Practising Gender

The
Tool Book

Contents

FAQ

Frequently Asked Questions

What is the difference between integration of the gender concept and women's promotion?

Women's promotion was done in order to achieve equal conditions for women. The concept refers to deficits of women in all spheres of life and aims to equip women with necessary capacity to cope with inequality. Women's promotion is done for women and with women. The gender concept acknowledges disparities between the sexes and regards women's promotion as one element to reach equality between the sexes. It regards inequality as socially and historically constructed which affects both women and men in their lives and for which both have to take responsibility. It acknowledges differences between the sexes and involves working with both men and women to address gender inequality.

What does the term gender mean?

Gender (from Latin Genus), in contrast to the biological component of the word sex, depicts the gender-specific roles which are attributed to women and men in society. These are not determined by biological features and dispositions, but by structural and individual conditions, cultural rules, norms and taboos. Gender roles and gender hierarchies vary from one culture to the other and can be changed.

Why are so many men uncomfortable discussing gender?

The gender concept acknowledges disparities between the sexes and regards women's promotion as one element to reach equality between the sexes. Discussing gender relations brings about the fact that women are discriminated against and that men (mostly) benefit from the gender system. Men are threatened as they fear losing power, control and identity. The gender concept implies that gender systems can be changed and this

transformation towards more equality means that men also have responsibility to change inequality and that they have to change their attitude towards women. On the other hand, reflecting upon the roles which are attributed to them, men realize that they also lose out on many opportunities because they are not allowed to live as humans, for example, not showing feelings, having to make decisions on their own rather than seeking advice or gaining appreciation from others. Men usually find it very useful to consider gender and gender relations in their work and their lives, once they have learnt that they are also benefiting from applying the concept, as communication and understanding between the sexes improves significantly.

Why is gender a development issue?

Women and men are contributing to development of whatever arena. Whether it is their personal lives or society as a whole, both men and women rely on each other. The more gender relations are equal and the more men and women are working hand in hand (for which equality is a precondition) the better can they improve and develop. Women comprise 50% of the population and if they are discriminated against or ignored development is not taking place. Furthermore, from a point of view that we all live together in this world, it is the duty of all that everybody has the same rights, opportunities to influence what is going on.

What is gender analysis and how do I go about it?

Gender analysis is an effort to understand differences of both sexes regarding conditions of life, needs, participation, access to and control over resources and access to and participation in development as well as decision making and regarding the different roles attributed to women and men. Gender analysis highlights the unequal distribution of advantages and disadvantages for women and men in a society or within a topic. It reveals the underlying causes of structural gender inequality. Doing gender analysis could include the use data disaggregated by sex or exploring the different concerns and interests of women and men in relation to an issue. Gender analysis considers the differential consequences (of the policy, strategy, etc.) for women and men and identifies measures that could contribute to more equal gender relations. (See also guidelines for gender analysis in this tool-book).

There are no women around whom I could involve!

This is a myth! Even if you do not have female councillors and you are organising a workshop for councillors you will find active women who are struggling for women's participation. It might need another effort, but women are there, in all spheres of life. And what is more: a gender sensitive men can also bring about the issues of concern!

Will gender integration not cause more work?

No! The introduction of a new concept to work with is, however, a challenge for an organisation as well as for the individual. But – once properly introduced and understood (if necessary accompanied by training), everybody will be qualified to integrate gender in all actual tasks. Once you are trained to use provided instruments it will become a routine just as all the other things you are doing in your job.

I am fed up with gender!

So are you fed up with life? Gender is part of the life you are living, the way you are living, the way people are approaching (or neglecting) you is rooted in the socially and historically constructed roles which are attributed to women and men and therefore they form the background to your life as well. Or are you fed up with democracy? Would you like to see a world in which people are neglected and discriminated against just because they are female? If you are fed up because it is difficult – seek like-minded people and assistance.

Who should be involved in gender integration?

Everyone! It does not make sense that only one or a few people know about gender. Knowledge never hurts! Performing a job also includes exchange on what you are doing and therefore it is crucial that all are competent and can contribute. Of course there may be need to differentiate between different tasks staff members have to perform, that is, not everybody must know how to do a gender analysis. But – a basic understanding of the concept and its implications and the way the office is going to integrate gender will ease everybody's duty and bring about synergy.

Gender applies not to all topics, only to some!

Gender, as a concept considers the differences between men and women in conditions of life, needs, participation, access to and control over resources and access to and participation in development as well as decision making. It looks into the different roles attributed to women and men and unequal relationships between them. As men and women are living together on this planet, each and everything that is happening, be it a policy on economics, a curriculum for secondary school, war or regional cooperation – all these issues are affecting women and men, in most cases differently as women participate less in politics and are facing more difficulties in various spheres of life. To look at gender relations, aspects or dimensions in a topic will; help to find ways for change towards more equality between the sexes.

If gender equality is not on other peoples' agenda how can you be sensitive enough?

Once your office has decided to integrate gender in its work, the issue will be just one among many others. People you are working with will see that you are serious about it. As your governments are all committed to improve gender equality you also have good reasons to contribute to this end. However, people need to be treated considering their backgrounds. This means, it is good to think about the appropriate setting when discussing gender.

How will I see a change in our work?

You will realise that gender issues are part of almost everything you are dealing with. Dealing with gender and working for gender equality will become a normality in you work and life. Furthermore, you will get positive responses from people you are working with as they will appreciate your efforts. You will cross-check your work through monitoring and evaluation and the results will reveal your success and your further needs. Applying the instruments will help you to acknowledge you efforts and your good ideas, brought to light once you are into it, will be appreciated by others. You will gain further qualification in an issue which is required by more and more employers. You will be part of the debate. You will see the world with new eyes and you will therefore become part of society's empowering people, you will be important as it is you who will make the changes tangible. People will appreciate your work.

INTRO

Introduction

Friedrich Ebert Stiftung (FES) was one of the first organisations to include women's promotion in development co-operation. Women's promotion became an important part of project activities partly because FES accepted the demands of the growing independent women's movements and in the South, where FES had established offices in number of countries. In addition attention was paid to women's claims because of FES' role in promotion of democracy in the broadest sense. FES has adopted an understanding of democracy that includes not only to the so-called classic individual rights but considers and values social, economic and participatory human rights equally[1]. Emphasising the right of participation as a basis for social justice is a central value and belief of the Social-democratic Party of Germany to which FES is attached. Special attention to disadvantaged groups is one consequence of them. The promotion of women as one – if not the most - disadvantaged groups has therefore been an activity in FES offices for quite some time.

The focus on women's concerns in the context of development in the 70s resulted in the development of the WID approach. In the context of that approach special projects for women were established as the answer to discrimination of women. At that time FES installed a women's desk in headquarters. By the mid 80s, FES was spearheading women's promotion in development co-operation through special women projects, which targeted women as exclusive group, and focussed on economic empowerment, legal advice and the improvement of access to leadership for women. FES has therefore gained a large number of different experiences from the versatile project activities.

The last fifteen years has seen a shift in approach from WID to gender in development[2]. Governments and development agencies have moved away from specific projects and initiatives for women towards attempts to incorporate considerations/goals of gender equality in all activities.

FES is no exception in this flow of events. The organisation is in the process of identifying effective means of incorporating gender concerns in its activities as is the case in many other development agencies. FES adopted what is called the gender approach in the mid 90s. In doing so, FES acknowledged that exclusive focus on women's promotion and the WID approach had not achieved what was expected - equal rights, improved living conditions, improved participation in decision making for women. The 1994 brochure on "Women's promotion in FES" was still aimed at implementation

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[1]   See Adam, Erfried: Das schwierige Geschaeft der Demokratiefoerderung, Bonn, o.J. S. 35/36
[2]   Moser, Caroline N.: Gender Planning in the Third World, Pratical and Strategic Needs, 1989

of the WID approach, but also gave guidelines for project planning in line with the gender approach. The shift towards gender integration was communicated clearly for the first time in the 1995 brochure "Gender and Women's Empowerment in International Development Co-operation". Compared to other development agencies, which tend to use only the term gender in their guidelines and documents, the combination use of both terms by FES is quite unusual and signifies FES' willingness to pay special attention to activities promoting women.

Studies undertaken on behalf of various FES offices have highlighted barriers to gender equality in legislation, such as discrimination against women in employment, legal rights, access to and control over resources as well as in access to decision making. These studies have provided valuable information about the situation of women. However, what is needed is more analysis of the position of women relative to men in society and in particular the way in which gender inequality is created/reinforced. Gender relations and a change towards more equality between the sexes should be part of activities.

During the regional planning conference of FES East Africa (Kenya, Uganda, Tanzania, Ethiopia with Madagascar affiliated) in January 2000, a presentation on gender in FES with special emphasis on experiences in Tanzania (Walter 1998) and Uganda highlighted the necessity to rethink the concept of gender and women's promotion in the East African offices and the need for application of the gender approach in day-to-day work. The discussions during the conference led to the decision to undertake a regional project, aiming to develop instruments that help to integrate gender in the activities of FES in the region, the result of which was report on gender in the region and the development of this TOOL BOOK.

Findings of studies and the practical needs of the participating offices of Kenya, Tanzania and Uganda formed the background of the project, named **Co**nceptualisation of **Ge**nder in **F**ES **E**ast **A**frica , in short **COGEFEA.** It included consultations with the three FES offices as well as with Bonn headquarters and the Gender Co-ordinator for Africa. Experiences from other country offices in Africa, the MENA region as well as from other continents also contributed to the TOOL BOOK.

Experiences from African FES offices show that in most cases "gender" was done mainly through working lines of women's promotion. A gender perspective was determined by whether staff members took up the issue themselves or not. If those individuals were not working for FES, it could well be that gender would not be considered at all. Even in country offices where gender co-ordinators were established, they often had to face several challenges, such as lacking opportunities to influence planning or evaluation. On the other hand, many offices are already applying the gender perspective with various good results and examples to learn from. These "good practices" are shown in the TOOL BOOK in specially highlighted boxes and you might find it useful to try out what your colleagues have done in their work.

The introduction of instruments, such as guidelines and checklists from the TOOL BOOK should be seen as the first step in a learning process and as one of a number of elements required for integrating gender. Developed checklists and guidelines should serve to facilitate users to integrate gender in a specific activity or area while at the same time enabling users to become more gender responsive in general in their work.

First and foremost integration of gender requires a decision by management to take responsibility for ensuring that gender is integrated in all processes and activities of the organisation. Instruments for the integration of gender must therefore clearly relate to the vision, mission, objectives and strategies put in place. A decision to integrate gender within an organisation and its activities requires a strong commitment, clear guidelines and an overall framework as a reference point. In FES such a framework is not yet put in place, although publications and information brochures refer to an overall goal, which was publicised first in 1995:

> *"The overall objective of the gender approach is to improve the general socio-political conditions with the aim of enabling women and men to participate equally in the economic, political and social developments of their countries."*

The use of the instruments will raise gender awareness and offer options on "how to do gender". But, while these tools can help to understand how to integrate gender to a certain degree and in the context of specific activities, a deeper understanding of gender which considers different backgrounds and relates to individual's tasks and working environments requires training. Use of the instruments will build the capacity of management and staff – it will be one element of further qualification, improving job chances in the future in- and outside of FES.

As is the case with all new tools, the developed checklists and guidelines will require willingness, understanding and thorough use in the beginning, i.e. whoever will use them initially will need more time to fulfil assigned tasks. It is important that users are provided with a proper introduction, that is that they are given the time and space to understand their purpose and use. In time the new tools will become routine, the more often they are used, the easier they will be to use. To evaluate their usefulness, instruments need to be used over a certain period of time for testing after which a revision in the light of experiences acquired should be done.

The critical and crucial factor, however, remains the management decision to integrate gender and to value integration of gender the same way it is valuing other tasks of the organisation.

Crucial Elements in Gender Integration

- ♦ Commitment
- ♦ Gender analysis
- ♦ Gender Indicators
- ♦ Planning from a gender perspective and use of gender expertise (by conducting analysis or using resource persons)
- ♦ Gender balanced teams and participation
- ♦ Reinforced Dialogue on Gender
- ♦ Gender inclusive evaluation

Take the inclusion of gender expertise in an activity. That action will have a trickle down effect on all operations that follow: If a resource persons integrates gender aspects in his/her presentation, the audience will discuss them, the rapporteur will note them, they will be part of the resolution or any agreement. The report will then have gender dimensions included, a possibly following publication will raise the issues, the readers will take those issues on as part of the topic, as a "normality". The problems discussed will not longer be looked at as women's problems but as issues of concerns on which it is worth while to work.

A similar pattern might be observed in the use of gender balanced teams. Teams consisting of men and women are more likely to discuss both views and concerns of women and men. The views will be fed into manuals, codes, policy recommendations and by dissemination both men and women will be able to identify with the outcomes. Women will be more likely to identify with the women introduced as a role model and they will see, that women have contributed to the results. Gender balanced participation also provides an opportunity for the audience to see men and women leading or actively participating.

If gender aspects are a "natural" part of discussions, talks, and statements of FES officials, partners, stakeholders and the general public will realize that FES is gender-responsive and that the organisation values both men and women and their concerns equally. Partners will have more difficulties neglecting gender concerns and will be open to exchange and learn with FES.

Gender inclusive evaluation will provide the offices with information on their strengths and weaknesses in their work regarding gender equality and integration and will provide useful hints on areas to consider and to improve. From there, planning of new activities will be gender sensitive and will facilitate more effective integration of gender in the future.
For those of you, who have a strong background in gender, the instruments will probably remind you of the steps you are undertaking anyway. In the best case they will therefore provide a structured guideline and they might bring about some new ideas or even enable you to create new instruments or improve the existing ones.
We have distinguished between checklists and guidelines. Checklists are reminders and they provide assistance in your actual task, whereas guidelines provide steps and considerations. We have furthermore distinguished between instruments and/or

guidelines that relate to the operational level (that is the actual work done) and those which relate to a more strategic level. The latter require further discussion with and decision by management and are geared towards the philosophy and culture of the organisation, which can then be translated into action on the operational level. Checklists and guidelines are complemented by forms which are already used in FES.

For some of the tools and guidelines such a clear distinction is not applicable, for example for the gender analysis. Gender analysis can be on an ongoing basis by collecting information, discussing, reading and paying attention to one's environment, but it can also be done at the level of operation in relation to a specific activity. Such an analysis may be done mentally, and it can be done in written form. Having one's results of analysis in mind while doing a certain job or discussing an issue can therefore be regarded as related to the strategic level, whereas the actual writing of a gender analysis for dissemination or just for one's records is an operation – which of course will inform one's strategic decisions.

The same applies to the guidelines on a portrayal as for the publications checklist and the monitoring matrix. The write up of some basic decisions regarding the portrayal of FES is an operation, the use of it relates very much to strategic considerations: not in all circumstances and with all partners the same will be applied, although the tendency will remain the same. To decide upon to what extent gender should play a role in publications is a strategic decision, once this is done it becomes an operation. The decision which instruments, to what extent and in which order they will be applied over which period of time is, of course, a strategic decision.

Also hints are given, as to which instruments are considered for short- mid, or long term. This will inform you about where to start and when to expect a guideline or instrument to be part of efforts in gender integration. Additionally, a table provides an overview of the area of application of steps and instruments we have highlighted in the report and the tool book.

One last word on monitoring. Without monitoring of your efforts in integrating gender no results will be available. When filling in what you have applied and which difficulties you faced and you feel you can't say you have done it completely, remember that each small step is a step forward and that change needs time. Evaluation of the Monitoring Matrix will reveal strong and weaker areas of integrating gender and will enable you to decide on steps for improvement.

Finally, essential elements of gender integration are presented.

The Tools of the Tool-Book

Instruments	Level of Application	Guidelines	Level of Application
Planning Checklist	Operations short term	Elements for Gender Integration	Strategic long term
Guidelines for Terms of References	Operations short term	Preconditions for Gender Integration	Strategic long term
Guidelines for Rapporteurs	Operations short term	Guidelines for Objectives	Strategic mid term
Event Staff List	Operations short term	Gender Analysis	Operations mid to long term
Registration Form	Operations short term	Gender Dialogue	Strategic mid term
Short Activity Report	Operations short term	Gender Database	Operations mid term
Internal Meetings Form	Operations short term	Criteria for Organisational Analysis	Strategic mid term
Checklist for Publications	Strategic/Operations mid term	Portrayal of FES	Strategic/Operations mid to long term
Checklists for Evaluation (Activities/Annually)	Operations short term		
Monitoring Matrix	Operations short term		
Evaluation of Monitoring	Operations short to mid term		

Areas of application

Activities	Procedures	Evaluation
♦ Guide for Gender Analysis ♦ Gender Responsive Planning Checklist ♦ Guide for Terms of Reference ♦ Guide for Rapporteurs ♦ Guidelines for Publications ♦ Portrayal of FES on Gender ♦ Guidelines for Evaluation	♦ Fixed Overall Goal: Gender Equality ♦ Preconditions & Organisational Culture Promoting Equality ♦ Knowledge on Gender Concept/Training ♦ Gender Analysis, Indicators ♦ Gender Guidelines for Publications, Portrayal ♦ Minutes, Event Staff List, Registration, M&E ♦ Communication on Gender ♦ Organisational Analysis ♦ Database	♦ Registration List ♦ Event Staff List ♦ Short Activity Report ♦ Honorarium Contracts ♦ Reports ♦ Minutes ♦ Evaluation Checklist (Activity/Annual) ♦ Monitoring Matrix ♦ Evaluation of Monitoring Matrix

Essentials in Gender

SOME ESSENTIAL STEPS FOR GENDER-INTEGRATION

Prerequisites
Recognition of Gender Equality as an essential to democracy and human rights and as a precondition for successful development-co-operation
An organizational culture that allows for process, i.e. openness and learning
Ongoing communication on gender
Understanding of the gender concept

Management
Commitment
Acceptance of primary responsibility to integrate gender
Facilitation of Training and Learning of/for all
Seeking assistance from experts
Fostering exchange

Analysis
Understanding structural gender inequality and how it manifests
Identifying the gender dimension/aspect of topics and considering its consequences for men and women
Identifying specific/concrete contributions to greater gender equality?

Activities
Gender responsive and capable resource persons
Gender-oriented analysis of topics and contents
Including gender aspects in presentations
Publications, including gender dimensions and gender statements of FES; check of language and illustrations
Gender balanced participation in teams and activities
Training on gender for men & multipliers
Inclusion of men in "women's"/gender issues
Continuous women's promotion and affirmative action
Including gender responsiveness as an evaluation criteria

Partners
Reinforced Dialogue on Gender
Strengthening of gender responsive partners

Hints

How to use the TOOL BOOK

The Tool Book provides instruments to integrate gender in day-to-day work of FES.

The tools, guidelines and suggestions we have developed for integration and practising gender in FES build on each other. They deal with the FES' main areas of operation: events like workshops, public debates, training; publications of all kinds (manuals, essays, books); as well as with more general and strategic areas (objectives, dialogue, organisational analysis, planning and evaluation, portrayal) and with the organisation of work (reports, registration, meetings). Application of all instruments will facilitate the routine and use of "gender lenses". Some of the guidelines and the more strategic steps will need further discussion but application of at least some major instruments will be a good start.

The tools provided are quite comprehensive, in order to make them accessible to men and women who have not yet been trained in gender. However, they are easily adaptable or can be shortened. During application, all users should decide on adaptations and changes as to have identical instruments at hand. The tools run along the day-today work within FES country offices and try to cover your steps while planning and conducting activities.

You can take out whatever instruments you want to use, photocopy them and have them at hand whenever you are busy with the respective task.
Each instrument is introduced by stating its objectives.

It is important that you monitor your efforts in integrating gender. For monitoring we have developed a monitoring matrix.
Your office may assign the task of evaluating the monitoring results in order to reveal information on weaknesses and strengths as well as to see your progress.

Although it might look difficult to use the instruments and especially the monitoring matrix, don't loose courage: It will work out easily once you are acquainted with the instruments.

Remember, every small step and every attempt is a valuable contribution towards enabling your office to promote gender equality.

Even if you see no impact or change immediately, recognise that new things need time. This is a process!

Examples included in boxes clearly show that integration of gender is possible without stretching an office to its limits, without higher costs or more difficult procedures – arguments which are raised time and again in the discussion on gender integration. The work of FES in women's promotion is at high standards. Women's promotion is and will remain a crucial area in an organisations attempts to promote gender equality, but there is more to it than remaining in the 'women's corner'.

As a reminder, here is the list of the most crucial steps in integrating a gender perspective:

The crucial elements in gender integration
- Commitment from management and staff
- Gender Analysis
- Planning from a gender perspective and Inclusion of gender expertise (by analysis or resource persons)
- Gender Indicators
- Gender balanced teams and participation
- Reinforced Dialogue on Gender
- Gender inclusive evaluation

Keys

Understanding Gender Concepts

Gender Relations

is about the way that responsibilities and claims are allocated to women and men and about the way in which value is assigned to men and women and to what they do. Gender relations are a result of socially constructed unequal power relations between men and women and they reinforce these unequal power relations. Gender relations are context specific/they vary over time and between different groups of people. They vary according to other social relations such as class, race, ethnicity, disability, age etc.

Gender Equality/Equity

Gender Equality exists when one sex is not routinely privileged or prioritised over the other, that is, when women and men have equal rights, obligations and opportunities. Gender Equality refers to the absence of discrimination on the basis of sex. Gender Equity acknowledges the differences in women and men's circumstances and needs and allows for preferential treatment/affirmative action, addressing the fact that women have been systematically discriminated against. Gender Equity strives at parity, fairness and justice in terms of gender relations.

Gender Perspective/Gender Dimension/Gender Analysis

Gender analysis is an effort to understand differences of both sexes regarding conditions of life, needs, participation, access to and control over resources and access to and participation in development as well as decision making and regarding the different roles attributed to women and men. Gender analysis brings about the unequal distribution of advantages and disadvantages for women and men in a society or within a topic. It reveals the underlying causes of structural gender inequality. Gender analysis refers to exploring and highlighting the relationships of women and men in society and the inequalities in those relationships. In that regard it is important to note that there is no topic or activity that does not have a gender dimension. Including e.g.:

- disaggregating information in terms of what women and men do, who benefits, who decides, loses etc;
- looking at dynamics within the household, national, regional, international level and the consequences for men and women,
- highlighting issues that women raise as being of particular concern to them,
- identifying ways to bring about a more balanced relationship between men and women.

A Gender Perspective refers to the identification of gender interests in a particular context (working line, activity) and ways of accommodating/addressing those gender interests; looking at issues through "gender lenses".

Gender Responsiveness

refers to the application of gender perspective/analysis. A gender responsive person or policy, publication, document is addressing gender interests.

Strategic and Practical Gender Interests

Practical gender interests are the needs identified in response to an immediate perceived necessity and are often concerned with inadequacies in living and working conditions. They do not question nor address unequal power relations between women and men in terms of living and working conditions. In short they do not challenge gender inequality.
Strategic gender interests are interests identified in response to existing unequal power relationships between men and women. They are concerned with differences in men's and women's positions in society. They aim to transform unequal relationships (e.g. legal rights, access to decision making, changes in the gender division of labour).

Empowerment

Process whereby individuals are facilitated to become effective agents of change in their own lives (and the lives of others). This may be achieved through access to resources, training and capacity building involving internal change, individuals recognizing their strengths and abilities and ways in which they an effectively participate in and change society.

Discrimination

Is defined by CEDAW, 1979, Article 1 as "Distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field".

Gender/Gender Integration

Gender Integration is a process of taking gender relations into account in all of FES areas of activity, consciously acknowledging unequal power relations between men and women in society and consciously working towards the promotion of gender equality and the advancement of women.
Applying a gender perspective means not only identifying specific areas of activity of relevance to women (women's promotion) but also seeking to identify the gender dimensions of all FES areas of activity. It also involves recognizing the importance of working with both men and women to change existing gender relations, rather then seeing gender as a concept that only applies to women and women's concerns.

Props

Preconditions
for Gender Integration in FES

- ✓ Gender integration is a task for the whole organisation. Without gender knowledge and responsiveness internally, staff will not be able to act gender-sensitive in all undertakings that are reaching out to partners, target groups, resource persons and the general public. This includes a clear and shared understanding of the gender concept and its implications of all staff members. FES would have to enable its staff members and directors to build gender capacity (knowledge) regarding the own organisation as well as regarding the acknowledgement of gender disparities - the reality of gender inequality - in the respective countries it is working.

- ✓ FES being a private public-interest institution committed to the ideas and values of social democracy and pursuing promotion of democracy as a major objective would have to acknowledge more expressively that democracy can only happen if gender equality is achieved.

- ✓ FES would have to make its stance clear that it is working along a development co-operation concept that realises cultural differences but which regards gender equality as a precondition for successful development. In this light FES would be appreciated as an organisation ceasing to excuse discrimination against women on the basis of culture, tradition, and also ceasing to pigeonhole gender as being of relevance only to certain activities rather than recognising that gender is relevant to everything that FES does.

- ✓ As FES declares to address gender inequality, this involves commitment to seriously applying gender integration as a crosscutting task throughout. FES would therefore accept its responsibility as an agent in development co-operation to promote gender equality in all of its activities.

- ✓ With its expertise in development co-operation FES, requiring a process approach and security of resources, FES recognises the realistic challenges involved in changing the way in which it handles gender and that all change processes need time, money, expertise, persistence, commitment and clear objectives.

- ✓ Moreover openness to try things out, to see the newly developed instruments as well as the whole process of gender integration as an experimental learning. There are no fixed answers, but an attitude to learn and to become a learning organisation is crucial.

- ✓ In particular change processes need firm and competent leadership - therefore the management would have to move from understanding to commitment: FES must recognise the promotion of gender equality as an equal priority among others in its work.

✓ Although knowledge, capacity and good will of program officers to integrate gender is highly appreciated (and indeed offices rely on the expertise of their staff), the primary responsibility for the integration of gender rests with management, recognising own training needs and having to create the conditions whereby all staff work in a gender responsive way. This would involve providing opportunities for further learning taking into account staffs background and specific training needs, and for exchange of information between offices.

✓ Lastly, such an internal commitment needs translation into external activities through the setting of clear, identifiable gender goals (as a shared corporate goal, and specific country goals).

ELEMENTS OF GENDER INTEGRATION IN ORGANISATIONS

Vision – Mission – Policy of an Organisation
e.g. "To promote gender equality in all activities and internal functions" Rationale – Proposed organisational context and structure - Lines of Responsibility, Job descriptions – Key Concepts

Structure (units of the organisations) and **Process** (communication/process of work)
within the organisation: e.g. Administration – Financial Management – Human Resources Development -//– Sale – Publications – Programmes/Products

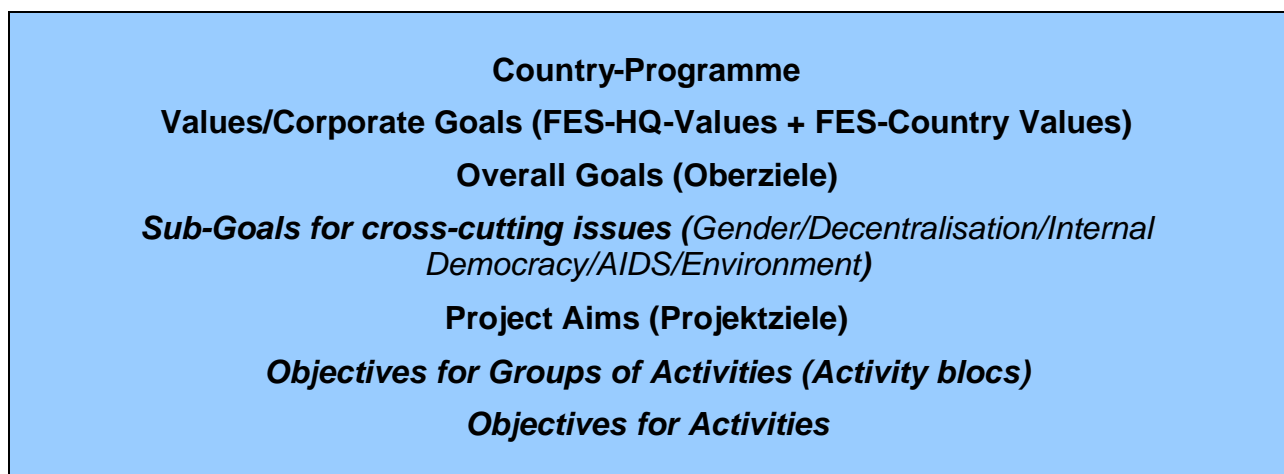| Interaction (Operations)	
Intra-Organisational	Extra/Inter-Organisational
Allocations of resources	Allocation of resources
Gender sensitive personnel and employment policy - Women's promotion in leadership - Gender responsive training and further education – Evaluation of staff performance/incentives	Gender-balanced and responsive selection of partners, resource persons, multipliers
Gender in the Planning Process – Analysis – Objectives – Identification of partners	Gender responsive programs for men and women
Guidelines and tools to ensure gender responsiveness in activities such as checklists, planning framework, gender standards, evaluation	Gender dialogue and training with partners, resource persons, multipliers
Information exchange, communication and internal public relations – "Good Practices"	Activities in women's promotion - Gender balanced participation in activities
Database of gender responsive resource persons and organisations	Gender information and Communication – Portrayal and Image
Gender sensitive and communication fostering work organisation and scheduling	Gender-sensitive publications
Gender Monitoring and Evaluation	Gender Monitoring and Evaluation

The Tools

Guidelines for Objectives Integrating Gender

Objectives in FES are formulated on various levels, in different ranges. Accordingly, these objectives are formulated starting at a quite broad level and being broken down to very specific objectives.

We will suggest some general guidelines for the formulation of gender-responsive objectives and give examples for some of the levels, which we consider as of high priority in conjunction with the development of instruments. However, we would like to point out, that the integration of gender-responsive objectives also in the country program are important to ensure gender integration on all levels.

As it is impossible to reformulate all objectives, because of the wealth of objectives used and due to the varying understanding of objectives within FES offices, we have selected some existing objectives and have redesigned them alongside the options we are introducing. This should be considered while working with this part of the report: there are always different options to integrate gender in an objective, depending on whether a subject has a very obvious gender dimension (or not) and whether the actual incorporation or the sub-goal or the indicator solution seems to be more applicable. Nevertheless, it would be important to use all options, not to fall in the trap of the easiest way out and to gain some experience for further improvements in the area of objective formulation related to gender.

FES formulates objectives at the levels specified below. We have introduced a new level, the sub-goal level which could specify the overall goal (Oberziel) in the context of cross-cutting issues. We have also introduced goals at the level of objectives for activities or blocs of activities. Both new levels are referred to in *italics*.

Country-Programme

Values/Corporate Goals (FES-HQ-Values + FES-Country Values)

Overall Goals (Oberziele)

Sub-Goals for cross-cutting issues (Gender/Decentralisation/Internal Democracy/AIDS/Environment)

Project Aims (Projektziele)

Objectives for Groups of Activities (Activity blocs)

Objectives for Activities

Values and Corporate Goals of FES[3]

> FES is the political foundation for peace *(dialogue and conflict prevention)*, democracy *(human rights, democratisation, good governance)* and development in social justice *(social and economic participation, policies that support the weak)*. Solidarity, participation *(social justice, gender equality)*, understanding between peoples *(dialogue, conflict prevention)* and gender equality *(gender and women's empowerment; equal share)* are values FES stands for.

From these corporate goals and values it becomes clear that in terms of gender the integration of the concept as well as operations striving towards and promoting gender equality are (or should be) part of FES' work. The terms in italics in brackets indicate what is often referred to in examples given in the official brochures.

On the level of procedures and style of relationships, orientation is given to an understanding of not being a funding body (like other donors), but to collaborate with partners in their efforts of democratisation, social justice, equality in long lasting relationships with some identified main partners, of course with a flexibility to support organisations and institutions which are not main partners. FES is furthermore striving to achieve ongoing dialogue and exchange with partners apart of financial support.

Nevertheless, various offices have developed a differing culture and also differ in the way they are operating and how they formulate goals for their work:

> *Gender is part of the overall project, we look for contributions to a more gender balanced project, we want to raise awareness that gender becomes a normality and not a special problem anymore.*

> *We have a goal to increase women's participation up to 30% but it is not fixed in any of our documents up to now, we should work towards the end of discrimination of women through co-operation with women and men.*

> *Gender should be part of our values and serve as a reference point for our work. Such a common understanding should be reflected in the Kursbogen, in terms of fighting gender disparities and injustice.*

> *Once it is a corporate/overall goal we don't need separate goals, but keywords or indicators at activity level would be helpful.*

> *Our objective in gender should be stated at a significant level and indicators or project goals would make sense.*

> *Integration of Gender is a precondition for successful development and development co-operation. Democracy can only happen when gender equality is achieved, social justice as well, gender offers a new quality of development co-operation. Therefore gender needs to be integrated in an overall policy of FES, at the higher level of corporate goals of FES.*

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[3] See Division for International Cooperation: Peace, Democracy and Development, Bonn, 2000; Annual Report of FES, 1999, 2000; Web-Page of FES, http://www.fes.de

It is against this background that in the area of goals, aims and objectives the following options have been put together, which, together with what has been reported so far and considering the various views may serve to enlighten the discussion as to how integrate gender on the objective level and in the Kursbogen or other operational instruments and public relations materials.

Overall Goals

There are two options to integrate gender (and other cross-cutting issues):

1. Incorporating gender in the goal itself

Example

> *Civil Society groups are strengthened to express their interests in politics and society, including (or: with a special emphasis on) civil society groups that are promoting gender equality and the advancement of women*

2. Formulating a sub-goal that addresses gender

Example

Overall Goal:

> *The contribution of small and medium enterprises to economic policies is strengthened.*

Gender-Sub-Goal:

> *The gender aspects of entrepreneurship in SME are included in policies.*

Project Aims

There are two options to integrate gender (and cross-cutting issues):

1. Incorporating gender in the project aim itself
1.1. Gender 'obvious' aims

For objectives in which the gender dimension or gender aspects are quite obvious a gender responsive aim could be formulated as follows:

Example

> *The principles of Good Governance, including fair representation of women in decision making are an integral part of political structures and processes.*

Such a gender responsive project aim could have the following indicators:

> Indicator 1: *Government structures have increased women's participations.*
> Indicator 2: *Gender sensitisation is conducted with xx (number of) men and women in decision making positions.*
> Indicator 3: *Activities of government structures and civil society groups are informing each other including gender aspects, their representatives are gender-informed.*

1.2. Gender 'non-obvious' aims

For objectives in which the gender dimension or gender aspects are not obvious a gender responsive aim could be formulated as follows:

Example

> *The constitutional reform process was continued democratically, specific attention was paid to gender concerns.*

Such a gender responsive aim could have the following indicators:

> Indicator 1: *Positions of four important groups of civil society, at least one being a gender responsive organisation were acknowledged by decision makers and reflected in the media.*
> Indicator 2: *The media have continuously reported about gender concerns in the reform process.*
> Indicator 3: *The reform commission has discussed and included gender concerns.*

2.   Inclusion of the gender dimension in the indicators only

For an objective, which is not strong in gender, the language should be gender neutral to eliminate gender biases, and indicators could be formulated that reflect the gender dimension:

Example

Female and male councillors are fulfilling their role professionally
Indicator 1: *Men and women are equally involved in setting up development plans*
Indicator 2: *Specific budgetary allocations to address gender concerns are approved and made available*

Example

Project Aim: *The struggle for political power has become less violent and fairer*
Indicator 1: *The study on political thuggery which has also revealed gender aspects of political violence is publicly discussed and reflected in the media*

Objectives for Activities

On the level of activities there are again two options to incorporate gender: Incorporation of gender in the objective/s of each single activity or to form groups of activities (activity blocks) for which gender-objectives apply.

1.   Integration of gender in single activity objectives

Example

Project Aim: *Structural problems of the economy are being discussed in public*
Activity Block objective: *AIDS Impact on Economy and Solutions are discussed………*
Activity objective: *Workplace based packages on AIDS are developed*
Indicator 1: *Packages are gender responsive and provide specific solutions for men and women*
Indicator 2: *The team to develop workplace packages on AIDS consisted of at least 1/3 women*

Example

Activity Objective: *Workshop on Electoral Systems - The debate on electoral systems is promoted through discussion with stakeholders, enhancing discussion on electoral systems, which promote equal participation of women and men.*
Indicator 1: *Gender aspects of electoral systems are outlined and reflected in the media*
Indicator 2: *In discussions on electoral systems women were represented as resource persons and participants*

2.   Integration of gender in activity block objectives

Example

>Activity Block Aim: *The fight for political power has become „fairer".*

A gender responsive activity block aim could read:

>*The fight for political power has become fairer, considering different effects on and options of women and men (issues to be looked at are for example sexual harassment, stereotyping or exclusion of women from political processes).*

>Activity Block Aim: *COTU has contributed to a more peaceful management of industrial conflicts*

A gender responsive activity block aim could read:

>*COTU has contributed to a more peaceful and gender responsive management of industrial conflicts*
>or
>*COTU has developed suggestions for gender responsive and peaceful management of industrial conflicts*

General Recommendations for all Objective Levels

Usually FES consults its partners before doing the actual planning of the Kursbogen for the coming year. It would be helpful to include women and/or gender responsive groups in these partner discussions and to identify working areas and objectives which take consideration of women and gender persons into account.

Even the actual planning of the Kursbogen, the identification of working areas and objectives itself could be done in a participatory way by including women and/or gender responsive groups, the program officers, specifically if they are strong in gender (or consultants). For each project aim the gender dimension or issue in question should be identified and recorded when planning. This would allow program officers to refer back to those minutes when they are actually dealing with the planned activities later in the year.

Whenever the project aim mentions persons (members, people, group etc), specification of males and females will help to train the "gender-lenses".

Wherever processes or structures are referred to, ways in which processes and structures could contribute to gender equality should be identified:

Ensure that actions correspond with the gender dimensions identified in the project aims

Where the gender dimension (or aspects) have not been identified for a single project aim, at least indicators that take gender into account should be formulated.

Application of the instruments, particularly the checklist for planning will help to ensure gender dimensions are considered when actually planning. However, analysis of gender aspects and dimensions in working lines would provide background information for the project officers responsible for the respective working lines and increase general knowledge in gender.

Suggestions

During discussions on COGEFEA reservations emerged regarding inclusion of objectives in the Kurbsogen but at the same time project officers as well as directors formulated the need to include a guiding principle or goal to ensure gender integration. Summarised, project officers have emphasised that an overarching goal will help them to see the matter been taken serious, they would have a reference point and guidance. Directors emphasised that gender equality and integration of gender are part of FES values and should therefore play a bigger role but should not lead to increased work in the write up of the Kursbogen or reports. Although there was agreement that gender has to be indicated at a high level.

Against this background the currently most practicable solutions seems to lie in the formulation of a corporate goal or value combined with gender sensitive indicators against which impact and success can be measured.

As there is no overall, guiding policy, the Kursbogen, outlining framework and conditions of work in the respective host countries can be regarded as a guiding instrument for all operations. When summarising the conditions an FES office is working in, the value of gender equality and the goal of integration of the gender concept in the work of FES could be stated and valued accordingly.

Introducing the complete Kursbogen (that is a complete, though probably shortened English version) to the respective staff members as the reference guide for values, goals, procedures etc. would thereby enable everybody to refer to such a guideline. Furthermore, once laid down, one would not have to indicate gender on other levels of objectives.

This procedure would then allow to formulate overall goals (Oberziele) without any gender aspect but to get results and to measure impact, gender aspects should be integrated in the indicators, that is, activities – or activity blocks – should have gender responsive indicators.

Such indicators would also help to opens the "gender lenses" of everyone and they could be altered reflecting the priority which would be given to a certain activity or activity block. Thus, activities in which a gender balance simply can't be achieved could still deal with gender aspects and would contribute to the overall goal of promoting gender equality.

The remaining question would be, what the actual guiding values and objectives are:

The use of gender as a concept or promotion of equality or both. Communication from Headquarters on gender specifies three 'goals' on gender:

<div align="center">

Integrating the gender concept
Promotion of and work towards gender equality
Creation of a gender sensitive culture.

</div>

At "field" level, however, it appears that this requires further discussion.

A Brief Guide for Gender Analysis

Objectives:

To promote some useful steps to ensure that the gender dimensions of an issue are taken into account

To serve as initial information on gender analysis

To offer guiding questions for doing a gender analysis

The following are guiding questions to facilitate gender analysis. However, to learn how to analyse a topic from a gender perspective requires more than a brief guide. It requires training and the opportunity to apply training in your context.

Gender analysis is an effort to understand differences of both sexes regarding conditions of life, needs, participation, access to and control over resources and access to and participation in development as well as decision making and regarding the different roles attributed to women and men. Gender analysis brings about the unequal distribution of advantages and disadvantages for women and men in a society or within a topic. It reveals the underlying causes of structural gender inequality.

1. What information has been referred to in researching this issue? Does that information take adequate account of the gender dimension of the issue? (For example, is data used disaggregated by sex? Are the different concerns and interests of women and men in relation to this issue highlighted?). If not, where can such information be obtained?

2. Have gender experts been consulted regarding the gender dimension of the issue? What have they identified as the key gender concerns?

3. Have attempts been made to actively involve women in all stages of the process, from planning to implementation (e.g. in teams, as resource persons)? If not, how can this be addressed?

4. Have differential consequences (of the policy, strategy, etc.) been identified for women and for men? What are those consequences?

5. How will differential consequences for women and men be assessed?

6. Will FES' activities in relation to this issue contribute to promoting equal relations between men and women? If yes, in what way? If no, what can be done to address this?

7. How will FES work on this issue be assessed as to its effectiveness in promoting gender equality?

8. How will lessons learned regarding the gender dimension of the issue be incorporated into future activities?

A Gender Responsive Checklist
for Planning of Activities

Objectives:

To facilitate gender responsiveness in planning

To provide a standardised process of gender integration in planning of activities

What is the objective of the activity and how will it support women and improve/promote gender equality? Identify a specific gender objective for the activity!

> *Options for assistance:*
> *Invite female representatives and gender responsive individuals for assessment & planning!*
> *Contact gender experts, activists*
> *Use network and database*

Target group

Which group of men/women will benefit?
What can you do in terms of ensuring gender balance/participation?
Who should participate in order to advocate for gender-balance?

Identify participants

Ensure equal or at least fair representation of women

Modality and instruments, type of event

Invitation addressing women, e.g. personal invitation, not only inviting the organisation; encouraging women, even if they are not well known yet
What type and design of the event is needed to attract women as well as men?
Consider differences in the time budget of men and women, family supporting facilities
Invite female representatives of the organisation for planning
Is the venue accessible for women and men?
Are there family supportive facilities?

Collaborators/Partner organisation/Resource Persons

Prepare yourself for resistance against gender integration and appreciate willingness of partners to integrate gender
Choose gender-responsive resource persons
Is there a woman to do the job? Include women experts
Ensure gender-balance in teams
Write gender specific terms of reference

Options to ensure gender responsive presenters

> *Option 1: Choose one presenter who is a gender expert with familiarity of the issue/topic*
> *Option 2: Choose a minimum of one presenter with a strong awareness and understanding of gender*
> *Combine Option 1 and 2*

Concept/Topics to be covered
> Check that the topics address the gender dimension or issues in question
> Avoid having gender separated and as the last topic

Financial estimates/resources
> Allow for additional resources for possible extra gender-informed resource person and/or family supportive facilities

Programme
> Send out as early as possible (restricted time budgets of women; time for planning to be released from family duties/permission)
> Ensure that female and male presenters/resource persons are allocated
> Avoid allocating key slots to men

Documentation
> Ensure that gender concerns are addressed in all documentation and other follow up

Media
> Enable women to speak to the media (prepare well!)
> Select gender responsive journalists/media people
> Identify clear messages for the media on gender in relation to the issue

Expected outcome
> Check consistency with gender objective
> Ensure that gender concerns are addressed

Evaluation
> Include gender dimensions and gender balanced participation
> Check if participants realised gender integration
> Ensure that gender concerns are addressed in all documentation and other follow up

Guidelines for Terms of References for Resource Persons

Objectives:

To check a resource persons' gender responsiveness and expertise

To set norms that ensure integration of gender dimensions

To monitor gender integration in terms of reference

EXAMPLE: A Gender-responsive Consultancy Agreement

Resource Persons in FES work (usually members of partner organisations) are asked to fulfil the following tasks:

- ♦ Moderation, facilitation (in terms of organising and/or conducting) and/or training in workshops, seminars, conferences or meetings
- ♦ Presentations in workshops, seminars, training, conferences or meetings
- ♦ Contribution of articles of publications
- ♦ Editing of publications
- ♦ Development of education materials, leaflets, training manuals
- ♦ Analysis of draft policies and legislation
- ♦ Preparation of concept papers on certain subjects for background information, workshops, conferences, seminars, publications
- ♦ Reporting during workshops, seminars, training, conferences or meetings

Generally, ToR should be as specific as possible. Before choosing a resource person, their gender responsiveness should be assessed *(see also gender resource database)*.

ToR should include

- The content of the activity and its gender dimension/aspects

- The precise objective of the activity, the specific assignment and a brief description of the expected outcome, including the gender aspects

- Agreement on:

- Inclusion of a gender perspective in the task

- Ensuring that women's and gender concerns are recognised/made visible, i.e. accommodation of both men's and women's views in the topic during discussions/meetings

- Use of non-discriminatory language (see examples UNESCO)

- Avoiding of stereotyping of women and men

- Conducting the event in a participatory way, thereby ensuring that women and men have equal chances to actively of participate. Resource persons (facilitators, moderators, trainers and teams) should be asked (and encouraged) to give specific support or pay specific attention to women and their concerns

- The specific qualification and the experience of the person in charge including their gender expertise and/or responsiveness should be assessed; if the person in charge is not gender responsive, a second gender resource person should be included to ensure that gender aspects/dimensions of the subject are taken care of

General issues for agreements include:

- The preparation time for the assignment

- The agreed upon deadline for delivery (at least one week in advance of the event)

- The time frame given for presentation/number of pages

- The background information and recommended resources to be given to the resource person to enable her/him to fulfil the assignment, including materials relating to gender dimensions of the issue/activity

- The desired and agreed upon method of transmission (presentation/facilitation/moderation/media use) and design (of paper etc), including indicating requirements like examples, graphic or visual elements etc.

- Indication of FES responsible and supervising staff

- Accountability features/procedures

See also example: Consultancy Agreement

FRIEDRICH EBERT STIFTUNG

Kampala Office

P.O. Box 3860
22, Nakasero Road
Kampala, UGANDA

Tel. 00256-41-345.535
Fax. 00256-41-256.559
e-mail:fesugand@imul.com

Consultancy Agreement

RE: Lead Article for the Publication of the Conference Proceedings: Institutions Safeguarding Human Rights in Eastern Africa
Project XXXX / PSPT XXXX

This is to confirm the agreement between FRIEDRICH EBERT FOUNDATION and

NAME	:	D.B.
PROFESSION	:	Consultant
ADDRESS	:	XXXX

to participate in the said project

AS	:	Writer Lead Article in collaboration with B.I. (see ToR 5.)
PERIOD	:	1st October to 30th October 2000
WORKING DAYS	:	6 Person-Days
DEADLINE OR DELIVERY	:	30th October 2000

TERMS OF REFERENCE for this temporary assignment are as follows

1.   Content and Objectives

The consultant will write an introductory article which will guide through the proceedings and reflect the topic of human rights including the gender dimensions of human rights. The article will summarise the conference on "Institutions Safeguarding Human Rights in Eastern Africa" by highlighting the main topics of the presented papers and contributions during discussions. Concerns raised by women and gender relevant contributions should be integrated throughout. The lead article should pay specific attention to women's rights and the link between gender inequality and human rights. It should include specific information on women's rights and the discussion around the question of how to integrate women's rights and gender inequality as it impacts to human rights debates and activities (and discussed instruments) even if papers presented did not refer to women's rights.

2. The precise gender responsive objective of the activity
Specific requirements for design

The article should emphasise women's rights and the link between gender inequality and human rights throughout discussing and summarising the conference papers. The article should have 15 pages (A5, Tahoma, 1,5 lines spacing), the consultant should integrate graphs and charts.

3. Agreement

FES and D.B. agree that the Inclusion of a gender perspective is required. The consultant will ensure that women's concerns are recognised and will take care that both men's and women's views during discussions are given the same space and value. It is further on agreed that the consultant will use a non-discriminatory language and avoid stereotyping.

4. Background information, recommended resources, responsible FES Staff

A discussion between the responsible FES staff member, B.I. has taken place on 25th of October. During this meeting the inclusion of a gender perspective in this assignment has been outlined and agreed upon (see minutes of meeting attached).The consultant will continuously inform the responsible FES staff about the progress of the work.

5. Qualification, Experience and Gender Responsiveness

FES is aware of the specific background, qualification and experience of the consultant regarding gender. The consultant is holding a M.A. in Social Sciences and has three years professional experience in Uganda. The consultant has done a study for FES on gender aspects in training of trainers in 1999 and has been part of a team working on a human rights training manual earlier this year. Nevertheless, the consultant has, acknowledging some gaps regarding the discussion on women's rights, expressed his desire to get assistance from a gender specialist for this specific assignment. FES has identified a gender specialist who will advice the consultant during the assignment.

6. Accountability features/procedures
The consultant will receive payment upon delivery of two printouts and a disc containing the article. It is agreed that the payment is done in Uganda Shillings. The Consultant confirms with his signature that it is his sole responsibility and duty to comply with Ugandan Tax Regulations incidental to this Agreement.

Remuneration for this assignment is

the professional fee of XX,XXXX USH per Person-Day;
6Person-Days = XXXX,XXXX USH.

_____   _____   _____
  Resident Representative   Date   Consultant

I have received the total amount of USH XXX,XXXX only   _____
                                                                  Consultant

A Brief Guide for Rapporteurs

Objectives:

To promote more balanced reporting of participants views by rapporteurs – in particular to ensure that women's views are not diminished or overlooked.

To increase rapporteurs' awareness of gender dimensions of issues

To increase their effectiveness in recording these dimensions

To promote gender sensitive communication

It has been noted that in reports of FES supported workshops and events, less space tends to be given to points raised by women, either as resource people or participants. In some cases, significant points made by women have not been recorded in reports at all. Further, differences in positions on issues between women and men have not been identified. Given the significance of reports, both as documents for evaluating activities and as documents for reference and further work on an issue, it is important that such shortcomings are addressed. Additionally, reporting should be acknowledged as a very important task. A rapporteur is not doing secretarial work but is collecting issues presented and discussed, therefore, she/he needs to be conversant with the issue. Considering the required expertise of a rapporteur, this of course has financial implications. The following are guidelines to assist to that end:

1. Pay attention to what women, both resource people and participants, are saying in relation to the topic and record the main points that they raise.

2. If you have not fully understood a point made by a woman (or are unsure of its significance) write a note on the point and discuss it after the event with the chairing board, project officer, participant or resource person, as relevant.

3. Record not only the points raised by women but also what was said in response to the points they raised and by whom. If points have not been responded to record this.

4. Record the key points made about gender, for example, these could be points about differences in the way the issue affects women and men or information about how women and men relate to each other in the context of the issue. Record who made those points, note whether it was resource people or participants and whether they were male or female.

5. Record suggestions made relating to gender that were taken as recommendations. Where relevant, record who made those suggestions.

6. Record suggestions made relating to gender that were not taken up as recommendations. Note the objections raised and who made the suggestions and raised objections.

One solution could be to have facilitators to do the report jointly.

Registration Form

Objectives:

To promote and monitor gender balanced participation

To raise awareness of participants regarding gender balance of activities

To raise awareness of team members regarding gender balance of activities

Friedrich Ebert Stiftung **Registration Form** PSPT: _____

Project:_____

Title: _____

Dates: _____

Location: _____

No	M/F*	Name *Jina*	Address and Institution *Anuani na Taasisi*	Job title *Cheo*	Signature *Sahihi*

* FES evaluates its work in terms of gender balance, therefore we are asking you to indicate your sex!

Event Staff List

Objectives:

To check participation in teams organising events by sex

To promote gender balanced teams

To raise awareness of team members regarding gender balance and gender sensitivity in activities

To ensure that gender responsiveness is taken into account in the establishment of teams

To promote gender sensitive selection of team members (FES as a role model for partners)

Friedrich Ebert Stiftung
EVENT STAFF LIST

Activity: _____

PSPT: _____

Date: _____

Location: _____

FES responsible officer
Name:

Partner/Organiser in Charge
Composition of team and assigned roles

Name	Sex	Task/Role	Gender Awareness not aware = 0 aware = +	Other Remarks
		Co-ordination		
		Secretariat		
		Messages/Driving		

Resource Persons

Name	Sex	Task/Role	Gender Awareness not aware = 0 aware = +	Other Remarks
		Moderating		
		Presenting		
		Discussing		
		Chairing		
		Facilitating		
		Editing		
		Writing		
		Analysing		
		Co-ordination		

Assistant Staff

Name	Sex	Task/Role	Gender Awareness not aware = 0 aware = +	Other Remarks
		Secretariat		
		Co-ordination		
		Messages/Driving		
		Catering		

Media people

Name	Sex	Media Institution	Task/Role	Gender Awareness not aware = 0 aware = +	Coverage – Gender?
			Reporting		
			Pictures		
			TV		
			Radio		

Others

Name	Sex	Task/Role	Gender Awareness not aware = 0 aware = +	Other Remarks

Short Activity Report

Objectives:

To raise awareness of the importance of integrating gender

To gather information on the integration of gender in activities

To analyse areas of strength and weakness in attempts at gender integration

To monitor gender integration

FES Tanzania
KURZBERICHT/REPORT

Dar-es-Salaam,

Project: _____

KA*: _____

KB (PS/PT): _____

1. Theme (title):**   ☐☐☐

2. Venue and Date:

3. Partner/Institution:

4. Partner Co-ordinator (in charge):

Participation of women and men in the organising/co-ordinating team
(Counted from event staff list)
Men: **Gender Awareness:**
Women: **Gender Awareness:**

Participation of women and men in the resource persons team
(Counted from event staff list)
Men: **Gender Awareness:**
Women: **Gender Awareness:**

5. Description of activity:
a) Objectives

b) Specific Topics included in the activity

c) _Was the gender dimension of the issue/topic identified?_

d) Discussions (_who contributed how?_)

e) Comments (_by whom?_)

f) Recommendations/Outcome, *gender relevance?*

g) *How were the gender aspects/the gender dimensions handled (e.g. included in recommendations, comments, statements to media etc)*

6.   Evaluation of objectives, indicators, quality of methodology, gender balance, gender aspects highlighted,; comments

7.   Objective achieved (PZ, indicators, gender dimensions)

very   ok   no

  ○   ○   ○   ○   ○
  1   2   3   4   5

Participation of women and men
(counted from registration list!)
Men: _____
Women: _____
Total: _____

Reasons for low participation of women/men?

Was there a specific invitation for women/men? **yes/no**

8.   Media Reporting:

Have women spoken to the media?
yes: what function ?
yes: which statement ?

no: why not?

Messages relating to gender dimension of issue?
yes: which ?
no: why not ?

FES statement on gender?
yes:
no:

9.   Final costs of activity in DM:

_____   _____   _____
FES Project Manager   FES Administrator   FES Representative

*021:Conference, Forum, Seminar, Workshop; 080: KZE (short term expert); 108: Material assistance; 145: Material assistance Partner
**Main areas: G - Gender; M - human Rights; GW - unions; U - environment; MK - Media/Communication; W - economic - and social development

A Form for Minutes of Project Meetings

Objectives:

To increase participation of all staff in project procedures

To include discussion of gender aspects in project meetings

To share responsibility of minutes

To share responsibility in integrating gender

('Project' – 'Core Group' – '3 by 2')

FES

Minutes of internal meeting, date: _____

Present were: _____

Absent with apology: _____

Minutes taken by: _____

No	Issue discussed	Gender Dimension/Problem	Result/Conclusion/Task/Gender Task	In Charge	Deadline	Remarks
1						
2						
3						

A Checklist for Gender Integration in Publications

Objectives:

To ensure gender responsiveness in publications

To assist in identifying gender relevant aspects (language, visuals etc) of publications

To promote gender sensitive communication

To improve portrayal of FES in relation to gender

Checklist:

✓ It is important that FES aims in all of its publications to clearly identify the gender dimensions of the issue in question. This might involve highlighting the different and unequal positions that women and men hold in particular institutions or areas of employment or it might involve highlighting the differential impact of a particular trend or dynamic on women and on men.

✓ For example, publications dealing with human rights could consistently highlight the differential ways in which the human rights of women and men are violated. In particular, they might emphasise how the rights of women and girls are primarily violated by men and how there is systematic resistance by institutions and wider society to acknowledge that fact in spite of overwhelming evidence of the reality.

✓ It is important once the gender dimensions of the issue have been identified, to address those dimensions throughout the publication. One useful check on this is to consistently distinguish in the publication between people (whether workers, beneficiaries, citizens, etc.) on the basis of sex. For example to refer to female and male workers/beneficiaries, etc.

✓ Where necessary a separate chapter or section could be assigned specifically to the gender dimensions of the issue. It is important to note however, that this does not negate the need for the gender dimension to be dealt with in the rest of the text. Further, the focus of the separate chapter or section should be on the relations between women and men in the context of the issue not on the particular situation of women.

✓ It is important that FES avoid reinforcing negative stereotypes of women and men in its publications but rather challenge traditional assumptions and biases about women and men and what they do. For example, attention could be drawn to the multiplicity of roles that women fulfil, particularly roles that are widely unacknowledged, such as leadership roles, active participation in decision-making processes and roles of authority in the public sphere. These are widely and incorrectly seen as roles that only men can perform.

✓ Through careful writing and editing the use of discriminatory language in publications can be avoided. For example, words such as people, human beings or humankind can replace "man" and "mankind". Similarly, spokesperson and chairperson can be used rather than spokesman and chairman.

✓ Care can be taken to avoid describing individuals, children, workers, etc. as men only. 'The individual is strongly influenced by his peers' can be rewritten as 'Individuals are strongly influenced by their peers'. Another example, 'the worker should not be denied his rights' can be rewritten as 'workers should not be denied their rights'.

✓ The use of illustrations as well as graphics, drawings, pictures and other visualisations helps to activate the various perception channels of women and men. Illustrations are significant carriers of messages and can be used to convey positive images about women and promote more equal relations between women and men. In this regard, it is helpful to use images of both men and women as this allows both sexes to identify with the pictures used, in other words it is more inclusive. Also the use of visual representations of women performing roles that are usually not acknowledged or recognised as roles for women is an effective way of challenging traditional and inaccurate assumptions.

Hints for Gender Dialogue

Objectives:

To identify opportunities for gender communication with partners

To promote more effective communication between FES and partners on gender

To improve portrayal of FES in relation to gender

To assist in preparing discussion with partners on gender

One problem of integrating gender in FES activities is often mentioned: the attitude and/or openness of FES partners towards gender equality and gender integration.

Of course FES is working with a number of partner organisations, which have a strong background in gender or are actually spearheading the issue of increased gender equality and responsiveness in all spheres of life. Quite some of these partner organisations are civil society or are women organisations; and there is a growing number of civil society organisations which consist of gender responsive women and men. Nevertheless, other partners of FES, generally speaking government offices/branches, public institutions and trade unions – a very important partner of FES – are more likely to show little interest or even strong resistance when it comes to discussing gender relations and/or attempts to promote more gender equality, be it within the organisation or in activities jointly undertaken with FES.

The following guide gives hints on how to establish a dialogue with partners on gender, aiming at communicating FES' gender orientation to others, promoting the issue of gender equality in general, raising awareness with organisations which are not yet gender-responsive as well as finally winning over organisations as companions for increased gender equality.

1. It is important that FES is clear in its identification of the gender dimensions of the issue in question. This might involve highlighting the different and unequal positions that women and men hold in particular institutions or areas of employment or it might involve highlighting the differential impact of a particular trend or dynamic on women and on men.

2. Once FES is clear about the issue of concern it is useful to do a quick assessment (see also criteria for a gender assessment of organisations) of the organisation.

Discussions on gender can be conducted with new/potential partners at an early stage whereby FES can assess how those organisations handle gender and share information about its own position, objectives and approach to gender.

3. The setting for the discussion is crucial. In planning the discussion take into consideration the following:

   ♦ who will participate?
   ♦ Are participants familiar with FES values and corporate goals and are they familiar with the issue of gender?
   ♦ Would it be useful to invite somebody from within the organisation who is identified as open on the issue, who is like-minded?
   ♦ Is one of the FES staff members very familiar with the organisation and could be of help during discussion?

4. Will it be a discussion on various issues or on gender in particular?. It is decisive to arrange the appropriate. (If there are more issues to be discussed it is always of help to include gender aspects by FES people "by the way" without explicitly demanding a strong stance on gender from the organisation.)

5. If gender is the specific issue to be discussed, the strong commitment of the Resident Representative is always crucial. Seeing gender as a part of democracy and success in development co-operation as well as referring to the actual stance of the respective government (international conventions ratified, articles of the constitution, recent gender-sensitive policies etc) are often helpful to convince "gender newcomers" to take on the concern for more gender equality.

6. There are plenty of opportunities to include a discussion on gender in any talks. The more FES staff is using those opportunities the easier will decisive talks on gender be conducted. In this regard, talking about and promoting gender equality will more easily become "normal" to FES as well as to its partners. Specifically informal talks, which include gender as an important issue, are helpful to open space and willingness for more gender equality. Very often people just do not know where to start and how to go about it, and in so far, FES can be of help consulting others.

7. Once discussion on gender has started, FES should offer opportunities to build capacity in gender, such as training for partners or assistance in analysis provided by capable FES staff members.

8. As FES is usually aiming at long-lasting and reliable partnerships – at least with the main partners - FES is creating a framework for such partnerships during the first talks held. Part of such talks could be a memorandum of mutual understanding or a code of conduct, which includes a paragraph on gender, such as that both organisations (FES and the respective partner) are willing and working at their best to integrate gender throughout activities. Such memoranda or codes o conduct could even be signed with other partners to show that FES is serious about the issue. In cases where partners still resist and are not even willing to discuss gender, and FES wishes to take a harder line, one could think about introducing conditions of support.

9. Discussions on gender are also of relevance to women's organisations. While women's promotion is still an important dimension of FES' work on gender, it is just one dimension. It is important to critically assess the work of women's organisations as some of them tend to sit back in the "safe corner" of women's promotion. They just don't want to become involved in the more threatening discussions on gender equality and they reject the idea of seeking alliances with gender–responsive men although such alliances are crucial in certain circumstances.

10. Resistance needs a lot of efforts as things take their toll eventually (or Rome wasn't built in one day): If FES is persistent and does not shy away from difficult talks and long processes, partners will become more open in the course of time.

11. Showing how gender integration can be done is of course a very helpful tool in convincing others: the more FES is integrating gender in its work, the more others will follow. FES clearly can be a role model in gender integration as it is reaching out to a huge number of multipliers in all societies it is working.

Hints for a Portrayal with Regard to Gender

Objectives:

To promote gender sensitivity in communication from FES offices, including development of statements of FES on gender

To improve FES image on gender

1. For FES to be perceived externally as a gender-responsive organisation, some thought and clarity is required internally as to FES wishes to portray itself in relation to gender. Particularly that includes a) being clear on FES position on gender (how it defines gender, what it is seeking to achieve in relation to gender and how) and b) establishing the type of image it wishes to portray on gender in general and in terms of its own work, and c) developing corresponding, clear and consistent messages on gender.

2. It is also important that there is clarity as to when FES is 'talking' about women's promotion, when it is 'talking' about gender and how the two approaches relate to and complement each other.

3. Once FES identifies the message it wishes to convey on gender it is important that it be convincing in doing so. FES will largely be judged on the activities it conducts and facilitates. Sending out a strong message on FES' role in promoting gender equality will not be convincing if FES fails to address gender in most of its activities.

4. To facilitate FES in its handling of gender in dialogue with new/potential partners a number of useful steps can be undertaken.

   ♦ Discussions on gender can be conducted with new/potential partners at an early stage whereby FES can assess how those organizations handle gender and share information about its own position, objectives and approach to gender.

   ♦ It would also be useful for FES to conduct a gender assessment of existing partners based on its experience of working with those organizations.*(See also criteria for a gender-responsive organisational assessment).*

   ♦ Further, FES could select and target specific organizations that it would like to work with on the basis of their strong record on gender issues and/or their potential to influence or become effective agents of change in terms of existing gender relations.

5. The creation of strong links and networks with other actors in the field of gender and development would both positively enhance FESs image as a gender responsive organization and build its capacity as an organization to be gender responsive.

6. Useful partners in this regard include, NGOs and CBOs working on gender, gender responsive individuals (both men and women), and gender experts, (such as staff in a Department of Gender in a University or independent feminist scholars). It would also be useful for FES to establish links with gender officers/specialists in other development agencies. This could be done informally or formally, for example, through participation in donor groups on gender. This is a highly effective means of accessing up-to-date information on gender and development issues, particularly in the national context.

7. It is important that through training, information sharing, etc. both management and staff are familiar with key gender concepts and appropriate/gender sensitive language. Further, it is important that the capacity of all staff is built so that they can effectively discuss gender with partners, the media, and articulate the specific gender concerns specific to the issues with which they are dealing as well as the general message on gender FES wants to communicate to others.

Guiding Questions
for a Gender Responsive Organisational Analysis

Objectives:

To provide guiding questions for doing a gender sensitive organisational analysis

To promote collection of gender relevant information of organisations

To improve knowledge about organisation

To facilitate assessment of organisations in terms of their gender responsiveness

1. What is the working field of the organization?

2. What is the status and reputation of the organization? Specifically what is the extent of their influence and how relevant are they in their working field?

3. Does the partner have a conscious/planned approach for handling gender or does it deal with gender on an ad hoc basis, i.e. as issues arise? Is gender considered in the vision or mission of the organisation?

4. Does the organization attempt to deal with gender in all of its projects and activities or has gender been assigned to specific projects and activities? Would you describe the approach being used as closer to women's promotion closer to gender integration or neither?

5. Does the organization appear to be handling gender competently in its activities/projects?

6. What sort of image does the organization have in relation to gender? Is it perceived as a gender responsive organization or one that works on women's issues? If neither, does the organization actively seek to associate itself with gender issues?

7. Is the organization part of a wider network (national, regional or international) that is working on gender issues? If yes, in what campaigns or activities has it been involved in that context?

8. To what degree has gender balance been achieved within the organization among staff and management? Specifically what is the representation of women at management level and among technical/professional staff?

9. Is there a specific person or unit within the organization that deals with issues relating to gender? Does the organization consider and treat gender as a cross-cutting issue?

10. Has the partner spontaneously raised gender dimensions of an issue or in the planning an FES activity? If yes, who within the partner organization raised the gender dimensions and relating to which issues and activities?

11. Are there individuals within the partner organization who seem open to working with new ideas and on new issues in general and/or who seem open and interested in working on gender issues?

12. Has FES raised gender dimensions of an issue with the partner in the planning of activity? If yes, in relation to which issues and activities? What was the partner's response?

13. Are staff and management of the partner organization able to competently discuss and work on issues relating to gender in general and in relation to FES activities?

14. Taking into consideration the answers you have given to the above questions, how would rank the organization in general in terms of gender (for example, would you describe it as resistant, possibly open, very open)?

15. Are there ways in which FES could work with this organization to strengthen its capacity and effectiveness in handling gender? Are there ways in which this organization could contribute to greater effectiveness in FES's treatment of gender? Please make specific recommendations.

16. Are there any other comments you would like to make in relation to this organization?

Link the information collected to your database!

Guidelines for a Database
including Gender Expertise

Objectives:

To promote collection of relevant information and contact details of resource persons and organisations that are gender-responsive
To facilitate easy access to gender expertise
To improve networking

A database on resource persons, useful contact persons and organisations is a very helpful resource for several task that occur in FES work. It is also a tool that enables program officers to take on more responsibilities and leads to improved sharing of tasks in general, provided access to the database is given to all program officers. Apart of accessible information on a number of topics, organisations, persons, improved networking - the issues of today's global world – will be one of the valuable results. The knowledge of responsible persons becomes transparent and accessible and thereby increases participation, responsibility and commitment. Particularly against the background of changes in directorship at least every five years and change of staff, the acquired knowledge remains within the office and provides valuable information for all staff members and new directors. Above all, in our emerging information society information and communication technologies and skills become crucial in all aspects of life. FES should therefore make use of the available technologies.

In that regard, FES offices should consider the opportunity to set up a database, which provides information on
♦ organisations and the topics they are specialised in, including the respective contact persons
♦ resource persons and their working fields, qualifications and experiences, including their availability

Guidelines for a Gender-Effective Resource Database
A gender inclusive resource database would increase knowledge about and access to gender responsive resource persons, if the collected information includes gender aspects. Such a database on gender resource persons could consist of the following:

♦ Name
♦ Current Function/Position
♦ Address (phone, fax, email, physical address etc)
♦ Educational Background
♦ Details of formal training and qualification in gender
♦ Experiences in gender work (tasks persons have worked on, whether the assigned job had gender as a primary role or was just additive)
♦ Recommendations from other people or organisations regarding their performance and gender responsiveness
♦ Special working areas
♦ Special Skills
♦ Information on availability

Information collected in organisational analysis should be part of the database.

A Checklist for Evaluation of Activities

Objectives:

To assist in identifying gender relevant aspects of FES' work

To increase participation of all staff in project procedures

To identify gaps in gender integration

To identify strengths and weaknesses of gender integration

To promote improvement of gender integration

To identify areas of revision

Evaluation should be done after each activity, latest during the project meetings. Overall evaluation should be done mid-term and end of year, when planning for the next Kursbogen.

This checklist is developed to evaluate activities. Before the mid-term evaluation and the annual evaluation/planning meeting colleagues should administer all evaluation minutes/forms to give an overview on specific gaps and to identify areas for need for improvement.

The checklist can be attached to the form on minutes for meetings in order to ease evaluation procedures. Each program officer can do the evaluation after the activity and before the meeting in order to ease discussions during the meeting, which should be geared towards improvement of coming activities.
The italic relate to useful forms and other instruments integrating gender.

What was done to ensure that the gender perspective was included during the activity?

How did you identify the gender dimension/aspects of the issue? *(Checklist Planning)*

Was a specific gender objective identified? *(Checklist Planning)*

Were the presenter/s asked to incorporate the gender dimension? *(Guidelines ToR, Checklist Planning)*

Which option for presenters did you choose? *(Event Staff Form)*

Were women and men presenting? How many women, how many men? *(Event Staff List)*

Did the moderator/facilitator accommodate discussion of the gender dimension of the issue? *(Guidelines ToR)*

Was one of the presenters a gender expert and/or did at least on of the presenters have a strong understanding of gender? *(Event staff Form)*

Did the rapporteur accurately record contributions by women and men? *(Guidelines ToR, Guidelines for rapporteurs, Form Raporteurs)*

Media Coverage

Was there equal coverage of women's and men's views? *(Checklist Planning)*

Did women speak to the media? *(Checklist Planning)*

Was the gender dimension, the gender aspects captured by the media?

Were the messages on gender clear?

Partner Dialogue

Did the partner understand the gender dimension of the activity?

How did the partner organisation respond to the expressed need to integrate gender? *(Checklist Planning)*

How was the resistance expressed and articulated (What was said and done?)

If yes, how was the resistance handled?

If no, was there anything to be learnt from this for future dealings with partner organisations?

Were women involved in the planning and organisation? Were teams gender balanced? *(Checklist Planning, Event Staff List)*

Beneficiaries/Target group

Were the identified target group reached? *(Checklist Planning)*

In hindsight, do you think the target groups were appropriate? Were there other groups that should have been included?

Did facilitators/moderators/presenters take both women's and men's views into account? *(Checklist Planning, Guidelines ToR)*

Did women have a chance to express their concerns*? (Guidelines Rapporteurs, Form Rapporteurs)*

Were the invitations directed to women specifically as well as to the organisations/directors? *(Checklist Planning)*

Did the location, time-schedule etc consider women's needs? *(Checklist Planning)*

Were family supportive facilities available? *(Checklist Planning)*

How many women and men did participate? *(Participants/Registration List)*

What are the results in relation to the integration to gender?

How do you think did the activity contribute to the promotion of gender equality? *(Evaluation Form)*

Where there any gaps recognised related to gender?

What are the areas that need improvement regarding the integration of gender? *(Evaluation Form)*

Any specific ideas how to improve gender integration? *(Evaluation Form)*

What were the costs of the event?

A Checklist for Evaluation of Activities
Short Version

What was done to ensure that the gender perspective was included during the activity?

- Was a specific gender objective identified?
- Were the presenter/s asked to incorporate the gender dimension?
- Did women and men present? How many women, how many men?
- Did the moderator/facilitator accommodate discussion of the gender dimension of the issue?
- Was one of the presenters a gender expert and/or did at least one of the presenters have a strong understanding of gender?
- Did the rapporteur accurately record contributions by women and men?

Media Coverage

- Was there equal coverage of women's and men's views?
- Did women speak to the media?
- Was the gender dimension/the gender aspects captured by the media?

Partner Dialogue

- Did the partner understand the gender dimension of the activity?
- How did the partner organisation respond to the expressed need to integrate gender? Was there anything to be learnt from this collaboration for future dealings with partner organisations?
- Were women involved in the planning and organisation? Were teams gender balanced?

Beneficiaries/Target group

- Were the identified target groups reached?
- In hindsight, do you think the target groups were appropriate? Were there other groups that should have been included?
- Did facilitators/moderators/presenters take both women's and men's views into account?
- Did women have a chance to express their concerns?
- Were the invitations directed to women specifically as well as to the organisations/directors?
- How many women and men did participate?

What are the results in relation to the integration to gender?

- How do you think the activity contributed to the promotion of gender equality?
- What are the areas that need improvement regarding the integration of gender?

A Checklist for Annual Evaluation

Objectives:

To assist in identifying gender relevant aspects of FES' work

To identify gaps in gender integration

To identify strengths and weaknesses of gender integration

To promote improvement of gender integration

To identify areas of revision

To review instruments for gender integration

For annual evaluation of activities present an evaluation (summary) of activities as a whole on the basis of the following questions:

- In how many activities were gender objectives identified? Are you satisfied with this number? Could it be increased? How?

- Specify working areas where gender was integrated and areas where it was not. Give reasons! *(E.g. objectives difficult to identify, resource persons not available, numbers not equal, allocated money not enough, partners resisting, media unaware)*

- Specify activities where gender was integrated and areas where it was not. Give reasons!

- When organising events (event management) at which stage do problems occur in integrating gender? What were the specific problems?

- *(topics, objectives, identification of gender aspects, resource persons, numbers, allocated money, partners/partner dialogue, media...)*

- What was the impact of the activities, regarding FES objectives, gender objectives?

- How can this be translated in the planning for the coming year?

- Regarding working areas, objectives, activities, event management?

- Which specific training needs of offices and partner organisations can be derived from the gaps identified?

Elements of a Gender Responsive Evaluation to be done by Participants or Co-ordinators

Many of the partners of FES are asking participants of FES supported activities to do an evaluation of the activity. Also FES is doing evaluations for its own activities, like training for staff.

Evaluations are done by way of the cards method, open discussions, feedback and, most commonly by way of questionnaires, which are handed out to participants shortly before the activity is coming to an end or thereafter.

Such evaluation questionnaires usually ask participants to comment (or rate)

- presenters and moderators (resource persons, facilitators)
- on the usefulness of subjects dealt with
- on the venue, accommodation, food
- on the organisation, travel arrangements
- on methods used
- the atmosphere during the event
- and some personal details (e.g. age, sex, how often participants have attended FES activities, how they got information about it etc.).

In order to retrieve information regarding gender, the gender aspects can be included in such evaluations. Here are suggestions, how this can be done:

_____

- How do you rate the expertise of the presenters
  (Resource persons) regarding the subject?

	1	2	3	4	5
Presenter A:	☐	☐	☐	☐	☐
Presenter B:	☐	☐	☐	☐	☐
Presenter C:	☐	☐	☐	☐	☐

  Note: 1 = very bad, 5 = excellent

- How do you rate the expertise of presenter
  (resource persons) regarding gender?

1	2	3	4	5
☐	☐	☐	☐	☐

  Note: 1 = very bad, 5 = excellent

- What did you like?

  _____

  _____

♦ What did you dislike?

_____

_____

♦ Were women's and men's concerns
accommodated?

Yes, equally	☐
Yes, partly	☐
No	☐

Why? _____

_____

♦ Was the venue/were the facilities satisfying
(please rate)?

	1	2	3	4	5
Facilities	☐	☐	☐	☐	☐
Air	☐	☐	☐	☐	☐
Light	☐	☐	☐	☐	☐
Acoustics	☐	☐	☐	☐	☐
Equipment	☐	☐	☐	☐	☐
Accommodation	☐	☐	☐	☐	☐
Food	☐	☐	☐	☐	☐

Special needs (please specify) _____

_____

Note: 1 = very bad, 5 = excellent

♦ Were the methods used enhancing participation
of women and men?

Yes	No
☐	☐

If **no**, why not? _____

_____

♦ What would you like to see improved next time?

_____

_____

_____

			Yes	No
♦	Did you find discussions and solutions to contribute to addressing gender inequalities and promotion of gender equality?		☐	☐

			Yes	No
♦	Was this the first time you attended a seminar (training...) of...?		☐	☐

		1	2	3	4	5
♦	How do you rate the atmosphere during the event?	☐	☐	☐	☐	☐

Note: 1 = very bad, 5 = excellent

♦ How did you get information and/or invitation to attend this event?

Media	☐
Friends	☐
Personal invitation	☐
Nomination by my organisation	☐

♦ What do you think could be done to improve gender responsiveness in future events?

_____

_____

♦ How did you feel during the event and why?

_____

_____

♦ Please indicate your sex!

Female ☐
Male ☐

Thank you very much for your cooperation.

_____

Of course it is important to systematically evaluate the questionnaires in order to receive valuable information and to learn, what and how to improve.
It takes a little time, especially if you are including some open questions, but it pays of: you will understand your target group much better and be able to design events according to their needs.

If you explain to participants that the information is helping you to improve your events they and if they know, at what time you will ask them to fill in the questionnaires, you will get good results.

Monitoring Matrix for Activities

Objectives:

To monitor application of gender instruments

To monitor impact of instruments regarding improved knowledge in gender, regarding promotion of gender quality, regarding achievements in gender integration

To reveal major problems of gender instruments

To reveal major problems in integrating gender

To identify strong and weak areas of gender integration

To identify best practices

Purpose:

Monitoring of gender implementation and gender implementation tools/ hints to find out about weaknesses, strengths, need for further training, expertise, improvement and improvement of tools.

If possible, one staff member should do a quarterly evaluation and develop graphs to show strong and weak gender areas.

Results could also be sent to a back stopper in order to evaluate and consult on possible improvements.

The Japanese philosophy of "Kaizen" teaches us that big changes should be achieved by accumulating many small steps. We should also strive for small improvements that are realistic and achievable. Even if you don't see immediate success, remember, it is a process.

Monitoring Chart for Implementation of Gender and Gender Tools

	Activity		
	Land Discussion MPs	*Workshop Economic Policy*	*Trade Union Strategic Planning*
PSPT	*12991311*	*12992133*	*12992201*

Gender objective of the activity	*Gender aspects are discussed*	*At least 30% female participants*	*Trade unions formulate strategies to address reproductive tasks for employees*
Gender indicator of the activity?	*Property rights gap between men and women is addressed in the resolution*	*Women's concerns are discussed in the media*	*Paternety leave is included in the catalogue of demands*
Gender rating of partner	*Very resistant*	*Well informed*	*Open but clueless*
Major Problem in Gender Implementation	*Resource Person not available*	*Access for women*	*Analysis not done*
Problem applying Gender Tools	*Checklist no time*	*None*	*Analysis don't know*

Aspects of Gender Integration (0 = not applied, 1 = half applied, 2 = fully applied, n.a. = not applicable)

Gender Analysis	*1*	*2*	*0*
Gender Resource Persons/Gender Expertise	*0*	*2*	*0*
Participation balanced	*2*	*0*	*0*
Team balanced	*2*	*0*	*2*
Gender Evaluation	*2*	*2*	*1*
Terms of Reference	*0*	*0*	*0*
Database/Assistance	*0*	*0*	*0*
Partner Dialogue	*1*	*1*	*0*
Media	*0*	*1*	*0*

Which instruments did you use?			

	Activity		
	Land Discussion MPs	**Workshop Economic Policy**	**Trade Union Strategic Planning**
PSPT	*12991311*	*12992133*	*12992201*

Evaluation and Feedback (circle yes or no)

	Land Discussion MPs	**Workshop Economic Policy**	**Trade Union Strategic Planning**
Was a participants' evaluation done?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Were gender aspects evaluated?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Did participants acknowledge that gender aspects were included?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Has the partner realised FES' change in gender orientation?	Yes ? No ?	Yes ? No ?	Yes ? No ?
If yes, does the partner appreciate this change?	Yes ? No ?	Yes ? No ?	Yes ? No ?

Comments

Were the tools useful (comment)?			
Was awareness in gender aspects increased?			
How did the activity contribute to the promotion of gender equality?			
Was the gender objective achieved?			
How well was/were the gender indicator/s met?			
Did the activity reveal possible steps to change gender relations?			
Other comments:			

Monitoring Chart for Implementation of Gender and Gender Tools			
	Activity		
PSPT			
Gender objective of the activity			
Gender indicator of the activity?			
Gender rating of partner			
Major Problem in Gender Implementation			
Problem applying Gender Tools			

Aspects of Gender Integration (0 = not applied, 1 = half applied, 2 = fully applied, n.a. = not applicable)

Gender Analysis			
Gender Resource Persons/Gender Expertise			
Participation balanced			
Team balanced			
Gender Evaluation			
Terms of Reference			
Database/Assistance			
Partner Dialogue			
Media			
Which instruments did you use?			

Evaluation and Feedback (circle yes or no)			
Was a participants' evaluation done?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Were gender aspects evaluated?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Did participants acknowledge that gender aspects were included?	Yes ? No ?	Yes ? No ?	Yes ? No ?
Has the partner realised FES' change in gender orientation?	Yes ? No ?	Yes ? No ?	Yes ? No ?
If yes, does the partner appreciate this change?	Yes ? No ?	Yes ? No ?	Yes ? No ?

Comments			
Were the tools useful (comment)?			
Was awareness in gender aspects increased?			
How did the activity contribute to the promotion of gender equality?			
Was the gender objective achieved?			
How well was/were the gender indicator/s met?			
Did the activity reveal possible steps to change gender relations?			
Other comments:			

Evaluation of the Monitoring Matrix

Objectives:

To evaluate application of gender instruments

To evaluate impact of instruments regarding improved knowledge in gender, regarding promotion of gender quality, regarding achievements in gender integration

To improve instruments

To adapt monitoring to needs risen

To exchange information and best practices in gender integration

To share responsibility in integration of gender

To share knowledge in gender

To get results from the monitoring, a quarterly evaluation should be done by one of the office staff (or a team) of all completed monitoring forms. These results should then be discussed. Discussion would provide an opportunity for the up-dating and briefing of all staff and for identification of means to improve performance on gender, including application of instruments or organising backstopping.

This evaluation should help you to understand, who is applying which of the instruments, what are the problems in applying them and the degree to which they have facilitated gender integration in activities.

The instruments provided for evaluation are the actual matrix for monitoring and a list of guiding questions (see below). They will enable you to conduct an evaluation on a quarterly basis., which can help you to do the evaluation.

To get useful results it is important that everybody uses the matrix on an ongoing basis, at best not too long after an activity has been conducted and that all activities are considered. This means, even if you are not using any of the instruments provided you have to indicate this in the matrix. The evaluation should look into all aspects indicated below and should be put together in a visual and presentable form in order to ease discussion and decide upon necessary steps for further improvement.

A thorough introduction should be provided for all staff members. Backstopping can be obtained if necessary.

Topics for Evaluation:

The Purpose is
- To establish whether and how often instruments were applied
- To identify problems occurring when applying instruments
- To see whether application of instruments has impact (gender integration is increased?)
- To get an overview of strong and weak areas in gender integration

Information is for FES director and staff, for internal use only

Evaluation to be done quarterly

Evaluation will look at instruments (usefulness, shortcomings) and areas of gender integration (strong, weak)

The processing, organising and preparation of presentation of data will take two days, the discussion including decision on steps to be undertaken will probably need two hours

The report will consist of a summary of findings, visualisation (figures, graphs

The Objectives are, among others

1. Application of the instruments at least in half of the undertaken activities
Indicator: Number of activities where instruments were applied is increased

2. Full application of aspects of gender integration at least in half of the undertaken activities
Indicator: Number of aspects applied is increased

3. Aspects of gender integration which are half applied is increased in at least in half of the undertaken activities
Indicator: Number of aspects applied partly is increased

4. Program Officers are more aware of how to integrate gender in activities
Indicator 1: PO use instruments confidently and in almost every activity
Indicator 2: Number of activities which incorporate gender analysis, gender concept and dimensions is increased

5. Instruments are applied effectively and problems of instruments are identified
Indicator 1: PO give clear and precise comments for improvement of instruments
Indicator 2: PO describe, which instruments lead to best results in terms of gender integration

6. Incorporation of women's concerns and gender aspects in activities is steadily growing
Indicator 1: Gender equal participation in teams and attendance of activities as well as contracting gender sensitive resource persons is increased
Indicator 2: Evaluation of participants, teams and partners as well as reports and publications indicate women's concerns and gender aspects
Indicator 3: Gender objectives are stated
Indicator 4: Gender Indicators apply

7.   Participants value FES attempts to integrate gender
Indicator: Positive feedback from participants (evaluation)

8.   Partners appreciate FES attempts to integrate gender
Indicator: Positive feedback from partners

9.   Gender equality is promoted
Indicator 1: Activities' results are gender responsive
Indicator 2: Gender concerns are integrated in policies, constitutions, by-laws etc
Indicator 3: Gender relations are more equal

Guiding Questions:

The following list indicates questions, which you should be able to answer using the results from the evaluation and feedback from your colleagues:

- In how many activities were instruments (fully, half) applied?

- Which instruments were applied most? (that is, how often were gender analysis, planning checklist…applied; etc)

- Which aspects of gender integration were used most (that is, resource persons, balanced teams…)?

- What was the impact of using instruments regarding gender integration: reports, evaluation of participants, partner's feedback, opinion of responsible staff members?

- Which instruments are regarded as having strongest impact?

- What are the major problems using the instruments? (For example complexity, time constraints, lack of understanding etc.)

- Which instruments are considered as most difficult? Why?

- Which aspects of gender integration can be described as strong, which as weak?

- What do colleagues need to improve: know-how in gender, know how in application?

Some Starting Points for Gender in FES Working Lines

The following are hints on gender dimensions of working lines in FES. They may give you ideas on how to approach issues from a gender perspective. Note that more detailed analysis is required to plan activities.

Parliament, Political Parties and Political Interest Groups

In most parliaments women are underrepresented. Also, where women have obtained seats by way of quota/affirmative action others may question their legitimacy. They may be treated as It is important in this context that women have opportunity to compete with men. Also, prevailing cultural values create prejudices about women as leaders and in politics (women are often not considered to be leaders and politics is seen as an area for men only). Women may have access to power primarily when they have successfully fulfilled their duties as mothers and wives. In Uganda for example, the saying: "hens do not crow" is used to discourage women from public offices, power and leadership.

It may therefore be useful to strengthen women parliamentarians as well as male representatives, to identify and understand the specific barriers women are facing and to foster discussions about the way women are treated when entering or attempting to enter politics. Parliamentary associations or caucus can be partners for such exercises. In male dominated circles making women more visible, identifying female role models and identifying male allies in the promotion of gender equality can be very effective. It is important to create space for discussions on the underlying structures and causes that hinder women in their active participation and to support structures that challenge inequalities. For men it is not just an issue of sharing power but also an opportunity to challenge traditional views about appropriate behaviour and roles of men. (E.g. to understand that it is normal and justified to seek assistance as they are often also not acting independently due to norms that prevent them from asking for help and thus rather howl with the wolves only not to be considered as weak.

Legislation, Human Rights, Good Governance

Gender tends to be seen as not being of relevance to these issues. It tends to be considered only in cases of very obvious discrimination and/or as result of lobbying by women's/ gender responsive organisations. However, the structures within institutions, the legal and political systems are affecting women and men differently and efforts should be made to reveal more information on these consequences. The analysis of .e.g. election systems, hierarchies within organisations and laws can show gender inequalities and provide strategies for transformation.

Trade Unions

Structures of Trade Union are often very traditional and hierarchical. They consist mostly of men at all levels and in membership. Even if women form the majority of members, e.g. in the cut flower industry or in tea plantations, in most cases men will be

the leaders. If women have attained leadership positions, they will often not be in a position to promote gender equality, as they depend on the support of their male colleagues. To carry the discussion on gender equality into the unions is therefore crucial. Again it is necessary to reveal the underlying causes of gender inequalities.

Economy

Economic decisions and policies do not usually take gender inequality into account even though they affect women as well as men. It has in fact been found that economic decisions and policies, because they have not taken structural gender inequality into account are much more likely to have negative consequences for women. Again, men can be allies in striving towards equality. Here the starting point could be to support gender balanced committees that are established to formulate or review policies and to raise gender concerns.

NGO/Civil Society

Apart of a few civil society and some women organisations, not many NGOs are using the gender concept. It is therefore advisable to discuss the gender concept with their members and representatives and to train them accordingly. They are reaching out to many people and as long as they do not have a background in gender they will not be able to address women and men appropriately. They are also part of reform movements and do have opportunities to influence political decisions. Gender equality should be part of their efforts.

Media

In most current forms, the media reinforces existing gender stereotypes and prejudices about women. Media are reporting alongside male norms. They are reflecting the gender biases, at the same time they contribute a lot to awareness of the public. Training of media people is therefore highly recommended. Discussions on ethics in the media should question gender prejudices and the way in which women are portrayed. Women in leadership positions are questioned inappropriately on the way they dress, their roles as mothers, and subjects to comments on their appearance. Men in public positions are not questioned or judged in this way. Also, Media people tend to address men or ask for their views rather than women.

In press conferences and openings, where media attend a good strategy is to separate women and men for different views and to ensure statements from women are included and published. It is helpful to prepare press releases and talks with media people from a gender perspective and to understand the media's angle: they need to sell news, so make news sales-worthy. The use of call-ins at radio stations is another good ideas to disseminate the gender concerns of an activity. Furthermore, supplements of newspapers are useful for dissemination.

Gender Responsive and Women's organisations

Gender-responsive and Women's organisations are necessary for expertise, and for providing space for women to articulate and act on their concerns.

It is useful to discuss with them, at which point of a strategy male allies are useful and how alliances can be made. The concept of coalition building, widely used in East Africa has proven to be a good way to bring male dominated and women's organisations together. However, it is important to support women that their issues and concerns are valued equally to those of men's organisations and that joint resolutions and actions make the contributions of women and their associations visible. Again, the discussion on gender inequalities and their underlying causes should be enhanced within civil society.

Useful Material

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2. Who's Afraid of Feminisms? in: Women in Action, Republic of South Africa, 3/95

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5. Decent Work for Women, Bureau for Gender Equality, ILO Geneva, 2000; available through gender@ilo.org

6. Bringing Equality Home: Implementing the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), UNIFEM 1998; available through Women, Ink., New York, wink@womenink.org.

7. Action for Gender Equality and the Advancement of Women, UN Department of Public Information, 2000

8. Two Halves Make a Whole: Balancing Gender Relations in Development, CIDA, Ottawa 1991; available from: CCIC (Canadian Council for International Co-operation) – Gender and Development, 1 Nicholas Street, Suite 300, Ottawa, K1N7B7

9. Save the Children – The Policy

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FES Amman

FES Lebanon

FES Palestine

FES Sudan

FES Tunisia

FES South Africa

FES Zimbabwe

FES Zambia

FES Botswana

FES Namibia

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