Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff

Foreword:
On October 24-26, 2001, a joint UNDP / UNIFEM workshop on tools for gender mainstreaming was held in Quito, Ecuador. This workshop brought together fourteen participants from eleven countries to discuss gender mainstreaming tools for UNDP/UNIFEM.

A session at this workshop focused on the development of a gender analysis training course and gender briefing kit for UNDP offices. Several women at the meeting had developed these tools independently. A recommendation was made that these experiences and knowledge be compiled into generic tools that could be adapted by different country offices. This training module is the outcome of that recommendation and draws form experience of specialists in the field, providing field tested resources for use by UNDP offices.

This training module is designed as a guide for UN staff (gender Focal Points, specialists, training staff or others) to conduct a 2 day introductory gender analysis and gender planning training course for UNDP staff who have no or little experience/knowledge of gender issues.

The training module is targeted to all staff regardless of their seniority level and managerial responsibilities. The content is designed to provide staff with the necessary knowledge and tools to integrate gender issues into their work. Gender training is an attempt to change perceptions, attitudes and behaviours that have been acquired over a very long period of time in a variety of cultural contexts. The training may only aim at presenting some key aspects of gender analysis and gender planning. The module is designed to initiate discussion and provide a context for staff to develop future planning in the area of gender mainstreaming. As such, it is not seen as an end in itself, but as a part of a process in a larger context of gender mainstreaming.   The training is complemented by materials for the development of a Gender Briefing Kit for UNDP Country Offices. This material may be used simultaneously with the training material for additional support and reference.

Many UNDP offices have already conducted gender training courses of different types. This course is designed for staff who have not undergone any training, and as such is an introductory session. It is anticipated that such a course could be repreated on an annual basis to allow new staff to undergo a standard training session, thus ensuring all staff have access to the same basic gender knowledge. This then builds the institutional capacity of staff and provides a baseline of information and knowledge the organisation can assume all staff have on gender issues. From here, further more detailed and specific

gender training courses can be conducted as required by the particular needs and focus of the Country Office.

The benefit of a generic training session also has advantages for international staff who move between different country offices. The provision of a standardised training session helps to increase consistency in tools used by staff in UNDP offices and provides easy reference material.

The training can be tailored to the particular needs of Country Offices and COs are encouraged to adapt the materials or modify according to local needs. If new and additional materials are developed by COs, or if updates are conducted on this material, please send this material to the Gender Unit at UNDP headquarters in New York so that this material may also be shared and incorporated into any updates of this material. This will ensure that this is a dynamic and organic process using the ongoing experience of UNDP field offices to share on a sub regional, regional and international level.

Objective:
The aim of gender training is to introduce the basic concepts of gender analysis and gender planning to UNDP Office and Programme staff, to increase awareness and reduce the gender bias that informs the actions of individuals. The training will equip participants with introductory knowledge and tools to be sable to effectively mainstream gender throughout their work and improve gender-responsive result-oriented policy dialogue

Target Group:
The module is designed to assist Gender Focal Points, Gender Specialists/Advisors, SURF Gender Specialists, UNDP training Staff, or any UN staff who could be a coordinator of a training session of this type for UNDP staff. It provides a guide to develop a training module for a UNDP Country Office.

The actual training programme is designed for UNDP country office staff and project staff (CTAs, Team leaders etc) This includes all staff from senior management to drivers, Chief Technical Advisors and UNDP project managers, the training is designed for teamwork between UN staffers and UN Project workers presumes no previous knowledge of gender issues. Given this, the trainer/facilitator should be conscious of mixing staff during group work to ensure that a cross section of the office works together in small groups.

Ultimately the training groups should be a group of no more than 30-32 people, and no less than 12. IF a larger group is necessary more than one trainer/facilitator is needed and more group work needs to be conducted to ensure everyone has a chance to participate fully and have their voice heard and questions clarified. It is also optimal to have a range of seniority, a mixture of national and expatriate staff and equal number of male and female staff.

Background:
This training programme has drawn from the work of UNDP/UNIFEM/UNV Gender Specialists who were posted in Cambodia (Joytsna Roy), Lao PDR (Titta Maja) and Viet Nam (Suzette Mitchell), the UNDP gender and SURF field experience of Isabella Waterschoot in Trinidad and Tobago, and the training programmes developed by Dona Abdurazavokva from UNDP in Uzbekistan and Sarantuya Mend from UNDP in Mongolia.

Some of the materials have been developed by these UN staff themselves (Sessions 8,9 and 10) while others draw from more traditional WID/GAD training resources, such as the 24 hour day developed originally by Caroline Moser in 1993. However these activities have been modified as they have been used by UNDP staff in the field, and appear in this training as they have been used by UN staff.

Methodology
The methodology of this training module is interactive and participatory. It uses a lot of group work and discussion that acknowledges and respects the knowledge of UNDP workers in their own fields of work, while providing them with additional tools to discuss regarding mainstreaming gender into their ongoing work. The contact of this training module differs from most other modules around, as it has been developed using tools/activities developed or modified by UNDP workers themselves in conducting training for their own Country Offices. In this respect, the module is the result of trailing and testing in the field and has proved to be useful and effective for UNDP staff.

It is important that a good trainer/facilitator is chosen to conduct the session to ensure that participants needs are being met. This should be checked by gauging participant responses and feedback at the beginning and end of each day. If the content is pitched too high or too low, too fast or too slow, modifications need to be made by the trainer/facilitator. A participatory methodology will ensure this feedback.

Preparation and tips for facilitators.
Several preparatory steps are required for preparing the training. Firstly the trainer/facilitator needs to be selected, this could include a national and an international from the office, or preferably an outside facilitator with a working knowledge of the UN/UNDP.

The facilitator needs to be briefed on the target group and the specific Country Office objectives for the training session. The course will need to be tailored to these specific needs.

Logistics for the training include organizing the approval from the Resident Representative then a date and venue can be fixed. An invitation from the Resident Representative should be sent out to UNDP staff inviting them to nominate for the training at least a month before the appointed date. The Country Office may wish to select participants, or let staff register voluntarily. If the latter is the case, it is important to ensure that there is a balance of sexes, seniority and expatriate/national staff to ensure

it is a true representative sample of the staff. This will be important in terms of developing a network after the training to monitor the implementation of gender mainstreaming in the Country Office.

The venue should not be within the UN complex if possible. This limits the ability for staff to run in and out of the training and attend other meetings. It is important that participants can commit to the whole two-day training programme.

Although the majority of training materials are attached, or websites provided, there is a need for the trainer/facilitator to add some local/national content, particularly for Session 5 on national gender issues. Other materials may be found from various websites of UN agencies and other development organisations. A listing of these websites is contained in Annex 1.

This training is designed as a two-day workshop, although it could be shortened or lengthened to suit the needs of the Country Office. It is designed as a guide, and Country Offices are encouraged to change it as appropriate. Examples of a one-day session from Uzbekistan, and a three-day session from UNDP RBEC are included in Annexes 2 and 3 as an illustration of successful agendas for in-country training sessions.

DAY 1:   Introduction to gender analysis & gender planning tools

8.30   **Registration and coffee**

9.0   **Opening: UNDP Resident Representative**

9.15   **Session 1: Introductions and expectations**

10.00   **Session 2: Terms and definitions**

10.20   **Session 3: Activity to clarify sex and gender**

10.35   **Morning tea**

10.50   **Session 4: Group work: Daily activity calendar**

12.0   **Lunch**

1.0   **Report back/ Group discussion**

1.45   **Session 5: National gender issues**
                    Presented by National Gender specialist/academic/national counterpart.
                    Outline of gender issues and disparities in country. This should include
                    the legal framework and international obligations. Experiences of
                    national machinery and NGOs.

3.0   **Coffee break**

3.15   **Session 6 : Video and discussion**
                    Play a video on gender issues in the country,region, or internationally and
                    have a general discussion.

4.0   **Session 7: Introduction to case study**
                    Provide participants with a project document to read overnight. Have the
                    PO from this prodoc give a brief background to the project.

                    Remind participants to bring their own case study of a project they are
                    working on to the training tomorrow.

4.30   **Close / wrap up day's activities by a participant**

DAY 2: Gender mainstreaming in the workplace and the work programme

8.45   **Coffee and revision of yesterday's session by another participant than the one who closed the session the previous evening.**
The facilitator should ask participants if there are any issues they would like to clarify or comment on. Participants could be asked to share what they remember most form yesterday's session or what they feel will be most useful to their ongoing work.

9.0   **Session 7 continued: How to mainstream gender in a project document: case study**
Group work on case study circulated the previous afternoon

10.30   **Morning tea**

10.50   **Session 8: Mainstreaming in UNDP**
Activity using a checklist for gender mainstreaming in the project cycle

12.0   **Lunch**

1.0   **Session 9: Mainstreaming in the workplace—gender mainstreaming and sexual harassment**
Whole group assessment using Gender Mainstreaming Assessment Tool UNDP Country Offices

1.30   **Session 10: How to administer gender mainstreaming tasks**
Case study groups

3.0   **Afternoon tea**

3.15   **Session 11: Where to from here discussion and recommendations**
Whole group activity

4.45   **Session 12: Evaluation and networking**
Distribute participants list with email addresses
Distribute evaluation forms

5.00   **Close/ wrap up by participants.**

Session 1: 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.

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 be 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 as the problem	An approach to people centered development
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 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.

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Session 3: Activity to clarify sex and gender

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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.**

Either to introduce/to set the context of the session or to wrap up the session:
❖ Present the conceptual frameworks of gender analysis (see attached handout with an outline of four gender analysis and planning frameworks)
❖ Briefly explain similarities/differences and use of gender analysis frameworks. Participants could be asked to read these when they finish the activity, or over the lunch break, and this could add to the discussion at the end of the activity.

ACTIVITY:
Divide the participants into the following groups:

1. Poor	Provincial	Farmer	Ethnic minority/indigenous
2. Poor	Provincial	Farmer	Ethnic majority group
3. Poor	Major city	Market Vendor	Ethnic majority group
4. Not poor	Major city	Aid worker	Ethnic majority group
5. Not Poor	Major city	Aid worker	European expatriate

Discuss and tabulate a day's work for the family in your group.
Decide and identify how many family members in your group— whoever lives in the family home, including all adults and children. List their age. Develop a chart to tabulate the daily activities of family member's daily tasks. Fill in their tasks according to the time they are conducted. See example below.

TIME	Grand-mother 53	Father 32	Mother 30	Daughter 12	Son 10	Son 8	Daughter 3
4.00am	sleeping	Sleeping	Wake-up	Wake-up	Sleeping	sleeping	sleeping
4.30	wake-up	Sleeping	Cook breakfast	Help with breakfast	Wake-up	Wake-up	Wake-up
5.00	Eat breakfast	Wake-up and eat breakfast	Feed children	Eat breakfast	Eat breakfast	Eat breakfast	Eat breakfast
5.30	Wash-up	Go to the fields	Clean house	Watch toddler	Walk to school	Walk to school	play
6.00							
6.30							
7.00							

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 *interative*, 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.

Session 5: 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 form Beijing +5 and the Convention on the Elimination on 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.

Session 6: 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 form 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.

Session 7: 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 form another UNDP CO to retain anonymity of office staff, these can be obtained form 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.

Session 8: Mainstreaming in UNDP

This session has two main tools that can be used/provided as resources to the participants.

1. UN Checklist for mainstreaming gender into projects
2. World Bank Criteria for Identifying Good Practice

UN Checklist for mainstreaming gender into projects
This checklist was developed by Gender Focal Points of UN agencies in Viet Nam. The checklist has been printed in English and Vietnamese and is used by programme Officers, staff, consultants, donors and others concerned with mainstreaming gender issues into the project cycle. The checklist has also been used (in slightly modified form) by the UNDP office in Mozambique.

For this activity participants are asked to bring along an example of a project they are currently working on- this can be at any stage of the project cycle and they are asked to use the checklist to gauge how gender has been mainstreamed, and develop recommendations to

World Bank Criteria for Identifying Good Practice
This list is less specific but provides a good reinforcement of the integration of gender issues in the project cycle. It could be used as a source for further discussion of gender mainstreaming in the wider donor community, particularly if the training group includes non-UN staff.

## *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)

PROCESS = Mainstreaming

GOAL = Equality
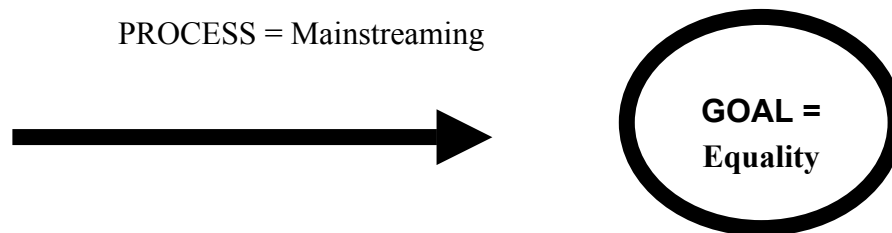
Why mainstream gender?
- Good gender planning makes good economic sense so that women as well as men are active, using 100% of the productive labour force.
- Studies have shown that discrimination based on gender increases poverty, slows economic growth and weakens governance.
- To promote gender equality 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.

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

Session 9: 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.