The Leprosy Mission Trust India (TLMTI)

Gender Training Manual

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Acknowledgement

The Leprosy Mission Trust India gratefully acknowledges the contribution of Association for Stimulating Know How (ASK) in developing the Manual for training on Gender for use by Core Resource Team Members and others.

Foreword

As a leading organization in leprosy arena, to prepare the organization to address the evolving challenges faced by the people affected by leprosy, in 2010-2011 TLMTI went through a comprehensive process (country context analysis, stakeholder analysis, capacity need assessment) to come up with the country strategy 2011-2015.

The formulation of TLMTI Country Strategy brought in the awareness that there are systemic and staff capacity gaps within TLMTI to address the holistic needs of people affected by Leprosy. Therefore as a starting point, structural and systemic changes were taken up in the beginning of 2011. Thereafter the capacity building project for its staff has been undertaken.

The objective of the Capacity Building Project is to strengthen the capacity and knowledge of all TLMTI staff across all centers. The components selected are:

a) Advocacy
b) Human Rights
c) Gender
d) Partnership
e) Counseling
f) Participatory Learning

The present manual on Gender has been prepared to Train the Trainers at TLMTI who in turn will train other staff and help in taking Mission’s work forward. The Manual combines information on Gender Mainstreaming, Gender Role and Gender Sensitivity. The manual is aimed at developing an understanding on Gender. I am confident and hope that the manual will be useful for all TLMTI staff and others.

Best wishes,

Dr. PLN. Raju
Deputy Director- Organisational Effectiveness, TLMTI

Background

TLMTI is working on one of the most relevant issues called “Leprosy” and would like to continue to be a working on the same. 55% of new leprosy cases in the world are in India. 127,000 new cases of leprosy were reported in India between 2010-11. According to research organisations, NGOs and some medical personnel leprosy cases are on the rise. Children are also affected by leprosy. 12,463 new cases of leprosy between 2010-11 were children and in nine states/UT more than 10% of new cases detected were children.

Leprosy is particularly prevalent among the poorest and most marginalised communities due to their lack of access to healthcare, poor sanitation and congested living spaces. 14.31% of new cases were among Scheduled Tribes and 18.69% among Scheduled Castes between 2010-11 although these groups accounted for only 8.2% and 16.2% of the population respectively in 2001.

Some leprosy patients suffer deformities which can result in lifelong disabilities and require extensive and continued care.

The Mission of The Leprosy Mission Trust of India has experienced that if the person is infected with Leprosy and if she is a woman then the vulnerability increases to an extent that a particular family may isolate that woman. TLMTI strongly feels that it is essential to work on the issue of gender to uphold dignity of woman.

During strategic planning exercise TLMTI also realised that they need to enhance their institutional capacity for which potential trainers called “Central Resource Team” were identified and are provided input on GENDER and HOW TO FACILITATE DISCUSSION with internal as well as external stakeholder.

The manual contains the modules for training the TLMTI staff and for training the Volunteers and Community Leaders. Thereafter, the manual deals with each session one by one.
Sessions

Session 1 - Introduction to the training, participants & facilitators and De-freezing

Expected results by the end of the session

- Participants will have become familiar with each other and the topic and the purpose of the training

Method

Introduction Game

Steps for the session and time required

- Welcome the participants to the training
- Announce the topic of the training, its expected results and the total duration of the training
- Ask participants whether we need to be introduced to each other/or would they wish to know about each other
- Introduce yourself and co trainers if any
- Share with the participants that their introduction will happen through pair introduction
- Introduce its rules
- Reassemble the participants and complete the process of introduction
- You may ask how do the participants feel

Total time required for the session

45 minutes

Tips to the trainer

- Approach the session with high energy and spirit of informality
- Try to make the participants feel welcome
• Encourage participants even if they make mistakes in the de-freezing game – pass a message that it is ok to falter/ make mistakes and that the training will be done in a joyful atmosphere

• Try to share the feeling that the training will proceed as per the shared decisions with the participants and that the participants and the trainer will jointly control the training

Session 2 - Expectations from the training and agenda and norm setting
Expected results by the end of the session:

• The training agenda, schedule and norms will have been fixed and agreed upon

• Write the expected results from the training on a chart and paste it on a wall and draw attention to it whenever required in the later part of the training

Method:

• Group discussion followed by plenary

Steps for the session and time required:

• Share with the participants that while the training topic and objective have been fixed, what will actually go into achieving the objective will depend upon what the participants would want to learn and know

• Share that you are providing time to the participants for thinking and discussing among themselves what they would like to learn – 2 minutes

• Divide the participants into groups

• Make them sit in groups and provide material for writing – charts, pens

• Allow the groups to have their discussion and keep an eye and ensure that discussion is on track. For example, the participants should be listing their questions and not answering their questions then and there – 20 minutes

• Reassemble the groups and ask them to make their presentations

• Draw inferences from the group presentations and synthesize – assure the participants which questions will definitely be answered, seek clarifications if the questions are not clear and clarify if some questions are totally out of the scope of the training

• Share the schedule of the training (without the time plan)

• Ask the participants what norms would they like to fix for the training and also the time schedule

Total time required for the session

50 minutes

Tips to the trainer
- Ensure you are genuinely interested in knowing the questions and expectations of the participants
- Ensure that the norms for training are set by the participants and there is agreement on them
- Ensure that the time schedule is set by the participants and not by the trainer
- Write down the norms and expectations separately on a chart and paste it on a wall

**Session 3: Pre-Test**

**Expected results by the end of the session:**

The level of understanding of each participant would have been understood

**Method:**

**Tool test (questionnaire)**

**Steps for the session and time required:**

- Tell the purpose of the session
- Provide them the questionnaire
- Tell them the instruction regarding usage of the tool
- Assure them that their individual response will not be disclosed to others
- Give them 5 minutes
- Collect all the tools
- Analyse the data in the evening

**Total time required for the session:**

15 minutes

**Tips to the trainer:**

- Design interesting questions based on real life situations so that participants can relate with it easily and respond
- Introduce this assessment in an informal manner and ensure people do not take it as their assessment
- Please see everyone gives their own response and do not discuss or ask others

**Session 4: Understanding Gender**

**Expected results by the end of the session:**

Clear understanding on Gender and clarity on difference between sex and gender

**Method:**

Self-reflection exercise

**Steps for the session and time required:**
- Introduce the exercise
- Ask each participant “when did they first realise being a man or a woman?”
- Allocate time for about two minutes to think
- Ask responses one by one
- List responses on the board/chart
- Analyse the responses and categorize them into as feminity & masculinity and gender & sex
- Relate the analysis with the definition of gender and sex
- Present the definition of sex and gender

**Total time required for the session:**

45 minutes

**Tips to the trainer:**

- While asking questions do not use the statement “when did they first realise being a man or a women” in a casual manner
- We must clarify that we are asking everybody's experience

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**Session 5: Difference of WID, WAD & GAD**

**Expected results by the end of the session:**

Participants would have understood differences between various approaches such as Women In Development (WID), Women And Development (WAD) & Gender And Development (GAD) and their relevance.

**Method:**

Case Study

**Steps for the session and time required:**

- Introduce the topic
- Inform participants that we'll be using practical case study to understand the differences between WID, WAD, GAD
- Divide participants into three groups
- Handover the case studies
- Ask participants to identify characteristics in respective approaches
- Allocate time of 10 minutes
- Ask participants to share/present characteristics in respective approaches
- Analyse and Summarize all three approaches

**Total time required for the session:**

30 minutes

**Tips to the trainer:**


- Ensure that all case studies are simple and written in local language depending on what language is preferred by participants
- Ensure there are sufficient copies of the case studies available with you
- The trainers must highlight the key differences with some more examples other than the case study

**Session 6: Gender equity and equality**

**Expected results by the end of the session:**

Participants would have established clarity on gender equality, equity and affirmative actions.

**Method:**

Photo Language and story-telling followed by discussion

**Steps for the session and time required:**

- Introduce the sessions
- Ask participants to see both the pictures for 2 minutes and ask them to share their view/perspective on the differences between equality and equity
- Ask participants whether they could see the perspective of making affirmative action to achieve the dream of equality
- Ask participants to find out such examples from their own community and help them in relating it with the overall concept
- Give them the example of women reservation as affirmative action

**Total time required for the session:**

30 minutes

**Tips to the trainer:**

- Ensure that the photo language is already developed and is clear as visual
- Please emphasise that it's important to see how women can come one step forward and that's possible only if we take some affirmative action, capacity building etc.
- It's important to work with men as part of strategy to reduce the imbalance

**Session 7: Gender Awareness and Gender Sensitivity**

**Expected results by the end of the session:**

Participants will have clarity on the difference between gender awareness and sensitivity.

**Method:**

Plenary session

**Steps for the session:**

- Introduce the sessions
- Ask participants to share their view on the difference between gender awareness and gender sensitivity
- Please write all the views on the board and then process the same
• Tell people that being aware and being sensitive are two different situations.
• Highlight that merely being gender aware won’t help. Therefore it’s important to be gender sensitive and take appropriate actions towards the same.
• Give them the example of gender awareness and sensitivity.

**Total time required for the session:**

30 minutes

**Tips to the trainer:**

• Ensure that we give clear examples of being gender awareness and gender sensitivity.
• Related this concept with day to day functioning in your office/community etc.

Session 8: Gender Role

**Expected results by the end of the session:**

Participants will have clarity on various gender roles such as productive, reproductive and community.

**Method:**

Gender role analysis exercise followed by discussion.

**Steps for the session:**

• Introduce the session
• Ask participants to share their views on the role of gender
• Inform participants that there will be an exercise to understand it better
• Divide participants into 4 small groups
• Introduce the gender analysis exercise and tell them about its norms and allocate time
• Ask participants to focus at two levels of analysis – Organizational as well as Community
• Ask participants to list down various specific roles being played by men and women in above two levels
• Give at least 30 minutes to do this exercise
• Ask participants to present their analysis
• Categorise roles of men and women in three major categories– Productive, Reproductive and Community
• Then analyse the work load status on men and women

**Total time required for the session:**

45 minutes

**Tips to the trainer:**

• Ensure trainer visits each group to see whether people are on the right track of the discussion
• Help participants to list down tasks being done by men and women on day to day basis right from early morning till they sleep – daily schedule
• Highlight the multiple roles being played by women therefore the workload is high but still not valued.
• Relate this conclusion with the concept of Gender and Gender Gap

Session 9: Gender Need

**Expected results by the end of the session:**

Participants will have understood about gender need and will be able to relate on gender role and gender needs

**Method:**

Case study Screening

**Steps for the session:**

• Introduce the session
• Ask participants to list down various gender needs and paste it on the walls
• Inform participants that we will try to understand this with a case study
• Divide participants into 4 small groups
• Introduce the case study and give a copy to each group
• Ask them to analyse the efforts done by community and categorise them into positive and negative aspects in the case study
• Categorize needs into two categories – Basic and strategic
• Ask participants which type of need is essential for the development of women

**Total time required for the session:**

45 minutes

**Tips to the trainer:**

• Ensure we have sufficient copies of case study
• Ensure that we highlight the issues of meeting the strategic needs and its importance with the development
• Ensure that we have explained the norms of the exercise clearly to the participants
• Ensure trainer visits each group to see whether people are on the right track of the discussion
• Relate this conclusion with the concept of Gender and Gender Gap again

Session 10: Stages of Gender Mainstreaming Process

**Expected results by the end of the session:**

Participants will become clear about the steps/process of gender mainstreaming.

**Method:**

Group work

**Steps for the session:**
• Introduce the session.
• Ask participants to think what all steps to be taken for gender mainstreaming
• Once people have listed down the steps, ask them to present the same
• Emphasise on efforts to be taken for gender sensitization
• We also need to emphasis to conduct gender analysis systematically. It’s important to share that gender analysis is done before integrating gender at program level
• While sharing about gender mainstreaming, its important to tell that it will be based on gender analysis and strategies related to gender balance and breaking stereotypes

Total time required for the session:
45 minutes

Tips to the trainer:
• Ensure that we have highlighted the need and the logic of the three stages of gender sensitization, analysis and mainstreaming.
• Ensure that we give sufficient example on all three stages

Session 11: Final Recap of learning
Expected results by the end of the session:
Participants will have shared their learning and also clarified their doubts on the whole subject.

Method:
Group work

Steps for the session:
• Divide participants into small groups
• Ask participants to share their specific learnings as well as doubts
• Please reinforce the learning and clarify all the doubts

Total time required for the session:
15 minutes

Tips to the trainer:
• Ensure that everyone has space to share their learnings and their doubts

Session 12: Training evaluation session
Expected results by the end of the session
• Major highlights of the training would have been recaptured and participants’ feedback would have been received

Method
• Questionnaire
Steps for the session and time required:

- Circulate questionnaire to each participant
- Ask each participant to rate performance of trainers on various parameters

Total time required for the session

- 15 minutes

Tips to the trainer

- Ensure that the Questionnaire is ready and that too in the preferred language
- Try to end the workshop on a high spirit and motivation
- Provide a connection between one day’s discussion with another day’s discussions

Annexure

Module on Gender Sensitization

Expected Results:

- The Trainees will have developed an understanding of gender

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Session objective</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 – 9.45</td>
<td>Introduction to the training, participation and facilitator</td>
<td>To welcome the participants and share the importance of the training and present an overview</td>
<td>Presentation</td>
</tr>
<tr>
<td>9.45 – 10.00</td>
<td>Finalization of agenda for the training</td>
<td>To ascertain the expectations of the participants so as to finalize the agenda for the training in a participatory manner</td>
<td>Group discussion</td>
</tr>
<tr>
<td>10.00 – 10.15</td>
<td>Pre Test</td>
<td>Participants present level of understanding/ opinion on gender.</td>
<td>Group work</td>
</tr>
<tr>
<td>10.15 – 11:00</td>
<td>Understanding Gender:</td>
<td>Clear understanding on Gender and clarity in difference between sex and gender</td>
<td>Self-reflection and Plenary</td>
</tr>
<tr>
<td>11.00 – 11.15</td>
<td>TEA BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15 – 11.45</td>
<td>Differences of</td>
<td>Differences of WID, WAD &amp; GAD will</td>
<td>Case Study</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Description</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>12.30 – 01.00</td>
<td>Perspective on Gender:</td>
<td>Participants would have established clarity on gender equality, equity and</td>
<td>Photo Language</td>
</tr>
<tr>
<td></td>
<td>Gender equity and equality</td>
<td>affirmative actions</td>
<td>followed by discussion</td>
</tr>
<tr>
<td>01.00 – 02.00</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00 – 02.30</td>
<td>Gender awareness and gender</td>
<td>Participants will have clarity on the difference between gender awareness</td>
<td>Plenary</td>
</tr>
<tr>
<td></td>
<td>sensitivity</td>
<td>and sensitivity</td>
<td></td>
</tr>
<tr>
<td>2.30 – 03.00</td>
<td>Gender role</td>
<td>Participants will have clarity on the various gender roles such as productive,</td>
<td>Gender role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reproductive and community</td>
<td>analysis exercise</td>
</tr>
<tr>
<td>03.00 – 03.15</td>
<td>Tea break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.15 – 03.45</td>
<td>Gender need</td>
<td>Participants will have understood about gender need and will be able to</td>
<td>Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td>relate on gender role and gender needs</td>
<td></td>
</tr>
<tr>
<td>03.45 – 04.15</td>
<td>Process of gender mainstreaming</td>
<td>Participants will become clear about the different stages and their linkage</td>
<td>Group Discussion</td>
</tr>
<tr>
<td></td>
<td>- Sensitization</td>
<td>with each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mainstreaming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.15 – 04.30</td>
<td>Review of the expectation and</td>
<td>Issues raised by participants will be clarified</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>reinforcement of learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.30 – 04.45</td>
<td>Post Test</td>
<td>Progress in terms of final learning</td>
<td></td>
</tr>
<tr>
<td>04.45 – 05.00</td>
<td>Evaluation of the training</td>
<td>Participants fill the format and suggest area of improvement</td>
<td>Evaluation format.</td>
</tr>
</tbody>
</table>
Reading Materials

Gender - “GENDER” refers to the socially defined roles and characteristics of men and women to the socially constructed relationship between men and women.

“SEX”, on the other hand, refers to the biological characteristics of men and women.

<table>
<thead>
<tr>
<th>SEX</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Born with</td>
<td>Not born with</td>
</tr>
<tr>
<td>Cannot be changed</td>
<td>Can be changed</td>
</tr>
</tbody>
</table>

Examples:

Only women can give birth is biological but women can do the same jobs as men is gender.

DEFINITION OF “GENDER”

Gender refers to the social differences between men and women that are learned, changeable over time and have wide variations within and between cultures.

GENDER is a socio-economic variable to analyse roles, responsibilities, constraints, opportunities and needs of men and women in any context.

Gender refers to the societal rules, norms, customs and practices based upon biological differences between males and females. The social attributes and opportunities associated with being male and female and the relationships between females and males, as well as the relations between females and those between males. This results in the two: genders being valued differently and in their having unequal opportunities and life chances. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

In another words, gender is the culturally specific set of characteristics that identifies the social behaviour of women and men and the relationship between them. Gender, therefore, refers not simply to women or men, but to the relationship between them, and the way it is socially constructed. Because it is a relational term, gender must include women and men. Like the concepts of class, race and ethnicity, gender is an analytical tool for understanding social processes.

Gender approaches in development have evolved over past decades: in the 1950s & 60s, the welfare approach saw women as passive recipients of benefits. In the 1970s and 80s, the equity and efficient approach challenged women's subordinate position and attempted to increase
women's participation in development. In recent years, a gender and empowerment approach has attempted to transform existing gender relations through enhancing participation, decision making, more equal control of resources and a more equal sharing of work burdens. In the due process efforts are emphasizing upon empowerment of society.

**Gender and Sex**

"People often use the word gender" as a synonym for "sex". Sex, however, refers to biological characteristics that make someone female or male. Gender has also been misused as a synonym for "women" or "female". Development projects directed towards women's needs, for example, may mistakenly refer to gender needs.

**Sex** - identifies the biological differences between women and men; they are universal. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females. Only a small proportion of the difference in the roles assigned by gender can be attributed to physical differences based on sex (such as pregnancy and childbirth, or differences in physiology and bodily functions).

**Gender** - refers to the socially constructed differences between men and women in terms of roles and responsibilities. They are learned, acquired, changeable over time and space, very widely within and across cultures. In other words it is a socio-economic variable for analyzing roles, responsibilities, constraints, opportunities, and needs of men and women in a given context.

### Some Stereotypes:

<table>
<thead>
<tr>
<th>Femininity</th>
<th>Masculinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talkative</td>
<td>Brave</td>
</tr>
<tr>
<td>Tactful</td>
<td>Ambitious</td>
</tr>
<tr>
<td>Gentle</td>
<td>Aggressive</td>
</tr>
<tr>
<td>Submissive</td>
<td>Active</td>
</tr>
<tr>
<td>Religious</td>
<td>Dominant</td>
</tr>
<tr>
<td>Dependent</td>
<td>Independent</td>
</tr>
<tr>
<td>Emotional</td>
<td>Objective</td>
</tr>
<tr>
<td>Weak</td>
<td>Strong</td>
</tr>
<tr>
<td>Illogical</td>
<td>Logical</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>Self Confidence</td>
</tr>
</tbody>
</table>

**Women in Development (WID)** projects were an outcome of the realization that women's contributions were being ignored and that this was leading to the failure of many development efforts. WID projects were developed to involve women as participants and beneficiaries of development aid and initiatives.

**Gender and Development:**

The gender and development (GAD) approach was developed as a response to the failure of WID projects to effect qualitative and long-lasting changes in women's social status. GAD focuses on social, economic, political and cultural forces that determine how men and women participate in, benefit from, and control project resources and activities differently. This
approach shifts the focus from women as a group to the socially determined relations between women and men.

**Gender Equity** is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing fair. Equity leads to equality.

**Gender Equality** means both equality of treatment under the law and equality of opportunity. In addition, since these do not take structural inequality into account, it also includes substantive equality and equality of agency. Substantive equality means that the different circumstances and characteristics of men and women have to be considered to avoid unfair gender-related outcomes.

In another words gender equality means that women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. Gender equality is therefore the equal valuing by society of both the similarities and differences between women and men, and the varying roles that they play.

Gender inequality is constructed both through society's formal laws and statutes and through unwritten norms and shared understandings. It is not only pervasive across all societies but also the most prevalent form of social disadvantage within societies. It cuts across all other forms of inequality, such as class, caste and race. And because gender is key to the organization of production and reproduction, women are also "at the crossroads between economic growth and human development". The argument for addressing gender inequality, therefore, is not simply that it exists in all societies but that it exists at all levels of society. It makes the effects of poverty worse for women and biases the form taken by economic growth.

**Productive:**
Involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

**Reproductive:**
Involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work, is for the most part manual-labour-intensive and time consuming. It is almost always the responsibility of women and girls.

**Community:**
Involves the collective organisation of social events and services, ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities and so on. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for
the community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them from participating in developing projects. When they do participate, extra time spent on farming, producing, training or meetings means less time for other tasks, such as child care or food preparation.

There are two types of needs:

- Practical Gender Need
- Strategic Gender Needs

**Practical Gender Needs (PGN):**

Practical Gender Needs are linked to women's condition. They can be readily identified and usually relate to unsatisfactory living conditions and lack of resources. Poor third world women (while their priorities vary) may identify PGN which are related to food and water, the health and education of their children, and increased income. Meeting such needs through development activities can be a relatively short-term process involving inputs such as equipment, technical expertise, training, hand pumps, clinics or a credit program. Projects that aim to meet practical gender needs and improve living conditions generally preserve and reinforce stereotypes or traditional relations between men and women.

If these were met the lives of women (or men) would be improved without changing the existing gender division of labour or challenging women's sub-ordinate position in society. Meeting practical interests/needs is a response to an immediate perceived necessity; interventions which do are typically concerned with inadequacies in living conditions such as water provision, health care and employment.

**Strategic Gender Needs (SGN):**

"Strategic interests for women arise from their subordinate (disadvantaged) position in society. Strategic interests are long-term and related to improving women's position. Access to participatory democratic processes is in the strategic interests of the poor in general. Access to gender equality is the strategic interest of women in particular. Empowering women to have more opportunities, greater access to resources, and more equal participation with men in decision-making is in the long-term strategic interest of the majority of the world's men and women alike"

"If these were met the existing relations between men and women would be transformed. These interests relate to the gender divisions of labour power and control. Those identified by women may be issues such as legal rights, domestic violence, equal wages and women's control over their bodies"

<table>
<thead>
<tr>
<th>PGN</th>
<th>SGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PGN are basic needs</td>
<td>1. SGN need to be fulfilled for empowerment</td>
</tr>
<tr>
<td>2. Those needs which emerge from present</td>
<td>2. To raise a voice to change, the gender</td>
</tr>
<tr>
<td>gender division of labour e.g. Water, food</td>
<td>based division of labour e.g. sharing</td>
</tr>
<tr>
<td>health, housing etc.</td>
<td>housework and responsibilities of family</td>
</tr>
</tbody>
</table>
planning equally. To be in a decision making position in politics and other fields

<table>
<thead>
<tr>
<th>3. Short term solution to exploitation resulting from gender relations e.g. shelter homes for women</th>
<th>3. To bring about a permanent change in gender relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. To bring about short term changes</td>
<td>4. To bring about long term changes</td>
</tr>
<tr>
<td>5. This is a tap down process</td>
<td>5. This is a collective process</td>
</tr>
</tbody>
</table>

**Gender Sensitization** is a process through which efforts are being made to build the capacity of organization and then community on how to think about gender issues. This helps them in building clear understanding to motivate people to change their thought process towards the issues of gender so as to enable them in demonstrating gender sensitive behaviour.

**Gender Analysis:**

Gender-based analysis is a process that assesses the differential impact of proposed and/or existing policies, programs and legislation on women and men. It makes it possible for policy to be undertaken with an appreciation of gender differences, of the nature of relationships between women and men and of their different social realities, life expectations and economic circumstances. It is a tool for understanding social processes and for responding with informed and equitable options.

It compares how and why women and men are affected by policy issues. Gender-Based Analysis challenges the assumption that everyone is affected by policies, programs and legislation in the same way regardless of gender, a notion often referred to as "gender-neutral policy". Gender-Based Analysis is integral to the development of policies, programs and legislation. Gender-Based Analysis leads to informed policy-making and good governance.

It also refers to the variety of methods used to understand the relationships between men and women, their access and control over resources, their activities and the constraints they face relative to each other. Gender analysis provides information that recognizes that gender and its relationship with race, ethnicity, culture, class, age, disability and/or other status is important in understanding the different patterns of involvement, behaviour and activities that women and men have in economic social and legal structures.

Gender Analysis is an essential element of socio-economic analysis. A comprehensive socio-economic analysis would take into account gender relations, as gender is a factor in all social and economic relations. An analysis of gender relations provides information on the different conditions that woman and men face and the different effects that policies and programs may have on them because of their situations. Such information can inform and improve policies and programs and is essential in ensuring that the different needs of both women and men are met.

At the local level, gender analysis makes visible the varied roles women, men, girls and boys play in the family, in the community and in economic, legal and political structures. A gender perspective focuses on the reasons for the current division of responsibilities and benefits and their effect on the distribution of rewards and incentives.

An analysis of gender relations can tell us who has access, which has control, who is likely to benefit from a new initiative and who is likely to lose. Gender analysis asks questions that can lead us in a search for information to understand why a situation has developed the way it has. It can also lead us to explore assumptions about issues such as the distribution of resources and the impact of culture and traditions. It can provide information on the potential direct or indirect benefit of a development initiative on women and men, on some appropriate entry
points for measures that promote equality within a particular context and on how a particular development initiative may challenge or maintain the existing gender division of labour. With this information measures of equity can be created to address the disparities and promote equality.

In the case of primary education, gender analysis can tell us that a gender gap exists in most countries; that is, there is a gap between girls’ and boys’ enrolment and retention in school. In the majority of countries where there is a gender gap, the gap works against girls, but in others, it works against boys. In India, an average six years-old girl can expect to spend six years in school, three years less than a boy of the same age. Girls in rural areas are at even greater disadvantage: their risk of dropping out of school is three times that of a boy. In rural India, boys are often pulled out of school and sent to work to boost family income and girls are engaged into household work thus, drop-out rate of latter is more than that of the former. In their efforts to balance the need to meet the needs of both boys and girls, governments are increasingly using gender analysis to investigate the source of the gap and what measures can be adopted to reduce the distortions in the educational system.

**Gender Analysis as a process:**

Gender Analysis takes place throughout the entire development process, throughout research, to problem definition, planning, implementation, monitoring and evaluation. By examining basic assumptions each step of the way, the interrelationships between social context and economic factors can be understood and initiatives that respond to those needs can be designed. An analysis of gender relations can tell us who has access, who has control, who is likely to benefit from a new initiative, and who is likely to lose. Gender analysis asks questions that can lead us in a search for information to understand why a situation has developed the way it has. It can also lead us to explore assumptions about issues such as the distribution of resources and the impact of culture and traditions. It can provide information on the potential direct or indirect benefit of a development initiative on women and men, on some appropriate entry points for measures that promote equality within a particular context, and on how a particular development initiative may challenge or maintain the existing gender division of labour. With this information measures of equity can be created to address the disparities and promote equality.

**Tools for Gender Analysis:**

<table>
<thead>
<tr>
<th>Title of the Tool</th>
<th>Objective of the Tool</th>
<th>Notes on the Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk review</td>
<td>To gather the existing documented information on the specific topic. This tool is very relevant in getting background information on the specific topic. Specifically when implementing gender analysis, this tool aims to understand the extent of gender disaggregated data available in the country.</td>
<td>Involves detailed review of relevant documents within the organisational policy, programmes and projects. This tool provides an introduction to the existing knowledge of the topic within the society and the country.</td>
</tr>
<tr>
<td>Household interview</td>
<td>To directly gather quantitative information from the beneficiaries on their socio-economic characteristics. The quantitative data thus collected will help to interpret the</td>
<td>Typically household interviews are carried out by quantitative study experts. Interviews include a sequence of focused questions in a fixed order, often with predetermined, limited options for</td>
</tr>
<tr>
<td>Method</td>
<td>Description</td>
<td>Example</td>
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<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Qualitative data gathered</td>
<td>Qualitative data gathered through other sources are carried out among the direct beneficiaries.</td>
<td>The unit of study is the household. An average duration of such an interview is estimated to be one hour.</td>
</tr>
<tr>
<td>Focus group discussion</td>
<td>Focus group discussions openly discuss and build consensus on the perceptions, attitudes and views</td>
<td>FGD’s carried out by the qualitative study experts are relatively low cost, small group (four to twelve participants plus facilitator). The participants of FGD’s are homogenous, belonging to the same category of the beneficiary population. Separate FGD’s with male and female participants are mandatory in order to fully explore gender differences in attitudes, feelings, and preferences. The facilitator should be well experienced in gathering qualitative data to lead FGD’s. In addition, the local consultant team leader should ensure that the facilitator has the know-how for how to facilitate equal participation from all its participants. If not, the discussion can get monopolized by a few participants. An average duration of a FGD’s is 2–2.5 hours. Care should be taken not to increase the duration of FGD’s over three hours as participants tend to lose the focus of the discussion. Light refreshments can be served depending on the location and type of participants of the FGD’s. Other tools such as trend analysis, social mapping and day time use analysis can be carried out as part of FGD’s to capture information on specific topics of interest. (details on these tools are provided in the next section of the table.)</td>
</tr>
<tr>
<td>Direct observation</td>
<td>To perceive the existing situation in a selected locality.</td>
<td>Simplest of all techniques implemented by the qualitative study. It involves counting, noting behavior and expression, and</td>
</tr>
</tbody>
</table>
registering notable facets of a particular development situation. This could be carried out in selected locations that enable the researcher to capture the activities of the beneficiaries on the specific topic.

| Semi-structured interviews | To provide a forum for one-to-one discussion in a relaxed atmosphere on specific topics with direct beneficiaries and secondary informants. Specifically it aims to provide an opportunity for self-expression to populations who are shy or otherwise resistant to opening up in front of others |
| Case study | To study individual cases relating to the topic. These case studies will help in dramatizing / highlighting problems and issues of an individual or a household within a community. |
| Also called conversational interviews, carried out by the qualitative study experts, provide a framework within which respondents can express their own understanding in their own terms. It is often structured around a number of pre-determined topics. They are structured by interview guide with a limited number of preset questions with the flexibility to elaborate on specific topics if desired by the person interviewed. This kind of guide ensures that the interview remains focused on the development issue while allowing enough conversations so that the participants can introduce and discuss topics that are relevant to them. These tools are deliberate departure from survey-type interviews with lengthy, predetermined questionnaires. These interviews are carried out with secondary informants and direct beneficiaries. The average duration of such an interview is estimated to be one hour. |
| Case study stories bring out the individual's or household's major needs, issues/problems, and their perception of the solution to these problems through conversations in a relaxed atmosphere. This method probes to document the individual's personal details such as name, place of residence, employment status, marital status, number of children, etc. Sample population will be selected purposively based on the key topic studied. They are undertaken by the qualitative study experts. The average duration of |
such a conversation can last between 2-2.5 hours depending on the personality of the beneficiary studied.

Stakeholder workshops
To provide an open forum to discuss and build consensus and ownership of the field findings and recommendations and thus arrive at an agreement on the next steps. This is a powerful tool for reaching a consensus when there are contradictions among the information gathered from different sources.

Stakeholder workshops are held at the end of fieldwork. All levels of stakeholders are encouraged to participate in the workshops. The workshop is an effective way to discuss common findings in the field, to disseminate the field findings, to create ownership of the findings, and to decide on the next steps. Participants can include both direct and indirect beneficiaries along with government representatives and ngos/private organizations.

Stakeholder workshops can also be used as the only major tool to discuss and come to consensus on specific topics such as developing transport strategies, monitoring and evaluation of gender issues in project implementation, etc. In this case, a series of such workshops will be carried out in one or more locations on different recommendations from various studies.

Qualitative study experts are responsible for implementing stakeholder workshops.

Additional tools to be used as part of Focus Group Discussions

<table>
<thead>
<tr>
<th>Types of Tool</th>
<th>Objective of the Tool</th>
<th>Notes on the Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend Analysis</td>
<td>To provide a sequence of changes from a chosen period to the current date.</td>
<td>Trend Analysis involves requesting participants to discuss various changes that have occurred within the community over a period of time such as role of women in households, rate of labor participation of women, rate of female children attending schools and universities, etc. Often important events are used to</td>
</tr>
<tr>
<td><strong>Day-Time use Analysis</strong></td>
<td>To gather information on the various activities of an individual during a typical day. This tool specifically aims to understand the pattern of behavior of an individual.</td>
<td>Day-Time use Analysis involves gathering detailed information on the type of activities performed by both male and female beneficiaries. It also documents when these activities are performed and the average time spent on each activity. Specifically, this tool will help in identifying the types of activities typically undertaken by men and women and the average time spent by them on various activities during the course of the day. Some of the typical activities covered include time spent on: (i) collecting water/firewood, (ii) waiting for public transport, (iii) accompanying children to school, (iv) traveling to work place, etc. This tool is carried out as part of FGD.</td>
</tr>
<tr>
<td><strong>Social Mapping</strong></td>
<td>To provide a visual display of community members’ perceptions of the physical dimension of their community in social and economic terms.</td>
<td>Social Mapping helps to develop: (i) inventory of resources within the community (types of available roads, modes of transport on these roads, wells, hand pumps, schools, public service buildings, etc); (ii) inventory of type of households (whether slums/poor or non-poor or both); and (iii) location of community resources in relation to the households of differing wealth levels. Maps can be drawn on the ground by the participants or on regular paper. If on the ground, the participants could use different objects like twigs, stones, leaves, etc to differentiate various types of resources, and if on regular paper, the participants could use color markers to differentiate various types of resources. Maps on regular size paper are preferred as they could be included as part of the annex in the specific site report. This tool is carried out as part of the FGD.</td>
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</table>
**What is Mainstreaming:**

Although the term has now been in general use for more then a decade, many misconceptions about Mainstreaming continues to confuse policy makers and development agencies. Mainstreaming embraces two different but related aspects:

- Mainstreaming women and their specific concerns and issues; and
- Mainstreaming gender as a means of identifying the different interests, needs and effects of policies, programmes etc on women and men.

Mainstreaming Gender through gender analysis and other related methods seems to represent the more technical component of mainstreaming. In some ways, it might also be regarded as the less controversial, since in theory (and in practice in male-dominated countries and sectors) gender analysis could be carried out entirely by men. From another perspective, mainstreaming gender might be regarded as more progressive because of its association with the gender and development, or GAD, approach as opposed to the earlier WID approach to the advancement of women.

**Mainstreaming women**

Mainstreaming women represents the more political aspect of mainstreaming, emphasizing the importance of women's equal participation not just as actors in development, or even as beneficiaries, but particularly as an active player in all decision-making processes. The early use of mainstreaming by the WID (Women in Development) movement tended to focus more on women than gender, and thus on women and women's concerns as the subjects to be entered into the mainstream. This may also explain why, since WID has been discredited as an overall strategy in favour of the gender approach. Mainstreaming now focuses more often on gender than women.

In most countries, development planners and programmers, particularly at the decision making levels, are men. This makes the second aspect of Mainstreaming women in decision making all the more important. Thus, work on Mainstreaming women in Asia pacific has particularly emphasized increasing women’s active involvement in politics, leadership and governance.

The first requirement for Mainstreaming women is usually training to increase women's capacities in non-traditional areas, and to increase their awareness and build in their confidence in their existing capacities. For women to utilize these increased capacities, specific policy changes are necessary to legitimize and institutionalize women's participation. In south Asia, where social and cultural barriers to women's entry to public life are particularly strong, women's participation has been effectively institutionalized in local government through the use of quotas for women representatives. In developed countries, other forms of affirmative action policies have been adopted. Public education and advocacy on gender issues has also raised the awareness of voters, particularly women, and politicians and their willingness to support women candidates and colleagues.

As women move into mainstream decision making, they often encounter very practical obstacles due to the difficulty of balancing their traditional gender roles of wife and mother with their new responsibilities. This has led to increased recognition of the extent to which day-to-day work and other arrangements in public life are adapted to masculine roles and stereotypes and thus discriminate against women. In developed countries, measures such as work-based child care, flexible working hours and the granting of parental rather than just maternity leave
help women to balance their roles, and facilitate men's increased sharing of unpaid domestic work and child care. Legislation and effective monitoring and reporting procedures also help to eliminate discrimination in recruitment, promotions, performance assessment and termination of staff, and to create women-friendly work places where women can operate on an equal footing with men.

Finally, and most recently, newly available data are revealing the need for capacity building and role change for men. The slow pace of change in men's gender roles, attitudes and behaviour, even in developed countries, indicate the need to direct gender policy and programme support toward effecting changes for men as well as women.

Data from a growing number of time use surveys, some in developing countries, show glaring inequities between women and men in the performance of unpaid work. The double burden of paid and unpaid work being borne by women in the mainstream is a major obstacle to the achievement of equality between women and men. The burden is especially acute for poor women who are less able to relieve it through labour-saving goods and domestic and child care services purchased in the market.

New surveys on gender-based violence from a small number of countries - most of them developed rather than developing - and reports in the press and from NGOs working with women and girl survivors show that violence against women is another major obstacle to women's participation in the mainstream. Its elimination will require fundamental changes in gender stereotypes and the attitudes and behaviours of men. Such changes can only be achieved through gender policies and programmes, such as curriculum change in the education system and media campaigns that target men rather than women.

**Gender Mainstreaming:**

"Gender Mainstreaming involves not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilizing all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective). This means systematically examining measures and policies and taking into account such possible effects when defining and implementing them."

"The systematic consideration of the differences between the conditions, situations and needs of women and men in all community policies and actions: this is the basic feature of the principle of 'mainstreaming', which the commission has adopted. This does not mean simply making community programmes or resources more accessible to women, but rather the simultaneous mobilization of legal instruments, financial resources and the community's analytical and organizational capacities in order to introduce in all areas the desire to build balanced relationships between women and men. In this respect it is necessary and important to base the policy of equality between women and men on a sound statistical analysis of the situation of women and men in the various areas of life and the changes taking place in societies."

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation, monitoring and evaluation of programmes and projects in all political, economic and social spheres, such that inequality between men and women is not perpetuated.
In other words, gender mainstreaming is:

- A process of "integrating gender concerns into every aspect of an organization's priorities and procedures"
- "A process, rather than a goal. It is a process undertaken to achieve gender equality. It is not an end in itself."
- "the legitimacy of gender equality as a fundamental value reflected in development choices and institutional practices"
- "Is a two-fold process: agenda setting to transform the thrust of development policy in order to bring concerns into the mainstream; and, the integration of gender concerns into the mainstream of existing practices within the center's institutional policy, programme initiatives, project approval process, research funded and themes."
- "It is not concerned with simply increasing women's participation; rather it concerned with the terms of their participation. A commitment to mainstreaming does not preclude a focus on women and is a collaborative effort."

**Gender Mainstreaming principals:**

Gender Mainstreaming means:

- Forging and strengthening the political will to achieve gender equality and equity, at the local, national, regional and global levels;
- Incorporating a gender perspective into the planning processes of all ministries and departments of government, particularly those concerned with macroeconomic and development planning, personnel policies and management, and legal affairs;
- Integrating a gender perspective into all phases of sectoral planning cycles, including the analysis development, appraisal, implementation, monitoring and evaluation policies, programmes and projects;
- Using sex-disaggregated data in statistical analysis to reveal how policies impact differently on women and men;
- Increasing the numbers of women in decision-making positions in government and the private and public sectors;
- Providing tools and training in gender awareness, gender analysis and gender planning to decision-makers, senior managers and other key personnel;
- Forging linkages between governments, the private sector, civil society and other stakeholders to ensure a better use of resources.

<table>
<thead>
<tr>
<th>Mainstreaming is not the responsibility of the ministry for women, gender units and women staff.</th>
<th>Mainstreaming is the responsibility of all key decision making bodies: the prime minister's or president's office, the cabinet, ministries for planning, finance, trade, commerce and foreign Ministries for women and gender units can:</th>
</tr>
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<tr>
<td></td>
<td>• Act as advocates for women's interests;</td>
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<tr>
<td></td>
<td>• Provide leadership on women's issues;</td>
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<td></td>
<td>• Provide technical support on</td>
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</table>
Mainstreaming is not just special projects, programmes and policies for women.

Mainstreaming involves changing gender relationships between women and men in order to achieve more equal sharing of power and responsibility, benefiting both women and men.

Mainstreaming offers win-win gains for women, men and society as a whole.

Mainstreaming requires projects, programmes and policies to promote and support changes in men’s, as well as women’s, gender roles, attitudes and behaviours.

Policy changes and programme support will be necessary to enhance the role of men in the family, eliminate gender-based violence, and enable men to assume more equal responsibility for unpaid work in the home and in the community.
Mainstreaming Women and Gender: complementary and equally important

The linkages between Mainstreaming Women and Mainstreaming Gender are complex. Given the goal of gender equality, the problem with the current mainstream is that it is clearly male dominated and women are under-represented. If there were roughly equal numbers of women and men in mainstream, the engendered nature and differential impact of policies and programmes on women and men should be taken into account automatically through their equal participation in decision making.

However, it is also important to recognize that mainstreaming women does not necessarily involve gender mainstreaming, since women decision makers can be just as blind to gender differences and their impact as men. In particular, since gender roles, stereotypes and norms differ among women themselves (by education, income and social class, for example), mainstreaming a gender perspective as a technical approach that takes these differences into account might continue to be desirable even after women and men are to be found in roughly equal proportion in all key decision making bodies and positions.

Mainstreaming Women and Mainstreaming Gender are complementary and equally necessary to the attainment of gender equality in its widest sense, although the emphasis in countries is likely to vary.

In the industrial democracies where women are more active in politics and legislation is generally implemented effectively, women may choose to use political means to change the mainstream. The differential impact of policies and programmes on women is largely analysed by women themselves through the political process. Policy makers and administrators are obliged to factor this analysis into their decisions through the political process, rather than by the development of a specific set of policy analysis tools. Public debate on gender equality is also likely to focus much more on women and women's issues, concerns and rights. As a result, the terms gender and mainstreaming have been more relevant to development assistance agencies in some of the industrial democracies than to national policy analysis and debate.

However, in many developing countries, women have been largely excluded from political processes at all levels, from the household up. In these circumstances, mainstreaming gender and gender analysis may be an essential first step toward modifying the mainstream sufficiently to enable and empower women to begin moving into decision-making positions. The weight of restrictive social norms, lack of access to education and training, and the burden of unpaid domestic work, together with the enormous difficulties women face in balancing their domestic roles with participation in economic production (whether paid or unpaid), may make it virtually impossible for the majority of women to enter the mainstream.

To bring these women into the mainstream on any scale, systematic and significant changes will be needed in mainstream social and economic arrangements, as well as among the women themselves. Achieving these changes will need all the tools in the development gender kit. Training and media campaigns will be needed to raise public awareness about gender inequality. Gender statistics will be essential tools to make discrimination and women's relative deprivation visible, and to assist policy makers and programme managers to monitor gender differentials. Widespread application of gender analysis, gender budgeting and gender audits to policies, programmes and projects will be needed to increase women's active participation in programmes and their access to benefits, as well as their participation in decision making.
**Gender Tools and Training for Mainstreaming**

An impressive array of techniques and tools has now been developed to assist policy and programme analysts to mainstream a gender perspective into policy formulation, programme design and development, and programme management and implementation. These include:

- Gender awareness and gender sensitivity training programmes, which assists policy makers and implementation staff to identify and address gender issues;
- Gender analysis, which explicitly identifies differences between women and men in access to and control over resources, participation in decision making and benefits and the direct and indirect impact of policies, programmes and projects;
- Gender statistics, which (1) collect and present all individual-level data disaggregated by sex; and (2) provide specific data on emerging gender issues such as the counting and valuation of unpaid labour; the incidence, nature and impact of violence against women and the role of women in business;
- Gender indicators and indexes, such as the UNDP Gender and Development Index (GDI) and Gender Empowerment Measure (GEM), which enable progress toward gender equality to be monitored and the impact of particular approaches and strategies to be measured;
- Gender budgeting and gender audits, which analyse resource allocations in terms of the shares directed toward meeting the needs of women and men, and report the extent to which governments and agencies match their commitments to gender mainstreaming with concrete financial allocations to address gender and women's issues.

**The value of these tools depends on:**

- The availability of staff who are skilled in their application; and
- The extent to which their application is required on a routine basis through regulations and operating procedures, reinforced by other institutional mechanisms, such as performance assessment criteria, to ensure compliance;
- The extent to which their application is recognized and rewarded by appropriate incentives.

**Overview of Mainstreaming in practice**

The box below summarizes the approach to mainstreaming that has developed in UNIFEM Asia-Pacific and several countries in the region over more than a decade. It addresses two aspects of mainstreaming that are closely related but distinct: Mainstreaming Women and Mainstreaming Gender. Mainstreaming Gender is a technical process requiring the use of various gender tools, including gender analysis, gender statistics and gender budgeting or gender audits, to identify the differential impact on women and men of all policies, and programmes so that appropriate measures can be developed to achieve gender equality. Mainstreaming Women is a more political process that will enable women to participate equally with men in all areas and at all levels of decision making so that their different needs can be equally addressed.

<table>
<thead>
<tr>
<th>Mainstreaming strategies in Asia-pacific</th>
<th>Mainstreaming Women</th>
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<tbody>
<tr>
<td>1. Develop a gender perspective in planning and programming - conduct advocacy, gender awareness &amp; sensitivity training to generate understanding among planners</td>
<td>1. Capacity building for women - provide technical training for women in non-traditional areas, especially politics, leadership and governance, and provide self-esteem and self-confidence building</td>
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</tbody>
</table>
and programmers.

<table>
<thead>
<tr>
<th>2. Develop technical capacity - develop manuals and guidelines, prepare trainers and trained planners and programme staff in the use of gender analysis, gender statistics, gender budgeting and gender auditing.</th>
<th>2. Institutionalize women's participation - advocate and implement measures such as affirmative action or quotas to increase women's roles in decision making, particularly in politics, leadership and governance.</th>
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<tbody>
<tr>
<td>3. Institutionalize gender mainstreaming - issue regulations etc to ensure the use of gender tools for planning and programming; appoint gender focal points and specialists to support gender mainstreaming.</td>
<td>3. Social capacity building - change work &amp; social arrangements, as well as attitudes &amp; behaviours, so that women can operate on an equal basis with men in the mainstream.</td>
</tr>
<tr>
<td>4. Policy advocacy - influence policy makers at the highest levels to mainstream a gender perspective in macroeconomic, finance and trade policy, and in political affairs.</td>
<td>4. Capacity building for men - change men's gender attitudes, eliminates gender-based violence, and enhances men's capacity to share unpaid domestic and caring work more equally with women.</td>
</tr>
</tbody>
</table>