GENDER MAINSTREAMING
MANUAL

PR⊙
WO+MAN

Preface

This manual is part of a continuous process to identify challenges and build capacity towards gender mainstreaming. The manual is a follow-up initiative identified during the first phase of the Pro WO+MAN project (Pro WO+MAN Research Report, PEN, 2013).

The manual provides guidelines, exercises and tools related to organizational development and the programme/ project cycle in this respect. The manual targets the partner organizations of the Olof Palme International Center (OPIC) and serves to facilitate their work for gender equality at policy and programme levels.

Content

ACRONYMS

CEDAW	Convention on Elimination of all forms of Discrimination against Women
CSD	Communication for Social Development
D4D	Democracy for Development
GA	Gender Analysis
GEL	Gender Equality Law
GIA	Gender Impact Assessment Form
GM	Gender Mainstreaming
GMM	Gender Mainstreaming Manual
M&E	Monitoring and Evaluation
SCR 1325	Security Council Resolution 1325 "Women, Peace and Security";
WAGJ	Women Association of Gjakova

INTRODUCTION

Gender mainstreaming is a strategy to achieve gender equality. This strategy aims at making visible the different impacts on or impact of women and men in a given context. It involves the recognition that the gender division of labor and its associated norms, values and ideologies are defined by a complex of power relations which tend to accord to women lesser political voice, social/cultural value, and access to and control over economic resources. Gender mainstreaming can be implemented in the activities of organizations of all kinds, such as public administration, NGOs and in other development cooperation projects.

Gender mainstreaming relates to "the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, for every area and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes, in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated" (Economic and Social Council, substantive session of July 1997).

The manual has been designed to provide organizations with analytical and practical tools which will assist them to mainstream gender into different areas of their work. The manual may also be used as a tool by the organizations seeking to assist their partners and stakeholders in mainstreaming gender. The manual provides practical advice in organizational structure, project cycles, as well as planning and implementation of programmes.

1   ORGANISATION OF THE MANUAL/METHOD

This gender mainstreaming manual (GMM) relies on learning and participatory methodologies. The essential steps that guide the content of the GMM and the practical principles expected to be implemented are divided into two parts, the organization level and the programme/project level. Furthermore, they are divided into sub-steps for each part, followed by practical explanations and exercises.

The specific objectives of the GMM are to:
1.Provide conceptual knowledge, practical tools and resources on gender mainstreaming.
2.Facilitate, guide and support internal gender mainstreaming.
3.Provide insights, resources and tools for mainstreaming gender within the policies, programmes and activities of partner organisations.

The manual is practical and aims to support organizations working in different areas to integrate the gender perspective as a cross-cutting issue. The steps are general enough to allow flexibility in adapting the content depending on the organization's focus of work. The manual intends to guide capacity-building activities, coaching sessions on gender mainstreaming for organizations. The method is progressive, participatory and based on principles of exchanging experiences and learning by doing.

2   OVERVIEW OF GENDER PROFILE IN KOSOVO

Several institutional mechanisms and legal instruments have been established in Kosovo, with the aim to promote gender equality and to integrate a gender perspective in developmental policies of institutions and organizations. Constant efforts have made by international and national institutions, to address gender issues and establish these mechanisms to ensure equal participation by women and men in all living spheres and the respect for fundamental human rights.

Kosovo appears to be ahead in comparison with other countries in the region, regarding the development of a legal framework as well as the participation of women in decision making. However, statistics about the involvement of women in executive positions in public institutions, political parties and other sectors attest to low involvement. This shows that although the legal infrastructure can be among the best in the region, it is not effectively implemented in reality.

2.1 MECHANISMS FOR ATTAINING GENDER EQUALITY IN KOSOVO

Kosova ka relativisht një bazë të mirë të infrastrukturës ligjore dhe institucionale për promovimin e barazisë gjinore që mund të përdoren nga organizatat e shoqërisë civile në punët e tyre në nivel lokal dhe qëndror. Qeveria dhe Parlamenti i Republikës së Kosovës kanë përpiluar një infrastrukturë të plotë ligjore dhe institucionale në fushën e të drejtave të njeriut.

The following mechanisms which forms an integral part of Kosovo's Constitution are:
•Kosovo's Constitution
•Gender Equality Law (GEL)
•Anti-Discrimination Law
•Law on Protection of Domestic Violence
•Law on General Election in Republic of Kosovo
•Civil Service Law of the Republic of Kosovo

Policies, Strategies and Action Plans of the Government of the Republic of Kosovo
•Kosovo's Programme on Gender Equality (2008-2013)
•Kosovo's Programme and Action Plan against Domestic Violence (2011-2014
•Strategy and Action Plan on Anti-Discrimination (2011-2013)
•Action Plan for Women's Economic Empowerment
•Strategy and Action Plan for Human Rights in the Republic of Kosovo (2009-2011)
•Action Plan on the Implementation of Security Council Resolution 1325, "Women, Peace and Security"

2.2 INTERNATIONAL LEGAL DOCUMENTS

A number of international documents and conventions formed the legal framework when compiling the legislation and guide its implementation in Kosovo. These documents, among others, include: the Convention on Elimination of all forms of Discrimination against Women (CEDAW) the European Convention on Human Rights; Beijing's Platform for Action; Security Council Resolution 1325 "Women, Peace and Security".

Source: Government of the Republic of Kosovo, Action Plan on the Implementation of Security Council Resolution 1325, "Women, Peace and Security", 2013 – 2016, Baseline Report

3   MAINSTREAMING GENDER IN ORGANIZATIONS

3.1 GENDER RESPONSIVE PROFILE OF ORGANIZATIONS

In this section a few steps are introduced to support organizations in mainstreaming gender. Following are seven steps to help you initiate change within your own organization.

STEP ONE:

• The organization's vision, mission and objectives with gender perspective
It is essential to pay attention to organization's vision, mission and objectives. The vision, mission and objectives of the organization should include the gender perspective aiming social change with the equal inclusion of men and women, and for them.

💡 WHAT TO DO?

• Start thinking about adopting measures which could eliminate the causes of gender inequalities and stereotypes through changing the organization's mission and objectives.

EXAMPLE: Including gender perspective in the mission and objectives of an organization
For the purpose of this exercise D4D's mission and objectives have been used.

MISSION: D4D's mission is to advance the process of public policy development to accelerate socio-economic development of the country (from a gender perspective) and to strengthen democratic culture in Kosovo.

D4D'S SPECIFIC OBJECTIVES CONSIST OF:
  1. Development of independent research for public policy in the field of socio-economic development, governance, political development and the development of inter-ethnic relations, regional and international levels, taking into account a gender perspective.
2. Support the consolidation of democracy within institutions and political parties in Kosovo, examining the role and participation of women and men in consolidating democracy within institutions and political parties in Kosovo.
3. Impact on various aspects of public policy, and processes such as the creation, extensive involvement, implementation, monitoring and evaluation of public policies with a specific focus on their effect on the lives of women and men.

4. Providing forums for discussion and exchange of experiences, ensuring participation on an equal basis by women and men, in a wide range of subjects and especially in cross-disciplinary aspects.

STEP TWO:

• **Organizational structure**

It is important to also take a closer look at the organizational structure from a critical perspective to ensure that gender equality is aimed and included.

💡 WHAT TO DO?

• Reflect on the relationship between men and women working in your organization at the managerial level and other levels.
• What kind of positions do women usually hold in the organization?
• What are the opportunities for advancement for women?
• Pay attention to gender balance at all levels in the organization's hierarchy, reflect on measures to advance gender equality and create equal access and opportunities in your organization.

SUGGESTION: Discuss women's representation in the decision making bodies in Kosovo

Reflection from gender profile in Kosovo context:

The experience from Kosovo shows that leading positions are usually occupied by men and that women generally are deprived from participation and influence in important forums and at work. It is therefore important to scrutinize your organization and find mechanisms to ensure equal access to participation.

The work of organizations in general is greatly concentrated on working with local community groups. Therefore, it is essential to also consider a few issues during implementation of activities from a staff perspective:

💡 HOW TO DO IT:

• When possible use both men and women staff during the implementation of an activity.
• Ensure equal participation in the planning and design of activities.

STEP THREE:

•**Affirmative action policies**

Affirmative action policies aim at providing special opportunities for members of a disadvantaged and underrepresented group. They are effective tools to compensate the systematic discrimination and inequalities from the past, and can therefore help address inequalities within an organization or institution.

SUGGESTION: Discuss how do you feel about affirmative action policies? Are they necessary for you organization? If not, why?

💡 **WHAT TO DO?**

•Ensure equity in remuneration and benefits for women and men employees.
•Ensure gender balanced composition of the decision making bodies in the organization.
•Guarantee parity and when necessary the redistribution of power and resources between women and men in the organization.

It is worth considering these law provisions: Law No.2004/2: Law on Gender Equality, section 13, employment; Law No. 03/L-212: Law on Labour.

Reflection from the Kosovo context:

Since 2002, following a decision by the Central Elections Commission, all political parties in Kosovo are obliged to have women represented as one third of the candidates in their election lists.

As a result, after the 2010 election, 33.3 % of the members of parliament in the Assembly of Kosovo are women.

The quota is integrated also in the Constitution of Kosovo, as a provision on affirmative action pertaining to women. Formal measures such as the gender quota may have contributed to progressively normalize the presence of women in spaces traditionally dominated by men, such as the police services, security forces and other relevant bodies, and by doing so it has promoted gender equality overall.

STEP FOUR:

•**The norms around language (jokes, comments, images etc.) and behaviour that might foster inequality and stereotypes in the organization**

Within an organization it is essential to identify factors that could create and even worsen gender biases and discrimination. This requires attention to both relationships at the workplace (e.g., sstereotypes and prejudice) as well as power structures and norms (situational

characteristics). Stereotyping may be particularly strong in situations where women are underrepresented. This is highlighted in Kosovo in politics or in positions "traditionally appropriate for men" such as the army, the police services and security for example. Women are often named/labelled and given names if they move into men dominated areas. Such labelling and name giving influences the general perceptions for women.

SUGGESTION: Encourage discussion on this topic through the following questions:

•What language (nouns, adjectives, nicknames) is used to describe women and men colleagues in the organization?
•Do women and men behave differently in the organisation? Do they take on different roles in meetings or in the lunch room when receiving visitors?
•What challenges do women in decision-making positions face?
•How does society perceive women in positions of power?

EXERCISE: **GENDER STEREOTYPES AND PREJUDICES:**

Scenario: This scene is set in an office. The majority of the office staff, both men and women, want to change the established way of holding a regular office meeting. The staff in general decides that one of the women should volunteer to present the request to the boss in order to persuade him/her of the advantages of suggested change.

The group should select volunteers (men and women) to take on the roles of the woman and the office boss. Imagine the discussion which takes place in the office when the woman who has volunteered to talk to the boss is being briefed by the group on how to handle this encounter.

•What does she say when she meets the boss and how does he respond?
•How does she report the encounter to her colleagues and what is the outcome?
•How could gender stereotyping have shaped this event, and how could it have been handled differently?

Cases of harassment, stereotypes and prejudices are not unknown for Kosovo in the workplace. The Law on Gender Equality, the Criminal Code, the Labour Law, and the Law on Civil Service contain provisions against sexual harassment. However, such provisions are not effectively implemented. Thus, these kinds of policies within an organization are a crucial aspect for advancing gender equality and ensuring a professional and friendly working environment for both men and women.

•Develop organization and human resource policies that address gender issues (ex. sexual harassment, gender-based violence, reconciliation of work and family life etc).
•Prohibit and prevent all forms of violence in the workplace, including verbal, physical, or sexual harassment.
•Ensure job security by allowing for interruptions in work for maternity leave, parental leave and family related responsibilities.

STEP FIVE:

•**Gender Fair Practices**

SUGGESTION: Discuss what gender fair practices are.

Reflection from the Kosovo context:

Oftentimes men have more opportunities to get promoted. There is the belief that men are more qualified and less involved in family obligations, with the belief that child care and household activities are the primary responsibility of women.

Often these challenges are evident in the private sector that discriminates against women and prevents them from benefits and promotion in position, because of their potential to bear children, to seek payment for maternity leave, or even expected house hold duties from women. Therefore, it is important that the internal regulations of organizations eliminate discriminatory practices against women and encourage a sustainable environment for both men and women.

💡 **WHAT TO DO?**

•Try to eliminate direct and indirect prejudices during the process of recruitment, firing, or promotion of men and women.
•Ensure fair and comparable wages, working hours, and benefits for comparable work for all employees.
•Provide equal opportunities for professional development.
•Include the promotion of gender equality as a factor in evaluating the staff performance and provide resources to support gender strengthening initiatives (trainings, workshops, texts etc.).
•Promote equal opportunities for men and women in regards to trainings, education, decision making processes, etc.

SUGGESTION: Training for the staff on gender perspective

Gender training is an important tool since it builds capacities and provides people with awareness, knowledge and practical skills. At the same time, gender training motivates participants to implement gender mainstreaming and work for gender equality. Gender training could make a difference on staff's attitudes on power relations, gender roles, values and how these components interfere within the work environment.

The content of the training should depend on the context and other specificities of the organizations' scope of work, sector and internal culture. It relates to the understanding of gender as a social construct and the difference between sex and gender; increased capacity to promote more gender balance and understanding gender equality as more than a women's issue. Training will encourage organizations to embrace the notion of gender equality and to accept new methods for ensuring a gender perspective into their working area and organizational structure.

EXERCISE:	WHAT IS THIS THING CALLED GENDER?

Aim: To understand the distinction between sex and gender and to reflect on the manners that women and men are expected to behave.

Procedure: Draw two columns in a letter. On the first column write "Men", on the second one write "Women".

• Ask from participants to write a list of things associated with the idea of being a man. Responses (reflections) may be positive or negative. Support participants to mention (reflect) on biological and socially constructed norms for the label "man".
• The same procedure should be repeated for the column named "Women".
• Briefly analyse few of the characteristics mentioned in both columns. Talk about them, reflect on the choices.
• Then change the labels, replace the label "Men", with the label "Women" and vice versa.
• Use the questions/issues below to moderate discussion related to the labelled characteristics attributable for men and women, and why they were put there. Try to explain the biological characteristics which can be attributable only for men or women, which are known as characteristics related to gender, and characteristics related to socially constructed norms, attributable for men and women, which are known as gender characteristics.

Optional version: In order to question the perceived differences between genders, you may collect and present images of men and women which exemplify some of the typically imagined biological and social roles, for example a woman cleaning the dishes, breastfeeding or a man fixing the vehicle, reading, drinking alcohol and vice versa men and women doing tasks normally associated with the other gender. Ask participants what they perceive as appropriate and whether what is represented in the images reflects their opinions/views!

Questions for discussion:
• What does it mean to be a man?
•What does it mean to be a woman?
•Do you think that there are biological differences between men and women? Which are they? What importance do they have?
•Do you think that women and men are raised in the same manner?
•What do you think is the role of man in an intimate relationship? And the role of woman?
• In what way does a man express his feelings? Does this differ from a woman?
• How does a man express his sexuality? Does this differ from the way how woman expresses her sexuality?
•Are our perceptions of the roles of men and women influenced from what our society, our culture, religion and our family thinks and believes? How? Is this a problem?
• Does media have an influence over gender norms? If yes, in what way? How does media portray women? How does media portray men?
•How are these differences and inequalities represented in our everyday life?
• How are these differences reflected in our relations with family and partners?
• How could you challenge some of these disparities? Would you want to?

3.2 THE ESSENTIALS OF MAINSTREAMING GENDER IN PROGRAMS

It is important to integrate gender perspective not only in the organization but in the programmes and projects as well, starting from a gender sensitive power analysis, planning the intervention, implementing the project, during monitoring and evaluation, in communications and the dissemination of information and when evaluating the job done. These few phases are summarized below:

The Organization
(Organizational structures, policies, procedures and culture)

It's Program

The Society
(The outcomes and impact)

Design
Gender Analysis/Need Assessment

Planning
Gender Planning

Implementation
Gender specification/Capacity Building

Monitoring
Gender sensitive monitoring/evaluation
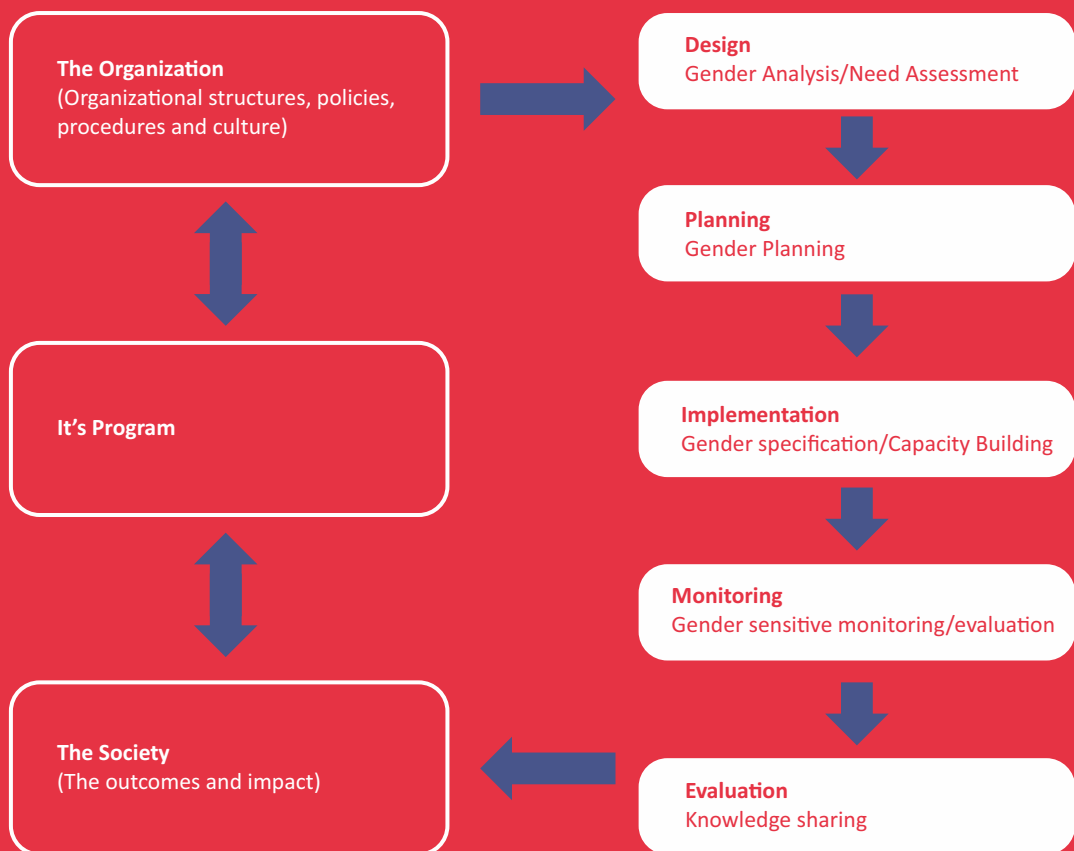
Evaluation
Knowledge sharing

Figure 1. Gender mainstreaming in project cycle

GENERAL STEPS FOR MAINSTREAMING GENDER AT THE PROGRAMME AND PROJECT LEVEL:

STEP ONE:
•**Assessment of project objectives**

When appropriate the gender perspective should be visible in the project objectives. This is needed to guide the planning and assessment of actions.

💡 **WHAT TO DO?**

Points to consider:
•Is gender perspective visible in project objectives? If not, should it be?
•Is attention to the gender perspective evident in the objectives? If not, should it be?
•Is promotion of gender equality evident in the objectives? If not, should it be?
•Make sure that the objectives of the project do not adversely affect power relations in the context of the project.

EXAMPLE: Project objectives that include the gender perspective.

OVERALL OBJECTIVE: Reducing overall poverty levels among men and women aged 20-30 in Kosovo.

NOTE: Make sure you recruit gender equal participants; 50% men and 50% women.

OBJECTIVE 1: 1,000 young job seekers, men and women aged 20-30, will have been trained and received employment.

NOTE: Make sure you recruit gender equal participants; 50% men and 50% women.

OBJECTIVE 2: Individual counselling to beneficiaries to develop Employment Plans and to monitor and evaluate progress has been ensured.

NOTE: Make sure you recruit gender equal participants; 50% men and 50% women.

Many projects in Kosovo are in various ways targeted at promoting entrepreneurship. A gender analysis of the target area should be included in the project plan, assessing the significance of gender differences in relation to project objectives and activities.

In general, the number of women among entrepreneurs is lower than that of men, women mainly operate in different lines of business than men, and women's enterprises are often smaller.

Moreover, women may face special challenges in reconciling work and family life. While one should be aware of these general differences, merely stating them in the project application is not sufficient.

Plans for projects targeted at promoting entrepreneurship must also concretely elaborate strategies to in relation to these differences, such as, the gender ratio of entrepreneurs in the project's target area, the lines of business in which women's and men's businesses operate, the size of women's and men's businesses, the development stage of these businesses and any other challenges in terms of education, skills, business and growth development faced by women and men entrepreneurs.

For more detailed information on how to include gender in the Log Frame, points to consider, refer to step two below.

STEP TWO:

•**Including gender perspective in Log Frame**

Incorporating gender perspective into the programme log frame can be done in two ways. Firstly, by working with the objectives, indicators and activities to ensure that they refer to changes for both women/girls, and/or men/boys.

That is to use gender as a cross-cutting issue in your projects. For instance, by making sure that an objective which aims at "increasing the incomes of citizens in village X", benefits men and women equally. Secondly, by including objectives, indicators, activities and risks that specifically addresses gender issues. For example, in a livelihoods programme there could be a specific objective around "increased ownership and control of property by women".

Below is a table with questions related to each aspect of the log frame that you may consider when developing your own or when assessing a partner's log frame from a gender perspective.

OVERALL OBJECTIVE

Will women and men benefit equally from the programme and / or is the programme designed to empower women specifically?

Will the programme contribute to gender equality

INDICATORS

Do your indicators measure benefits of both women and men?

Do your indicators measure progress of gender equality in any way and for specific areas?

RISK AND ASSUMPTIONS

Is there likely to be opposition to altering power balances from community members, other stakeholders?

If so, will this undermine the programme or cause any backlash?

SPECIFIC OBJECTIVES:

Do objectives reflect known gender inequalities that exists? Refer to results from a gender analysis?

Are there specific objectives designed to address gender inequalities or barriers that might exist?

Do your indicators measure benefits for both women and men?
Do your indicators show whether any inequalities in relation to access, income or power are decreasing?

Are your indicators realistic and have they taken into consideration possible constrains to men's or women's participation in activities and/or decision making?

Do your indicators capture qualitative as well as quantitative challenges/changes in women's and men's lives?

Possible lack of capacity exist to ensure gender related inequalities or that discrimination highlighted can be addressed?

RESULTS:

Benefits for women and men should be considered within each result.

Do your indicators explicitly measure benefits for women and men?

Have both women and men in target communities been consulted in the development of the programme?

Where appropriate, think about the need for specific results targeted towards women's empowerment/rights.

Do your indicators capture qualitative as well as quantitative changes in men and women's lives?

Have both women and men's priorities and interests been taken into account?

ACTIVITIES:

Are the planned activities appropriate given the limitations of the roles and responsibilities within a specific society and culture in relation to gender. Adjusting to reality but without reinforcing gender stereotypes?

Do they take into account women and men's capacities and their ability to participate fully?

Are there any specific activities planned to address existing gender related inequalities or violence against women etc.?

Have you built in activities around staff capacity working with gender and mainstreaming if necessary

Do the systems, methods and approaches for verifying and monitoring project activities draw attention to the outcomes or impact of the activities on both women and men?

What methods or approaches could be used to monitor project activities for attention to gender equality concerns?

Do women and men have the time to participate in the activities? Does the activity schedule take workload constraints (inside and outside the home) into consideration?

Will there be any unintended negative impact on women or men because of the programme. Is there a risk that women's workload will increase because of project activities?

How can this be mitigated?

Do staff understand gender issues and are they supportive of equality?

Can staff access all members of the community? Are women staff needed to consult with women?

For more detailed information on Responsibility and Accountability for Gender Mainstreaming, please refer to Reference section: Gender Mainstreaming Resource Pack: A Practical guide for programming, Trocaire Mainstreaming resource Pack, 2010

STEP THREE:

•**Assessment of the initial situation, the key problem and the operating environment**

💡 **WHAT TO DO?**

Few of the points that need to be considered when assessing the initial situation from a gender perspective, include:

•Do you have gender equality inscribed in the values, standards and operating instructions that steer project activities?

•What is the number or proportion of women and men or girls and boys involved in the problem or context at which the project is targeted?

•What kinds of divisions according to gender (gender segregation) do you see in the context?

•What kinds of quantitative and qualitative information (studies, statistics etc.) is available on the status of gender equality in the targeted context? What kind of differences do you find in these reports?

•Are there any differences between women and men in terms of interests, problems, life situations and aspirations that you need to take into account when planning for activities?

•What norms characterise the target group's notions of gender? What kind of stereotyped notions and expectations towards women and men are apparent?

•How are different resources (money, time, space) and opportunities divided between women and men within the project?

STEP FOUR:

•**Gender analysis**

Gender analysis is about understanding and critically reflecting upon the different realities faced by women and men in any context. The analysis looks at power relations in various ways: the different roles and responsibilities of women and men, the assets available to them and their control over these. The information we get from this analysis helps us appreciate the context as it affects men and women to ensure that our programs responds to them appropriately. Gender analysis highlights the priorities, concerns or various interests of groups of men and women that might have not been considered in the past, and as a result might demand changes in certain programs/projects.

(For detailed information on Gender Analysis, please refer to the Reference section: Gender Mainstreaming in Practice: A Toolkit, United Nations Development Programme, 2007).

💡 **WHAT TO DO?**

Few points to consider when applying gender analysis:

•Look into and critically analyse the differences in women's and men's experiences, roles, interests and priorities.

- Consult with and talk to women and men, together and separately in relation to the project.
- Use this information and analysis to guide programme development to ensure it is appropriate, relevant and effective.
- Use existing national level information when available as a supplement.

Understanding the political context and the gender profile in Kosovo is essential in understanding the scope of work of the issue that our program/project addresses. This means that we have knowledge on the laws and policies, as well as the norms and traditions that have different impact on men and women. Differences between women and men in terms of interests, problems, life situations and aspirations within the project may have considerable impacts on the success and effectiveness of project activities. It is therefore necessary to examine these differences and then assess their significance to the project. For more information related to the institutional and legal gender framework for Kosovo, please refer to section 3: Overview of Gender Profile in Kosovo.

STEP FIVE:
- **Assessment of planned measures**

In order to achieve the project objectives, when planning the project you must concretely analyse how the planned measures (activities, forms of intervention, etc.) are targeted at women and men, and whether they meet their interests and rights equally well.

WHAT TO DO?

Few points to consider:
- How are the measures and actions targeting women and men?
- Do the planned measures meet the interests and rights of women and men?
- Do the planned measures influence differently on women and men?
- Do the measures maintain or dismantle existing gender inequality?

Note: Women and men should be involved in the design of programmes. It is essential that both women and men are consulted and that their views should be heard during programme planning, monitoring and evaluation to ensure their different interests and priorities, forms of discrimination and rights are understood and responded to. Affirmative actions and outreaching activities, referring to steps on the organizational level, may be supportive in this process to ensure the inclusion of both perspectives in these community councils. Often this implies a need to focus on actively promoting and supporting the involvement of women more specifically in planning and decision-making and ensuring that men support this.

The project aims at motivating individuals to engage in community gatherings, to attract new individuals to these gatherings, to arrange discussion events that support these objectives and to bring together large numbers of people. The project application states that both women and men have equal opportunities to participate in these gatherings.

However, the plan does not include information on women and men's community engagement activity; how much women and men engage in discussions, what types of interests they have, what encourages and discourages them to get engaged, and whether women's and men's opportunities differ. It therefore is unlikely that the project will be able to motivate both women and men to become equally active, discussing issues that equally inspire and reflect their interests.

STEP SIX:

•**Implementation**

WHAT TO DO?

A few issues to consider during the implementation phase to ensure that gender continues to be taken into account.
•Is there a gender balance among participants? Is it relevant? What can you do?
•Is it certain that everybody from the target group have the possibility to participate in the project? If not, identify why and try to come with creative solutions to these obstacles.
•Is the implementation team mixed? Mixed implementation teams in gender, background, roles & responsibilities, are likely to a better overview of the variety of needs of the target group during the project.
•Do women and men in the implementation team share roles equally? Make sure that both have visible roles and that they are not assigned "gender specific" roles.

STEP SEVEN:

•**Monitoring and evaluation**

Monitoring and evaluation are key aspect of all our work, from the project cycle perspective and gender mainstreaming perspective. At this stage, it is also important to design gender sensitive indicators to ensure that a programme or a project is focusing on gender related interests and rights.

THE MONITORING PROCESS

•Develop gender sensitive indicators
Gender sensitive indicators measure change and progress of the gender issues and policies. They can be quantitative and/or qualitative.

Example: Indicator: The share of women who have access to business subsidies shall have increased by 50% by the end of the project period. Baseline: In 2013 32% of women in a special community have access to business subsidies, compared to 68% of the men.

For more information related to gender sensitive indicators and mainstreaming gender into monitoring and evaluation, please refer to the Reference Section: Gender Mainstreaming in Practice: A Toolkit, United Nations Development Programme, 2007, Step 8 Monitoring: Keeping a gender sensitive eye on things.

POINTS TO BE TAKEN INTO ACCOUNT DURING THE PROCESS OF MONITORING

In monitoring, the following questions draw attention to the development of project staff skills, problems and solutions, data collection methods, and analysis of collected data and results from a gender perspective:

•Has project staff, target groups and/or different stakeholders been trained in gender mainstreaming methods?
•What kind of problems and obstacles have been met in taking the gender perspective into account and promoting gender equality in project activities?
•What kind of new solutions and measures are necessary to succeed in taking the gender perspective into account and enhance gender equality?
•What does the quantitative data from monitoring gender reveal? (Example: Fewer women participated in a particular activity within a project compared to men)
•Are indicators monitoring more qualitative outcomes and impacts used in assessment related to gender equality? Example: There is an increase in the active participation of women in local councils as well as involvement in management and decision making by the end of the project.
Do the experiences of participants in project activities differ for women and men?
•Has the activity been equally accessible to women/girls and men/boys and has it met their interests on an equal basis?
•What are the project impact in terms of gender? Positive or negative?
• Who will utilize the project results, is there a difference between women and men?
•What will be the project's long-term impacts on gender equality?

EVALUATION PROCESS

Evaluation as a systematic and objective process of project activities, measures the relevance and the level of objectives' achievement; the effectiveness, efficiency, impact and sustainability. Gender responsibility during the process of project evaluation can be tested with the following questions:

💡 **WHAT TO DO?**

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

SUGGESTION: Points to be considered

Discussions with women and men may need to be done separately, rather than in mixed groups, or through a combination of both.
•Women may not feel free to talk openly about their situation or their interests in front of men (consider rural areas). Women staff may need to be involved to ensure that women can talk openly. On the other hand, if an activity includes groups of men (in rural areas), the presence of men staff would be significant, or both men and women, in order to present the significance of gender perspective beyond women's issues only.
•Women may also often differ from men when priorities are being determined for a project. This may be because women are in a different position of power, find themselves in different positions in society, feel less confident or are shy talking to 'outsiders'. This is relevant for the practice of establishing local councils within the communities of urban and rural areas. How both women and men are involved in community decision making processes/structures such as local government bodies, village development committees, as is the case for the projects of Women's Association and Syri i Vizionit.
• In many cases, community leaders often speak on behalf of a community. It is important to check whether leaders represent both women and men, and if not how other views can be heard.

• Adolescent girls and boys may also have different needs and issues than older women and men. Age specific groups can be a good way to deal with this. Relevant for the project of CSD, working with youth on building their entrepreneurship skills.

STEP EIGHT:
•Communication strategy based on gender perspective

Many organizations and institutions have designed their communication strategy in order to effectively approach their partners and the public, on how to distribute the information, and the issues and policies that should be taken into account when information is about to be disseminated. The communication strategy must include a gender perspective in order to ensure equal involvement and contribution of women and men, and so that their representation is fair and decent.

WHAT TO DO?

Consider the following points:
•Are men and women equally represented in the communication verbally and visually?
•How have communications reached both women and men, which methods have been used, are they equally accessible to women and men?
•What kind of feedback have women and men provided on the communication?
•What image and representation of gender does the communication material display? Does the communication run the risk of perpetuating gender stereotypes?

It is very important to note that communication is not simply a neutral transfer of information. Communication also includes strategic objectives such as awareness raising, advocacy, promoting transparency and sharing of good practices. In this regard, a crucial aspect of gender mainstreaming relates to good communication practices that take into account different interests, positions and situations of women and men as well as how they are represented and described.

REFERENCES

Suggestions for further reading in addition to the documents previously mentioned in the manual:

1.A practical guide for programming, Trocaire Mainstreaming Resource Pack 2010

2.Baseline Report, Action Plan on the Implementation of Security Council Resolution 1325, "Women, Peace and Security", 2013 – 2016, Government of the Republic of Kosovo.

3.Gender mainstreaming Manual, A book of practical methods from the Swedish Gender Mainstreaming Support Committee, Swedish Governments Official Reports, Stockholm, 2007.

4.Gender Equality Strategy (2008 – 2011), United Nations Development Programme.

5.Gender in Development – Policies; Guidance Note on Gender Mainstreaming, 1997.

6.Gender Mainstreaming in Practice: A Toolkit, United Nations Development Programme, 2007.

7.Gender Mainstreaming in Practice: A Handbook, UNDP Regional Centre for Europe and the CIS (UNDP RBEC), Astrida Neimanis, 2005.

8.Gender Mainstreaming Manual, Resource Material for Gender Trainers (UNDP), Ministry of Women's Affairs Training and Advocacy Department, Kabul, 2007

9.Good practices in gender mainstreaming — Towards effective gender training — Mainstreaming gender into the policies and the programmes of the institutions of the European Union and EU Member States Lithuania: European Institute for Gender Equality, 2011

10.Gender mainstreaming in development programmes and projects. Guide for authorities and project actors. Marja-Leena Haataja, Eija Leinonen, Sinikka Mustakallio, Training and Consulting Project of the Gender Mainstreaming Development Programme Valtava, Jyväskylä, 2011.

11.Guidelines for Gender Sensitive Programming ICIMOD, Prepared by Brigitte Leduc and Farid Ahmad, November 2009.

12.Guide to Gender sensitive Indicators, Produced by the Canadian International Development Agency (CIDA), 1997.

13.Manual on Gender Mainstreaming, employment, social inclusion, and social protection policies, European Commission, 2008.

14.PRO WO+MAN Research Report, PEN, 2013

15.Toolkit on Mainstreaming Gender Equality in EC Development Cooperation

16.Mainstreaming gender into the policies and the programmes of the institutions of the European Union and EU Member States. Good practices in gender mainstreaming. European Institute for Gender Equality. Luxembourg: Publications Office of the European Union, 2013

ANNEXES

GENDER MAINSTREAMING CHECKLIST FOR PROJECT OR POLICY DOCUMENT[1]

As a complement to the questions and exercises above you find checklists below that are designed to prompt thinking on gender issues when working on various initiatives. It should not be seen or considered as an exhaustive list of issues to consider, rather it is meant as tool to raise possibilities and help staff in their assessment. Checklists will help us identify which activities we have already implemented, while also providing guidance for expanding our approach in terms of gender mainstreaming.

Background and Justification:
•Is the gender dimension highlighted in background information to the intervention?
•Is all data in the situation analysis disaggregated by gender?
•Does the justification include convincing arguments for gender mainstreaming and gender equality?

Overall Objectives:
•Does the objective of the proposed intervention reflect the interests of both men and women?
•Does the objective seek to correct gender imbalances through addressing practical interests of men and women?
•Does the objective seek to transform the institutions (social and other) that perpetuate gender inequality?

Target Beneficiaries:
•Except where interventions specifically target men or women as a corrective measure to enhance gender equality, is there gender balance within the target beneficiary group?

Project Objectives:
•Do the project objectives address the needs and interests of both men and women?

Activities:
•Do planned activities involve both men and women? Are any additional activities needed to ensure that a gender perspective is made explicit (e.g., training in gender issues, additional research, etc.).

Indicators:
•Have indicators been developed to measure progress towards the fulfilment of each objective?
•Do these indicators measure gender aspects of each objective?
•Are indicators disaggregated by gender?
•Are targets set to guarantee a sufficient level of gender balance in activities (e.g., quotas for the participation of men and women)?

---

[1]UNDP Gender Mainstreaming in Practice; A Toolkit

Implementation:
•Who will implement the planned intervention? Have these partners received gender mainstreaming training, so that a gender perspective can be sustained throughout the implementation?
•Will men and women participate equally in the implementation?

Monitoring and Evaluation:
•Does the monitoring and evaluation strategy include a gender perspective?
•Will it examine both substantive (content) and administrative (process) aspects of the interventions?

Risks:
•Has the analysis of the context in terms of the different roles for women and men been considered as a potential risk, i.e., stereotypes or structural barriers that may prevent full participation of one or the other gender?
•Has it been considered that a specific intervention might have negative impact for someone, for example in the name of gender equality women get overloaded with responsibility, or men get expelled in certain aspects or situations as a result of a misunderstanding regarding a gender perspective concept or principle?

Budget:
•Have specific budget line items been reserved to ensure that both women and men will benefit from the planned intervention (when possible)? Has the need to provide gender sensitivity training or to engage short – term gender experts been factored in to the budget?

Annexes:
•Are any relevant research papers (or excerpts) included as annexes (particularly once that pay attention to gender perspective)?

Communication Strategy:
•Has a communication strategy been developed taking into consideration the various aspects of representation and access for informing various publics about the existence, progress, and results of the project?

GENDER IMPACT ASSESSMENT FORMS[2]

Gender Impact Assessment Form – GIA, is a specific type of Gender Analysis that is used to predict and reveal how projects and policies have affected or will affect men and women differently.

Programm ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Measure/Project ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Step One: Outline the current position of men and women in the area which this expenditure activity will address.

Who are the current beneficiaries of this area of expenditure activity? (Beneficiaries include users of the facility, or participants)...
How many are women?.........................How many are men?...
What data source did you use to determine these figures?...

Step two: What factors lead to women and men being affected differentially in the area being addressed by this expenditure activity?
Identify the factors which lead to the differential impact of women and men.
a...
b...
c...
d...

Step three: How can the factors which lead to women or men being affected differentially be addressed and changed?

How can the policy proposal/measure respond to the factors identified in Step 2 above?
a...
b...
c...
d...

Where considered appropriate, what actions do you propose in this regard?
a...
b...
c...
d...

⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

[2]UNDP Gender Mainstreaming in Practice; A Toolkit

KEY QUESTIONS TO INTEGRATE GENDER AS A CROSS – CUTTING ISSUE[3].

In analysis/planning process...
•Are women as well as men (target groups, staff, partners) involved in the initial situation analysis at all levels (e.g. policy dialogue, community consultation)?
•Are organizations working specifically on gender, or with women consulted?
•Is qualitative and quantitative data disaggregated between women/men?
•Are gender stakes relevant to the programme/ project/sector clearly highlighted?
•Are women/men's constraints, needs and views reflected in the objectives, risk analysis and impact hypothesis of the intervention?
• Is the allocation of financial and human resources appropriate to address equality issues?
• Are key processes (e.g. dialogue between key stakeholders), procedures (e.g. Terms of Reference) and planning tools (e.g. logframe) explicit on gender?
•When participatory, are the processes and approaches participatory for everybody?

In implementation...
•Do women and men participate in the programme including decision-making?
•Does the programme have strategies to involve women as well as men?
• Do women and men have equitable access and control over programme resources - e.g. are there criteria that discriminate against women or men?
• Is the programme steered with a view to increasing women and men's equal benefits?

In monitoring...
•Do women and men (target groups, SDC staff, and partners) take part in monitoring?
•Are collected data on the immediate and/or longer-term effects of the programme disaggregated for women and men?
•Are changes in gender relations reported as part of monitoring?
• Are «best – and bad – practice» on gender mainstreaming analysed and disseminated?

_____

[3]Toolkit on Mainstreaming Gender Equality in EC Development Cooperation

CHECKLIST FOR RESEARCH PROPOSAL TO HELP YOU ENSURE THAT A GENDER PERSPECTIVE IS INCLUDED[4]:

Researchers: Who will be involved in the gathering and analysis of data? Is a gender balance and a gender perspective (expertise) ensured?

Subjects: Will the situation of both men and women be researched? Will data be disaggregated by gender?

Methodology: What methodology will be used? Is it sensitive to both men's and women's particular interests (e.g., confidentiality, sensitivity to some issues)? Will the methodology be able to uncover differences in the situation or opinion of men and women?

Theoretical Framework: Does the research include gender as an important variable in determining social processes? Are other important axes for analysis considered (ethnicity, socio – economic status, geographical location, etc.)? What are the assumptions about gender roles and relations (sexual division of labour, reproductive work, etc.) that will inform the analysis? Does the research proposal demonstrate a good understanding of basic gender theories?

Proposed Outputs: What level of outputs is proposed? Will any proposed recommendations include attention to any gender disparities that are revealed be the research?

Credibility: Have steps been taken to ensure that the research will be valid and credible in the eyes of all stakeholders – of both women and men? (This might include consultations and opportunities for providing inputs and comments).

Presentation of Results: Will any research report that is generated also highlight the gender dimension of the findings? (Even if no significant gender differences were uncovered, it is important to note this in the findings)**.**

DEFINITION OF KEY TERMS

Sex: describes the biological differences between men and women. The proper terms of individuals when it is being talked about the biological sex are "female" and "male".

Gender: is a historical, social and cultural construct of the biological sex. Gender as a concept refers to the roles and responsibilities that society establishes for men and women. Also, gender includes the expectations that defines the characteristics, attitudes and behaviour that is best suited for men and women (masculinity and femininity). Gender is not a stable identity, and

---

[4]UNDP Gender Mainstreaming in Practice; A Toolkit

therefore gender roles might change with time and among cultures. Political status, class, ethnicity, special physical and mental needs, age, etc, can change gender roles. The concept of gender is crucial when we analyse social aspects, since it points out that female subordination or male domination is socially constructed and as such can be challenged and changed.

Gender Analysis: is the collection and analysis of gender-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different interests of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

Gender Disaggregated Data: is data that is collected and presented separately on men and women.

Gender Equality: means that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Gender Equity: is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Empowerment: is about men and women taking control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. This concept encourages individuals to empower themselves by raising their voices and demanding the implementation of their rights. Nevertheless, institutions including international cooperation agencies can support processes that can nurture self- empowerment of individuals or groups.

Gender Division of Labour: is the result of how each society divides work among men and women according to what is considered suitable or appropriate to each gender.

Gender Sensitive Indicators: are the indicators that measure change and progress regarding gender issues and policies. They can be qualitative and quantitative.

Gender-mainstreaming: is a strategy to achieve gender equality. Therefore it is a process rather than an objective in itself. The purpose of mainstreaming gender in organizations and institutions is to address gender inequalities through development agendas. UN ECOSOC describes gender

mainstreaming as "the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate objective is to achieve gender equality". (ECOSOC Agreed Conclusions 1997/2)

Gender responsive objectives: are non-discriminatory program and project objectives, that equally benefits women and men and aims at correcting gender imbalances.

Source: UNESCO's Gender Mainstreaming Implementation Framework, Baseline definitions of key concepts and terms.