



## Report and Training Manual

On

Gender Focused Sector Analysis Workshop

DACCAAR

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Gender Mainstreaming Trainer : Shivani Bhardwaj

Content Development : Shivani Bhardwaj and K Geeta with input from Arundhati Roy Chaudhari, Michaela Raab and Dorine Plantenga

Design : Bridget Hartland Johnson

Assistance: Emmanuel Paris Cohen, Pakiza Sarfaraz and Edriss Waize

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SAFP  
E09 Anand Lok Mayur Vihar Phase I New Delhi,  
SAFP.sb@gmail.com,sathiallforpartnership@gmail.com  
www.sathiallforpartnerships.org

SAFP

Sathi All For Partnerships



## TABLE OF CONTENTS

1. Background.....	3
2 . Methodology .....	5
3. Preparation for the workshop .....	10
Section A: Review the past work on gender issues .....	13
Section B: Gender Analysis and Gender Mainstreaming .....	16
Section C: Decode how to mainstream gender .....	20
5. Recommendations.....	25
<b>Training design manual.....</b>	<b>27</b>
Day 1:.....	30
Day 2:.....	34
Day 3:.....	39
Hand outs .....	42
5. Sector Wise Gender Analysis Evaluation Form .....	62



### 1. Background

For over two decades, DACAAR has been working with Afghan people with the aim to support the development of sustainable livelihoods for rural Afghans through capacity building at community level, improving rural infrastructure and facilities such as drinking water and hygiene, supporting and improving community management of natural resources.

In 2008, a Gender Team was set up with its primary mandate to mainstream gender in all of DACAAR's programming, operational and strategy work. As part of capacity building and ensuring internal commitment on gender issues within DACAAR, a two days workshop, '*Change Management with focus on Gender*' was organised in August-Sept 2009. The workshop dealt with basic development functions and principles of gender mainstreaming and broad ways on how this can be implemented.

In 2009, a DACAAR adopted a Gender Policy and set up an implementing mechanism through a network of Gender Focal Points in field and Kabul offices.

As part of the second step and in response to field experiences, an in-depth workshop to equip relevant DACAAR teams with specific tools on *how to identify and implement gender issues and concerns in various stages of the Project cycle* and within Organisational Development (OD) process was planned. The broad purpose of the workshop was to reach a common understanding of the principles, definitions and tools for Gender Analysis, to strengthen DACAAR's Gender Mainstreaming Strategy and assist the implementation of the Gender Policy commitments.

This report is a written documentation of the that workshop

#### OVER ALL OBJECTIVES OF THE REPORT

DACAAR employees are the central transformative agency for governance and delivery of basic services and livelihoods in the geographical area the organizations works in. Hence, it is critical that these teams embody the spirit of inclusion within their structure and functions to continue to develop DACAAR as an institution that gives gender equality the importance it deserves. The overall objective of this report is to reconfirm the gender profile of the programmes in the organization and their administrative demands.

The report has two sections-

1. basic report that captures the experiences, insights and recommendations
2. manual that captures the processes/experiences and other teaching/learning tools of this workshop



**SPECIFIC OBJECTIVES** The specific objective of the report is to document the process of the workshop, identifying learning and proposing a way forward.

**The workshop session flow included:**

1. Introduction to basic concepts and range of tools for Gender Analysis in humanitarian and development contexts, relevant in Afghanistan
2. Learn about the linkages between Gender Analysis and Gender Mainstreaming, especially in identifying approaches for sustainable development, especially in Water Sanitation and Hygiene; and Rural Livelihoods
3. Understand the significance of Gender Analysis specific to DACAAR's work
4. Review and revise existing programming approaches to ensure mainstreaming of gender dimensions into DACAAR's programmes and OD approaches

I. Water, Sanitation & Hygiene (WASH);

II. Rural Development livelihoods

III. Organizational Development (staffing, performance assessment, recruitments etc).

**THE OUTCOMES:**

1. Share experiences on how Gender Analysis can and is currently being done by DACAAR in a participatory way, with communities- gaps, opportunities and challenges
2. Develop a comprehensive and relevant tool to conduct sector specific Gender Analysis in Rural Development and WASH programming and Organizational Development (OD) related activities. This includes, yet is not limited to, developing relevant checklists/gender indicators for each stage in the project cycle -Programmes, WETC and administrative/HR related activities.
3. Develop a framework to enable the programmes and OD teams to map the institutional and individual capacities to effectively do sector specific Gender Analysis



## 2 . METHODOLOGY

### Developing the methodology, learning frameworks and selection of tools

The curriculum was designed to develop a shared understanding of the institutional culture and strategic role played by DACAAR with a purpose to :

- I. Understand the perspectives and attitudes of personnel, both managerial and executive, about their roles, responsibilities and accountability;
- II. Understand the influence of sectoral programming in transforming gender relations with in organisational and community context through use of gender analysis tools applied in the two sectors water and rural development as well as OD. Understand OD and gender issues such that staff can agree to a supervision practice.

Training need assessment phase lead the actual workshop such that the perceptions of people working in the organization was measured by the facilitators. The internal and the external facilitators went through a process of agreeing on the process. Throughout the process, there was a mix of learning new concepts a, constructing the learning agenda and simplifying tools. This was necessary as even the basic concept like gender mainstreaming that had been used for a long time in DACAAR was perceived differently among men and women. Hence to ensure internal commitments and ownership, it was important to arrive at some common understanding and definitions. Some men were not clear why focus on women was re emphasised all the time when the organisation was serious about gender issues, while others asked why should we include boys and girls in our program focus? Is the focus on women not enough? The women however seemed more enthusiastic about the prospects of understanding the issues and having an opportunity to sit together with seniors including male colleagues to understand what they perceive and why. The senior male participants also expressed that they were ready to hear what their “sisters” had to say. The younger male staff members were keen listeners to all discussions.

Participatory methods were used throughout the workshop to create ownership of the process and outcome. These methods are utilised with the consideration that individuals employed and contracted by DACAAR, its constituents and partners have the motivation and capacity to assess themselves and their organizations within the gender mainstreaming process they may plan for themselves.

## SECTOR WISE GENDER ANALYSIS WORKSHOP



### THE FOUR PILLARS OF THE PARTICIPATORY GENDER ANALYSIS METHODOLOGY

An innovative approach in the ILO participatory gender audits was used for some of the workshop exercises. These sessions encouraged optimal interaction and dialogue among the participants. Besides the ILO gender manual other tested methodology from Plan International training manual were referred to along with sector specific documents of IDRC, World Bank, UN Habitat, OXFAM and SAFP have been used for other components.

The methodological underpinnings of the participatory exercises comprised of four fundamental pillars:

- The Gender and Development Approach (GAD)
- Gender Analysis tools
- The Program Planning Cycle
- The Learning Organization (LO)

#### **First pillar: The Gender and Development Approach (GAD)**

The workshop began by explaining gender in context of approaches followed since 1970's. The GAD emerged in the 1980s focusing on inequality between men and women. The term "gender" was coined and used as an analytical tool as awareness increased of the inequalities arising from institutional structures that favored men. GAD focuses on:

- Women as an isolated and homogeneous group; and
- The roles and needs of both men and women.

Given that women are usually disadvantaged socially and economically when compared to men, the promotion of gender equality implies explicit attention to women's needs, interests and perspectives. The objective then is the advancement of the status of women in society, with gender equality as the ultimate goal. The recognition of the need for proper planning in resolving gender inequality has resulted in more attention being given to the organizational issues involved in changing relations.

The workshop exercises as provided in the manual were designed to garner information on organizational culture in context of gender issues between senior and field level staff.



### **Second Pillar: The Gender Analysis Tools**

Any change, including organizational change, requires that the focus be put on visible as well as invisible factors. Facts, as well as the interpretation of facts, have to be taken into account, balancing both objective data and subjective perceptions. There are always differences between the way people act and the way they think they act, just as there are differences between the way organizations act and the way they think they act. These different perspectives seem especially relevant when considering gender equality and women's empowerment issues.

Four tools for Gender Analysis were chosen from a menu of different tools (refer hand out on tools). They were to allow participants ask questions such as:

- Why are things the way they are in the communities /work unit?
- How did we get to where we are?
- Why do we act the way we do?
- What are the forces of change?
- Where are the forces that make change possible?
- Are we doing the right things? Are we doing them in the right way?

The tools were simplified for staff to apply to a case study from their work

### **Third Pillar: The Program Cycle Context and Gender Mainstreaming**

In organizational settings, as in other areas of life, practical, problem-oriented learning usually takes place "on the job" and is a direct result of concrete experience. However, transposed to organizations, the reality of sectoral gender mainstreaming does not always match the stages of implementation of the organization's policy on gender mainstreaming. The workshop was designed to discover the extent of this gap and to foster a learning process that leads to redress the gaps.

The different stages of program cycle were used as a guide in finding gender gaps to suggest action points as we moved forward . Different dimensions of the OD were discussed to identify potential gaps action points to fix those gaps. The methodology is a



good example of problem-oriented learning in relation to gender sector analysis workshops for the following reasons:

- Through reflection and exchange, participants are able to translate their own experiences into general and abstract conclusions relevant to their sector program/OD areas as a whole;
- Turn them into a doable concept to plan a gender mainstreaming intervention-at the program and OD levels.

### **Fourth Pillar: The Learning Organization (LO) approach**

Learning and change in organizations take place at the levels of:

- The individual;
- The work teams; and
- The organization.

DACAAR has set the agenda for learning through their objectives, vision and mandates. If individuals learn, the organization will adapt to the multiple demands that a rapidly changing environment places on it. The work shop sessions involved assessing, learning and changing at all three of the above levels.

The input sessions on gender analysis urged the participants to develop their sectoral plans through in depth group work and sharing. This was to ensure a collective ownership to the transformation process. The questioning and search within the group work and plenary, focused both on organizational objectives and on the changes required of individuals working in the organization.

- During the workshop, learning and change is planned to take place in both directions between the individual and the policy and strategy setting levels of the organization. A successful learning organization promotes three “loops” of learning: single, double and triple:
  - Single loop learning occurs when a practical problem has to be solved. The actual situation is analysed and changes are implemented accordingly.



- Once the problem is solved, double-loop learning may lead to reflection by individuals (or units) on their own contribution to the creation of the existing problem. This may happen inadvertently.
- Triple-loop learning examines the implicit assumptions held by individuals and organizations leaders. This type of learning challenges the existing intellectual models and encourages analysis of what has been learned and how it happened.

All three types of learning have a place in the participatory gender audit and analysis methodology. The emphasis, however, is on double-and triple-loop learning, because these can lead to real change.

### BENEFITS OF THE METHODOLOGY

By promoting self-awareness at the level of the individual and the organization, the methodology leads to the identification and implementation of good practices and, ultimately, to the achievement of the gender mainstreaming goal. The advantages of applying the four-pillar approach to conducting the workshops ensure that:

- Recommendations in the report are easier to follow-up with concrete actions;
- Participants can reflect and get ideas about improving their work on gender equality;
- Good practices are identified;
- Ideas on the implementation of gender mainstreaming can be shared;
- Organizational culture is analysed and renewed impetus from the process makes it more gender responsive;
- Analysis methods and exercises can be tested, modified or adapted;
- Individuals/teams are challenged to assess themselves critically for effective learning;
- The information collected can be used as a benchmark for future improvement on gender mainstreaming.

The last part of this report will take into consideration all the views and discussions within the workshop to recommend the next steps for gender mainstreaming. The recommendations are about potential improvements in the sectoral planning and how to effect these such that the DACAAR staff can use the report and the manual to work on their sector action plans in future.



### 3. PREPARATION FOR THE WORKSHOP

#### REVIEW OF DOCUMENTS

The desk review of documents and interviews provided a great deal of insight into the dynamics of the issues and the sectors. DACAAR confirmed the participants' attendance, reserved the venue, and provided the support material for the workshops. Facilitators put together a draft manual and handouts two days prior to the workshop with a range of different exercises to choose from. Beside input sessions, many open ended group work sessions were planned so that participants could decide the pace as well as the frameworks and tools that they will feel comfortable to use or adapt.

#### Core and optional exercises

The workshop exercises were divided into core exercises and optional exercises. The core exercises form the basis of the workshops. These exercises ensure that certain key concepts are emphasized; similar information is gathered from each audit to establish comparative analysis; awareness of gender mainstreaming in different sectors and units in DACAAR is generated; and valuable information from group work and its analysis is obtained.

THE WORKSHOP'S EXERCISES to be done in first two days comprised of :

Core 1 Timeline and current stage of gender equality actions in the organisation

Core 2 Gender Analysis knowledge and awareness

Core 3 Classification of projects and activities as WID/ WAD/GAD

Core 4 Hofstede's onion/Organizational culture and supervision

Core 5 Perception of the achievement of change

Core 6 Developing a monitoring plan based on the learning

The core exercise can be complimented with optional exercises. It is better to have optional exercises ready and prepared as a backup plan that may come in handy for filling



in gaps that may emerge. For the purpose of the workshop following optional exercises were kept as a back up

1. Power cube to explain gender and power relations
2. Mud and sculpture exercise to understand how socialization ascertains gender roles and change in these practices help in social transformation.
3. Gender and planning for local area to explain that town and village planning can be done in a way resource can be divided for the male and female citizenry in an equal manner.
4. Developing indicators for gender equality to assist in programming
- 5 Monitoring a gender equality plan.

The optional exercises however could not be taken up as translation and group work took more time than planned.

### **Sequence of the exercises**

The sequence to be followed maximizes the effectiveness of the exercises and builds a logical flow for the workshop:

- Ideally, Core exercises # 1 to 4 should be completed on the first day of the workshop;
- Thereafter, facilitators can choose to use either one or two optional exercises. For example, a combination of either the SWOT analysis or mind mapping or gender quality questionnaire can be used with either the Venn diagram or ideal organization exercises. This combination would result in roughly three hours of the workshop agenda, and could be completed in the morning of the second day.
- Following the selection of the optional exercises, the workshop should be concluded with Core exercises 5 and 6 at the end of the second day.

Two barriers/challenges identified by DACCAAR staff for gender mainstreaming were culture and security issues. A scan of previous documentation made it clear that modules to mainstream gender that impact the core work of the organization need to touch Islamic culture as well as tackling issues of security. Therefore the input of the workshop had been based on inquiry and search of the participants themselves.

## SECTOR WISE GENDER ANALYSIS WORKSHOP



The workshop curriculum was jointly developed by an internal DACAAR full time staff and an external facilitator from SAFP. While the process within the organization were kept in mind the external facilitator developed the course content referring to issues that touched beyond gender to create greater ownership of the participants towards gender mainstreaming beyond the workshop objectives.

The workshop content was created days in advance between the two facilitators Ms Shivani Bhardwaj and Ms K Geeta with constant help from three gender experts Ms Arundhati Roy Chaudhary, Ms Dorine Plantenga and Ms Michaela Raab who provided access to net resources as well as structured input for over all process of learning and specific sessions. The manual design was co-created by Ms Bridget Hartland Johnson and Ms Emmanuelle Paris-Cohen. The design of the workshop however underwent constant revision as the workshop rolled out.

The reason for this was that participants were:

1. Led by primacy of Islamic way of life and culture and upheld those principles as a constant that will remain as the guiding force of their ways of working
2. Divided between two kinds of setting -the main office and field base staff, the staff at the implementing level such as hygiene supervisors, social/community mobilisers could not be at the level of the staff at the management level. This lead to the diversity in the existing understanding and knowledge levels, especially when dealing with technical issues such as gender analysis within project cycle.
3. The men spoke more than women and a few senior men spoke the most.
4. Even as language of the workshop was English, 30% of the participants were not comfortable and very familiar with it. The rest who knew the language spoke little of it. Though effort were made for translations through volunteers in the group, without professional translation, most of the internal discussions were largely between participants.
5. Any input that was perceived as non Afghani or non Islamic was followed by longer discourse in a language that the facilitators did not understand.



### 4. THE WORKSHOP ROLLOUT

This section will capture the process of the workshop. The workshop was designed to have the following flow:

Day #1: Section A: Review the past work on gender issues

Day#2:Section B: Understand Gender Analysis and Gender Mansitream

Day#3: Section C: Translate how to mainstream gender

The Workshop Objectives were:

- Review and recap DACAAR’s Gender Mainstreaming strategy
- Understand the linkage between Gender Analysis and Gender Mainstreaming
- Review existing Programme and Organizational Development (OD) approaches to ensure implementation of gender focused actions
- Develop a gender checklist to measure and monitor gender mainstreaming approaches in programmes and OD

#### SECTION A: REVIEW THE PAST WORK ON GENDER ISSUES

Recitation of Holy Quran: A senior male manager led the prayer to seek blessing of the Allah himself for the success of the workshop.

Dr Arif Qaraeen, Director of DACAAR provided the introduction and the context to workshop. DACAAR is committed to gender equality and looks forward to build greater clarity and competence to gender mainstream itself. The government invited DACCAR to input on the NSP Gender Mainstreaming process. Expectations of the participants were expressed as :

- [What are main goals and objectives of gender mainstreaming?](#)



- How to implement DACAAR gender policy
- All opinions should be respected
- Islamic view of gender to be understood
- Define role of female in community
- Learning about a gender policy which would be applicable to our society.
- Learning role of gender in developing countries
- Share experiences regarding gender
- Not to create controversy out of gender
- To know difference between Gender Analysis and Gender Mainstreaming

**Introductions** were offered by each participant who also had to answer : Whose permission did they seek prior to your participation in workshop and what were you doing before workshop?

- Responses from all participants indicated that most of male participants did not seek anyone's permission to attend the workshop while in case of female participants most of them acknowledged that they sought permission of their husbands or male dependents to participate in workshop.
- Different settings and different cultures influence roles of men and women
- The participants were more willing to share information from work life and talk less about gender relations and roles at home.

Workshop objectives was followed by a recap of the process of Gender Equality within the organization. DACAAR's Gender Advisor provided a recap to the Gender Mainstreaming process and ran through basic definitions. The work on gender has been consistent but cautious. The establishment of WRCs in 2005, appointment of the WASH couples in hygiene and involvement of both women and men in site selection in WASH, internship program with the intent to encourage women to work within the cultural framework of communities and increasing the percentage of female staff within DACAAR were shared as some examples of contributing to Gender Mainstreaming.

Gender mainstreaming by DACAAR is an action enshrined on the principles of equality in Islam: "Everything we do, we make sure that all women and men are taken under consideration. Men and women's rights and opportunities provided to them are to be equal regardless of their differences".

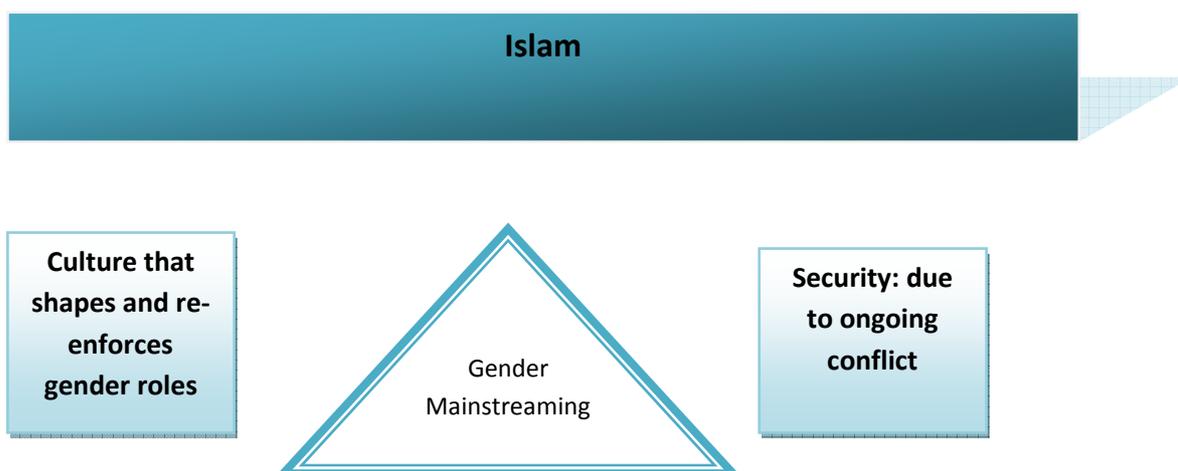
In response to a question on the difference between gender equality and mainstreaming, it was explained that while mainstreaming is the overall strategy, equity are specific actions to be considered to progress mainstreaming.

Each equity action needs to be monitored for its intended impact. This impact may have indented result or unintended result. Gender Mainstreaming within DACAAR can be either a *planned route* or a *process* that evolves from sequence of equity actions. The fear in the latter is that in the process of gathering gains, the very purpose of reaching towards equality may get lost. Therefore pre planned



route to reach greater gender equality may be a better option. The understanding and implementing of Gender Mainstreaming in DACAAR has to be through the Islamic lens, to make sure that all decisions and tools developed are consistent to the Islamic principles.

In doing so, DACAAR faces two challenges: Security: due to ongoing conflict and cultural restrictions which shape gender roles and re-enforces



Gender Equality is committed to in the Constitution of Government of Afghanistan, in its national and international commitments such as NAPWA, CEDAW and ANDS since the process of nation building began post 2001. But significant change is yet to be demonstrated. Change has to be seen to be understood. What is visible is also interpreted on basis of perception.

DACAARs perception of Gender Mainstreaming comes with a sense of pride of following a way of life as permitted within the Islamic culture. However gender relations in light of Islam have not been understood openly. UN habitat has commissioned research to document over all issues and gender issues. This research is presented in form of a book and a training manual guide available at ([http://www.gltm.net/index.php?option=com\\_docman&gid=241&task=doc\\_details&Itemid=24](http://www.gltm.net/index.php?option=com_docman&gid=241&task=doc_details&Itemid=24)).

As DACAAR staff involved in programming for Gender Mainstreaming, there needs to be greater clarity on different gender approaches (WID,WAD, GAD and masculinity) and proper training on Human Rights, Women's Rights and Child Rights to find the parallel support within Islamic frameworks.

Key elements to be understood in these different frameworks are:

- Gender Division of labor and roles
- Access and Control of resources
- Gender needs if they are Strategic or Practical?

## SECTOR WISE GENDER ANALYSIS WORKSHOP



These elements were discussed in context of case work where participants had to apply different gender analysis tools (see session on group on gender analysis and case work sheets in the manual).

### SECTION B: GENDER ANALYSIS AND GENDER MAINSTREAMING

**1. Case work on WRC or Women Resource Centres:** As a first gender equity action, Women Resource Centres (WRC) within DACAAR's Rural Development Programme today base themselves on the strategic gender need. It is strategic because after initial support from DACAAR, women members in the WRC today own the building of the centre and are able to negotiate market price for their products. In the initial years the WRC did cater to the practical gender need to have a place where women could congregate to discuss their income generation plans so even as WRCs were first established for practical gender needs in 2005, this has changed and now they are operating as strategic players in the centres that they own as a registered group. Capacity building through WRCs included creating confidence of women to participate in their development and encouraging women to participate in decision making processes. Care has been taken that WRCs evolve within a sustainable development framework and develops as an independent entity. When establishing WRCs, community (both women and men) is consulted through the Community Development Council (CDC) or the village council; and the support of Ministry of Women Affairs (MoWA) and other relevant government institutions is also sought. Besides, the WRCs advertise their activities through media, holding district /provincial level conferences to create awareness amongst the many stakeholders including donor attention.

The future vision of work with the WRC is to link different WRCs locally, then at district level and then provincial level. WRC institutions, their safety and their compliance with the local population's norms, cultures and foremost religion, are important factors for its legitimacy .

The WRC group found that they could look at the context of *access control and social relations* utilizing the **social relations framework**. The tool and its analysis frame assisted the group to think beyond income generation, to roles women can play in governance of their areas.

### **2. Saffron Cultivation Case Study:**

Saffron cultivation is being done by women who are federated in groups. Women largely work on farming plots their families own, they have access to the land and employ farm labor when they can afford it. In terms of gender roles work outside the home is done largely but men even as women do work related to taking care of saffron bulbs, planting and plucking of produce. The sorting and other processing tasks are also done by women often this is unpaid work.

## SECTOR WISE GENDER ANALYSIS WORKSHOP



Gender roles	Practical Gender Needs (PGN)	Strategic Gender Needs (SGI)	Resources required	Opportunity and Constrains
Productive	Access to land Saffron Crome (bulb) Water for irrigation Agriculture tools	Market linkage Transport and production related investment on tractors or dryers	Training technical equipments Financial support	Time for community roles Women allowed as it is an income related work Government supports weaning away from opium cultivation Saffron has a local and international market
Reproductive	Irrigation, collecting flowers ,drying, sorting,packing and marketing are tasks for which do not get a wage as it is considered a family work	Participate in meetings regularly Register the farm association with government	Get community support Use modern equipments and seeds and adapt to new ways of farming	Collective bargaining and decision making
Community roles	CDC association Mullahs and shuras. Women groups			

Facilitator commented why any challenges were not mentioned. The aspects on women's control over farm land and their access to productive assets and market negotiations was not mentioned. The group members did not report any challenge as they did not challenge any given gender role nor did they do any action that disturbed the gender relations and power equation within the



community or the household. The groups reported that a gap remains in applying a Strategic Gender Needs framework. Most of the interventions in DACAAR maintain the given social relation and roles.

The shift from Practical to Strategic Gender Needs requires change of action from service delivery to change of gender roles in a way people in project areas have more time for community roles. The shift of programming from increasing individual income to gathering support for community actions and roles will create the transformation towards area development and nation building.

### 3. Water and Sanitation case work :

Women have access to the basic service/resource i.e. the water from the hand pump but have no control on the proper upkeep of the hand pump, the cleanliness of the area surrounding the water source or larger roles to ensure that the ground water remains charging for long term availability of water. How can gender roles be changed here? Change can be planned to increase control of women over resources such as land, water and the hand pump itself. For this the staff can first look at DACAAR programme base as an opportunity. The NRM program of DACAAR will be dealing with soil and water conservation actions. This action has a direct link to the hand pumps water aquifers health. The water will be available in the hand pump if it is allowed to get recharged through proper tree planting, bunding of soil and making small check dams in the catchment area of the water aquifer. Women groups can be taken for transcend walk to understand resource mapping of their area and made in charge of regenerating the area. Herbal or some other vegetable plantations work can be offered to get cash and nutrition benefits under RDP. Parallel activities with men groups can be undertaken in different areas. The men and women groups could compete or choose to collaborate on which group was able to generate more natural and commercial resource to get greater win to area and the group. This way we can dealing with challenges, and make good use of opportunities that exist with DACAAR running parallel programs on NRM and RDP.

Social barriers should be seen as a culture that needs to change. The documentation effort within DACAAR could freely quote from the Holy Quran, the Shariat and on equality principles and action required for increasing community roles and redistribution through *Zaqaat*. Women could be made incharge of Care services from *Zaqaat* For example: water as a resource belongs to all according to the Holy Quran. Quoting this, the DACAAR staff can easily get sanction from the community to include women and children to protect the hand pump and restore ground water regeneration. WASH thus will need to work with all and link drinking water activities to natural resource management such that ground water charging is a task of a local area management committee that can be an all women body or develop alternate culturally appropriate systems wherein women are active participants in decisions making. The staff quoted verses that said that the Prophet himself did house work. So gender care roles for have been shown by the Prophet himself and those who do not follow the example can be asked to in the light of Prophets own daily life.



#### 4. Organisational development (OD)

The OD group presented that they recognized that the senior management of the organization does not have adequate women representation. This needed to change by increasing percentage of women at senior level within the organisation. Yet the recruitment process has shown that there are not enough candidates that seek employment in DACAAR at senior positions. The reasons for these need to be understood better. Women at the executive level need further training to be invited to participate at the management level of the organization.

The organization has had a few women focused welfare measures like allowing women to be accompanied by *Mahrams* (male companions) for field trips or/and providing for child care facilities for them in the Kabul office (a facility not available at the field office as yet). When the women asked when this will be available at the field level they were asked to put up their need to their manager.

The issue of woman accompanied by *Mahrams* for official work was taken up for further discussion and it was pointed out that this need not be a norm of the organization. If women staff wanted to, and could travel alone, this should be accepted as a norm too. . The organization management however feels that *Mahram* is an expectation that communities they work with at field levels may have of DACAAR staff. Despite a heated debate with different points expressed by men and women, there was an agreement that with the increasing emphasis on women and the rise of women in decision making roles, there will be a change in Organisational culture and these issues will need to be more actively engaged with by the senior management. Women also emphasised that with as often assume that they will do something drastic , in violation of Islamic principles and hence men needs to be there to protect and watch, Yet that was not true and women were as much respectful about their rights and responsibilities within their religious principles. A similar debate happened on the issues of choice of wearing 'western outfits' by women which they felt was an issue of personal choice. Budgets within the organization for more child care centers and opening up the child care space to colleagues of male children were restricted at the moment and this may be an area for future resource generation and allocation.

Opening up non-traditional employment opportunities was seen as another way to increase women by the OD team. One of the opportunities identified was the appointment of women security guards in DACCAR. This was seen as a doable equity action. It was considered to be an action of great relevance that will increase women visibility in the organization.

Most of the overseas training positions are filled in by men as women cannot travel alone. Women expressed their discontent on this aspect. This resulted in a grievance expression and redress session that needed to be settled within the workshop time and space.



### SECTION C: DECODE HOW TO MAINSTREAM GENDER

The work on this section began by asking male and female groups to say what they meant by Gender Mainstreaming. It was apparent that women in DACAAR could think about only practical day to day issues concerning their time and conditions of working, while male members spoke of strategic gender needs and equity actions. Some men were forthcoming in applying Gender Equality in their work-life balance by 'allowing' their wives to study more.

Later, during the day, the participants were asked to draft a Gender Equality project for their sector utilising the gap identified during the case analysis for their sector. It is worth mentioning that all sectors could work out specific and coherent proposals while the group that was developing the proposal of WRCs was not able to present a coherent concept note. The women in DACAAR need a lot more capacity building than already provided.

The group work was designed in a way that participants could refer to a check list on mainstreaming gender in different stages of project cycle. They were also asked to work towards a vision of Gender Mainstreaming action in the future after assessing what the group is doing now and what it can not do in the near future due to constraints. Each group work out put is given below:

#### #1. Water and Sanitation (WASH)

**Present:** The project staff works on drilling wells and installing handpumps to decrease waterborne diseases. Women are involved in site selection and in the hygiene focused KAP survey. However their involvement is not at a desired level and there is no baseline estimation on gender issues.

#### **Gender equality actions WASH would take in future:**

1. Gather statistical information on women, men, boys and girls as well as IDPs and disabled. Information on status of women will be gathered from women councils in the village as well as institutions linked to women's development like the women's affairs department. Care will be taken that the data DACAAR receives gender sensitive information based on the tools on gender analysis on what is needed and how resources can be gathered for the same.
2. Objectives should be indicated with consideration to gender mainstreaming by giving priority to women headed households and vulnerable families.
3. While developing indicators the new project will increase joint site selection for the hand pump from current 30% to 40%. (5% for vulnerable, 10% for women headed households and 2 % for disabled)
4. During implementation, close coordination and cooperation between community should be enhanced in terms of gender by increasing involvement of women in community contribution, concreting curing, cleanliness of water point and awareness raising among children.



5. For monitoring and evaluation, new questions based on Strategic Gender Needs and increasing control of women groups can be added. The KAP study questionnaire will include new questions from the check list to ensure that base line is gathered and the process of gender mainstreaming is tracked through the entire project cycle.

**Actions that the staff will like to undertake but find it difficult to implement now but will consider in the near future were stated as :**

1. Involving 70 % women in joint site selection, appoint 20% women as care takers, hire woman mechanics and labor for well construction and concreting jobs.
2. Women's committee to be established for control of water resources.

**Questions/responses** and suggestions: Reduction in women specific diseases related to reproductive health and wellness should also be included and spoken of in the goals of the project. The hygiene kit already has cotton and cloth added to speak about menstruation and reproductive health. WASH projects across the world have experimented with the design of hand pumps and toilets to make them women oriented. In DACAAR project the toilet earlier had no door and it was added to provide women privacy. Even then women do not use the toilet and continue open defecation.

The design and location of the toilet is important as well as its ownership. The toilet cleaning and maintenance is a task that falls into the roles of women and this may be resented. The system that would administer toilets needs to be clarified before installation because if toilets are not hygienic then people would rather prefer open defecation. Maintaining hygiene within the household as a gender role is something that is attributed to women.

The facilitator suggested that women participation could be increased by asking them about the design and location of the toilet and hand pumps. For example, toilets need to be designed differently for women as they carry children and at times are helping children and elderly to use the toilet. The size of the toilet needs to be bigger if two or three people are to occupy it, while a child or an elderly is using the toilet. Often children do not leave their mothers even when she needs to do this very private function. When children use the toilet, the care taker of the child needs to stand at a dry place that is higher than the toilet pit. Safety of women and young people is also a concern that should be planned. Gender and planning is a whole area that needs involvement of the women users group that could be organised with the belief that women, elders and children have special needs. For example to have half door or have a latch that is lower for the use will service women and children better. The LFA of a water and sanitation project needs to be linked to the NRM project of DACAAR. DACAAR also needs to link its work of provision of WASH services with work of other NGOs active in the area. In India women have been trained by an organisation called Vanangana as water pump mechanics and travel to distant villages infested with insurgency. These women and their work is protected well by the community. Exposure trip to such projects will develop perspective to break from restrictions that project staff may feel bound by in the present.



### #2. Group work on Organisation Development (OD)

Capacity building on Gender Mainstreaming within DACAAR needs to increase as an OD strategy.

DACAAR had difficulty in attracting qualified women candidates as they are less women who come out of their homes to work. DACAAR initiated the Internship program for females which was successful. At present DACAAR has 12% women staff to strengthen their capacity training opportunities will be raised for women staff from 17% to 20%.

The Gender Equality actions planned by the OD in the immediate future were stated as :

#### 1. Capacity building

- Continuing the Internship Program for females as a result of its prior success and extend internship to field offices.
- Two women staff from field office must be aided for improving their academic qualification.
- Besides the general trainings, specific training on project management, finance management, trainings in leadership and managerial skills could be organised to increase the potential of women employees of DACAAR.
- Training over seas for women staff could be organised with a target of 5 women per year until the year 2014

#### 2. Recruitment

- Recruit one woman staff member for the MTM and at least one women deputy officer for each program
- Increase women staff in senior positions by 20% and have 25% women in MTM by 2014
- The Administration Manager position could be reserved for a woman by 2020
- Female kitchen supervisor can be appointed by 2014 when the current contract with male supervisor ends.

#### 3. Evolving gender mainstreamed organisational culture

- Conduct at least two gender focus events in the main office and one event at the field office in the current year.
- Child care facilities can be extended to male staff members by 2012.
- Establish main office female association that can set guidelines to establish similar woman associations in the field office.

### Questions and Responses:

There is a lack of institutions for capacity building opportunities in field offices. The level of field staff deals with practical issues and thus leadership and management training is not a best fit at present. The hygiene educators responded that they will like to participate in leadership programs and will like to know what channels can be availed for such opportunities. Comment from a woman hygiene supervisor: "We are not connected to management and our potentials, interests should be analyzed by field or provincial managers and be communicated to headquarters".



Another male senior staff cautioned that women have an overload with house chores. If there is an increase in their community roles, it will burden her further. “How can they gain their space?” He asked.

Another staff expressed concerns that language is a barrier and our mentality also disables us from having women leaders.

**Facilitators input:** Change of gender roles within family can give women more time for productive and community roles. Each change has its high point and after a while goes through the need for regeneration. For example the benefit of offering *Mahram* was a welcome change but if the woman in the program staff want to travel on work without *Mahram*, they should have the option to do so. The government within their rural development plan needs to provide for care centres near the neighborhood for old age, child care and for income generation opportunities. With the WRCs in DACAAR areas, an advocacy move to have state supported Gender Resource centres run by either women or men. This is not a task that DACAAR can undertake but ask that another organisation may do such that women are facilitated to spend more time in productive activities, The care jobs when they are paid can be taken over by males in the neighborhood. This may lead to change of gender roles within a community setting. In Delhi this has worked.

The DACAAR management replied that they would work within organisational plans only. Expanding community roles and gender roles in Afghanistan will take more time. How can we use our current resources to bring maximum gender mainstreaming to our organization should be our focus. Towards this Staff forum will be initiated in Kabul office as well as field offices specifically for instance on women’s day on 8<sup>th</sup> March. This small initiative will lead to a bigger achievement.

The women participants had participated less through the workshop. Thus the Administration Manager and the internal facilitator urged that

- Women should be very active in meetings, gatherings and etc
- Women should support each other in organization
- Women when requested to participate in outside trainings must take on the opportunity.

Female participant replied that men limit their women’s activities at home and the women do not have the confidence to speak in public. This social barrier could be worked upon in the near future.

### #3. Project Presentation of RDP (NRM, WRC, NSP):

**Present :** At present the project permits involvement of women only in WRC and women association. Women are also involved in activities such as animal husbandry, greenhouse, drip irrigation, kitchen gardening and marketing.



### **Actions that can be undertaken in the near future :**

The community development plan in NSP is an opportunity that WRC members can avail. DACAAR can also ensure that its female employees participate in the process to the extent possible.

DACAAR staff will ensure increased involvement of women in water use efficiency and NRM activities besides providing women income increase options. While developing project objectives, the involvement of women will increase from 20% to 30%. Similarly all activities will be up scaled with the following in mind:

- Embroidery projects have been planned to increase women's income.
- Increasing synergy between WRCs and associations through capacity building.
- Capacitating women by provision of trainings in social organization, communication management skills Training and account/procurement
- WRCs will be registering themselves with ministries

**Challenges :**The group felt that a difficulty that cannot overcome at the present is capacitating women employees with technical knowledge. The group was happy with the strides made by WRC as this initiative has changed the lives of the women. Women, for instance are renting or selling their products to men is remarkable considering traditional Afghan culture and roles of gender in it.

### **Questions and response to the presentation:**

What was new about project that you learned?

Female participant: Learned how to increase access and control of women on resources.

Male participant: We used sector analysis and especially how we can bring a change and progress in gender mainstreaming

The above group work took more time than was allocated. The input session on monitoring gender mainstreaming could not be done. A short exercise on supervision was conducted to emphasise that the tools and checklist provided and learnt during the workshop needs to be used by the participants before they forget this new input.

### **Conclusion:**

The Director of DACAAR Dr. Arif Qaraeen's closed the workshop by stating that the workshop has had a good impact. Islam comes first and culture second. Gender Mainstreaming should have a practical application rather than only documental theory. To support the process the DACCAR Annual Meeting will be on gender institutionalising.

Distribution of certificates followed while participants filled in their evaluation forms for the workshop. The summary of the evaluation responses is provided (as annexure).



### 5. RECOMMENDATIONS

The purpose of the workshop was to introduce gender analysis tools to DACAAR staff in a way it generated a discussion among the staff. This discussion is the instrumental factor in bringing about change of gender roles within the organization.

#### Strategy

DACAAR as an organization has been sensitive on gender issues. Yet the process of institutionalizing gender within the organization and its programme has to be a specific planned action. The workshop created the setting to analyse the institutional infrastructure to mainstream gender. DACAAR may not want to openly challenge the norms of gender roles in households, community, markets and the state yet it has till date piloted enough experiences and actions that have led to initiation of gender equity actions in its existing organizational processes as well as its programmes.

Based on the discussion during pre workshop preparations and during the workshop the following recommendations may guide the process of mainstreaming gender into the organization

1. Replace the word mainstreaming with institutionalization while referring to gender process within DACAAR.

Reason: With the process of nation building in Afghanistan, it is important to uphold the rights and responsibilities of its vis a vis the state. The neoliberal trends tend to absolve state of its responsibilities towards servicing its people leaving interventions to be supported in a free market play. In such a state mainstreaming gender as a word sidelines an important agenda where women and men should be able to negotiate greater roles for participation in nation building. Institutionalizing gender means that strategic gender interest of women are accounted for along with the marginalized men's interest.

2. Build women's interest in the resource generation, allocation and its distribution in organization development and management.

Reason: Discussion on organization development has identified Afghan women's absence at the senior management level within DACAAR. The women within DACAAR have not found a comfortable forum to understand their expectation from the organization. Consequently there has been a culture of silence that prevails as an extension to the culture of the community from where the staff comes. This culture broke to some extent within the workshop. The DACAAR staff has suggested doable steps to plan increase of women in the strategic action platforms of the organization. Each of one those recommendations are worth a strategic plan in itself.

3. Raise resources for institutionalizing gender into DACAAR.



Reasons : It must not be assumed that institutionalizing gender can be done as an add on or free of cost. Each stage of institutionalization requires resources that need to have specific plans. To begin with the projects suggested by the staff of DACAAR must gain serious consideration after they are formalized in a way they could be presented to donors or the government.

#### 4. Formalise the plan for Institutionalising gender within DACAAR

Reason: DACAAR has been following a process strategy to work upon gender equity actions within its program. This needs to change to a visible “route” strategy that has a beginning, a defined path and a logical flow of move towards gender justice and gender equality. The volatile situation of the nation and the eventual stabilization of power in forces that may or may not support equality actions demands that a clear route map is defined to guard the gains made by the organization till now. Towards this some recommended actions are

4.1. Commission a gender audit to formally state where DACAAR is in terms of gender mainstreaming today and where it wants be in ten years time.

4.2. Clarify the framework of gender approach DACAAR will follow to legitimize gender equality actions in its management and programs

4.3. Study Islam to uphold and publicize through posters that women are entitled to get access to resources.

4.4. Develop Islamic tools of land, housing and property rights that favor women and the marginalized

#### Program

1. All programs need to develop the base line data on situation of women, men, boys and girls in relation to resources, capability and freedom to contribute to nation building.

2. Program objectives have to be refined for the access to and control and regeneration of resources (natural, human, financial and infrastructural)

3. Each program needs to interlink its activities with each other to plan and achieve gender equality indicators

#### Administration

1. The draft checklist for mainstreaming gender into program cycle needs to refined further and made a formal process within supervision practice of performance appraisal.

2. Link performance delivery of staff with the gender equality indicators and actions.



# Sector wise Gender Analysis Manual and handouts

February 25, 2011

# SECTOR WISE GENDER ANALYSIS WORKSHOP



## Schedule

Day #1: Section A: Where We are	Day#2:Section B: Where We Want to be	Day#3: Section C: How can we make it happen
<p><u>08:30-09:00: Session 1</u></p> <p>Introductions; Workshp agenda</p>	<p><u>08:30-09:30</u></p> <p>Recap of Day #1</p> <p>Simulation : Gender mainstreaming ball game</p>	<p><u>08:30-09:00</u></p> <p>Recap of Day #2</p>
<p><u>09:00- 09:30: Session 2</u></p> <p>Recap- Basic Definitions, Change Mangement-How does Change happen?</p>	<p><u>09:30-10:00-Session 5 (Input Session)</u></p> <p>Gender Mainstreaming in Asia/Afghanistan</p>	<p><u>09:00-10:30-Session 8(Input Session).</u></p> <p>Session on Indicators</p>
<p><u>09:30-10:30-Session 3 (Input Session)</u></p> <p>Gender Approaches : WID-WAD-GAD; Locating DACAAR's efforts</p>	<p><u>10:00-12:00-Session 6 -</u></p> <p>Examining Organisational Culture</p> <p>Exercise: Onion Peel</p>	<p><b>Tea: 10:30-</b></p> 
<p><b>Tea: 10:30-10:45</b></p> 	<p><b>Working Tea: 10:15-10:30</b></p>	<p><u>10:45-12:00- Session 9</u></p> <p>Returning to OD-How to supervise the gender commitments</p> <p>Role Plays # 4</p>
<p><u>10:45-11:30-Session 4 (Input Session)</u></p> <p>Link Gender Analysis tools to GM</p> <p>Basic Definitions of Gender Analysis and why is it relevant</p>	<p><b>Lunch - 12:00-13:00</b></p> 	<p><b>Lunch 12:00-13:00</b></p> 

## SECTOR WISE GENDER ANALYSIS WORKSHOP



Introduction to the basic tools of Gender Analysis		
<u>11:45-3:00 (including lunch)- Practical part of Session 4</u>  Applying GA tools in DACAAR's work-group work	<u>Section B: Where We Want to Be</u>  <u>13:00-13:30 - Session 7: (Input Session)</u>  Introduction to Gender Programming; Mainstreaming gender in project cycle	<u>13:00-14:00-Session 8 cont'd</u>  Plenary sharing and discussion on Role Plays
<b>Lunch 12:00-13:00</b>	<u>13:30-14:15-Session 7 cont'd</u>  Group Exercise- Mainstreaming Gender in Project Cycle & OD	<u>14:00-14:45-Wrap Up</u>  <b>Highlights of learning</b>
<u>14:00-15:00 –Session 4 continues</u>  Applying GA tools in DACAAR's work -Plenary sharing	<u>14:15-15:15-Session 7 cont'd</u>  Group sharing and Plenary	<u>14:45-15:30-Closing</u>  Oral Assessment  Written assessment  Closing
<u>15:00-15:30-Wrap up day- what we have learnt; what has worked/not worked; Pending questions</u>	<u>15:15-15:30- Wrap Up</u>	



DAY 1:

**8.30-9.15**

### **Session 1: Welcome and introduction to Gender Analysis Workshop**

It is important that the participants understand the purpose of the Gender Analysis exercise. They should know that it aims to analyse and discuss gender inequalities and will serve as a basis to develop a strategy to mainstream Gender in programming. At this point it should also be made clear what the participants can expect from the exercise. This may be voicing their opinion regarding the current gender patterns in their sector and being able to influence possible actions to reduce gender discrimination in their community. Besides explaining the purpose of the exercise and clarifying the expectations of the participants, the programme of the meeting should be presented, highlighting briefly the different steps and the time-frame. (10 mins at each point)

1. Participants introduce themselves by mentioning their name, where they are from, designation and what work they were doing in the morning prior to attending the meeting and whom they asked for permission to attend the same
2. Participants state expectation from the meeting. Ask them to write it in a post it and paste that on the wall by grouping the expectations. Deal with each expectation to see what can be met and what can be parked for later.
3. Discuss why some people needed permissions and others took their own time to plan. From this discussion analyse that within any system there is a hierarchy and given distribution of resources, access to them and its management. (Explain culture as a construct that transforms by design...change makers and leaders. How can we gain without pain? Answer that gender roles are a construct that can change and evolve by design and a plan. That this workshop could be used to make a joint plan if the participants decide it together with a consensus)
4. Agree to the programme for the day : ( Run through workshop objectives and sessions)
5. Establish Ground Rules: co create the meeting norms. Ask for two volunteers (female/male) from among the participants to take responsibility for enforcing the meeting norms, (cell phones off, time keeping and note taking or no interrupting).

Setting context of the training :In order to make participants aware of the importance of gender analysis share examples of work on gender mainstreaming in Asia and Islamic world.

**Recap on work by DACAAR the barriers and gains: Gender unit gives a quick recap.**



### Session: Change Management

Simulation on what are we trying to change and how does change happen.

- The participants form a circle and are asked to close their eyes and change something that may be visible to others.
- They should do this as an individual exercise turning their back to the others.
- The facilitators stays in the middle to change dramatically different
- When the participants turn they discuss change:

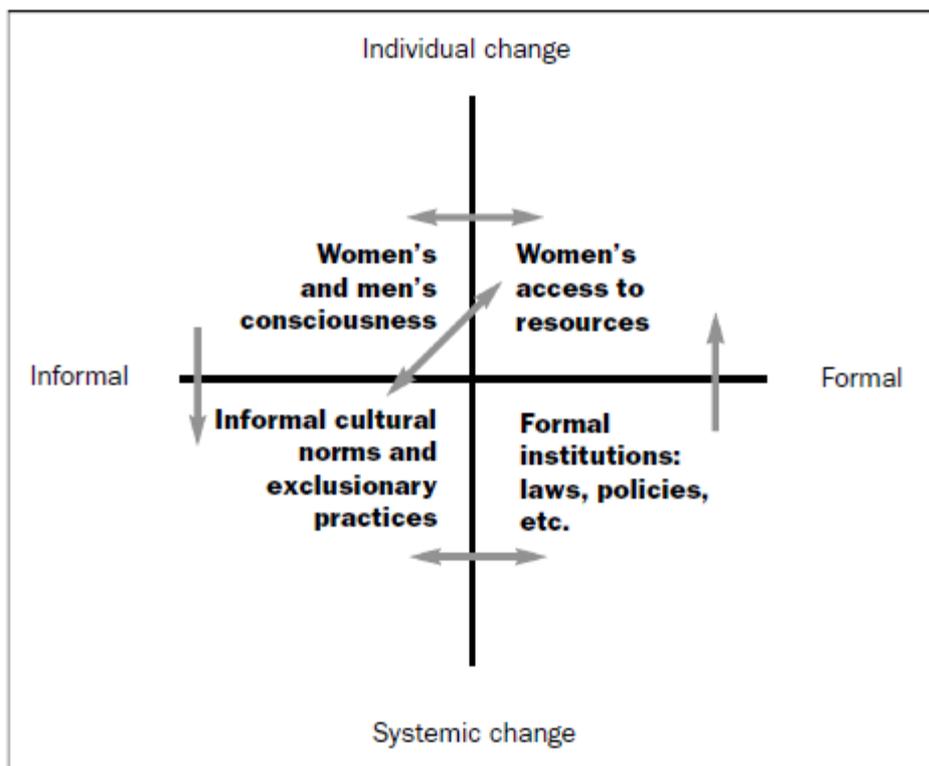
Big change vs small change .

- Acceptable change and non acceptable change.
- Change as a constant factor : example -roles and
- what should be unchangeable: example -values .

The figure below is discussed in context of organisational change and change in roles and how change may be managed with least friction.



Figure 1: What are we trying to change?



Source: Is there Life after gender mainstreaming. Aruna Rao and AWID 2005

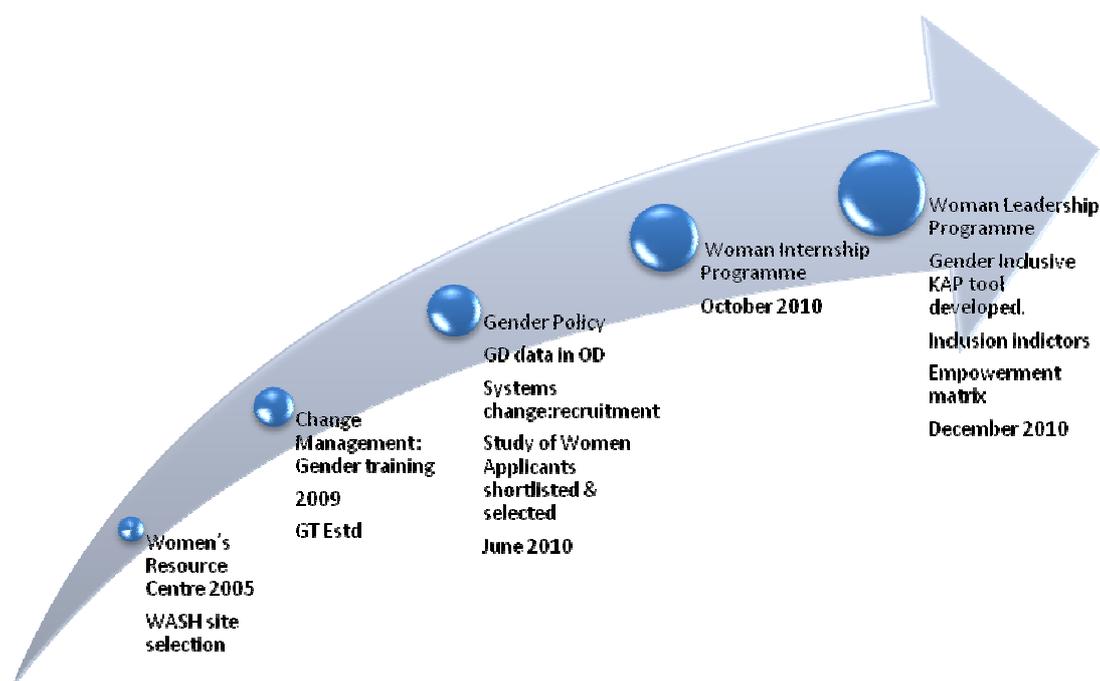
**Session : Gender concepts in relation to organisation history**

Explain different gender approaches-WID, WAD, GAD

WID	WAD	GAD
does not challenge gender relations	Groups women as one.	Integrates women into development efforts.
women's and men's experience of changes are different.	structural and institutional reforms are installed at the local and international levels.	recognizes women as agents of development
women in economic development through legal and administrative support.	focuses on the relationship between women and development	questions gender relations and sees gender division of labor as root on inequality
welfare orientation, especially projects on hygiene, literacy or child care.	focuses on productive and income generating projects at the expense of women's reproductive work.	questions current social, economic and political structures.



Show the diagram below on fact about **DACAAR's gender work** and ask participants to say which action was one was WIN; WAD and GAD



### Input Session : Introduction to Gender Analysis

- Run through slides on definitions of Gender Analysis and why is it relevant to DACAAR sector work:
- Illustrate the tools for gender analysis ( refer hand out)
- Conduct group exercise on how DACAAR can apply the tools in their programmes and OD.
- Divide participants in 4 groups
- Each groups has one case scenario from different program sectors example OD, WASH, WRC, NRM
- Each Group is given the handout of one of the tools and they have to apply the tool to the scenario

## SECTOR WISE GENDER ANALYSIS WORKSHOP



**Plenary:** Each group shares – how Gender Analysis can and is currently being done by DACAAR in a participatory way, with communities- gaps, opportunities and challenges;

If the tools is relevant to meet the gaps? What does the tool show? Can it be used in the work? What are the challenges to use it? How should the tools be adapted

Revise key elements in the different frameworks-

- **Gender division** of labour (roles & responsibilities)- reproductive (household level), productive(activities that produce resources of cash/kind) and community
- **Access and control** of resources (women and men)
- **Gender needs** (*practical*- construction of water point, clinic, schools, food etc; *strategic*- decision making; participation etc)

### Wrap Up Session :

What is gender mainstreaming and gender equality in context of DACAAR?

On the basis of the group work brain storm what have we learned during the day

### Volunteer decided to do recap for next day

Reading: Equality for women through area development plans SAFP publication



DAY 2:

### RECAP

### Session : Understanding gender main streaming

Ask each person to individually write down



## What is gender mainstreaming to you

<b>Personal life</b>	
<b>Sector representative</b>	
<b>DACAAR representative</b>	
<b>Neighborhood to National level</b>	

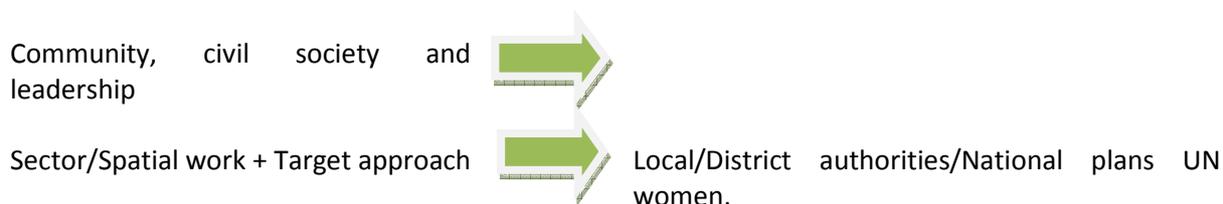
- This work prepares them for the next task
- Divide male and female participants into two groups
- Each group to play the game in different teams

	<p><b>Play hand ball game</b></p> <ul style="list-style-type: none"> <li>• Throw the ball to another participant.</li> <li>• When receiving the ball state a positive gender related change that you are aware of then throw the ball.</li> <li>• When receiving the ball say whether this is classed as gender mainstreaming</li> </ul>
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### Plenary:

- Share what each group thought was gender mainstreaming
- Ask why women and men had different perception of gender mainstreaming
- Discuss what is gender mainstreaming in personal life and professional life
- Ask what would gender mainstreaming mean in context of nation building

### Input session: Sharing how gender mainstreaming is changing Asia and Afghanistan





### Session : Organisational Culture

Exercise: Onion Peel ( Source ILO manual on gender audit)

#### Group work

- Identify practical examples from the local context to help explain what “symbols”, “artefacts”, “expressions”, “champions/heroines”, and “norms” and “values” mean.
- One board to stick four different coloured small cards to make layers of a large onion.
- Show the picture of the onion in the hand out to create an ambience of trust.  
Remember that organizational culture issues can be sensitive.
- Divide participants into small groups – if possible sharing similar tasks or responsibilities.
- Remind participants of the goal of this exercise: to uncover aspects of the organizational culture that promote or hinder gender equality and women’s on empowerment.
- Discuss and write down cards the-
  - Symbols/artefacts
  - Champions/ heroines/heroes
  - Rituals
  - Values

Place these on the appropriate layer of the onion.

#### Plenary :

Discuss how the organizational culture of DACAAR relates to gender equality:

- Does the sector unit respect a work/family balance, women as much as men, national as much as international staff/managers/technical staff as much as support staff?
- Are there aspects of organizational culture that participants would like to change? How can these changes be brought about?

Other questions that can be used concerning effecting change of the DACAAR’s organizational culture include:

- How do stakeholders view the unit/program team?
- Do they think it is genuinely involved in promoting women and men’s empowerment?
- Is there critique from outsiders, and/or from insiders?
- What is the organization’s reputation as an employer of women, and of men?
- Within it, who influences most whether gender issues are taken seriously or neglected?
- Can people be offended or hurt by jokes within the team if yes then who?

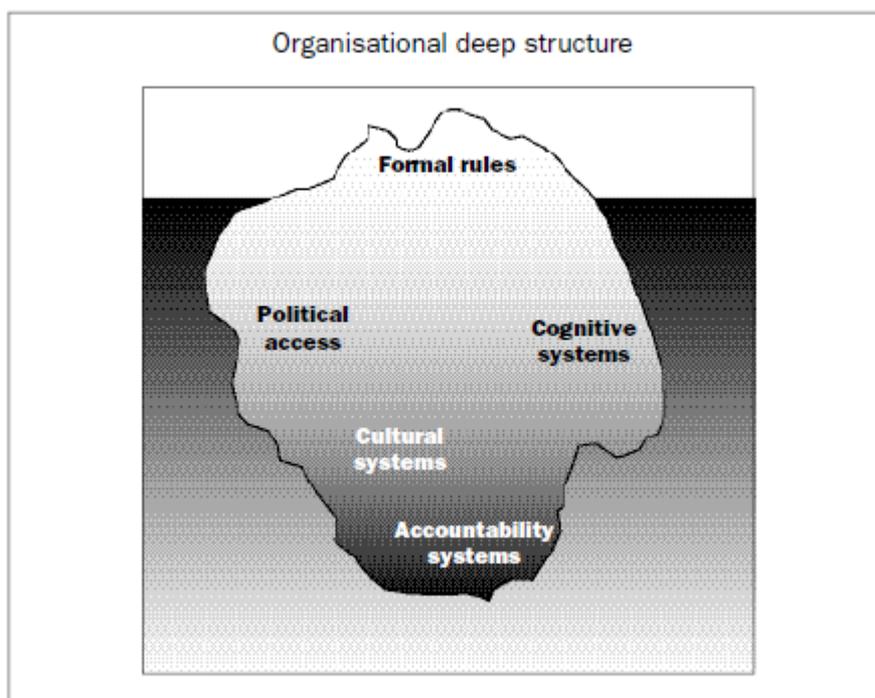


Going beyond gender: This exercise may also bring out questions about differential treatment of support and managers/technical staff, and/or international and local staff – hence “beyond gender” issues.

Use the following figure to wrap up the session.

Make the linkage between Organisational Culture and the gender mainstreaming

Figure 3: The iceberg of organisational structure



Source: Is there Life after gender mainstreaming. Aruna Rao and AWID 2005

### Section B: What we want to do

#### Session: Mainstreaming Gender in Programming

Introduce basic elements of gender programming in a project cycle

#### Group Work-

- Divide participants into 4 group (3 Sector programmes + 1 OD)
- Ask them to identify what Gender focused actions they can take at each stage of the Project cycle & in the OD example (project identification/design; developing objectives; developing indicators; implementing; monitoring, evaluation and reporting)



Ask them to list

1. Current actions they are taking –in Green
2. Action they think they can take in future-in Yellow
3. Actions they will like to take but will not be due to restrictions-Red
4. Plenary sharing
5. List the different colored actions points on the chart for all to see

Gender focussed actions they can take at each stage of the Project cycle & in the OD	Current actions they are taking	Action in future	Actions they will like to take but will not be due to restrictions
Project identification			
Developing objectives			
Developing indicators			
Implementing			
M&E and reporting			

Create your gender project with actions that meets need of both men and women (Practical gender needs and Strategic gender needs). Does it increase access and control (for men, women, boys and girls), Does the project transform gender roles to increase community roles, Refer checklist in handout to ensure that equity and equality measures are planned



From : Dorine Plantenga who provided input to develop this curriculum framework .  
 Email: [dorineplantenga@gender-consult.nl](mailto:dorineplantenga@gender-consult.nl)



Ask each group to present the project next day

### Wrap Up session: Analysing the Outcome planned for the day 2:

DAY 3:

#### RECAP:

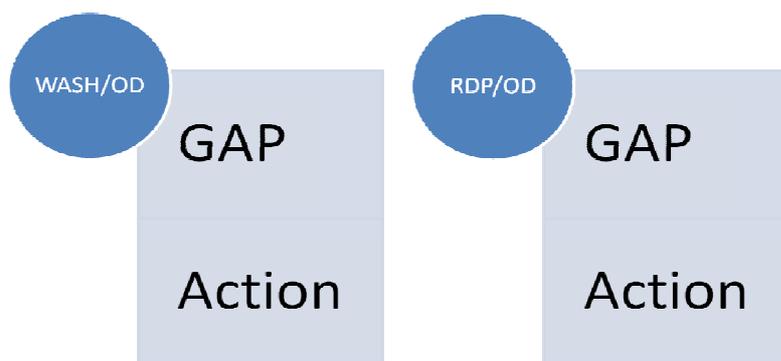
#### Session: Presentations of the projects

Ask groups to locate the gender gap in each sector

Ask the group on what action is planned

Did the action address practical or strategic gender need

Did it alter gender roles?



#### Input Session: Introduction on Indicators – definition

Kinds of indicators (qualitative and quantitative)

Indicators for different stages of program cycle (input, process and outcome indicators )

*Session : Go through the presentation on Gender Monitoring in programming by Michaela Raab*

- Share the IASC indicators for each sector
- Explain that using the IASC as template and their work from evening before, the participants should develop indicators for their sector based work in DACCAAR.



### Group work ( developing indicators )

- Presentation of the Indicators from the group based on the project the sector developed together.

**Plenary :** Discuss if these indicators are relevant for DACAAR-anything to add/delete

### Session : Developing a gender plan

Divide the group into mix of different sectors to discuss the following

	<p><b>Gender Plan for DACAAR :</b> Simulate a discussion around:</p> <ol style="list-style-type: none"><li>1.What is being done in other countries on the sector?</li><li>2.Is culture and conflict situation a constraining or facilitative?.</li><li>3.What can we do with the next 6months and within 3 years?</li><li>4. How could we work on indicators on gender mainstreaming?.</li><li>5. What capacity do we build?</li></ol>
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**Answer for each question is written in a strip and pasted on five separate boards.**

**Answer 3, 4 and 5 make the building blocks for the gender plan.**

### Session: How do we monitor ourselves on our gender plan:

Role Play: Simulation for the supervision meeting between supervisor and supervisee (develop 4 different scenarios for each group)

Break into fish bowl teams to play out what will be monitored and how

The group is asked monitor during the meeting how the check list and the tools of gender analysis are utilised in supervisees work :

In slips of paper give each role player different roles to play

Encouraging supervisor (Female): Under confident staff (Male)

Discouraging Supervisor (Male): Over enthusiastic staff (Female)

Supervisor as a mentor(Male) : Supervisee as a keen learner(Female)

The supervision meeting is played as a role play at a plenary for comment :

- What the observed
- What could be done more of /less of and differently
- How will supervision practice help gender mainstreaming

## SECTOR WISE GENDER ANALYSIS WORKSHOP



Conclude by stating that tools and check list are to adapted constantly by using them to aid our sector based planning , implementation and monitoring.

- **Recap basic highlights/learning for the day**
- **Analyzing the Outcome of entire workshop ( see sample evaluation form)**



### HAND OUTS

#### HAND OUT –DAY 1

##### Definitions

- **Sex:** biological differences between girls, boys, women and men; we are born with it; do not change
- **Gender:** socially defined roles of girls, boys, women and men; are *learned*; they differ between cultures; they are always changing.
- **Gender values and norms :** way girls, boys; women and men are expected to behave in their culture. This may include clothes, customs for eating, arrangements for travel, the way a meeting is conducted etc
- **Gender Stereotypes :** are ideas people have on what girls, boys, women and men are better at or are more capable of doing. They are often untested beliefs and assumed as fixed. E.g. *'women are better at housework than men.'* Or *'men are more intelligent than women.'*
- **Gender Equality :** refers to equal rights, responsibilities and opportunities of girls, boys, women and men. Gender Equality is recognised in the Constitution of Afghanistan.
- **Gender Equity :** *'how to ensure Gender Equality'*; the ways, means and actions that lead to outcomes which are just and fair to girls, boys, women and men
- **Gender Mainstreaming:** is a strategy; an ongoing process of assessing the impact for girls, boys, women and men; of any planned action –(legislation, policies or programmes), in any area and at all levels; requires including concerns, experiences, needs and capacities of girls, boys, women and men central part of all structures, programmes and policies so that outcomes may also be different between men and women; girls and boys
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### Gender Analysis Tools



1. Harvard Analytical Framework
2. Gender Planning Framework (Caroline Moser)
3. Social Relations Framework (Naila Kabeer IDS)
4. Women's Empowerment Framework

Adapted from ILO/SEAPAT Online Gender Learning & Information Module:

#### ***Unit 1: A conceptual framework for gender analysis and planning***

## SECTOR WISE GENDER ANALYSIS WORKSHOP



TOOL	OBJECTIVE	FEATURES	BEST SUITED	STRENGTHS	LIMITATIONS
HARVARD ANALYTICAL FRAMEWORK	<ul style="list-style-type: none"> <li>To demonstrate that there is an economic rationale for investing in women as well as men.</li> <li>To assist planners design more efficient projects.</li> <li>To emphasise importance of good information as basis for efficient/effective projects.</li> <li>To map the work of women and men in the community and highlight differences.</li> </ul>	<ul style="list-style-type: none"> <li>A matrix with four interrelated components for collecting information at micro level.</li> <li>Socio Economic Activity profile (looks at who does what, where, when and for how long?)</li> <li>Access and control profile (looks at who has access to and control over resources and benefits)</li> <li>Analysis of influencing factors (looks at other factors that affect the gender differentiations, past and present influences, and opportunities and constraints)</li> <li>Contains a checklist of key questions to ask at each stage</li> </ul>	<ul style="list-style-type: none"> <li>For project design rather than programme or policy planning.</li> <li>As a gender neutral entry point when working with those who might be resistant to looking at gender relations.</li> <li>For collecting baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>Practical and hands on.</li> <li>Collects and organises info about gender division of labour - it makes women's work visible.</li> <li>Distinguishes between access to and control over resources.</li> <li>Useful for projects at micro level.</li> <li>Can be easily adapted to a range of settings.</li> <li>Relatively non-threatening as it is focussed on collecting facts</li> </ul>	<ul style="list-style-type: none"> <li>Needs to be used with another tool to allow idea of strategic gender needs to be identified.</li> <li>Focus on projects not programmes.</li> <li>Focus on efficiency not effectiveness - does not provide guidance on how to change gender inequalities.</li> <li>Top down planning tool that excludes men and women's own analysis of their situations.</li> <li>Can be carried out in a non-participatory way.</li> <li>Tends to over simplify, based on tick box approach</li> <li>Ignores other inequalities such as race, class and ethnicity.</li> <li>Emphasises separation of activities based on sex or age - ignores connections and cooperative relations.</li> </ul>

## SECTOR WISE GENDER ANALYSIS WORKSHOP



TOOL	OBJECTIVE	FEATURES	BEST SUITED	STRENGTHS	LIMITATIONS
GENDER PLANNING FRAMEWORK (CAROLINE MOSER)	Focus on strategic gender needs and concentrates on gender inequalities and how to address these at programme and policy level.	Two main tools used: 1. Gender roles identification - focus on triple roles of women (productive, reproductive and community) 2. Gender needs assessment (practical and strategic needs)	<ul style="list-style-type: none"> <li>• For planning at all levels from policies to projects.</li> <li>• In conjunction with the Harvard Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Assumes planning exists to challenge unequal gender relations and support women's empowerment.</li> <li>• Makes ALL work visible through concept of triple roles.</li> <li>• Alerts planners to interrelationships of triple roles.</li> <li>• Recognises institutional and political resistance to transforming gender relations.</li> <li>• Distinguishes between practical gender needs (those that relate to women's daily life) and strategic gender needs (those that potentially transform the current situation)</li> </ul>	<ul style="list-style-type: none"> <li>• Framework does not mention other inequalities like class, race and ethnicity.</li> <li>• Framework is static and does not examine change over time.</li> <li>• Looks at separate, rather than inter-related activities of women and men.</li> <li>• Strict division of practical and strategic needs not always helpful in practise.</li> <li>• Strategic needs of men not addressed.</li> </ul>



TOOL	OBJECTIVE	FEATURES	BEST SUITED	STRENGTHS	LIMITATIONS
SOCIAL RELATIONS FRAMEWORK (NAILA KABEER IDS)	<ul style="list-style-type: none"> <li>To analyse gender inequalities in the distribution of resources, responsibilities and power.</li> <li>To analyse relationships between people, their relationships to resources and activities and how these are reworked through institutions.</li> <li>To emphasise human well being as the final goal of development.</li> </ul>	<p>Five essential concepts:</p> <ol style="list-style-type: none"> <li>1. Development is increasing human wellbeing (survival, security autonomy)</li> <li>2. Social relationship analysis. The way people are positioned in relation to tangible and intangible resources.</li> <li>3. Institutional analysis Key institutions; state, market, legal, family/kinship. Aspects of institutions; rules, activities, resources, people, power.</li> <li>4. Institutional gender policy analysis</li> <li>5. Analysis of underlying and structural causes and the effects of these.</li> </ol>	<ul style="list-style-type: none"> <li>Can be used across all modalities of development delivery from project to policy planning.</li> <li>Can be used at local, national, regional and international levels.</li> </ul>	<ul style="list-style-type: none"> <li>Presents a broader picture of poverty.</li> <li>Conceptualises gender as central to development thinking not an add-on.</li> <li>Used at different levels for planning and policy development.</li> <li>Links micro and macro analysis.</li> <li>Centres analysis around institutions and highlights their political aspects.</li> <li>Highlights interactions between inequalities - race, class and ethnicity.</li> <li>Dynamic - works to uncover processes of impoverishment and empowerment.</li> </ul>	<ul style="list-style-type: none"> <li>Can appear to be complicated.</li> <li>Since it looks at all inequalities - it can subsume gender into other analytical categories.</li> <li>Can overlook the potential for people to effect change.</li> <li>May give an overwhelming impression of large institutions.</li> </ul>

## SECTOR WISE GENDER ANALYSIS WORKSHOP



TOOL	OBJECTIVE	FEATURES	BEST SUITED	STRENGTHS	LIMITATIONS
WOMENS EMPOWERMENT FRAMEWORK	<ul style="list-style-type: none"> <li>To achieve women's empowerment by enabling women to achieve equal <b>control over factors of production and participate equally</b> in the development process.</li> </ul>	<p>Framework introduces five hierarchical levels of equality (the higher you go the more empowered you are)</p> <ol style="list-style-type: none"> <li>Control</li> <li>Participation</li> <li>Conscientisation</li> <li>Access</li> <li>Welfare</li> </ol> <p>Framework distinguishes between women's issues and concerns as well as identifying three levels of recognition of women's issues in project design.</p>	<ul style="list-style-type: none"> <li>Useful across micro (project) and macro (country strategy) levels of analysis.</li> <li>Useful where focus is specifically on empowerment of women.</li> </ul>	<ul style="list-style-type: none"> <li>Framework can be used to prepare profiles of levels of recognition as well as profiles of analysis of levels of equality across sectors.</li> <li>Develops notion of <b>practical and strategic gender needs</b> into progressive hierarchy.</li> <li>Articulates empowerment as essential element of development.</li> <li>Enables assessment of interventions based on grounds of empowerment.</li> <li>Has a strong political perspective - aims to change attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>Assumption that levels of equality is strictly hierarchical is questionable.</li> <li>Framework profiles are static and do not take account of changes over time.</li> <li>Focus on gender equality only takes no account of interrelationships between rights and responsibilities.</li> <li>Ignores other forms of inequality.</li> </ul>

47

SAFP  
 E09 Anand Lok Mayur Vihar Phase I New Delhi,  
 SAFP.sb@gmail.com,sathiallforpartnership@gmail.com  
 www.sathiallforpartnerships.org





**Group Work #1 Saffron Farming and Marketing:** Conduct a gender analysis of the saffron farming and marketing project in Herat using the Gender Planning Framework. In doing this, identify the different stages of saffron cultivation, processing and marketing to examine what are the different roles and needs of women and men at these stages. Identify the challenges and opportunities to improve gender relations

Use Gender Planning Framework (Caroline Moser) to analyse need for change in roles of women

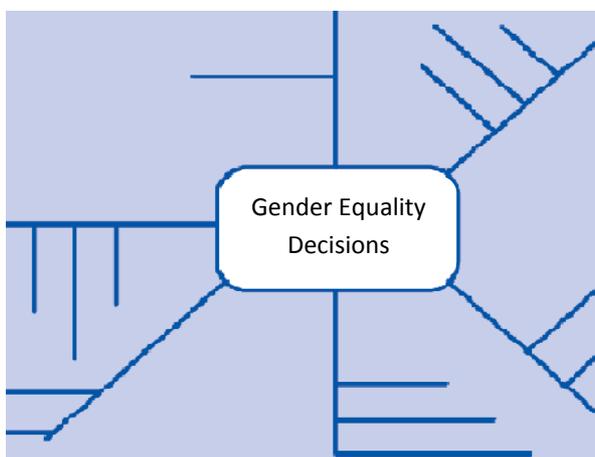
	<b>Practical Gender Need address inadequate conditions</b>	<b>Strategic Gender Needs power and control to achieve gender equality</b>	<b>What Resources increase required</b>	<b>opportunity and constrain</b>
<b>Productive role</b> Work done for remuneration, in cash or kind. (e.g., wage labor, farming, processing, crafts, etc.)				
<b>Reproductive Role</b> Childbearing and rearing, domestic tasks that guarantee the maintenance and reproduction of the current and future work force (e.g., cooking, cleaning, etc)				
<b>Community Roles</b> Work that supports collective consumption and maintenance of community resources (e.g., CDC meeting, irrigation management, grazing fields, looking after destitutes, education, etc.)				

## Group Work #2

### Women Resource Centres

Have the women resource centres generated resources for women as a group or has it gone back to family and patriarchal control. **Use social relations matrix** and produce a Venn diagram.

1. What are the social relations today? i.e The way people are positioned in relation to tangible and intangible resources in one province say Herat that has more than seven WRCs.( facilitation will be provided for this)
2. Have social relations changed due to gender equality decision



3. How has gender policy of DACAAR and Nations Commitment to Gender equality helped?
4. How can WRC become a focal point to impact economy of its neighbourhood and contribute to nation building?

## GENDER FOCUSED SECTOR ANALYSIS WORKSHOP



**WASH** : Conduct a gender analysis of a WASH project using the Harvard Matrix.

Address the specific questions-How can WASH work on greater gender equality? Can women be included in more senior level decision making in a WASH project implementation, Operations and maintenance? Can women be trained as mechanics or /and caretakers? Can women be included in the water management committees?

Make activity profile of who does what in the community, measure access and control of resource and analyse it against the influencing factors now. Transform the factors through program activity.

*THE ACTIVITY PROFILE (with examples under each activity) Who does what and how much time and resource is used.*

### *Access and Control Profile:*

Access means physical access to particular resources. Control means power to make decisions about the use of resources. The question to address is who has *access* to resources associated with the activity profile versus who has *control* over those resources? Often, women can use the resources while men actually decide how resources will be accessed. An example is water, in which women often have access to use at home and raise subsistence crops, whereas the land that has the water source for drinking and irrigation is actually owned by the men in the family and they decide what is to be done of the land surrounding the water resource that may harm the ground water.

<i>Resources</i>	<i>Access</i>		<i>Control</i>	
	Female	Male	Female	Male
<b>Land</b>				
<b>Water</b>				
<b>Equipment</b>				
<b>Labour</b>				
<b>Cash/ Credit</b>				
<b>Household exp</b>				
<b>Health</b>				
<b>Education</b>				
<b>Housing</b>				
<b>Benefits</b>				
<b>Income</b>				
<b>Basic needs</b>				
<b>Status/power</b>				
<b>Other</b>				

*Write down the factors that determine the reason in the pattern of the activity, access, control and power.*

## GENDER FOCUSED SECTOR ANALYSIS WORKSHOP



*In identifying the factors , also list what opportunities and constraints are there in improving the gender dimensions to increase gender equality*

The gender factors that may be explored- economic, local level institutional structures, political context (security), community and family norms (culture, religion), education levels/training.



## Group # 4

**OD and Gender Equality** : Using Women Empowerment Framework decide capacity building for RDP or WASH to determine actions to empower women in DACCAAR.

Does the sector effect different levels of women empowerment ? Can training fill gaps?.

S n		Neutral	Positive	Negative	Action
1	Control -equal control over in decision-making over factors of programmes (budget, design, location etc)				
2	Participation – equal participation in decision-making processes related to policymaking, planning and administration				
3	Conscientisation –understand that roles of men and women are changeable for more equality				
4	. Access – equal access to resources- budget, information, people, education				
5	Welfare – having equal access to material welfare (food, income, medical care, homecare benefits, cultural norms				

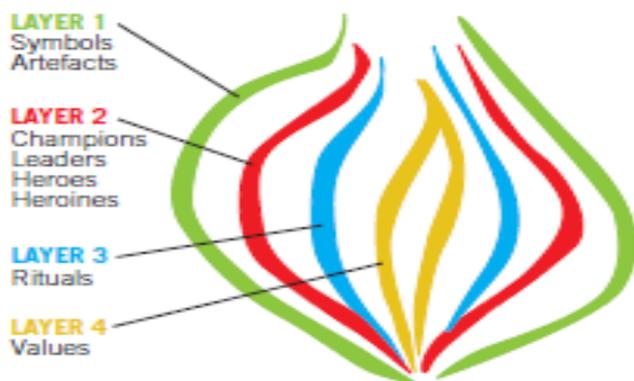


## HAND OUT –DAY 2

### Project Gender gap action template

Gender sectors analysis	Gap identification	Action to fill gap
WASH		
RDP		
OD		
WRC		

### Organization culture



Discuss and write cards to stick to appropriate layers to form an onion.

Discussion points-

- How DACAAR’s organizational culture relates to gender equality?
  - Is the increasing number of women in offices affecting the culture? how?
- Are there aspects of organizational culture that participants would like to change?
- How can these changes be brought about?



Checklist for integrating gender in Programmes/Projects
Stage#1- Project Identification/Design
<p><b>Are strategic and practical needs of both men and women part of the context assessment?</b></p> <p><b>Are relevant gender frameworks (access/control; productive, reproductive, community roles) used to clearly identify gender gaps?</b></p>
Stage #2: Project Planning
<ul style="list-style-type: none"> <li>• <b>Setting the Goals</b> <ul style="list-style-type: none"> <li>✓ do the goals reflect the practical needs for both women, men, boys and girls?</li> <li>✓ do the goals address strategic needs for both women, men, boys, girls?</li> </ul> </li> <li>• <b>Target groups</b> <ul style="list-style-type: none"> <li>✓ Is there a vulnerability matrix drawn based on the specific need assessment of the population?</li> <li>✓ Does the vulnerability matrix focus on special vulnerabilities of women?</li> <li>✓ Do both women and men benefit equally from the programmes?</li> </ul> </li> </ul>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>✓ Do activities planned involve both women and men in their productive, reproductive and community roles?</li> <li>✓ Are practical and strategic needs of women and men met through with the activities?</li> <li>✓ Are there any additional activities required to support gender mainstreaming e.g. capacity building, setting alternative systems etc</li> <li>✓ Do the activities planned increase the workload of women /girls /boys and men?</li> <li>✓ Are specific needs of women and girls included in the activities?</li> <li>✓ What role is reconstructed for men</li> </ul>



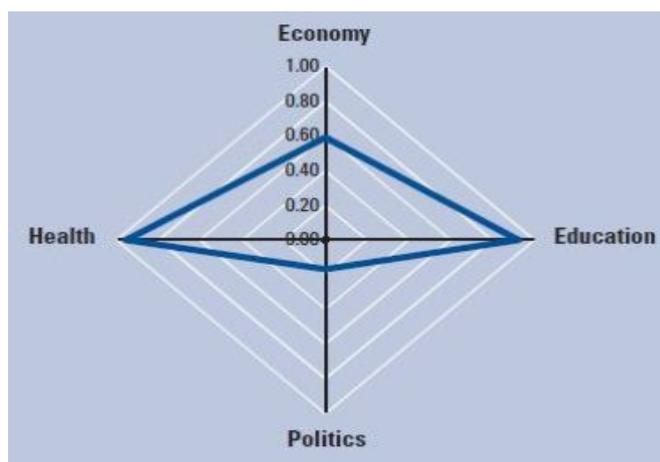
<b>Budget</b>
<ul style="list-style-type: none"> <li>✓ is the budget allocation adequate to ensure equal participation of women and men, boys and girls? (budget for specific activities to include different needs of women and girls..other vulnerable groups)</li> <li>✓ Is there adequate fund to ensure inclusion of gender professionals in the entire process?</li> </ul>
<b>Stage#3: Project Monitoring Indicators</b>
<ul style="list-style-type: none"> <li>✓ Do indicators measure gender aspects of the programme?</li> <li>✓ Are there gender disaggregated data available on each of the set objectives</li> </ul>
<b>Stage # 4: Implement</b>
<ul style="list-style-type: none"> <li>✓ Who will implement the planned actions? Is their gender awareness in the implementing partners/personnel (men and women)</li> </ul>
<b>Stage # 5: Evaluation</b>
<ul style="list-style-type: none"> <li>✓ Does the M&amp;E strategy have gender perspective?</li> <li>✓ What are the risks/challenges to full participation of women and men?</li> <li>✓ Is there any negative impact of the intervention?</li> </ul>
<b>Stage # 6 Reporting</b>
<ul style="list-style-type: none"> <li>✓ Is there reporting on gender dis-aggregated data</li> <li>✓ Is there reporting on the gender indicators</li> </ul>



## HAND OUT –DAY 3

**Why Gender-Sensitive Monitoring (GSM)?** By Michaela Raab [www.developblog.org](http://www.developblog.org), adapted from a handout made for session for a funding agency

- **Aim: men and women benefit equally** from interventions **and have an equal share in shaping these interventions**
- **Within unequal societies, “gender-blind” interventions are not likely to foster equality “automatically”.** Hence, interventions need to be monitored in terms of their positive, negative or “neutral” effects on gender equality.
- **In a context of inequality, “neutral” means that inequalities persist** – i.e., women continue to have less access to, less control over and fewer benefits from development interventions than men, and continue to be exposed to security risks and human rights violations related to their gender roles.



While gender-sensitive approaches to education and health have reduced the “gender gap” in access to basic social services, the gap remains wide in the fields of economic and political empowerment.

Graph: global gender gap 2009

Source: World Economic Forum, *Global Gender Gap Report 2009*

*“Women also face constraints in terms of sectors of economic activity in which they would like to work and working conditions to which they aspire. Women are overrepresented in the agricultural sector, and if the more industrialized regions are excluded, almost half of female employment can be found in this sector alone. Women are also often in a disadvantaged position in terms of the share of vulnerable employment (i.e. unpaid family workers and own-account workers) in total employment. These workers are most likely to be characterized by insecure employment, low earnings and low productivity. Those women who are able to secure the relative comfort of wage and salaried employment are often not receiving the same remuneration as their male counterparts.*

*Gender wage differentials may be due to a variety of factors, including crowding of women in low paying industries and differences in skills and work experience, but may also be the result of*



*discrimination. Given the constraints women are facing, promoting gender equality and empowering women is not only an important goal of the Millennium Declaration in itself, it is also pivotal to achieving the new target on full and productive employment and decent work for all, and virtually all remaining goals and targets.” (ILO 2009)*

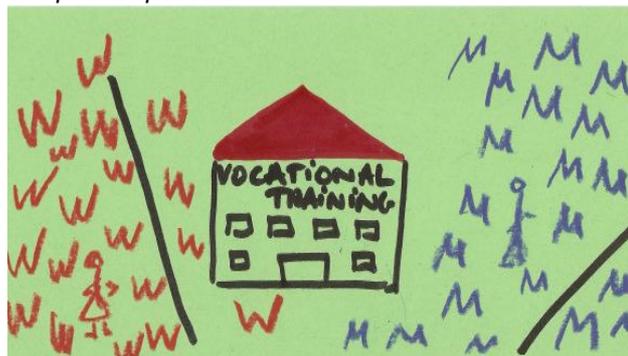
## What needs to be monitored?

➤ **Equal access** of women and men to resources (incl. information, education, networking), as part of (i) **process** and (ii) **outcomes** (i.e. better than average women’s access to resources / services due to the development intervention)

*Men often have better access to resources and services than women, because of e.g.*

- *exclusion of women from educational institutions because of family situations (pregnancy, children...)*
- *social/“cultural” restrictions on mobility, confining women to their homes*
- *sexual and other gender-based violence in public spaces and schools*

*Where women do not have equal access, only a privileged few benefit from development interventions. Gender-sensitive monitoring finds out who has difficulties in using services, and why, so that appropriate remedies can be found (e.g. effective anti-violence policies in education facilities, crèches, better lighting in the yard...).*



➤ **Equal voice** of women and men in decision-making bodies and mechanisms, in (i) **process** and (ii) **outcomes** (i.e. above-average women’s participation in decision-making due to the intervention)

*Women rarely hold leading positions in decision-making bodies. Participation of and consultation with women is often symbolic, resulting in gender-blind planning, implementation and reporting.*

➤ Incidence of **gender-based violence (GBV)** directly linked to the development intervention (e.g. in training centres) – this, too, applies both to (i) **process** and (ii) **outcomes** (e.g. effective GBV prevention policy in vocational training centre leads to reduced GBV → fewer women drop out → higher educational achievement and success rates)

*Gender-related physical and verbal assaults create a climate of insecurity and intimidation, which can result in*

- *severe health damage*
- *social marginalisation*
- *poor performance in education / training programmes and drop-out*



- Evidence for **changes in gender stereotypes** (process and outcomes)? *Sewing classes for women, carpentry for men? Men travel to international meetings; women cook tea?*

**What needs to be monitored?**

- **“Side effects”**  
*E.g. where safe spaces for women exist, mutual support networks may emerge → increased business networking.*  
*E.g. economic empowerment tends to enhance participation of women in public decision-making.*
- **“Collateral damage” → Do No Harm!**  
*E.g. Increase in women’s income may prompt male household members to reduce or suspend their contribution to the family budget.*  
*E.g. Gender-based violence in educational institutions and other public settings may cause severe, lasting physical and mental health damage.*

To generate positive outcomes for gender equality as a subsidiary goal, not as the central aim. The **process** (presence of explicit aims, indicators and recommendations for accompanying measures for gender equality;

absence of gender-related discrimination or compensatory measures against such discrimination; gender-sensitive monitoring and reporting) and **outcomes** (significant and relevant contribution to gender equality in the sector or region concerned).



HOW to go about gender-sensitive monitoring?

Gender sensitivity can be “mainstreamed” into existing monitoring systems. A mix of quantitative and qualitative data, collected and analysed from multiple (including female) perspectives in transparent, participatory ways, is a good basis for gender-sensitive monitoring.

Organisations which have systems to confidentially process complaints by staff or clients/ participants and to protect “whistle-blowers” can easily integrate gender-based violence as one of the issues to be monitored. Where such systems are not in place, other ways need to be found to monitor the incidence and effects of GBV linked to programme activities, so that effective counter-measures can be taken.

Formal approaches	Informal ways
<p>➤ <b>Systematic disaggregation by sex of all data on “people” → gender, a key factor in analysis</b></p> <p>All <b>quantified</b> data on participants, at all levels (including management) should be disaggregated by male / female.</p> <p>Where no baseline exists, the effect of a measure can be assessed by using secondary data from gender-sensitive national statistics or by comparing e.g. female/male ratio among training participants with that of comparable institutions.</p> <p>It may be useful to gather extra data e.g. on marital status, n° of children, distance travelled, to assess whether women and men in similar life situations have similar access and benefits.</p>	<p><b>“Gender lobby”</b></p> <p><i>Women and men who participate at different levels of an intervention and who are particularly committed to gender equality can be encouraged to form a “gender lobby”. Each member of this “lobby” would influence her/his peers to adopt a “gender perspective” in programme implementation and monitoring.</i></p> <p><i>Male members of the “gender lobby” can play a key role in influencing men in decision-making positions.</i></p> <p><i>Members of counterpart organisations may establish similar “gender lobbies” or informal “women’s networks” who can serve as informal reference groups.</i></p>



In **qualitative** work, an equal number of women and men should be interviewed.

➤ **Systematic participation of women in monitoring → multiple perspectives**

Monitoring and evaluation responsibilities should be equally divided between men and women, including at decision making levels. Where there are no women in leading positions, external experts (**women’s organisations**, consultants) can be involved to ensure **women’s perspectives** are respected.

➤ **GBV reporting systems:**

Taboos surrounding GBV and the need to assist victims confidentially and swiftly make it hard to integrate GBV reporting into “ordinary” monitoring systems. Special mechanisms for immediate reporting of GBV can be created, e.g. by formally appointing a **confidant** and making her known to all participants.

*“Safe spaces” for women*

*Women participants at all intervention levels should have the option of creating a “safe space” – i.e. a physical space reserved for women, permanently or at agreed times of the day convenient to women.*

*The users of the space are free to determine their activities. “Safe spaces” are an effective way for women to discuss their ideas, concerns and complaints (e.g. about unexpected negative outcomes), which they can report e.g. to programme management in a co-ordinated manner.*

*Within the safe spaces, participants can get to know each other and devise ways of promoting equality between women and men with programme interventions and beyond.*

## GENDER FOCUSED SECTOR ANALYSIS WORKSHOP



Annexure

### 5. SECTOR WISE GENDER ANALYSIS EVALUATION FORM

Total participants: **32**

Total Forms filled: **21**

Please indicate your impressions of the items listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The workshop met my expectations.	3	16	2		
2. I will be able to apply the knowledge learned.	5	13	2		
3. The objectives for each topic were identified and followed.	5	9	3		
4. The content was organized and easy to follow.	4	11	5	1	
5. The materials distributed were pertinent and useful.	7	12	1	1	
6. The facilitators had knowledge.	4	15	2		
7. The quality of instruction was good.	2	16	3		
8. The trainer met the training objectives.	5	12	4		
9. Class participation and interaction were encouraged.	6	11	3	1	
10. Adequate time was provided for questions and discussion.	4	13	3	1	



## 11. How do you rate the workshop overall?

Excellent	Good	Average	Poor	Very poor
4	14	2		

## 10. What was the best session and why?

- Access and control over resources - 2
- How to measure Gender gap
- Group work and role plays
- Gender mainstreaming
- Sector wise analysis of gender approach & GAP distinguished opportunities of vision in future
- Tools to use gender analyses
- Checklist - 2
- All the sessions was good and useful
- Gender approach (WAD,WID & GAD) - 3
- How does change happen
- Group work – 2
- Introduction to gender programming
- Gender in project cycle
- Gender analysis because it was relevant to our project
- Gender analysis because it identified tools to see the GAPS

## 11. What sessions were not good and why?

- All were good - 4
- Role plays were good
- Presentations were not well organized
- Definition of gender mainstreaming

## 12. What aspects of the training could be improved?

- More explanation on exercises
- More time required
- Tools of gender analysis
- Gender aspects
- Link gender analysis to Gender mainstreaming
- Communication system must be improved for this kind of trainings
- More discussions on general gender issue

## 13. Other comments?

## GENDER FOCUSED SECTOR ANALYSIS WORKSHOP



- The training should be for four days - 3
- Topics to be in dari too
- Increase in the practical exercises and preparation of a proposal for practice
- Focus on practical usage of gender mainstreaming in the field projects
- Allot of group work, and time limitations – require improvements
- More discussions about DACCAAR activities linking them with gender issues
  - Every one will implement gender issues practically and gender unit with monitor and evaluate the overall process

Managers to be honest during planning