

What is Gender Mainstreaming?



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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 VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

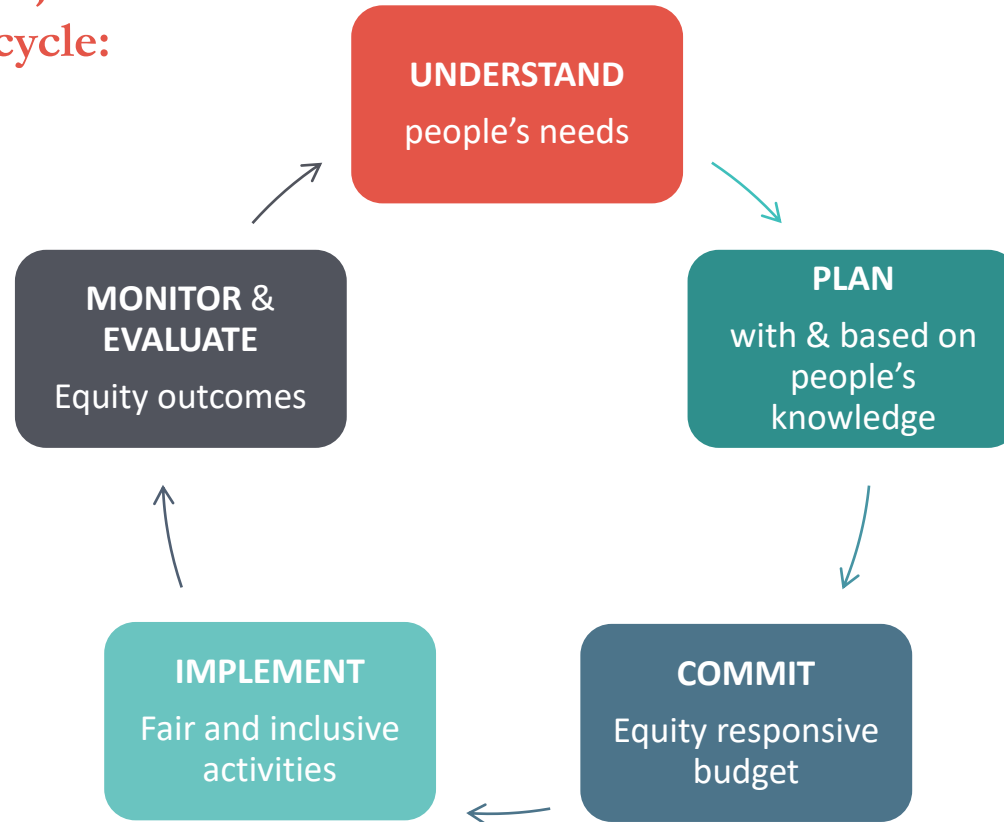


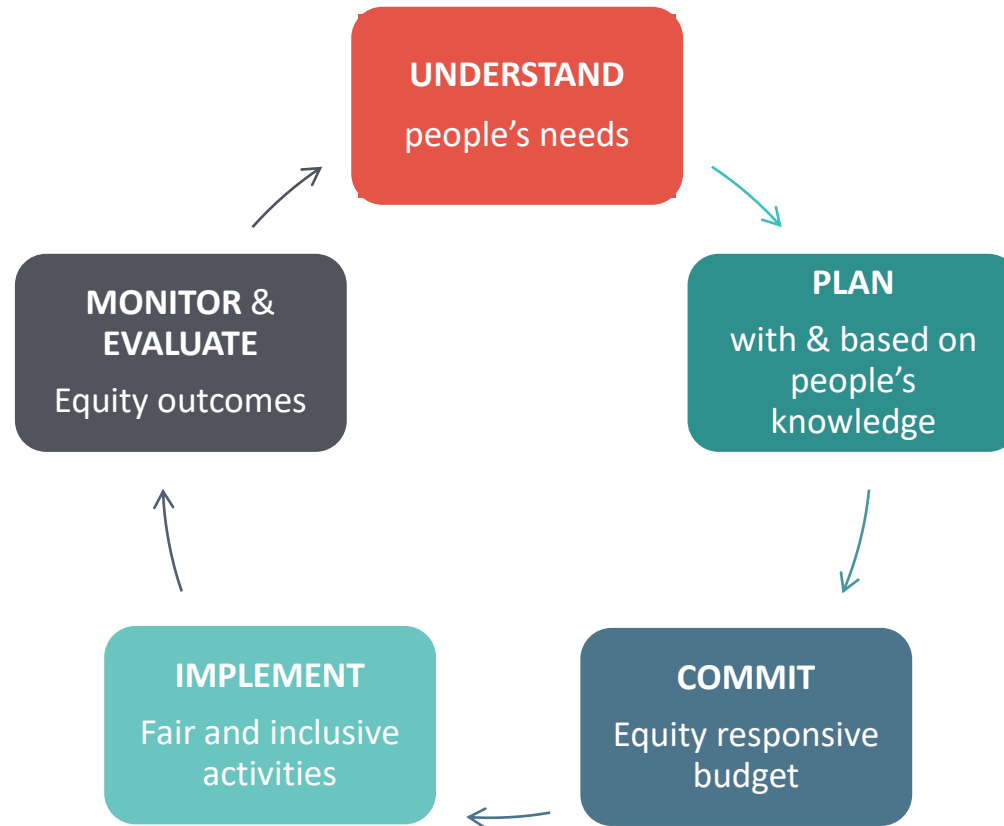
In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

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?

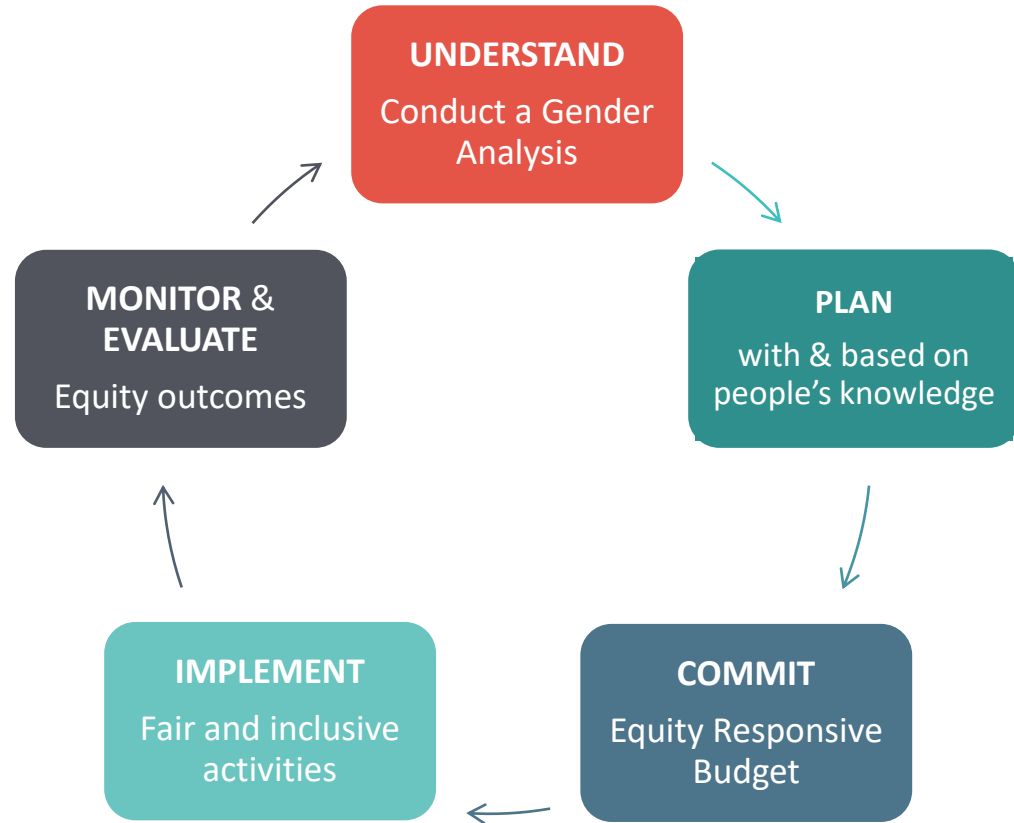
Who decides?

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?

*ODI researcher Fiona
Samuels with Nepalese
research partner Anita
Ghimire interviewing
women in Kailali,
Dhangadi, Nepal
© Clare Price.*





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



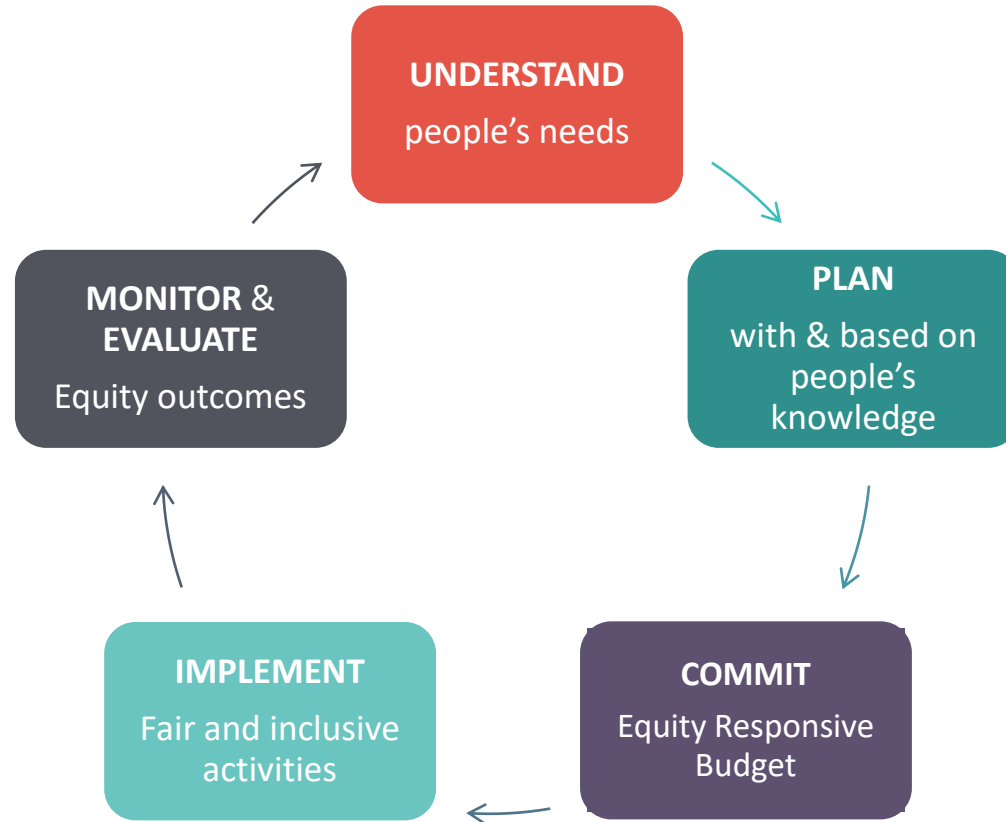
2. Develop activities and inputs
that will be required to achieve
the objectives



3. Identify risks for not
achieving the objectives



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

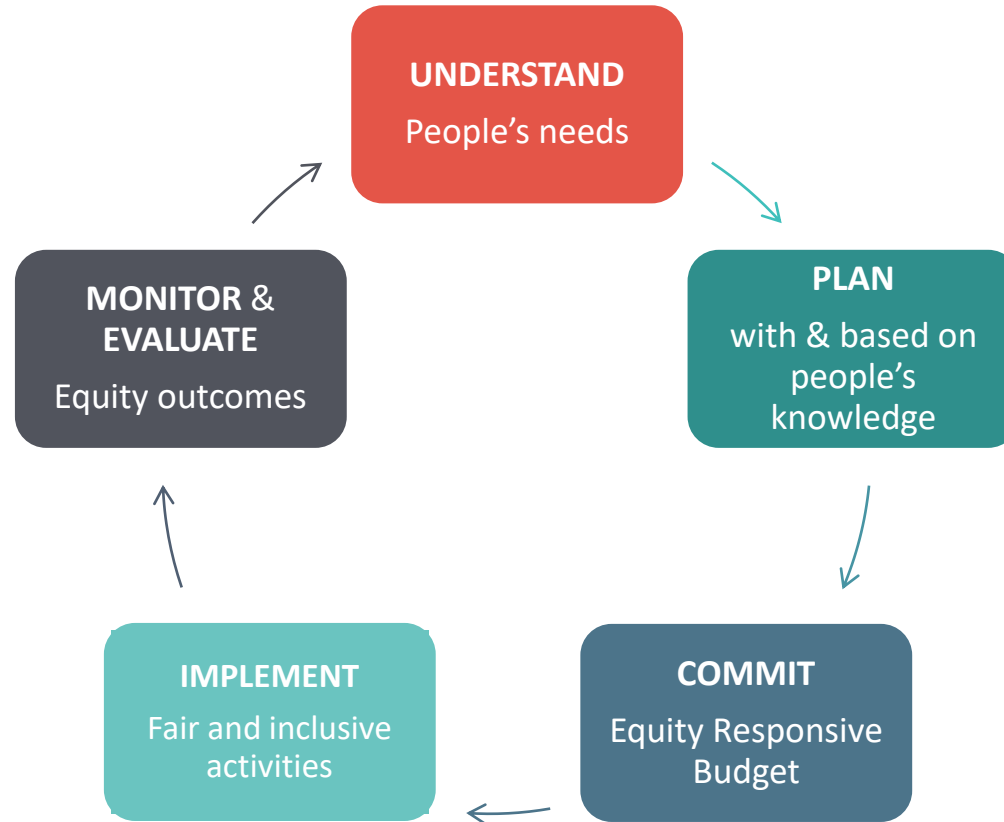


COMMIT
Equity Responsive
Budget

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:

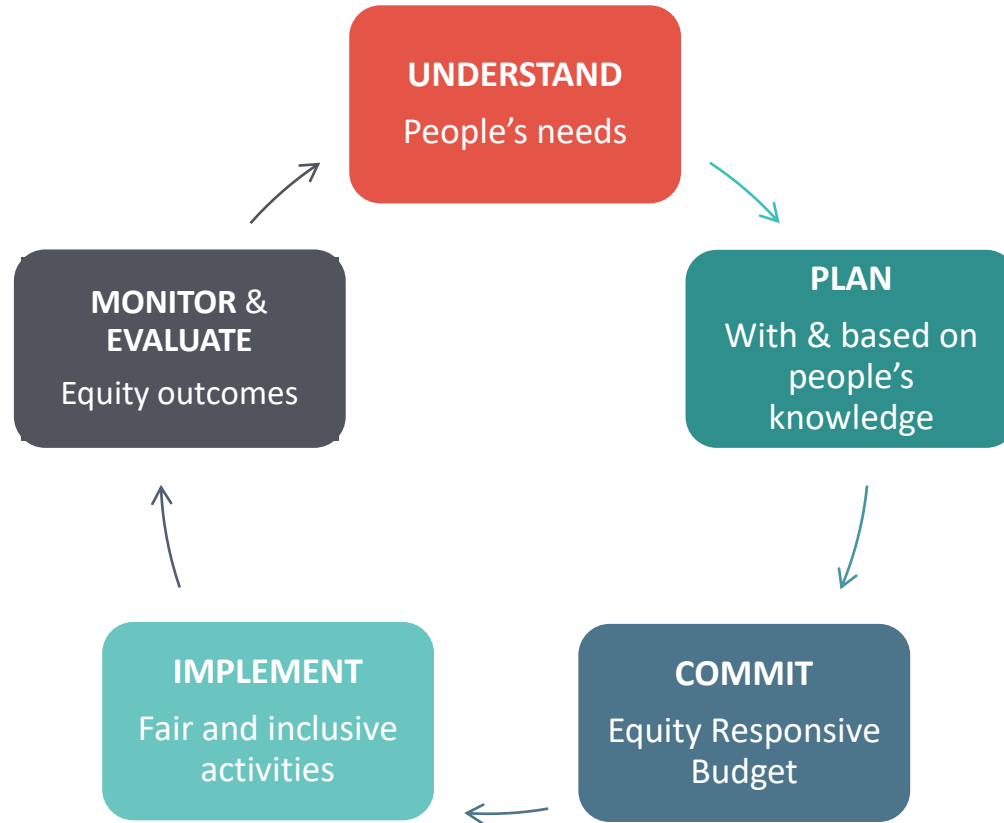
Engage with gender focal points in-country
(ministries, women's associations, academics,
NGOs) as project counterparts or advisers

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

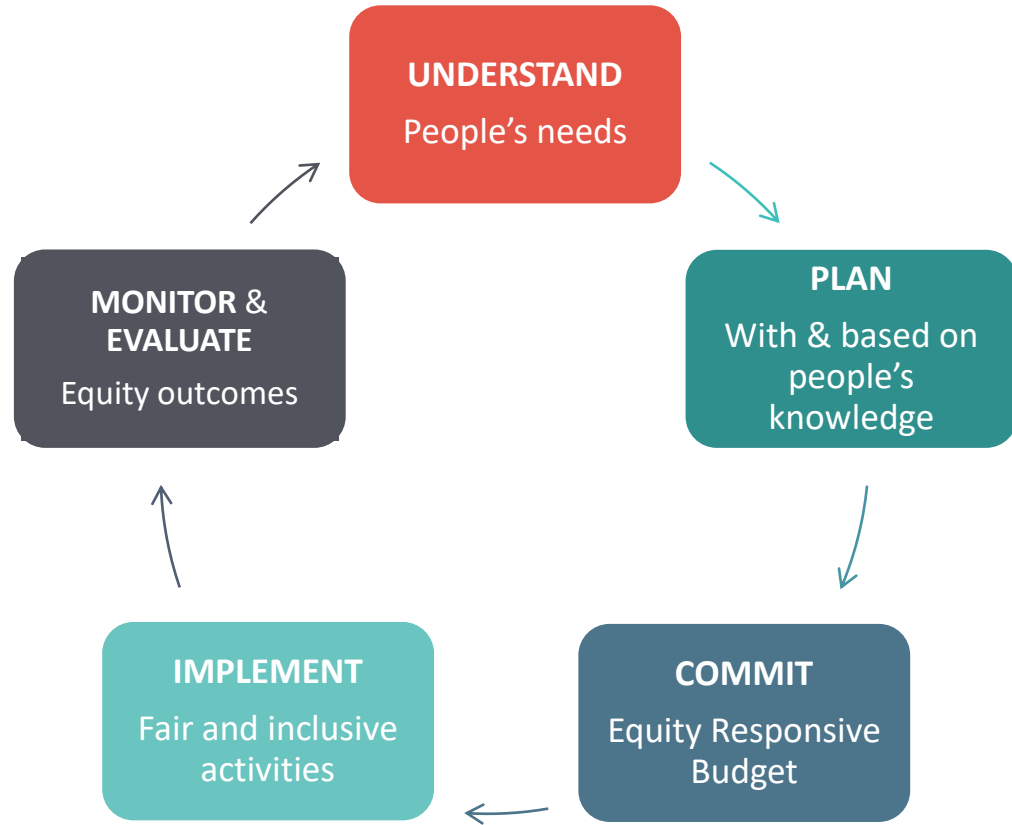
Create ToRs for project management and
procurement that ensure equity







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*
© Gilbert



Gender-integrated Planning Framework:

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 aim 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
people's needs

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What is the context?

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Who does what?

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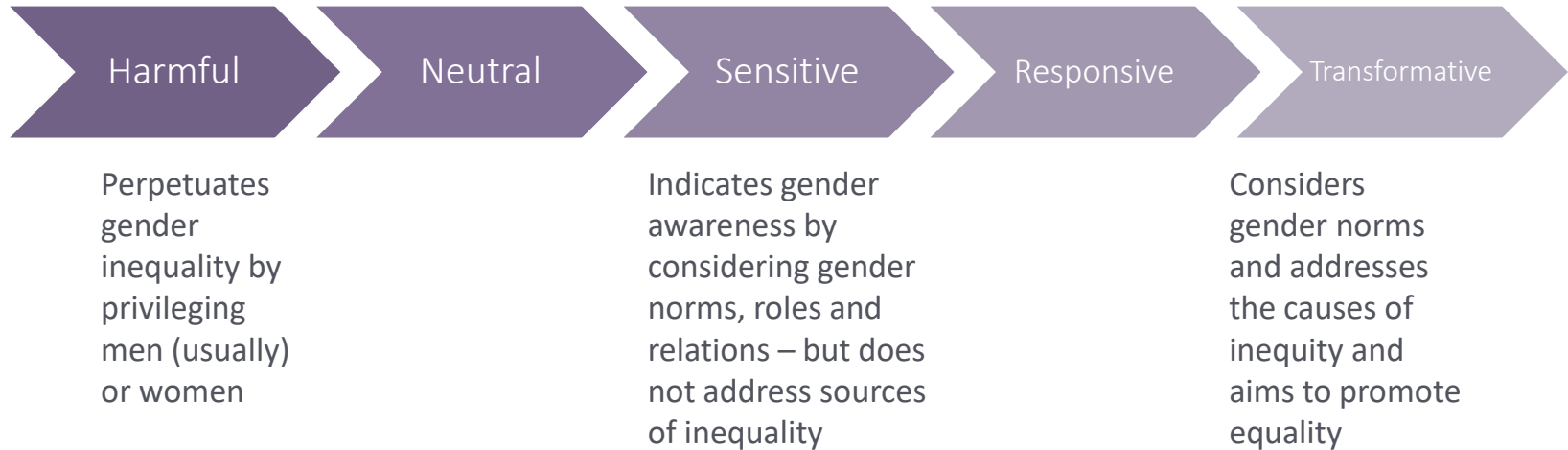
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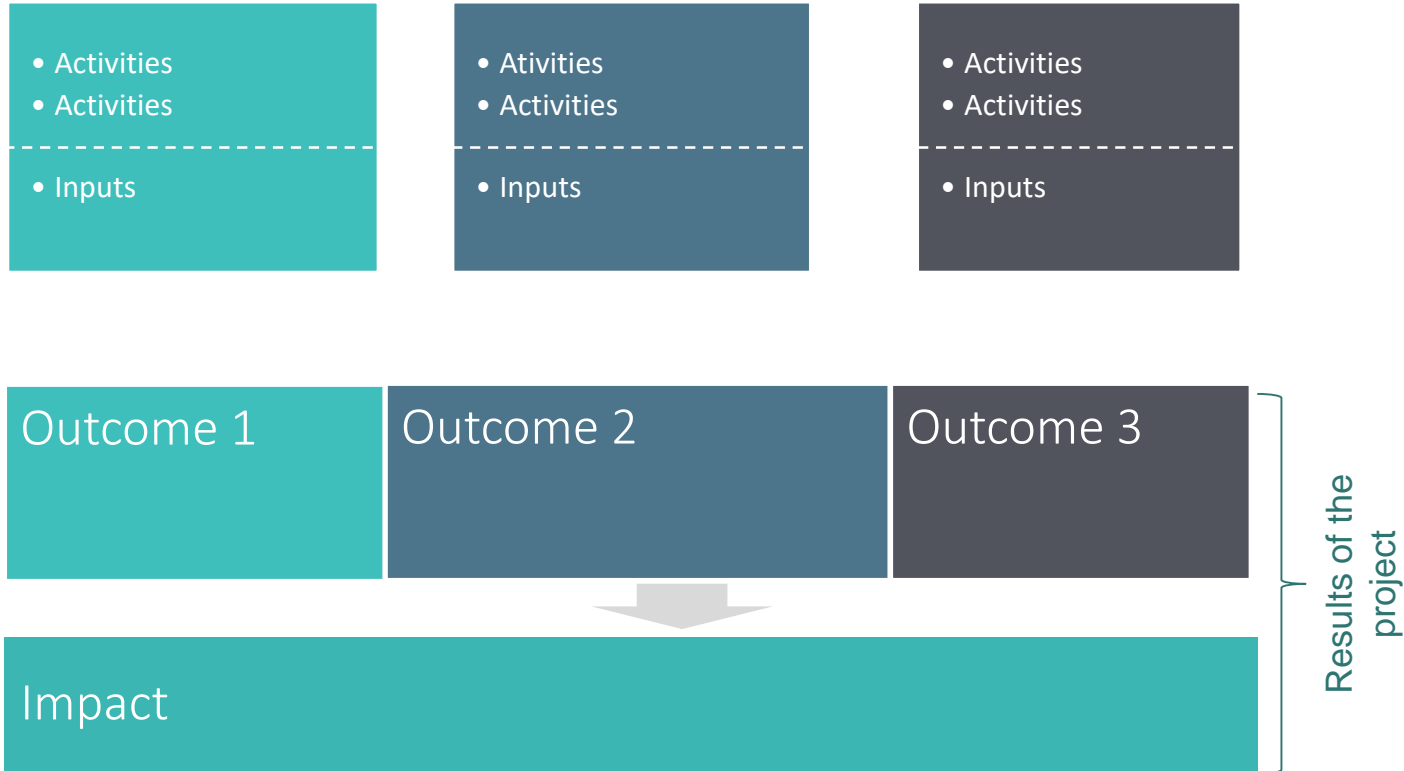
Who benefits?

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



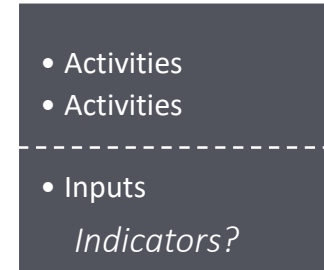
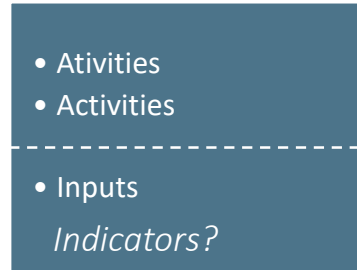
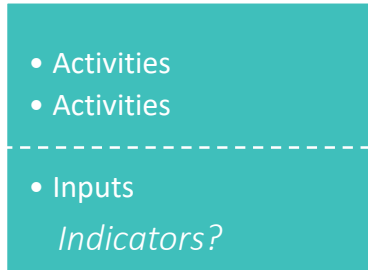
> How can projects influence gender relations?

Step 3: How will the project achieve the objectives?

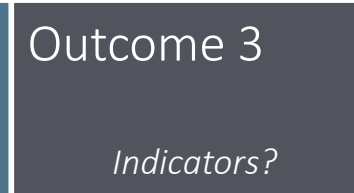
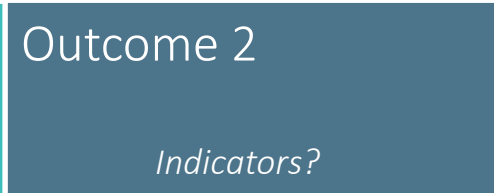
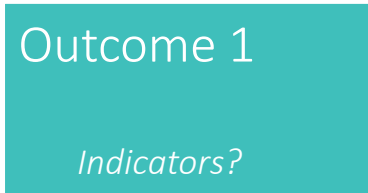


Step 4: How will we know the project have achieved its objectives?

Output indicators
measure the direct results of activities and show that they are having the intended effect (e.g. number of women who show increased awareness of their rights after attending a training)



Process indicators
measure the delivery of activities and demonstrate that the project is on track (e.g. number of training sessions on women's rights held in target community)



Outcome indicators
measure the longer-term results and provide evidence that it will have a lasting effect on people's lives (e.g. a decrease in the incidence of violence against women).



Examples of indicators

Gender-sensitive indicator	Source(s)	Demonstrates
<i>Market earnings change over time for women participants engaged in climate adaptation programmes compared to those not in programmes</i>	Survey data from projects or specific questions in national household income and expenditure surveys	Efficiency of climate information and services
<i>Women and men participating in community – based disaster risk reduction</i>	Project monitoring or evaluation reports	Support to more equitable institutions and awareness levels

Monitoring, Evaluation & Learning: questions to ask :

- ☐ Does baseline/ endline data include sex-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 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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