



Connecting and Empowering Women CSOs from the Western Balkans working on
Women's Rights and Gender Equality Project

Women Empowerment Facilitators

Training of Trainers Workshop Manual

June 2012

The **overall objective** of the project is to increase awareness among municipal authorities and marginalized women leaders on gender equality and women's rights and build women leaders' capacity to develop initiatives and engage in transnational partnerships with other women's CSOs.

Within the scope of Specific Objective 3, which is to "facilitate partnerships between marginalised women from different communities in the Western Balkans with the aim of enhancing women's participation in decision-making processes and raising awareness of their needs", Partners Kosova (Kosovo), Helsinki Committee (Serbia) and ANTICO (Macedonia), the project will host a regional 3-day **Training of Trainers** in Skopje, Macedonia with the aim of **building the skills of local women to become Women Empowerment Facilitators**. The training will be provided for 18 women - 6 per partner country - who have participated in a Capacity-Building Workshop facilitated by the project partners in April/May 2012 that aimed at project management and the legal framework on gender and anti-discrimination.

Participants can expect this workshop to:

- Refresh their knowledge on gender, human rights and anti-discrimination by further exploring the meaning of gender and learning how to use gender mainstreaming tools within their organizations.
- Highlight the importance of gender in local development efforts and give the tools to become a women empowerment facilitator.
- Provide them with knowledge about relevant coalition building tools and the skills to carry out successful coalition building within their own context.
- Overall, build their capacities to engage constructively in political and civic processes at the local and/or national level.



About this Manual

This manual is intended to provide participants with an overview of the topics to be addressed during the 3-day Training of Trainers, which will be attended by 3 participants of each of the 6 targeted municipalities: Novi Pazar and Bujanovac in Serbia, Ferizaj/Urosevac and Fushe Kosove/Kosovo Polje in Kosovo, and Kicevo and Tetovo in FYRoM.

This manual is divided into four sections covering the main components of the training:

- Training Facilitation
- Gender Equality and Women Empowerment
- Gender Mainstreaming
- Coalition Building

Furthermore this manual provides women empowerment leaders with information and tools to:

- Gain insights into training facilitation, gender equality and women empowerment, gender mainstreaming and coalition building
- Facilitate training to educate and mobilise their peers to collaborate on the above topics
- Develop advocacy skills and take concrete action on the issues

For each component, different practical exercises will be used to illustrate the main ideas and themes developed. The training is meant to be highly interactive, allowing for discussion to promote joint learning and knowledge sharing amongst participants.

This training, including all materials, tools and exercises, is designed in a way that allows trainers to develop workshops for other beneficiaries within the framework of this project and beyond. In fact, all skills are meant to be completely transferable. Therefore, the trained participants will be incentivized to share this knowledge with other CSO members or other counterparts who are lacking such expertise and are in need of it to constructively develop initiatives aiming at sustainable economic development and women empowerment activities.

Structure

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A. Training Facilitation

In the coming weeks, as participants of this TOT you will be conducting your own trainings and empowering local CSOs and women leaders. This manual will provide relevant knowledge and introduce some exercises that can be helpful in your own training sessions. This first section will focus specifically on the very practical aspects of facilitating workshops or trainings as well as the essentials on how to build successful coalitions among like-minded stakeholders and thereby increasing the success of projects and interventions.

1. How to Plan and Facilitate a Training/Workshop?

The table below presents a possible schedule for a three day training workshop about gender awareness and all related topics. In your own workshops you do not need to follow this schedule, but it can help you to structure sessions and find interesting and suitable exercises to be conducted with participants. Most of the topics will come back in this Training of Trainers session, other have been covered in the previous Capacity-Building Workshop (e.g. legal gender frameworks and cooperative planning). Since this training is supposed to equip you with the necessary skills to become a facilitator and empowerment leader, it will be very practical and will include a lot of the exercises which you can also use for the participants of your workshops. Please consider this manual and the corresponding training as an inspiration not a strict guideline.

Possible Training Schedule for a 3-Day Gender Awareness Workshop

Day	Session	Duration	Topic	Exercises ¹
1	1	ca. 1 hour	Introduction Introduce the training and let participants get acquainted with each other	<ul style="list-style-type: none"> · Icebreaker games · Presentation
	2	ca. 2 hours	Understanding Gender What is gender? Gender and Development (from WID to GAD) Legal Framework on gender and anti-discrimination	<ul style="list-style-type: none"> · Discussion · Case Study · Presentation
	3	ca. 3 hours	Gender Analysis What is gender analysis? How is it done and what are the benefits? The Gender Analysis Matrix	<ul style="list-style-type: none"> · Interactive input · Demonstration
2	1	ca. 3 hours	Gender-Sensitivity in Practice Project Implementation Monitoring & Evaluation Gender-Sensitive Indicators	<ul style="list-style-type: none"> · Buzz groups · Simulation
	2	ca. 3 hours	Gender Mainstreaming What is gender mainstreaming? Incorporating gender mainstreaming in your organisation How to advocate for gender mainstreaming?	<ul style="list-style-type: none"> · Group work · Discussion
3	1	ca. 3 hours	Facilitation and Negotiation Organisation of meetings Consensus building Conflict resolution	<ul style="list-style-type: none"> · Brainstorming · Games
	2	ca. 3 hours	Networking and Coalition Building 7 steps to coalition building Stakeholder identification Formulation of vision/mission	<ul style="list-style-type: none"> · Role play · Group work

¹ All exercise techniques are explained later in this chapter and will be practiced during the training.

Role of the Facilitator and Tips

In order to act as an effective facilitator you do not need to be an expert on all issues discussed, but you should be a good listener and be open to learn together with the workshop participants. Your role is to organise meetings and guide the participants through the workshop and its exercises. In the end, a workshop will be successful, if all group members feel comfortable sharing their thoughts and opinions and thereby provide input for fruitful discussions.

A good facilitator should:

- **Set the tone:** For any type of workshop or training it is essential to establish a positive atmosphere from the beginning. The facilitator should emphasise the importance of respecting confidentiality and differences in opinion and she should promote a strong group feeling. She should be sensitive to personal issues, be flexible and take time to comfort participants and speak to them privately, if necessary or appropriate. In order to create a safe yet challenging environment, informal introduction rounds, icebreakers and tone-setting exercises - like the ones introduced in this training - are useful.
- **Be prepared and consider the local context:** Any facilitator should take the time during the preparation to work towards making the training as specific to the local context as possible. She could do that by using local examples, asking additional questions during discussion times. In general this manual provides the basic introduction to all relevant issues. However, this does not mean that the information covers everything there is to know about this topic. Therefore it is helpful to do some research on the topic as part of your preparations; this will help you to feel confident answering participants' questions. Yet, when encountering questions during the workshop that you cannot answer, admit that you do not have all the answers and brainstorm ways of getting the necessary information (e.g. using lunch breaks or evenings for research). If you anticipate the need for in-depth discussion on certain issues, consider inviting an expert to co-facilitate parts of the workshop. Overall do not be afraid to ask for guidance from someone more knowledgeable or experienced.
- **Stimulate and direct discussions:** Especially in the beginning of a workshop or when starting a new topic participants will need some stimulation to get discussions or debates started. Asking questions to the group or asking specific individuals to respond to statements that you pose are good options to stimulate reactions. If the discussion is lively and everybody is engaging, feel free to let the conversation deviate from the posed questions. However, if you have the feeling discussions are moving too far away from the central point, it is your job to steer the course of the discussion without directing the outcome or dismissing opinions of participants as right or wrong. Participants should have the feeling that they can voice their honest opinions without being judged or attacked and that they have the right to disagree with others in a respectful manner. The facilitator should set a good example by complying with the same principles and involving everybody in the discussions.
- **Be careful when joining discussions:** The facilitator should feel free to join a discussion, but be careful when doing so, because participants often view the facilitator's opinion as more important than those of others in the room. Therefore your comments should be limited and you need to make sure to emphasise that they only reflect your opinion as one of the many.
- **Keep to the agenda:** Often the facilitator of a workshop has to keep a close eye on the time and the overall agenda in order to guarantee that there is enough time to cover all topics. Timekeeping often entails encouraging participants to keep their comments relatively short and not letting one person or a few people monopolize the conversation. Addressing your questions or comments to

the whole group instead of individual people can help to reduce the speaking time of dominant participants. Furthermore you should always encourage participants to listen to what others are saying and to build upon previous comments.

- **Be flexible with time:** At the same time as you need to keep an eye on the agenda, it is inevitable that it will not all go as planned and you may have to readjust the exercises and sessions according to the participant's reactions and their feedback. A facilitator needs to be aware that he/she may have to spend some extra time in the evenings to readjust the sessions for the next days.
- **Share responsibility:** The facilitator of the workshop does not need to be the leader in every discussion or activity, on the contrary it might be helpful to the group process if you nominate participants to facilitate a discussion, take notes or read aloud exercise instructions. If you decide to share the responsibility in this way you have to pay special attention towards reassuring the participants about their skills (e.g. speaking in public).
- **Enjoy the experience:** Remember that you are also participating in the workshop to gain knowledge and have fun. Enjoy yourself!

Role of the Participants

The participants of your workshop will come from various backgrounds and have a wide variety of expectations towards the workshop and you as its facilitator. It is very helpful to make an inventory of those expectations at the very beginning of the workshop or at the latest during the first session. This will allow you to further tailor the content and/or structure of the workshop accordingly. Participants should understand that they are attending both as students as well as teachers, because everybody (including the facilitator) can learn from each other. Everybody is responsible for contributing to discussions, working collaboratively in partnerships and evaluating the process and progress of the sessions. Workshop sessions are most successful when participants listen attentively, ask questions and challenge assumptions.

Organising the sessions

You probably have already organised different kinds of meetings before, so here we only provide a short summary of the important points to consider, when organising a workshop and its individual sessions:

Things to prepare beforehand:

- Find an appropriate venue and arrange everything in terms of technical equipment and catering
- Review the material (e.g. manual, presentations)
- Make a list of the supplies (e.g. pens or pencils, paper, flipchart paper, tape, coloured markers, chalk, clock) that you need and make sure to bring them
- Provide participants with instructions about what they need to prepare and bring along
- Print the agenda and the manual for each participants

At the beginning of the workshop:

- Make sure to arrive early to be able to set up the room in the way you want it to be (e.g. rearrange chairs, adjust the lighting, check the equipment)
- Welcome the participants and introduce yourself
- Start a formal or informal introduction round (maybe already using icebreaker exercises)
- Explain the agenda, the workshop outline, the content of each session and the role of participants

Exercise:

(In)formal introductions and icebreaker exercises

During the sessions:

- Explain the structure and objectives of each session, the different exercise set-ups and the time frame (including breaks)
- Introduce the topic with the help of a presentation or handouts
- Facilitate discussions and exercises and always encourage participants to use their own experiences to illustrate the topics learned, so they can relate to the new knowledge more easily
- Wrap up the session with a short summary, which could be done by one of the participants or with the help of an exercise. The facilitator should always conclude last.
- Link to the next session, e.g. by asking participants to prepare to think about something

Rounding up the workshop:

- Plan a (formal or informal) closing event that will reinforce that participants take positive energy with them and that encourages them to continue working on the topics.
- During the event (or before if you plan an outside activity) ask the participants to reflect on their experiences, expectations and what they have learned. This evaluation can be done verbally, but if appropriate a written evaluation is preferable.
- Provide the participants with a summary of the evaluation.

Brainstorming:

To make a “what I have learned list”.

Training Techniques and Methods

There are a number of training techniques and methods used to assist participants in meeting learning objectives of trainings. Some training techniques are better suited to objectives focusing on knowledge acquisition, while others work more effectively with objectives focusing on skills or attitudes. The trainings that you will be leading should contain different techniques in order to meet particular objectives.

Additionally, in designing your trainings please choose those techniques you find most suitable and that you and the participants feel most comfortable with.

Objective	Techniques
Knowledge building	presentation (lecture, input), interactive input, discussion (large group discussion, plenary discussion), brainstorming, small group work, buzz groups, case studies (scenarios), games, question and answer sessions, self-study material
Building skills	role-playing, case studies (scenarios), small group work, demonstrations, simulations, videotaping and playback, coaching and feedback, supervised skill practice, action planning.
Attitude changing	role-playing, simulations, games, self-assessments, visualization exercises, debates.

Some of the most commonly used techniques are given below to provide you some general ideas on how and when to use them:

Presentation (Lecture, Input): A presentation is a speech delivered by an expert to convey information, theories, principles, facts or statistics. A lecture is a useful technique when information needs to be clarified to a large group in a short period of time. It is trainer-centred, so mainly a one-way communication. Forms of presentations can range from a straight lecture to some involvement of the learner through questions

and discussion and it is suggested that adequate time and activities should be allowed for clarifying the understanding throughout the presentation (not just at the end). Because the trainer is responsible for all the work, she must be an “expert” of the topic material in order to get the attention and gain the respect of the participants. While this technique is not the most interesting method and it is not very experiential, since participants sit passively without interaction, it is still often used, and can be effective especially when it is short and used as the introduction to other forms of learning.

Interactive Input: As a transition from completely trainer-centred lecture towards highly participatory discussions, there is the “interactive input” technique that balances contributions from trainer and trainees for achieving knowledge acquisition related to the training objectives. This technique is used in the plenary, when the group already has some knowledge on the topic but needs strong and structured leading to formulate products. Instead of just presenting outcomes to the group, the trainer’s role is to elicit ideas from the group and to shape them into desired outcomes. Although it might seem that the trainer is recording on the board almost everything that comes from the group, she actually has the responsibility to secure that only the accurate answers remain recorded.

Discussion (Large Group Discussion, Plenary Discussion): Plenary discussion is a carefully guided and thoroughly prepared whole-group conversation. It is facilitated by the trainer and enables the exchange of opinions, ideas and experiences at the level of a whole group of trainees. Discussions are useful to clarify points and facilitate the process of translating ideas into practice, promote understanding and sharing of concepts, ideas, and feelings. Contrary to how it may appear, trainers play a very active role during discussions initializing and directing the talks, facilitating the flow of information, keeping all trainees focused on the task, and maintaining equal participation of all. Large group discussions are active, participatory, learner-centred learning processes that provide multi-way communication of participants with the trainer and among themselves.

Brainstorming: Another way to elicit high participation of trainees is the brainstorming. Prior to introducing a new topic, or after presenting a problem or asking a question, participants are asked to think of everything that comes to their mind and to share that with the group. All responses are recorded on a board without editing, explanation or judgment. After all responses have been recorded, the trainer can use the ideas as the foundation for explaining the topic or as possible solutions or answers to a given problem/question. The goal of brainstorming is to generate as many ideas as possible and to stimulate creative thinking. It encourages and requires a high degree of participation and is a good way to get everyone involved. This technique is trainee-centred, but the trainer has an important role in securing the adequate process without giving contribution content-wise.

Small Group Work: Different to working with the whole group, small group work is a highly participatory, trainee-centred technique that encourages everyone to participate and helps to develop co-operative teamwork by dividing a large group into several small ones. The size of a small group varies from 2 or 3 people, to up to 6 or 8. Successful group work must be task-orientated with a clearly stated question/problem that requires a solution. Each group is given a task within a given time period. The session is reconvened and the products of each group are presented by a spokesperson. The participants then discuss the topics and the responses of each group. Trainers have a number of responsibilities when using this technique. She needs to prepare the introduction and instruction, monitor each group, assist where needed and debrief the exercise (most important part).

Buzz Groups: Buzz groups are a good way to stimulate participation, especially if no or too few ideas are appearing in a whole-group discussion. The trainer should ask participants to discuss the topic in pairs for a couple of minutes and then to share them with the rest of the group. You will soon find the atmosphere

"buzzing" with conversations and people "buzzing" with ideas! As a trainer, be sure to monitor and assist all the pairs and debrief the exercise properly by collecting points from each pair by going round the circle.

Role-Playing: A role-play is a short drama enacted by the participants. In role-playing, the trainer establishes a situation and the participants play designated roles. It aims to visualise circumstances or events which are unfamiliar to the participants and then allow them to understand and personally experience them. Role-plays can also encourage empathy towards those who are involved in it, sensitize participants to the feelings and perspectives of other groups, develop their skills, as well as emphasize the importance of certain issues. It allows participants to become personally involved in the topic and stimulates interest and involvement. The technique requires intuition and the appropriate preparation from the trainer, particularly in choosing the situation to be played out, assigning individual roles, selecting participants who will play them as well as in analysing and discussing the session and drawing conclusions. With a careful handling it is a fun, memorable and active way of learning.

Case Studies/Scenarios: A case study is a written description of a hypothetical or actual situation that participants could face in their work that is used for analysis and discussion. This can result in a description of the problem, analysis of the problem, action plan or lessons learned from a given situation. It is a very good participatory, trainee-centred technique for initialising dialogue with the participants, for applying theory to an actual case, allowing participants to produce their own solutions, as well as for checking if the participants acquired the desired level of knowledge and skills. On the part of the trainer, the case study questions must be developed ahead of time and should be based on credible, realistic scenarios that are not too complex; it requires close monitoring of the participants' work, predicting the course of discussions, and quick handling of any possible answers.

Games: Games as a training technique can take many forms. There is a variety of pre-structured play activities (there are entire collections with hundreds of games on different topics). The main division is on: Icebreakers (opening games, usually to get to know each other), Energizers (to raise the level of energy during work), Topic-related (for the introduction of a variety of topics and motivation), Ending games (for summaries, reminders, restoration of group cohesion, evaluation). Games are a very effective way of getting participants involved in the training and making learning more fun, if handled properly. To overcome the potential danger of games being taken as a "waste of time" or too childish by participants, you as a trainer must clearly state the purpose and procedure for conducting this activity, as well as debrief it to ensure applicability.

Demonstration: The demonstration technique requires the trainer to demonstrate how something should be done and trainees practice it themselves afterwards under supervision. It is aimed to teach a specific skill or technique and to show the skill's development through a step-by-step approach. With demonstrations you can easily focus trainee's attention and achieve high involvement. The trainer is required to plan and practice ahead of time, preparing sufficient materials and be skilful in giving feedback.

Simulation: A simulation is an enactment of a real-life situation. It allows learners to experience decision-making in "real" situations without worrying about the consequences of their decisions. As a training technique it aims at applying knowledge, developing skills, and examining attitudes in the context of a real situation. This grasping, high impact, trainee-centred technique requires a great deal of preparation and attention while applying in order to avoid giving a simplistic view of reality. Debriefing is especially important after a simulation where trainees should be helped to draw parallels between what they have experienced and actual situations in their work.

B. Gender Equality and Women Empowerment

1. What Is Gender?

This manual refers to *gender* as the ‘roles, rights, relationships, entitlements, experiences, obligations and expectations attributed to men, women, girls and boys on the basis of their sex (male or female). These different roles and relationships are socially constructed, meaning they are influenced by local contexts and other forms of social differentiation, such as age, ethnicity, class, caste, religion and socio-economic status, and are an important basis for understanding the dynamics and impact of conflict’. This learned behaviour is what builds gender identity and what defines the gender roles.

Exercise:

Understand the concepts sex/ gender, gender roles, stereotypes, gender perceptions/ expectations

In general, women and men are affected by development efforts in different ways, due to their different roles, responsibilities, needs and activities. Therefore, development interventions that do not take into consideration women’s specific needs and roles cannot be effective or sustainable. Using a gender perspective is essential for ensuring that development activities reach targeted beneficiaries. It is important to recognise that women and men play distinct roles and have different experiences in the context of (economic) development.

Gender-sensitive interventions can include:

- Projects specifically addressing women as a target group as a result of their unequal development opportunities;
- Gender-focused projects targeting both men and women as beneficiaries; and
- Projects that integrate a gender perspective into the planning, implementation and evaluation processes.

Presentations:

Share experiences with development interventions and their success to address women

In many cases, mainstreaming gender into all phases of the programme cycle of a general (i.e. non-gender-focused) development is more cost-efficient than developing stand-alone gender projects to address a particular aspect of an intervention. In addition, integrating a gender perspective will ensure greater sustainability of outcomes, as the needs of a greater number of beneficiaries – both men and women – will be addressed.

In any area and at all levels, a *gender mainstreaming perspective* is the ‘process of assessing the implications for women and men in any planned action, including legislation, policies and programmes. It is a strategy for making the concerns and experiences of women as well as of men an integral part of design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, so that women and men benefit equally and inequality is not perpetuated’. The ultimate goal of mainstreaming is to achieve gender equality.

More details on the practical aspects of gender mainstreaming within organisations will be given in section C, but first we will look at the different approaches towards gender and women empowerment.

2. Policy Approaches to Women and Gender in Development

USAID postulates in their *Gender Equality and Female Empowerment Policy* “No society can develop sustainably without increasing and transforming the distribution of opportunities, resources and choices for males and females so that they have equal power to shape their own lives and contribute to their communities. A growing body of research demonstrates that societies with greater gender equality

experience faster economic growth [...]. Empowering women to participate in and lead public and private institutions makes these institutions more representative and effective. [...] Women also play critical roles as effective peace advocates, community leaders and champions of civil and human rights.”

Gender Equality is a process that leads to fair treatment of women and men by undertaking certain measures that can compensate for the historical and the social injustice that enabled men and women not to participate fully in certain activities. Gender equality means that the interests, the needs and the priorities of women and men are taken into account, recognizing the diversity of groups of women and men. It should be highlighted that gender equality is not a female issue but also concerns and includes men. The equality between women and men is considered a human rights issue and a prerequisite and an indicator for sustainable human development in general.

Women in Development (WID)

The “Women in Development” concept arose in the early 1970s as researchers looked at the division of labour based on sex. It is based on the idea of women’s traditional inferior position within the labour market and society more generally. Measures to address these inequalities were to be found within existing structures, institutions and processes by focusing on women as direct beneficiaries of services and programmes. The WID approach meant recognising women as active agents rather than passive victims, who play an important role in political, economic, social and cultural life of society. One of the major criticisms of the WID approach is that it focused exclusively on women. As a result, it was easy to isolate and marginalise measures and programmes which directly targeted women as beneficiaries. In addition, these measures and programmes did not engage men or work with men to identify and address roots of inequality. One problem of WID was that it provided women with additional resources but no power to manage these resources. The WID concept led to increased workloads and heavy schedules for women and prevented their empowerment.

Gender and Development (GAD)

In the 1980s the GAD approach emerged as a result of WID and its shortcomings, concentrating on the unequal relations between men and women due to “uneven playing fields”. The term “gender” replaced women to emphasize that both men and women need to be involved in processes aimed at progressing towards gender equality and rooting out inequalities. The concept also focused on how gender mediates all aspects of a given society: structures, institutions, processes, relations and practices. However, the concept still recognized that, as women are usually in a disadvantaged position vis-à-vis men, specific attention needs to be paid to women’s needs, concerns and perspectives.

Case study:
Discuss WID and GAD with the help of a case study

Women in Development (WID)	Gender and Development (GAD)
Focused on how women could be better integrated into the existing man/male world and corresponding development initiatives.	Integrates gender sensitivity and awareness into mainstream development while recognizing that development activities may affect women and men differently.
Focuses on women.	Focuses on the relations between women and men.
Targets women’s productive work and as characterized by income-generating projects.	Targets women’s productive as well as reproductive work in order to address the systemic causes of gender inequality.
Tends to view women as passive recipients of development assistance.	Regards women as active agents in transforming their own economic, social, political and cultural realities.
Aims at more efficient, effective development.	Aims at equitable, sustainable development with men and women sharing decision-making and power.
It is sufficient to simply allocate a part of program resources for “women projects” in order to commit to WID requirements.	Women’s life situation will not be changed by projects. It has to be viewed holistically in terms of changing gender relations.
Women’s concerns were viewed in isolation as separate issues.	Women’s issues are related to major development concerns such as human rights issues, democratic governance, protection of the environment, globalization, peace, etc.

3. Gender Analysis and Project Implementation

A gender analysis is used throughout the different phases of a project to look at actual or potential situations from a gender perspective, thereby providing the basis for any successful gender mainstreaming process. The aim of gender analysis is to identify and provide explanations for differences between men’s and women’s roles, responsibilities, experiences, opportunities, needs and activities. Similar to gender mainstreaming, gender analysis is about *asking the right questions* to reveal the existing differences between men/women and girls/boys that may be taken for granted or are so engrained in the institutional or social culture that they are not questioned. Its goal is to ‘provide quantitative and qualitative information and data that can enable informed decision-making for the benefit of both men and women’.

The basic components of a gender analysis are:

- *Sex-disaggregated data* refers to data, statistics and other types of information that distinguishes between men and women as subjects, age and socio-economic backgrounds (i.e. level of education, living in rural or urban areas).
- *Analysis* refers to the interpretation of sex-disaggregated data, questioning the possible meaning of the data.
- *A gender perspective* takes the analysis phase one step further, by looking at the causes and/or consequences of differences in data between men and women. The added dimension of the gender perspective is what makes gender analysis applicable to and relevant for policymaking and project or programme formulation. A gender perspective is based on *asking critical gender questions*, to examine structural gender inequalities as well as the causes and effects of these inequalities.

A gender perspective is based on recognised gender theories regarding relations, roles and responsibilities. These theories look at the structural roots of gender inequalities and can be used to justify the integration of a gender perspective into interventions by highlighting how seemingly gender-neutral activities and processes are, in fact, gendered and will result in different impacts on men and women given their specific roles and responsibilities in their society.

3.1. Example of a Gender Analysis

The following example looks at a gender-sensitive versus gender-neutral analysis. Use a gender-sensitive approach to determine the reasons why women may or may not have been active in a village meeting to discuss water-management systems.

Gender-analysis phase	Gender-neutral assessment	Gender-sensitive assessment
1. Non-sex-disaggregated data vs. sex-disaggregated data	A village meeting is held to discuss more effective water-management systems in an area affected by drought and at risk of conflict due to competition for scarce water resources. 56 individuals attended. The village is comprised of 350 persons.	A village meeting is held to discuss more effective water-management systems in an area affected by drought and at risk of conflict due to competition for scarce water resources. 56 individuals attended, including 47 men and 9 women. The village is comprised of 350 persons, of which 189 are women and 161 are men. The chairperson and all key speakers were men.
2. Analysis of data: what does this information mean?	About 1/6th of the village attended the meeting. This is reasonably good attendance from the adult population during a period of tension.	About 1/6th of the village attended the meeting. Nearly five times as many men attended as women. Women are not represented in decision-making roles as regards water management.

Gender-analysis phase	Gender-neutral assessment	Gender-sensitive assessment
3. Gender perspective based on gender theory relations	Women did not attend the meeting because: <ul style="list-style-type: none"> • Women are not interested in water-management issues • Women have limited knowledge of issue • Women are not able to make effective decisions about water management • Women have no role to play in conflict prevention or resolution • Women do not need to attend as they will benefit from new policies or programmes in any case 	As women are mainly responsible for water-related tasks, such as gathering water and using it for washing and cooking, and would be affected by any eruption of conflict, reasons for which women did not attend the meeting may be because: <ul style="list-style-type: none"> • Women were not invited or not encouraged to join • The meeting was held at an inconvenient time (e.g. during children’s bedtime or before or after a meal) • Male decision- and policymakers did not consider women’s presence important or necessary • Women are not considered effective problem solvers or able to contribute to conflict prevention activities
4. Key gender questions		<ul style="list-style-type: none"> • Was the meeting held at an appropriate time for men and women? • Were there arrangements made for childcare? • Were women informed about the meeting in an appropriate ways? • Are women normally encouraged to participate in decision-making processes or are they systematically excluded? • How is tension playing out and how is it affecting men and women differently? • How would conflict impact upon women’s abilities to collect water?

Adapted from: UNDP (2007). 'Gender mainstreaming in practice: A toolkit'.

Gender analysis should be complemented by *gender-sensitive needs assessments*, which is a tool for determining the different needs and concerns of men and women in the targeted intervention area in a participatory, consultative manner. Needs assessments are critical for development interventions, and can be used to identify security-related concerns that can be integrated into a development intervention to ensure more sustainable and effective impacts.

3.2. The Gender Analysis Matrix (GAM)

GAM was developed by Rani Parker, a US-based gender and development specialist, in the early 1990s in response to requests by grassroots development practitioners for a gender analysis tool that is easily implemented without the need for extensive research, data collection or lengthy training to administer. The matrix includes four levels of analysis (women, men, household and community) and four categories of analysis (potential changes in labour, time, resources and socio-cultural factors). The matrix should be filled out by women and men of the community, not once but regularly over the course of the development project. Once all gender factors have been identified and all the boxes of the matrix filled, the groups should review each factor and assign to it one of the following:

- + if it is consistent with project objectives
- if it is contrary to project objectives, and
- ? if it is uncertain

The GAM can be used at the planning stage to determine whether potential gender effects are desirable and consistent with program goals, at the design stage, when gender considerations may change the design of the project, and during monitoring and evaluation stages, to address broader program impacts.

	Potential Changes in...			
	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

3.3. Gender-sensitive Project Implementation

A thorough gender analysis can and should result in gender-sensitive project implementation, thereby guaranteeing that the collected data informs all decisions throughout the project cycle, consequently resulting in more gender equity once the project is finished.

How a project is implemented is a reflection of how committed one is to the principles underlying the intervention. The processes and procedures mobilised to organise and implement project activities and make decisions, as well as govern project and project-beneficiary relations, are critical to fully integrating a gender-sensitive approach. As such, project implementation should serve as a model to project beneficiaries.

This means ensuring that women are included in management and decision-making bodies; that women’s inputs are valued equally with men’s inputs; that gender biases and stereotypes are continuously identified and addressed; and that procedures are developed to address gender equalities. Gender inequality has become engrained in institutional and personal landscapes and relations to such a degree that, even if we personally adhere to gender-equality principles, the environment in which we interact and work is gendered, often to the detriment of women. Mainstreaming gender through tools such as gender analysis and gender-sensitive monitoring highlights gender inequalities and makes us more sensitive to the different needs and experiences of men and women.

Many skills, techniques and principles are critical to effective gender mainstreaming. Participatory and consultative approaches, inclusion of vulnerable groups, including women and girls, and promoting local ownership are just a few of the principles and approaches that gender perspectives promote. Participatory approaches are necessary not only during the implementation phase, but also during the planning of an intervention and evaluating its impact.

3.4. Gender-sensitive Monitoring and Evaluation

Gender-sensitive monitoring, like general programme/project monitoring, focuses on monitoring progress towards achieving outputs (activities) and outcomes (impact) and is sometimes referred to as *substantive monitoring* as well as monitoring the implementation process itself (*implementation monitoring*). Gender-sensitive monitoring is used to identify gaps or challenges to implementation that can then be addressed by modifying the project plan; provide input into future interventions; and pinpoint specific challenges to integrating a gender perspective or in reaching specific beneficiaries due to gender inequalities.

Gender-sensitive monitoring requires asking the right questions to obtain information that is disaggregated by sex and gender. These questions can be both quantitative as well as qualitative in nature, to ensure that perceptions as well as facts are recorded.

Gender-sensitive evaluation is a systematic process of determining whether an intervention has achieved its objectives and contributed towards its overall goals, measuring the impact and developing a repertoire of best practices and lessons learned to inform future initiatives. Evaluation is also used to establish accountability for resources expended and allocated, to donors, partners and especially to stakeholders and beneficiaries.

Evaluation can include assessment of:

- Intervention inputs;
- Intervention outputs;
- Intervention outcomes; and
- Intervention process.

To ensure gender sensitivity, evaluation procedures such as monitoring processes, must ask the right questions and disaggregate responses by sex, socio-economic background and age to have a clearer picture of impact.

In general, gender-sensitive evaluation should look at:

- Evaluation criteria: Who determines the criteria used? Is gender equality included as a principle or as a tool to measure criteria?
- Evaluation actors: Who is conducting the evaluation? Is gender expertise listed as a criterion in the Terms of Reference? Are all stakeholders included, with a balance of men and women?
- Evaluation process: Will participatory methods be used? Will the results be disseminated to both men and women and will their feedback be solicited?

Engendering the evaluation process is necessary to ensure that the results of the evaluation are valid and reflective of a representative group of stakeholders. This will ensure that the evaluation data can be used to inform policy processes and also provide a solid basis for the development of subsequent or future initiatives.

3.5. Gender-sensitive Indicators

Indicators are benchmarks used to assess progress in achieving outcomes and objectives. They can be qualitative or quantitative in nature; a comprehensive monitoring and evaluation framework includes both types of indicators. Indicators can be used to measure progress towards achieving outputs and outcomes (*substantive monitoring*) or in assessing the implementation process itself (*implementation monitoring*). Different types of indicators are often used to measure specific components of an intervention. These include:

- Input indicators: Describes what is put into an intervention, i.e. hours trained, financial expenditures, etc.;
- Output indicators: Describes the intervention activities, i.e. number of trainings and people trained, type of participants (i.e. policymakers, senior staff, NGOs, etc.); and
- Impact indicators: Describes actual changes in the situation, including men and women, such as changed attitudes among participants, changed practices or procedures, etc.

Gender-sensitive indicators are critical to gender-sensitive monitoring and evaluation. They track changes in gender relations in a given society over a specified period of time (i.e. the project duration). In this way, it is possible to assess progress in achieving gender equality by measuring changes in the status of men and women over time.

Gender-sensitive indicators are disaggregated by sex, so that it is possible to measure how an intervention is impacting both men and women.

Examples of gender-sensitive indicators are:

Quantitative:

- Number of women included in the planning phase of an intervention; number of women included in decision-making bodies; number of women positioned in management roles;
- Number of female stakeholders included in consultations, needs assessments or planning meetings;
- Degree to which male and female stakeholders from different socio-economic backgrounds and age are included (i.e. rural areas, elderly, youth); and
- Breakdown of intervention benefits, e.g. increase in employment, increase in political participation, access to health services, access to justice, allocated to men and women.

Qualitative:

- Level of active participation by men and women, including how women's and men's inputs are received and perceived disaggregated by age and background, through different phases of the intervention/project cycle; and
- Degree of input by men and women into decision-making processes, and how each of their input is received and perceived.

Indicators can only be effective when there are both *targets* and *baseline data* in place. Baseline data (including sex-disaggregated data) provides the starting point for an intervention: it provides a picture of a particular situation at the start. Targets are developed as intervention goals, i.e. the number of beneficiaries to be reached or a percentage showing change in positive or negative development patterns such as literacy/illiteracy, primary school attendance, drug use, youth employment/ unemployment. Gender analysis is thus critical to develop gender-sensitive indicators, as it provides both sex-disaggregated baseline data and targets.

4. Women Empowerment Leaders

4.1. Gender and Leadership

This section is about women and leadership. We focus on women because (a) they constitute a majority of the world's population, (b) they have been largely excluded from the processes that have shaped our lives in the past, and (c) they must play a more significant role in these processes in the future, if we are to create a better world for ourselves and for our children. We focus on leadership because as leaders women can influence and steer the future toward the ideals that we seek – freedom, equality, justice, plenty and peace for all.

The term leadership evokes energy, determination and power used to achieve some worthy goal. One is a leader if one convinces others to follow one's bidding.

Leadership is process of social influence in which one person gains the cooperation and the support of others in achieving a common goal. The subject of the leadership is the creation of vision and motivation of people. Leadership is the ability to recruit followers.

Discussion:

How do you define leadership? What characteristics does a leader have? Think about an example of a woman leader.

Discussion:

Good leader/bad leader

Role Play:

How does it feel to be a leader?

Leadership is:

- Gender-inclusive:** Ideally, men and women become partners in defining, working for and achieving goals that benefit all.
- Communicative:** Everyone has something to contribute and every instance of contribution becomes an instance of leadership.
- Purposeful:** To define and elaborate a purpose is to engage in a learning process. At the same time, it is engaging in exercising power.
- Democratic and Egalitarian:** In a communicative, participatory society, participants respect and value each other as whole human beings.
- Means-Sensitive:** “The ends do not justify the means” is a well-known principle of ethical behaviour across the world. The principle means that ethical people do not use unethical means to achieve goals regardless of their importance or immediacy.

Leadership styles

- Directing/telling:** The leader provides specific instructions and closely supervises task accomplishments.
- Coaching/Participating:** The leader explains decisions, solicits suggestions and supports progress. The leader facilitates and supports subordinates’ efforts toward task accomplishment and shares responsibility for decision-making with them.
- Delegating/Supporting:** The leader turns over responsibility for decision-making and problem-solving to subordinates. The leader has confidence that the subordinates will make the best decision and support their efforts to make decisions.

Power

Power is the ability to express your own goals and to influence others in achieving those goals. Without power, leadership is not possible. This statement, of course does not imply that with power, leadership is guaranteed. It simply means that power is an essential ingredient of leadership. However, everyone has a degree of power. Even an infant possesses power. Who can resist a baby’s smile? Or ignore the loud cries of a baby who is hungry? In the first example, the baby has a *referent* power base, in the second, the infant has a *coercive* power base. There are seven “bases of power”:

Legitimate power: If your ability to influence the behaviour of someone else is based on your position in an organisation, you possess legitimate power. In other words, if losing your position or title would mean the loss of power, you have a legitimate power base. You can demand compliance of certain people because authority has been granted to you by your organisation. The people over whom you exert legitimate power know that non-compliance would bring sanctions, for example, the loss of their jobs.

Coercive power: If your ability to influence the behaviour of someone else is based on fear, you have coercive power. This fear can take many forms, for example, fear of retribution, fear of punishment, or fear of appearing inadequate.

Reward power: Closely related to coercive power is reward power. If your ability to grant rewards influences the behaviour of another person, you have a reward power base. Rewards may be as simple as a smile or compliment or as significant as a promotion.

Referent power: If your ability to influence the behaviour of another person is based on your personal traits, you possess referent power. You are so admired for your personal qualities (perhaps for your charisma) that others want to be identified with you. They are willing to pay a close association with you and you thus wield power over them.

Expert power: If your ability to influence the behaviour of another person is based on your expertise in some area, you have an expert power base. Your expertise may be necessary for another person to do her job satisfactorily or superbly, therefore, the person complies with your desires in order to receive your expertise.

Information power: Closely related to expert power is information power. If your ability to influence the behaviour of someone else is based on information you possess or have access to, you have an information power base. As with an expert power base, the information you have or can obtain may be some valuable to another person's job or prestige that he or she is willing to comply with your wishes in order to receive the information.

Exercise:

Assessment of personal power bases & ways to strengthen them and acquire new ones

Connection power: If your ability to influence the behaviour of another person is based on your "connections" with important people, you possess connection power. Although you may not be able to grant rewards, sanctions, information or expertise and although you may have no legitimate power in the organisation, your contact with influential people gives you unmistakable power.

Exercise:

Giving and receiving positive feedback

4.2. Empowering Others

The empowered woman:

- Believes in equality, strives to serve other women and be a positive role model
- Appreciates the value of domestic work and does not overwork
- Values herself as open minded and appreciates others
- Is conscious of her contribution to her home, her family and her country
- Controls her life and questions negative attitudes, customs and superstitions which adversely affect her
- Finds time for group activities and recognises her potential for leadership and organisation
- Seeks to improve her knowledge and skills
- Enjoys life and looks forwards to each new day
- Finds time for leisure and hobbies
- Knows her rights as a citizen and recognizes the laws which are unjust to women and society as a whole
- Maintains good health, respects the dignity of women and appreciates her daughters as much as her sons

C. Gender Mainstreaming

1. What is Gender Mainstreaming?

Gender mainstreaming is increasingly recognized by institutions; civil society actors, governments and other actors as an important tool to enhance organizational performance as well as both male and female staff and stakeholder satisfaction. At the heart of gender mainstreaming is the commitment to identify the different needs, concerns, and expectations, of men and women that are rooted in and influenced by cultural ideas about gender roles, capacities and responsibilities.

Gender mainstreaming can also help organizations improve their functioning and working environment by ensuring that both men and women are properly supported, encouraged and guided to fulfil their personal and professional goals. It also facilitates processes of knowledge and information sharing, human resource development and management, and ensures that strategic planning processes are more comprehensive and responsive to real needs. We hope that this manual can provide some insight as to how to mainstream gender more effectively into organizational processes.

Gender mainstreaming is a strategy to inform different processes: it refers to incorporating gender into *mainstream* thinking about social, political and economic issues and relations. This means that all individuals become more aware about how socially-constructed ideas about men and women's roles, abilities, and responsibilities consciously and unconsciously permeate all our actions and interactions. We become more aware of gender inequalities and how these are reinforced through structural, institutional and social processes.

Essentially the process of gender mainstreaming is about asking the right questions. By asking questions about how we relate to one another, how institutional structures are established and what values they embody, how policies, programmes, work plans are developed and how they impact men and women, as well as how strategic planning processes are run, we can learn a great deal about how gender affects our daily life, relations and work. However, gender mainstreaming is not only about finding answers to questions about gender impact. It uses knowledge to achieve change: to transform processes, procedures, policies, programmes and activities into instruments which contribute to gender equality.

1.1. WHY Engage in Gender Mainstreaming?

Amongst others the main benefits of gender mainstreaming are:

- A more supportive work environment where both men and women, their capacities and contributions are equally valued;
- A more effective and holistic policymaking environment which takes into account the needs, concerns and priorities of both men and women;
- A more inclusive environment in which the outcomes of gender inequality are taken into account, but also the processes, circumstances and structures which cause it;
- Utilizes more fully the different capacities, resources and perspectives that women offer;
- Encourages all plans, activities, policies, programmes and projects to contribute towards gender equality outcomes, even those not specifically designed to address gender issues;

1.2. WHO Engages in Gender Mainstreaming?

Gender mainstreaming requires coordination between a variety of different organizational actors, but it requires the commitment of every individual to be successful. First and foremost, for gender mainstreaming to be effective, it requires the commitment of the institutional or departmental leadership and senior management. Without the dedication, guidance and support of leadership, mainstreaming efforts will either falter or become isolated activities undertaken by dedicated individuals or those mandated to address gender issues, such as gender focal points, gender directorates or gender agencies.

Gender mainstreaming also requires coordination across different departments, including Human Resources, Finance, Management, and Gender Machinery.

1.3. WHERE Does Gender Mainstreaming Occur?

Gender mainstreaming occurs at all institutional levels and in all departments, committees, directorates and agencies. In particular, a gender perspective needs to be integrated into decision-making processes. This requires firstly that both women and men participate in decision-making processes. A gender balance, whilst critical, is not enough, however, to ensure that a gender perspective is integrated in the decision-making process. It also requires that women are able and encouraged to actively participate in discussion and to present their point of view. Lastly, it requires that women's perspectives are taken into account when making and taking decisions.

1.4. WHEN Does Gender Mainstreaming Occur?

Gender mainstreaming must be integrated into all institutional processes, from design, planning and programming to implementation, monitoring, evaluation and follow up. A gender perspective also needs to be integrated into all working procedures and decision-making processes. By integrating a gender perspective into each phase of a planning, policy or project cycle, we ensure that gender concerns and issues are mainstreamed at every stage, resulting in more robust policies, work plans and programmes.

2. Gender Mainstreaming in Organizational Capacity Development

Gender mainstreaming in capacity development can take place at several different levels - individual, organizational and systemic/environmental levels.

The **individual level** concerns the capacities, roles, responsibilities, expectations and desires of male and female staff members, including leadership and management and the relations between colleagues at different levels.

The **organizational level** includes the structures, operations, processes, systems and the culture that together make up and define an organization.

The **environmental level** reflects the external environment within which an organization functions. It can include the stakeholders to whom an organization responds, the legal, administrative, political, social, economic and cultural framework in place, as well as developments which may impact upon how an organization operates.

Obviously, gender mainstreaming efforts must address all three capacity dimensions if organizational change is to take place. However, this manual focuses mainly on dimensions of *organizational* gender mainstreaming capacity development. Nevertheless, many aspects of organizational change and development directly address the process of personal or individual staff development (e.g. career development, staff performance assessment, recruitment and promotion, staff consultation and empowerment, and the organizational environment in which staff work). Likewise, processes of organizational change should also address the external environment: developments in the external environment and how these impact the organization; consultation of male and female stakeholders, partners and beneficiaries, monitoring the quality and impact of service delivery and evaluation of results and outcomes.

In addressing gender mainstreaming as an organizational change and capacity development tool and process, this manual looks again at three specific process dimensions:

- **Organizational Structures, Processes, Systems and Culture:** This refers to the a) organizational design and structure (departments, management bodies, etc), b) processes (strategic planning, budgeting, monitoring, performance assessment); c) management systems (knowledge

- management, financial management, technological management) and d) organizational culture (norms, values, which influence how the organization is run and how staff relate to one another).
- Programming Processes and Cycles: The process of planning the internal and external interventions in order to achieve the strategic objectives and contribute towards fulfilling the mission and/or goals of the organization.
- External Impact of the Organization: The impact of organizational processes, service delivery and interventions on male and female stakeholders, both direct beneficiaries as well as those indirectly affected as well as the external environment more generally.

2.1. Mainstreaming Gender at Organizational, Programming and Impact Levels

This section looks at mainstreaming gender into capacity development processes at the organizational level, that is, the structures, processes, systems, and culture of an organization. It looks specifically at mainstreaming a gender perspective into:

- ❖ Leadership and management processes and structures
- ❖ Strategic Planning
- ❖ Organizational Structures
- ❖ Human Resources
- ❖ Organizational Culture

A) Leadership and Management

When speaking of an “enabling environment” for gender mainstreaming, the first and most important dimension that must be in place, we refer to a leadership and senior management that demonstrates political commitment to gender mainstreaming.

The political commitment of leadership to gender mainstreaming must be matched by a political will to drive, guide and support the process of organizational change and learning. Concretely, leadership can support gender mainstreaming in several ways:

- Leading the process of transforming the organization’s mission, vision and strategic objectives to reflect a commitment to gender equality;
- Committing human, technical and financial resources to gender mainstreaming;
- Leading by example;
- Cultivating knowledge, skills and capacities in gender-related issues, including national and international obligations, legal frameworks, and mainstreaming tools such as gender analysis;
- Encouraging a supportive and empowering environment where men and women are equally valued, their participation equally supported, their development equally promoted, and dialogue on gender issues openly encouraged;
- Expressly prohibiting and punishing discriminatory, violent and harassing behaviour committed by any colleagues, including (and especially) senior management and leadership

Leadership and management must feel a sense of urgency and believe that an organization geared towards achieving greater gender equality internally and externally will result in a more effective, efficient and successful institution.

The leadership/management is also responsible for developing the frameworks for assessing how the institution is performing. Is it progressing towards its objectives and goals? What is the impact of its operations? From a gender perspective, it is vitally important to include criteria to assess progress towards meeting gender mainstreaming and gender equality commitment and assess the impact of organizational processes on both men and women.

Exercise:

Develop a list of questions that measure the elements of gender mainstreaming within an organisation.

B) Strategic Planning

Strategic planning is the process of determining where an organization or institution wishes to go and how it is going to get there. It is a process or technique for determining how an institution intends to progress towards fulfilling its mission, vision and/or overarching goals within a specific timeframe. In addition, strategic planning helps guide institutions to where they wish to go by setting strategic and operational objectives and developing strategies and actions to achieve these objectives. Strategic planning should inform, and be informed by other organizational processes, such as human resources, where existing staff competencies and knowledge are used to determine what can be achieved and further capacities are needed to implement the plan.

While strategic planning is a process undertaken by and for institutions such as DIP IPs, as public sector institutions, it is important that strategic planning processes respond to the needs and concerns of the public each partner is mandated to serve, including both men and women. Thus it is important to include as many stakeholders as possible in the process, using innovative methods to consult with stakeholder representatives from different sectors and keeping gender balance in mind to ensure that strategic plans respond to stakeholder as well as organizational needs.

Similarly, strategic plans essentially reflect the priorities of an organization; what part(s) of the mission/vision/goal it deems most important and politically relevant. Gender-sensitive strategic planning must strike a balance between different interests, ensuring that women's voices are heard and that their participation is actively encouraged.

Organizational Gender Mainstreaming Self-Assessment

The existing organizational competencies, capacities and resources (or resources to recruit the needed staff with required capacities) possessed by an institution, including those pertaining to gender obligations, will actively be used to develop a strategic plan. An *organisational gender mainstreaming self-assessment* can help institutions assess the existing capacities, resources, commitments and activities dedicated to achieving gender equality outcomes as well as those resources and capacities which can be mobilized to this aim. Through a gender mainstreaming self-assessment, institutions also become more aware of the resources needed to mainstream gender effectively as well as current mainstreaming challenges and gaps that the strategic plan should address through resources and interventions.

It is possible to assess more comprehensively the existing institutional environment from a gender perspective. This means looking at:

- What gender equality commitments have been elaborated in policy and programmes and what gender-related activities are currently being undertaken in the institution?
- What structures, procedures and policies serve to reinforce gender stereotypes and attitudes about what men and women can and should do and what they can achieve?
- What impact do persisting gendered stereotypes and inequalities have on the institution and the capacity of staff to perform their work?
- What are the existing capacities and resources within the institution to address gender issues and contribute to a more supportive work environment?
- What are the gaps or challenges to mainstreaming a gender perspective into the daily work of institutional staff?

Exercise:

Conduct a simple gender mainstreaming self-assessment of your own organisation based on the questions.

Gender Mainstreaming Strategy

Mainstreaming gender effectively requires a strategy. The objective of a *gender mainstreaming strategy* is for organizational leadership and management to develop a strategic and comprehensive framework for integrating a gender perspective into all planning, policies, procedures, programmes and activities in order to progress towards gender equality. The strategy should outline how gender mainstreaming will be

undertaken, by whom and through what activities, including specific gender equality objectives, accountability mechanisms, resources, capacity development, procedures as well as support and coordination mechanisms.

The Gender Mainstreaming Strategy should outline the following:

Objectives, Commitment, Accountability	The strategy should clearly state the institution’s commitment to gender equality. It should outline the overall objectives that the strategy is intended to achieve, including desired gender equality outcomes, in order to reflect the institution’s commitment. The strategy needs to stress that leadership and management support gender mainstreaming as an institutional process and prove this support through the allocation of budget and human resources to implementing the strategy. The strategy should also outline who is ultimately accountable for strategy implementation and how performance of all staff and parliamentarians will be monitored and assessed.
Training	In order to implement the strategy, all staff, including leadership and management, needs to be knowledgeable about gender issues. This ensures that staff is aware of why gender mainstreaming is important and how structures, processes and relations are affected by gendered ideas regarding men and women’s roles, responsibilities and capacities. Effective capacity development must enshrine the principle of equal opportunity for both men and women and stress capacity development for leadership and management so that both can provide greater support and guidance regarding gender issues.
Methods	Gender mainstreaming requires a comprehensive and systematic approach to be effective. This entails undertaking regular gender analyses based on sex-disaggregated data to determine the situation of men and women and using this information to inform planning, programming and policy processes. It also means being knowledgeable about participatory techniques and how to include women actively in research and policy/programme development. It can refer as well to operating procedures, and ensuring that policies are in place to ensure that discrimination does not occur.
Support and coordination	The Gender Mainstreaming Strategy requires coordination procedures and mechanisms in order to organize and guide strategy implementation. Capacity development needs to be organized and coordinated as well as the activities related to gender analysis. The strategy also needs to build support mechanisms to provide guidance to gender mainstreaming efforts at all levels. Lastly, the strategy should also create mechanisms for sharing gender mainstreaming knowledge and experiences, through platforms, forums, focus group sessions or other participatory methods to ensure that parliamentarians and staff learn from one another and good practices.

C) Organizational Structures

Gender mainstreaming efforts benefit immensely from organizational structures specifically established to address gender mainstreaming needs and activities. While responsibility for mainstreaming gender should rest with every individual, with particular support and encouragement from senior management and leadership, in reality, specific gender structures and positions, if adequately resourced, can provide the coordination, knowledge, guidance and support needed to transform organizations into more gender-sensitive bodies. The gender machinery should be responsible for developing the strategy for implementing gender equality and gender mainstreaming commitments in practice as well as providing support in ensuring that the needs and concerns of both male and female staff and stakeholders are integrated into organizational processes such as strategic planning.

Gender machinery requires the adequate human, financial and technical resources to deliver its mandate effectively. Strategic planning and budgeting processes must devote financial resources to organizational structures as well as staff mandated to carry out gender-related activities and tasks. Here it is important that staff that assumes gender-related responsibilities in addition to their basic tasks are compensated for their time and that their gender responsibilities are clearly stated in job descriptions.

Discussion:

What are the main points to considered when mainstreaming gender in organisation structures

D) Human Resources: HR Development and Management

Human Resource development and management are key critical to organizational effectiveness and performance. HR departments are responsible for planning, directing, coordinating, supporting and developing the human resources required to carry out the strategic objectives, goals and mission of institutions.

Likewise, human resource development and management are critical entry points for mainstreaming a gender perspective into organizational processes and cultivating a more supportive, gender-sensitive working environment. Gender-sensitive human resource development and management can enhance institutional effectiveness by:

- Recruiting men and women that have knowledge of or at least commitment to gender equality
- Improving working environments for both male and female colleagues
- Enhancing organizational knowledge resources by investing in the capacity development of female staff
- Developing more innovative systems, processes and activities by encouraging women's participation and expression of their views and experiences
- Increasing male and female staff knowledge about gender equality issues
- Improving organizational performance, especially towards female staff and stakeholders
- Enhancing women's security, health, mobility and satisfaction
- Increasing public satisfaction with service delivery by responding better to the needs and concerns of both male and female stakeholders
- Achieving greater progress towards gender equality obligations

To achieve such outcomes requires HR departments to commit to and implement processes that contribute to greater gender equality, including in recruitment, promotion, capacity development, payment and transfer of male and female staff.

E) Organizational Culture

Organizational culture designates "the set of forms in which power is expressed, in which interaction and decision-making take place and values develop, turn into habits and become part of an organization's core or "way of being". The notion of organizational culture encompasses patterns of interaction among individuals at both formal and informal levels, which markedly influence the overall organizational culture."

The culture of an organization demonstrates very clearly how gender and gender relations operate in an institution. A gender-sensitive organizational culture is once in which men and women are equally encouraged and supported to fulfil their aspirations, where working relations are based on mutual respect and trust, and where the organizational environment is non-discriminatory and supportive. Leaderships and senior management should lead by example.

Group work:

Writing a gender-sensitive job advertisement

Discussion:

What are the special requirements of female employees and how do you satisfy them?

Discussion:

How to encourage personal career development within organisations?

2.2. Monitoring Gender Mainstreaming

In order to guarantee the success of any gender mainstreaming initiative it is important to invest into the establishment of effective monitoring systems. The table below provides an indication of questions that could be posed during each of the gender mainstreaming implementation phases.

Phase	Questions to be answered?
Planning and Programming	Did both men and women participate in strategic planning and programming and were the views, priorities and needs of both men and women taken into account? Were gender equality outcomes integrated into planning processes? Were adequate human, technical and financial resources allocated to gender-related tasks, activities and processes?
External Programming Implementation	Did both men and women equally and actively participate in planned activities? Did staff have the necessary expertise and competence to ensure equal treatment of and equal access of beneficiaries to programme benefits?
Outcomes	What activities were implemented that specifically addressed gender issues? What were the outcomes of these activities?
Costs	Were gender-related activities adequately budgeted for? Did budgetary allocations reach the intended male and female beneficiaries? Were men and women equally compensated for their time in implementing activities? Did any external activities rely on the unpaid/voluntary labour of women?
Measures	What measures could be taken to improve the equality of benefits for men and women?
Internal Consultation/Feedback	What feedback have men and women provided regarding processes and activity implementation?
External Consultation/Feedback	Has there been any feedback from external stakeholders regarding the effectiveness of the gender mainstreaming process? Has there been a noted difference in improved policy, legislation or programmes for constituents?

2.3. Advocating Gender Equality

Besides mainstreaming gender within your own organisations as it was presented above, it might be necessary to advocate for gender equality among a broader group of actors, e.g. other (local, national or international) organisations, government institutions or private businesses. Obviously, this is no easy task and requires experience and good communication skills. In the scope of this training we will not focus on those specific skills, but we nevertheless want to provide you with a short introduction of the idea behind advocacy and how it can be helpful when working towards gender equality.

Advocacy is the deliberate process of influencing those who make policy decisions. It is used by organisations (NGOs, CSOs) and activists to create or reform policies, because it is often recognized that significant impact can only be achieved through changes in the policies and action of powerful institutions, as well as individuals and households.

The first step for creating an effective advocacy campaign is to gather information about existing policies, current political developments and priorities and important actors in the area. Furthermore it is helpful to build up your expertise in order to establish your credibility with policy makers and to establish coalitions with other actors who work towards the same goal (how to build effective coalitions will be introduced in the next section).

After establishing those foundations, a successful advocacy campaign should include at least the following steps:

Steps	General Questions to be Answered	Advocating Gender
1. Analysing policies	<ul style="list-style-type: none"> • Identify policy issues you are concerned about (e.g. gender equality) • Identify key actors and institutions: Who influences decisions about the issue? • Analyse the policy environment: Is the issue discussed in public? Is the issue a priority for the government (or will it be)? Is public participation encouraged? • Summarising policy findings: What causes the problem? Which policy interventions have been done before? Why did they fail? • Identify options for policy change: Which changes to what to achieve? What are the best options to achieve the change? Who should take the lead? 	Analyzing how the roles and status of women and men in the household, workplace, community or political sphere can affect the advocacy process, outcomes, and future gender roles and status
2. Outlining an advocacy strategy	<ul style="list-style-type: none"> • Select target audiences: Who can help to bring about the change? Who has the greatest ability to influence the decisions? • Set a policy goal: What should your advocacy initiative accomplish? • Identify allies: Which other organisations, groups and individuals are concerned? • Identify opponents: Are there any organisations, groups or individuals that oppose the proposed policy changes? How do you reduce their influence? 	Building the capacity of an organization or coalition to implement gender informed advocacy initiatives, campaigns, or interventions
3. Finalising an advocacy strategy	<ul style="list-style-type: none"> • Select an advocacy role: Do you want to (in)active advocating role? Can you support other organisations in their advocacy efforts? Do you involve the media? • Identify key messages: What is your message towards your target audiences? • Define advocacy activities: What step/activities need to be undertaken? 	Translate gender constraints and opportunities into the intervention strategy, design, activities, monitoring and evaluation
4. Framing a plan	<ul style="list-style-type: none"> • Set a timeline: How long will it take to achieve your policy goal? How flexible is your timeline? • Prepare a budget: What are the costs of the planned activities? What are possible sources of funding? What are the donors' priorities? • Prepare a logframe: What are goals, activities, outputs and outcomes? • Plan for monitoring & evaluation in order to track activities, changes, outputs and outcomes 	Define and implement gender-specific baselines and indicators to measure and differentiate process, impact and benefits according to gender.

D. Coalition Building

As introduced in the previous sections, building effective coalitions is vital for any successful initiative working towards gender equality. Therefore, this section will provide you with detailed information and exercises about building coalitions.

1. What is a coalition?

A coalition is an alliance of people or organisations representing different sectors and/or perspectives to a common issue. Coalitions are formed around a common interest or problem for the purpose of uniting resources to be used toward a common goal.

Coalitions are often formed when:

- One organisation recognizes that it alone does not have the technical capability or people power to have a real impact on an issue.
- An issue is complex and involves wide audiences of service providers, customers and clients. As such, when attempting to resolve an issue or reach a goal, it is often necessary to include non-traditional vested-interest groups.

There are two types of coalitions:

- An issue-oriented coalition is usually a short-term effort that focuses on one particular issue.
- A multi-issue coalition addresses related issues and is usually a more permanent type of coalition that recognises the value of mobilising together for action over a longer period of time.

Coalitions may be time intensive, frustrating, inefficient and poorly utilized, but they can be a roadmap to achieving effectiveness and sustainability, because they allow you to:

- Accomplish a broad range of goals
- Include people with different strengths, talents, experiences, approaches and styles (a successful coalition has all the skills and knowledge needed to achieve the purpose)
- Increases credibility with the community, opinion leaders, media and others
- Provide networking opportunities and start dialogue
- Identify focus areas
- Concentrate on comprehensive approaches
- Increase creativity (one idea tends to stimulate other ideas)
- Reduce complexity (every group member has a task and every group member knows who does what, where, when and how)
- Provide good opportunities for information and feedback

2. 7 Step Process to Developing Effective Coalitions

Forming a coalition sounds easy, but proper planning and knowledge can avoid problems in the future. Therefore steps below can make the formation of effective coalitions easier:

STEP 1: Assess the Context

- Determine whether other coalitions already exist in your community
- If so, consider the option of becoming part of that coalition
- If not, consider the option of forming an own coalition

STEP 2: Formation of a core group and analysis of objectives

The core group should:

- Define the issue and the purpose of the coalition
- Clarify objectives
- Write a tentative statement of purpose to interest stakeholders in joining the coalition
- Make decisions about support structures
- Identify stakeholders

STEP 3: Identify Stakeholders

- Identify people working on the issue (stakeholders)
- Consider who has influence
- Determine who will be supportive
- Identify who may put obstacles in your path
- Consider how many people should be involved
- Ensure involvement and commitment of all stakeholders
- Invite stakeholders to a first meeting

Exercise:

Identifying stakeholders

STEP 4: Organise the first coalition meetings

Organisation:

- Make sure the location is neutral
- Set a date and time that is convenient for the majority of stakeholders
- Identify a facilitator
- Inform the stakeholder what they can expect and what they need to prepare
- Prepare an agenda (and follow it during the meeting)
- Send a reminder shortly before the meeting to all participants
- Make sure to collect contact details of all participants
- Appoint a minute taker and distribute the minutes in due time after the meeting

Exercise:

Planning an agenda and conducting a meeting

Content:

- Discuss and develop a structure for future meetings
- Identify a coalition organiser
- Develop a group vision and mission
- Define roles and responsibilities of members
- Decide if committees are needed to collect information or work on particular tasks
- Decide upon details of future meetings

Exercise:

Formulate a vision and mission statement

- Discuss the agenda for the next meeting
- Identify other individuals and groups to be invited for the next meeting

STEP 5: Sustain the Coalition

- Develop a successful coalition structure
 - How long and frequent should meetings be?
 - Should agencies officially join the coalition?
 - How will decisions be made?
 - How will agendas be structured?
 - How much will members realistically participate between meetings?
- Manage power struggles (by acknowledging potential power issues, shape a collective identity, remind participants of the big picture, reward members)
- Propose a variety of activities to meet members' needs and skills (meetings, workshops, conferences, etc.)
- Identify short-term successes (and celebrate them)
- Encourage active participation of all stakeholders by:
 - Demonstrating the personal benefits for each participant/organisation
 - Run effective, interesting, productive meetings
 - Allocate enough time during meetings for members to express their views
 - Communicating with them during times without meetings (e.g. through sending newsletters, brochures, email updates)
- Anticipate and provide necessary resources
 - Meeting planning, preparation and facilitation
 - Membership recruitment, orientation and encouragement
 - Research and data collection
 - Participation in activities and projects

Role play:

Solving problems and power struggles among coalitions

Group work:

Conflict resolution

STEP 6: Overcoming obstacles

- Coalition organiser should assign tasks to coalition members and follow-up on the execution (but should avoid doing everything on her own)
- Strong leadership helps to keep focus during meetings and the time in-between
- Try to keep moving forward

Exercise:

Practice group techniques (e.g. brainstorming, negotiations, problem solving and decision-making)

STEP 7: Improve through evaluation

- Ask for feedback
- Evaluate the effectiveness of specific activities
- Use evaluations to respond to changes within the coalitions, its goals and its structures
- Know when it is time to dissolve, disband or change the structure of the coalition

Resources

Cooperative for Assistance and Relief Everywhere, Inc. (CARE) (2001) Advocacy Tools and Guidelines: Promoting Policy Change.

High Altitude Integrated natural Resource Management Program (2002) Training Manual for Gender Awareness/Sensitisation Workshop for Community Representatives.

Ministry of Women Affairs (Afghanistan) and UNDP (2007) Gender Awareness and Development Manual: Resource Material for Gender Trainers.

NHTSA (2012) Community How to Guide on Coalition Building.

Prevention Institute (2004) 8 Steps to Effective Coalition Building: Harnessing the Power of the Coalition to Increase Program Effectiveness & Sustainability (Presentation)

Sherow, S. and Weinberger, J. (2002) Planning for Change: A Coalition Building Technical Assistance System - Coalition Building Basics.

USAID (2012) Gender Equality and Female Empowerment Policy.

Women's Learning Partnership for Rights, Development and Peace (2001) Leading to Choices: A Leadership Training handbook for Women.

YMCA (2006) Empowering Young Women to lead Change: A training manual.