

Gender in MENA Projects:

Promoting Women's Economic Empowerment

Training workshop

May 21-23, 2009, Tunis, Tunisia



Promising
approaches

"Mainstreaming Gender in Projects"

Gender operational tools



Objectives/expected results:

At the end of this session,

1. **Basic gender framework, characteristics and tools reminded,**
2. **Assessment and Analysis processes from Gender perspective described and illustrated,**
3. **Ways and stages in which Gender Mainstreaming is conceptualized and operationalized.**

UNDERSTANDING GENDER

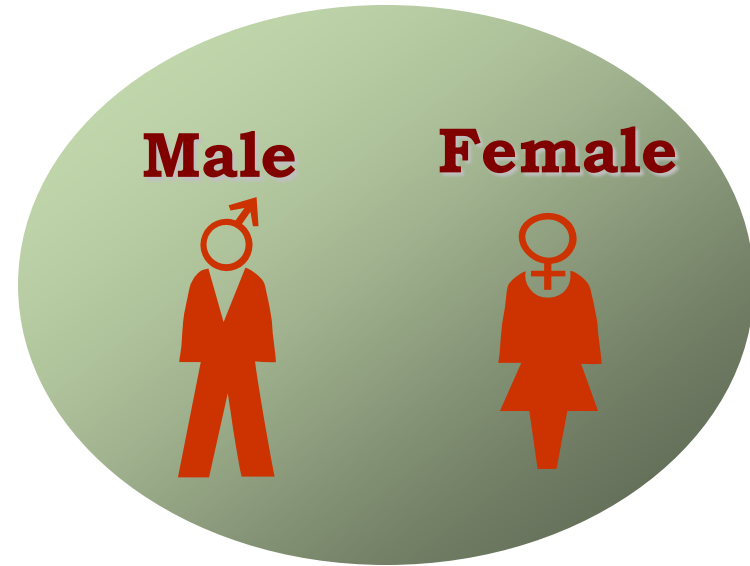


GENDER FRAMEWORK: 3 circles

1. Biological
2. Social Construction,
3. Needs/Rights...

1st Circle : biological/physiological

Sex is the biological difference between males and females.



SEX refers to the Individual's identity based on physiological characteristics of male and female (1st/2nd steps)

Gender differences are sometimes confused with biology

2nd Circle : Social Construction

Gender has to do with how we think, how we feel and what we believe we can and cannot do because of the socially defined concepts of masculinity and femininity

Gender can also be determined by race, class, caste, age, marital status



2nd Circle : Social Construction

- ❑ Talking about “social construction of gender” doesn’t mean that women and men are exactly the same, but that socially prescribed roles often determine their opportunities and potential, needs and rights, access to and control over resources.

Gender Characteristics

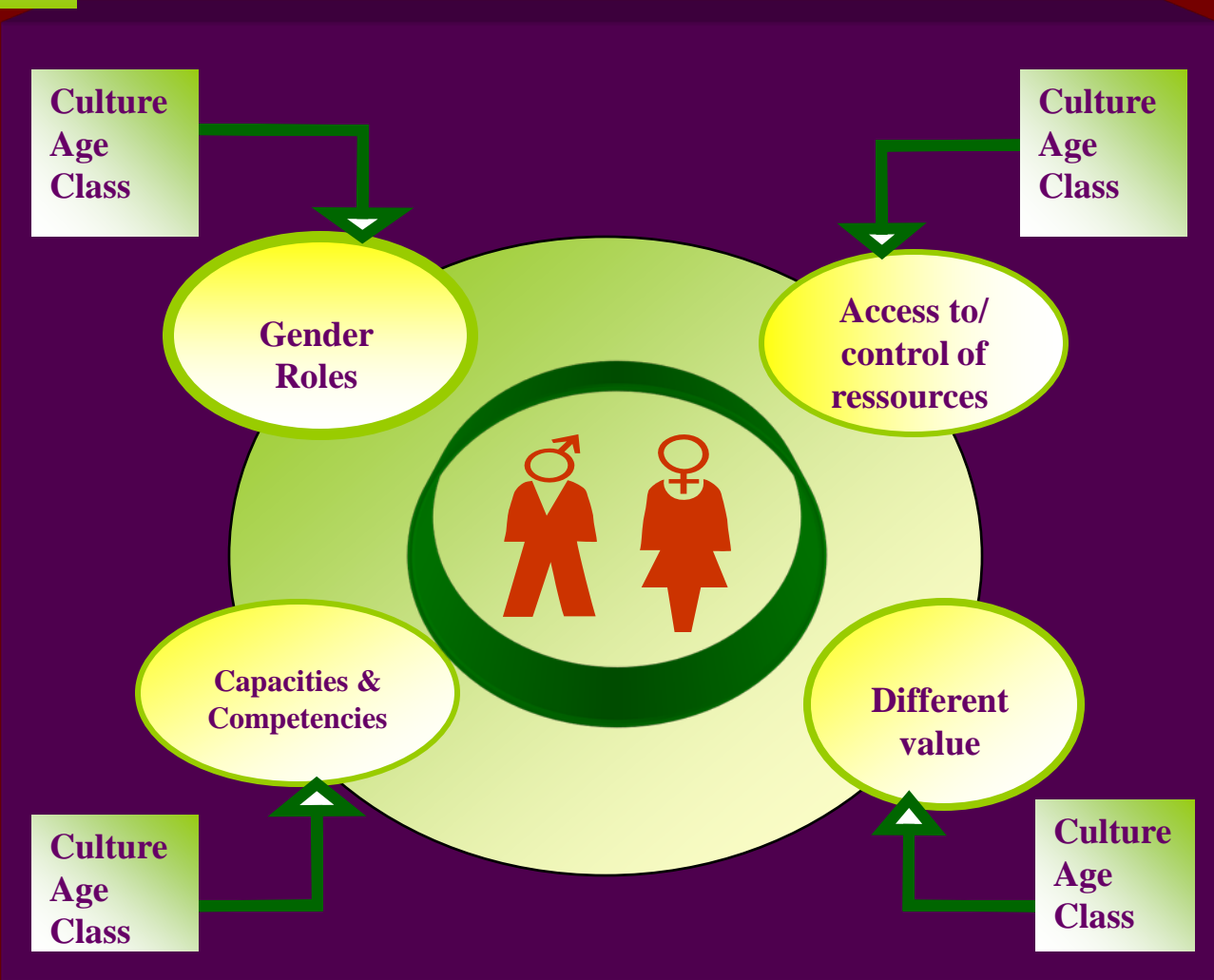


Gender is a **culture-specific** construct : The widely shared expectations and norms about appropriate male and female being but across cultures there are differences between women's and men's roles

Gender refers to the **economic and social attributes** and **opportunities** associated with being male or female in a particular social setting at a particular point in time.

Gender analytical & operational framework

N/HR



N/HR

N/HR

N/HR



Gender Analysis

- **Systematic way of looking at the different roles of women and men in development and at the different impacts of development on women and men.**
- **Gender analysis also means that in every major demographic, socio-economic and cultural group, data are separated by sex and analysed separately by sex.**
- **A gender focus - that is looking at males and females separately, is needed in every stage of the development process.**
- **Always ask how a particular activity, decision or plan will affect men differently from women, and some women or men differently from other women and men (Rani Parker, 1993).**



Gender Analysis

- Ask the **'who'** question: who does what, has access to and control over what, benefits from what, for both sexes in different age groups, classes, religions, ethnic groups, races and castes?

Example:

- Looking at how water management tasks are divided across the sexes and age groups shows for example on which aspects water projects need to work with women or with men, as within families, different categories of women, and men, tend to have different tasks, decision-making power and knowledge (van Wijk, 1998).



Gender Analysis

- If the right questions are not asked, situation analysis will ignore important gender differences
 - > and as a result <
- will not contribute to reducing gender disparities and respond to the women's needs and human rights and the development requirements .



Assessment from a gender perspective (1)

Data Collection

1. Is there in the country collecting and analyzing social, economic and demographic data considering a gender, racial and ethnic perspective, macro and micro levels?
2. Is the information collected used in order to plan and enable economic and social development with a gender perspective?

Sex-disaggregated data and gender-sensitive indicators are important to diagnose the extent of gender disparities and to inform analytical work in different areas of policy but also for each specific sector



Assessment from a gender perspective (2)

Poverty

1. Is there in the country any evidence on the feminization of poverty... in different regions?
2. Is there any evidence on gender inequalities in law or in the definition or implementation public policies ?
3. Is there evidence on gender based discrimination in economic, political, cultural and social rights according the different levels of poverty?
4. Is there any policies to promote, respect an defend the right to access basic services to poor women?
5. Is there any policy dialogue among Government and civil society about these rights?
6. Is there a process to revise existing national and local legislation related to gender based discrimination, ...violence?
7. Are national laws and policies in line with regional and international conventions?



Assessment from a gender perspective (3)

Poverty

- ❑ Highlights discrimination against women, adolescents and girls (including ethnic, cultural...)
- ❑ Identify gaps of public policies to promote gender equality and women's empowerment (*Gender disparities and imbalance in education, Health, , reproductive health and nutrition, economic sectors...*)
- ❑ Provide a foundation for defining strategic gender-focused priorities and informing policy dialogue and decisions on projects and programs.



Gender Mainstreaming

- **PROCESS** of accessing the implications for women and men of any planned action, including legislation, policies and programmes in all areas and at all levels.
- **STRATEGY** for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated.
- **The ultimate GOAL** is to achieve **GENDER EQUALITY** [*by transforming the mainstream*] (ECOSOC, 1997, emphasis added).



Gender Mainstreaming

Integration of gender perspective in any given project can be conceptualized as a continuum. .

Continuum of Gender

| | |
|------------------------------|---|
| <i>Gender Negative</i> | Uses gender norms, roles and stereotypes that reinforce gender inequalities |
| <i>Gender Neutral</i> | Gender norms, roles and relations are not affected (worsened or improved) |
| <i>Gender Sensitive</i> | Addressing gender norms, roles and access to resources in so far as needed to reach project goals |
| <i>Gender Transformative</i> | Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment |

Operational Tools of Gender Mainstreaming :

From Gender Diagnosis to Gender Planning

Use of quantitative and qualitative measures to incorporate gender perspective into the planning processes of all sectors:

Quantitative :

- Collection and use of sex-disaggregated data in statistical analysis to reveal:
 - What are the gaps and disparities (needs of women and men)
 - How policies impact differently on men and women (Indicators)....
- Use of “gender budget tools” to ensure portion of budget for each sector takes gender related differences into account.

Operational Tools of/for Gender Mainstreaming

- **Qualitative:**

1. Analysis of Women's and Men's Roles in the Community and **the relationship between them,**
2. Assessment of Gender Needs (practical and strategic) **and potentials of both men and women,**
3. Assessment of Access to, and Control Over, Resources and Benefits including **Decision-making and power balance between men and women;**
4. Assessment of Projects' Effects on Women's Workloads: **How the work of the sector is impacting men and women differently,**
5. Analysis of the Different Aims of Interventions: WID/GAD: **Change of current status or reinforcing negative gender norms,**
6. Involvement of Women in Strategic Planning: **contribution to women participation, empowerment and self-empowerment**

Analysis of facts and trends

How activity, access and control patterns are shaped by structural factors (demographic, economic, legal and institutional) and by cultural, religious and attitudinal ones.



**Activity Profile:
Who does What?**

What men and women (children, adults, elders) do, and when and where these activities take place



**Gender needs:
Who needs what?**

What are the basic rights of men and women (PGNs) and what are the required changes (SGNs)



**Access and Control Profile:
Who has what?**

Who has access to and control of/over resources and services including decision making



Project cycle analysis

Gender sensitive project planning, design, implementation, monitoring and post evaluation

Gender Mainstreaming in practice: Education Sector

Classes and Curricula:

- What are the percentages of girls verses boys enrolling in school? Attending school on a regular basis? Graduating from school?
- How does the school curriculum reinforce or challenge gender stereotypes?
- What kinds of classes are being offered to boys verses girls? Are there differences in the classes girls verses boys are choosing to take?
- What is the percentage of male and female teachers and how do they interact with girl and boy students?

Gender mainstreaming in practice: Education Sector

Enabling Environment:

- **What are the social and cultural factors hindering boys and girls from going to school?**
- **What are the risk factors that subject students, especially girls, to sexual violence and abuse? By whom?**
- **What physical factors which make the school environment comfortable and safe, especially for girls (i.e. separate toilets; good lighting, etc.)?**
- **What services make the trip to school safe and comfortable, especially for girls (i.e. the existence of safe transportation at convenient times)**
- **What are the effects of service provision in the school environment (school meals, health care, etc.) and how do these affect girls and boys differently?**
- **What impact do school fees and other associated costs have on the enrollment of boys as compared to girls?**

Gender in your sector

HOUSING:

- Needs of female headed households
- Access to credit and loans
- Self Empowerment skills, internal resources
- Laws surrounding inheritance and property rights
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HEALTH:

- Access to health facilities (transportation, opening hours, distance from home)
- Decision making about some resources ((i.e. Family planning, access to contraception, safe abortion...))
- Responsibility for health and well being of children?
- Stigma/discrimination around certain kinds of disease (i.e. HIV/AIDS, infertility...)

Other examples?



A conclusion?

:

There is no one best way to conduct a gender analysis, and it will be necessary to adapt gender analysis tools to project-specific purposes for which gender analysis is being done and to the local context in which it is being done.

From gender analysis to gender mainstreaming: Any Model?

- How are the needs of men and women reflected in the project?
- Who has been consulted?
- How was consultation done to facilitate input from men and women of different social classes?
- Is the project plan based on an understanding of gender differences in the target group/s?
- Has the project taken into consideration the expected changes in needs for time, labour and finance commitments?
- Have gender-sensitive indicators been identified to clarify objectives and facilitate monitoring?
- How will objectives for gender equality and women's participation be pursued in the project? Have specific strategies been identified?

- Have obstacles that may hinder the participation of men and women from all sectors of society been identified and strategies put in place to deal with these?
- Does the project management structure provide the necessary expertise on gender and diversity?
- Have the budgetary implications of diversity and gender been considered?
- Does monitoring provide for sex-disaggregated data collection on participation in various aspects of the project and on the selected indicators? (adapted from SIDA, 1996)
- Has thought been given to gender implications when the project is finished?

Gender and water alliance , <http://www.genderandwater.org/page/2830>

The best way to do things....

- Among the shortcomings in development programmes and projects is that issues of gender, poverty and environment are often included solely as an after thought or as separate and mutually exclusive categories.
- If gender issues are addressed at project conception, they can more easily be incorporated in the design, implementation and evaluation.
- Programmes that do not take into consideration the differing needs of men and women and their social, economic, cultural, linguistic realities during all their phases run the risk of being ineffective, inefficient and unsustainable.



Merci

THANK YOU

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