REPORT ON CAPACITY BUILDING ON MAINSTREAMING GENDER TO LIFELAND PARTNERS

By:

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Executive Summary

Introduction

This report is based on the training on how to mainstream gender in the projects/programmes among stakeholders in the Ihemi Agricultural cluster. The main objective of the training was to enhance the capacity of the LiFELand Partners on how to mainstreaming gender in the projects. Specifically the training aimed to: Introduce the LiFELand Partners on the basic gender concepts, Introduce the LiFELand Partners on gender mainstreaming in Natural resource related projects.

Methodology for the workshop

The workshop adopted participatory methodologies and techniques. The presentations by the facilitator served as the guidance for reflection over the workshop objectives. The workshop participants were requested to actively participate in the discussion and ask questions for clarification over issues that they did not understand. The facilitator prepared group assignments one on each subtopic presented. Participants were required to discuss the topic, prepare a brief presentation for sharing and discussion during plenary sessions.

Findings

The review evaluation that was made after the training revealed that: participant grasped the concept of gender mainstreaming. The presentation on basic gender concepts was an eye opener especially for many participants who never had any formal training in gender studies. It was also a good refresher dose to those who had some exposure to the training in gender and development. Citing an example, participants were so excited to know that gender role division at household level have a bearing on gender role division in the project activities and that it varies with time and culture.

Gender mainstreaming in the project was an interesting topic to most of the participants. While participants enjoyed discussion on the basic gender concepts and techniques in gender mainstreaming, putting such knowledge into application was somehow challenging. The assignment on mainstreaming gender in the project was very interesting and challenging to most of the participants. There was a good discussion in identifying typical gender issues that have to be addressed during project planning and implementation and on applying the six steps for mainstreaming gender in the project. The summary of the presentation as indicated in section 4.2 reveals that participants grasped the important concepts of gender and had also acquired knowledge on doing gender analysis and gender mainstreaming in the project. However, more support on gender mainstreaming in the project and planning process is important to improve the implementation of gender mainstreaming in the project. Some of the participant had the opinion that despite there being some guidelines on doing gender mainstreaming in the projects it is rarely done

Challenges

The details of the presentation of both groups reveal that participants faced some challenges in doing gender analysis in order to identify the gender issues that the project should address. This is probably due to low level of knowledge and experiences in doing gender analysis. Furthermore, it was revealed that some participants experienced some challenges in mainstreaming the identified gender gaps in the planning and implementation project's life cycle. It was not clear to some participants with regard to when and how to mainstream gender in the project. Other participants thought that gender analysis should be done before the commencement of the project; however, the main constraint is lack of fund to conduct a detailed gender analysis.

Conclusion and recommendations

It is concluded that the training on gender mainstreaming was a useful input towards engendering of the projects especially in the planning phases. As reflected from the participant's evaluations of the training, majority of them said that the training have helped them to understand how gender gaps may affect the attainment of the project objectives as well as how men and women may be affected differently by the development projects. Despite good knowledge that participants have gained in this training some of the participants were of the opinion that such knowledge is more likely to fade away with time. Therefore, it is recommended that more supportive training on gender analysis and gender mainstreaming in their projects be conducted. It is also recommended that project implementers should be involved in the planning phases of the projects so that they can also take part in mainstreaming gender in all phases of the project.

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List of Abbreviations and acronyms

AIDS	Acquired Immunodeficiency Virus
GA	Gender analysis
GDL	Gender distribution of activities
GDP	Gross Domestic Product
GM	Gender Mainstreaming
GNP	Gross national Product
HIV	Human Immunodeficiency Virus
LiFELand	Laying the foundations for effective landscape-level planning for sustainable development
SAGCOT	Southern Agricultural Growth Corridor of Tanzania
SUA	Sokoine University of Agriculture
USA	United States of America

1.0   Introduction

The project known as "Laying the foundations for effective landscape-level planning for sustainable development in the SAGCOT corridor: Ihemi agricultural development cluster" was developed aiming at promoting sustainable intensification in a large agricultural landscape in the Ihemi cluster, in southern area of Tanzania. The project focused on helping local institutions within the Ihemi cluster and investors and policy-makers beyond it build robust, evidence-driven processes for planning sustainable development within the cluster. The project addresses two linked problems: unsustainable natural resource use within the cluster, particularly in relation to land and water resources, and uninformed investments, from both the private and public sectors, which do not take sufficient account of social and environmental impacts, especially on female farmers. The underlying cause is the lack of a framework to ensure public and private sector investments in the cluster are socially responsible and environmentally sustainable, given natural resource constraints on agricultural development and the socio-economic context in Ihemi agricultural cluster. Baseline survey was done to generate scientific information that could be useful in cluster planning and bridging data gaps in the current patterns of natural resource use and management among farmers as well as female farmers among others and the report revealed that.

i.   The number of female headed households was increasing, mainly due to among others, high prevalence of HIV/AIDS as the Southern part of Tanzania was badly hit by the pandemic.
ii.   Lack of power to control land and water sources among women in the study area.
iii. Lack of decision making power among women on some important assets (Land, houses and livestock)
iv.   Unequal gender role distribution in agriculture and natural resource management.

In order to bridge the identified gender gaps, gender mainstreaming into the project activities was a necessary undertaking; hence the basis for the training on how to mainstream gender in the projects/programmes among stakeholders in the Ihemi Agricultural cluster. This report presents the output of the training that was conducted to build the capacity of partners on how to mainstream gender in the project and programmes.

2.0   Training objectives

The main objective of the training was to build the capacity of the LiFELand Partners on how to mainstreaming gender in the projects.

2.1   Specific Objectives

Specifically the training aimed to:
i.   Introduce the LiFELand Partners on the basic gender concepts
ii.   Introduce the LiFELand Partners on gender mainstreaming in Natural resource related projects to enable them have hands on experience on how to do it

3.0   Methodology

Participatory methodologies and techniques were used in the training. The facilitator made two presentations on the topics for the workshop. These presentations served as the guidance for reflection over the workshop objectives. The workshop participants were requested to actively participate in the discussion and ask questions for clarification over issues that they did not understand. The facilitator prepared group assignments one on each

subtopic presented. Participants were required to discuss the topic, prepare a brief presentation for sharing and discussion during plenary sessions (the facilitator's presentations are attached to this report as appendices 2 and 3).

4.0   Summary of the Discussions
4.1   Basic gender concepts
The discussion on the basic gender concepts was preceded by the presentation by the facilitator which aimed to introduce the participants to the basic gender concepts, to examine the relationships and construct of gender concepts and its application at project working environment and planning activities. This enabled participants to link the implication of gender concepts in their project/work environment as a basis to understand the gender analysis and gender mainstreaming in project activities.

Before the presentation on the basic gender concepts the facilitator gave an open test for discussion in which one participant was required to say whether the statement was true or false and ask any other respondent to explain why is true or false. These statements served to gauge the level of gender awareness among participants, the questions used are presented hereunder:

1. Women are the weaker sex (True/False)
2. Boys are more group centred, active and aggressive than girls (True/False)
3. Women are more emotional than men (True/False)
4. Women talk more than men (True/False)
5. Women suffer more from depression (True/False)
6. Women are more likely than men to disclose personal information (True/False)
7. Men smile more than women (True/False)
8. Women and men don't care whether the baby born is a boy or a girl (True/False)
9. Most women are confident about managing their financial affairs (True/False)
10. A heart attack is more likely to be fatal for men than women (True/False)

The discussion over these ten statements reflected the participant's knowledge and perception on gender issues. This was followed by the detailed presentation on the basic gender concepts. The presentation on basic gender concepts was an eye opener especially for many participants who never had any formal training in gender studies. It was also a good refresher dose to those who have had some exposure to the training in gender and development. Participants were so excited to understand for example how gender distributions of activites at home have a bearing on gender role division of activities in the project setting and that it varies across time and culture. For example one participant when asked to explain the gender distribution of activities in his own household he was surprised that other participants thought he is doing things that were supposed to be done by woman. He emphasized by saying:

> *"... these are activities that I do In my daily routine...I participate in household chores including preparing food for my wife and children before I go out for work..."* (Male participant)

Some women participants were concerned by the social construction of gender roles and gender distribution of activities especially by the fact that some of the gender roles that are

usually practised in the household spheres may also be perpetuated by men at work places which may lead to discrimination at work places. One female participant commented...

> *"...men assume much responsibility even in areas they may not be competent on, just because they are men...they expect women will obey and show respect to them just because they are men...* (Female participant)

After plenary discussion on the presentation participants were organize into two groups and were given two questions that aimed at measuring participants' level of understanding of the basic gender concepts. Each group prepared a brief presentation which was followed by a plenary discussion.

The questions for the groups were:
1. List differences between women and men, on what are these perceived differences based? (e.g. biological, social, cultural or religious beliefs)
2. What gender roles and or activities that may affect women participation in project activities

Summary of the participants' presentations
The group presentations highlighted several issues including:
- There are biological differences between the two sex i.e. anatomical differences
- Men are stronger than women
- Women can work/are able to work for many hours
- In every culture there are activities for man and women
- Work is distributed according to sex
- Even the religion teaching recognize the distribution of activities according to sex
- Men should make most of the decisions as the head of the household

During the presentation it was revealed that some participants had problems understanding the basic gender concepts and there was misconception, confusion and mix-up of some of the mostly commonly used terms in gender and development including: Sex and gender, equity and equality etc. For example some participants thought that when equality between men and women is attained then women will take over roles previously done by me. However, the facilitator clarified that there are circumstances where equality can be practiced and in some other areas where equality can not be practiced and equity (fair treatment) should apply. The facilitator further explained on the sex roles such as breastfeeding, fertilization in which equality can not be practiced because they are sex specific. There was also an active participation in which project participants asked questions as well as sharing their own experiences on how gender issues are practiced in their own households.

4.2 Gender mainstreaming in the projects

The discussion on the gender mainstreaming was preceded by the detailed presentation by the facilitator on gender mainstreaming in the agricultural and natural resources project (See Appendix 3). The presentation also introduced the six steps that have to be followed during gender mainstreaming in a project. Thereafter the participants were organized into two

groups and were given an assignment which was intended to give them hands on practice on how to mainstream gender in a typical project planning and implementation. In doing the assignment participants were expected to apply the basic gender concepts in doing gender analysis and mainstreaming. Participants were required to choose one of the typical project/sector that they have participated in its planning or in the implementation to do the gender mainstreaming. The following subsection presents the findings from the group presentations which were followed by a plenary session.

Group1: Feedback from the group assignment

1. What are the potential roles of men and women in the project/sector/policy?
    • Unsustainable use of water resources
    • Conflicts for water users
    • Community awareness meetings which will be gender sensitive
    • Gender involvement in resource conservation, management plans and restoration programs

2. What will be women's, men's or youth groups' role in the project implementation?
    • Both gender should participate
    • Gender in representation on leadership
    • During environmental day there are competitions of different groups like schools on environmental conservation

3. What are the appropriate gender responsive indicators to monitor progress and achievements?
    • Number of participants (Attendance/Registration form)
    • Productivity ratio
    • Adoption, to promote adoption of recommended practices for climate smart agriculture, after running Farmer Field Schools for two to three months we allow farmers to visit peer farms to see the application of the learned practices hence encourage and measure the adoption rate

4. How will their different access to resource's e.g. land, water, inputs, credit and labor be considered in project design
    • In needs assessments, take into account potentially different attitudes/priorities between men and women
    • Take into account context-specific legal, social and cultural constraints to women's access to and use of resources
    • Consider different needs and constraints of women vs. men in adopting new techniques or in changing behaviours relating to resource use.

5. Incase of change in project or policy e.g. agricultural practices and farming system, how is it likely to affect men and women
    • Water users will fetch water from far distant
    • Limited access to water resources

6. Are the project /policy expecting to benefit both genders? How? Why?
    • Yes

- How-livelihood improvement from household level to national level
- Why-Everyone will have equal access to resources

Group 2: Feedback from the group assignment
Project name: Rehabilitation of Irrigation Infrastructures
    Beneficiaries: Irrigation Organization
- Issue to be addressed – Low production
- Objective of the project – To Increase productivity

Potential roles of women and men in the project
- Involving men and women on identifying the issue of low production as their problem
- Formation of project committees that include all gender group
- Participating on awareness trainings and meetings
- Participating in project design, planning and Implementations

Roles of women, men and youth groups during the project Implementation
- Money contribution to the project as the commitment on the project i.e. 20% of the total project budget
- Collection of construction materials to the site during construction such as stones, sand and bricks
- Labor i.e. with labor wages or not
- Actively participating in farming in increasing productivity

Gender responsive indicators to monitor progress and achievements
- Participation – number of men, women and youth participating on the project
- Water flow – increased water flow in the main canal from 200 cm3/s to 500cm3/s
- Productivity – increased productivity on paddy from the current production of 8 – 15 bags per acre to 20 – 30 bags per acres
- increased number of men, women and youth in farming/production

How the change in project or policy is likely to affect men and women
- Men, women and youth may loose access to resources e.g. Cultivating near the water sources and along the river bank
- Reduced production due to demoralization after project/ policy change
- Risk of decreased increase on income to both gender groups.

Are the project/ policy expecting to equally benefit both gender group?
- Yes
  How?
- Reliable and efficient in the flow of water to all the farms regardless of their gender group
- Fully participation of men , women and youth in the project activities especially on construction activities
  Why?
- Because there is a need to increase productivity regardless of their gender group through full access of water

5.0   Findings and Discussion

5.1   Positive Results

The assignment on mainstreaming gender in the project was very interesting and challenging to most of the participants. There was a good discussion in identifying typical gender issues that have to be addressed during project planning and implementation and on applying the six steps for mainstreaming gender in the project. The summary of the presentation as indicated in section 4.2 reveal that participants grasped the important concepts of gender and had also acquired knowledge on doing gender analysis and gender mainstreaming in the project. They were also able to practice gender mainstreaming in the project. However, more support on gender mainstreaming in the project and planning process is important to improve the implementation of gender mainstreaming in the project. Some of the participant had the opinion that despite there being some guidelines on doing gender mainstreaming in the projects it is rarely done. One participant was quoted saying:

> *"… I have seen guideline that projects have to be gender sensitive… now that we are learning on doing gender mainstreaming I want to see if this training will help us do what is proposed by such guideline…"* (Male participant)

During the plenary discussion there was a good debate in which participants were trying to link the typical gender mainstreaming under ideal condition as from the facilitator's presentation and what they were able to do which reflected a real life situation of what participants' are doing in their respective projects planning and implementations. For example participants from group two challenged the presentation from group one showing that they were not able to identify the real gender issues to be addressed during project implementation also that they did not show how different gender groups are going to be negatively impacted by the project. A participant from group two was quoted saying:

> *"… as discussed in the presentation on doing gender mainstreaming… if you are to reduce the gender inequality in your project you should first do gender analysis…what is/are the gender issues that the project will address…"* (Male participant)

5.2   Challenges Faced

The details of the presentation of both groups reveal that participants faced some challenges in doing gender analysis in order to identify the gender issues that the project should address. This is probably due to low level of knowledge's and experiences in doing gender analysis. Furthermore,   it was revealed that some participants experienced some challenges in mainstreaming the identified gender issues in the planning and implementation life cycle of the project. It was not clear to some participants with regard to when and how to mainstream gender in the project. Other participants thought that gender analysis should be done before the commencement of the project; however, the main constraint is lack of fund to conduct a detailed gender analysis.

6.0   Concussion, Recommendations and Way forward

The training on gender mainstreaming was a useful input towards engendering of the projects and in the planning phases. As reflected from the participant's evaluations of the training majority of them said that the training have helped them to understand how gender issues may affect the attainment of the project objectives as well as how men and women may be affected differently by the development projects. Despite good knowledge that participants have gained in this training some of the participants were of the opinion that such knowledge is more likely to fade away with time. Therefore, it is recommended that more supportive training on gender analysis and gender mainstreaming in their projects be conducted. It is also recommended that project implementers should be involved in planning phases of the projects so that they can also take part in mainstream gender in the planning phases of the project.

Appendices

Appendix 1: List of participants

S/N	NAME	ORGANIZATION	PHONE NUMBER	E-MAIL
1	Alexander Mpwaga	AFRICAN WILDLIFE FOUNDATION	0784 575 545	ampwaga@awf.org
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4	Weisy Y. Wikedzi	NJOMBE DC	0754 026 749	wikedzi@yahoo.com
5	John Wihallah	NADO	0754 045 055	wihallah@yahoo.com
6	Reuben Faustine	RUDI	0769 872 806	reuben2msaki@gmail.com
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10	Edward Mbwambo	SUA	0782 210 455	edward.mbwambo@yahoo.com
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15	John Jeckoniah (Dr)	SUA	0754 632 289	jjeckoniah@suanet.ac.tz
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Appendix 2: Basic gender concepts

Module aim to:
- Introduce participants to the basic gender concepts
- Examine the relationships and construct of gender concepts and its application at project working environment
- Enable participants to link the implication of gender concepts in their project/work environment
- Introduce the gender analysis and gender mainstreaming (GM)
- Be able to mainstream gender in the project activities

Expected learning outcomes
By the end of this module: Participants will be able to:
- Understand basic gender concepts including Gender Analysis (GA) and Gender Mainstreaming (GM)
- Apply the knowledge of gender concepts in project activities
- Apply the methods and techniques of doing the GM in project activities and work places

Sex and Gender
- Sex describes the biological differences between men and women, which are universal and determined at birth.
  - Sex under normal circumstances can not be changed
  - Sex in human beings is not a purely "dichotomous variable"
  - A fair number of human beings are markedly intersexual e.g. Both external genitalia, breast development in male
- Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures.
  - expectations held about the characteristics
  - aptitudes and likely behaviours of both women and men (femininity and masculinity).
  - Gender roles and expectations are learned
  - can change over time and they vary within and between cultures

Sex and gender roles
- Describes the tasks and functions perceived to be ideally suited to masculinity versus femininity.
- Sex roles are universal (unchanging) characters of men and women based on their biological capabilities.
  - There are two main female sex roles, which are child bearing and breast-feeding under natural conditions
  - One main male sex role is fertilization to enable women to bear children
- Are differences in behaviour or activities that men and women play in a society.

Gender roles in societies have evolved through social, cultural, economic and political processes

- Despite this fact, various families, societies, ethnic groups and countries have assigned them to either of the groups E.g. Collecting fire wood (Haya Vs Ha), Cooking (Hotels vs home)
- Are differences in behaviour or activities that men and women play in a society.
    - have evolved through social, cultural, economic and political processes

- various families, societies, ethnic groups and countries have assigned them to either of the groups
    - E.g. Collecting fire wood (Haya Vs Ha), Cooking (Hotels vs home),

Triple gender roles
- Low-income men and women are involved in triple gender roles of production, reproduction and community-managing activities
- Under normal/ideal conditions:
    - Women perform: Reproduction (Biological, physical and social), Production and Community roles (management, politics)
    - Men perform: Production and Community roles (management, politics)

Gender Roles in the Workplace
- Two key issues affect women, men, their partners and families:
    - Sex discrimination continues to exist in many professions.
    - Sexual harassment is any unwelcome sexual advance or other conduct that makes a person uncomfortable and interferes with her or his work.

Many men are confused about what sexual harassment is and many women are reluctant to report it

Gender Division of Labour (GDL)
- Classification of gender roles give rise to Gender Division of Labour.
- Social Pattern where society assigns/allots tasks, responsibilities and activities to people according to their sex.
- GDL is not universal; it varies across culture, space, time, race, geographical location, class, religion, ethnicity, educational level etc.
- In GDL men's work tends to be better paid and more likely to be counted in the National Statistics (GDP and GNP)
- Unequal GDL is a division of labour where there is unequal allocation of responsibilities/roles, rewards etc. between men and women.
- This brings about a cry for equality and equity

Gender blind
- A person or institutions that does not recognize gender differences
- Gender blind people generally advocate gender neutrality plan to undertake activities or provide services without regard to the gender difference of the participants

Gender Analysis (GA)
- Is the collection and analysis of sex-disaggregated information.
    - Men and women both perform different roles.

- This leads to women and men having different experience, knowledge, talents and needs.
- GA explores these differences e.g. in policies, programmes and projects
- Gender analysis also facilitates the strategic use of knowledge and skills possessed by women and men.

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
  - equal valuing by society of the similarities and the differences of men and women, and the roles they play.

Gender Equity
- Is the process of being fair to men and women (where equality can not be practised e.g. Reproductive roles).
  - To ensure fairness, based on physical, social and historic perspectives
  - Equity is a means.
  - Equality is the result

Empowerment
- Is about people -both women and men- taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance.
  - No one can empower another
  - Only the individual can empower herself or himself
  - However, one can support processes that can nurture self-empowerment of individuals

Practical gender needs
- These are needs which come out of existing gender roles and responsibilities.
- They refer to what women and men perceive as immediate necessities such as water, shelter and food.
- Practical gender needs and interests relate to living conditions
- Does not in itself challenge relations(power, roles)

Gender Discrimination
- The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights, opportunities or resources.
  - Generally, across the world, women are treated unequally and less value is placed on their lives because of their sex/gender.
  - Differential access to power and control of resources i.e. the household, community, market, and state

Gender relations
- Analysis of women's and men's positions in relation to each other

- Gender relations are continuous social, political, economic, cultural and psychological expressions of the material and ideological dimensions of a gender system.
- Gender relations often mask unequal power relations between women and men, and between women and the state

Gender Discrimination
- Different treatment based on age, sex, ethnicity, religion or other factors, rather than on individual merit e.g. Caste system in India
- Expressed gender gaps, which are a result of institutionalized differential treatment of individual on basis of their sex
- Involves systematic and structural discrimination against women Gender discrimination may be legitimized or public sanctions as follows
    - National constitution
    - Statutory law
    - Customary law
    - E.g. unequal pay for people of diff sex in USA

Appendix 3: Gender mainstreaming in the projects

The Module aims and expected learning outcomes
This module will enable the participants to:
- To introduce the basic skills for gender mainstreaming in the development project
- Hand on practices on doing gender mainstreaming and analysis of a project

What is Gender Mainstreaming?
- "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 a project so that women and men benefit equally and inequality is not perpetuated.
- The ultimate goal of GM is to achieve gender equality".

When is GM in a project done?
- Through out the project cycle "Baum cycle"
  – Identification
  – Preparation
  – Appraisal
  – Implementation
  – Evaluation
- In every stage there are specific issues to check/work upon (for equality and equity)

GM in Baum (1978)
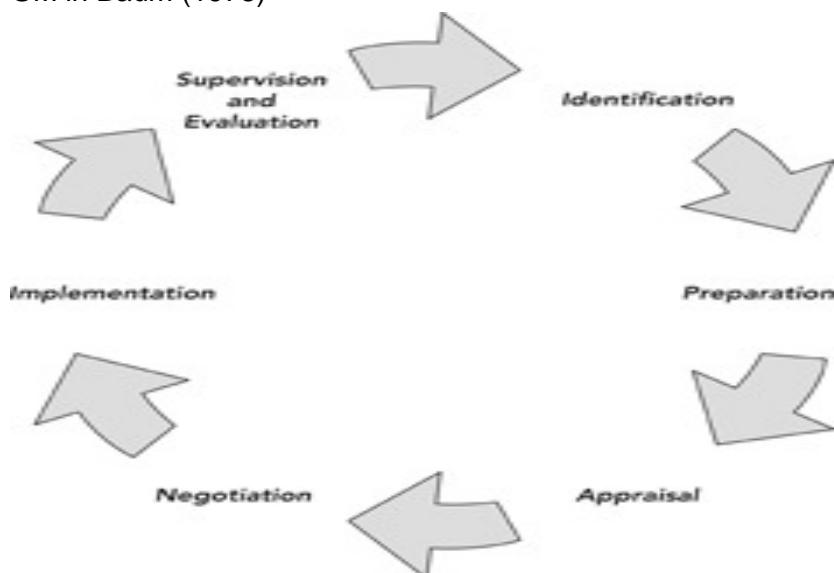
Project identification/formulation
- At this stage of the project cycle you should define the project's impact and outcomes, outputs and activities, and budget
- Result of this exercise include: *Project Document, including log frame and budget*
- Note: Do the gender analysis of the activities to be undertaken

In doing the GA of a project

Asses how the project can:

- contribute to men and women's equitable access to resources, services and technologies
- benefit both women and men by addressing their different needs and capacities
- Address the gender implications in formulation of expected impact, outcomes and outputs, complemented by gender-sensitive indicators.
- Identify gender capacity gaps
- Allocate sufficient human and financial resources to ensure women's participation and benefits The gender analysis is continued to complement information collected in the identification phase;
- The project's impact, outcomes and outputs, and budget are determined;
- The gender-sensitive indicators are formulated;
- An institutional assessment of the gender capacity is conducted.

Gender Analysis

About the gender division of labour:

- *How are roles and responsibilities distributed among men, women, boys and girls in the agriculture or environmental conservation project?*
- *What activities and tasks does each of them do in relation to relevant livelihoods and how have they been adapted due to climate change?*
- *How is men and women's time divided between household and productive activities?*

Impact:

- Is gender equality one of the overall objective the project aims to contribute to?
- Are women and men (of different ages and socio-economic groups) going to benefit equally from this longer term change?

Outcome:

- Does the outcome include any clear reference to men and women, and existing inequalities between them?
- Does the intervention have the potential to improve women's access to productive resources, services, technologies, training and employment opportunities?

Activities:

- Are women and men provided with equal opportunities to plan, participate and monitor the project's activities?
- Do the planned activities take into account the roles and responsibilities of women and men, in order to ensure equal opportunities for and benefits from participation?

Indicators:

Quantitative indicators - Measure quantity (sex-disaggregated data)

- Percentage of men and women attending Farmer Field Schools
- Percentage of women members of local organizations/decision-making bodies.
- Changes in percentage of property owned and controlled by women and men (land, livestock), across socio-economic, age and ethnic groups.

- Percentage of credit, financial and technical support services received by women/men

Qualitative indicators - Perceptions of men and women to assess changes in behaviours, knowledge, skills and self-reliance
- Men and women's perception on quality of their participation and impact of project's activities on their lives;
- The degree to which men and women are aware of their legal rights.
- Perception of women and men whether women are becoming more empowered, and reasons why.

Hands on: The how in Principle?
1. Knowing the differences from the beginning
2. Having different targets
3. If necessary, a bit of a push for the one that is left behind…. Affirmative action
4. Institutionalizing it by addressing discrimination that may hamper their long term partnership in the revolution

GM does have requirements
- As comprehensive strategy, it addresses the environment (corporate, office) in which policies and programmes are developed and implemented.
- Working environment is gender-sensitive, guaranteeing equal opportunities and treatment to both men and women.
- Sufficient technical capacity and human resources there to successfully implement gender mainstreaming

Step by Step Approach of doing Gender Mainstreaming!
1) What is the issue?
- What is the subject of your project or policy-making initiative? What is the question behind the question
- Does this issue affect men and women in different ways?

2) What is the Goal? What do we want to achieve?
- Does the goal pay attention to both men and women?
  - *If men and women have different needs, then the goal should be to meet both the needs of women and the needs of men.*
  - *If men or women are disadvantaged in the given situation, then the policy goal should seek to redress this imbalance.*
  - *These goals are thus "corrective"; they are about meeting the practical needs of both men and women.*
  - Does the goal include a broader commitment to improving gender equality? Or balancing "gender"?
  - *The goal should be broadened to address equality between men and women*
  - *These goals are thus "transformative"; (social, political, economic, cultural, etc.) so that full gender equality can be more readily achieved.* (strategic)

3) What do we know? Gender Mapping
- Sectoral ➔project or Policy Issues ➔Gender Questions ➔What Do You Know?
    – Indicators (quantitative and qualitative)
    – Research Reports
    – Govt. Programme
    – Govt. Policy/LegislationNGO Projects
    – Donors' activities

4) Analyze data
- Prepare the gender disaggregated data, studies on time usage, and time budgeting.
- Know key questions to ask about the Economy in a gender analysis, such as:
- Who owns what, Who gets what?, Who does what?, How?, Who decides what? For whom?
- Then analyze gender relations in key institutions: State, Household, Market, Firms. Question ownership of property.

5) Beware of Assumptions when designing
- That participation in projects will itself ensure that women will gain, when in reality it depends on the type of participation and the terms on which it takes place;
- Women as an untapped pool of labour that can be drawn upon, despite their numerous other commitments (refer an example of women arm)
- The tendency to treat women as a homogeneous group, ignoring the important differences between them;
- The simplistic assumption that women's interests and those of men are necessarily the same.

6) Design true human development interventions e.g. project
- Integrate that knowledge into:
    – Design
    – Implementation
    – Monitoring
    – Impact Assessment

Appendix 4: Participants' expectations

The following list summarizes the participant's expectation for the raining
- To understand gender and development
- Do gender analysis
- Evaluate gender in the projects
- Gender mainstreaming
- Understand concepts, terminology of gender
- Do gender mainstreaming in a project
- Incorporate gender in planning activities

Appendix 5: Evaluation of the training

Evaluation of the training

In evaluating the training on gender mainstreaming the participants were requested to respond to the following six questions. A summary of responses to every question is attached after every question:

1. What did you learn on day 1 of this workshop?
   - Majority of the respondents were able to mention the contents of the two presentations which included the basic gender concepts and gender mainstreaming of the projects including the six steps of doing gender mainstreaming in the project.
2. What issues were most interesting?
   Among the things that were mentioned to be most interesting include:
   - Gender mainstreaming in the project cycle
   - Six steps to be followed during gender mainstreaming
   - The discussion on the most commonly misconceived terms e.g. sex and gender, equity and equality
   - Application of the basic gender concepts in daily life and in the project setting
   - Gender distribution of activities
3. What issues were less interesting/boring?
   - No issued was mentioned to be boring or out of the context. However they mentioned things that appeared to be difficult when you take a practical application. E.g. gender mainstreaming in the project
4. What do you remember?
   - The differences between sex and gender
   - The six steps of doing gender mainstreaming
   - Advantages of the inclusion of women in development activities
   - The project life cycle and the six steps of mainstreaming gender
   - Ownership and control of resources by gender
   - Gender mainstreaming especially the key questions to ask about resources ownership: who has what and when?
5. What will you take forward for implementation in your work place/project?
   - The gender division of activities in household and in work setting
   - The techniques of doing gender mainstreaming in the project
   - The techniques of doing gender analysis
   - Planning projects and activities with gender lens
6. What else would you like to learn in gender
   - More practise on doing gender analysis
   - Hands on practices on doing gender mainstreaming in project planning
   - Gender inclusion in project designs
   - Community entry and sensitization for gender participation in the project activities
   - Mapping gender roles and relation in a development project
   - Why gender is an issue at work places
   - Culture and gender

Overall, looking at the responses from the evaluation responses, there is enough evidence that the training achieved its intended objectives.