GENDER MAINSTREAMING RESOURCE PACK:

A PRACTICAL GUIDE FOR PROGRAMMING

TRÓCAIRE

Working for a Just World

TROCAIRE MAINSTREAMING RESOURCE PACK 2010

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INTRODUCTION

Promoting Gender Equality is one of Trocaire's six organisational priorities for the period 2006-2016. Within this, mainstreaming is identified as a priority both in the organisation and in our programmes.

Trócaire's Gender Policy (2009-2014) sets out clear commitments around gender mainstreaming. For example all our work must be informed by gender analysis, and sex-disaggregated data should be collected and analysed to determine the significance of any differences between women and men (or boys and girls). In addition, leadership commitment and staff capacity on mainstreaming must continue to be built; and the direct link between mainstreaming and programme quality must be made.

The 2008 organisational Gender Audit highlighted that that gender mainstreaming was an area where staff and management required additional training, guidance and practical tools. The audit found that concepts and terminology around mainstreaming are often perceived as academic and confusing. In addition to this, while most staff felt that they understood what mainstreaming meant in theory, they were less clear about how to mainstream gender in practice.

This resource pack is for programme staff and managers. The pack aims to:

- Clarify the terminology associated with gender mainstreaming;

- Unpack what mainstreaming means in practice; and

- Highlight the essentials of mainstreaming in programming.

What do we mean by gender equality?

Gender equality is about equality between women and men. Specifically it means equal rights, responsibilities, opportunities and treatment of women and men. It is not about one group gaining more power to the detriment of the other; rather it is about ensuring that all persons are treated with dignity and can develop to their full potential. Where there is greater equality, there is less poverty. Gender equality benefits everyone.

Apart from a human rights point of view, it is important as development staff to understand how gender roles vary from generation to generation, from place to place and over time. Therefore we cannot generalise, and we need to understand in each context where we work how being a man or a women, a boy or a girl affects a person's access to resources, the opportunities available to them and their rights. Understanding how gender (as one variable amongst others such as race, caste, ethnicity, age, HIV status etc) affects a person's ability, rights, roles, and opportunities helps to ensure that we do not fall into the trap of making false assumptions when planning development interventions. Assumptions can result in projects that fail.

Why do people confuse gender equality with women only work or projects?

Men and women are both affected by their gender roles in relation to the expectations of them in the home, in the community and in society. In many contexts, gender norms primarily disadvantage women. Women often have less power or influence in society, less access to or control over resources, and fewer opportunities than men. Achieving gender equality often requires activities or interventions to promote women's rights and empowerment to achieve equality of opportunity. This is why there is often a focus on women, which sometimes leads to confusion around gender equality and a focus on women.

Whilst it is often women who experience less access to resources, power and opportunities, there are also situations where men's lives are adversely affected by their gender roles. A gender analysis can help to identify whose gender roles help or hinder equal opportunities and outcomes from development initiatives. It is important to remember that a focus on women alone can be futile, because men help or constrain women in overcoming inequalities. Without involving men, many gender equality initiatives may be counterproductive. For example, men may view development initiatives as interfering with local norms, or men may be resentful of resources being targeted at their wives, sisters, daughters or other relatives. For these reasons, Trócaire believes that it is essential to engage both men and women in work to achieve gender equality.

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WHAT IS GENDER MAINSTREAMING?

The concept of bringing gender issues into the mainstream of society was clearly established as a global strategy for promoting gender equality in the Platform for Action adopted at the United Nations Fourth World Conference on Women, held in Beijing in 1995. It highlighted the need to ensure that gender equality is a primary goal in all areas of social and economic development.

According to the UN, 'Mainstreaming a gender perspective is 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 the concerns and experiences of women as well as of men an integral part 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. The ultimate goal of mainstreaming is to achieve gender equality'.[1]

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

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[1] United Nations Economic and Social Council (ECOSOC) 1997.

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THE ESSENTIALS OF MAINSTREAMING GENDER IN PROGRAMMING

Mainstreaming is not new and experiences and lessons learned from elsewhere have shown that there are certain key things that need to be in place to ensure gender mainstreaming happens.

1. **Sex disaggregated data must be gathered.** This reveals *quantifiable differences* between women and men in relation to poverty, income, education, health and participation levels, amongst others, and helps us to better understand the context where we work. Such data should be gathered during baseline development to ensure that the planned programme strategies respond to any differences and inequalities that exist and that this is followed up on during monitoring and evaluation.

2. **A gender analysis[2] should inform all our work**. Gender analysis is about understanding the *qualitative differences* relating to women and men in any context. Gender analysis looks at the different roles and responsibilities of women and men, the assets available to them and their control over these (power). Such information helps us appreciate the context as it affects men and women to ensure that our programming responds appropriately.

3. We need to **understand the political context and individual country situations** where we work. This involves knowing about laws and policies as they affect women and men (sometimes differently) as well as customary practices and norms.

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[2] See the 'What is gender analysis and why it is important'' sheet for more information on this.

[3] See the 'Gender sensitive M&E' sheet for more information on this

[4] See the ''Partner Gender Assessment Checklist' or 'Trócaire Gender Audit manual' for more on this.

4. Both **women and men must be consulted with** and their views should be heard during programme planning, monitoring and evaluation to ensure their different needs and priorities are understood and responded to. This may require talking to women and men separately to ensure all perspectives are heard.

5. **Women as well as men should be involved in the design of** programmes. This may imply actively promoting and supporting the involvement of women in planning and decision-making and ensuring that men support this.

6. **Programme and project level objectives and indicators**[3] should reflect the anticipated changes and benefits for both women and men. What gets measured gets managed.

7. **The capacity of partners to mainstream gender needs to be considered**[4] during partner appraisals, discussions and monitoring visits. If necessary capacity building should be supported and built into the budget of the partner or the PPD.

WHAT IS GENDER ANALYSIS AND WHY IS IT IMPORTANT?

What is a gender analysis?

Unless we know who is affected and in what way by an issue, then we cannot respond appropriately. A gender analysis examines the different **roles and responsibilities** of women and men, their **access to and control of resources** and their different but equally significant **experiences, priorities and capacities**. This type of information is usually collected in qualitative ways (through interviews, PRA's and focus group discussions). Surprisingly and usually unintentionally, many development initiatives are designed in ways that mainly reflect the realities and priorities of men.

Why is gender analysis important?

A gender analysis helps us to understand the context better: A gender analysis helps us to understand men and women's roles and position in society. It helps us to understand who does what and why. A gender analysis can help understand the power dynamics within the household and the wider community. This analysis of relations, roles and power can help to identify what makes someone vulnerable. A programme can then be planned accordingly to address this.

A gender analysis helps us to avoid making incorrect assumptions: A gender analysis ensures that we do not simply assume that all people will be able to participate in, influence or benefit equally from an intervention. It highlights how men and women may be affected by their situation differently or can contribute to improving their own situation differently. It also helps determine what constraints or barriers might exist around women and men's participation in various activities or decision making. It helps to determine how gender can potentially influence project outcomes.

A gender analysis leads to better programming: When we understand the context better and we know what people's different priorities, needs and capacities are; more relevant and effective programmes can be designed. Essentially, a gender analysis contributes to good programming.

When doing a gender analysis:

- Prepare in advance by searching for and reading up on previous reports or studies from the region that highlight gender inequalities or issues.

- Review any quantitative data that has been published.

- Decide what you need to know based on your broad proposed intervention area and make a list of the types of information that you require.

- Ensure that you pick a time for your discussions/surveys/focus groups that suit both men and women to participate-either together or separately.

- Choose a location that is accessible and safe and where people are comfortable to talk. This may need to differ for women and men.

Things to consider:

- Talking to men and women may need to be done separately, rather than in mixed groups, or through a combination of both.

- In some cultures women may not feel free to talk openly about their situation or their needs in front of men. Female staff may need to be involved to ensure women can talk openly.

- There may also be a risk of backlash if the reasons for undertaking a gender analysis are not carefully explained to all stakeholders

- Women may also often defer to men when priorities are being determined for a project. This may be because women have less education, feel less confident or are shy talking to 'outsiders'.

- In many cases, community leaders often speak on behalf of a community. It is important to check whether leaders represent both women and men, and if not how other views can be heard.

- Adolescent girls and boys may also have different needs and issues than older women and men. Age specific groups are also important.

Who does what and at what level?

For partner organizations, a gender analysis should be done at household and community levels to inform their planning, strategies and proposals. Analysis at this level helps clarify:

➢ How different family members participate in a given activity (roles) and their different responsibilities.

➢ What both women and men need in order to improve their current situation?

➢ Who has access to what services (agricultural extension services, credit, healthcare, etc)?

➢ Who obtains and controls what resources? (Land, housing, equipment, money, government handouts, food)

➢ Who decides on the use of resources?

➢ How both women and men are involved in community decision making processes/structures such as local government bodies, village development committees.

Trócaire programme officers should assess whether a gender analysis has been done by partners, and discuss with them how these issues have informed their planning/proposed interventions.

Both Trócaire staff and partners should discuss and be knowledgeable about national gender inequalities: This involves understanding the country or operating context and how culture, laws, policies and norms affect men and women's rights, opportunities, roles and responsibilities.

In your country analysis some important things to consider are:

● **Laws and policies** that impact on women's and men's rights e.g. gender based violence laws, inheritance laws, land/asset ownership laws, national HIV and gender policies etc

● **Cultural practices and norms** e.g. customs affecting gender equality-both positive and negative (early marriage, harmful traditional practices such as widow inheritance etc)

● **Commitments to gender equality in national poverty frameworks and budgets** e.g. whether and how gender equality is addressed in poverty reduction strategies, sectoral development plans and national budgets.

- **National institutions, ministries and actors active on gender equality**
  e.g. what does the ministry of women's affairs or any gender working groups etc. have to say on gender equality issues and what are the areas they have identified as requiring action.

- **Participation of women and men in decision making at the national level**
  e.g. levels of involvement of women in politics, public bodies, judiciary etc.

Existing national level information is often available:

- Most national 'Demographic and Health Surveys', poverty reduction strategies and national gender and HIV strategies contain gender related information and sex-disaggregated data.

- Peer NGOs may also have gathered gender relevant information and be willing to share it.

- Country profiles and strategies developed by bilateral and multilateral donors may also contain sex-disaggregated information and further information on the national context.

Remember! Analysis is only useful if it leads to action!

The key thing is that your analysis informs your intervention. An existing programme may need to change based on a gender analysis that highlights different priorities or needs that may have not been taken into account before. This is what we mean by gender mainstreaming-it is about adapting your programme based on a gender analysis.

For example: In Trócaire's Pakistan Bonded Labour Programme, messages on labour rights being broadcast by radio were not being heard by women as they were broadcast in the morning, at a time when women were working in the fields. The majority of women in that target area work as cotton pickers. Following feedback on this during monitoring visits, the timing of the broadcasts was changed to the evening when women were back in the home. As a result, the messages reached more women and the programme had better results in raising awareness amongst women of their labour rights.

KEY QUESTIONS FOR A GENDER ANALYSIS

We do not need to use complicated tools to gather gender related information. Getting this information requires asking some standard questions of all partners and in communities, where appropriate.

The following is a guide as to the key questions that you can use.

Gender analysis-10 key questions	These relate to:
Who does what? why?	Activities
How? With what?	Access to resources
Who owns what?	Ownership of assets
Who is responsible for what?	Roles and responsibilities
Who is entitled to what?	Rights
Who controls what?	Income and spending power
Who decides what?	Power
Who gets what?	Distribution
Who gains-who loses?	Redistribution
Why? What is the basis for this situation?	Rules and laws/Norms/Customs

(Sources: UN and Tearfund UK)

Gender analysis: main points

➢ Always look for and ask about differences in women's and men's experiences, roles, needs and priorities

➢ Consult with and talk to women and men, together and separately

➢ Use this information and analysis to guide programme development to ensure it is appropriate, relevant and effective.

➢ Use existing national level information where available to supplement community based information.

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GENDER SENSITIVE MONITORING & EVALUATION

Monitoring and evaluation is a key aspect of all our work. Ensuring we carry out monitoring and evaluation activities in a way that takes account of gender is very important to ensure that gender issues are addressed throughout the project cycle.

In order to ensure that a programme or project is addressing gender related needs and rights, indicators must be gender sensitive.

Gender sensitive indicators:

Gender sensitive indicators are like all other indicators as they measure change. However *gender sensitive indicators attempt to measure change for both women and men or measure change in gender equality issues*. Gender sensitive indicators will provide information about the status/ activity of women relative to some norm. For example in 2009 32% of women in X community have access to and control of land, compared to 68% of men.

What are gender sensitive indicators?

- Gender sensitive indicators allow measurement of benefit to both women and men.

- Gender sensitive indicators measure changes over time around women's and men's roles, access and control over key resources and are used to plan, monitor and evaluate gender equality aspects of policies, programmes and projects

- Gender sensitive indicators, should be valid, useful, and timely and allow you to easily measure a change in a situation or condition, but they should also reveal the anticipated differences in impact for women and men, and where possible women's changed position in society due to the intervention.

- Gender sensitive indicators ensure that we are explicit about the anticipated impact of a programme on both women and men. For example, rather than an indicator stating '*increase in income*' this should state 'increase in income for men and women. This makes women and men clearly visible and ensures that we measure the change for both.

- Gender sensitive indicators require data to be disaggregated by sex, age and other variables and require a gender analysis of such data. Essentially they require the collection of both **quantitative and qualitative data**.

- **Quantitative indicators** are numerical measurements of change-such as the increase in women's or men's literacy levels, income levels, numbers of people receiving loans etc. For example the number of women and the number of men participating in a project activity; or the specific ratio of training provided for women and men in a particular sector as a result of a Trócaire programme, compared to the number of women and men trained in the sector previously.

- **Qualitative indicators** attempt to measure attitudes, position or social status, self-esteem and empowerment. The idea is to capture processes and qualitative differences, not just to count items. Information is often gathered from individual or group judgments and personal observations, such as the level and extent of participation of women and men in an initiative. For instance, the participation of women in a good governance project could be qualitatively measured by the extent of gender-related issues regarding women's specific needs priorities placed on the agenda, compared to previously. Although qualitative indicators are more difficult to measure, they can be quantified. For example the numbers of women in leadership positions; the numbers of people speaking out against violence etc. Qualitative indicators can be transformed into quantitative information with descriptive scales. For example the perception of both women and men on their participation in a particular activity could be ranked on a scale of 1-5.

- **Gender issues are inextricably linked to culture, attitudes and norms.** Therefore it is important to analyse what lies beneath statistics and facts. For Example in the area of public participation, the percentage of seats held in local councils or local committees by women and men can be measured. However such measurements do not explore underlying dynamics such as possible obstacles preventing women's participation, or what contribution women make to political decision making processes.

6.1 BASELINES

A baseline study done at the beginning of a programme should provide the basis for assessing the impact of the programme. Baseline data, disaggregated by sex provides the foundation for setting gender sensitive indicators as information is likely to differ between women and men. Gathering sex-disaggregated data can be done during baselines in a variety of ways, as outlined below.

- **Surveying and comparing female headed households and male headed households**. A representative number of female headed households in the project areas should be chosen based on the national average. For example, in the Trócaire Kenya Livelihoods baseline, 30% of the households surveyed were headed by women, as this reflected the national prevalence rate of female headed households in Kenya[5].

- **Surveying of male and female members <u>within</u> a household**. This gives a more in-depth analysis of intra-household gender relations, power and realities, for example in relation to numbers of meals eaten; income and expenditure levels for men and women, education levels etc. The challenge in relation to intra-household surveys is that they require more time as it involves a minimum of 2 questionnaires per household (one male and one female). Sensitivities may also occur around interviewing a non-head of a household or women within a household so these need to be taken into account.

- **Participatory processes such as focus group discussions, individual interviews and PRAs**
(time, resource, workload mapping etc) often bring out a lot of gender related information around access to and control of resources, workloads, participation and decision-making, experience of violence etc.. Such participatory processes are key to backing up quantitative baseline information and building qualitative indicators. (See sections 4 and 5 above for more on the types of information to look for in qualitative processes)

6.2 WHO MONITORS AND MEASURES?

Involvement of target groups: A participatory monitoring process is one in which the target groups have real input into developing the indicators to monitor and measure change. It is essential that the perspectives of both women and men are included in this process. Timing is very important. If a planning meeting takes place at the busiest time for either men or women or both, then this will affect who can participate. In some contexts women may have to be strongly encouraged to participate, or given adequate 'space' to express their views.

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[5] For more information see the Trócaire 'Guidelines to undertaking a Baseline Survey within a LS Programme'. 2009

Trócaire and partner programme staff are responsible for monitoring in a variety of ways. Ensuring that women can be spoken with is essential to ensure that all perspectives are heard. This may mean that female staff may need to be taken on to ensure women are reached, particularly in very conservative societies. Additionally, it is important to think about holding separate meetings with women and men to ensure that one group does not dominate the other and to allow for cross-checking of issues, progress, involvement etc.

6.3 GENDER IN EVALUATIONS

Like monitoring processes, there are a couple of key things to consider in relation to carrying out an evaluation:

- Ensure that the TOR for the evaluation includes an assessment of how gender inequality was addressed within the programme. Specify that the evaluators should assess the impact on both women and men; the effectiveness and relevance to both women and men etc.
- Use a combination of male and female evaluators where possible.
- Ensure that at least one evaluator has gender expertise or experience.
- Ensure that locations and timing for discussions with women and men take into account cultural issues as well as workload, busy times, childcare etc.
- Hold separate male and female focus group discussions and interviews where appropriate to ensure all perspectives are heard.
- Ensure that the key findings are fed back to the target groups and that findings inform the planning for the next phase of the programme.

Things to consider in relation to monitoring and evaluation:

- Information should be collected from both women and men. This implies that you must consider carefully whether you need to meet with women and men separately.
- Information collection methods should allow both women and men to participate. Consider literacy issues; suitable times when both women and men are free to participate in discussions; cultural issues etc..
- Frequency and timing of when you do your monitoring visits should take into consideration gender division of labour, busy times etc.

HOW TO INCLUDE GENDER IN YOUR LOG FRAME-SOME POINTS TO CONSIDER

Gender can be incorporated into a programme log frame in two main ways.

- Firstly by "engendering" the objectives, activities and indicators e.g. ensuring that they refer to the anticipated changes expected for both men and women, or boys and girls. For instance by having an objective that aims to '*increase incomes of both women and men'*.

- Secondly by including objectives and activities that specifically address gender issues. For example within a livelihoods programme there could be a specific objective around '*increasing women's ownership or control of land'*.

Below are some prompt questions to consider in developing a programme log frame or in assessing a partner project logframe.

Overall Objective	Indicators	Risks and assumptions
Will women and men benefit equally from the programme and/or is the programme designed to empower women? Will the programme contribute to greater equality in any way?	Do your indicators measure benefits to both women and men?	Is there likely to be opposition to gender equality from community members, other stakeholders? If so, will this undermine the programme or cause any backlash? If so, include activities to build understanding and buy-in.
Specific objectives: Do objectives reflect the known gender inequalities that exist (from the results of a gender analysis)?	Do your indicators measure benefits to both women and men? Do your indicators show whether any inequalities in relation to access, income and power are decreasing?	Does capacity exist to ensure gender related inequalities or discrimination highlighted can be addressed?

Are there specific objectives designed to address inequalities or barriers that might exist?	Are your indicators realistic and have they taken into consideration possible constraints to men or women's participation/decision making? Do your indicators capture qualitative as well as quantitative changes in men and women's lives?	
Results Benefits for women and men should be considered within each result. Where appropriate, think about the need for a specific result targeted towards women's empowerment/rights.	Do your indicators explicitly measure benefit to women and men? Do your indicators capture qualitative as well as quantitative changes in men and women's lives?	Have both women and men in target communities been consulted in the development of the programme? Have both women and men's priorities and needs have been taken into account?
Activities Are the planned activities appropriate to women and men's roles and responsibilities? Do they take into account women and men's capacities, and ability to participate fully? Are there any specific activities planned to address existing gender related equalities or violence against women etc? Have you built in activities around staff capacity building on gender and mainstreaming if necessary?	Do the systems, methods and approaches for verifying and monitoring project activities draw attention to the outcomes (or impact) of the activities on both women and men? What methods or approaches could be used to monitor project activities for attention to gender equality concerns?	Do women and men have the time to participate in the activities? Does the activity schedule take workload constraints (inside and outside the home) into consideration? Will there be any unintended negative impact on women or men because of the programme/ Eg- will women's workload increase because of project activities? How will this be mitigated? Do staff understand gender issues and are they supportive of equality? Can staff access all members of the community?are female staff needed to consult with women?

PARTNER GENDER ASSESSMENT CHECKLIST

As Trócaire works with local partners, it is important that we also examine partner commitment to and capacity around gender equality and gender mainstreaming. The following outlines some areas to look at during a partner appraisal. Whilst these issues may be easier to consider when assessing new partners, these questions can also be used with existing partners during monitoring visits or at partner workshops.

Political will and capacity:

- Does the organisation have internal gender expertise-a gender advisor or gender champions?

- Does the organization have a gender policy or strategy in place which sets out its commitment to gender equality? How aware are staff of this policy?

- Does the organization have a budget for the implementation of this policy, for gender mainstreaming and/or gender related capacity building?

- Is there demonstrated commitment to gender equality amongst senior management and the director?

- Are training or information awareness sessions on gender and development available for staff? How often?

- Does the organization have a reputation of competence on, and commitment to gender issues (e.g. a local reputation or a representation amongst other organizations, amongst women's groups?)

Programming:

- Does the partners' monitoring and evaluation system incorporate sex-disaggregated data? If so, how is the sex disaggregated data used?

- Does the partner employ participatory approaches in the field? If so, how does it ensure that both the voices and perspectives of women and men are taken into account?

- Does the partner carry out an analysis of the different roles, responsibilities, access and control over resources and decision making of women and men? If so, how does it use this information?

- Does the organization directly support women's empowerment or gender equality programming?

Organisational Culture:

- Are there family-friendly policies in place?

- What is the ratio of women working in the organization? What are the ratios at management level?

- Does the organization encourage the active participation and retention of female staff within the organization?

- Are there any affirmative action policies in place?

- Are there organizational norms around gender sensitive language, jokes, comments, images etc?

- Is there a sexual harassment or dignity at work policy in place?

Relationships:

- Does the organisation network with any women's groups or is it actively involved in any gender related networks or campaigns?

Note some of these might be hard to ascertain through discussions or through one or two visits, but you can build up a sense of an organisation and its commitment over time. For organisations willing to look into these issues in a participatory way, please also see the Trócaire Gender Audit Manual for guidance and support in this.

RESPONSIBILITY AND ACCOUNTABILITY FOR GENDER MAINSTREAMING

Everyone should be responsible for gender mainstreaming. However because of different roles and positions in Trócaire, there are different aspects that some more than others are responsible for. Below is a guide as to what programme officers and mangers can do to ensure accountability in Trócaire.

Programme staff should take responsibility to:

❖ Ensure that all baselines gathered sex-disaggregated data and that support is given to partners in doing this.

❖ Understand the different roles, responsibilities and experiences of women and men in relation to the issue being addressed in their given programming context.

❖ Ask partners about how they actively involve women as well as men in consultation and decision making processes. This might mean ensuring that female staff are available to speak to female target groups and vice versa.

❖ Be personally informed about gender issues in your working context. Read national surveys and policies, which will often highlight gender issues-e.g. women and men in public life, asset ownership, health, education, income levels of women and men etc..

❖ Be aware of the personal attitudes and behaviours of partners and the ways in which these might affect communication with women and men in their target areas and their understanding of development and change.

❖ Be aware of your own personal attitudes and behaviour and the ways in which these might affect communication with women and men and your understanding of development and change. Always reflect the gender related values that Trócaire aspires to.

Managers should take the responsibility to:

❖ Assess and ask about how a gender analysis has taken place and whether the results are visible in programmes. Check the visibility of gender analysis results in all programme related planning appraisal and review processes.

❖ Support the capacity building of staff in relation to gender to ensure they feel comfortable and knowledgeable about gender and development. Allow them time to attend trainings, information sessions etc.

❖ Ensure that commitment to gender equality is treated as importantly as commitment to other mainstreaming concerns and that there is also a budget commitment for gender equality.

❖ Assess all PPD budgets for the inclusion of mainstreaming initiatives such as capacity building, baseline setting, exposure visits, cross learning etc.

❖ Ensure that the working and office environment supports gender equality.

❖ Have an office budget line for gender mainstreaming to allow for in-house training and capacity building

❖ Ensure that gender equality concerns are on the agenda in partner meetings and reviews.

❖ Be aware of your own personal attitudes and behaviour and the ways in which these might affect communication with women and men and your understanding of development and change. Always reflect the gender related values that Trócaire aspires to.

CASE STUDY TEMPLATE FOR GENDER MAINSTREAMING

It is important to reflect on what has worked well for Trócaire and partners to date. We can often learn from experiences documented in different regions. The following is a proposed template for documenting gender mainstreaming case studies. The template does not have to be followed exactly, but some of the headings might be useful in discussions with partners and to assist the systematic collection of relevant information that can be shared with others.

1. Brief overview of context and project.

2. Why was gender mainstreaming introduced? (Was gender equality a priority in the PPD? Did gender equality issues arise from the baseline study? Was there a request for it? Was the project not effective, not working? Other reasons?)

3. How was mainstreaming introduced? Please give a brief description (workshops, mentoring, exposure visits, others?)

4. Who led or drove the process? (Someone internal to the partner organisation or external from Trócaire? Staff member or manager?)

5. What was done differently as a result of gender mainstreaming? (change in project strategies, project design, timing of trainings etc)

6. What was the overall impact of gender mainstreaming? Were the results better as a consequence of mainstreaming attempts?

7. Do you feel the initiative was 'good practice'? Why?

8. Key lessons learned (summary of what worked well and could have gone better)

9. Recommendations for similar projects/programmes.

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FURTHER READING AND SOURCES OF INFORMATION

Bridge

BRIDGE supports gender advocacy and mainstreaming efforts by bridging the gaps between theory, policy and practice with accessible and diverse gender information available online.

http://www.bridge.ids.ac.uk

Siyanda

Siyanda is an on-line database of gender and development materials from around the world. It is also an interactive space where gender practitioners can share ideas, experiences and resources.

http://www.siyanda.org

IFAD

The International Fund for Agricultural Development (IFAD), which is an international financial institution and a specialized United Nations agency dedicated to eradicating poverty and hunger in rural areas of developing countries, has some excellent resources on gender and livelihoods. The 'Gender in Agriculture Sourcebook' is particularly comprehensive.

http://www.ifad.org/gender/tools/

UNDP:

The United Nation's Development Programme's website provides a range of documents and tools created by UNDP and other UN Agencies on gender mainstreaming. Documents include gender mainstreaming strategies, a gender mainstreaming manual and information on gender mainstreaming training courses.

http://www.undp.org/women/mainstream/index.shtml

Oxfam GB:

Oxfam has produced a variety of resources documenting its programme learning on gender equality.

http://www.oxfam.org.uk/resources/learning/gender/index.html

CHECKLIST FOR GENDER MAINSTREAMING IN PPD DEVELOPMENT

This checklist is to guide your review and analysis of Gender Mainstreaming in your PPD's. This checklist is not exhaustive, but provides some prompts around key things to consider. Gender mainstreaming begins with an analysis of the different issues, needs and priorities of men and women. This analysis should underpin the intervention from context analysis through to indicator development, and not just in the mainstreaming section of the PPD.

Internal Mainstreaming

- Is there evidence of organisational commitment to gender mainstreaming at partner level? Evidenced in for example:
- A dedicated budget to support mainstreaming?
- Gender policies, gender specific staff or focal points, family friendly work arrangements in place?
- Planned gender related training or capacity building?
- Non-discriminatory working environment/affirmative action policies?

External Mainstreaming

Target group:

- Is the target group sex-disaggregated?
- Is there any reference to vulnerable groups on the basis of gender e.g. single female headed households, widows?

Context analysis:

- In the operating context, are there any particular gender related differences or vulnerabilities that you need to take into consideration? E.g. men and women's different poverty & income levels, women's land or asset ownership, participation in politics/decision making, gender related vulnerability to HIV, access to education etc.

- Is sex-disaggregated data available in relation to any of the above?
- Are there any national level new or pending legislative or policy changes that would impact on gender equality-e.g. sexual violence laws, marriage and inheritance laws?
- Is there any gender related commitment evident in government budgets, PRSPs? etc.

Programme objectives and outcomes:

- Have both women and men been consulted in the design of the programme?
- Does the programme explicitly address women's and men's different priorities & needs? If so, do the activities, objectives or indictors reflect this?
- Do the activities or strategies reflect an analysis of the different needs and realities of women and men? e.g. location and timing of trainings, ensuring technology transfer is given to women and men, child care facilities, consideration of workloads (productive, reproductive) etc.
- Is there any reference to women's involvement and decision-making power in the programme?
- Are there any possible unintended positive or negative impacts of the intervention on men and women? E.g. increased workloads due to livelihoods interventions (negative) or changed social status of men or women (positive).

Challenges identified and overcome:

- Are there any constraints or barriers to women's participation in the programme? (E.g. conservative contexts, women's lack of mobility, social status, workload, childcare issues etc)
- Are there any strategies in place to overcome these difficulties? (e.g. provision of workplace child care facilities, home based workshops, location and timing of trainings/workshops, location of food distribution etc)

Innovation and learning:

- Is there any innovative intervention or research planned that may reflect how programmes are addressing gender differences or inequalities, that could be documented and shared with other programmes?
- Are there any possible case studies that could be developed out of this programme to reflect different ways of working based on a gender analysis or gender training done?

COMMONLY USED GENDER ANALYSIS AND PLANNING TOOLS

There are many different gender analysis and planning tools that can be used to gather gender sensitive information for planning, programme design and for assessing the different needs of men and women.

The following is a very brief introduction to three of the most commonly used frameworks and their advantages and challenges in use. Further information on the frameworks and how to use them is available from the websites below and also in the Trócaire MIS knowledge library.

1. The Harvard Framework for Gender Analysis

The Harvard Framework is one of the more commonly used gender analysis tools and provides information on 3 key areas:

- The division of labour within a household (productive, reproductive and social/political)
- Access to and control of resources and the benefits derived from that access or control, and
- Influencing factors (political, economic, cultural, educational etc) that affect women and men's resource use and control.

What's good about it:

- It makes women's work visible.
- It distinguishes between access to and control over resources.
- It can be a useful tool for collecting baseline data.

Limitations:

- It doesn't question gender relations and power, or question how change is brought about.
- Empowerment questions are not part of the framework.
- It can become a 'tick-box' exercise.

For further information on the framework and its use:
See the International Labour Organisation's /SEAPAT's On-Line Gender Learning & Information Module.
www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/harvrdfw.htm

2. The Gender Planning Framework (The Moser Framework)

This gender planning framework takes into consideration the different **needs and interests of women and men** based on their often different roles and responsibilities in the home, the community, society etc. The tool provides information on two key areas:

- An identification of the different gender roles of men and women-productive, reproductive and community.
- A needs assessment that looks at practical gender needs-basic needs-shelter, water supply, child care services etc and strategic gender needs or interests-concerned with changing the position of women in society such as increased decision making, equal opportunities, political involvement etc.

What's good about it:

- It highlights the 'triple roles' of women and makes the interrelationships between these roles visible.
- It distinguishes between practical gender needs (those that relate to women's daily life) and strategic gender needs (those that potentially transform women's current situation)

Limitations

- It doesn't look at the interrelationship between gender and other variables like class, race and ethnicity.
- It looks at the separate, rather than the often inter-related activities of women and men.
- Strict division of practical and strategic needs –not always like this in reality as the two can sometimes be linked.

For further information on the framework and its use: See the International Labour Organisation's /SEAPAT's On-Line Gender Learning & Information Module. **http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/ moserfw.htm**

3. Women's Empowerment Framework

Sara Longwe's Women's Empowerment Framework looks at 'five levels' of equality as a progression women's empowerment. This tool helps unpack what empowerment means and can be used to analyse at what level projects and programmes are working-e.g. are we supporting women's welfare or promoting their participation and influence? This tool is particularly useful where the focus is on the empowerment of women, rather than as a mainstreaming tool.

The Framework introduces five hierarchical levels of equality which are (in order of progression):

- ➢ Welfare (income, food, health care)
- ➢ Access (equality of access to land, credit, training, public bodies etc)
- ➢ Conscientisation (awareness of rights, of gendered roles and divisions of labour, of equality etc)
- ➢ Participation (equal participation in decision making-formal and non formal bodies)
- ➢ Control (over decision making, resources and benefits)

What's good about it:

- It builds on the concept of practical and strategic gender needs and interests by looking at them in a progressive way.
- Enables an assessment of projects/programmes and the strategies used within these against 5 different levels of women's empowerment.
- The tool is rights focused.

Limitations:

- The assumption that levels of equality are hierarchical is questionable.
- Focus on gender equality only takes no account of interrelationships between rights and responsibilities.
- Ignores other forms of inequality.

For further information on the framework and its use: See the International Labour Organisation's /SEAPAT's On-Line Gender Learning & Information Module. **http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/ empowfw.htm**

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Working for a Just World

Head Office: Maynooth, Co. Kildare, Tel: + 353 1 6293333
Dublin Office: 12 Cathedral Street, Dublin 1, Tel: + 353 1 8743875
Cork Office: 9 Cook Street, Cork, Tel: + 353 21 4275622
Northern Ireland Office: 50 King Street, Belfast, BT1 6AD, Tel: + 44 28 90808030

www.trocaire.org