

COURSE IN

**GENDER MAINSTREAMING IN LOCAL
GOVERNMENT**

FACILITATOR'S GUIDE

Prepared for The District Capacity Building Project (DISCAP)

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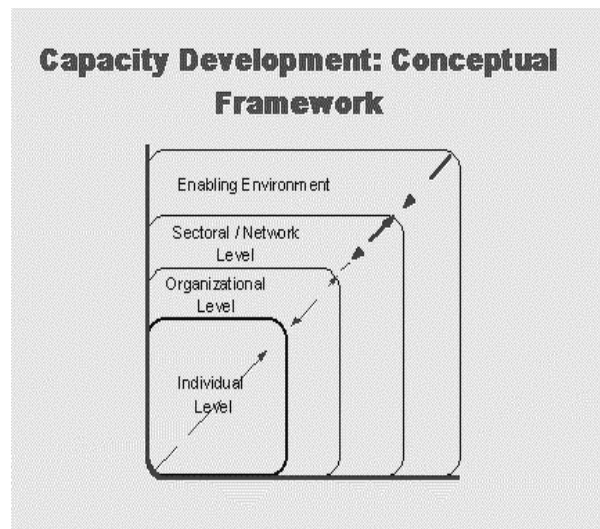
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PREFACE

Gender Mainstreaming: An important component of DISCAP's Capacity Development Strategy

The Gender Mainstreaming Course has been developed as part of the capacity development strategy implemented by the District Capacity Building Project (DISCAP). Consistent with Ghana's gender equality commitments on the national and international scene this course seeks to facilitate the development of capacities for gender-sensitive programming at individual, organizational and sectoral levels. Its development has been guided by the main framework adopted by DISCAP to guide its capacity development efforts which presents the relationships between the various levels of capacity as a key element of long term sustainability.



Source: Joe Bolger, 2000

The concept of capacity development presented above has been developed by CIDA and involves four different but interrelated levels of analysis and intervention: individual, organizational, sector/network and enabling environment. It represents a change from more traditional frameworks focusing on the development of human capital through training of individuals. The sustainability of results achieved at each level depends to a great extent on the capacity of the next level to incorporate those changes. For instance, Gender Officers can be trained to implement gender analyses and gender strategies but they need a favourable organizational environment to implement them. Similarly, gender-sensitive organizations need conducive sectoral and national policy environments to ensure that they can translate their commitments into appropriate policies, programmes and projects.

Thus this gender course focuses on capacities to be developed at individual, organizational and sectoral levels.

Course Rationale

This course has been developed to address both national and local needs of ensuring and securing gender parity in development processes. It aims at addressing the gaps identified from a training needs assessment completed by DISCAP at district and regional level in the three northern regions. The assessment revealed key institutional capacity gaps which limit efforts by DAs to promote equitable and sustainable decentralized development. The gaps include:

- Low level of knowledge, skills and tools for gender mainstreaming through policy, programs and projects, including monitoring and evaluation;
- Low level of participation of women in decision making bodies.

As part of DISCAP's mandate of facilitating gender equitable and sustainable development, District Gender Desks have been established and officers appointed. This course has been designed to build the skills of GDOs to facilitate and coordinate the process of gender mainstreaming at the institutional level for sustainable development. It will also offer the opportunity to senior staff of MDAs to learn about basic gender concepts and identify how they can become promoters of gender equitable development policies and programmes.

Course Goal

The long term goal of the Gender Mainstreaming Course is to enhance the skills and knowledge base of all development practitioners to enable them to mainstream gender in policies, programmes and activities.

Objectives:

- ♣ To provide an opportunity for participants to gain knowledge of gender concepts, particularly as this applies to their work;
- ♣ To provide an opportunity for critical reflection regarding both personal and socio-cultural attitudes toward issues related to gender equality;
- ♣ To build the capacity of the participants to apply gender analysis skills and tools to all levels of a project/programme cycle;
- ♣ To provide opportunities for participants to learn from best practices that they can replicate through active participation in the adoption of gender-sensitive practices in their district's development process;
- ♣ To facilitate the creation of a network of development practitioners who are committed to gender issues.

Target Group:

- ♣ Gender Desk Officers;
- ♣ Senior managers at the district level, including DCEs, DCDs, Planning officers, budget officers, heads of decentralized departments and other senior staff who perform central roles in planning, budgeting and implementing;
- ♣ Regional staff, including regional Planning and Coordinating units, as well as staff from sector institutions, such as the Community Water and Sanitation (CWSA), the Environmental Health Units, Departments of Social Welfare and Community Development;
- ♣ Civil society partners in the water sector.

Competencies and Attitudes

Developing the capacity to mainstream gender throughout development processes requires the acquisition of specific skills and competencies. However, skills cannot be gained without a critical examination of attitudes. The participants will be given an opportunity to reflect on their personal attitudes and broader social attitudes in relation to particular topics such as socio-cultural practices and gender concepts, such as 'gender bias'. They will also be asked to focus on the role of attitudes in gender responsive organizational change.

Overview of the course

The course is composed of five modules, organized as follows:

Module 1: Introduction to Gender Concepts: this module will provide participants with an overview of the situation of women in Ghana, Ghana's international and national commitments toward gender equality and the basic concepts supporting the implementation of gender-sensitive policies, programmes and projects.

Module 2: Gender Analysis: in this module participants will acquire knowledge about the key analytical frameworks utilized to carry out gender analyses, will become familiar with their use and will learn the key steps in carrying out gender analyses. The last section of this module will introduce participants to the preparation of a gender strategy.

Module 3: Gender-sensitive Planning and Implementation: participants will learn ways to incorporate gender considerations into all phases of a program or project.

Module 4: Organizational Development: this module will present an introduction to organizational development issues and organizational changes that are critical to the sustainability of gender mainstreaming.

Module 5: Advocacy. In this module, participants will be introduced to gender advocacy, its key tools and methods.

Course Delivery

The course will be delivered over a two-week period. The delivery methods include short lectures and presentations, individual work, group exercises, role plays, plenary sessions and presentations by resource people.

The first three modules will be delivered during the first week and the second week will be devoted to the delivery of modules 4 and 5.

We hope that you enjoy the course and find it applicable and useful to your work.

The DISCAP Team

SESSION 1: COURSE OVERVIEW/INTRODUCTION TO MODULE 1

This opening session is to introduce the facilitators to participants, and participants to each other, and to present the course/module overview, goals, objectives, and programme to participants.

DURATION: 1.5 hours

TRAINING MATERIALS: Post-it notes, markers, overhead with course objectives and programme

APPROACH

- 1) Facilitator's begin by introducing themselves to participants. They should include information regarding their position, their interest in the subject material and any relevant experience. Participants are then asked to introduce themselves to the group.
- 2) To learn a bit more about the group, participants are asked to stand up. We are going to organize ourselves into different groups based on characteristics that the facilitator calls out. The facilitator will call out "**sex**" and participants will have to divide themselves into two groups. Other gendered characteristics should be called out such as, people who **like to cook**, like to **ride motorbikes**, **take their children to school** etc. After about 10-15 minutes the facilitator will ask people to sit down. Note things about the participants: differences, similarities and comments. Wrap up by commenting on the fact that there is a mix of men and women who like to do all the tasks, even though some are considered non-traditional for certain genders.
- 3) Participants use large post notes to write one expectation and on a different note write one fear. Participants post them on the wall and the facilitator groups the comments under common themes to be referred to throughout the course. At this time the facilitator should discuss whether or not it is likely that the questions will be answered during the course. The facilitator uses the overhead/projector to present the formal objectives of the course and the course programme. It should be explained that at the end of each day there will be a wrap up time for people to ask for clarification or to raise other issues.
- 4) The facilitator then discusses the basic administrative and logistics arrangements for the course, as well as rules to set the atmosphere for learning. A course prefect can be elected. The prefect will then bring any concerns regarding course organization participants have to the assigned facilitator in charge of administration/logistics

MODULE 1: INTRODUCTION TO GENDER

This opening module will prepare participants for the more advanced concepts that follow in Modules 2-4. It will set the stage by providing a context for gender mainstreaming focusing on discussions of traditional cultural norms, the status of women in Ghana and internationally and the international and national environment. The evolution of gender programming from Women in Development (WID) approach to a Gender and Development (GAD) approach will also be discussed. This evolution is important because there is still a belief in Ghana that gender is about women. The session on WID to GAD will present the challenges with WID and why it was deemed necessary to move to an approach that focuses on gender relations. The remainder of the course will focus on the promotion of the GAD approach and the building of skills to utilize GAD in practice.

The module will also focus on creating a general understanding of basic gender concepts that are used. It will be important that participants have grounded knowledge of the different concepts, particularly as the later sessions will focus on skills to implement these concepts.

Lastly, this module will set the tone for the remainder of the course. The focus will be on acknowledging participants knowledge and experience, while focusing on the Ghanaian local government system.

MODULE OBJECTIVES

- Apply the concept of gender relations in the Ghanaian context;
- Identify the policy commitments made by Ghana at national and international level with respect to the implementation of gender-sensitive policies and programmes; and
- Explain the basic concepts that underpin the processes involved in mainstreaming gender.

THEMES

- Gender Traditions and Roots
- The Status of Women in Ghana
- International Agreements on Gender Equality
- Ghana's International and National Commitments to GE
- Ghana's Women's Machineries
- Evolution of Gender Equality Approaches: From WID to GAD
- Basic Gender Concepts
- Gender and Decentralization

SESSION 1: GENDER TRADITIONS AND ROOTS

Often gender equality is seen to be a foreign concept that is being imposed on Ghana from outside. There is a perception that the people promoting gender equality are from North America and Europe, not Africa. This gives rise to the challenge that gender advocates are promoting their own agenda. Not only is this not true, it is denigrating to those African women who work tirelessly for gender equality.

There are several predominant African women who are concerned with issues of gender equality including Gender Analyst Sara Longwe of Zambia, Nigerian sociologist and author Ifi Amadiume, and Nobel Peace Prize Winner Wangiri Muithai of Kenya.

In this session we will explore some traditional relationships in African and Ghanaian societies whereby men and women were equal, including the matrilineal Ashanti society, and the modern day example of the “Mama Benz”. These examples are given to demonstrate that there is a historic case for gender equality that gender roles have evolved over the years and that gender is not a foreign concept.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Define gender; and
- Demonstrate that gender equality is not a foreign concept by drawing on traditional stories, proverbs, examples etc.

DURATION: 1.5hours

TRAINING MATERIALS: Flip chart and markers

APPROACH

- 1) The facilitator asks participants to brainstorm a definition of gender. Participants are encouraged to throw out concepts and their understanding of what gender is. A definition is developed and agreed upon by the whole group that will be used throughout the course. This definition is written out on a flip chart paper and posted in a predominant place where it will stay throughout the course.
- 2) Individually participants should define “gender” in his/her native dialect. Then small groups should form amongst participants who speak the same language. They should compare definitions and come up with a common definition that satisfies all in the group. In a plenary, the facilitator should lead a discussion regarding how easy or difficult it was to define gender in non-English terms. Were there words or phrases that have always been used to define gender.
- 3) In the same small groups, participants should come up with one traditional story that depicts gender roles different than modern day. This could be a story of a powerful woman, or of a

day when men and women shared responsibilities more equally. It could even be a story of a memory from childhood of how particular people challenged traditional gender roles.

Example, in X culture, when formal education was first introduced, the elders were reluctant to send boys to school because it was perceived as a waste of time. They would rather send the girls or sons of wives least loved by their husbands. The stories should be shared with other participants. The facilitator summarizes the key points in the stories and how they depicted that things have not always been as they are now.

- 4) The facilitator closes the session by indicating that gender roles and relations are fluid, not constant. The handout with the segment from Ifi Amadiume's book Male Daughters, Female Husbands should be handed out and read by one of the participants.

FACILITATOR'S NOTES

As an opening session it will be the facilitator's job to set the tone for the rest of the course. The facilitator should guide the defining of gender to ensure that enough of the participant's ideas are incorporated, but that it still fits the accepted definition. This will be done separately from the other gender concepts as it is important to begin the course with a working definition that is the common understanding of all.

The rest of the session focuses on exploring gender in the Ghanaian context. Are there ways to discuss gender in Ghanaian languages? If yes, this indicates that the concept is not so foreign. Generally, people will be able to find terms and concepts that apply to gender. For groups that are not, encourage them to develop some. This can be important to District and community level work.

Using storytelling is another way of demonstrating that gender equality, in different forms, has been present in Ghanaian societies in the past. Exploring different proverbs, myths, stories will help people to recognize the fluidness of gender relations. These stories should be captured by the rapporteur, typed up and handed out, as they represent good resources for officers to use in their work.

SESSION 2: BASIC GENDER CONCEPTS

It is likely that most participants will have attended at least training on gender in the past. However, one of the most common comments made about gender mainstreaming is that people do not understand what to do. There seems to be a common understanding in Northern Ghana that gender issues should be considered in development planning, implementation, and monitoring and evaluation, but little understanding about how that is to be done.

This session will introduce the basic concepts that are discussed when referring to gender issues and some that are used as tools in gender analysis. Those used as tools in gender analysis will be addressed in detail here to enhance learning in used as tools in gender analysis Module 2.

LEARNING OBJECTIVES:

By the end of the session participants will be able to:

- Explain and utilize basic gender concepts.

DURATION: 1.5 hours

TRAINING MATERIALS: Flip chart, markers, small cardboards, masking tape

APPROACH

- (1) The facilitator introduces the session by explaining that over the past 30 years there has been a number of concepts that have been developed to frame gender and contribute to the gender analysis process. It is important that participants understand these concepts in order to apply them to different processes such as gender analysis, and gender mainstreaming.
- (2) Divide participants into 8 small groups of 3. Each group will take two concepts and develop a definition for them. In addition, groups should demonstrate their understanding of the concept by providing an example i.e. a practical need is food and water, a strategic interest is participation in local government politics. The sets of definitions are:
 - Gender and Sex;
 - Gender Equality and Gender Equity;
 - Gender Division of Labour and Gender Relations;
 - Gender Analysis and Gender Mainstreaming;
 - Triple Roles (Reproductive, Productive and Community);
 - Gender needs: practical needs and strategic interests;
 - Women's Empowerment and Participation;
 - Gender policies; gender blind/gender sensitive.

Give participants approximately 20 minutes to discuss their definitions. They should then write the definitions on the small cardboards provided to them and post them around the room. Participants should walk around the room; review each other's definitions,

making notes for discussion. In a plenary ask participants if there is anything they want to add or anything they disagree with. The facilitator should add any of the key points detailed in the Handouts.

- (3) Summarize the session by distributing the hand out and having participants read aloud relevant sections (Facilitator to select these in advance).

FACILITATORS NOTES

Some participants may be familiar with the concepts here, for others some, if not all of the concepts will be new. These concepts form the foundation of the course and adequate time should be taken to ensure that all participants understand the differences between the terms and the strategic implications that they have.

Module 2 will focus on providing participants with frameworks to apply the concepts. The definitions below represent the basic definitions¹. Further explanation of the concepts is found in the participant handout “Basic Gender Concepts”

GENDER: Socially determined ideas and practices of what it is to be male or female; can change over time.

SEX: Biological characteristics that categorize someone as either female or male. Do not change.

GENDER EQUALITY: Refers to women and men having the same life opportunities, including the ability to participate in the public sphere.

GENDER EQUITY: Refers to the equivalence in life outcomes for women and men, recognizing their different needs and interests, and requiring a redistribution of power and resources.

TRIPLE ROLES: Related to the gender division of labour, women have expected roles in 3 different spheres (productive, reproductive, community), while men are generally limited to 2 (productive and community). These triple roles constrain women’s ability to participate in additional activities such as training and meetings.

REPRODUCTIVE ROLE: Involves the care and maintenance of the household and its members.

PRODUCTIVE ROLE: Commodity production for consumption or trade in the formal and informal sectors, employment and self-employment.

¹ The majority of these definitions were taken from H. Reeves and S. Baden “Gender and Development: Concepts and Definitions.” 2000 and N. Kaber, *Reversed Realities*, 1999.

COMMUNITY MANAGEMENT ROLE: Activities performed for the well-being of the community.

GENDER DIVISION OF LABOUR: The socially determined ideas and practices which define what roles and activities are deemed appropriate for women and men.

GENDER NEEDS: Needs women have to overcome their disadvantage relative to men in society through:

- gender division of labour and balancing triple role; men and women have different daily activities, responsibilities and time use hence the gender division of labour.
- inequity of access to power and status; women have less access than men to resources, choice, decision making positions and therefore power and status in society.

PRACTICAL NEEDS: Refers to immediate necessities (water, shelter, food, income and health care) within a specific context; required for survival.

STRATEGIC INTERESTS: Refer to the relative status of women and men within society. These interests vary in each context and are related to roles and expectations, as well as to gender divisions of labour, resources and power. Strategic interests may include gaining legal rights, closing wage gaps, protection from domestic violence, increased decision-making and women's control over their bodies.

GENDER RELATIONS: Hierarchical relations of power between women and men that tend to disadvantage women.

WOMEN'S EMPOWERMENT: A 'bottom-up' process of transforming gender power relations, through individuals or groups developing awareness of women's subordination and building their capacity to challenge it. Empowerment is about people-both women and men-taking control over their lives: setting their own agenda, gaining skills, increasing self confidence, solving problems and developing self-reliance. It is both a process and an outcome. (Source: CIDA Guide to Gender Sensitive Indicators).

EMPOWERMENT APPROACH TO GENDER An empowerment approach to gender seeks to identify power less in terms of domination over others and more in terms of the capacity of women to increase their self-reliance and internal strength. This is identified as the right to determine choices in life and to influence the direction of change, through ability to gain control over crucial material and non material sources (Moser, 1991 in *The Monitoring and Evaluation of Empowerment: A Resources Document*, Oakley P. and Clayton A., 2000).

ACCESS: Temporary use of resources. The resources are usually controlled or owned by another.

PARTICIPATION: Intent to hand over the power to interpret, analyse and come up with solutions to those who are the target beneficiaries of the development intervention. With respect to gender, it goes beyond the number of women attending a meeting/training etc. to their ability to engage in discussion, planning and decision making.

CONTROL: The ability to determine how, when, where resources will be used; implies permanent ownership, and a greater role in decision making.

GENDER BLIND POLICY: Recognises no distinctions between the sexes. It assumes that benefits can be shared by all. But is more often implicitly male-biased. Essentially this approach excludes women from the benefits of development.

GENDER NEUTRAL POLICY: Recognizes and protects the interests of both men and women; an “intervention intended to leave existing distribution of resources and responsibilities unchanged.”

A gender neutral approach in Ghana is programming in the non-formal education and for the disabled.

GENDER SPECIFIC POLICY: “Interventions intended to meet targeted needs of women or men within existing distribution of resources and responsibilities. Such initiatives tend to address particularly urgent gender inequity needs”. Institutional strengthening that works for women’s strategic interests can also be referred to as women-specific initiative. A gender specific approach in Ghana has been the Girl Child Education Project.

GENDER REDISTRIBUTIVE POLICY - “Interventions intended to transform the existing distribution of resources and responsibilities to create balanced gender relationship between men and women”. It may target both men and women or only one group specifically. It works on strategic interests but may touch on practical needs in ways that can create opportunities for change.

GENDER ANALYSIS: The systematic gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender.

GENDER MAINSTREAMING: Is an organizational strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability.

SESSION 3: EVOLUTION OF APPROACHES TO GENDER EQUALITY: FROM WID TO GAD

Over the past 30 years since the recognition of the central role that women play in development and the recognition that women were essentially excluded from development planning and evaluation there has been an evolution in thinking around gender issues. Several approaches have emerged that have attempted to include women in development processes, to varying levels of success.

The two major trains of thought have been Women in Development (WID) and Gender and Development (GAD). WID developed in the 1970s focused on the inclusion of women as beneficiaries in the development process, but did little to address their position vis a vis men. GAD takes women's subordination as its starting point and is concerned with gender relations, particularly power relations between men and women.

This session will focus on these two approaches and detail why a shift from WID to GAD was needed. Critical to participants understanding of current thinking in gender issues, particularly in understanding gender mainstreaming, aspects of this transition to be highlighted include: gender relations, empowerment, and participation.

LEARNING OBJECTIVES

By the end of the session, participants should be able to:

- Demonstrate their understanding of the evolution of gender and by differentiating the various stages of the evolution of gender.
- List the strengths and weaknesses of the WID and GAD approaches.

DURATION: 1.5 hours

TRAINING MATERIALS: Flip chart, markers and LCD

APPROACH

- (1) Facilitator presents the evolution of the conceptual frameworks (see Facilitators Notes and Handouts) utilized to support gender-sensitive planning and analysis.
- (2) Using a flipchart or LCD pre-prepared with the different evolutionary stages, encourage participants to think of the different types of interventions that reflect each conceptual framework.
- (3) Encourage participants to brainstorm benefits and challenges of each approach.
- (4) Summarize the discussion by highlighting that a combination of the two approaches is what is believed to work best. That is, women specific interventions combined with additional interventions that transform gender relations. Interventions often combine the two, address practical needs and strategic interests at the same time.

FACILITATOR'S NOTES

There are two major schools of thought in women's development: Women in Development (WID) and Gender and Development (GAD).

WID focused on assessing how the specific needs of women could be met so that projects could incorporate strategies that included a targeted approach to women's participation. The GAD school of thought focuses on the relations between men and women and on their impact on the possibility of achieving equitable development.

Understanding the WID and GAD Approaches to Development:

| WID and GAD | | |
|-----------------------|---|--|
| | WOMEN IN DEVELOPMENT | GENDER AND DEVELOPMENT |
| The Approach | ♣ Seeks to integrate women into the development process | ♣ Seeks to empower women and transform unequal relations between women and men |
| The Focus | <ul style="list-style-type: none"> ♣ Effects of women's disadvantage ♣ Women's needs in isolation of men (never targets men); therefore possible marginalization | <ul style="list-style-type: none"> ♣ Causes of women's disadvantage in relation to men/society ♣ Women's needs met within the social and cultural context |
| The Problem | ♣ The exclusion of women from the development process | ♣ Unequal relations of power that prevent equitable development and women's full participation |
| The Goal | ♣ More efficient, effective development | <ul style="list-style-type: none"> ♣ Equitable, sustainable development ♣ Women and men sharing decision-making and power |
| The Strategies | <ul style="list-style-type: none"> ♣ Implement women's projects, women's components, integrated projects ♣ Increase women's productivity and income ♣ Improve women's ability to manage their households | <ul style="list-style-type: none"> ♣ Identify and address short-term needs determined by women and men to improve their condition ♣ Identify and address women's and men's longer-term interests |

WID/GAD Approach to Development

| APPROACH | BENEFITS | CHALLENGES |
|------------|---|--|
| WID | <ul style="list-style-type: none"> - Brought women into the development process - Recognizes that special measures for women are needed for them to benefit from development | <ul style="list-style-type: none"> - Limited impact on women's subordinate status - Kept women on the sidelines - In some cases the increased resources resulted in an increased burden on women - Tended to lead men to think in terms of lost benefits and thus to strengthen their resistance |
| GAD | <ul style="list-style-type: none"> - Uses women's subordination as starting point - Emphasis on gender relations and their transformatory potential - Recognition of practical needs and strategic interests | <ul style="list-style-type: none"> - Difficult to move beyond people's belief that gender is about women - Can be difficult to implement in practice; most projects still using WID - Incorporating men's needs into analysis and intervention is still difficult. |

Both the WID and GAD approaches can contribute to women's advancement and increase gender equity. Women-specific projects enable women to address their practical needs and gain experience for future projects in which they will be mainstreamed. GAD approach is more empowering because it challenges existing power relations in society between women and men and invites the contributions of men rather than exclusively emphasizing women only contributions.

SESSION 4: THE STATUS OF WOMEN IN GHANA

Before entering into a discussion on international and national agreements, it is important for participants to understand that there is a gender gap in Ghana, and that that gender gap influences development in a negative way. In addition, it limits the capacity and participation of both men and women in specific activities.

Women are generally alienated from the public realm, as well as from decision making in the household. Men are generally alienated from the household. Men and women's relationships with each other are inhibited from developing as they are shaped by societal values. For example, many men indicate that they feel stress at the responsibility of making all the decisions in the household, and women indicate they would like to be involved. But societal expectations frown on increased communication between men and women in the household that would more equally distribute decision making authority, or even allowing men and women to make decisions jointly. These boxes that men and women are placed in are at the heart of gender relations.

This session will demonstrate that the gender gap is usually in favour of men, which is why there is an emphasis on women's empowerment in gender equality. However, the session should also indicate that gender equality does not aim to oppress men, but create an environment where men and women are able to both benefit from equality of IMPACT.

LEARNING OBJECTIVES

By the end of the session, participants should be able to

- Give a pictorial view of the status of women in Ghana;
- List at least 3 gaps from the status of women in Ghana; and
- Mention at least 3 impacts of the gaps identified in the status of women in Ghana.

DURATION: 1 hour

TRAINING MATERIALS: Flip chart stand, markers, handouts.

APPROACH

- (1) Present key statistics about the gaps between men and women. Facilitate a discussion on gender gaps following presentation. The following questions can be used to guide the discussion:

What is a gender gap?

What does a gender gap mean for the development of Ghana?

Why does the gender gap exist?

What actions can be taken to decrease the gender gap?

- (2) The facilitator wraps up the discussion by summarizing the gender gap, defining gender gap if necessary, and drawing the link between the status of women and women's efforts toward empowerment through gender and development activities.

FACILITATOR'S NOTES:

A gender gap exists when there is a difference between the number of women and the number of men receiving a benefit, having access to an opportunity, or a difference in the impact of the opportunity on men and women.

Gender gaps indicate that inequality exists.

Gender gaps are an important tool to identify areas for intervention. A gender gap indicates that development is not reaching all citizens, and that the country's potential for development is underdeveloped. It also indicates that the rights of all citizens are not being adhered to.

Gender gaps exist in quantitative data i.e. statistics, but are also present in people's cultural and sociological beliefs about what men and women can do, the types of activities they are permitted to participate in, and their role in decision making.

International Gender Gaps – The Problem

- **Women perform 67% of the world's working hours;**
- **Women earn 10% of the world's income;**
- **Women are 2/3 of the world's illiterates; and**
- **Women own less than 1% of the world's property.**

Source: CCIC, MATCH International Centre, and AQOCI: 1991)

Some major gender gaps that exist in Ghana are demonstrated in the following:

| Indicator | Men | Women |
|-------------------------------------|------------|--------------|
| Adult Literacy Levels | 66.2 | 42.5 |
| Household Head Attended School | 80.3 | 55.9 |
| Parliamentarians (2001) (total 200) | 182 | 18 |
| Parliamentarians (2005) (total 230) | 206 | 24 |
| % in informal work force | 9 | 91 |
| % in formal work force | 92 | 8 |

SESSION 5: INTERNATIONAL AND NATIONAL AGREEMENTS ON GENDER EQUALITY

There are several international agreements on women that promote equality between the sexes, and that aim to eliminate discrimination against women. These international agreements provide the international framework for the promotion of gender equality within countries. As most of these agreements are ratified by Ghana they become relevant in our context.

The agreements demonstrate an evolution of the thinking on gender equality and the approach utilized to achieve the outlined goals. It is important for participants to know that these agreements exist as they provide some legitimacy and credibility for the efforts being made at different levels towards gender equality. They also represent potential advocacy tools.

The goal of this session is not to review each agreement in detail, but to share the main points with participants, and have participants understand that their efforts towards gender equality are part of a larger international movement, and that the Government of Ghana has committed itself to this movement.

LEARNING OBJECTIVES

By the end of the session, participants should be able to:

- List at least 5 international agreements on GE.
- State at least 5 international agreements ratified by Ghana.
- Discuss Ghana's National commitments and policies on gender equality.
- Demonstrate Ghana's commitments to these agreements by stating practical examples.

DURATION: 1 hour

TRAINING MATERIALS: Flip chart, markers, and handouts.

APPROACH

- (1) Facilitator presents the key international agreements on GE and identifies those that have been ratified by Ghana.
- (2) Lead a discussion regarding Ghana's commitment to and action on these agreements utilizing the following questions:
 - What does it mean to Ghana to make these commitments?
 - How are these agreements being adhered to in Ghana?Wrap up the discussion by highlighting the fact that the international agreements are only useful if National Governments adhere to them, and take steps towards implementing them in practice. National policies, programmes and budgets are an expression of adherence to the international agreements.
- (3) Brainstorm with participants Ghana's national policy commitments related to gender equality. List these on a flip chart. If there are any that participants have missed, the

facilitator should add them to the list. Lead a discussion around the status and commitment to these policies at the District level.

- How are District Officers seeing these policies put into place?

- (4) Wrap up the discussion by emphasizing the importance of International and National policies in providing a framework for gender equality work at the District and community level.

FACILITATOR'S NOTES

There are a number of key international milestones in the advancement of women that are worth highlighting:

- ♣1948: The Universal Declaration of Human Rights opposes discrimination against women;
- ♣1952: The International Convention on the Political Rights of Women is the first global endorsement of equal political rights under the law;
- ♣1975: The First World Conference on Women is held in Mexico;
- ♣1979: adoption of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) by the UN General Assembly. This followed the Declaration on the Elimination of All Forms of Discrimination Against Women called by the UN General Assembly in 1963. Ghana adhered to CEDAW in ...*(to be completed)*;
- ♣1980: The Second World Conference on Women is held in Copenhagen;
- ♣1985: The Third World Conference on Women is held in Nairobi;
- ♣1989: The International Convention on the Rights of the Child;
- ♣1994: The African Platform for Action (UN Economic Commission for Africa Fifth Regional Conference on Women);
- ♣1995: The Fourth World Conference on Women is held in Beijing;
- ♣1995: The Commonwealth Plan of Action on Gender and Development; and
- ♣The International Labour Organization Declaration and Resolutions Pertaining to Gender Equality and Equity at Work, 1975, 1985, 1987 and 1991.

Some examples of Ghana's effort to mainstream gender issues include:

- The establishment of NCWD as the National Machinery for Women in 1975.
- Ghana Gender Policy developed in 1997 was adopted as the framework for integrating gender and achieving the goals of Ghana's Vision 2020.
- Establishment of Women's Desks in some government ministries and departments at the central government level.
- Creation of the Ministry for Women's and Children's Affairs in 1992.
- Development of gender policies at the sector level e.g. National Plan of Action on Girls Education; the Gender Issues Component of the Accelerated Agriculture Growth Strategy.
- Affirmative action provision for 30% of government appointees to DAs to be women.
- Women's Caucus of Parliament which serves as a gender and empowerment tool.
- Establishment of Women and Juvenile Unit of the Ghana Police Service.
- Gender sensitive laws include: Head of Family Accountability Law, Customary Marriage and Divorce Registration Law, Interstate Succession Law and the 1992 Constitution that guarantees the protection and advancement of women.

SESSION 6: GHANA’S WOMEN’S MACHINERIES

In line with international thinking on gender mainstreaming, Ghana has established a National Women’s Machinery (NWM) charged with the responsibility of mainstreaming gender into all programmes and structures. The NWM has evolved over the years from the National Council on Women and Development to the Ministry of Women’s and Children’s Affairs. Participants must know how these machineries operate and how they relate to the Ministry of Local Government and Rural Development (MLGRD) which is the Ministry that participants are representing. This relationship is particularly important to the case of gender mainstreaming at the District level. If a strong relationship between these two Ministries does not exist, it may be difficult to address gender issues at the District level.

LEARNING OBJECTIVES:

By the end of the session, participants should be able to

- Explain the women’s machinery in their own understanding;
- Mention 2 departments of the women’s machinery; and
- State at least 3 roles of each department.

DURATION: 45 minutes

TRAINING MATERIALS: Overheads, flip chart and markers.

APPROACH

- (1) Facilitator begins by asking participants what they understand the term ‘National Women’s Machineries’ (NWM) to mean. The United Nations (UN) defines a national machinery for women as: ‘a single body or complex organized system of bodies, often under different authorities, but recognized by the Government as the institution dealing with the promotion of the status of women’ (Ashworth: 1994 quoted in Bell and all, 2002:5). The facilitator then presents an overview of the Women’s Machineries in Ghana using MOWAC Organizational Chart.
- (2) Facilitator leads participants in a discussion regarding the roles and responsibilities of MOWAC and NCWD. Allow participants to brainstorm roles and responsibilities. Facilitator adds those key ones that participants have not raised.
- (3) Discuss where the GDOs fit in this organization.

FACILITATOR’S NOTES

The Ministry of Women’s and Children’s Affairs was established in 2001. The vision of MOWAC is “A society with equity and equality among men and women, and in which the survival, development and protection of the child are guaranteed.”

Key policy issues being addressed by MOWAC include²:

- Existing disparity in the levels of education between boys and girls and men and women;
- Very low percentage of women participating in decision making and governance which limits the visibility, negotiation skills and the influence of women at the workplace and in society at large;
- Limited access to and lack of control over productive resources such as land, credit, information technological expertise, etc.;
- Complete disregard for women's rights as human rights and their continuous violation; and
- The elimination of feminization of poverty and the integration of women into the economic sector.

The NCWD and GNCC are commissions that fall under MOWAC and are the implementing arms of the Ministry. The following organization chart describes the organizational structure of MOWAC³. It has been accepted at Cabinet, and the District Departments are in the process of being established.

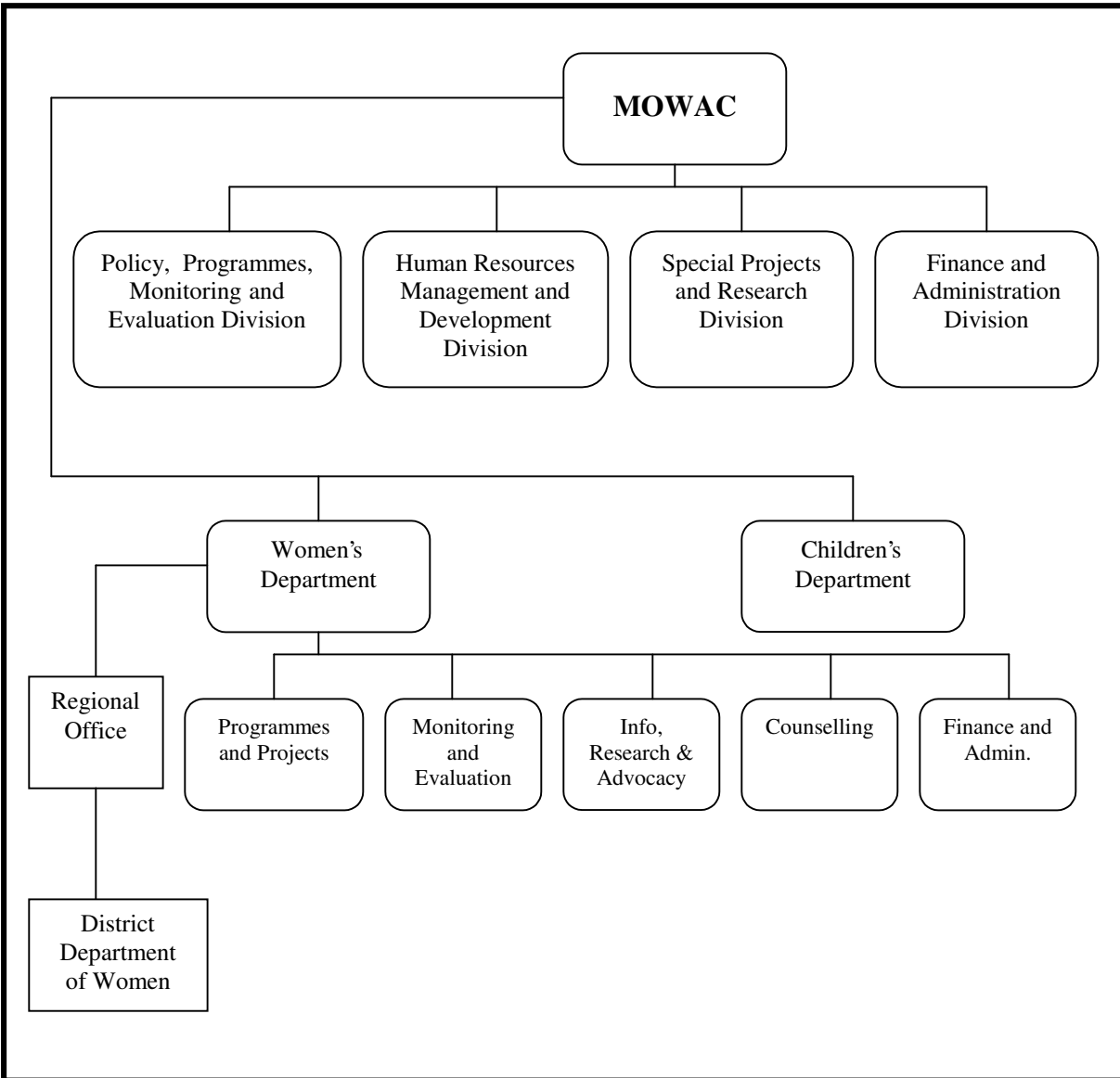
Within its broad framework MOWAC performs the following functions⁴:

- Prepare a National Development Policy Framework for women and children in all relevant policy guidelines.
- Prepare development plans and programmes for women and children in which all the desired objectives and functions of the Ministry are programmed for implementation.
- Ensure that development programmes for women and children are effectively implemented, through continuous monitoring and evaluation, the implementation process, making sure stipulated objectives are fulfilled.
- In recognition of its Central Management Agency (CMA) status, and the cross cutting nature of gender issues, MOWAC has called for the appointment of Gender Desk Officers in all Ministries, Departments, and Agencies (MDAs). This includes the Ministry of Local Government and Rural Development (MLGRD). In addition, MOWAC requested that the MLGRD create a Gender Desk Officer (GDO) position at the DA level.

² MOWAC, "Orientation Workshops for National Service Personnel (District Coordinators), Presentation on the Overview and Policies of MOWAC." 2003

³ This organization chart was presented at a meeting supported by DISCAP between MOWAC and development partners to discuss the establishment of District Women's Departments.

⁴ MOWAC, "Orientation Workshops for National Service Personnel (District Coordinators), Presentation on the Overview and Policies of MOWAC." 2003



While GDOs are a necessary and strategic position, many are constrained by the fact that they are on secondment and perform GDO activities in addition to another full-time position. This inhibits the impact of the Desk.

The GDOs in the DAs in the Northern sector are being supported by DISCAP and DAs to carry out the function of coordinating gender mainstreaming processes at the DA level.

SESSION 7: GENDER AND DECENTRALISATION

Gender and decentralization is becoming an emerging site of gender research because of the shift of National governments to a decentralized structure. This shift, whether it is in the form of devolution or de-concentration, indicates a shift in power that will inevitably (if decentralization is going to work) involve in a transfer of resources (including control) to the local level.

This session will explain the different types of decentralization and how they are being implemented in Ghana. How these changes in the National system are likely to affect gender issues will be discussed by participants.

LEARNING OBJECTIVES

By the end of the session, participants should be able to

- Explain the decentralization process in Ghana; and
- State how decentralization can negatively and positively affect efforts to achieve gender equality.

DURATION: 45 minutes

TRAINING MATERIALS: Flip chart and markers

APPROACH

- (1) Facilitator makes a short presentation on the de-centralization process in Ghana, utilizing the key points outlined in the Facilitators Notes, and the organizational chart. The facilitator should briefly explain the differences between devolution and de-concentration and how they are being implemented in Ghana. Briefly discuss on the DPCU as a unit under the DA, and its central role in development planning and implementation. The facilitator should discuss briefly the GPRS and National Decentralization Action Plan and how they can be improved by incorporating a gender analysis and inclusion of women in the development phases.
- (2) Participants are asked to brainstorm the benefits and challenges that decentralization has for gender equity. The facilitator should use examples to bring out the different points because it is likely that this will be new material for most participants.

FACILITATOR'S NOTES

Key Words:

- **Decentralization:** - Refers to the process whereby central control of administrative authority is diminished in favour of increased authority of lower level structures/groups e.g. at regional, district and sub-district levels.

- **De-concentration:** The process where by authority to perform Governmental mandates is dispensed to various levels within the same agencies (e.g. Ministry of Health: national, regional and district).
- **Devolution:** A complex form of decentralization involving the transfer by central government of political and administrative authority to a local government unit (e.g. District Assemblies and therefore, DEHU).
- **Delegation:** Based on an efficiency model for service delivery, various services are delegated to specialized agencies, privatized, or delegated to communities for managing them (e.g. Community Water and Sanitation Agency).

GENDER ISSUES IN DECENTRALIZATION

Opportunities

- The increased proximity of DAs to constituents can lead to an increase in the understanding of the needs of women and men, and of the service requirements. This can influence service delivery making it more responsive, as well as influence sub-national and national policy.
- In Ghana more discretionary funds are becoming available at the District levels that are to be used by the District for development. As the use of these funds is determined at the District level, the potential exists for them to be more responsive to women's needs than those funds that are directed from the National level.
- Proximity to the DA and its members can allow for increased accountability and transparency as it is easier for women and men to hold them responsible.

Challenges

- As the power shifts from the central government to local government it is possible that more people will be interested in the local government authority, which could have the result of increasing competition for resources and decision making authority inhibiting women's participation.
- Budgets need to reflect the policy frameworks, and those developing the policy frameworks need to have a strong understanding of GAD concepts and tools if they are to be gender responsive.
- Commitment and understanding of gender equity issues at the most senior levels of political and administrative leadership is necessary to ensure adequate resource allocation.

MODULE 2: GENDER ANALYSIS

Development (community/economic) cannot be equitable, sustainable or holistic, unless it acknowledges/addresses the importance of gender roles/ gender relations/gender gaps/gender bias which underpin the inequalities between women and men. Women in Ghana, particularly in the northern regions, are disadvantaged relative to men in terms of access to and control over resources and services, education and training and participation in decision-making. This session will highlight how the exclusion of a gender analysis could perpetuate these imbalances between men and women and reduce the benefits of development interventions. It will also equip participants with the necessary tools and skills to explore issues that women and men, boys and girls say are of particular concern to them. Experiences will also be consolidated to motivate participants to initiate organizational changes that would promote social justice through gender responsive sustainable development.

MODULE OBJECTIVES

At the end of the module the participants will :

- Have developed the skills required to conduct gender analyses;
- Be familiar with the use of key analytical frameworks utilized in carrying out gender analyses;
- Have developed the capacities to complete the key steps involved in carrying out gender analysis.
- Be able to examine and identify attitudes/practices in the broader society and organizational context that will lead to change.
- Understand the key steps and tools involved in the preparation of a gender strategy.

THEMES

- Gender analysis;
- Description of gender analytical tools;
- Group work on application of tools;
- Using the experience of the DISCAP gender strategy to consolidate learning on data collection, gender analysis and results-based strategy development.

SESSION 1: INTRODUCTION TO GENDER ANALYSIS FRAMEWORKS

Session one will build on knowledge/experiences in module 1 to take participants through a process of gender analysis of their organizational structures and programming, using conceptual frameworks commonly applied in gender analysis by development practitioners.

LEARNING OBJECTIVES

At the end of the session, participants will be able to:

- Explain gender analysis;
- Apply key analytical tools to identify gender gaps in their work;
- Reflect on their work and begin to develop a gender vision that will guide them towards an equitable organizational agenda.

DURATION: 3 hours

TRAINING MATERIALS: Handouts on case studies, copies of frameworks templates, flipcharts, and markers.

APPROACH

- (1) The facilitator should encourage participants to give a working definition first, of gender analysis and secondly, gender analytical framework. Summarise ideas presented by participants and match with conceptual definitions which follow.
- (2) The facilitator should describe/discuss the different frameworks outlining their uses, potential limitations, and comparison between the different frameworks that can be utilized for gender analysis to support gender-sensitive planning (refer participants to selected conceptual frameworks (Harvard Analytical Framework (HAF), Gender Analysis Matrix (GAM), Moser Framework, Women's Empowerment Framework (WEF), and Social Relations Approach) in participants manual. Descriptions of Frameworks should be accompanied by a visual presentation of components on LCD or flipchart to enhance learning and discussion.
- (3) The facilitator should select a project or case study for each tool or a number of tools and encourage participants to appraise the project or case study using the tool allocated to their group.

FACILITATOR'S NOTES

Gender Analysis refers to the use of analytical tools to systematically examine the different impacts of development on men and women. It requires separating data by sex and understanding how labour is divided and valued. Gender analysis must be done at all stage of the development process; one must always ask how a particular intervention, decision or plan will affect women and men differently.

Women are not a homogeneous group and women in different socio economic, ethnic, linguistic or cultural groups may experience gender inequalities differently. Social analysis must therefore be included in gender analysis. This more accurate picture of the gender relations and the inequalities experienced by different groups is critical in targeting a policy, a programme or a project.

GENDER ANALYTICAL FRAMEWORKS

Gender analytical frameworks are practical tools that can assist you in carrying out a gender analysis. They can be modified or combined to suit the particular context. As gender analysis can be carried out at community, organizational or policy level we are presenting a framework that is appropriate for each level of analysis.

There are a number of gender analytic tools which include: the Harvard Analytical Framework (Gender Roles Framework), the Gender Analysis Matrix (GAM), Women's Empowerment Framework (WEP), Moser Framework and the Social Relations Approach.

1. THE HARVARD ANALYTICAL FRAMEWORK: A TOOL FOR COMMUNITY-LEVEL ANALYSIS.

The Harvard Framework was developed by the Harvard Institute for International Development and was published in 1985. It was one of the first gender analytical frameworks to be developed. It is probably the most widely used by development planners and practitioners. It is most useful when used for the purpose of community level analysis.

The Harvard Framework has been criticized for offering a vision that is too materialistic that does not take into account the complexities of the relationships between men and women and the changes that can happen in those relationships. It can also convey a unilateral vision that women are all experiencing similar situations thus overlooking other factors (such as socio economic, cultural, political and legal framework) that can play an important role in assessing gender relations and access to and control over resources.

Components

The HAF is constituted of three different tools:

- i. Activity Profile: the tool identifies who is responsible for productive (work, business etc), reproductive (all activities required to maintain a household) and community tasks (volunteer work).
- ii. Access to and Control over Resources: this tool identifies the resources that are necessary to carry out the tasks identified in the activity profile. It is important to differentiate between the use of the resource (access) and influencing decisions on the use of the resource (control).
- iii. Influencing Factors: this tool will help in identifying what factors influence the division of labour, access to and control over resources identified with the previous tools. They could be political, legal, cultural, community-based etc.

First tool: Activity Profile: Who Does What?

| ACTIVITIES | WOMEN/GIRLS | MEN/BOYS |
|---|-------------|----------|
| Productive Activities: -Agriculture -Income generating activities -Employment -others | | |
| Reproductive Activities: -Water related -Fuel related -Food preparation -Child and health care -Others | | |
| Community Activities: -Labour on communal projects -Meetings -Helping others in time of need -Others | | |

Tool application: Group work using Activity Profile

Categorize the under listed activities and record responses using the Activity Profile.

- | | |
|---|--|
| <ul style="list-style-type: none"> a) Planting and weeding rice b) Harvesting rice c) Household work d) Feeding cattle e) Collecting firewood f) Weddings | <ul style="list-style-type: none"> g) Seedling production h) Collecting water i) Village meetings j) Contract labour k) Participation in the local revolving fund l) Taking care of the aged |
|---|--|

Second Tool: Access To and Control over Resources and Benefits

Who has access to/control over what?

| | Who has access? | | | Who controls and makes decisions? | | |
|---|-----------------|-----------|------|-----------------------------------|-----------|------|
| | Women /Girls | Men/ Boys | Both | Women /Girls | Men/ Boys | Both |
| Resource -Land -Equipment -Labour -Cash -Education/training, etc -Other Benefits Outside income: -Asset ownership -Basic needs (food,) -Clothing, shelter etc) -Education -Political power/prestige -Other | | | | | | |

Tool application: Group work

Questions to guide group work:

- a) List the key resources and benefits available in the situation described in the case study: Women and Credit Project in West Africa.
- b) Check off which group (s) has **access to** these resource/benefits, and which group(s) has **control over** these resources/benefits.
- c) Did the project design and implementation meet expected outcomes?

Third Tool: Influencing Factors

What factors influence the division of labour, access to and control over resources identified with the previous tools? These factors can be political, legal, historical, cultural, economic, educational, international, environmental etc. Once you have identified the influencing factors you can determine if they represent a constraint and/or an opportunity to assist you in the promotion of gender equality. The influencing factors will have implications on the surrounding dynamics that affect the disaggregation presented in tool one and two.

Third Tool: Influencing Factors

| Influencing Factors | Constraints | Opportunities |
|--|---|----------------------|
| <ul style="list-style-type: none"> • Community norms and social hierarchy • Demographic factors • Institutional structures • Economic factors • Political factors • Legal parameters • Training • Attitude of community to development workers | <p>e.g change in economic relations between men and women to the advantage of men who gained more power</p> | |

Tool application: Group work

In what ways have the surrounding dynamics outlined in column one impacted on women’s equal participation in and benefits of development initiatives?

2. GENDER ANALYSIS MATRIX (GAM)

The Gender Analysis Matrix was developed by A. Rani Parker. The framework aims to find out the different impacts of development interventions on women and men by providing a community based technique for the identification and analysis of gender differences. It assists the community to identify and challenge their assumptions about gender roles in a constructive manner. It may be used for different purposes, for example, change oriented gender training, or as a participatory planning tool. It assesses the potential and actual impact of an intervention on a community’s gender relations.

Institutional scope: household and community.

Components

The analysis is conducted at four levels of society: women, men, household and community. The GAM examines impact on four areas: labour, time, resources and socio-cultural factors.

Example: Community members discuss among themselves, what the labour implications of a given project will be on women and fill the relevant cell with notes indicating the impacts: a plus (+) sign for positive, a minus (-) sign for negative and a question mark (?) if they are unsure of the impact. Other levels such as age group, class, ethnic group can be added as appropriate.

A GAM Matrix

| | Labour | Time | Resources | Culture |
|---|---------------|-------------|------------------|----------------|
| Women- all ages in the target group/ community | | | | |
| Men- all ages in the target group/ community | | | | |
| Households- all men, women and children living together | | | | |
| Community- everyone within the project area | | | | |

The four levels of society are mapped vertically while the areas of impact are listed horizontally taking into consideration access and control of resources and socio cultural factors.

Labour: refers to changes in task, level of skills required, education/training, labour capacity

Resources: refers to changes in access to resources (income, land, credit) and access of control over these changes (less/more) for each group

Time: refers to changes and the amount of time it takes to carry out the task associated with the project /activity

Socio cultural factors: refer to changes in social aspects of participant's lives (gender roles/status)

3. WOMEN'S EMPOWERMENT FRAMEWORK (WEF)

The women's empowerment framework, developed by Sara Hlupekile Longwe, aims to assist planners to question what women's equality and empowerment means in practice and to what extent a development intervention is supporting empowerment.

Institutional scope: development institutions.

Components

Levels of equity: welfare, access, conscientization, participation, and control. The Longwe framework introduces the concept of five levels of equality by which to assess the level of women's empowerment in any area of economic and social development and overcoming obstacles to the achievement of equality between men and women.

The Women's Empowerment Framework:

Levels of Equality:

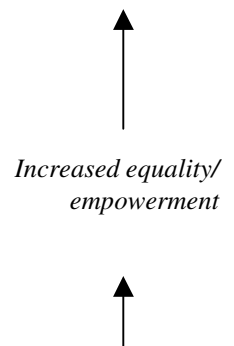
Control (self-identified needs, priorities and strategic interests)

Participation (Building new/collective relationships, influencing policies)

Conscientisation (transformed awareness)

Access (equality of opportunity, new economic resources)

Welfare (practical gender needs)



Tool application: Group work using WEF

| GENDER PROFILE OF PROJECT OBJECTIVES | | | | | |
|--|-------------------------------|--------|------------------|---------------|---------|
| OBJECTIVES | ASPECT OF WOMEN'S EMPOWERMENT | | | | |
| | Welfare | Access | Conscientization | Participation | Control |
| 1. Provide boreholes in/ around village | | | | | |
| 2. Enable a five-fold increase in vegetable production | | | | | |
| 3. Organize a village water committee with men and women equally represented | | | | | |
| 4. Lessen women's labour through provision of appropriate technology | | | | | |

| GENDER PROFILE OF PROJECT OBJECTIVES | | | | | |
|---|-------------------------------|--|--|--|--|
| OBJECTIVES | ASPECT OF WOMEN'S EMPOWERMENT | | | | |
| 5. Organize women's vegetable cooperative | | | | | |
| 6. Enable women to increase and control cash income | | | | | |

Question:

Which of the impacts (welfare, access, conscientization, participation and control) outlined in the grid will be addressed by the project objectives listed one to six below?

4. THE SOCIAL RELATIONS APPROACH

The Social Relations Approach has been developed by Naila Kabeer at the Institute of Development Studies, Sussex University, U.K. It is used as a concept rather than a tool to concentrate on the relationships between people and their relationship to resources and activities. The main elements of the concept are:

- a) The goal of development as human well being: development interventions must not be assessed only in terms of efficiency but in terms of their contribution to human well-being, defined here as survival, security and human dignity. *E.g. a MOFA project for food security that promotes Soya beans cultivation, involving targets upon which field staff performance will be measured. The output is that field staff focus on providing extension services for increased Soya bean production (for which there was no ready market) at the expense of food crop production.*
- b) The concept of social relations: the term "social relations" is used here to describe the structural relationships that create and reproduce systemic differences in the positioning of different groups of people. The types of relations determine who we are and the extent to which we will have access to and control over resources. Consider here again the factors that can influence relationships- religion, class, ethnicity, education etc.
- c) Institutional analysis: institutions are defined as the framework of rules for achieving certain social or economic goals. Institutions ensure the production, reinforcement and reproductions of social relations and thereby create and perpetuate social difference and social inequality. Organisations are defined as the structural forms that institutions take.

Designed as a method of analyzing existing gender inequalities in the distribution of resources, responsibilities and power, and for designing policies and programmes which enable women to be agents of their own development, this approach is well-suited to carry analysis at the level of institutions. Its use will highlight how institutions reproduce gender inequalities. (refer to framework for institutional analysis in participants manual).

- d) Institutional Gender Policies: analyse whether institutional policies are gender-blind or gender sensitive. There are three gender sensitive policy types- gender specific, gender neutral and gender re-distributive policies.

Gender blind policy: this recognises no distinction between the sexes. It assumes that benefits can be shared by all. It is often implicitly male biased and tends to exclude women from the benefits of development.

Gender aware (sensitive) policy: This recognises the differential needs /benefits/ constraints of men and women in development interventions. Gender aware policies are sub-divided into three policy types:

- *Gender neutral policy*: recognises and protects the interest of both men and women and leaves the redistribution of resources and responsibilities unchanged. *E.g. Micro-finance programmes that do not consider the legal aspects of personal finances can increase women's subordination to their husbands if power relations are not examined e.g. Can women have bank accounts in their names? Is it the responsibility of men or women to market the produce?*
- *Gender specific policy*: meet targeted needs of women or men within the existing redistribution of resources and responsibilities. *E.g. girl child education program of the Ghana Education Service.*
- *Gender re-distributive policy* refers to interventions intended to transform existing distribution of resources and responsibilities to create balanced gender relationship. *E.g. A VIP project that takes a close look at how the facility will impact on women, men, boys and girls differently (refer to Case Study on Sanitation and Hygiene Promotion in Participants Manual).*

Social Relations Framework for institutional analysis

| The five aspects of social relations shared by institutions | |
|--|---|
| Issue | Questions to ask |
| 1. Organisational rules or laws/procedures | <ul style="list-style-type: none"> ♣ Are there organisational rules or laws/procedures? ♣ Are they gender sensitive or discriminatory? ♣ Are they incorporated into the work of the organisation? ♣ Do they take into consideration the following: <ul style="list-style-type: none"> -what is done -how it is done -by whom it will be done -who will benefit -women's needs/contributions in the sector |
| 2. Activities: planning, implementation, service delivery: | <ul style="list-style-type: none"> ♣ Who does what? ♣ Who gets what? ♣ Who can claim what? ♣ Who benefits? ♣ Are the various actors involved aware of how the impact of their activities differs for men and women? ♣ Existence of gender focal persons ♣ Existence of gender disaggregated data |
| 3. Resources | <ul style="list-style-type: none"> ♣ What is used? ♣ What is produced? ♣ Level of access to resources/opportunities for men and women? Keep an eye on obstacles faced by women in accessing training (mobility, timing, place and duration, selection criteria etc) ♣ Who controls these resources? |
| 4. People: who is in, who is out and who does what? | <ul style="list-style-type: none"> ♣ Number of staff (M/F) ♣ What positions do they occupy in the hierarchy? ♣ Their educational/skills level ♣ Do they understand gender? ♣ Who does what? ♣ Who has access to what resources in the organization? ♣ Are there systems in place to monitor how women and men progress within the institution? Do they encourage women to move into senior positions? |
| 5. Power: who decides and whose interests are served? | <ul style="list-style-type: none"> ♣ What actors have control over decision making and resource allocation? ♣ Are men and women represented fairly in management meetings? |

Adapted from the Social Relations Framework, developed by Naila Kabeer: a guide to Gender Analysis Framework

5. THE MOSER FRAMEWORK

The Moser framework like GAD, challenges many of the assumptions behind traditional planning methods. Caroline Moser developed it as a method of gender analysis at the Development Planning Unit (DPU), University of London, UK in the early 1980s. Supported by Caren Levy, the tool was further developed into a gender policy and planning method and moved beyond analysis into action.

The Framework

At the heart of the framework are three concepts

- Women's triple role;
- Practical and strategic gender needs;
- Categories of WID /GAD policy approaches (policy matrix)

Moser Tool 1: Gender roles identification / triple role- reproductive role, productive role and community work;

Moser Tool 2: Gender needs assessment - Practical gender needs/strategic gender needs. Needs assessment is based on the triple roles and also women subordinate position to men. (Please see definitions in Module 1).

Moser Tool 3: Disaggregates control of resources and decision –making within the household: Who controls what? Who decides what? How?

Moser tool 4: Planning for balancing the triple role;

Moser Tool 5: Distinguishes between different aims in interventions: the WID /GAD Policy Matrix (welfare, equity; anti-poverty; efficiency; empowerment). This is mainly a tool for evaluation. Examining policy approaches helps in identifying constraints and weaknesses. It asks the question, "To what extent do different approaches meet practical and strategic gender needs".

Moser Tool 6: Involving women, and gender –aware organizations and planners in planning.

For more on the Harvard Framework please consult the Guide to Gender-Analysis Frameworks (March et al.), Two Halves Make a Whole (CCIC), Gender Equity Tools and Concepts (CEDPA) and The Oxfam book on gender analysis frameworks, 1999.

Comments on Gender Analysis Frameworks

| Framework | Uses | Why they Appeal | Limitations |
|--------------|--|---|--|
| HAF | <ul style="list-style-type: none"> -Relies on micro level analysis: more appropriate for projects than programs -Starting discussions on gender issues especially in situations of resistance -Rely on economic arguments; therefore appeals to the economist -Used in conjunction with Moser framework hence allowing inclusion of Moser's concept of strategic gender interest | <ul style="list-style-type: none"> -Based on facts, not theory -Gives clear picture of the gender division of labour -Distinguishes between access to/control of resources -Easily adaptable | <ul style="list-style-type: none"> -Developed from an efficiency (WID) perspective, not equity perspective -Failed to draw out power dynamic- -Analysis not thorough |
| MOSER | <ul style="list-style-type: none"> -Planning at all levels (regional to project planning) -Uses elements in conjunction with the HAF -Training for awareness creation, program planning and implementation -Challenges women inequality in relation to men | <ul style="list-style-type: none"> -Easily applicable, less threatening than the SRA and diffuses initial hostilities -Sees planning as transformatory and likely to lead to conflict -Challenges inequality -Powerful tools of practical/strategic gender needs -Distinguishes between policy approaches: encourages questioning an interventions purpose and alerts on shortcomings. | <ul style="list-style-type: none"> -Concept on triple roles does not fully capture the power imbalance between men and women -Women's and men's separate activities are emphasised rather than a relationship between the two -Does not highlight other forms of inequalities |
| GAM | <ul style="list-style-type: none"> -A participatory planning tool at all levels of the project cycle -Transformatory training tool | <ul style="list-style-type: none"> -Simple, systematic, uses familiar concepts -Bottom up analysis- community participation -Goes beyond gender relations into what men and women experience differently | <ul style="list-style-type: none"> -Needs a good facilitator: some factors can get lost because categories have many aspects -Requires careful repetition to consider change over time -Does not seek out the |

| Framework | Uses | Why they Appeal | Limitations |
|------------|--|--|--|
| | | <ul style="list-style-type: none"> -Can be used to capture changes over time -Quick data gathering | <ul style="list-style-type: none"> most vulnerable community members e.g. ethnicity -Excludes macro and institutional analysis |
| WEF | <ul style="list-style-type: none"> -For transformatory planning monitoring and evaluation: encourages an examination of empowerment issues -For training on technical and transformatory issues | <ul style="list-style-type: none"> -Emphasises empowerment therefore highlighting aspects of development work not sufficiently recognized -Moves beyond the concept of practical/strategic gender needs to show them as a progression -Useful to identify the gap between rhetoric and reality in interventions | <ul style="list-style-type: none"> -Not a complete framework e.g. it overlooks change over time, power relationships between men and women, does not examine institutions/organizations, and macro environment. |
| SRA | <ul style="list-style-type: none"> -Useful for many purposes and at many levels (planning, policy development and international level)- Raises awareness of the importance of the institutional analysis -Used for training | <ul style="list-style-type: none"> -Gives a holistic analysis of poverty-class, gender, race etc. -Concentrates on institutions -Links analysis at all levels -Highlights gender relations and men's and women's different interest and needs | <ul style="list-style-type: none"> -Emphasises structure rather than agency and therefore can loose sight of the potential for people to bring about change -Complexity may intimidate people due to the detail knowledge of context demanded -Difficult to use with communities in a participatory way |

SESSION 2: APPLICATIONS OF GENDER ANALYSIS TOOLS

The session is intended to give participants ample time to undertake group exercises on gender analysis using selected tools of the HAF and SRA to identified projects.

LEARNING OBJECTIVES

- Reflect on whether or not the needs of their clients are being addressed by their organisation's interventions.
- Identify critical issues/problems that are likely to arise in a particular project and devise appropriate mechanisms to achieve project goals.

DURATION: **2 hours**

APPROACH

- (1) Divide participants into 4 groups. Two groups are given the case study on Women and Credit in West Africa to read and analyse using the HAF access and control tool and related questions while the other two groups are given the case study, Bill and Paula and using the institutional analysis (SRA) in participant's manual, answer the questions outlined in the grid. Both groups will report in a plenary. Case studies are located in the handouts package.
- (2) After plenary presentations by groups, the facilitator builds on participants' knowledge and skills by following with a lecture and discussions on the steps in gender analysis.

FACILITATOR'S NOTES

Some answers to questions on Case Study that facilitator can share with participants:

1. Key resources: education and training, credit facilities,
Benefits: membership of boards and committees, technical skills (training) and services (auditing), savings,
2. Men have more access to the resources/benefits (women-25% and men- 75%) and more influence in management decisions.
3. They meet practical (increased income through access to credit and savings) and strategic (technical skills) needs.
4. Welfare and anti-poverty (basic needs: income generating, improved living standards)
5. More representation of women in all regional chapters, women representation in male credit union boards etc.
6. Yes. Type of information needed may include information on the organization's structural guidelines, socio-cultural biases that could limit women's effective participation (e.g. societal norms, ethical issues, time use/work burden of women, skills requirements etc.)

Steps in Gender Analysis (*Lecture/discussion*)

The conduct of a gender analysis involves the following steps:

1. Identification of issues to be addressed: questions needing answers;
2. Data collection;
3. Data analysis;
4. Formulation of specific gender equality issues identified, their possible causes and stakeholders opinions
5. Formulation of expected gender-sensitive results (short, medium and long term)

Step 1: Identification of issues/gaps to be addressed

- Draft an overview of the situation as you now it from your experience, consultation of documents, discussions with key stakeholders. This short description should focus on the differential impacts of the situation on men and women, boys and girls, taking into account their socio economic group and other specific characteristics that might impact on how they experience gender inequalities;
- Identify key factors: (past, present and future) that:
 - Influence and change gender relations, division of work, and access to and control over resources;
 - Constraints and opportunities that the identified factors present for promoting gender equality and the empowerment of women.

Examples:

Socio-cultural -- changing roles and traditional life styles, societal norms;

Economic –structural adjustment policies, inflation, infrastructure, poverty levels;

Political –new policies, a change in government, war;

Environmental – drought

Demographic –male migration, urbanization and rural depopulation;

Legal – laws and customs such as changes in land/property ownership;

Social services – access to education;

International – the influence of western culture, inflation

Religious – rising fundamentalism.

1. Identify the priority areas to be addressed through your policy, programme or project. Time and resource constraints may not allow you to find answers to all your questions. You need to prioritize and select those that are critical in helping you gain an in-depth understanding of the situation and design appropriate responses. Prioritizing is also key in order to use your informants' time appropriately.

Step 2: Data collection

As you prepare to conduct gender analysis you need to make a plan. The chart below is one way of presenting the key information that will appear in your plan.

Data Collection Matrix

| Objectives | Data Sources /Collection Methods | | | | | |
|------------|----------------------------------|----------------------------------|-------------|--|---|---------------------|
| | Primary Data Collection | | | | Secondary Data Collection | |
| | Individual Interviews | Group Interviews Focus groups | Site Visits | Consultative Workshops and other Participatory Methods | Documents produced by partner organizations | External Literature |
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

The **objectives** are the questions needing answers that you identified in the previous exercise on case studies. They should present the critical issues that you have decided to address through the gender analysis. Some examples:

- Identify the respective role and responsibilities of household members with respect to agricultural production (tasks, type of agricultural products, access to and control over inputs and other resources, decision making regarding the proceeds);
- Find out about the obstacles faced by men and women in finding employment (are these obstacles the same? Different?);

The **data sources** are the people, documents; places that will help you find the information. To gain a good understanding of the issues you must speak to a wide range of people: women, men, boys and girls affected by the problem, NGO representatives, government representatives, donor agencies and others. Your approach should be inclusive and should be aimed at reaching representatives of all stakeholder groups. Special efforts might be required to reach groups that are marginalized: do not hesitate to indicate to your partners, colleagues that these groups should be included and find innovative ways to reach them.

The **collection methods** are the way that you will gather the necessary data and information. Will you interview individuals or groups of people? How will you select them to ensure equitable representation of men/women, socio economic groups, ethnic groups etc. The people to whom you will have easy access to may not be the most appropriate informants. Your sample must be gender-balanced and efforts should be made to reach those that are difficult to access. In short, you should not talk only to men or only to women.

The use of participatory methodologies to collect data is very appropriate. It might help reach those who are less at ease with the traditional data collection methods of interviews and group

discussions. It allows you to hear from those primarily concerned by the problem: through their active participation in your data collection they will express their views of the situation, their own analysis of the reasons for such a situation and may even suggest ways to initiate appropriate interventions. The field of participatory methodologies has expanded over recent years and new methods and approaches have been introduced to facilitate the participation of key stakeholders in project planning, social analysis and project implementation. There are many different terms for participatory approaches (Participatory rapid appraisal-PRA, Participatory learning and action-PLA, Rapid rural appraisal-RRA, to name just a few).

DISCAP has utilized two types of methods:

- Workshop-based methods aimed at designing and planning the project with representatives of key stakeholder groups;
- Community-based methods utilized with and by participants from communities served by district-level structures.

Some common principles guide the use of these approaches:

- ***A defined methodology and systemic learning process: cumulative and joint learning by all participants, thus these methodologies must involve interaction among stakeholders;***
- ***Integration of multiple perspectives: every participant will bring his or her own perceptions, biases or opinions of the situation;***
- ***Process based on group learning: group analysis and interaction are utilized as strategies to access a better understanding of the complexities of the world;***
- ***Methods and activities are designed to suit the context;***
- ***Experts are involved as facilitators: the knowledge about the situation at hand is shared among the participants. Outside experts are there to assist the participants learn about the situation and design appropriate solutions;***
- ***Process that leads to change: the methodologies are utilized to help participants gain an in-depth understanding of the situation, which should lead them to identify the desired changes and actions to be implemented to reach the defined changes.***

(Adapted from *Participatory Learning and Action, a Training Guide*)

It is usually a good idea to **validate** your findings with all or some representatives of the groups contacted. Validation involves sharing your understanding of their views in order to ensure that you have not missed any important information and to ensure that you convey an appropriate picture of the situation. Gender analysis is a form of qualitative research and validation is one of the ways that one can ensure that the results of qualitative research are valid for the context in which they were collected. Validation of findings plays another critical role: it initiates the building of a consensus among the stakeholders on what is the problem, its causes and possible responses to help attenuate the inequalities identified through your analysis.

Your plan must take into account resource limitations and thus you will most likely have to focus on the most critical questions.

Step 3: Data analysis

Once your information is collected you have to analyze it. Questions to ask at that stage of the analysis include:

- ♣ What are the patterns and trends? What is similar in what people are saying and what is different?
- ♣ What is happening?
- ♣ Why is it happening?
- ♣ Are there differences in the views of specific stakeholder groups about the dimensions presented above?

Step 4: Formulating Results to Address Key Gender Issues

Gender analysis leads to the formulation of gender-sensitive short and medium term results.

Questions that could guide the review of the findings of a gender analysis:

- What intermediate steps need to be taken to reach the long term results/change in the case study examples?
- What resources are needed to accomplish these steps – in terms of land, labor, capital, information? What types of organization are needed to accomplish the results?
- Who controls these resources? Is this control likely to change during the course of the program?
- What tasks (formal and informal) are essential to accomplishing the results?
- Are there constraints of time or access that may interfere with women's or men's ability to perform these tasks?
- In what way do interactions between men and women within the household/project affect the availability of resources and the distribution of the benefits from achieving the strategic objective?
- How will the achievement of these results shift the balance of control of or access to resources between men and women? How will men and women be affected by these results? In turn, how are these shifts (or lack thereof) related to sustainability of the results?

The formulation of gender-sensitive results statements will be covered in more details in module 3-Gender-sensitive Planning.

SESSION 3: DATA COLLECTION STRATEGY - THE DISCAP EXPERIENCE

The results of a gender analysis and the proposed steps to effect the necessary changes are usually presented in a *Gender Strategy*. As an example, the experiences of the DISCAP Gender Strategy will be shared.

LEARNING OBJECTIVES:

By the end of the session participants will be able to:

2. Relate the concepts of gender analysis to a practical example.

DURATION: 45 minutes

TRAINING MATERIALS: Flip chart and markers

FACILITATOR'S NOTES

Background

The purpose of the DISCAP Gender Analysis was to:

Assess the extent to which district and regional-level institutions have developed and implemented gender sensitive policies and practices. The data collection methodology involved document/policy review and programming strategies. The main data collection tools used include focus group discussions, key informants and access to and control of resources in decision making as the key tool for analysis. Indicators developed to guide analysis focused on the following issues- *organizational status, human resource capacity, knowledge and understanding of decentralization, sectoral policies, planning and management systems and procedures, institutional facilities and organizational performance.*

Mainstreaming Approach: Gender-specific and gender-integrated as well as policy advocacy. Linkages for coordination and promoting gender equality have also been established with stakeholders and other projects/programs in the three northern regions targeted by the project.

The key data collected for the purpose of the analysis were as follows:

Policy Level

National and International-level commitments related to Gender Equality including international conventions, gender-sensitive legislation and key institutions in charge of promoting gender equality.

Institutional-level Data

1. Organizational Issues

- Existence of gender-sensitive policies, practices and procedures;
- Level of knowledge and expertise of key planners, decision-makers and professional staff;
- Capacities to plan, implement and monitor gender-sensitive programs and projects;
- Centre of responsibility for incorporating gender equality issues into the institution's policies and practices.

2. Staffing Issues

- For each participating institution, the number of men and women and the type of positions occupied. This includes information about appointed or elected positions, when applicable;
- Women's access to skills development and other opportunities;
- Measures facilitating women's access to decision-making, technical and professional positions and employment-related opportunities such as training.

3. Monitoring and Evaluation of Programs/Project Issues

- Organizational capacities to collect, analyze and use sex-disaggregated data and qualitative information on the different impacts of those activities on men and women;
- Existence and use of tools to carry out gender analysis;
- Capacity to monitor gender-differentiated impacts;
- The types of gender equality results achieved: focused on practical needs and strategic interests

4. Community-Level Data

- Identification of socio-cultural traditions and practices, which define women's low social status and hinder effective participation in decision-making and governance. Particular attention is paid to women's professional and personal development.
- Primary and secondary data on the nature of women's participation in water management committees and changes since the 1997 impact evaluation: role, influence and scope of their participation;
- Extent to which women are involved in water management committees and are interacting with institutions at regional and district levels.

Note: Gender analysis and strategies may not always be that comprehensive. It very much depends on the size and scope of the project or programme. Refer to participant's manual for the LFA/RBM frame outlining the DISCAP gender work package, the goal, purpose, output/outcome, and impact indicators.

MODULE 3: GENDER-SENSITIVE PLANNING AND IMPLEMENTATION

Gender equality is recognized as relevant to every aspect of international cooperation from macro-economic reform to infrastructure projects. There is a growing demand by donors, NGOs and Governments to incorporate gender issues in development programming. Current development and organizational practices have revealed institutional weaknesses or cultural biases that have contributed in no small way to widening the gap in development benefits for women and men.

To remove these constraints and enhance/sustain the benefits of development services, a gender analysis results must be taken into account in the design of policies, programmes and projects.

DURATION: 45 minutes

MODULE OBJECTIVES

At the end of this module participants will:

- Have a solid understanding of how to incorporate gender considerations into all stages of programme/project planning and implementation
- Be able to analyze plans, policies, programmes and projects and propose changes to make them more gender-sensitive

THEMES

- Gender Sensitive Planning
- District Planning System
- Logical Framework Analysis (LFA)
- Gender Sensitive Budgeting
- M&E in gender considerations

SESSION 1: GENDER-SENSITIVE PLANNING

It is now time to translate the results of your gender analysis into programmes, projects and activities.

Gender-neutral projects have often contributed to widening the inequalities between men and women. Some examples of gender-neutral projects that can have a negative impact on women:

- ⇒ Reproductive health initiatives that focus only on services to be delivered to women and do not consider gender relations can potentially increase the lack of control that women may have over their reproductive health; and
- ⇒ Micro-finance programmes that do not consider the legal aspects of personal finances (i.e. can women have bank accounts to their name?) can increase women's subordination to their husbands. This session will enable participants to use the results of a gender analysis to inform their organizational policies and plans.

LEARNING OBJECTIVES

At the end of this session, participants will be able to:

- Demonstrate understanding of gender planning
- Use results of gender analysis to inform planning and policy.

DURATION: 45 minutes

TRAINING MATERIALS: Markers, Flipchart

APPROACH

(1) Use brainstorming to encourage participants to define and differentiate between planning and gender sensitive planning by using the following questions:

- How are gender considerations incorporated into your organization's plans and projects?
- What are the factors that a) help , b) hinder your organization's capacity to incorporate gender into its planning exercise?

This will help participants have a snapshot of their organizations (identify constrains and enabling factors, commitment level) to integrating gender issues in planning. Probe further to understand the existing planning system by asking the following questions:

- Who leads in the D/A planning process?
- Who are involved in planning?
- Who are consulted?

(Note interest groups involved and their level of participation and contribution to the plan process

- Do you think gender- sensitive planning is been implemented by the D/A and sector departments? Give reasons for a yes or no answer.

FACILITATOR'S NOTES

What is planning?

- A future oriented process that focuses on what is to be achieved in a **defined time period** and how to proceed and includes a financial translation of what is to be achieved.
- Devising the most appropriate way to solve a problem, given the resources available.
- Putting together and implementing ideas to solve a problem/ prevent a problem/ improve conditions

Why do we plan?

- Living conditions are poor; so we need to plan to improve living standards; make it possible for people to fulfill their human rights (to be healthy, educated, earn a “decent” wage, have information ...)
- Resources are scarce to meet all needs at a given time, hence the need to prioritize;
- There may be cheaper but more effective ways of solving a problem.

Two types of planning:

- *Strategic planning: long term mission and goal of the organization;*
- *Operational planning: planning for specific projects or programmes.*

What is Gender-sensitive planning?

Gender-Sensitive planning involves using the results of gender analysis to inform planning. It is a planning process of developmental programme/project which takes into account the impact of different gender roles and gender needs of men and women. It addresses practical needs and identifies strategic entry points for challenging unequal relations (Source: CIDA policy on Gender Equality, 1999).

Facilitator should ask participants to give examples of projects that reflect gender specific, gender neutral and gender re-distributive policies.

Some observations about the gender re-distributive case study are listed below:

- How various technical, socio-cultural and functional demands of new facilities can come into conflict?
- How both users-men and women need to be sufficiently informed about the technology and consulted on the design and their needs;
- The need to combine low construction cost with demand for a design that is appropriate for use by both men and women.
- Financial benefits accruing to women due to technical skills acquired and assess to contracts for both men and women.

Validate your plans. Once you have developed gender-sensitive expected results and activities leading to their attainment you can validate your plan by using the following questions:

- Who are the direct and indirect beneficiaries?
- Are there other stakeholders that you should consider in relation with this programme?

- Have differences been considered? How does the problem affect men, women, boys and girls? Is it different for each group?
- Are there specific objections or expected results that focus on addressing the needs of women and/or girls?
- How will the gender relations affect achievements of results?
- How will the results affect the relative status of women?

In the planning process, Gender planning involves the following:

- Gender analysis (household, community, project identification/design, policy and institutional programming);
- Identification of gender gaps;
- Means are identified to ensure there is broad participation of women and men as decision-makers in the planning processes;
- Clear measurable and achievable gender equality results are developed in the earliest phase of the process;
- Gender-sensitive indicators, both qualitative and quantitative, are developed (this requires the collection of baseline data disaggregated by sex, as well as by age and socio-economic and ethnic group);
- A specific strategy and budgets are provided to support the achievement of gender equality results;
- Partners and implementers are selected on the basis of their commitment and capacity to promote gender equality; and
- Gender equality specialists are involved from the start of the planning process.

During implementation

- Gender equality specialists are part of the project teams;
- External support is sought from women's organizations, key female and male decision-makers, leaders and allies;
- The objective of gender equality is not lost in the rhetoric or in preoccupation with agency processes;
- There is flexibility and openness to respond to new and innovative methods, and to opportunities for supporting gender equality that present themselves during implementation; and
- There is broad participation of women in the implementation.

Performance Measurement

Gender equality results are expressed, measured and reported using qualitative and quantitative indicators;

Data, disaggregated by sex, as well as by age and socio-economic and ethnic groups, is collected; Qualified gender equality specialists (especially locally-based ones) are involved in performance measurement;

Information on progress in reducing gender inequalities is collected and analyzed as an integral part of performance measurement;

A long-term perspective is taken because, social change takes time;

Participatory approaches are used, where women and men actively take part in the planning of performance measurement frameworks, in their implementation, and in the discussion of their findings.

SESSION 2: DISTRICT PLANNING SYSTEM

In line with the provisions of the Local Government Act 462 (1993) and the National Development Planning System Act 480 (1994), the National Development Planning Commission (NDPC) has developed guidelines under the Ghana Poverty Reduction Strategy (GPRS) for the planning and budgeting cycle to ensure that the D/As and RCC maintain a common approach to planning and budgeting.

The planning functions of the Regional Planning and Coordinating Units (RPCUs) and the District Planning and Coordinating Units (DPCUs) are derived from these instruments and conferred on them the mandate of leading the development planning and coordination process. Key tools used to integrate/ ensure that sector and spatial policies, plans, programs/projects of the district are compatible with each other and with national development objectives are the Medium Term Development Plan (MTDP), the Medium Term Expenditure Framework (MTEF) and the LFA. This session is intended to introduce participants to the sector-wide approach to planning (MTDP) and the LFA tool for results based program implementation. The session will outline the step by step approach to planning to enable stakeholders especially GDOs identify levels of participation/responsibilities of stakeholders and planned activities for incorporation of gender issues.

LEARNING OBJECTIVES

At the end of the session participants will be able to:

- Understand and explain the scope and processes of the district planning system (MTDP) and the LFA tool used by the DAs in planning;
- Identify structures as well as allies for equitable development programming.
- Apply knowledge and tools for the integration of gender issues into the MTDP and the LFA.

DURATION: **3 hours**

TRAINING MATERIALS: Markers, Flipchart, Handouts, LCD

APPROACH

- (1) The Facilitator builds on contribution from participants by making a brief presentation on the district planning system outlined in the facilitators note for a common understanding.
- (2) In working groups of 6, participants are tasked with the appraisal of the MTDPs for gender considerations using the following questions as guide (distribute copies of MTDPs to participants).
 - Who is on the work team to develop the plan?
 - Who is consulted?
 - Have gender concerns been taken into consideration? What are these considerations?
 - Is there mention of how problems affect men and women?

- What are the priority gender issues outlined in the document?
- Do these priorities focus on women's basic needs or strategic interests or both?
- To your knowledge, do they reflect the situation of women in the districts?

FACILITATOR'S NOTES

Stepwise approach of the District planning System:

- Step-1. NDPC issues guidelines for the preparation of MTDP under the GPRS (formation of plan preparation team/task force)
- Step-2. Collection and collation of planning data
- Step-3. Consultation at the districts and sub-districts level(CSOs and private sector)
- Step-4. Analysis and synthesis of planning data (DPCU)
- Step-5. Harmonization of data
- Step-6. Problem identification and Analysis
- Step-7. Prioritization of problems
- Step-8. Definition of broad goals and Objectives
- Step-9. Plan formulation- Outputs/Results, Projects/Activities to be carried in order to obtain objectives
- Step-10. Costing and Role Casting: Specification of type and quantity of resources/inputs i.e. money, personnel (skills) materials and equipment required to implement the projects and activities. Indication of D/A departments and other agencies and organizations responsible for implementing the activities and funding sources for the projects/activities
- Step-11. Public hearing on draft plan
- Step-12. Discussion of draft plan by Executive Committee and approval by General Assembly
- Step-13. Implementation, Monitoring and Evaluation

SESSION 3: THE LOGICAL FRAMEWORK ANALYSIS

The Logical Framework Analysis (LFA) is **an approach to planning** developed for USAID in the late sixties. It has been adopted by most bilateral and multilateral development agencies and used by programmes and government ministries/agencies worldwide as a management tool which facilitates planning, execution and evaluation of projects. It requires a series of steps to define clearly what the programme or project will accomplish and how the achievements will be measured. The process involved in designing the LFA is more important than the product. The product is a way of measuring whether or not planning process took place, but may not indicate how inclusive or participatory that process was. The LFA is a synthesis of your project: you should not aim at integrating every detail and aspect of your project into the grid.

LEARNING OBJECTIVES

- Understand/ explain the LFA concept, its importance and linkages in the entire planning process and how it is used by the D/As in planning;
- Be able to use the LFA in their work;

DURATION: 2 hours

TRAINING MATERIALS: Markers, flipchart, copies of LFA, LCD

APPROACH

- (1) Participants brainstorm on the LFA: What is LFA? How is it used? Build on responses and clarify the LFA concept and its importance in planning.
- (2) Distribute LFA (handout in participants manual) and divide participants into 6 groups to brainstorm and come out with definitions to key components allocated to their group: goal, purpose, input, result, impact, outcome, output, activity, input, indicator, means of verification, assumption/risk.
- (3) Follow this by distributing handout on definitions on next page/ also in participants' manual.
- (4) Build on learning activities to explain clearly the concept, emphasizing on the vertical and the horizontal logic of the framework and the cause and effects relationships in the planning process (use practical examples to demonstrate).
- (5) Ask participants to fall into their original groups, and based on a selected project, develop the components using the LFA grid. The facilitator takes some group presentations in a plenary and invites comments using the question guide below. Some issues that may come out are summarized in facilitator's notes.

Questions on relevance to participants' work:

Is the LFA relevant to your work?

Is it relevant to the existing planning process?
 Identify how the LFA and its products could be improved?
 What can an LFA do and not do to assist in planning and managing the project?

Questions on relevance to gender mainstreaming:

Who is on the team tasked with developing the plan?

Who is consulted?

Is gender disaggregated data used to influence planning?

Are gender sensitive indicators developed?

(6) Discuss with participants the type of indicators and the criteria for selecting them.

(7) Wrap-up session

FACILITATOR’S NOTES

The process of the LFA involves four stages:

1. **Participation:** All parties whose views it is necessary to investigate in order to understand the problem should be listed, as well as all groups which are likely to be affected by a possible development project in the area, positively or negatively, directly or indirectly.
2. **Problem Analysis:** On the basis of available information, the existing situation is analyzed that is the major problems are identified and the main causal relationships between these are visualized problems.
3. **Objectives Analysis:** In the objectives analysis the problem tree is transformed into a tree of objectives by similarly re wording the problems into positive statements.
4. **Alternatives Analysis:** The purpose of the Alternatives analysis is to identify possible alternative options, assess their feasibility and agree upon strategies to achieve objectives

LOGICAL FRAMEWORK ANALYSIS

| Narrative Summary | Expected Results | Performance Measurement | Assumptions/Risk Indicators |
|----------------------------------|------------------|-------------------------|-----------------------------|
| Project Goal (Program Objective) | Impact | Performance Indicators | Assumptions/Risk Indicators |
| | | | |
| Project Purpose | Outcomes | Performance Indicators | Assumptions/Risk Indicators |
| | | | |
| Resources | Outputs | Performance Indicators | Assumptions/Risk Indicators |
| | | | |

COMPONENTS OF THE LFA

NARRATIVE SUMMARY:

Goal: answers the question-What is the main aim (program or policy objective) to which the project is contributing? For example, a project aimed at enhancing MOWAC's policy management process will have to combine its efforts with those of other initiatives to achieve this goal.

Purpose: Why is the project needed to achieve the goal? (eg. To build the capacity of policy, planning and research divisions of MOWAC.)

Inputs: resources a programme or project uses to carry out activities. Examples are staff, volunteers, facilities, equipment, and money.

RESULTS:

A result is a describable or measurable change resulting from a cause and effect relationship. We are referring here to a desired change that may result from the implementation of a programme or a policy. Given the number of factors that interact to produce results related to social change and transformation, it is not possible to attribute such mid and long term results to one intervention only. However, you must have a reasonable idea that the intervention contributed to the desired change. Results can be attained in the short (outputs), medium (outcomes) or long (impacts) term.

Examples of results:

- An improvement in the quality of reproductive health care services provided by government health centers;
- An increase in the number of women in management positions within organization x;
- An enhancement of the partner organizations' capacity to carry out gender analysis;

A change in the attitude of decision-makers with respect to the use of gender-sensitive planning tools.

Outputs: Short-term results. Products of a programme's activities such as manuals completed or participants trained. Outputs targets should be included.

Outcomes: Medium-term results. End of project results. These are the logical consequences of achieving short-term results. Should include outcome targets.

Impacts: Long-term results; cannot be measured at the end of the project but a few years down the road.

INDICATORS:

An indicator is a ‘pointer’ that helps you to measure progress towards achieving results. An indicator describes observable, measurable characteristics of change that represent achievement of output, outcome and impact. There are two types of indicators: qualitative and quantitative. Whenever possible, the data collected must always be disaggregated by sex.

Examples of Performance Indicators

| Quantitative Indicators | Qualitative Indicators |
|--|---|
| Number of women in decision-making positions | Level of satisfaction of beneficiaries (male/female) |
| Percentage of targeted participants that have completed primary school (male/female) | Presence of gender analysis guidelines in the planning cycle of partner organizations |
| Frequency of complaints related to the enforcement of the law on domestic violence | Quality of training available to farmers (Male/female) |
| Boys to girls ratio in secondary level classes | Extent to which a particular law protects the well-being of children (boys/girls) |
| Maternal mortality rate for 100 000 live births | Men’s perception toward women’s participation in water management committee |

Output indicators: Specific items of information that track a programmes’ success on short-term results.

Outcome indicators: Specific items of information that track a programmes’ medium-term results.

Impact indicators: Provide evidence that the project has made a contribution to the achievement of long-term results.

Assumptions: Conditions that must exist for results to be achieved. (e.g Sustained budgetary support, new guidelines are accepted and applied.)

Risks: What may get in the way of achieving desired results e.g socio-cultural attitudes and biases, lack of commitment, lack of capacity.

Although an LFA should be as complete as possible, it should not have too much detail. It should not include all of the technical details of a project.

SELECTION CRITERIA FOR INDICATORS

Note to facilitators : you can present the examples to participants and ask them to discuss it and to offer other examples.

There are two types of criteria for the indicators:

1. Criteria related to the quality of the indicator

Validity: Does it measure the result? For example, The number of women occupying decision making positions: does it reflect the influence of women on the decisions made?
e.g. The extent to which gender equality appears in policy documents: does it reflect an organization's commitments toward gender equality?

Reliability: Is it a consistent measure over time? If I use the same measure in a year from now, will I have the same information ? For eg. Level of satisfaction of beneficiaries (men/women) about services: to be a reliable measure you must ensure that you identify other factors that can influence satisfaction (timing of your monitoring, time of year, availability of services may vary over time) so that the conditions within which you are using the indicator remain relatively the same.

Sensitivity: When the result changes will it be sensitive to those changes? For eg. The number of women in decision-making positions. In the DA there are different types of decision-making positions (elected or appointed DA member, DPCU officer). To have a sensitive indicator in this case might mean to collect information on the different categories of decision-making positions. This would allow you to identify any change in a specific category of participants, which may go unnoticed if you put together information on the number of women in all types of decision-making positions.

Sometimes an indicator can be too sensitive and generate information that is not necessarily useful. It happens often with data disaggregated by age. Age groups can be too narrowly defined as to render the information collected useless. In such case project stakeholders need to ask themselves what difference it would make to have, for instance, information on participants ages 20-25, 25-30 etc instead of 20-39...

2. Criteria related to their utilization

Simplicity: Will it be easy to collect and analyze the information? How will you access the data and will you be able to sustain its collect over time?

Utility: Will the information be useful for decision-making? Once you have all the information collected and analyzed, how will this new information be incorporated into your projects and made useful for other projects and initiatives?

Affordability: Can we afford to collect and analyze the information? There is a lot of very good information to collect but you need to be realistic about the resources available to collect, analyze and use the information.

ASSUMPTIONS

Assumptions: Conditions that must exist for results to be achieved. (e.g Sustained budgetary support, new guidelines are accepted and applied.), more specifically for :

- **The inputs to lead to the achievement of outputs;**
- **The outputs to lead to the achievement of outcomes;**
- **The outcomes to lead to the achievement of impacts.**

Risks: The likelihood that the conditions cited above may not be realized. Some examples:

- The gender training offered to DPCU staff will have an impact on the methods used to do planning at district level (output transformed into an outcome) if the DPCU managers allow their staff to use the new skills (this is the assumption);
- The use of gender-sensitive methods for planning will have an impact on the status of women in northern Ghana (outcome transformed into an impact) if the DA programme leads to the implementation, over a five-year period, of gender-sensitive projects (this is the assumption).

When you identify assumptions you also identify what may get in the way of achieving desired results e.g socio-cultural attitudes and biases, lack of commitment, lack of capacity. The assumptions must be about factors over which the project has little control. Otherwise, strategies to eliminate the influence of such factors can and must be incorporated into the planned initiative.

Although an LFA should be as complete as possible, it should not have too much detail. It should not include all the technical details of a project. The LFA is a working document and should evolve over time with the project. As circumstances change and new learning is created through project implementation, the LFA can be updated.

Key reference manual for that section: CIDA Guide and Handbook to Gender-sensitive Indicators and Evertzen, gender and local governance, 2001.

Some advantages and disadvantages in the use of the LFA

A. Advantages:

- ♣ -It ensures that fundamental questions are asked and weaknesses are analyzed in order to provide decision makers with better and more relevant information;
- ♣ -It facilitates common understanding and better communication between decision makers, managers and other parties involved;
- ♣ It improves planning by highlighting linkages between project elements and external factors;
- ♣ -It provides a better basis for systematic monitoring and evaluation;
- ♣ -It is a good approach for collecting and assessing information.

B. Disadvantages

- ♣ It is highly technical and for that matter might limit participation when using it. The full benefits of the LFA can therefore be achieved only through systematic training of all stakeholders.

SESSION 4: GENDER SENSITIVE BUDGET

Gender sensitive budgeting is important because it is often assumed that government budgets affect everyone equally. On the contrary, there is often a failure to attach money to policy commitments, and gender budgeting highlights this failure. Government budgets tend to allocate resources in a way that perpetuates gender gaps such as in legal rights, access to economic opportunities, human development resources and political voice. Gender sensitive budgets have the potential to transform these gender imbalances.

The best gender budget initiatives include:

- Analysis of budget allocations;
- Goals to mainstream gender into the criteria for budget formulation;
- Extra political leverage from civil society organizations;
- Analysis and identification of the differentiated impacts and incidence of general public revenue and expenditure on women and men.

LEARNING OBJECTIVES

- Gain knowledge and tools to begin to priorities the socio-economic needs of men and women and for monitoring of organizational spending;
- To challenge participants to take responsibility for drawing up, analyzing and contributing to gender sensitive budgets
- To promote equity, efficiency and effectiveness in government policy and program implementation
- To assist participants establish links between expected results, performance indicators and resource allocation.

DURATION: 1.5 hours

TRAINING MATERIALS: Markers, flipchart, LCD

APPROACH

- (1) The facilitator should generate a discussion and differentiate between a budget and a gender sensitive budget. Facilitator records responses down on a flipchart and use the responses to formulate a working definition of the concept. This is followed by the introduction of other definitions to deepen understanding of a gender budget.
- (2) Facilitator should follow the definition by generating a discussion on the D/A budgeting cycle and process.
- (3) Take participants through a short brainstorming exercise to share how they could incorporate gender in their sector and DA budgets.
- (4) Make a brief presentation on gender-budgeting.
- (5) Wrap-up of session and distribute handouts.

FACILITATOR'S NOTES

What is a budget?

Simply explained, a budget is a financial expression or cost of a plan.

What is a Gender Budget?

It is a strategy that allows stakeholders to link expected results, strategies to attain them, performance reporting and financial allocations.

A gender budget is a budget that recognizes that men and women tend to have different development priorities and resource needs to enable them to carry out their roles. A gender analysis of budgets can help identify gaps in access to and distribution of public resources and measures (e.g. expenditure targeting) put in place to address specific forms of gender discrimination. A gender responsive approach to budgeting leads to a more efficient use of resources.

A gender responsive budget does not mean creating a separate budget for women and men. It aims to analyze any form of public expenditure, or methods of raising public money (taxes, user fees) from a gender perspective. This means taking a close look at how budgets impact on women, men, boys and girls differently.

A gender analysis of budgets can contribute to an increased transparency of government budgets, it can make visible what resources and services are allocated to what sectors, and who benefits.

Categories of budgets for analysis:

It is easier to analyze if expenditures are divided into 4 categories.

- **Gender-targeted expenditure:** looks specifically at gender-based expenditures such as women's health programs. In many countries the budget allocation for this category does not exceed 1%.
- **Equal opportunity expenditure for civil servants:** budget lines that focus on training for the civil service and directed at promoting equality, such as funds allocated for a Women's management course, provision of child care facilities or parental leave provisions. This is an important area, but limited to addressing employment within the civil service.
- **Mainstream expenditure:** this aspect looks at the general budget expenditure, which makes goods or services available to the whole community. The goal is to ensure that an analysis of gender is integrated into all policies, plans and programs, assessing them for their gender impact. In analyzing mainstream expenditure it is important to ask:
 - Who are the users of hospital services?
 - Who receives agricultural support services, and who benefits from those services?

- **Donor funding:** a gender budget examines also donor-funded activities to determine their gender advocacy role and their impact on government funded activities. The fact that donor-funded activities favour gender-sensitive programmes may trigger negative effects: gender-related activities may end up not being covered by government funds because of the expectation that donor funding will cover them.

(UNDP, 2000 in SNV - Netherlands Development Organization Annette Evertzen April 2001).

A gender analysis of category 3 is extremely important as the majority of government expenditure falls within this category.

A gender budget analysis should target all stages of the budget cycle; from the process of developing the budget (views/perspectives of target group, their different needs/interest, financial inputs of the project/programme and the kind of data to influence equitable budgeting, to the actual program activities and final impact. Gender disaggregated data is extremely important to this process.

Analytical Tools

Analytical tools commonly used include:

Beneficiary analysis

A beneficiary analysis focuses on the views of potential and actual beneficiaries, to see how far service provisions meet the needs of men and women. It is particularly important to assess whether measures that are supposed to improve effectiveness actually do improve the quality of services from a beneficiary perspective.

Gender aware policy appraisal

This is a key area, as budgets are linked to government policies. The key question asked through a policy appraisal is whether the policy is likely to reduce gender inequalities and imbalances. Some governments require a **gender impact statement** that clearly demonstrates that a new policy initiative has carefully considered how the policy might impact on women, men, girls and boys differently.

Gender budget statement

This is a government report that reviews the budget, using some of the above tools, and summarizes the implications for gender equality, using various indicators.

Areas to consider for gender equality indicators

- ♣ **Gender Equality Targeted Expenditure:** The share of the total expenditure targeted to women and gender equality programs designed to address existing inequalities
- ♣ **Women's Priority Public Services:** The share of the expenditure that has been devoted to public services which have been identified as highest priority in reducing burdens on women, especially poor women, and reducing gender gaps in health, education, income, leisure etc.

- ♣ **Gender Equality Advocacy Expenditure:** The share of the budget devoted to the national women's Ministry related agencies, and to the gender units or gender focal points within a ministry.
- ♣ **Gender balance in public sector employment:** The share of the salary budget for each government Ministry and Agency that goes toward employment of women and men. Looks at the average earnings of women and men within each grade at each grade level.
- ♣ **Gender balance in business support:** Gender balance in business support, such as subsidies, training, or credit from various ministries, such as Agriculture, Trade and Industry etc.
- ♣ **Gender balance in public sector contracts:** Is there gender balance in public sector contract awards. Share of expenditure going to female-headed and male-headed firms?
- ♣ **Budget decision making bodies:** Gender balance in membership of government committees and other decision making bodies related to the budget development.
- ♣ **Government training programs:** The share of the budget for in-service professional development reaching women and men?

Some governments have taken steps in this direction, but none have produced a fully developed annual statement.

The DA Budgeting Process

Step in the D/A budgeting process:

- Preparation of rate and fee fixing resolutions
- Preparation of revenue estimates
- Preparation of supplementary budgets (from internally generating funds and DACF)
- Approval process involving:
 - Management;
 - Civil society groups;
 - Sub-committees etc.
 - General Assembly
 - Gazetting

SESSION 5: GENDER CONSIDERATIONS IN M&E

Monitoring and Evaluation (M&E) is increasingly becoming a tool for accountability in projects/programs to assess impacts and results to identify gaps and institute new measures if there is the need. To this effect a session on M&E will complement the overall module on Gender Sensitive Planning and Implementation. **Integrating gender equality into M&E means assessing how an intervention has contributed to the achievement of results in improving the lives of women and men.** Monitoring and evaluating the extent to which gender-sensitive results have been achieved requires the integration of your monitoring strategies with those designed for the monitoring and evaluation of your organizations' policies and programmes.

This involves creating the right conditions to assess gender equality, such as:

- Involving relevant target groups
- Targeting questions
- Allocating sufficient resources
- Finding appropriate facilitators
- Defining relevant methodologies
- Outlining lessons learned so that interventions in the future can benefit from past experience.

LEARNING OBJECTIVES

By the end of the session participants will be able to:

- Explain the importance of gender disaggregated data to the planning process;
- Provide examples of gender sensitive indicators;
- Integrate gender issues in M&E.

DURATION: 1.5 hours

TRAINING MATERIALS: Markers, flipchart

APPROACH

- (1) The final step in the program cycle is Monitoring and Evaluation (M&E). Ask participants what is meant by M&E? Why is M&E important to the development process?
- (2) Ask participants to think back to the frameworks that they covered in Module 2 on gender analysis. What is the importance of collecting gender disaggregated information? (i.e. data that distinguishes between the result with respect to men and women). How is gender disaggregated data is used in planning?

- (3) The facilitator discusses the need to identify gender specific indicators that measure changes in gender relations over time. Ask participants to think of a few gender sensitive indicators.
- (4) Participants return to their small groups used earlier in the module. Using the sample LFA they have developed, participants should develop 3 gender sensitive indicators that relate to their results and planned activities.
- (5) Staying in their small groups participants are asked to develop strategies to ensure that women are involved in the M&E process? What steps would be taken to involve women at the DA and community level? Each group presents one idea at a time until all ideas are exhausted.
- (6) Participants are asked to use the results statements and the indicators formulated above to develop a plan to monitor their achievement. The grid (Performance Monitoring Framework) presented in the facilitator's notes can be used as a working sheet.
- (7) Summarize the session by highlighting the 3 major gender issues in M&E: gender disaggregated data, gender sensitive indicators, and involving women in the M&E process.

FACILITATOR'S NOTES

Monitoring and Evaluation (M&E) are terms that both mean judging the value or worth of 'something'. In poverty reduction programs monitoring and evaluation assess over time the extent of change in key indicators of poverty, for example, of child malnutrition, educational prevalence attainment, extent of disease and general societal wellbeing.

Monitoring - Continuously assessing short-term change.

Evaluation - Involves periodically conducting assessment of long-term change. This is usually done at the end of a programme phase or of a project.

Why is M&E Important?

- Enhance learning by using the data collected to understand the impact of the intervention.
- Determine whether or not the intervention is having the desired impact.
- Incorporate the data into new plans ensuring that they are meeting the needs of the target population.

Monitoring and evaluation is concerned with:

- Relevance: Are results relevant to the context (stakeholders needs, cultural and other constraints) ?
- Effectiveness: the extent to which expected results have been achieved;
- Efficiency: the extent to which results have been achieved at a reasonable costs;

Gender sensitive M&E tells us whether or not the interventions are going beyond women's basic needs to affect changes in gender relations.

Integrating gender equality into M&E means assessing how an intervention has contributed to the achievement of results in improving the lives of women and men. This involves:

- Creating the right conditions to assess gender equality, such as:
 - Targeting questions;
 - Allocating sufficient resources;
 - Finding appropriate facilitators;
 - Defining relevant methodologies.
- Outlining lessons learned so that interventions in the future can benefit from past experience.

Monitoring and evaluating the extent to which gender-sensitive results have been achieved requires the integration of your monitoring strategies with those designed for the monitoring and evaluation of your organizations' policies and programmes. Although gender-specific analytical work must be carried out once the data are available, it is always better to 'mainstream' gender-sensitive monitoring and evaluation into the overall organization's activities.

This session aims to discuss two different components related to gender issues in M&E:

1. Monitoring and evaluating the outcomes and impacts of projects, including a gender analysis of implementation plans, development of gender sensitive indicators, and the importance of gender disaggregated data.
2. Methods to ensure that both men and women participate equally in the M&E exercise. Different approaches and logistical arrangements will ensure the participation of both genders or exclude one or the other.

Sex Disaggregated Data

Allows for analysis to determine how the effects of an intervention are different for men and women.

Disaggregating data by sex leads to further analysis and planning to correct any inequitable results or to design solutions that may be more appropriate to the context or for specific stakeholder groups.

There are projects which may appear to be gender sensitive, but have undesired results on men and women. Your monitoring efforts might help identify unexpected positive and negative results and design appropriate corrective actions. Sex disaggregated data can help uncover those results.

Example of Sex Disaggregated Data and Its Use

Gender disaggregated data on the number of visits to the hospital for men and women will give an indication of the differing impact of health programming on men and women. Areas where there is a large gap between men and women (boys and girls) should be further explored with qualitative questions to determine why the gaps exist. In the example above it is important to know why for every five men who visit the hospital only two women do. Is it because women are attending and receiving health care through mobile clinics? Or is it because women generally treat themselves at home utilizing local methods? The answers to these types of questions will help to determine the way to proceed in addressing the gaps in gender disaggregated data.

Gender Sensitive Indicators

- Examine changes in gender relations over time.
- Measure the specific impacts of the projects on women and men at the different implementation levels of the project (ie. National, institutional, community, personal).
- Can also highlight areas of activity where women are the majority actors, but that are largely invisible by mainstream indicators.
- Should be developed from the outset of the project, with targets being stated at the same time.

Tips for Involving Women in the M&E Exercise

- ⇒ Include women at all stages, from planning to implementation to analysis and reporting.
- ⇒ DPMG should make an effort to ensure that 30% of its membership is women.
- ⇒ Ensure women are participants in focus groups, interviews, and particularly during participatory M&E.

When planning meetings at the community level consider the following:

- ⇒ Time – is it a convenient time for women or will they be busy in the house?
- ⇒ Location – Is it a place where women will feel comfortable?
- ⇒ Facilitation – Have both male and female facilitators. Women often feel more comfortable talking to other women, particularly on sensitive subjects. Collection of data and information is not a neutral process, facilitators should be aware of the potential gender bias, in themselves as well as the information.
- ⇒ Focus Groups – Consider whether or not the larger group should be divided into male and female. Take into account other differences such as age, ethnicity and religion.
- ⇒ Minute taking – Note whether or not comments recorded were made by men or women. This will facilitate analysis.
- ⇒ Mixed meetings – Are useful because they encourage people to discuss issues with both men and women present. Changes gender dynamics. However, facilitators need to develop ways to encourage both men and women to voice their concerns and ideas.

Performance Monitoring Framework

The grid below is a framework that can be used to develop an M&E plan. It can be distributed to participants as a handout in step 7.

| Results | Indicators | Data Sources | Collection Methods | Frequency and responsibility |
|-----------------|------------|--------------|--------------------|------------------------------|
| Impact | | | | |
| Outcomes | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| Outputs | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

Gender sensitive M&E mechanisms can:

- ♣ Identify differences between women and men in perceptions, attitudes, opportunities, and access to resources and decision making;
- ♣ Assess how such projects, programmes, and policies impact on social understandings of what it means to be a woman or a man, on gender relations in the house, community, economic and beyond.

MODULE 4: GENDER AND ORGANIZATIONAL DEVELOPMENT

“Organizational development refers to activities intended to bring about change within individual organizations, with the objective of increasing the efficiency and effectiveness of their work in the world.” (Macdonald M. et al, 1999: 19)

This module explores this concept of organizational development and how it relates to efforts to achieve gender equity. It builds on the premise that in order to achieve gender equity goals in our work, we need to first ensure that our internal house is in order.

Several concepts related to organizational development, in particularly change management theory are discussed in the module. Various exercises are planned throughout the module to guide participants in exploring the capacity of a typical DA to become a gender sensitive organization.

Although the module is theoretical, it was felt that it was important to introduce these concepts to participants so they would understand that gender mainstreaming is not just about achieving gender equity with our target groups, but that we, and our organizations may also need to change and develop.

LEARNING OBJECTIVES:

At the end of this module participants will:

- Analyse the gendered nature of organizations;
- Identify gender mainstreaming as a process of change that needs to be managed;
- Apply organizational development principles to the process of gender mainstreaming in their organization; and
- Identify areas where they as individuals have control over gender based change and intervene to contribute to a gender sensitive organization.

THEMES

- Gendered Nature of Organizations
- Organizational Development Principles and Gender Sensitive Organizations
- Change Management
- Constraints and Enabling Factors in Creating Gender Sensitive Organizations

SESSION 1: GENDERED NATURE OF ORGANISATIONS

While it may be conceptually difficult, the goal of this module is to demonstrate that cultural beliefs, stereotypes, and gender roles and relations are embedded in organisations. When we say organisations are gendered, it is because they are developed in such a way to reproduce the ‘institutional framework’ that governs society.

A simple argument can be structured to demonstrate that organizations have a gendered nature, as men as women also have genders. The argument flows as follows in the box:

- **Organizations are made up of people.**
- **Those people come to work with the same beliefs, values and norms that shape their personal lives.**
- **Decisions in an organization are influenced, and made by the people of the organization.**
- **Therefore, if an organization is dominated by men the decisions will have a male slant on them. Similarly, if an organization is dominated by women the decisions will have a female slant on them.**
- **This is because people bring their personal experience, and their particular way of looking at the world (which has been shaped by their gender) to the decision-making table.**
- **Therefore, decisions are gendered.**
- **Similarly, policies, organizational structures and systems can also be gendered.**

This isn't so much a bad phenomenon as it is a natural phenomenon. It contributes to the culture of an organization. However, one particular viewpoint utilized in organizations means that the other view point is excluded, which results in one sex being excluded.

LEARNING OBJECTIVES

- Distinguish between organizations and institutions; and
- Describe the gendered nature of organizations.

DURATION: 1 hour

TRAINING MATERIALS: Flip chart, markers, LCD, Handouts.

APPROACH

- (1) The facilitator begins by presenting a definition for organization and for institution (See Facilitators Notes).

- (2) The following debate⁵ is utilized to demonstrate how organizations can favour one sex over another. The facilitator explains the debate to participants as follows:
- a) Participants are divided into two teams. One team has to hold the view that ‘My organisation is a male organisation’. The other team has to hold the view that ‘My organisation is a female organisation’. Give each team ten minutes to prepare their arguments. Tell the teams to consider staff, volunteers, and the programme, and look at issues of position, power and status in the hierarchy. Meanwhile, arrange two chairs in the centre of the room facing each other. (This is a ‘gold-fish bowl’ debate).
 - b) Each team chooses one representative to start the debate, sitting on the chairs. When the person on the chair has made their point, or when another member of their team feels they want to take over, the team member taps the person sitting on the chair on the shoulder. The team member then takes their place and the debate continues. This changing over of places must be done quickly in order to keep the discussion lively. A number of people should have the chance to put forward their views.
 - c) At the end of the debate, discuss with the participants how they found the exercise, and whether any new information came out. Ask them how easy or difficult it was to think up arguments to support their position, and to rebut the arguments that the other team were putting forward.
- (3) Summarize the session by having one participant describe an institution, and another participant describes an organisation. Lastly, have a third participant describe how society’s norms and values influence organisations.

FACILITATORS’ NOTES

An **institution** is a framework for socially constructed rules and norms which function to limit choice. They are ‘humanly devised constraints’ which reduce uncertainty and provide structure to everyday life, making certain forms of behaviour predictable and routine, institutionalizing them.

An **organization** is formed within the environmental constraint represented by institutions, they create the concrete mechanisms through which formal and informal rules are applied, societies are regulated and coordinated, resources are distributed, and cultural systems are validated and reproduced. Over time they can have a transformative impact on the institutional arena.⁶

Thus, institutions frame organizations. Organizations are gendered so far as they are created by a particular group, to fit that group’s interests.

⁵ This exercise ‘My organization is a male/female organization’ has been adapted from The Oxfam Gender Training Manual, Oxfam UK 1994.

⁶ These concepts of institutions and organizations are taken from A. Goetz ‘Introduction: Getting Institutions Right for Women in Development.’ 1997: 5-8.

Gender mainstreaming is an effort to change organizations to reflect more equitable institutional practices. There are some trains of thought that believe that the traditional organization can not be changed and that the very nature of organizations must be recreated. Many women's organizations were created to reflect women's needs and preferences. They don't adhere to traditional power hierarchies and decision making is often oriented around consensus.

The goal of this session is to have participants understand that gender stereotypes are reproduced in organisations, and that organisations tend to be structured to benefit one group over another. The debate 'My organisation is a male/female organisation' is an attempt to have people understand that organisations benefit the sexes differently, and that gender equity is not something we should remove from our own places of work.

It is hoped that the debate will represent the first step in raising people's personal awareness of gendered structures, and help them move towards realising that there is a need for organisations to change to become more gender equitable.

Notes on 'My organisation is a male/female organisation.'

What is interesting about this debate is that it can bring out facts about the organisation which are true of the society in which we live.

Ensure the following key points are raised:

- i. In many organisations, women are working voluntarily or in lower-paid positions than men.
- ii. Although many development organisations target the poorest of the poor, who are generally women, the major decision makers are men. This is not necessarily a conscious strategy but because there are barriers that exclude and discriminate against women (e.g. access to training opportunities, conceptions of power, and cultural beliefs as to women's role).
- iii. Gender roles from the household and community are reproduced in organisations (e.g. professional women serving coffee to their colleagues).

SESSION 2: ORGANIZATIONAL DEVELOPMENT PRINCIPLES AND GENDER SENSITIVE ORGANIZATIONS

There is much information, research, and as we have seen tools/frameworks to support gender analysis, particularly with respect to how to promote gender equitable partnerships and to ensure gender equitable plans and implementation. So much so that when gender “activities” are considered they almost always reflect work at the rural/community level, and gender inequality within those structures. Gender equity becomes something that development practitioners work towards in their external practice.

In the mid 90s it was realized that organizations that worked towards gender equity outcomes, were not necessarily gender equitable within themselves. There was a need to analyze internal organisational processes to determine if development organisations themselves were practicing what they preach.

“Although much has happened to address the question of gender equality in development, we have been unable to affect the gendered core, and therefore the product, of organizations...If we were to consider the organisation a living organism,... we should be aiming to change the heart itself, not just a leg or an arm, or the appendix. Making changes in the heart of an organisation is an important prerequisite for changing its gendered outcomes, and is key to understanding and bridging this policy-practice gap.”

(Macdonald, M., E. Sprenger and I. Dubel: 1999).

This quote demonstrates the need to address gender equity issues within development organisations, whether they are donor organisations, public sector organisations or NGOs. This session will consider some theories of organizational development and how they can be utilized by organisations to explore their internal organisation and see whether or not it is gender equitable. Participants will be encouraged to first understand their organisation, then perform a gender assessment of the same components.

LEARNING OBJECTIVES

By the end of the session, participants will be able to:

- Explain the four components of organization; and
- Identify factors that contribute to the gender sensitivity of an organization.

DURATION: 1.5 hours

TRAINING MATERIALS: Markers, flipchart

APPROACH

- (1) Facilitator delivers a presentation on organizational development principles (see Facilitators Notes).

- (2) Divide participants into 4 small groups. Groups consider a typical District Administration set up and perform an analysis based on the above OD principles i.e. What is the DA's structure, strategy, systems and culture?
- (3) Participants return to a larger group and the facilitator leads a discussion on what makes an organization gender sensitive. Participants brainstorm different factors that would be considered in analyzing an organization through a gender lens.
- (4) Participants return to the same small groups and utilize the Social Relations grid to analyze whether or not a DA is a gender sensitive organization. In a plenary session each group presents one of the four areas. After each presentation other groups can provide additional contributions they discussed in their groups. Encourage participants to share personal experiences where they felt their organisation treated them in a gender insensitive way.
- (5) Summarize by indicating that if gender equity is a goal of our organization, there is a need to understand the gender dynamics of our own organizations. The point should be made that if we are going to achieve gender equity goals with our development plans, we also need to be a gender equitable organization. An organization can not have an impact in its external environment if its internal house is not in order.

FACILITATOR'S NOTES

There are numerous ways of analyzing organizations and frameworks for change. We are going to look at a theory which breaks organizations down into four components. These components need to be analyzed with a gender lens, both individually and collectively if an organization is going to achieve a goal of gender equity.

The four components to consider in an organization are:

- **Structure:** division and grouping of tasks, authority and responsibilities, relative positions of formal and informal relationships between members of organization);
- **Strategy:** The organization's goals and the ways it seeks to realize them;
- **Systems:** Conditions and agreements related to the manner in which processes (information, communication and decision making, planning and budgeting) and flows (cash and goods) proceed;
- **Culture:** Combined sum of individual opinions, shared values and norms of the members of the organization.

Characteristics of Gender Sensitive Organisations

Some key aspects of an organization that have an impact on the extent to which it will be gender-sensitive include:

1. The way power is distributed within the organization: who makes the decisions?

2. The balance of men and women in decision-making (policy or management) positions: is there equitable representation of men/women in the various positions or are they over-represented in some occupations?
3. Organizational culture and style: rules, values and beliefs.
4. Do the policies of the organization reflect the different needs of men and women? Does the organizational culture allow people to take advantage of policies?
5. The day-to-day functioning of the organization: the routines and all processes implemented to carry out activities and implement programmes. It also includes the way the facilities are organized (women-friendly or not) and the distribution of resources.

The Social Relations Approach presented in Module 2 presents a framework that is useful to the analysis of the various aspects of an organization's culture and day-to-day functioning.

SESSION 3: CHANGE MANAGEMENT

If there is a gap between participants organization e.g. the DA and a gender sensitive organization there will have to be a process of change to transform the organization. Change management theory explores issues of forces, scope and resistance. This session will look at some aspects of change management as they apply to a transformation of an organization into a gender sensitive organization.

The material will be presented in such a way that the emphasis is on local levels of change. Participants will be led to understand that there are processes of change they can affect at the local level, and other areas where it is beyond their control. The facilitator will encourage participants to look at individual behaviour and activities that they can encourage and participate in, as a first step in the change process.

LEARNING OBJECTIVES

By the end of the session participants will be able to:

- Define key issues in change management; and
- Identify constraints and enabling factors to the change process to create a gender sensitive organization.

DURATION: 1.5 hours

TRAINING MATERIALS: Flip chart, markers, LCD

APPROACH

- (1) Begin by indicating that in the previous session there was a conclusion that the DAs were not completely gender sensitive. In order to move towards a more gender sensitive organisation change needs to happen. We are therefore going to talk about change management.⁷ The facilitator defines change management and discusses why change needs to be managed?
- (2) The facilitator delivers a presentation that focuses on key issues in change management including: forces for change, what organizations can change, and scope of change. (see Facilitators Notes).
- (3) Participants return to the same small groups they have been working in. Using the work done on the DA system in previous sessions, participants should explore the changes that need to be implemented to transform the organization to a gender sensitive organization. Groups should answer the following questions:
What are the key elements of your organization that need to change?

⁷ The material in this section was developed by Dean Katherine Graham of Carleton University for a seminar entitled 'Strategic Change Management' in her role as Senior Local Governance Advisor to the DISCAP project. The material has been revised for the purposes of this module.

Would you describe these changes as: strategic or minor? Simple or complex? Big or little.

In a plenary session discuss the exercise. What kind of things need to change in organizations for them to be gender equitable? Are these big or little changes? Which of these changes are in the control of participants? Are these strategic or minor?

- (4) In the same small groups, participants should brainstorm the major factors they think will be the resistance to change to a gender equitable organization? How can participants address those factors?
- (5) Summarize the session by having participants share their ideas on what are the major aspects of change management as we work towards a gender sensitive organization.

FACILITATOR'S NOTES

Why does change need to be managed?

- To ensure that the change moves the organization in a positive direction.
- To help employees and members of the organization adapt to the change as easily as possible.

Forces for Change

Change can be caused by external forces. These may be difficult changes to adapt to because they may not reflect the priorities or wishes of employees. However, the organization is forced to adapt to remain relevant and viable.

Types of Change:

- Political change
- Policy change
- Financial and economic shocks
- Nature of the workforce
- Technology.

However, not all change is imposed from the outside, there are often internal forces at play.

- New leadership
- Dissatisfaction with the status quo – mandate, mission values
- New visions arising from experience.

*Is the transformation to a gender sensitive institution an internal or external force?
How does this affect its implementation?*

There are certain things that an organization can change. Some of these can be affected at the DA level, others depend on directives and changes from the national level of government.

What can organizations change?

- Goals and strategies
- Structure
- Technology
- Job design
- Planning and evaluation processes
- Culture
- People
- Financial resources

Which of these contributes to a gender sensitive organization?

As we have been discussing throughout the course, gender mainstreaming is about gender permeating all aspects of the organization. Therefore, gender can touch all of these factors.

The scope of change also varies.

- It can be high level strategic change or minor adaptations in procedures to implement day-to-day decisions.
- It can be the focus of the whole organization or just one small unit.
- It can be simple or complex.
- It can involve enthusiastic change agents, more reluctant change minders or unwilling recipients of other people's decisions.

Traditional ideas regarding change management involve managers identifying future goals for the organization and the changes required to get there. It implies that managers are capable of planning and implementing change and that change occurs in a linear fashion.

Does this make sense?

New theories regarding change management involve power, social interaction and change. Organizations are contested terrains which mean that they are made up of different and sometimes conflicting interest groups, cultures and gender and diversity interests. The internal and external constraints must be seen as important. In addition, the change process may be contradictory and multi-directional, rather than linear or cyclical.

The 3 step change process:

1. Unfreezing – Recognition that the current state of affairs is unsatisfactory.
2. Changing – Implementation of a program or plan to move the organization and its members to a better state.
3. Refreezing – When newly developed behaviours, attitudes or structures become an enduring part of the organization.

Challenges in the 3 stage approach:

Unfreezing

Is there a problem? What is the problem?

Changing

Resistance – almost inevitable.

Refreezing

What is ‘success’ and when does it occur?

For our purposes take a special look at Resistance to Change, as with gender mainstreaming there is always substantial resistance.

- Politics and self interest
- Misunderstanding
- Lack of trust
- Different assessments of the situation
- A resistant organizational culture
- Change weariness

Individual resistance to change

- Fear of the unknown
- Low individual tolerance for change
- Habit
- Security
- Economic factors
- Status factors

Which of these factors of resistance do you see as most relevant for the change we are discussing?

Dealing with Resistance

- Cooptation
- Good communication
- Involving people in the change process.

SESSION 4: CONSTRAINTS AND ENABLING FACTORS IN CREATING GENDER SENSITIVE ORGANIZATIONS

Participants now have a basic understanding of organizational development and change management theory. This final session will attempt to bring those issues together and bring it down to the local level i.e. their specific DA. The concepts presented in the previous sessions are important to understand how organizations develop and evolve. This is an important first step in moving towards transforming organizations into gender sensitive organizations.

However, the DA is part of a much larger administrative and cultural system. Participant's ability to affect change in this larger sphere is limited. However, there are things that individuals can do at the DA level to promote gender sensitivity in organizations. This session will encourage participants to think about their particular situation and what they can do to influence change.

LEARNING OBJECTIVES:

By the end of the sessions participants will be able to:

- Identify constraints and opportunities to gender sensitive transformation in their specific organization; and
- Indicate areas where they can contribute to gender sensitive transformation.

DURATION: 1 hour

TRAINING MATERIALS: Markers, flipchart

APPROACH

- (1) As individuals, participants should use the Force Field Analysis Handout to assess their own organization. Participants are asked to record the enabling and constraining factors that interact to transform their organization into a gender sensitive organization.
- (2) Each participant then determines the steps needed to achieve the transformation, what can be done, and what he/she can contribute to the change.
- (3) Wrap up the session by inviting participants to share their thoughts about the exercise. Participants do not need to share their assessment or plan with others unless they wish to do so. Participants could share their views on how they think they will be able to influence the change, how willing others in the DA will be to contribute to the process etc.

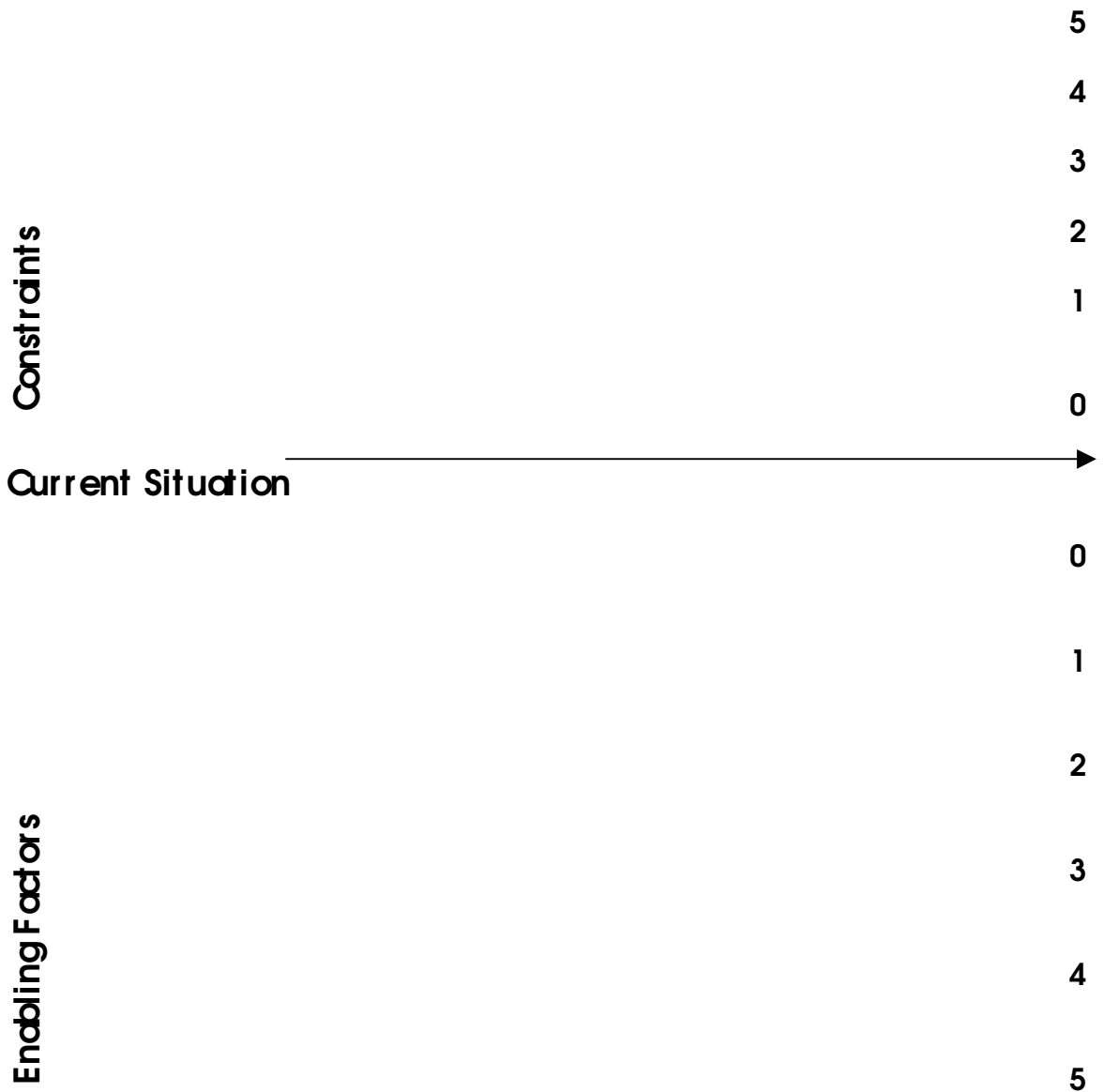
FACILITATOR'S NOTES

This exercise is to be done as an individual exercise so participants can take the time to reflect on their particular situation. Participants should be encouraged to be honest with themselves and perform a thorough assessment.

The Force Field Analysis framework is provided for participants to do individual exercise in step 2.

Force Field Analysis

Creating a Gender-sensitive Organization



MODULE 5: ADVOCACY

This module intends to lead participants to understand advocacy, conceptual tools and a guide to develop an advocacy strategy. It is also intended to facilitate a process that equips participants with knowledge and skills to enhance their capacity to do effective advocacy work aimed at facilitating women's better participation in sustainable, quality development as well as their access to and control of the benefits accruing from such development.

MODULE OBJECTIVES

At the end of this module, participants would be able to:

- Have a good understanding of advocacy, its basic concepts, key elements and principles
- Understand the various steps involved in planning advocacy
- Practice some advocacy communication skills
- Develop indicators
- Develop practical and usable framework (s) for monitoring and evaluation
- Be able to develop frameworks for reporting on advocacy

THEMES

- Introduction to/definition of advocacy
- Conceptual tools for advocacy
- Developing an advocacy strategy

SESSION 1: INTRODUCTION TO ADVOCACY

Advocacy should not be viewed as something done by those in power for those who have none. All citizens must have access to advocacy strategies and skills and have the opportunity to become advocates.

Advocacy consists of different strategies aimed at influencing decision-making at the community, district, regional, national, and international levels, specifically.

It answers questions such as:

- **Who** decides elections, appointments and selection of policy makers: judges, ministers, boards of advisors, managing directors, administrators etc?
- **What** is decided- policies, laws, national priorities, services, programs, institutions, budgets
- **How** it is decided- accessibility of citizens to information and the decision making process, accountability of decision makers to citizens and other stakeholders

LEARNING OBJECTIVES

At the end of the session participants will be able to

- Share common understanding and tools of advocacy
- Identify and define priority issues for advocacy in their districts
- Develop advocacy strategies and plans for specific issues in their districts

DURATION: 1.5 hours

TRAINING MATERIALS: Flipcharts, markers and LCD.

APPROACH

- (1) Building on previous modules such as organizational issues: institutional gender gaps, gender planning, gender budgeting etc, the facilitator guides participants to start identifying advocacy issues.
- (2) Introduce the session with participants working in pairs to play the fist game. Pair participants and ask one to clench his/her fist and the other partner to try to force open the fists. Chances are that most partners will struggle in vain to open clenched fists. (refer to facilitators notes on the implications of the game).
- (3) Plenary brainstorming on what advocacy is. On colour cards, write down a word, phrase or sentence of your understanding of advocacy.
- (4) Group participants to define advocacy, combine definitions and reframe.

- (5) In plenary session agree on one description /definition of advocacy; the process should include an identification of common themes in the definitions and understanding of advocacy.
- (6) The facilitator follows this by sharing other definitions of advocacy and facilitates a plenary conversation comparing these definitions with what the group has arrived – pay special attention to similarities and strengths.
- (7) Wrap-up session

FACILITATOR’S NOTES

Key messages/learning points about game

The clenched fist represents a closed system or power. It is not easy to open the system or let those who are holding onto power to give up part or all of it. For that matter, effective strategies, imbued with tact, conviction, commitment, perseverance and self-sacrifice are required in advocacy work.

Common themes in the definition and understanding of advocacy may include:

- Influencing action
- Effecting change/transformation
- Attention to the marginalized
- Engaging critical actors
- Awareness-creation/raising
- Follow-up

“Advocacy is speaking up, drawing a community’s attention to an important issue, and directing decision makers toward a solution. Advocacy is working with other people and organizations to make a difference”. (CEDPA, 1995)

“Advocacy is a set of actions undertaken by a group of individuals or organizations working in concert to build consensus, foster a favourable climate, or seek support for introducing, changing or ending specific laws, policies or programmes” (Opia, M. K. , 2003)

“Advocacy is a set of coherent actions designed to introduce, influence and change policies, programmes, practices, attitudes and decisions for a just and equitable world” (AA International, 1998)

SESSION 2: ADVOCACY CONCEPTS

This session will address some key principles/ components of advocacy that will further strengthen our knowledge on the topic. Below are some of the components to guide us in our advocacy work.

Key Principles of/ Components in Advocacy

- Legitimacy – Why and how can you speak for anyone or on behalf of somebody? It involves constituency building. Whose constituency are you representing? Where do you derive your right to advocate? The issue must be relevant. Do women want to participate in the district assemblies?
- Credibility – The issue must be believable. This makes what you are saying interesting and encourages people to listen
- Accountability – Those involved must be trustworthy. The human rights framework requires openness (accountable) to people one represents. There is a need also for strategic accountability as in sharing documents and information and financial accountability e.g. resource distribution and sharing
- Trust – Entails responsibility; that you are responsive or responding to the interests of the target group.
- Participation - Critical principle of rights based approach
- Values – Advocacy is value based. What you advocate for depends on your beliefs, perspective; i.e. your values.

LEARNING OBJECTIVES

- Participants will be able to identify basic concepts, principles and components of advocacy and
- Be able to use key principles/components to develop advocacy strategies.

DURATION: 1 hour

TRAINING MATERIALS: Flipcharts, markers.

APPROACH

- (1) Game -Walking in someone else's shoes
Participants pair up preferably female and male. Partners in each pair exchange shoes wear and walk in them for some time and report back.
- (2) The facilitator presents the key components of advocacy as detailed in the introduction to this session. Each point is discussed in depth and presented as issues to be considered in the next session of developing an advocacy strategy.

FACILITATOR'S NOTES

Key messages/learning points from game

- As much as possible, walking in someone else's shoes makes for effective Advocacy.
- It is always important to find out the constraints of the target group before taking decisions for them or talking on their behalf.

SESSION 3: DEVELOPING ADVOCACY STRATEGIES

LEARNING OBJECTIVES

At the end of this session, participants will be able

- To identify and clarify issues for advocacy
- To understand the process of developing a strategy
- To use skills for advocacy in their work.

DURATION: 1.5 hours

TRAINING MATERIALS: Flipcharts, markers and LCD.

APPROACH

- (1) Facilitator should make a brief presentation on the process of developing an advocacy strategy.
- (2) Participants go into 4 groups to identify an advocacy issue each, develop an advocacy strategy and report back.
- (3) Distribute Case Study: Legal Age of Majority Act, Zimbabwe in participants manual. Ask participants to read and critique in a plenary session.
What is wrong with the conclusions drawn in the case study?
- (4) Wrap-up of session

FACILITATOR'S NOTES

Steps in developing an advocacy strategy:

1. Identifying and clarifying the issues: The problem that requires an action.

2. Establishing goals and objectives:

A statement of the general result you want to achieve; incremental steps toward achieving your goal (should be specific, measurable, realistic, time-bound).

3. Preparing for advocacy campaign

Selecting target/ audience: the group you are trying to influence.

Message development: statements tailored to different audiences that define the issue, state solutions, and describe the actions that need to be taken.

Channels of Communication: the means by which the message will be delivered.

Building support: building alliances with other groups, organizations, or individuals who are committed to supporting the issue.

Fundraising: identifying and attracting resources

4. Implementing the Advocacy strategy: carrying out the plan

5. Monitoring and evaluation:

Monitoring- a process of gathering information to measure progress toward your advocacy objectives

Evaluation- a process of gathering and analyzing information to determine if the advocacy goal has been achieved.

Data collection: gathering, analyzing and using appropriate quantitative and qualitative information to support each step of your campaign (issue identification, implementation, M&E)

Ethical Considerations in Advocacy

Advocacy and Empowerment

Empowerment is often misunderstood as something done by those in power for those who do not have power in a particular sphere. Of course, empowerment cannot arise when those with power continue to use it as a tool to ‘enlighten’ or ‘include’. True empowerment comes from within an individual or group, through reflection, analysis and change. Advocate leaders should recognize that transition is a personal movement, and that all social change initiatives must be guided by participatory strategies that invite reflection, dialogue and debate. Questions such as who is empowered or alienated by a particular structure or process should be consistently addressed.

Speaking for /on behalf of

The views communicated should be determined and voiced from within communities, groups, or individuals who have a vested interest in change. While one person might do the speaking, it is critical that the speaker is very accurate in representing the views of those who are being represented. They should not be your views, your concerns, but the views and concerns established through consensus building and participatory dialogue.

Using Research Data

Accuracy and informed analytic interpretation of data is extremely important. Advocates are often targeting groups who have no interest, belief or commitment to the issue at hand. It is extremely important that the statistics and conclusions drawn from statistics are accurate. If not, the advocate provides ammunition for those who want to disprove or discount the need to change. Inaccuracy de-legitimizes an entire campaign. People begin to ask if this is wrong, what else might be wrong or incorrect with what they are saying.

Some important skills:

- Presentation skills
- Public speaking skills
- Lobbying skills
- Leadership skills
- Consensus building skills
- Decision making skills
- Mediation skills
- Communication skills, including cross-cultural communication skills
- Listening skills

Qualities of an Advocate

- Ethical
- Creative
- Organized
- Assertive
- Adaptable
- Resourceful
- Approachable
- Objective
- Tolerant
- Knowledgeable

Guidelines for designing good advocacy strategies

Appropriate – i.e. will the strategy help in realization of your mission and vision? Does it take account of the organizational strength? Does it respond to the needs of constituencies? Will it facilitate the participation of the constituencies in the campaign?

Adequate – Will it be sufficient to address the problem, giving its magnitude? Does the problem justify the resources and time you will be putting into it?

Effective – Will the strategy achieve the stated objective? Will it contribute to the nation and address the problem in a reasonable time frame?

Efficiency – Will it make optimum use of organization's resources (material & human)? What will be the cost, time and energy in relation to the benefit it might bring?

Sensitive – Is it sensitive to resistance, i.e. tradition cultural and religion? How can this resistance be minimized? Will those in power respond to the campaign and if not what should be done.

EVALUATION

Please check the box that indicates the level to which your knowledge on the following subjects has changed:

| | No change | Increased Slightly | Increased Somewhat | Increased Greatly |
|--|-----------|--------------------|--------------------|-------------------|
| WID and GAD approaches | | | | |
| Basic Gender Concepts | | | | |
| Status of Women in Ghana | | | | |
| International and National Context for Gender Equality | | | | |
| Ghana's National Women's Machineries | | | | |
| Decentralization | | | | |
| Gender Analysis | | | | |
| Gender Sensitive Planning | | | | |
| The Planning System | | | | |
| Gender Sensitive Budgeting | | | | |
| Gender Issues in M&E | | | | |
| Gender Sensitive Organizational Development | | | | |
| Change Management | | | | |
| Advocacy | | | | |

Please rate the following aspects of the course:

| | Unsatisfactory | Satisfactory | Good | Excellent |
|------------------|----------------|--------------|------|-----------|
| Presentation | | | | |
| Teaching Methods | | | | |
| Group Work | | | | |
| Handouts | | | | |
| Venue | | | | |
| Meals | | | | |
| Accommodation | | | | |
| Organization | | | | |

What did you like most about the course?

What didn't you like about the course?

What would you change?