

# What is gender mainstreaming ?

Dr. Virginie Le Masson  
Research Associate

[v.lemasson@odi.org](mailto:v.lemasson@odi.org)  
[@Virginie\\_LeM](https://twitter.com/Virginie_LeM)





# Gender Mainstreaming ?

*A few definitions*



**GENDER** refers to the **social differences**, roles and **expectations** accorded to women and men.

These roles are learned, can **change over time** and are influenced by culture, education, class, economic and political environments, the media, crisis and conflicts (*UNESCO, 2000*)

**GENDER EQUALITY** refers to the equal rights, responsibilities and opportunities of women, men, girls and boys.

Equality between men and women is seen both as a **human rights** issue and as a precondition for, and an indicator of, sustainable development (*UNDP, 2014*)



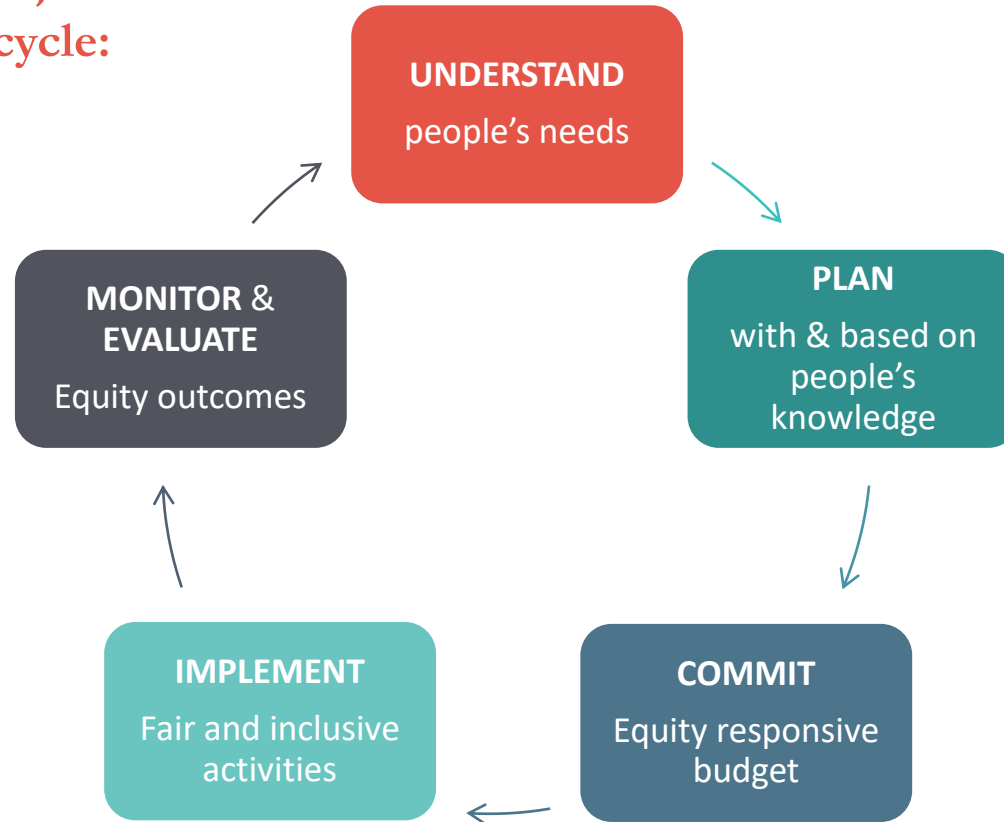
# Equality

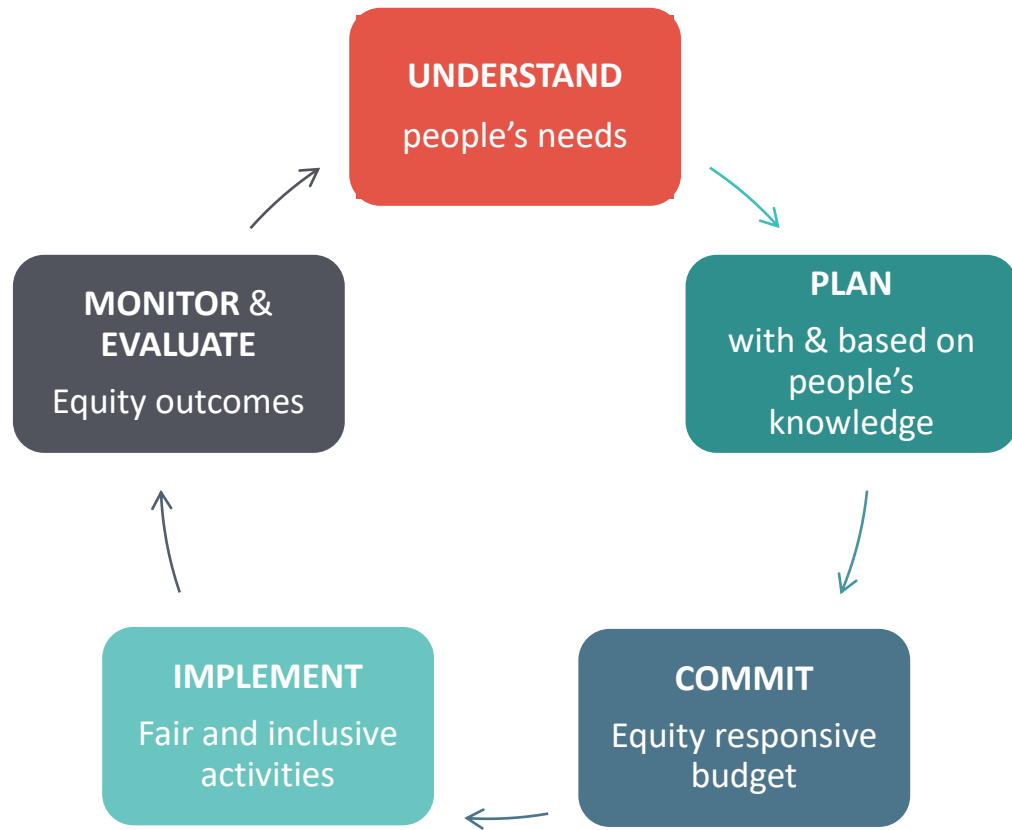


# Equity



**Inclusion and equity  
in the project  
management cycle:**





**UNDERSTAND**  
people's needs

Through a **gender analysis**, to identify factors that contribute to gender inequalities:

**What is the context?**

*1. What are the inequalities, discriminations and rights denials in a given context? How do these intersect with age, ethnicity, disability, class, etc.?*

**Who does what?**

*2. How will gender relations have an impact on the effectiveness and sustainability of the project, activity or result?*

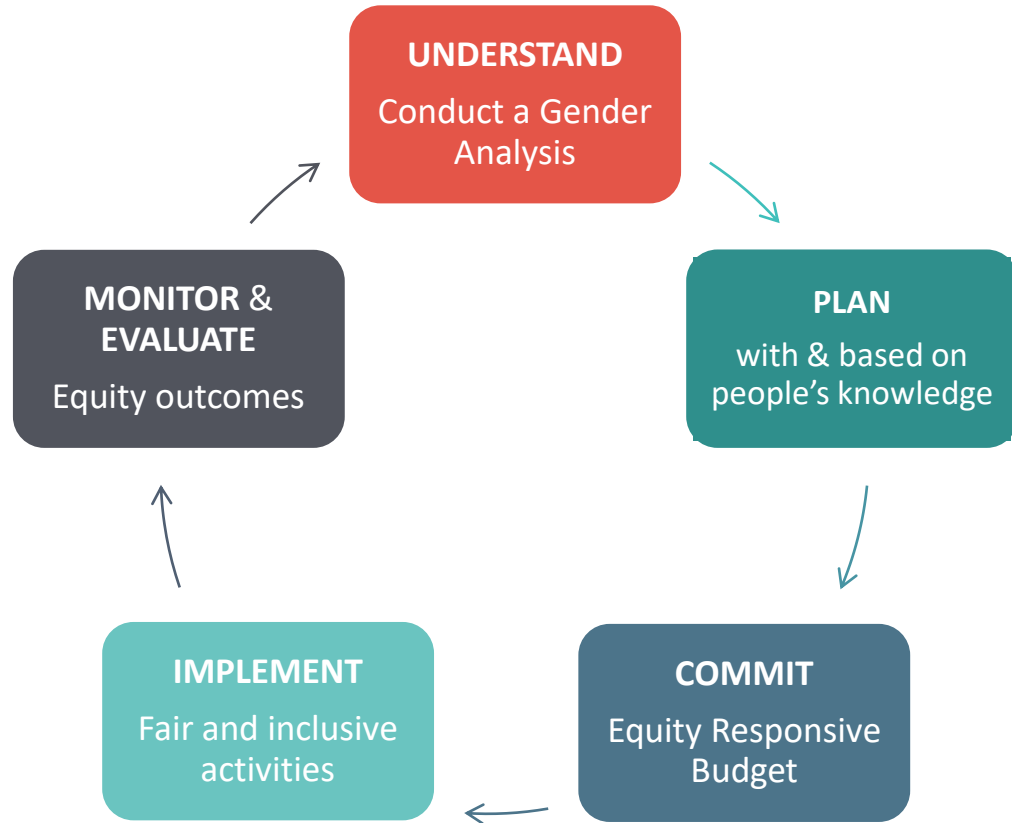
**Who has what?**

**Who decides?**

*3. How will the proposed results affect the relative status of women and men; will it exacerbate or reduce inequalities? Will they benefit to everyone?*

**Who benefits?**





## PLAN

with & based on  
people's knowledge

Integrate lessons from the context analysis throughout  
the project design :

1. Develop objectives  
involving marginalised groups  
& promoting equity



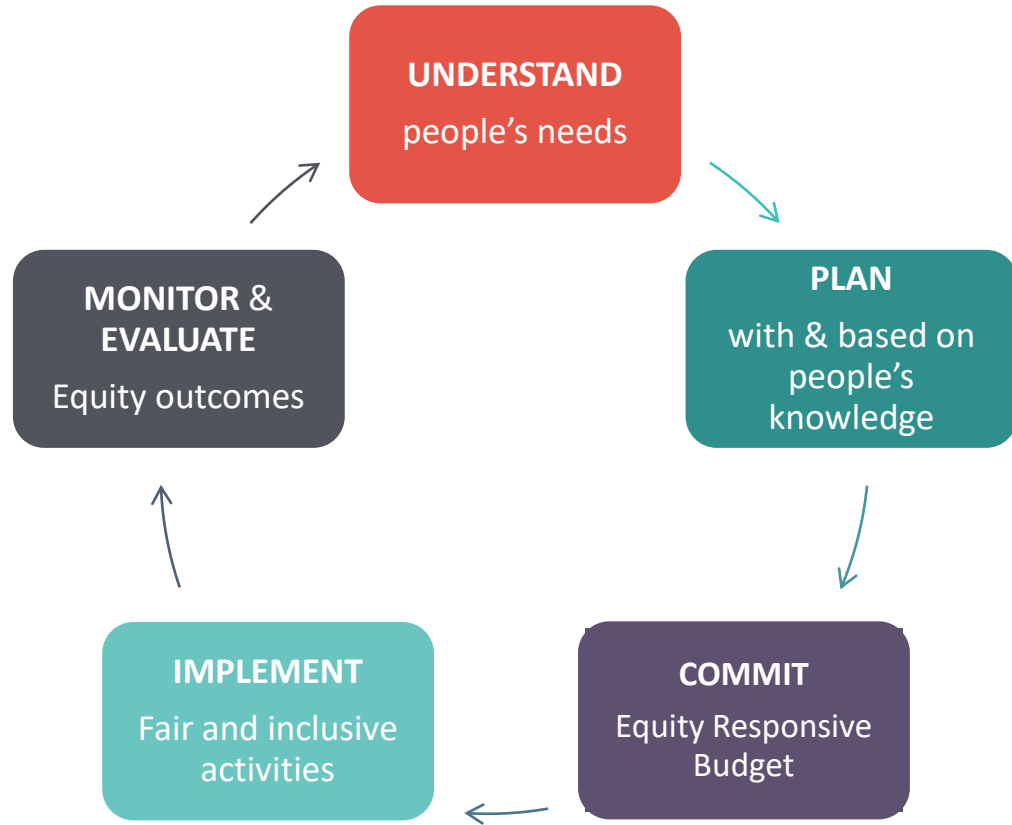
2. Develop activities and inputs  
that will be required to achieve  
the objectives



3. Identify risks for not  
achieving the objectives



4. Identify gender-sensitive  
indicators to monitor if and  
when objectives are achieved

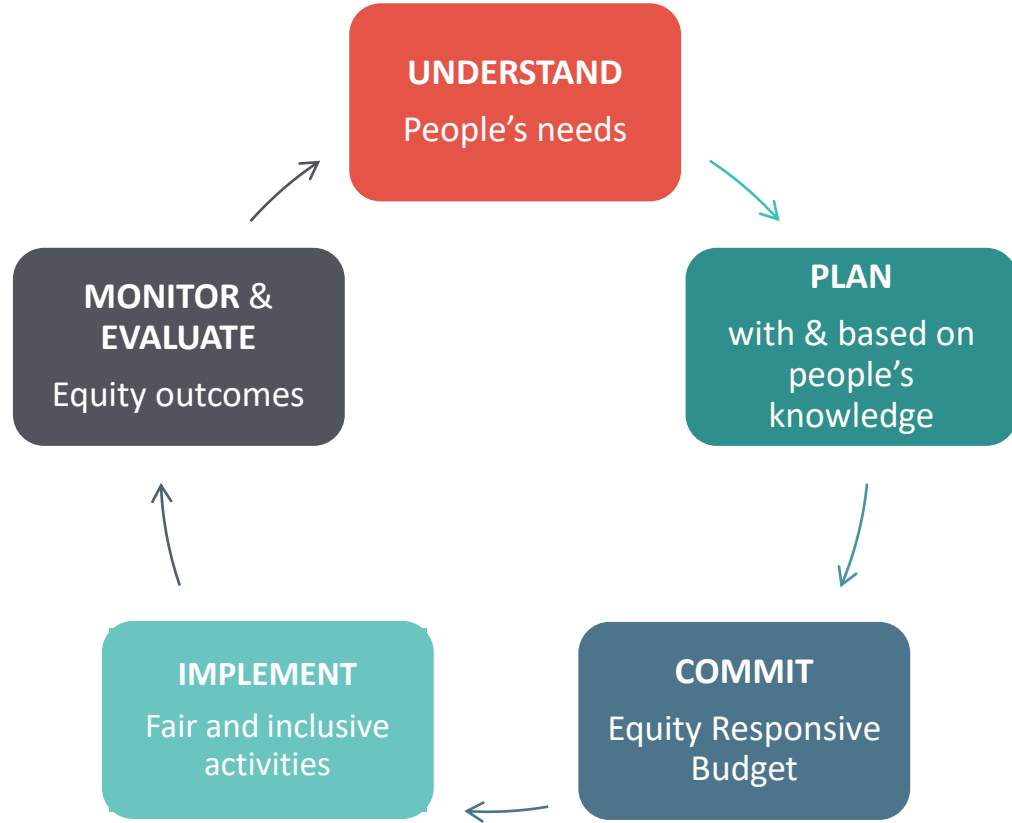


**COMMIT**  
Equity Responsive  
Budget

A budgeting process to translate equality objectives into fiscal commitments:



- What expenditures can be allocated to social inclusion of the total budget ?
- How budget decisions are made ?
- What are the assumptions informing budgets ?
- Who makes decisions / whose influence is denied ?



## IMPLEMENT

Fair and inclusive activities

### Creating an enabling environment for gender equality:

Engage with gender focal points in-country (ministries, women's associations, academics, NGOs) as project counterparts or advisers



Organise or take part in gender equality workshops and inclusive user training



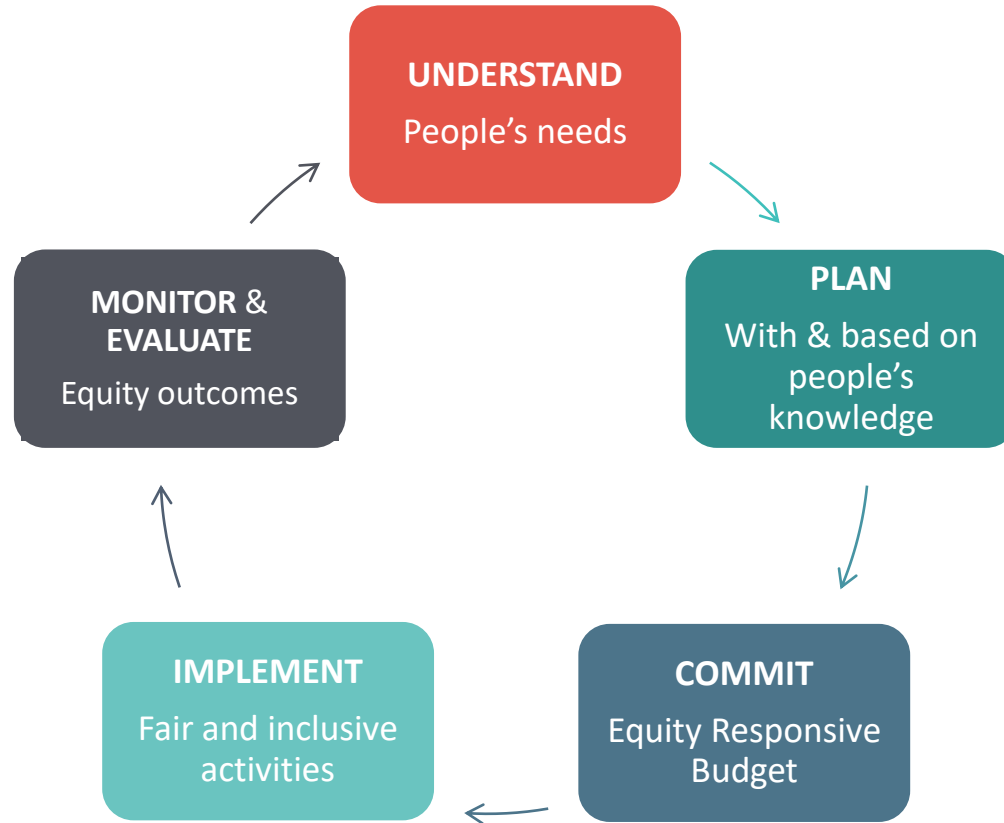
Establish minimum quota for the participation of women in activities/ trainings/ conference panels



Create ToRs for project management and procurement that ensure equity

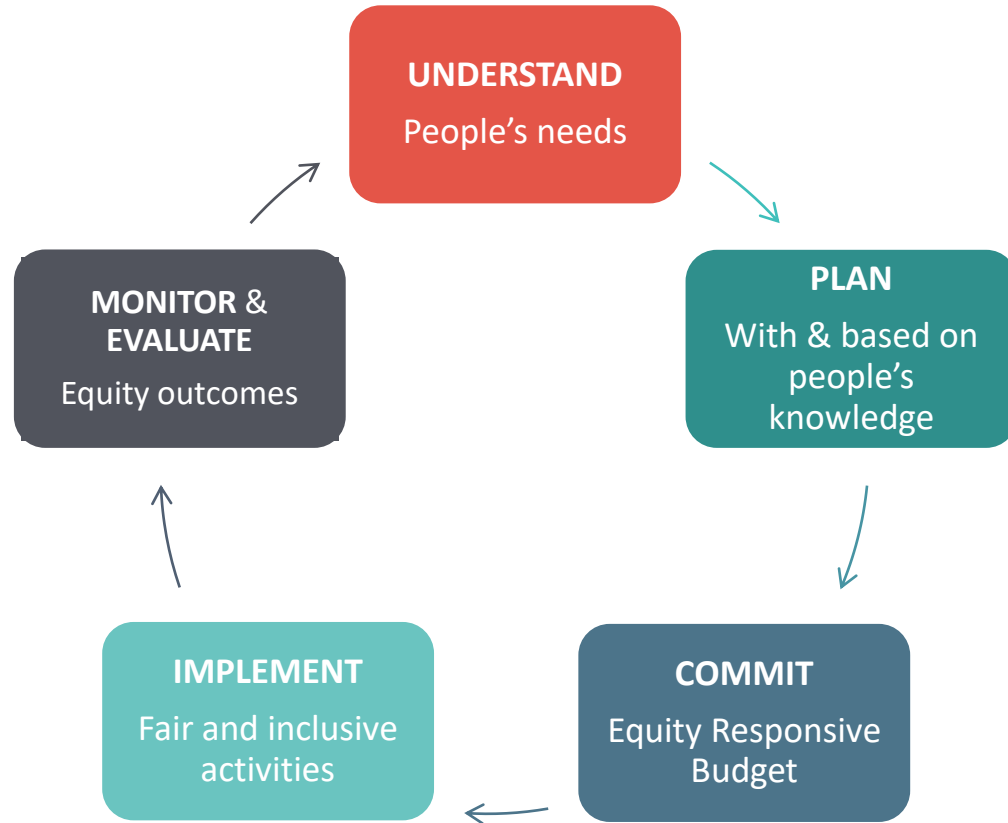








**Gender Mainstreaming  
*in Monitoring & Evaluation*  
(M&E)**



**MONITOR &  
EVALUATE**  
Equity outcomes

Indicators must gather lessons learned on the impact of the project in addressing inequalities

Measure the gap  
between men and  
women

Measure the different  
roles, responsibilities &  
access to resources of  
members of society

Gauge progress towards  
achieving gender  
equality goals

Require data to be  
disaggregated by sex,  
age and other variables

Require a gender  
analysis of data

Demonstrate the impact  
of changes in power  
relations between  
women and men

*Participants to a  
DRR training in  
Rodrigues Island,  
Mauritius, 2009*  
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**Gender-integrated  
Planning  
Framework**  
*(from WOCAN) :*

*Step 1:* Assessing what is the current gender situation ?

*Step 2:* What change does the project aim to achieve?

*Step 3:* How will the project achieve the objectives?

*Step 4:* How will we know the project have achieved the objectives?



# *Step 1: Assessing what is the current gender situation ?*

*> What is the problem that the project aims to address?*

*“Men and women are the same, so there are no  
gender issues”*

*Interview with the director of an NGO in Ladakh, India (2011)*



**UNDERSTAND**  
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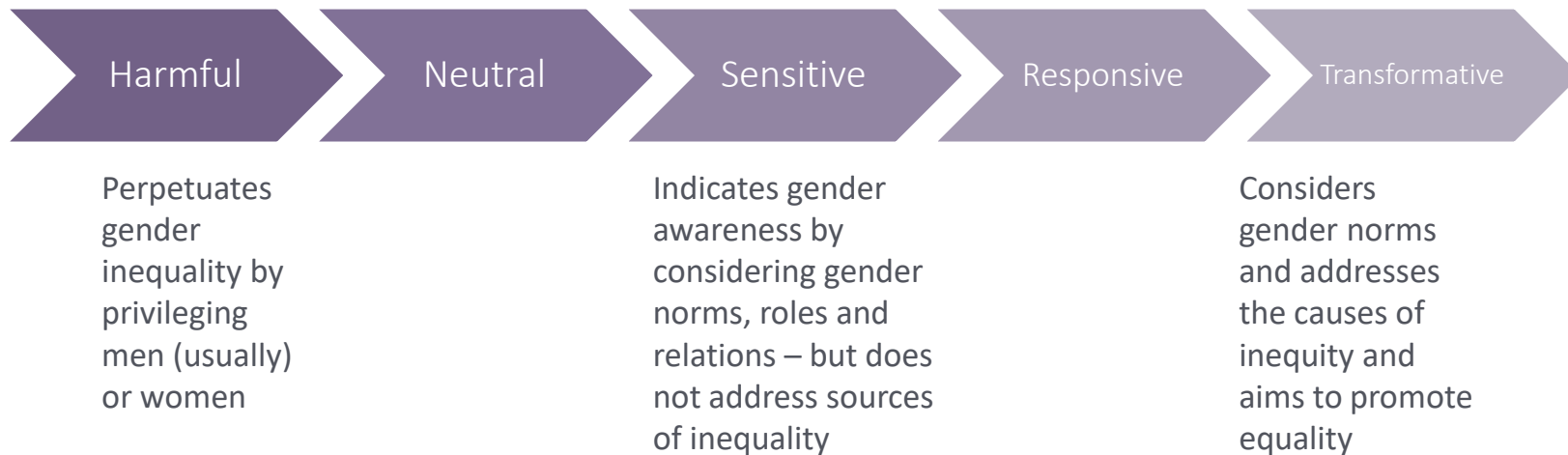
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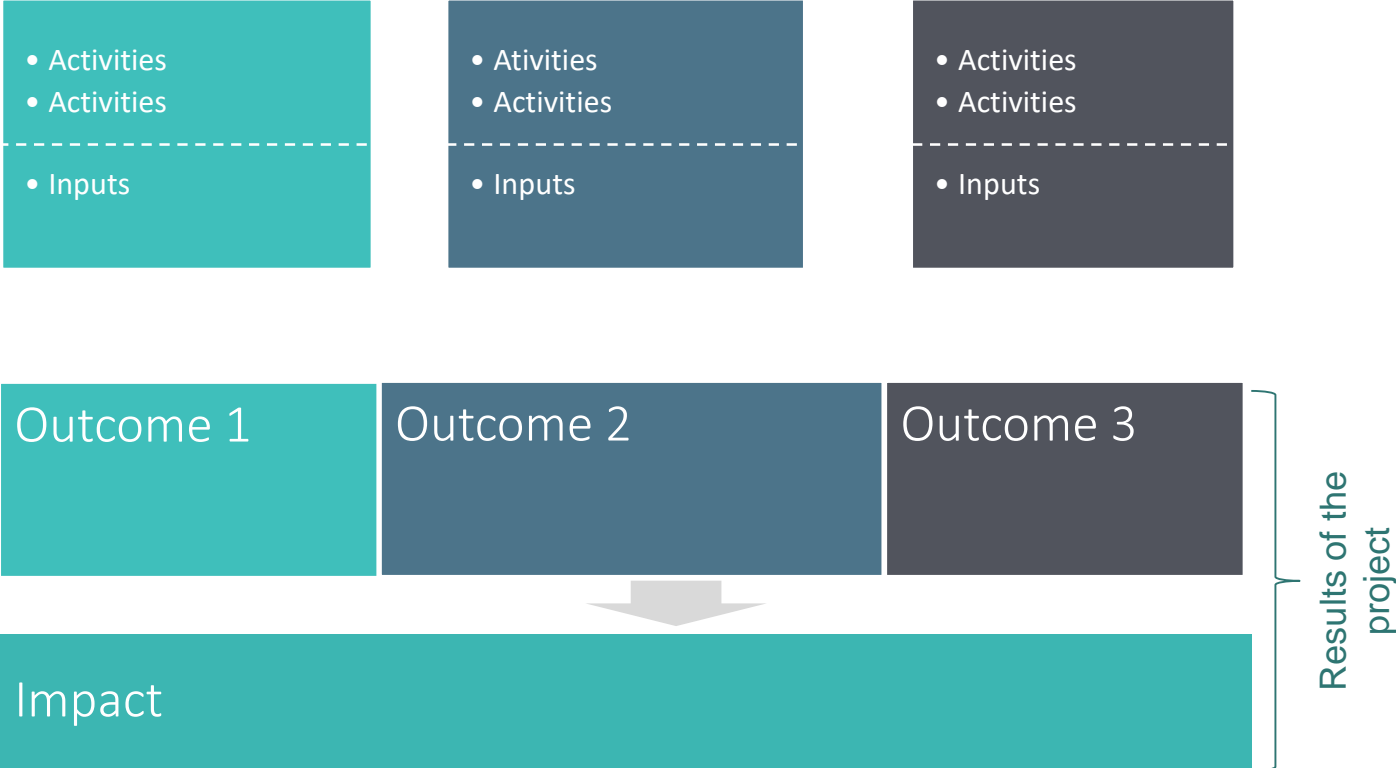
**Who benefits?**

## *Step 2: What change does the project aim to achieve?*



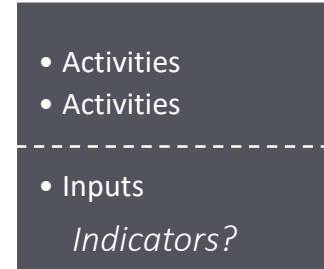
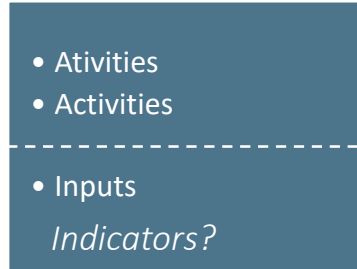
> How can projects influence gender relations?

# Step 3: How will the project achieve the objectives?

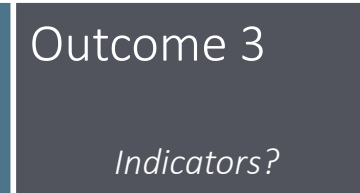
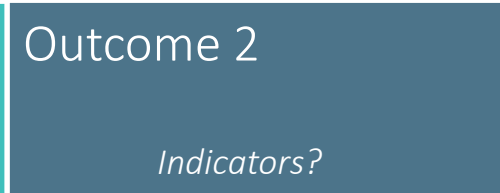


# Step 4: How will we know the project have achieved its objectives?

*Output indicators* measure the direct results of activities and show that they are having the intended effect



*Process indicators* measure the delivery of activities and demonstrate that the project is on track



*Outcome indicators* measure the longer-term results and provide evidence that it will have a lasting effect on people's lives.





## Examples of indicators

Gender-sensitive indicator	Source(s)	Demonstrates
<i>Market earnings change over time for villagers who benefitted from a new electricity source compared to those who did not, disaggregated by gender</i>	Survey data from projects or specific questions in national household income and expenditure surveys	Impact of project on local community and measure gender wage gap
<i>Number of meetings held with local women's association(s) to discuss the implementation of the project (Target: 3)</i>	Project monitoring or evaluation reports	Inclusivity of the project; Support to equitable institutions

## Monitoring, Evaluation & Learning: questions to ask :

- Does baseline/ endline data include gender-disaggregated data? Are indicators disaggregated?
- Do you measure or monitor how the project benefits women and men differently?
- Is the project monitoring and evaluating changes in gender equality and women's empowerment?
- Are you monitoring barriers to participation in project activities; any unexpected impacts on women and men (e.g. division of labour, access and control over resources); positive or negative effects on gender relations?
- Is the project using ongoing MEL to address gender issues discovered during implementation by making changes to project activities?
- Who's in charge of monitoring? What's the gender capacity of the MEL staff?
- Are women and men (and the most vulnerable groups) involved in participatory monitoring, evaluation and learning?
- How will the project share lessons learnt and good practices?
- Does the evaluation include recommendations on how to improve gender equality and women's empowerment in programming?

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