Practising Gender

THE TOOL BOOK

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FAQ ? Frequently Asked Questions

What is the difference between an integrated gender concept and affirmative action[1] for women?

Affirmative action for women – or women's promotion – is a concept aimed at ensuring equal conditions for women. It addresses the discriminatory mechanisms which affect women in all spheres of life by providing women with the tools necessary to cope with inequalities. Affirmative action is taken for women and with women. Conversely, the gender concept acknowledges disparities between the sexes; women's promotion is one of its components to ensure equality between the sexes. In the context of the gender concept, inequality is seen as a social and historical construct affecting both women and men in their lives and for which both have to assume responsibility. The gender concept recognises differences between the sexes and encourages both men and women to address gender imbalances.

What does the term gender mean?

In contrast to the biological component of the term "sex", "gender" (from Latin Genus) is a term depicting gender-specific roles which are attributed to women and men in society. These roles are not determined by biological criteria and dispositions, but by structural and individual conditions, cultural rules, norms and taboos. Gender roles and gender hierarchies vary from one culture to another and can be changed.

Why do many men feel ill at ease when discussing gender?

The gender concept acknowledges that disparities exist between women and men; it regards women's promotion as one element with which to bring about equality between the sexes. A discussion about gender relations reveals the fact that women are discriminated against and that it is (mostly) men who benefit from the gender system. Men feel threatened because they are afraid of losing power, control and identity. The gender concept assumes that gender systems can be changed; such a transformation in favour of greater equality implies that men are also responsible for correcting inequalities and that they must change their attitude towards women. Conversely, when they reflect upon the roles attributed to them, men realise that many times they are also at a disadvantage because they are not allowed to act like human beings: for example, not to show their feelings, to be forced to take decisions on their own rather than to seek advice from someone else or to receive affection from others. Having realised that they may benefit from the concept as well, men usually find it very useful to consider gender and gender relations at work and in their lives because it significantly improves communication and understanding between the sexes.

Why is gender a development issue?

Women and men contribute to development in every sphere; whether it is in their personal lives or society as a whole, they depend on each other. The more balanced gender relations are and the more closely

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1 The German concept of "Frauenförderung" (promoting of women) is exclusively pro-women and has slightly different implications than both affirmative and positive action mechanisms in the UK or US respectively.

women and men work together – and equality is a basic requirement for this – the greater their chance to develop and to florish. Women make up 50% of the population; while they are discriminated against or disregarded, no development will therefore be possible. In addition, we are all living in one world, and therefore everybody has a duty to make sure that the same opportunities are enjoyed by everyone.

A gender analysis is the process of identifying differences between the sexes with regard to living conditions, needs, levels of participation, access to and control of resources, access to and participation in development and also decision-making and the attribution of different roles for women and men. A gender analysis highlights imbalances as regards the advantages or disadvantages for women and men in society or in a specific area. It reveals the underlying causes of structural gender inequality. To carry out a gender analysis might involve the use of gender-aggregated data or an examination of how different concerns and interests of women and men are with regard to a specific issue. A gender analysis takes into account the different implications (of a policy, strategy, etc.) for women and men and identifies measures that might ensure greater equality in gender relations. (See also guidelines for gender analysis in this tool book).

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

This is a myth! Even if you are organising a workshop for councillors and there are no women councillors in office yet, you will find active women struggling for women's participation. It might require further efforts, but you will always find women in all spheres of life. And what is more: a man who is sensitive to the gender issue might also wish to respond to specific issues!

There are no women around whom I could involve!

No! However, to introduce a new concept at work challenges both an organisation and the individuals concerned. But when it has been properly introduced and understood (if necessary with the help of additional training), everybody is able to include the issue of gender in all work assignments. Once you are trained in how to use the existing tools, you will develop a routine as with all the other assignments in your work.

Will gender integration not add to the workload?

So are you fed up with life? Gender is part of everybody's life. How you live, how others respond to (or disregard) you is all part of the roles attributed to women and men which are socially and historically constructed and which therefore leave their mark on your life as well. Or are you fed up with democracy? Would you prefer a world in which individuals are neglected and discriminated against just because they are women? If you are fed up because it is difficult – look for like-minded people and assistance.

„I am fed up with gender!"

Who should be involved in gender integration?

Everyone! It does not make sense to have merely one or a few persons who know about gender. It never hurts to know more! When you are at work you discuss with others what you are doing and therefore it is imperative that everyone is knowledgeable and able to contribute. It may, of course, be necessary to distinguish between different tasks assigned to staff members; not everyone must know everything there is to know about gender analysis. But there should be a general grasp of what the concept implies and of how your office responds to it; everybody's work will become easier in the process, thus creating synergism.

Gender applies not to all topics, only to some!

The gender concept takes into account the differences between men and women and their conditions of life, needs, levels of participation, access to and control of resources, access to and participation in development as well as in decision-making. It examines the different roles attributed to women and men and the existing imbalances between them. Since men and women share this world together, whatever happens – the effects of economic policies, a curriculum for secondary school, a war or regional cooperation – will affect the two sexes to a varying extent in most cases because women are less involved in politics and are confronted with greater difficulties in various spheres of life. To take into account gender relations and how they influence the various aspects or dimensions of a topic might be helpful in changing the situation for the benefit of greater gender equality.

If gender equality is not part of other people's agenda, how can I respond with appropriate sensitivity?

Once it has been decided at your workplace that the gender concept will be implemented, this issue will be just one amongst many others. People with whom you are working will realise that you are serious about it. As all your governments are committed to greater gender equality, there are good reasons for you to contribute to the process. But when talking to others, their backgrounds need to be considered. Thus it may be a good idea to choose the right setting for a discussion of the gender issue.

How will my work change in the process?

You will realise that gender issues affect almost everything you are dealing with. It will become quite normal in your job and in your life to deal with and to work for gender equality. In addition, there will be positive responses from others with whom you are working who will appreciate your efforts. You will cross-check your work by means of monitoring and evaluation, thus realising whether you are successful in what you are doing and whether other needs arise. To use the existing tools will help in your efforts; when others become aware of your good ideas they will appreciate your dedication. In the process, you will add to your qualification in an area which is in great demand on the part of an increasing number of employers. You will be part of the debate. It will change the way in which you see the world, making you part of society's efforts towards empowerment. You will make a difference because it is through you that changes are possible. Other people will appreciate what you are doing.

Intro Introduction

The Friedrich-Ebert-Stiftung (FES) has been one of the first organisations to include the promotion of women in its development cooperation activities. Women's promotion has become an important part of its project activities in response to the demands of the growing independent women's movements in the South where it has offices in a number of countries. In addition, FES has concentrated on the demands made by women because of its special commitment in the field of promotion of democracy in the broadest sense of the term. In its definition of democracy, FES includes not only the so-called classic individual rights but takes into account social, economic and participatory human rights in an equal measure[1]. Emphasis on the right of participation as the basis for social justice is central to the values and philosophy of the Social Democratic Party of Germany; this view is shared by FES. Its special focus on disadvantaged groups is the result of this. To promote women as one, if not the most, disadvantaged group has therefore been part of activities in FES offices for quite some time.

The focus on women's concerns in the context of development resulted in the drawing-up of the WID approach in the 70s. As part of that approach, special projects for women were designed in response to their discrimination. FES had its own desk for women's issues in the head office at the time. By the mid 80s, FES was spearheading the promotion of women in development cooperation by means of specific women's projects which focused on women as a separate group and offered them economic empowerment, legal advice and better access to positions of leadership. In the course of these multi-facetted project activities, FES has been gathering a great deal of experience of various kinds over the years.

The last fifteen years have seen a shift of paradigm in development projects from WID to gender concerns.[2] Governments and development agencies have moved away from specific women's projects and initiatives in their attempt to incorporate the concerns/goals of gender equality at all levels of activities.

FES is no exception in this turn of events. The organisation, like many other development agencies, is in the process of developing effective mechanisms with which to incorporate gender concerns in its activities. FES adopted what is called the gender approach in the mid 90s. In so doing, FES has acknowledged that neither a selective focus on promoting women nor the WID approach had produced the desired results such as equal rights, better living conditions and greater participation in decision-making for women. The 1994 brochure on "Women's promotion in FES" was still designed as a means to implement the WID approach, but also offered guidelines for project planning in line with the gender approach. The shift towards gender integration became clearly evident for the first time in the 1995 brochure "Gender and Women's Empowerment in International Development Cooperation". In contrast to other development agencies which tend to use merely the term "gender" in their guidelines and documents, FES has combined the two terms in this manner in order to express its deliberate focus on activities for the promotion of women.

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1   See Adam, Erfried: Das schwierige Geschäft der Demokratieförderung, Bonn, o.J. S. 35/36
2   Moser, Caroline N,: Gender Planning in the Third World, Practical and Strategic Needs, 1989

Surveys commissioned by several FES offices highlighted the legislative barriers to gender equality, such as discrimination against women as regards employment, legal rights, access to and control of resources as well as greater decision-making opportunities. These studies provided valuable information about the situation of women. Yet there is still a need for more in-depth analyses of the position of women in relation to that of men in society and, in particular, of the way in which gender imbalances develop and are reinforced. Gender relations and the question of how to ensure greater equality between the sexes should be part of this research.

At the regional planning conference of FES East Africa (Kenya, Uganda, Tanzania, Ethiopia and Madagascar as an affiliate) in January 2000, a presentation was given which focused on the issue of gender in FES with special emphasis on experiences in Tanzania (Walter 1998) and Uganda; it highlighted the necessity of rethinking the concept of gender and promotion of women in the East African offices and emphasised the need for applying the gender approach in the day-to-day work. The discussions at the conference culminated in the decision to carry out a regional project in order to develop tools which help to integrate gender in the activities of FES in the region; a report on gender in the region and the development of this TOOL BOOK were the end result of these activities. Both the conclusions of surveys and the practical needs of the participating offices of Kenya, Tanzania and Uganda formed the background of the project, named Conceptualisation of Gender in FES East Africa, in short **COGEFEA**. It included consultations with the three FES offices as well as with the Bonn head office and the Gender Co-ordinator for Africa. Experiences from other country offices in Africa, the MENA region and from other continents were also taken into account for the TOOL BOOK.

Experiences from the African FES offices showed that in most cases "gender" was mainly addressed in those areas of FES-activities which dealt with the promotion of women. A gender perspective depended on whether staff members took up the issue themselves or not. If the individuals concerned were not working for FES, gender might not be considered at all. Even in country offices where gender co-ordinators were available, they were often confronted

with challenges such as the absence of opportunities to influence planning or evaluation.But many offices are already applying a gender perspective with varying success and "lessons to be learnt". These "good practices" are highlighted in the TOOL BOOK in separate boxes; you might find it useful to try out what your colleagues have done at work.

The introduction of tools such as guidelines and checklists from the TOOL BOOK should be regarded as the first step in a learning process and as one of a number of elements required for gender integration. The checklists and guidelines which have been developed might help the users to integrate a gender perspective in a specific activity or assignment and enable them to become more gender-responsive in general in their work.

Integration of gender presupposes primarily a decision by management to accept responsibility for ensuring that gender is integrated in all processes and activities of the organisation. The tools available for the integration of gender must therefore clearly reflect the vision, mission, objectives and strategies which are in place. A decision to integrate gender within an organisation and its activities calls for strong commitment, clear guidelines and an overall framework for reference. In FES such a framework is not yet in place, although publications and information brochures refer to an overall objective, which was first published in 1995:

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

The use of the tools available will raise gender awareness and offer options on "how to do gender". But while these tools can help individuals to understand how to integrate gender in the context of specific activities, training is necessary for a deeper understanding of gender which considers different backgrounds and relates to an individual's tasks and work environment. Use of the tools will improve the skills of management and staff, i.e. will add to their qualification and thus improve their job opportunities in the future in- and outside of FES. As with all new tools, the checklists and guidelines which have

been drawn up presuppose a responsive attitude, understanding and thorough application at the start, i.e. whoever practises them in the initial phase will need more time to fulfil assigned tasks. It is important for users to be given a proper introduction, i.e. time and space to understand the function and useof the tools. Eventually, the new tools will become part of the routine: the more often they are used, the easier it will become to use them. The tools need to be used for a certain period of time for testing in order to be able to evaluate them; it might then be necessary to revise them in the light of previous practical experience. However, it is crucial for the entire approach that management decides to integrate gender and to recognise integration of gender the same way as it recognises other tasks of the organisation.

Crucial Elements of Gender Integration

✔ Commitment

✔ Gender analysis

✔ Gender indicators

✔ Planning from a gender perspective and use of gender expertise (by carrying out an analysis or using resource persons)

✔ Gender-balanced teams and participation

✔ Reinforced dialogue on gender

✔ Gender-inclusive evaluation

Take the inclusion of gender expertise in a specific activity: such an action will have a trickle-down effect on all subsequent operations: when a resource person talks of gender aspects in his/her presentation, the audience will discuss them, the rapporteur will note them down and they will become part of the resolution or agreement. The report will thus include a gender dimension, a publication which might follow takes up the issues and the readers will accept them as part of the topic, as "normality". The problems discussed will not longer be looked upon as women's problems but as issues which concern everyone and deserve attention. A similar effect might be achieved with the use of gender-balanced teams. Teams consisting of men and women are more likely to discuss the views and concerns of both women and men. The views will

be reflected in manuals, codes, policy recommendations; when the information is disseminated, both men and women will be able to identify themselves with the results. Women will likely relate more to the women who are presented as role models in recognition of the fact that women have contributed to the results. Gender-balanced participation also provides an opportunity for the audience to see both men and women in a position of leadership or as active participants. When FES officials include gender aspects as a "natural" part of the discussions, talks and statements, its partners, stakeholders and the general public will realise that FES is gender-responsive and that the organisation values both men and women and their concerns in an equal measure. Partners will find it more difficult to disregard gender concerns and will be more willing to exchange views with and to learn from FES. Gender-inclusive evaluation will provide the offices with useful information on whether they are successful or not in their work for gender equality and integration, indicating where further reflection and improvement is needed. When this stage has been reached, new activities will automatically be planned in a gender-sensitive manner, thus facilitating more effective integration of gender in future.

To those of you with a strong background in gender, the suggested tools will probably call to mind what you are doing anyway. In the best case, they will provide you with a structured guideline and might suggest some new ideas or even enable you to develop new tools or improve existing ones.

We have distinguished between checklists and guidelines. Checklists are "reminders" which assist you in your actual work, while guidelines suggest steps to be taken and to be considered. In addition, we have distinguished between tools and/or guidelines which relate to the operating level (i.e. the actual work done) and others which relate to a more strategic level. The latter requires further discussion with and decisions by management; it concentrates on the philosophy and culture of the organisation which is subsequently translated into action at the operating level. Checklists and guidelines are complemented by forms which are already used in FES. It is not always possible to draw such a clear line as regards some of the tools and guidelines, for example for gender analysis. Gender analysis can be carried out as a continuous process of collecting information, discussing, reading and paying attention to one's environment, but it can also be implemented at the operating level in connection with a specific activity. Such an analysis may be carried out as a mental exercise, or in written form. For example, if you keep in mind the results of analysis while performing a certain job or in dicussions, it relates to the strategic level, whereas the actual writing of a gender analysis for distribution or just for your files is an operation – which will, of course, influence in turn strategic decisions.

The same is true for both the guidelines for a portrayal and the checklist for publications and the monitoring matrix. The review of some basic decisions on how to portray FES is an operation, whereas the manner in which it is used is very much based on strategic considerations. It will not necessarily be the same for all circumstances and all partners, although in tendency the distinction will be the same: the decision about the extent to which gender should play a role in publications is a strategic one, but once that decision has been taken it becomes part of operations. The decision about the tools to be used, to what extent and in what order to use them for what period of time is, of course, a strategic one. In addition, some suggestions are made to indicate which tools to select for the short, mid, or long term. They give you an idea of where to start and when you might expect a guideline or tool to have become an integral part of your gender integration process. Additionally, a table provides an overview of where to apply the various steps and tools which are high-lighted in the report and the tool book. One final word on monitoring. There will be no positive results unless you monitor carefully any effort towards gender integration. When you note down what has been applied and where difficulties have arisen and you get the feeling that some things have not yet been attained, remember that each small step is a step forward and that it needs time to change. An evaluation of the Monitoring Matrix will tell you where your efforts of integrating gender have been successful and where not; this will enable you to decide on further steps to be taken for improvement. In conclusion, key elements of gender integration are presented.

The Tools of the Tool-Book

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

Areas of Application

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

Essentials in Gender Integration

SOME ESSENTIAL STEPS FOR GENDER-INTEGRATION

Prerequisites

Recognition of gender equality as an essential part of democracy and human rights and a
precondition for successful development cooperation
An organizational culture that allows for process, i.e. openness and learning
Ongoing communication about gender
Understanding of the gender concept

Management

Commitment
Acceptance of primary responsibility for gender integration
Facilitation of training and learning of/for all
Seeking assistance from experts
Fostering exchange

Analysis

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

Activities

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

Partners

Reinforced dialogue on gender
Strengthening of gender responsive partners

Guide
Guidance

How to use the Tool Book

The Tool Book describes tools for gender integration in the day-to-day work of FES.

The tools, guidelines and suggestions which have been developed for integrating and practising the gender apporach in FES are inter-connected. They deal with the main areas of operation of FES: events like workshops, public debates, education; publications of various kinds (manuals, essays, books) as well as with more general and strategic areas (objectives, dialogue, organisational analysis, planning and evaluation, portrayal) and the organisation of work (reports, registration, meetings). The application of all existing tools will facilitate the routine and use of a gender perspective. Some of the guidelines and the more strategic steps require further explanation, but an application of at least some major tools will be a good start.

The suggested tools are quite comprehensive in order to make their use easier for those men and women who have not yet been trained in gender issues. But they can be easily adapted or reduced in size. When used, all users should decide on how to adapt and amend them in order for them all to use the same tools. The tools are based on the daily work routine in FES country offices following the various phases of planning and other activities.

You can select the tools you wish to use, photocopy them and have them at hand whenever you start working on a specific task. Each tool is presented by describing its objectives.

It is important to monitor the effect of your efforts towards integrating gender. For this purpose, we have developed a monitoring matrix. Your office may decide to evaluate the monitoring results in order to see whether the system works well or not, and whether progress has been made.

Although at first glance it might appear difficult to use these tools, especially the monitoring matrix, do not lose courage: they will be easier to handle when you have become familiar with them.

Remember, every small step and every effort made will help your office in its efforts towards the promotion of gender equality.

Even if you do not see an immediate impact or change, be patient because it needs time to introduce a new approach. This is a process-based concept!

Examples described in the boxes clearly show that it is possible to introduce the aspect of gender without stretching the capacity of your office to its limits, with no higher costs or more difficult procedures – arguments used time and again against gender integration in the discussions. FES activities for the promotion of women are based on high standards. To promote women in this process has been and continues to be a decisive element in an organisation's efforts towards gender equality, but there is more to it than just a 'feminist corner'.

As a reminder, the following list again sets out the most important steps to be taken when introducing a gender perspective:

The most important elements of gender integration

✔ Commitment on the part of management and staff
✔ Gender analysis
✔ Planning from a gender perspective and inclusion of gender expertise (by means of analysis or resource persons)
✔ Gender indicators
✔ Gender-balanced teams and participation
✔ Reinforced dialogue on gender
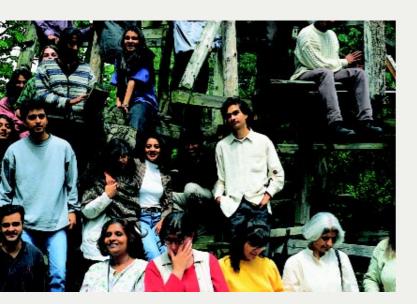✔ Gender-inclusive evaluation

Keys Keys
Understanding Gender Concepts

Gender Relations

Reflect the manner in which responsibilities are attributed to women and men, the demands made on them and the value attached to women and men and their work. Gender relations are the result of socially-constructed unequal power relations between men and women and reinforce this imbalance. Gender relations are context-specific. These relations change in the course of time and with respect to different groups of individuals. They vary in relation to other social conditions such as class, race, ethnicity, disability, age etc.

Gender Equality /Equity

Gender equality prevails when there is no privilege or priority routinely attached to one sex only, i.e. when women and men have the same rights, obligations and opportunities. Gender equality means the absence of discrimination on the basis of sex. Gender equity acknowledges that there are differences in women's and men's circumstances and needs and allows for preferential treatment/affir-

mative action in order to compensate for the fact that women have been systematically discriminated against. Gender equity strives for parity, fairness and justice in the context of gender relations.

Gender Perspective /Gender Dimension / Gender Analysis

A gender analysis is the attempt to identify differences between the two sexes regarding their conditions of life, needs, levels of participation, access to and control of resources and access to and participation in development and decision-making; it also examines the different roles attributed to women and men. A gender analysis highlights the unequal distribution of advantages and disadvantages for women and men in a society or a specific thematic area. It reveals the underlying causes of structural gender inequality. A gender analysis explores and highlights the relationships between women and men in society and existing imbalances. It must be noted in this context that there is no topic or activity without a gender dimension, including e.g.:

✔ disaggregating information according to what women and men do, who benefits, who decides, loses etc;

✔ looking at the interaction in the household, at national, regional, international levels and how this impacts on men and women,

✔ highlighting issues which women mention as matters of special concern to them,

✔ identifying ways and means to bring about a more balanced relationship between men and women.

A gender perspective involves the identification of gender interests in a specific context (area of activities) and mechanisms to accommodate/respond to these interests; seeing things in general from a gender perspective.

Gender Responsiveness

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

Strategic and Practical Gender Interests

Practical gender interests describe the needs identified in a given situation which require an immediate response; they are often the result of inadequate living and working conditions. They do not question nor address unequal power relations between women and men with regard to living and working conditions. In short: they do not challenge gender inequality. Strategic gender interests are those identified in response to existing unequal power relationships between men and women. They are related to the different status of men and women in society. They aim at correcting existing imbalances (e.g. legal rights, access to decision-making, changes in the gender-based division of work).

Empowerment

This term describes a process which enables individuals to take control of their own lives (and that of others). This may be achieved by means of access to resources, training and capacity- building and involves internal changes, individuals recognising their special merits and skills and effective ways to take part in and change society.

Discrimination

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

Gender/Gender Integration

Gender integration describes the process of how to take into account gender relations at all levels of FES-activities, consciously acknowledging unequal power relations between men and women in society and working for greater gender equality and the advancement of women.

The application of a gender perspective means not only the identification of specific areas which are important to women (women's promotion) but also the attempt to introduce a gender dimension in all FES-activities. It also means that there is general recognition of how important it is to work with both men and women in order to change existing gender relations, rather than of gender as a concept that only applies to women and women's concerns.

Proposals

Preconditions for Gender Integration in FES

✔ Gender integration is a task for the whole organisation. Without gender knowledge and responsiveness inside the organisation, members of staff are not able to act in a gender-sensitive manner in their interaction with partners, target groups, resource persons and the general public. This calls for a clear understanding of the gender concept and its implications to be shared by all staff members. FES needs to enable its staff members and directors to develop a gender-based capacity (knowledge) within their own organisation and to acknowledge the existence of gender disparities – the reality of gender inequality – in the partner countries.

✔ As a private public-interest institution committed to the ideas and values of social democracy and the promotion of democracy, FES needs to recognise more clearly that democracy also calls for gender equality to be practised.

✔ FES needs to set out its position clearly, i.e. that it acts on the basis of a development cooperation concept in which cultural differences are appreciated but which regards gender equality as a precondition for successful development. In consequence, FES will be recognised as an organisation which is no longer using culture and tradition as an excuse for discriminating against women and which has also ceased to pigeonhole gender as a matter of relevance for specific activities only rather than for everything FES does.

✔ While declaring its intention to address gender inequality, FES needs to show a firm commitment to apply gender integration mechanisms across the board. FES thus accepts its responsibility as an agent in development cooperation which ensures gender equality in all its activities.

✔ In view of its expert knowledge in development cooperation which also calls for a process approach and secure resources, FES is aware of the practical challenges faced in this process. The organisation knows that it needs time, money, expert knowledge, persistence, commitment and clear objectives to change the manner in which gender issues are addressed.

✔ This also calls for openness to new ideas and the willingness to try them out, recognising that the suggested tools and the entire process of gender integration is a process of learning by doing. There are no easy answers, but it is imperative to be willing to learn and to become a learning organisation.

✔ It is, in particular, in processes of change that firm and competent leadership is required; therefore the organisation's management must not only understand the process, but be genuinely committed to it. There must be general consensus that to promote gender equality is just as important as all the other aspects of its work.

✔ While knowledge, capacity-building and the good will of programme officers are greatly appreciated in this process (in fact, offices rely on the expert knowledge of their staff), it remains the primary responsibility of management to ensure gender integration by providing the necessary training and conditions which enable all members of staff to act in a gender-responsive manner. This includes opportunities for both further learning which takes into account the background and specific training needs of staff and the exchange of information between offices.

✔ And finally, such a commitment must be reflected in the interaction with other organisations by describing clear gender goals (shared by everyone in the organisation and additional goals for specific countries).

ELEMENTS OF GENDER INTEGRATION IN ORGANISATIONS	

Vision – Mission – Policy of an Organisation

e.g. "To promote gender equality in all activities and internal functions"
Rationale – Proposed Organisational Context and Structure – Lines of responsibility, Job descriptions – Key concepts

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

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

The Tools
Guidelines for Gender-Integrating Objectives

Objectives are formulated at various levels in FES. To begin with, objectives of a general nature are formulated and are subsequently developed into more specific objectives further down the line.

We will suggest some general guidelines on how to formulate gender-responsive objectives and give examples of how to proceed at specific levels which we believe should be given priority in the development of tools. However, it needs to be emphasised that the inclusion of gender-responsive objectives in country-specific programmes is equally important in order to ensure gender integration at all levels.

In view of the fact that it is impossible to reformulate all objectives because there are so many of them and because there are different approaches in FES offices, we have selected some objectives and reformulated them on the basis of existing gender options. When drawing up this part of the report, note must be taken of the fact that there are always a number of options of how to consider gender in an objective, depending on whether there is an obvious gender dimension to the subject (or not) or whether it may be a better idea to incorporate the sub-goal or the indicator solution. In fact it is important that all options are properly assessed rather than to be tempted to take the easy way out; this will enable you to gather some additional experience in how to better formulate gender-specific objectives.

FES formulates objectives at the levels specified below. We have introduced a new level, notably the sub-goal level, in order to specify the overall goal for specific cross-cutting issues. In addition, we have introduced goals for specific activities or activities in combination. The two new levels are referred to in italics.

Values and Corporate Goals of FES [3]

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

In view of these corporate goals and values gender equality, both as a concept and in the day-to-day operations, is (or should be), of course, part of the agenda of FES. The italics in brackets quote examples which are often mentioned in the official brochures.

As regards procedures and the types of relationship, some explanations are given about the fact that FES is not a funding body (like other donors), but acts in

Country Programme

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

Overall Goals (Oberziele)

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

Project Aims (Projektziele)

Objectives for Sets of Activities (in combination)

Objectives for specific Activities

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

cooperation with its partners, supporting them in their efforts of democratisation, social justice and equality on the basis of long-term relationships with specific major partners; other organisations and institutions may, of course, also be considered for support. Moreover, FES seeks to establish a continuous dialogue and exchange with partners in addition to providing financial support.

Nevertheless, several offices have developed a different culture, including in the way they are operating and how they formulate goals for their work:

Gender is part of the overall project, we look for contributions to a more gender-balanced project, we seek to raise awareness so that gender is part of the routine and no longer a separate problem.

It is our goal to increase women's participation by up to 30%; but this is not yet written down in any of our documents, we should actively end discrimination against women by pursuing cooperation between women and men.

Gender should be part of our values as a reference point in our work. This shared concept should be reflected in the Kursbogen in terms of fighting gender disparities and injustice. As soon as it has been accepted as a corporate/overall goal we will no longer need separate goals, but keywords or indicators for activities would be helpful.

Our gender-specific objective should be given pride of place; in consequence, indicators or project goals will be meaningful.

Integration of gender is a precondition for successful development and development cooperation. Democracy is achievable only if both gender equality and social justice are practised; gender adds a new qualitative dimension to development cooperation. Therefore gender needs to become part of the overall policy of FES as one of its corporate goals.

It is against this background that goals, aims and objectives have been translated into the following options; in combination with the above-mentioned explanations and views they may contribute to a better understanding of what gender integration means in the context of objectives and also in the Kursbogen, or other tools and publications.

Overall Goals

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

1. Incorporating gender in the goal itself

Example
Civil society groups are being supported in order to enable them to voice their concerns in politics and in society, including (or: with particular emphasis on) civil society groups which promote gender equality and empower women.

2. Formulating a sub-goal that addresses gender

Example
Overall Goal:
To reinforce the input of small and medium-sized enterprises to economic policies.

Gender-Sub-Goal:
To include gender aspects in the corporate policies of SMEs.

Project Aims

There are two options for the integration of gender (and other cross-cutting issues):

1. Incorporating gender as part of the project aim

1.1. 'obvious' gender-specific aims

Provided gender dimensions or gender aspects are quite obvious, a gender-responsive aim might be formulated in the following manner:

Example
Good Governance principles, including equitable representation of women in decision-making, are an integral part of policy structures and processes.

A gender-responsive project aim could then be based on the following indicators:

Indicator 1: *Government structures have contributed to greater participation of women.*

Indicator 2: *Gender awareness programmes have been conducted with xx (number of) men and women in decision-making positions.*

Indicator 3: *Government bodies and civil society groups exchange information, including on gender aspects, their representatives are well-informed about the gender issue.*

1.2. 'non-obvious' gender-specific aims

Provided gender dimensions or gender aspects are not so obvious, a gender-responsive aim might be formulated in the following manner:

Example
The process of constitutional reform has been handled democratically, special attention has been paid to gender issues. A gender-responsive aim could then be based on the following indicators:

Indicator 1: *The policies of four important civil society groups, amongst them at least one which is gender-responsive in its organisation, have been acknowledged by decision-makers and covered in the media.*

Indicator 2: *The media have continuously reported on gender issues during the reform process.*

Indicator 3: *The reform commission has discussed and included gender issue in the process.*

How others do it

The Kenya FES office has decided to use gender-responsive indicators in their work to ensure that proper attention is paid to the issue of gender during the planning and realisation of specific activities. Indicators are thus used as a reminder and as criteria for evaluation.

2. Incorporating the gender dimension in the indicators only

A less gender-oriented objective should be formulated in gender-neutral language in order to avoid a gender bias, while indicators could reflect the gender dimension:

Example
Female and male councillors are very professional in how they do their work.

Indicator 1: *Both men and women are involved in the drawing-up of development plans.*

Indicator 2: *Specific budgetary allocations are made for gender activities and made available accordingly.*

Example
Project Aim: *The struggle for political power should become less violent and more equitable.*

Indicator 1: *The study on political thuggery, in which gender-related forms of political violence have been disclosed, is publicly discussed and reported in the media.*

Objectives for Specific Activities

There are again two options for incorporating gender in specific activities: gender as part of the objective/s for each activity or for a number of of activities to which specific gender objectives apply.

1. Gender as part of the objectives for each activity

Example
Project Aim: *To discuss structural problems of the economy in public Objective for a number of activities: To discuss how AIDS effects the economy and possible solutions.*

Activity objective: *Workplace-based programmes on AIDS are developed.*

Indicator 1: *Programmes are gender-responsive and provide specific solutions for men and women.*

Indicator 2: *The team to develop workplace programmes on AIDS consists of at least 1/3 women.*

Example

Activity Objective: *Workshop on electoral systems – the discussion on electoral systems is reinforced by including stakeholders, by more boadly-based discussions on electoral systems which provide for equal participation of women and men.*

Indicator 1: *Gender aspects of electoral systems are described and reflected in the media.*

Indicator 2: *Women are represented as resource persons and participants in the discussion about electoral reform.*

2. Integration of gender in connection with a number of activities

Example

Aim of activities: *The fight for political power should become „fairer".*

A gender-responsive aim could thus be:

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

Aim of activities: *COTU should contribute to a more peaceful management of industrial conflicts.*

A gender-responsive aim could thus be:

*COTU should contribute to a more peaceful and gender-responsive management of industrial conflicts or
COTU should make suggestions for a gender-responsive and peaceful management of industrial conflicts.*

General Recommendations for all Objective Levels

Usually, FES consults its partners before starting with the actual planning of the Kursbogen for the next year. It would be helpful to include women and/or gender-responsive groups in these discussions with partners and to identify areas of work and objectives in which women and gender advisers are taken into account.

Even the actual planning of the Kursbogen and the identification of areas of work and objectives could be done in a participatory manner by including women and/or gender-responsive groups, programme officers, in particular those who are engaged in gender issues (or consultants). The gender dimension or issue in question should be identified and recorded for each project aim separately when planning. This will enable programme officers to refer to the respective minutes when they are implementing the planned activities later in the year.

Whenever persons are mentioned in the project aim (members, individuals, groups etc.) it should be specified whether it involves men and women in order to develop a proper gender focus.

Whenever processes or structures are referred to, it should be specified to what extent these processes and structures might contribute to gender equality:

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

If the gender dimension (or aspects) has not been identified for a specific project aim, mention should at least be made of indicators which take gender into account.

A proper application of the tools, in par-ticular the checklist for planning, will help to ensure that gender aspects are considered in the actual planning. However, an analysis of gender aspects and dimensions in areas of FES-activities would provide project officers with background information about the situation in these areas and would, in general, contribute to greater gender know-how.

Suggestions

In the discussions about COGEFEA, some persons had reservations about the inclusion of gender objectives in the Kursbogen, but at the same time both project officers and directors expressed a need for a guiding principle or goal to be included in order to ensure gender integration. In summary, project officers stressed the need for an overall goal which would help them understand whether the matter had been taken seriously and which would serve as a frame of reference and guidance. Directors emphasised the fact that gender equality and integration of gender are part of FES values and should therefore play a greater role; but the procedure should not increase the workload in drawing up the Kursbogen or reports. There was general agreement that the issue of gender should receive a great deal of attention from the top level.

Against this background, the most practicable solution presently appears to be the formulation of a corporate goal or value in combination with gender-sensitive indicators with which to measure success or failure.

As there is no overall guiding policy, the *Kursbogen* – which describes the framework and general conditions of work in the respective host countries – may be regarded as a tool guiding all operations. When the general conditions of work in an FES office are described, reference could be made to gender equality and the goal of integrating the gender concept in FES activities, and be evaluated accordingly.

After the complete *Kursbogen* (i.e. a comprehensive, though probably shortened English version) has been presented to the respective staff members as a frame of reference for values, goals, procedures etc., everbody could use it as a guideline. In addition, once the concept has been clearly set out, further reference to gender in the context of other objectives is no longer required.

Based on such a procedure it would then be possible to formulate overall goals (Oberziele) without any gender aspect; but in order to get results and to measure impact, gender aspects should be integrated in the indicators, in other words each activity or set of activities should be related to gender-responsive indicators.

In addition, such indicators would help to add a "gender perspective" and could be altered depending on the priority attached to a specific activity or set of activities. In consequence, activities in which a gender balance simply cannot be achieved might still reflect some gender aspects and thus contribute to the overall goal of promoting gender equality.

The question left to be answered is what the actual guiding values and objectives are:

The use of gender as a concept or promotion of equality or both. Communication from the head office in connection with the issue of gender specifies three 'goals' on gender:

Integration of the gender concept Promotion of and working towards gender equality Creation of a gender-sensitive culture

At "field" level, however, it appears that further discussion is required.

A Brief Guide to Gender Analysis

Objectives:

To suggest some useful steps to ensure that gender dimensions are taken into account with each subject;

To serve as initial information about gender analysis;

To result in questions which guide staff in the implementation of a gender analysis;

The following list includes guiding questions to facilitate a gender analysis. However, it will take more than a brief guide to learn how to analyse a topic from a gender perspective. It calls for training and opportunities for applying the skills at the place of work.

Gender analysis entails an effort towards understanding gender differences as regards living conditions, needs, levels of participation, access to and control over resources and access to and participation in development and also in decision-making and with respect to the different roles attributed to women and men. Gender analysis reveals the unequal distribution of advantages and disadvantages for women and men in a society or a specific area. It reveals the underlying causes of structural gender inequality.

1. What information has been available for the research of this issue? Does existing information take adequate account of the gender dimension of the issue? (For example, is data disaggregated by sex? Is attention paid to the different concerns and interests of women and men in the context of this issue?). If not, where can such information be obtained?

2. Have gender experts been consulted in connection with the gender dimension of the issue? What have been the key gender concerns in their view?

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

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

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

6. Will the respective activities of FES contribute to more equal relations between men and women? If so, in what way? If not, what can be done to remedy the situation?

7. How will FES-activities in this field be assessed as regards the effective promotion of gender equality?

8. How will "lessons learnt" be incorporated into future activities in the context of the gender dimension?

A Gender Responsive Checklist for Planning of Activities

Objectives:

To facilitate gender responsiveness in the planning process

To provide a standardised procedure for gender integration in the planning of activities

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

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

Target group
What group of men/women will benefit?
What can you do in order to ensure a gender balance/participation?
Who should participate in order to speak up for a gender balance?

Identify participants
Ensure equal, or at least fair representation of women

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

Collaborators/partner organisations/resource persons
Prepare yourself for opposition to gender integration and acknowledge willingness of partners to integrate gender
Choose gender-responsive resource persons
Is a woman available for that job? Include women experts
Ensure gender balance in teams
Write gender-specific terms of reference

Options to ensure gender responsive presenters
Options to ensure gender-responsive presenters
Option 1: Choose one presenter who is a gender expert and knows the subject/topic
Option 2: Choose a minimum of one presenter with a strong awareness and understanding of gender
Combine Options 1 and 2

Concept/Topics to be covered

Check that the topics address the gender dimension or issues in question
Avoid having gender as a separate topic and at the end

Financial estimates/resources

Allow for additional resources to fund potential extra gender-informed resource person and/or family supportive facilities

Programme

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

Documentation

Ensure that gender concerns are addressed in all documentation and other follow-up measures

Media

Give women the opportunity to speak to the media (prepare well!)
Select gender-responsive journalists/media people
Pass on a clear gender message to the media in relation to the issue

Expected outcome

Check consistency with gender objective
Ensure that gender concerns are addressed

Evaluation

Include gender dimensions and gender-balanced participation
Check if participants have implemented gender integration
Ensure that gender concerns are addressed in all documentation and other follow-up measures

Spread the Message

The Tanzania FES office has adopted a planning checklist of this kind and found it a useful tool for gender integration. The checklist was published in their last NGO-calendar in order to share it with partners and NGOs.

Guidelines for Terms of References for Resource Persons

Objectives:

To check a resource person's gender responsiveness and expertise

To introduce standards to ensure integration of gender dimensions

To monitor gender integration in terms of reference

EXAMPLE: A Gender-responsive Consultancy Agreement

Resource persons for FES activities (usually members of partner organisations) are invited to fulfil the following tasks:

✔ Moderation, facilitation (in terms of organising and/or conducting) and/or training in workshops, seminars, conferences or meetings

✔ Presentations in workshops, seminars, training, conferences or meetings

✔ Contribution of articles for publication

✔ Editing of publications

✔ Development of teaching material, leaflets, training manuals

✔ Analysis of draft policies and legislation

✔ Preparation of concept papers on specific subjects for background information, workshops, conferences, seminars, publications

✔ Reporting during workshops, seminars, training, conferences or meetings
Generally, ToR should be as specific as possible. Before choosing resource persons, their gender responsiveness should be assessed (see also gender resource database).

ToR should include

✔ A description of the activity and its gender dimension/aspects

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

✔ Agreement on:

– Including a gender perspective in the assignment

– Ensuring that women's and gender concerns are recognised/highlighted, i.e.considering both men's and women's views in the topic during discussions/meetings

– Using non-discriminatory language (see examples UNESCO)

– Avoiding stereotypes of women and men

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

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

General subjects for agreements include:

✔ The preparation time for the assignment

✔ The agreed deadline for delivery (at least one week ahead of the event)

✔ The time frame given for presentation/number of pages

✔ Background information and recommended material to be made available to the resource person to en-able her/him to fulfil the assignment, including material relating to gender dimensions of the issue/activity

✔ The intended and agreed function and its method (presentation/facilitation/moderation/media use) and format (of paper etc), including the mention of requirements such as quoting examples, graphic or visual elements etc.

✔ Identification of FES staff responsible and supervising

✔ Required accountability/procedures

See also example: Consultancy Agreement

EXAMPLE: A Gender-Responsive Consultancy Agreement

FRIEDRICH EBERT STIFTUNG
Kampala Office

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

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

Consultancy Agreement

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

This is to confirm the agreement between FRIEDRICH-EBERT-STIFTUNG and

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

to participate in the said project

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

TERMS OF REFERENCE for this temporary assignment are as follows

1. Content and Objectives

The consultant will write an introductory article which will guide through the proceedings and reflect the topic of human rights, including the gender dimensions of human rights. The article will summarise the conference on "Institutions Safeguarding Human Rights in Eastern Africa" by highlighting the main topics of papers presented and contributions during discussions. Concerns raised by women and gender-relevant contributions will be integrated throughout. The lead article will focus on women's rights and, in particular, the link between gender inequality and human rights. It will cover specific information about women's rights and the discussion about the question of how to integrate women's rights and overcome gender inequality and how this affects human rights debates and activities (and the respective tools mentioned), even if papers presented did not refer to women's rights.

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

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

3. Agreement

FES and D.B. have agreed that it will be necessary to include a gender perspective. The consultant will ensure that women's concerns are properly considered; s/he will take care that both men's and women's views are given the same amount of space and attention during discussions. It is also agreed that the consultant will use non-discriminatory language and avoid stereotyping.

4. Background information, recommended resources, FES staff responsible

A discussion has taken place on 25th of October with the FES staff member responsible, B.I. The participants at this meeting discussed and agreed on the inclusion of a gender perspective in the assignment (see minutes of meeting attached). The consultant will keep the FES staff member responsible informed about the progress of work.

5. Qualification, experience and gender responsiveness

FES is aware of the specific background, qualification and experience of the consultant as regards gender issues. The consultant has a M.A. in Social Sciences and three years professional experience in Uganda. The consultant carried out research for FES on gender aspects in the training of trainers in 1999 and was part of a team working on a human rights training manual earlier this year. Nevertheless, the consultant asked for assistance from a gender specialist for this specific assignment, acknowledging some information gaps in the context of discussing women's rights. FES selected a gender specialist who will advise the consultant during the assignment.

6. Accountability features/procedures

The consultant will receive payment upon delivery of two printouts and a disc containing the article. It is agreed that payment be made in Uganda Shillings. In signing the agreement, the consultant accepts sole responsibility for compliance with Ugandan tax regulations and corresponding obligations in connection with this Agreement.

Remuneration for this assignment is

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

_____	_____	_____
Resident Representative	Date	Consultant

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

_____
Consultant

A Brief Guide for Rapporteurs

Objectives:

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

to increase rapporteurs' awareness of gender dimensions of specific topics

to increase their effectiveness in recording these dimensions

to promote gender-sensitive communication

It has been noted that in reports about workshops and events supported by FES less space tends to be given to points raised by women, either as resource persons or participants. In some cases, significant statements made by women were not recorded in the reports at all. Moreover, different attitudes to specific issues were not attributed to women and men. Given the important function of reports as both documents for evaluating activities and documents for reference and follow-up, it is necessary that such shortcomings be addressed. Additionally, reporting should be acknowledged as a very important task. A rapporteur is not merely doing secretarial work but collects information about issues which have been presented and discussed; therefore, s/he needs to be conversant with the subject. Considering the required expertise of a rapporteur, this has, of course, financial implications. The following guidelines are intended to assist in this process:

1. Pay attention to what women, both as resource persons and participants, have to say about the topic and record the main points that they raise.

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

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

4. Record the key points made about gender, such as differences in the way the issue affects women and men, or information about how women and men interact in the context of the issue. Record who made those points, note whether it was by resource persons or participants and whether they were male or female.

5. Record suggestions made about gender which were taken up as recommendations. Where relevant, record who made those suggestions.

6. Record suggestions made about gender which were not taken up as recommendations. Note the objections raised and who made the suggestions and raised objections.

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

Registration Form

Objectives:

To promote and monitor gender-balanced participation

To raise awareness of participants regarding gender balance of activities

To raise awareness of team members regarding gender balance of activities

Friedrich-Ebert-Stiftung

Registration Form

PSPT: _____

Project: _____

Title: _____

Dates: _____

Location: _____

No	M/F*	Name	Address and Institution	Job title	Signature

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

Event Staff List

Objectives:

To check participation in teams organising events on the basis of their sex

To promote gender-balanced teams

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

To ensure that gender responsiveness is taken into account in the setting-up of teams

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

Friedrich-Ebert-Stiftung
Event Staff List

Activity:

PSPT:

Date:

Location:

FES officer responsible
Name:

Partner/Organiser in Charge
Composition of team and assigned roles

Name	Sex	Task/Role	Gender Awarness Not aware = 0 aware = +	Other Remarks
		Co-ordination		
		Secretariat		
		Message/Driving		

Resource Persons

Name	Sex	Task/Role	Gender Awarness Not aware = 0 aware = +	Other Remarks
		Moderating		
		Presenting		
		Discussing		
		Chairing		
		Facilitating		
		Editing		
		Writing		
		Analysing		
		Co-ordinating		

Assistant Staff

Name	Sex	Task/Role	Gender Awarness Not aware = 0 aware = +	Other Remarks
		Secretariat		
		Co-ordinating		
		Messages/Driving		
		Catering		

Media Representatives

Name	Sex	Media Institution	Task/Role Awarness	Gender Remarks Not aware = 0 aware = +	Other
			Reporting		
			Pictures		
			TV		
			Radio		

Others

Name	Sex	Task/Role	Gender Awarness Not aware = 0 aware = +	Other Remarks

Short Activity Report

Objectives:

To raise awareness about the importance of integrating gender

To gather information on the integration of gender in activities

To analyse successes and dedficiencies in efforts towards gender integration

To monitor gender integration

FES Tanzania
Kurzbericht / Report

Dar-es-Salaam,

Project: _____

KA*: _____

KB (PS/PT): _____

1. Theme (title):**   X X X

2. Venue and Date:

3. Partner/Institution:

4. Partner Co-ordinator (in charge):

Participation of women and men in the organising/co-ordinating team
(Counted from event staff list)

Men: **Gender Awareness:**
Women: **Gender Awareness:**

Participation of women and men in the resource persons team
(Counted from event staff list)

Men: **Gender Awareness:**
Women: **Gender Awareness:**

5. Description of activity:

a) Objectives

b) Specific Topics included in the activity

c) Was the gender dimension of the issue/topic identified?

d) Discussions (who contributed how?)

e) Comments (by whom?)

f) Recommendations/Outcome, gender relevance?

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

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

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

very		ok		no
○	○	○	○	○
1	2	3	4	5

Participation of women and men
(counted from registration list!)

Men: _____

Women: _____

Total: _____

Reasons for low participation of women/men?

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

8. Media Reporting:

Have women spoken to the media?
yes: in what function ?
yes: with what statement ?
no: why not?

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

FES statement on gender?
yes:
no:

9. Final costs of activity in DM:

_____   _____   _____
    FES Project Manager   FES Administrator   FES Representative

*   021: Conference, Forum, Seminar, Workshop; 080: KZE (short term expert); 108: Material assistance; 145: Material assistance Partner

** Main areas: G – Gender; M – human Rights; GW – unions; U – environment; MK – Media/Communication; W – economic- and social development

A Form for Minutes of Project Meetings

Objectives:

To increase participation of all staff in project procedures

To include discussion of gender aspects at project meetings

To share responsibility for the minutes

To share responsibility for gender integrationr

('Project' – 'Core Group' – '3 by 2')

FES

Minutes of internal meeting, date: _____

Present: _____

Absent excused _____

Minutes taken by: _____

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

A Checklist for Gender Integration in Publications

Objectives:

To ensure gender responsiveness in publications

To assist in the identification of gender-relevant aspects (language, visuals etc.) of publications

To promote gender-sensitive communication

To improve portrayal of FES in relation to gender

Checklist:

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

✔ For example, publications dealing with human rights might focus consistently on how human rights of women and men are violated in different ways. In particular, they might emphasise how the rights of women and girls are primarily violated by men, and how institutions and society in general systematically refuse to acknowledge that fact in spite of overwhelming practical evidence.

✔ It is important to address these aspects throughout the publication once the gender dimensions of the issue have been identified. To differentiate between individuals (workers, beneficiaries, citizens, etc.) in the publication on the basis of sex is one way of checking in a consistent manner.

✔ A separate chapter or section could be assigned specifically to the gender dimensions of the issue, if required. It is important to note however, that the need for dealing with the gender dimension in the rest of the text is not negated as a result. In addition, the focus of a separate chapter or section should be on the relations between women and men in the context of the issue and not on the specific situation of women.

✔ It is important for FES to avoid reinforcing negative stereotypes of women and men in its publications; instead, traditional assumptions and biases against women and men, and how they interact, should be challenged. Attention could be drawn, for example, to the multiplicity of roles attributed to women, in particular those which do not receive a great deal of recognition, while leadership, active participation in decision-making and public positions of authority are widely, and incorrectly, perceived as roles that only men can perform.

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

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

✔ The use of illustrations as well as graphics, drawings, pictures and other forms of visualisation helps to activate the different perception channels of women and men. Illustrations are important as media which convey a message: they can be used to provide positive images of women and promote more equal relations between women and men. In this context, it is helpful to use images of both men and women because this enables the two sexes to identify with the pictures used, in other words it is a more inclusive approach. Moreover, the use of visual representations of women in roles which are usually not acknowledged, or recognised as typically female, is an effective way of challenging traditional and inaccurate assumptions.

An important experience

Many FES offices have made the experience that women do not find publications attractive since women rarely play a role in them – neither in the language nor the pictures used – and more generally since their experiences and concerns are not included. To change this, FES officers have started to apply a gender perspective and, in particular, to consider gender issues throughout their publications, not only in a separate chapter.

Suggestions for Gender Dialogue

Objectives:

To identify opportunities for gender-related communication with partners

To promote more effective communication between FES and partners about gender-issues

To improve portrayal of FES in relation to gender

To assist in preparation of gender-related discussion with partners

Just begin

For the Uganda FES office, one starting point was to deliberately address gender issues in all talks with partners or during official functions. In most cases, the responses were positive and partner organisations were willing to assume a more pronounced attritude towards gender equality and gender mainstreaming.

One problem is often mentioned in connection with the integration of gender in FES-activities: the attitude and/or openness of FES partners towards gender equality and gender integration. Of course, FES is working with a number of partner organisations which have a strong background in gender issues or are, in fact, spearheading the discussion on greater gender equality and responsiveness in all spheres of life. A considerable number of these partner organisations are civil society or women's organisations; and there is a growing number of civil society organisations with gender-responsive women and men in their ranks. Nevertheless, other partners of FES, e.g. government departments/agencies, public institutions and trade unions – the latter being a very important partner of FES – are less likely to be interested in or even strongly resist a discussion about gender relations and/or attempts to promote more gender equality, either inside the organisation or in activities jointly undertaken with FES.

The following suggestions provide some ideas on how to initiate a dialogue about gender with partners with the aim of communicating gender orientation in FES to others, generally promoting the issue of gender equality, raising awareness with organisations which are not yet gender-responsive and finally convincing organisations to become allies in the struggle for greater gender equality.

1. It is important that FES has a clear idea of the gender dimensions of the issue in question. It might be necessary to highlight the different and unequal positions of women and men in specific institutions or areas of employment or to focus attention on the differential impact of a particular trend or development on women and on men.

2. Once FES has a clear idea of the gender implications of an issue, it will be useful to do a quick assessment (see also criteria for a gender assessment of organisations) of the organisation.

Discussions on gender can be conducted with new/potential partners at an early stage in the course of which FES can assess how these organisations deal with gender issues and can pass on information about its own position, objectives and approach to gender.

3. The setting is crucial for the discussion. In planning the discussion, you should keep in mind the following questions:

    ✔ Who will participate?
    ✔ Are participants familiar with FES values and corporate goals and are they familiar with the issue of gender?
    ✔ Would it be useful to invite somebody from within the organisation who is known to have an open mind about the issue, who is like-minded?
    ✔ Is anyone amongst FES staff members very familiar with the organisation concerned and could assist during the discussions?

4. Will it be a discussion on a number of issues or specifically on gender? It is imperative to arrange the appropriate setting. (If more issues are discussed it is always useful if FES representatives mention gender aspects "by the way" without explicitly demanding a firm attitude on gender from the organisation.)

5. If gender is the specific issue under discussion, a strong commitment on the part of the Resident Representative is always crucial. It is often helpful to regard gender as part of the democratic process and as a factor contributing to successful development cooperation and also to refer to the actual attitude of the respective government (international conventions ratified, articles of the constitution, recent gender-sensitive policies etc.) in order to convince "gender newcomers" to take on the concern for greater gender equality.

6. There are many opportunities in any talks to mention the issue of gender. The more FES staff makes use of these opportunities, the easier it will become to conduct in-depth discussions on gender. It will become easier and more routine for both FES and its partners to talk about and to promote gender equality. More informal talks, in particular, in which the issue of gender plays an important part, are helpful to pave the way and to encourage partners to work for greater gender equality. Very often people just do not know where to start and how to go about it, and in this respect FES can be of assistance and provide advice.

7. Once a discussion about the gender issue has started, FES should provide opportunities for capacity-building in this field, such as training for partners or assistance in analysis provided by qualified FES staff members.

8. Since FES usually works on the basis of lasting and reliable partnerships – at least with the main partners – the required framework for cooperation is designed during the initial meetings. Such talks might result in a memorandum of mutual understanding or a code of conduct, which includes a paragraph on gender, confirming that both organisations (FES and the respective partner) are willing and doing their best to integrate gender in all their joint activities. Such memoranda or codes of conduct could even be signed with other partners to show that FES is serious about the issue. In the event that partners still resist and are not willing to even discuss gender, FES might wish to take a tough line and consider imposing conditions of support.

9. Discussions on gender are also relevant to women's organisations. Although the promotion of women still forms an important part of FES gender-related activities, it is just one aspect of several. It is important to critically assess the work of women's organisations as some of them tend to enjoy the "protected space" of women's promotion. They simply do not wish to become involved in the more challenging discussions on gender equality and reject the idea of seeking alliances with gender-responsive men although such alliances are crucial in some instances.

10. It needs a great deal of efforts to overcome existing resistance, but things will eventually work out (or Rome wasn't built in one day, as the saying goes): If FES persists and does not shy away from tedious talks and long processes, partners will become more open in the course of time.

11. It is, of course, helpful in convincing others if it can be demonstrated how gender integration is practised in one's own organisation: the more FES integrates the gender issue in its work, the more others will follow. FES can undoubtedly function as a role model in gender integration because it is reaching out to a huge number of multipliers in all societies in which it is working.

A Successful dialogue on gender requires

✔ **A clear idea of what gender entails**
✔ **Assessing the gender orientation of the organisation**
✔ **Choosing the appropriate channels/setting**
✔ **Offering assistance**
✔ **Persistence**
✔ **Involving experts from FES staff**
✔ **Acting as a role model for gender-responsiveness**

Advice on how to Develop a Portrayal with Regard to Gender

Objectives:

To promote gender sensitivity in communication from FES offices, including by drawing up statements of FES on gender

To improve FES image on gender

1. For FES to be perceived externally as a gender-responsive organisation, some reflection and clarity is required internally as to how FES wishes to portray itself in the context of gender. This includes, in particular: a) to have a clear idea of FES' attitude towards gender (how it defines gender, what it attempts to achieve in relation to gender, and how) and b) to develop the type of image it wishes to convey on gender in general and in terms of its own work, and c) to develop an appropriate, clear and consistent message as regards gender.

2. It is also important to clearly distinguish between FES 'talking' about women's promotion and FES 'talking' about gender and how the two approaches relate to and complement each other.

3. Once FES has identified its message on gender it is important to be convincing in doing so. FES will largely be judged on the basis of the activities it carries out and supports. It will not be convincing for FES to promulgate a strong message on gender equality if it fails to address gender in most of its activities.

4. A number of measures might be useful to support FES in its handling of gender in dialogue with new/potential partners.

   ✔ Discussions about gender can be held with new/potential partners at an early stage enabling FES to assess how these organisations handle gender and to share information about its own attitude, objectives and approach to gender.
   ✔ In addition, it would be useful for FES to assess the gender approach of existing partners based on its experience of working with these organizations. *(See also criteria for a gender-responsive organisational assessment).*
   ✔ Moreover, FES might select and target specific organisations with whom it would like to cooperate because of their firm attitude to gender issues and /or their capacity to influence, or to become effective agents of change in terms of existing gender relations.

5. To build up strong links and networks with other actors in the field of gender and development would positively enhance the image of FES as a gender-responsive organisation and at the same time improve its capacity to be gender-responsive as an organisation.

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

7. It is important that both management and staff are familiar with key gender concepts and appropriate/gender-sensitive language through training, sharing of information etc. Similarly, it is important to develop the capacity of all members of staff to enable them to discuss gender effectively with partners, the media, and to articulate the specific gender concerns in the context of a specific issue under discussion and also the general message on gender FES wishes to communicate to others.

Sharing and Learning

FES staff from various offices in Africa are sharing their insights from a training on gender mainstreaming with colleagues. They are willing to promote gender equality and to adopt and adapt the tools from the TOOL BOOK to the needs of their offices. They agree that exchange and joint learning are important and support efforts towards gender mainstreaming.

Guiding Questions for a Gender-Responsive Organisational Analysis

Objectives:

To provide guiding questions for carrying out a gender-sensitive organisational analysis

To promote collection of gender-relevant information of organisations

To improve the knowledge about an organisation

To facilitate assessment of organisations in terms of their gender responsiveness

1. What is the area of work of the organisation?

2. What is the status and reputation of the organisation? Specifically, what is the scope of their influence and how important are they in their line of work?

3. Does the partner have a deliberate/planned approach to gender or does it deal with gender on an *ad-hoc* basis, i.e. as issues arise? Is gender taken into consideration in the vision or mission of the organisation?

4. Does the organisation attempt to consider gender in all its projects and activities or has gender been assigned to specific projects and activities? Would you describe the approach which is used as closer to women's promotion or closer to gender integration or neither?

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

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

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

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

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

10. Has the partner spontaneously raised gender dimensions of an issue or in the planning of a FES-activity? If so, who raised the gender aspects from within the partner organisation and in connection with what type of issues and activities?

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

12. Has FES talked about the gender dimensions of an issue with the partner in the planning of activities? If so, in connection with what type of issues and activities? What has been the partner's response?

13. Are staff and management of the partner organisation able to discuss and work on gender issues in general and in connection with FES-activities in particular, and do so in a competent manner?

14. Given the answers to the above questions, how would you rank the organisation in terms of gender in general (for example, would you describe it as resistant, somewhat open, very open)?

15. Are there ways in which FES could work with this organisation in order to strengthen its capacity and effectiveness in handling gender issues? Are there ways in which this organisation could contribute to greater effectiveness in how FES handles the issue of gender? Please be specific in your recommendations.

16. Are there any other comments you would like to make about this organisation? Link the information which you have collected to your database!

Making information available

Making information available FES Tanzania is working on a data-base which will provide useful information on gender resource persons, gender-related material and data as well as organisations. FES Uganda is working on questionnaires for evaluation which include a gender perspective. Participants of gender training programmes in Africa exchange their views on gender issues and FES offices in the MENAregion are working on a hand-book on gender.

Guidelines for a Database including Gender Expertise

Objectives:

To promote the collection of relevant information and contact details of resource persons and organisations which are gender-responsive

To facilitate access to gender expertise

To improve networking

A database listing resource persons, useful contact persons and organisations is a very helpful tool for many of the tasks taken up by FES in its work. Moreover, it is a tool which enables programme officers to take on more responsibilities and which generally improves the distribution of tasks, provided all programme officers have access to the database. In addition to better access to information on a number of topics, organisations and persons, a positive result will consist in improved networking – a major issue in today's global world. The knowledge of those in charge is shared by everyone and becomes accessible, thus contributing to greater participation, responsibility and commitment. In view of the fact that the project directorship changes at least every five years and that there are also changes among the rest of the staff, the database ensures that the aquired knowledge remains with the office and provides valuable information for all staff members and new directors. Above all, information and communication technologies and skills become crucial in all aspects of life in the emerging information society. FES should therefore make use of the technologies available.

With this in mind, FES offices should consider the option of setting up a database which provides information on

- ✔ organisations and their particular line of work, including the contact persons concerned
- ✔ resource persons and their fields of work, qualifications and experiences, including their availability

Guidelines for a Gender-Effective Resource Database

A gender-inclusive resource database would provide better information about and access to gender-responsive resource persons. Such a database on gender resource persons could store the following information:

- ✔ Name
- ✔ Current function/position
- ✔ Address (phone, fax, email, residential address etc)
- ✔ Educational background
- ✔ Details as regards formal training and gender-related qualification
- ✔ Experience in gender-related activities (assignments which they worked on, whether the assigned job had gender as a primary focus or was merely an add-on)
- ✔ Recommendations from other individuals or organisations regarding their performance and gender responsiveness
- ✔ Special fields of work
- ✔ Special skills
- ✔ Information on availability

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

A Checklist for Evaluation of Activities

Objectives:

To assist in identifying gender-relevant aspects of FES-activities

To increase participation of all members of staff in project procedures

To identify deficiencies in gender integration

To identify positive and negative results of gender integration

To work for improved gender integration

To identify areas which need to be revised

Evaluation should be carried out after each activity, at the latest during project meetings. An overall evaluation should be carried out mid-term and end of year, when planning the next Kursbogen. This checklist has been developed with the aim of evaluating activities. Before the mid-term evaluation and the annual evaluation/planning meetings, colleagues should process all evaluation minutes/forms to provide an overview of specific deficiencies and to identify areas which need to be improved.

The checklist can be attached to the form for minutes of meetings in order to facilitate evaluation procedures. Each programme officer can carry out the evaluation after the activity has been concluded and before the meeting in order to facilitate discussions during the meeting; the main purpose of these discussions should be to improve future activities.

The *italics* relate to useful forms and other gender-integrating tools.

What was done to ensure that the gender perspective was taken into account during the activity?

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

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

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

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

Were women and men involved in the presentation? How many women, how many men? *(Event Staff List)*

Did the moderator/facilitator provide space for a discussion of the gender dimension of the issue? *(Guidelines ToR)*

Was one of the presenters a gender expert and/or had at least a firm grasp of the subject of gender? *(Event staff Form)*

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

Media Coverage

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

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

Was the gender dimension, the gender aspect reflected in the media?

Were the gender-related messages clear?

Partner Dialogue

Did the partner understand the gender dimension of the activity?

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

How did it express and articulate its resistance *(What was said and done?)*

If there was resistance, how was it handled?

If not, was there anything to be learnt from this experience in how to deal with partner organisations in future?

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

Participants/Target group

Did the programme reach the intended target groups? *(Checklist Planning)*

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

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

Did women have an opportunity to express their concerns? *(Guidelines Rapporteurs, Form Rapporteurs)*

Were invitations extended specifically to women, in addition to the organisations/directors? *(Checklist Planning)*

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

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

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

What are the results as regards the integration of gender?

How did the activity contribute to the promotion of gender equality in your opinion? *(Evaluation Form)*

Where there any deficiencies mentioned in the context of gender?

What areas need to be improved as regards the integration of gender? *(Evaluation Form)*

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

What were the costs of the event?

A Checklist for Evaluations of Activities – Short Version

What was done to ensure that the gender perspective was taken into account during the activity?

✔ Was a specific gender objective identified?

✔ Were the presenters asked to incorporate the gender dimension?

✔ Did women and men give presentations? How many women, how many men?

✔ Did the moderator/facilitator provide space for a discussion of the gender dimension of the issue?

✔ Was one of the presenters a gender expert and/or had at least a firm grasp of the issue of gender?

✔ Did the rapporteur accurately record contributions from women and men?

Media Coverage

✔ Was there equal coverage of women's and men's views?

✔ Did women speak to the media?

✔ Was the gender dimension/the gender aspect reflected in the media?

Partner Dialogue

✔ Did the partner understand the gender dimension of the activity?

✔ How did the partner organisation respond when the need to integrate gender was expressed? Was there anything to be learnt from this experience in how to deal with partner organisations in future?

✔ Were women involved in the planning and organisation? Were teams gender-balanced?

Participants /Target groups

✔ Did the programme reach the intended target groups?

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

✔ Did facilitators/moderators/presenters take both women's and men's views into account?

✔ Did women have an opportunity to express their concerns?

✔ Were invitations extended specifically to women, in addition to the organisations/directors?

✔ How many women and men did participate?

What are the results as regards the integration of gender?

✔ How did the activity contribute to the promotion of gender equality in your opinion?

✔ What areas need to be improved as regards the integration of gender?

A Checklist for Annual Evaluations

Objectives:

To assist in identifying gender-relevant aspects of FES-activities

To identify deficiencies in gender integration

To identify positive and negative results of gender integration

To work for improved gender integration

To identify areas which need to be revised

To review tools for gender integration

For the annual evaluation of activities prepare an evaluation (summarised) of all activities on the basis of the following questions:

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

✔ Specify areas of work where gender was integrated and areas where it was not. Give reasons! *(E.g. objectives difficult to identify, resource persons not available, numbers not balanced, allocated money not sufficient, partners resisting, media unaware)*

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

✔ At what stage in the organisation of events *(event management)* did problems turn up with gender integration? What were the specific problems? *(topics, objectives, identification of gender aspects, resource persons, numbers, allocated money, partners/partner dialogue, media etc.)*

✔ What was the impact of the activities in the context of FES objectives, gender objectives?

✔ How can this be translated in the planning for the next year?

✔ Regarding areas of work, objectives, activities, event management?

✔ What are the specific training needs of offices and partner organisations which have emerged as a result of the deficiencies identified?

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

Many FES-partners ask participants of FES-supported activities to evaluate the activity. FES also carries out evaluations for its own activities such as training of staff.

Evaluations are carried out by means of the cards method, open discussions, feedback and, most commonly, on the basis of questionnaires which are handed out to participants shortly before the conclusion of or after the event.

Such questionnaires for evaluation usually invite participants to comment on (or rate)

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

In order to retrieve information regarding gender, gender aspects could be included in such evaluations. Here are some suggestions of how to proceed:

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

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

Note: 1 = very bad, 5 = excellent

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

	1	2	3	4	5
	X	X	X	X	X

Note: 1 = very bad, 5 = excellent

✔ What did you like?

_____

_____

✔ What did you dislike?

_____

_____

✔ Were women's and men's concerns taken into account?

Yes, to an equal extent	[X]
Yes, to some extent	[X]
No	[X]

Why? _____

_____

✔ Was the venue/were the facilities satisfactory (please rate)?

	1	2	3	4	5
Facilities	[X]	[X]	[X]	[X]	[X]
Ventilation	[X]	[X]	[X]	[X]	[X]
Lighting	[X]	[X]	[X]	[X]	[X]
Acoustics	[X]	[X]	[X]	[X]	[X]
Equipment	[X]	[X]	[X]	[X]	[X]
Accommodation	[X]	[X]	[X]	[X]	[X]
Food	[X]	[X]	[X]	[X]	[X]

_____

_____

Special needs (please specify) _____

Note: 1 = very bad, 5 = excellent _____

✔ Did the methods used contribute to greater participation of women and men?

[X]	[X]
Yes	No

_____

If **not**, why not? _____

✔ What would you like to see improved next time? _____

_____

_____

✔ Did you find that the discussions and solutions will help to correct gender inequalities and to promote gender equality?

Yes	No
[X]	[X]

✔ Was this the first time you attended a seminar (training…) of…?

Yes	No
[X]	[X]

✔ How do you rate the general atmosphere during the event?

1	2	3	4	5
X	X	X	X	X

Note: 1 = very bad, 5 = excellent

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

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

✔ What could be done to improve gender responsiveness in future events in your opinion?

_____

_____

✔ How did you feel during the event and why?

_____

_____

✔ Please indicate your sex!

Female ☒
Male ☒

Thank you very much for your cooperation.

_____

Of course, it is important to systematically evaluate the questionnaires in order to retrieve valuable information and to learn what to improve and how.

It takes a little time, especially if you are including some open questions, but it pays off: you will understand your target group much better and be able to design events according to their needs.

If you explain to participants that the information will help you to improve your event management, they will cooperate with pleasure; and if they know when to fill in the questionnaires you will get good results.

Monitoring Matrix for Activities

Objectives:

To monitor application of gender tools

To monitor impact of the tools in respect of better gender knowledge, greater gender equality, level of success in gender integration

To reveal major problems with gender tools

To reveal major problems with gender integration

To identify areas of success or failure in gender integration

To identify best practices

> ### Evaluation for improvement
>
> **FES offices in Africa and the MENA region have started to include gender as a value and a goal in their activities and in their annual and/or midterm evaluations. They confirm that the information derived from such evaluations have helped them to understand how to improve their work by being more inclusive and by addressing gender inequalities. Specific issues, such as how to develop a more pronounced profile of women, how to make sure that women are able to at-tend events or that men become more sensitive to gender issues and act as partners, have been identified as a result of these evaluations. A better inclusion of both sexes in many activities has been one critical result so far.**

Purpose:

Monitoring gender implementation and gender implementation tools/to get an idea of negative and positive effects, need for further training, expertise, improvement and improvement of tools.

If possible, one staff member should carry out a quarterly evaluation and develop graphs to show strong and deficient gender areas.

Results could also be sent to a "backstopper" in order to evaluate and advise on possible improvements.

The Japanese philosophy of "Kaizen" teaches us that great changes can be achieved as a result of many small steps. We should also strive for small improvements which are realistic and achievable. Even if you do not see an immediate success, remember – it is a process.

Monitoring Chart for Implementation of Gender and Gender Tools

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

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

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

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

What tools did you use?			

Evaluation and Feedback (circle yes or no)

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

Comments

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

Monitoring Chart for Implementation of Gender and Gender Tools

	Activity		
PSPT			

Gender objective of the activity			
Gender indicator of the activity?			
Gender rating of partner			
Major Problem with Gender implementation			
Problem-specific gender tools			

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

Gender Analysis			
Gender Resource Persons/Gender Expertise			
Participation balanced			
Team balenced			
Gender Evaluation			
Terms of Reference			
Database / Assistance			
Partner Dialogue			
Media			

What tools did you use?			

Evaluation and Feedback (circle yes or no)

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

Comments

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

Evaluation of the Monitoring Matrix

Objectives:

To evaluate application of gender tools

To evaluate impact of tools as regards improved gender knowledge, greater gender equality, achievements in gender integration

To improve tools

To adapt monitoring to existing needs

To exchange information and best practices in gender integration

To share responsibility for the integration of gender

To share knowledge of gender issues

In order to get results from the monitoring, it is necessary for one member of the office staff (or a team) to evaluate all completed monitoring forms on a quarterly basis. Following that, the results should be discussed. Discussion will provide an opportunity for the up-dating and briefing of all staff and for identification of means to improve performance on gender, including application of tools or backstopping.

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

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

In order to get useful results, it is important that the matrix be used by everybody on an ongoing basis – at best not too long after an activity has been conducted – and that all activities be taken into account. In other words, even if you are not using any of the existing tools you have to indicate this in the matrix. The evaluation should explore all aspects indicated below and be put together in a visual and presentable form in order to facilitate discussion and decision-making about the steps necessary for further im-provement.

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

Topics for Evaluation:

The purpose is

✔ To establish whether and how often tools were applied
✔ To identify problems occurring in the course of application of tools
✔ To see whether application of tools has any effect (gender integration is increased?)
✔ To get an overview of progress or deficiencies in gender integration

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

Evaluation to be done quarterly

Evaluation will examine tools (usefulness, shortcomings) and areas of gender integration (strong, weak)

The processing, structuring and preparation of data for presentation will take two days, the discussion including decision on steps to be taken will probably need two hours.

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

The Objectives are, among others

1. Application of the tools in at least half of the undertaken activities
Indicator: Number of activities in which tools have been applied is increasing

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

3. Aspects of gender integration which are half-applied have been taken into account in at least half of the undertaken activities
Indicator: Number of aspects applied in parts is increaing

4. Programme Officers have become more aware of how to integrate gender in activities
Indicator 1: PO use tools confidently and in almost every activity
Indicator 2: Number of activities which incorporate gender analysis, gender concept and dimensions is increasing

5. Tools are applied effectively and problems of handling the tools have been identified
Indicator 1: PO give clear and precise instructions about how to improve the tools
Indicator 2: PO describe what tools will produce the best results in terms of gender integration

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

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

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

9. Gender equality is promoted
Indicator 1:Results of activities are gender-responsive
Indicator 2: Gender concerns are integrated in policies, constitutions, by-laws etc.
Indicator 3: Gender relations are more balanced

Women and Men together make a difference

Although many women's organisations prefer to reserve a women-only space for themselves, more and more FES partners are beginning to apply the gender approach. FES can support them in this process. Its offices have applied various methods of integrating gender with positive results. In addition to the tools highlighted in this TOOL BOOK, gender-balanced preparation teams, participation of men in women-oriented activities and special invitations to women have proved to bring about a change. The best way to ensure gender expertise,however, is to select resource persons with a strong background in gender.

Guiding Questions:

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

✔ In how many activities were tools (fully, half) used?

✔ What tools were used most often? (that is, how often were gender analysis, planning checklist … applied; etc)

✔ What aspects of gender integration were used most often (that is, resource persons, balanced teams…)?

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

✔ What type of tools are regarded as having the strongest impact?

✔ What are the main problems in using the tools? (For example complexity, time constraints, lack of understanding etc.)

✔ What type of tools are considered to be the most difficult? Why?

✔ What aspects of gender integration can be described as strong, or weak?

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

Means of gender integration which bring about change

✔ Gender-sensitive language and female role models increase identification of women and men

✔ Checking invitation lists and asking for female participants, special invitations, affirmative action for women improve gender balance

✔ Inclusion of men in women's issues creates greater awareness amongst men

✔ Gender-responsive resource persons, gender sensitivity during planning and gender-balanced teams ensure inclusion of gender aspects

✔ Positive attitude, discussions on gender, gender expertise and gender evaluation create understanding, motivation and initiative

Starting Points

Some Starting Points for Gender in FES Working Lines

The following list includes suggestions of how to add a gender dimension to FES-specific lines of activities. These suggestions may give you ideas on how to approach issues from a gender perspective. Note that more detailed analysis is required for the planning of activities.

Parliaments, Political Parties and Political Interest Groups

In most parliaments, women are underrepresented. Moreover, in those cases where women have obtained seats by means of quota/affirmative action others may question their legitimacy. They may be treated as "token" women. It is important in this context that women be given the opportunity to compete with men. In addition, prevailing cultural values create prejudices about women in leadership and in politics (women are often not taken seriously as leaders, while politics is seen as an activity for men only). Women are largely given access to power only when they have successfully fulfilled their duties as mothers and wives. In Uganda, for example, the saying: "hens do not crow" is quoted to discourage women from holding public offices, positions of power and leadership.

It may therefore be a good idea to support both women parliamentarians and male representatives, to identify and understand the specific barriers women are confronted with and to foster discussions about the way women are treated when entering or attempting to enter politics. Parliamentary associations or caucuses can be partners in such activities. It may create considerable effects in male-dominated settings when women develop a greater public profile and when female role models and male allies in the promotion of gender equality are identified. It is important to create space in which the underlying structures and causes are discussed which prevent women from active participation and, conversely, to support structures which challenge inequalities. For men, this issue is not merely about power-sharing, but it offers them an opportunity to challenge traditional perceptions about appropriate behaviour and roles of men. (E.g. to understand that it is quite normal and right to seek assistance as they are often not independent in their actions either; there are, in fact, norms that prevent them from asking for help, and therefore they rather "howl with the wolves" than to be considered weaklings.

Legislation, Human Rights, Good Governance

Gender tends to be seen as irrelevant in connection with these issues. It is often taken into account only in the event of blatant discrimination and/or as a result of lobbying by women's/gender-responsive organisations. However, internal structures of institutions and legal and political systems affect women and men differently; efforts should therefore be made to provide more information about the consequences. The analysis of e.g. election systems, hierarchies within organisations and laws might reveal gender inequalities and provide strategies for transformation.

Trade Unions

Internal trade union structures are often very traditional and hierarchical. Most of them consist of men at all levels. Even in cases where women represent the majority of members, e.g. in the cutflower industry or in tea plantations, it will be mostly men holding positions of leadership. If women have attained leadership positions, they are often not able to promote gender equality because they depend on the support of their male colleagues. It is therefore crucial to discuss the issue of gender equality in the unions. Again, it will be necessary to reveal the underlying causes of gender inequalities.

Economy

Economic decisions and policies do not, as a rule, take into account gender inequality even though they affect women as well as men. It has been found that economic decisions and policies are much more

likely to have negative consequences for women because of the very fact that they have not taken into account structural gender inequality. Again, men can become allies in the struggle for equality. To start with, support should be given to gender-balanced committees in which policies are formulated and reviewed in response to gender concerns.

NGOs/Civil Society

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

Media

In the majority of their existing forms, the media reinforce established gender stereotypes and prejudices about women. They base their reporting on male norms. They reflect gender biases and at the same time contribute a great deal to public awareness. Training of media representatives is therefore highly recommended. Discussions about ethical standards for the media should question gender prejudices and the manner in which women are presented. Women in leadership positions are often questioned inappropriately about the way they dress, their roles as mothers and are subject to comments about their appearance. Men in public office are not questioned or judged in the same manner. In addition, media representatives tend to prefer talking to men or asking for their views rather than that of women.

At press conferences and opening sessions in the presence of the media, it is a good strategy to invite women and men to express their views separately and to ensure statements from women are included and published. It is useful to prepare press releases and talks with media representatives from a gender perspective and to understand their point of view: they need to sell news, i.e. to write up the news so that it is worth printing them. To use call-ins at radio stations in order to disseminate gender concerns is another good idea. Furthermore, newspaper supplements are useful for dissemination of information.

Gender-Responsive and Women's organisations

Gender-responsive and women's organisations are a necessary source of expertise and provide space for women to articulate their concerns and to act accordingly.

It is useful to discuss with them at what point of a strategy it would make sense to look for male allies and how to build up alliances. The concept of coalition-building, used widely in East Africa, has proved to be an effective way of bringing together male-dominated organisations and women's organisations. However, it is important to support women in a manner which ensures that the same amount of attention is given to their interests and concerns than to those of men's organisations; equally, joint resolutions and actions should clearly indicate the contributions made by women and their associations. Again, greater support needs to be given to the ongoing discussions about gender inequalities and their underlying causes within civil society.

Talking care of gender issues

A partner organisation of FES Uganda worked on the issue of violence against women. During an "Action Week" men declared their willingness to work against gender-based violence. Together, women and men discussed how to address the problem.

Material Useful Material

1. Guidelines on Gender-Neutral Language, UNESCO 1999

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

3. ABC of Gender Analysis, prepared by FEMNET for FAWE, 1995

4. Gender: The Concept, Its Meaning and Use, A Think Piece, prepared by Beth Woroniuk, Helen Thomas, Johanna Schalkwyk of SIDA, May 1997

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

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

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

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

9. Save the Children – The Policy

10. Towards Gender Responsive Politics, ed. By Wanjiku M. Kabira & Masheti Masinjila, FES Nairobi in Collaboration with The Collaborative Centre for Gender and Development, Nairobi 1997

11. Women, Ink.: *http://www.womenink.org* – 777 United nations Plaza, New York, NY 100007, USA, *wink@womenink.org*

Contributors to the TOOL BOOK

This TOOL BOOK was enriched by the contributions of staff members
from the following FES offices:

FES Kenya

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FES Ethiopia

FES Ghana

FES Morocco

FES Amman

FES Lebanon

FES Palestine

FES Sudan

FES Tunisia

FES South Africa

FES Zimbabwe

FES Zambia

FES Botswana

FES Namibia

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THE TOOL BOOK