you want to find out more about the situation.

What additional information do you want and how do you think this information can be obtained? What obstacles do you think the project and the specialist are facing and what do you think can be done to improve the situation?

Annex 1: *HANDOUT*

References for on-line web sites for gender mainstreaming tools from development agencies/organisations

On-Line Resources

Useful in-line resources for tailoring this training to specific Country Office needs can be found at the following websites:

UN AGENCIES

Food and Agriculture Organization (FAO)

FAO Socio-Economic And Gender Analysis Programme (SEAGA)

<http://www.fao.org/sd/seaga/>

The Socio-economic and Gender Analysis (SEAGA) Programme was established to promote gender awareness. FAO, the ILO, the World Bank and UNDP initially undertook the development of the SEAGA materials. This includes handbooks at a field level, intermediate level and macro level with guides in the areas of the project cycle, irrigation, household resource management, micro finance and socio-economic and gender analysis in emergency situations.

INTERNATIONAL LABOR ORGANISATION (ILO)

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm>

International Labour Organization/ South-East Asia and the Pacific Multidisciplinary Advisory Team (SEAPAT) Online Gender Learning & Information Module

<http://www.ilo.org/public/english/region/asro/mdtmanila/gender/index.htm>

ILO and SEAPAT Gender Mainstreaming: A How to Manual

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit5/refsrurl.htm>

Tools for mainstreaming gender concerns for rural women

<http://www.ilo.org/public/english/bureau/program/eval/guides/gender/>

Guidelines for the Integration of Gender Issues into the Design, Monitoring and Evaluation of ILO Programmes and Projects. This site includes four checklists:

[Checklist 1: Gender considerations in summary project outlines, \(SPROUTs\) and programme documents](#)

[Checklist 2: Gender considerations in progress review reports](#)

[Checklist 3: Gender considerations in self-evaluation reports](#)

[Checklist 4: Gender considerations in terms of reference \(TORs\) for independent evaluation missions](#)

http://www.ilo.org/public/english/region/asro/bangkok/paper/manu_tra.htm

Site includes the Manual for Trainers: Entrepreneurship Development for Women

UNITED NATIONS

<http://www.eclac.cl/mujer/proyectos/perfiles/inventory.htm>

**TASK-FORCE ON TOOLS AND INDICATORS FOR GENDER IMPACT
ANALYSIS, MONITORING AND EVALUATION**

United Nations Interagency Meeting on Women and Gender Equality

**INVENTORY OF GENDER INDICATORS AND TOOLS AVAILABLE IN
THE UNITED NATIONS SYSTEM**

At the sixth meeting of the Inter-Agency Meeting on Women and Gender Equality (IAMWGE) (New York, 27 February to 2 March 2001), as manager of its Task Force on tools and indicators for gender impact analysis, monitoring and evaluation, the ECLAC was entrusted to provide the members of IAMWGE with an inventory of activities, by type and actor, with regard to make gender indicators available for policy making, by looking at indicators from a user's perspective.

The inventory was constituted on the basis of a questionnaire that was sent to all the IANWGE members, in addition to an extensive search that was carried out through the electronic web. Tools include technical guides to produce gender indicators, information on the primary sources of information used in the building of indicators, and principal means of dissemination - like statistical databases and publications. The information on gender indicators is organized following the main gender issues.

[Tools on statistics and indicators on gender issues offered by United Nations bodies](#)

[United Nations main publications containing gender indicators](#)

[United Nations statistical databases with gender indicators](#)

[Agencies of the United Nations that calculate and/or disseminate gender indicators, by main areas of interest and source of information](#)

Gender indicators in main areas of interest, by agencies and specific statistical databases in Internet:

[Population](#)

[Education](#)

[Health](#)

[Households, marital status and fertility](#)

[Work and income](#)

[Poverty](#)

[Women in power and decision-making](#)

[Reproductive Health](#)

[Violence](#)

[Gender Website addresses of United Nations organizations](#)

[Resources in Internet on primary sources of data, by country and year](#)

UNITED NATIONS DEVELOPMENT PROGRAMME

<http://www.undp.org/gender/>

UNDP Gender in development home page

<http://www.undp.org/gender/resources/>

This is a guide to some of the key print and electronic information resources on gender and development issues available from UNDP's Gender in Development Programme. Links are also provided to publications from other UNDP divisions and from other partner agencies and organisations.

http://www.undp.org/gender/capacity/gm_info_module.html

UNDP gender mainstreaming leaning and information pack. The Series includes the following documents that can be downloaded in Word or PDF formats.

- [Overview of the Series](#)
- [Gender Mainstreaming](#)
- [Project and Programme Cycle Entry Points for Gender Mainstreaming](#)
- [Developing a Country Office Gender Mainstreaming Strategy](#)
- [Gender Analysis](#)
- [Information, Communication and Knowledge Management](#)
- [Process Management and Advocacy Skills](#)

This Information Pack provides summary information on the gender mainstreaming dimensions of the planning cycle, on formulating UNDP programmes and projects, on the logical, results-based chain of project design, and project and programme indicators. It provides examples of effective gender mainstreaming in planning documents, and information on the gender dimensions of development themes such as poverty, governance, human rights, peace building and information technology. The Information Pack also provides tested case studies in five areas – governance (local government and judicial training), poverty and sustainable livelihoods, human rights, post-conflict demobilisation and a community-based water project. This Information Pack has been used as the basis for discussions of issues related to UNDP's Strategic Results Framework (SRF), and Results-Oriented Annual Report (ROAR).

UNIFEM

UNIFEM Gender mainstreaming Resources:

http://www.unifem.undp.org/main_res.htm

WOMENWATCH

<http://www.sdn.undp.org/unifem/list.html>

The good practices database is a project of the Inter-Agency Committee on Women and Gender Equality (IACWGE), coordinated by UNIFEM and with the participation of UNDP, UNFPA, UNICEF, and HABITAT. More than 20 UN organizations have contributed. The criteria for selecting the good practices in the collection have been developed through consultation with the members of the IACWGE, which has representation from the majority of UN organizations and departments.

Other development agency gender analysis/training sites

ASIAN DEVELOPMENT BANK

<http://www.adb.org/Gender/checklists.asp>

ADB checklists for ADB staff and consultants in sectoral areas of health; education; urban development and housing; water supply and sanitation; and agriculture. These checklists provide a step-by-step guide to promote and ensure gender inclusiveness of ADB financed projects; a guide for users through the various stages of the project cycle in identifying the main gender issues and designing appropriate strategies and components to respond to gender concerns; sample terms of reference for the conduct of social and gender analysis, and case studies of ADB projects to demonstrate good practice.

http://www.adb.org/Documents/Manuals/Gender_Checklists/Health/default.asp?p=gencheck

Gender checklist: Health

http://www.adb.org/Documents/Manuals/Gender_Checklists/Education/default.asp?p=gencheck

Gender checklist: Education

http://www.adb.org/Documents/Manuals/Gender_Checklists/Urban/default.asp?p=gencheck

Gender checklist: Urban development and housing

http://www.adb.org/Documents/Manuals/Gender_Checklists/Water/default.asp

Gender checklist: Water supply and sanitation

http://www.adb.org/Documents/Manuals/Gender_Checklists/Agriculture/default.asp?p=gencheck

Gender checklist: Agriculture

WORLD BANK

World Bank GenderNet

<http://www.worldbank.org/gender/resources/index.htm>

(1) Agriculture

<http://www.worldbank.org/gender/module/Index.htm>

Gender in Agriculture: A World Bank Learning Module

This learning module is a product of the World Bank's Gender Group in the Poverty Reduction and Economic Management Network. It is the first in a series of learning modules created for World Bank staff who are interested in learning the what and how of incorporating gender issues into their work. Each learning module in this series focuses on a particular sector of operation. This module has particular reference to the agriculture sector.

<http://www.worldbank.org/gender/module/tools/exercise/needs.htm>

An outline of a gender needs assessment in the sector of agriculture

<http://www.worldbank.org/gender/module/tools/terms.htm>

Generic terms of reference for gender analysis in agriculture

(2) Transport

<http://www.worldbank.org/gender/transport/Tools/tools.htm>

Gender and Transport Tools for task managers, planners and researchers

This section offers a set of tools to assist transport task managers, planners and researchers in the identification, design, implementation and evaluation of gender sensitive transport projects, programs and policies.

Section 1 research and planning tools: presents participatory planning methods and gender sensitive tools for data collection and analysis. Numerous examples of survey methodologies are included from Africa, Asia and Latin America. Section 2 presents a gender sensitive monitoring and evaluation system. Section 3 includes two "Do it yourself" packages designed to provide practical step-by-step guides for task managers wishing to design a gender sensitive bicycle and intermediate means of technology components for their transport projects. Section 4 includes PowerPoint presentations covering most of the material covered in the first three sections. [Last updated: 01/25/02]

(3) Social assessment

<http://www.worldbank.org/gender/assessment/wigtools.htm>

Site that illustrates ways to integrate gender into social assessment tools.

Canadian International Development Agency (CIDA)

CIDA Gender website has a link on gender training at:

http://www.acdi-cida.gc.ca/cida_ind.nsf/190b93d3dd8b654a8525677e0073a278/8a3c972caad7d1bb852568fc006757a5?OpenDocument

To make the knowledge and tools more accessible, CIDA launched a computer-based tool in 1997. In January 2002, CIDA replaced the 1997 CD-ROM with an online, interactive, learner-centered course on gender equality.

Gender and Development Training Center, the Netherlands

<http://www.gender-training.nl/>

In the profile you will find general information on the Centre, its background, aims, activities and staff. The link button provides various links relevant for starting a search in the field of training, gender and development.

Commonwealth Secretariat

Gender Training Resources Collection

A demonstration web-based collection of gender mainstreaming capacity support material from the United Nations and Commonwealth systems - 1990's to 2000

<http://www.col.org/genderresources/>

Siyanda

<http://www.siyanda.org/>

This resource is an online database of gender information and materials. It is organized in broad categories, and types of material to make searching easier. Each document is summarized, and key documents have a long summary including findings and recommendations for implementation

