



PEACE, PROSPERITY AND
REGIONAL INTEGRATION

AGRICULTURE AND ENVIRONMENT DIVISION

Gender Mainstreaming session

IGAD GENDER AND RESILIENCE SHARE FAIR

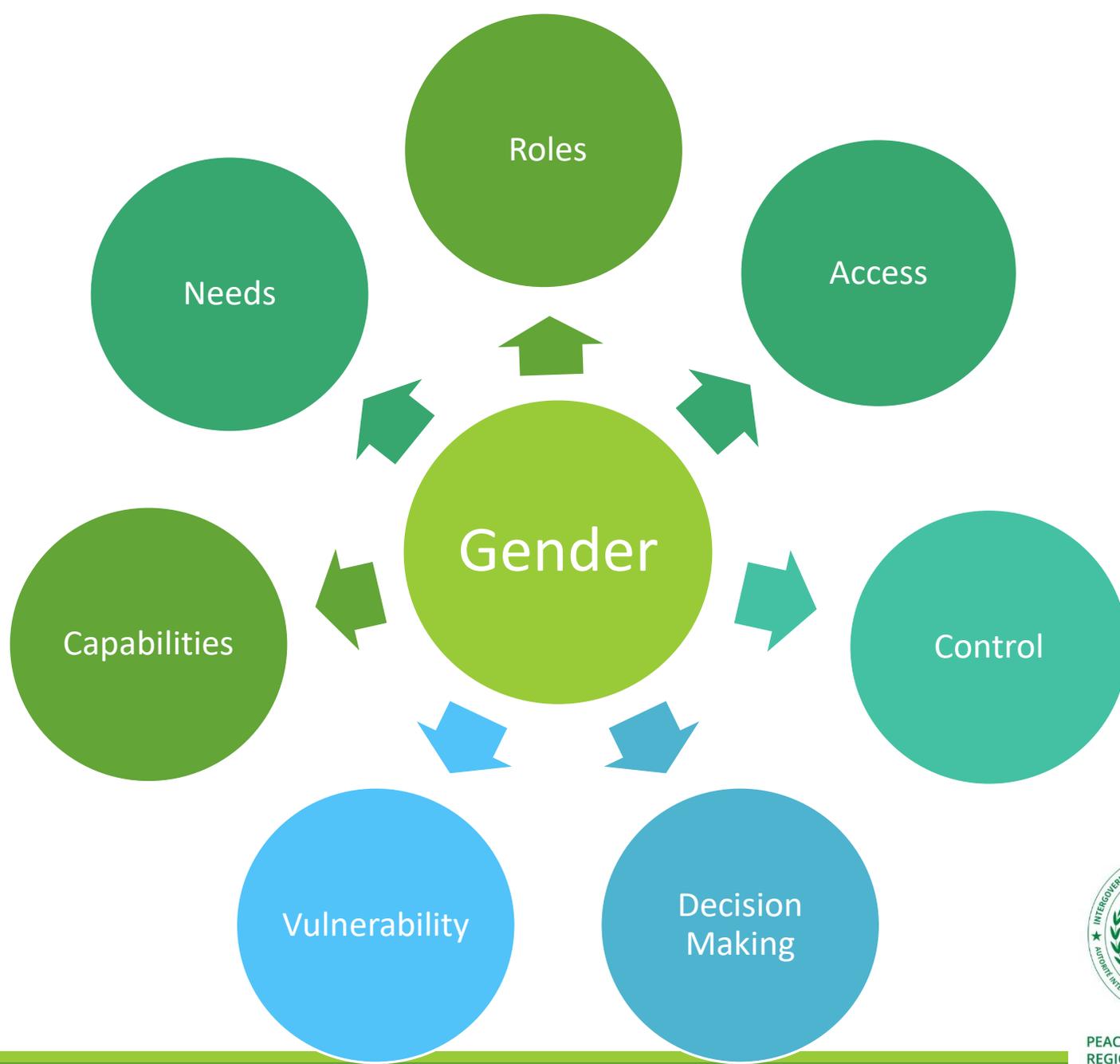
16-18TH SEPTEMBER 2021

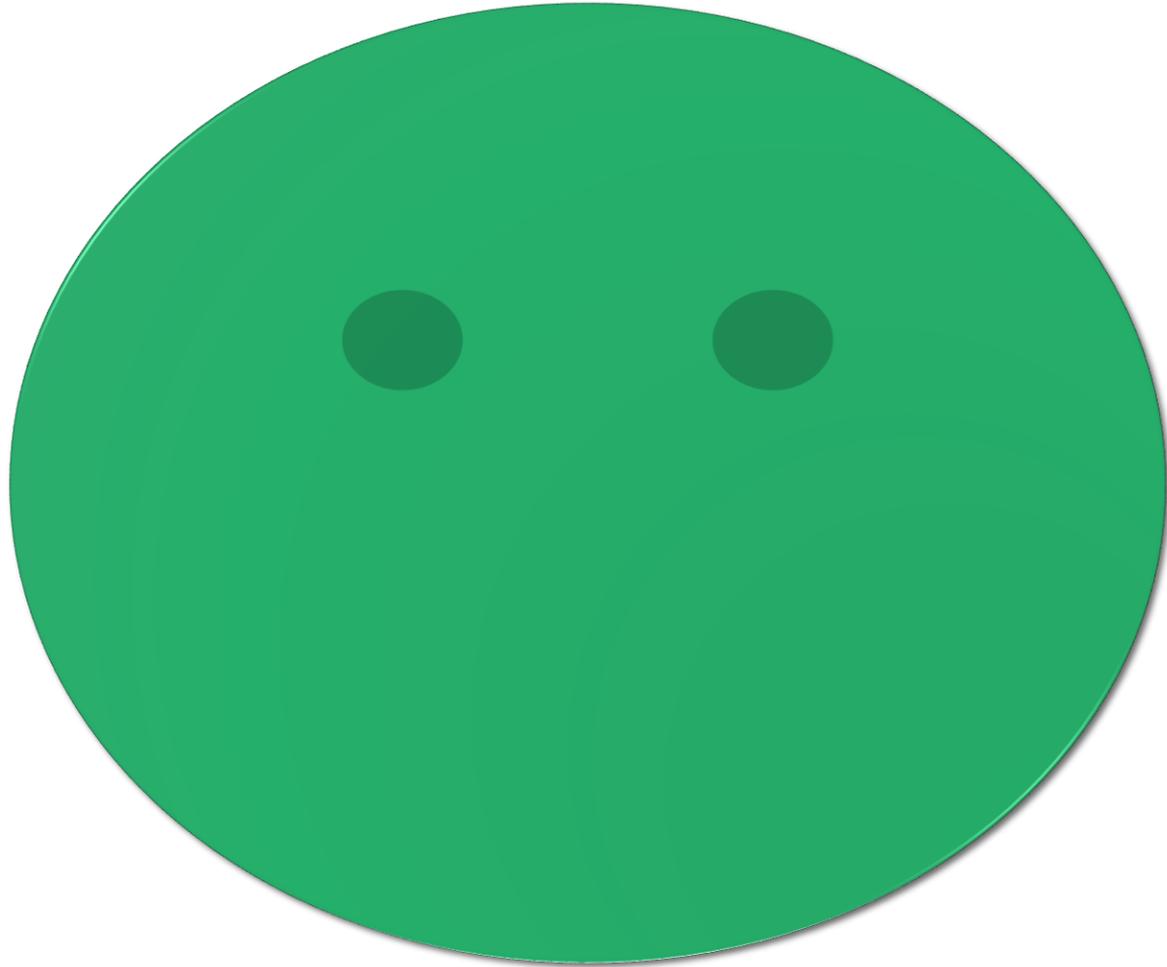
JOSELYN BIGIRWA- GENDER AND LAND EXPERT

IGAD LAND GOVERNANCE PROGRAMME



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Key Concepts- Gender Vs Sex

GENDER

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men, and girls and boys, as well as the relations among women and among men. These attributes, opportunities and relationships are socially constructed, learned, and changeable over time.

SEX

Sex, in contrast, refers to the physical differences between males and females that are determined by biology. Gender-disaggregated data is the collection of data on males and females separately in relation to all aspects of their functioning – ethnicity, class, caste, age, location, etc.



Key concepts- Roles

Gender roles are what women, men are expected by their societies to do, and how they are expected to behave towards each other. Gender roles are dynamic differing within these cultures over time. Gender roles affect power outcomes for some groups of women and men.

Gender roles are considered under the following:

Reproductive Roles: These responsibilities and tasks are done solely for the care and maintenance of the family/human race.

Productive Roles: Work done by both men and women for pay in cash or in-kind for market and subsistence, with utility or exchange value. This includes employment and self-employment in both the formal and informal sectors. Both women and men can be involved in productive work but their professions, activities and responsibilities often vary according to the gender division of labour.

Community roles: Involves the collective organization of social events and services, ceremonies and celebrations, community improvement activities. Women tend to participate in community health care, water supplies and cooking for community meetings on a voluntary basis. In contrast, men participate in meetings, discussions and politics, often in return for power, status or money

Sex roles are performed on the basis of biological and physiological make up. The women's sex role of conceiving, carrying a pregnancy, giving birth and breastfeeding are biologically determined and are the same in different cultures. Likewise, for men, male sex roles of providing spams for fertilization of the female egg (ovum) is the same. Sex roles are limited.



Key Concepts- Needs

PRACTICAL GENDER NEEDS

Practical needs are related to daily activities and responsibilities. They are linked to helping women and men with the roles they are given by society.

STRATEGIC GENDER NEEDS

Strategic needs are related to changing the relationships, roles and responsibilities of women and men in society. These are usually long term and non-material, such as increased participation in decision making, access to land, and legislation for equal rights.



Gender Equality

Gender equality refers to the situation in which women and men enjoy equal status, conditions and responsibilities, and have equal opportunities for realizing their full human rights and potential and can benefit equally from the results – regardless of being born male or female. Gender equality encompasses equality in social relations and equal access to, and control over, resources by women and men.



Gender Equity

Gender equity is considered part of the process of achieving gender equality and refers to fairness of treatment for women and men according to their respective needs. This may include equal treatment (or treatment that is different but considered equivalent) in terms of rights, benefits, obligations and opportunities



Gender Balance

Gender Balance is a human resource issue. It is about the equal participation of women and men in all areas of work and in programmes that institutions initiate or support.

Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improves the overall effectiveness of institutional policies and programmes, and enhance institutional capacity to better serve the target communities.



Gender Justice

Gender justice is the goal of full equality and equity between women and men in all spheres of life; resulting in women jointly, and on an equal basis with men, defining and shaping the policies, structures and decisions that affect their lives and society as a whole, based on their own interests and priorities. Gender justice requires a gender perspective on the definition and application of civil, political, economic and social rights.



Women's Empowerment

It is both a **process** as well as the **impact** of a process. Is a process of women taking control over their lives: setting their own agenda, gaining skills, increasing self-confidence, solving problems, developing self-reliance. It involves changes at the personal level (consciousness, self-confidence, abilities, health, education, well being) and social, political, cultural, legal changes.

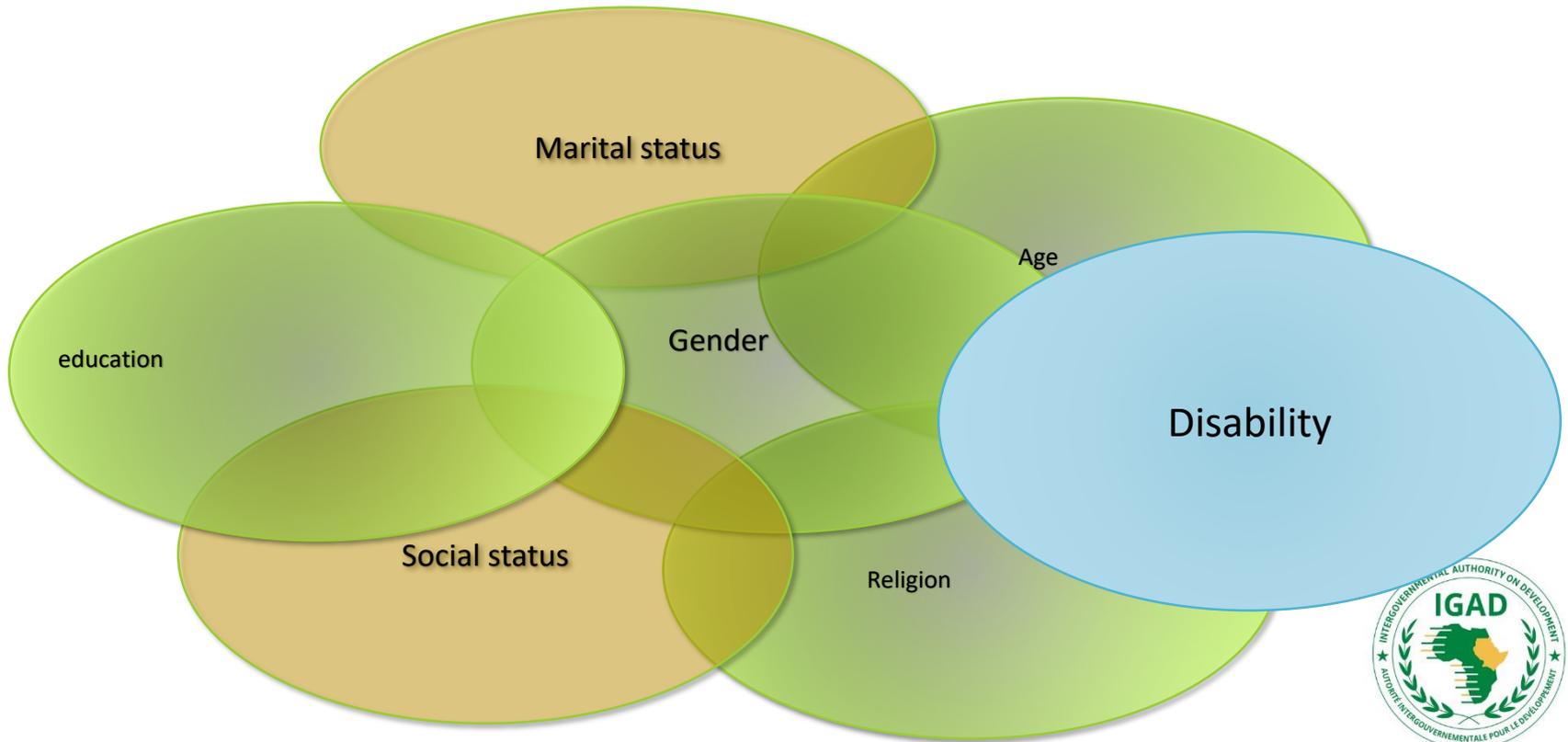


Gender and Intersectionality

Women/ men are not a homogeneous group, several other social, economic and cultural factor including age, disability, religion, education, locations etc., and intersect with gender and determine one's ability to exercise/ enjoy their full rights or **denial**.

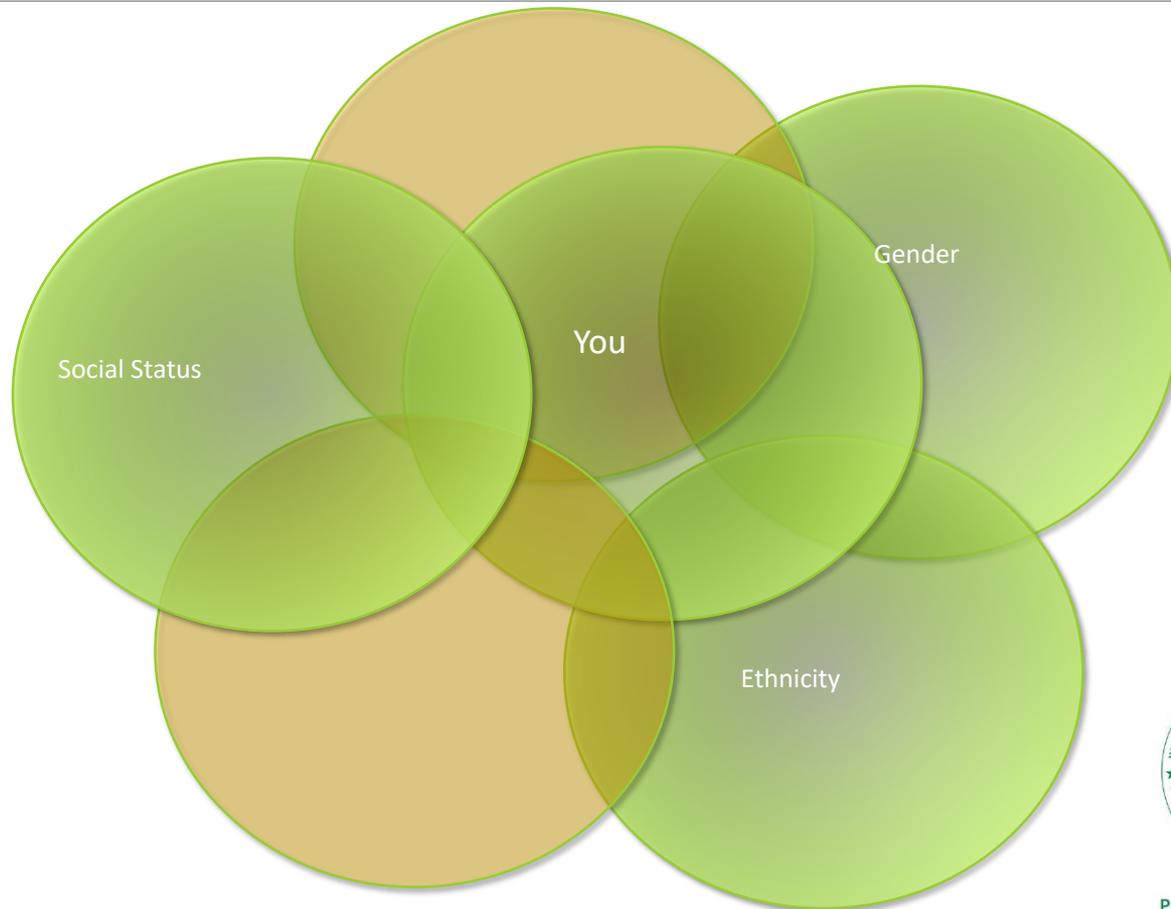


Gender and intersectionality



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Self-Reflection exercise



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IDENTIFY THE MOST APPROPRIATE RESILIENCE BUILDING INTERVENTIONS FOR THE FOLLOWING GROUPS

GROUP 1: MARRIED WOMEN

GROUP 2: SINGLE WOMEN/WIDOWS

GROUP 3: OLDER WOMEN

GROUP 4: WOMEN WITH DISABILITIES

GROUP 5: MIGRANT WOMEN

GROUP 6: YOUNG WOMEN/ GIRLS



Gender Mainstreaming

Gender mainstreaming is a **process** and **strategy** which aims to bring about gender equality and advance **women's rights** by taking account of gender equality concerns and building gender capacity and accountability in all aspects of an **organization's policies** and **activities** (including policy and programme development and implementation; advocacy; organizational culture and resource allocation).



Institutional gender mainstreaming

Also known as the foundation for programme mainstreaming

It's the first step in creating a gender-inclusive corporate culture, gender-responsive policies and programs framework, gender focused partnerships and capacity building through which gender perspectives and tooling processes can work in tandem.

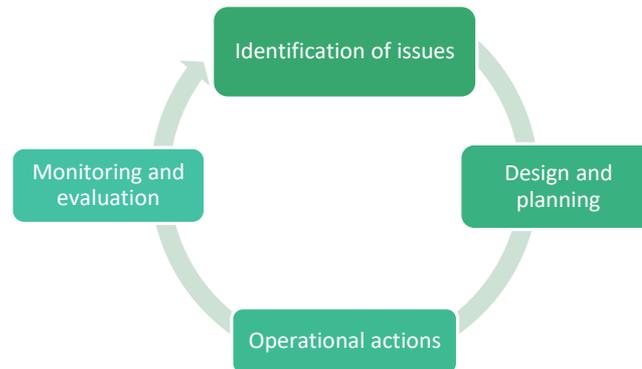
4 Main interconnected strands;

1. **Political will**- policies, budget, gender balanced team at all levels
2. **Technical Capacity**- for all
3. **Accountability** – Gender Marker, performance target
4. **Organisational culture**- Safe working environment, Language



Gender Mainstreaming in programmes

Addressing gender concerns in every stage of the programme cycle; Gender analysis is central to in all stages of the PCM



The Level of programme mainstreaming is determined by the political will and capacity of the institution;

*Gender sensitive

**Gender Responsive

***Gender Transformative



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Gender Analysis

Examines the relationships between females and males and their access to and control of resources, their roles and the constraints they face relative to each other. It is research that aims to understand, bring to the fore, which quantitative and qualitative inequalities exist between women and men at different levels of society and **why**. ***This should be done at first level of the programme cycle to inform programme design but light analysis can be done during implementation ad monitoring phases***

Levels of Analysis

Institutions/ Country level	Gender analysis of legal and social, economic and political situation (e.g. national legislation and mechanisms for protection of women's rights; representation of women in political and authority structures)
Community	Gender analysis of cultural norms, representations and decision making at community level
Household	Gender analysis of who does what, when, who owns and decides about resources; unequal power relations
Individual	Gender analysis of empowerment, self-esteem, power to make decision about one's health, education, Land etc.

Gender considerations at the situational analysis stage

- ✓ Asses the gender barriers- social, cultural, economic and political barriers at Individual, Household, community and national level (Micro- Meso- Macro analysis)
- ✓ Identify existing resources, opportunities and capabilities, identify who benefits and who doesn't and why?
- ✓ Identify power holders and gate keepers – at family and community level and examine their interests and fears
- ✓ Identify key potential stakeholders and allies
- ✓ Collect Sex and Gender Disaggregated data
- ✓ Identify dominants HH types and assess power dynamics in different households
- ✓ Identify different vulnerable groups and intersectionalities,
- ✓ Involve women, men and all marginalised groups in the exercise as informants
- ✓ Involve women leaders and leaders of other marginalised groups
- ✓ Consultations with local , traditional and religious leaders
- ✓ Use a combination of male and female data collectors where possible.
- ✓ Ensure that at least one team member has gender expertise, or experience



Gender considerations in Programme Design

- ✓ Objectives and outcomes should be gender focused not neutral
- ✓ Engender the result framework (gender Impact/outcome and output indicators)- quantitative and Qualitative
- ✓ Specific interventions targeting women, men and leaders (traditional, religious, civil and public service) at different levels, addressing different barriers identified
- ✓ Selected interventions should address both gender practical and strategic needs
- ✓ Provide adequate financial resources commensurate to the gaps identified and interventions proposed
- ✓ Ensure the technical resource is provided for, for project implementation



Gender considerations in programme Appraisal

- ✓ Community/stakeholder feedback and consultations: Assess feasibility of proposed interventions – Do no harm analysis, by involving women, men and all identified marginalised groups and key stakeholders
- ✓ Identify the most appropriate, cost effective and efficient interventions



Gender considerations in Programme Implementation and monitoring

- Dedicated team with Gender expertise or regular capacity building for the implementing team on Gender mainstreaming approaches
- Target women, men and all groups with relevant and proposed interventions
- Set minimum target for women representation and participation in all programme activities
- Monitor and document women representation trends
- Agree on appropriate time and locations for community activities to ensure participation of women taking into account their gender roles
- Involve all project beneficiaries and all key stakeholders in monitoring change
- Undertake Gender review meetings and adapt the programme accordingly
- Create leadership opportunities for women and other marginalised groups



Gender considerations in Monitoring and Evaluation

Preparing for evaluation

- Ensure that the TOR for the evaluation includes an assessment of how gender inequality was addressed within the programme.
- Specify that the evaluators should assess the impact, effectiveness and relevance to women, men and other genders;
- Use a combination of male and female evaluators where possible.
- Ensure that at least one evaluator has gender expertise or experience.

Evaluation period

Consider appropriate locations and timing for discussions with women, men and other genders

Hold separate focus group discussions and interviews with people of different genders

What to monitor and Evaluate

Women and men's equal participation in decision-making processes in private and public spheres

Women and men's equal access to and control over resources

Negative impacts on women (due to the project), for example increased work load, incidents of violence or other forms of backlash

Women's empowerment (confidence, self-esteem, capacity for leadership and self-organisation)

Changes in social cultural norms , practices and gender stereo types - understanding and commitment of men to support gender equality and women's empowerment (as measured by women and men separately)



Gender Mainstreaming approaches

Gender sensitive

Properly aware of the different needs, roles, responsibilities of women and men

Possible interventions e. g.

Provision of adequate and separate toilets for girls and boys at school.

Provision of cooking stoves

Gender Responsive

Aware of gender concepts, disparities and their causes, and takes action to address and overcome gender-based inequalities.

Possible interventions e.g.

Provision of integrated health services i.e. services for children, pregnant women and other ailments at same service point the same day



Gender Mainstreaming approaches

Gender Transformative

Approaches that seek to transform gender roles and promote more gender-equitable relationships between men and women.

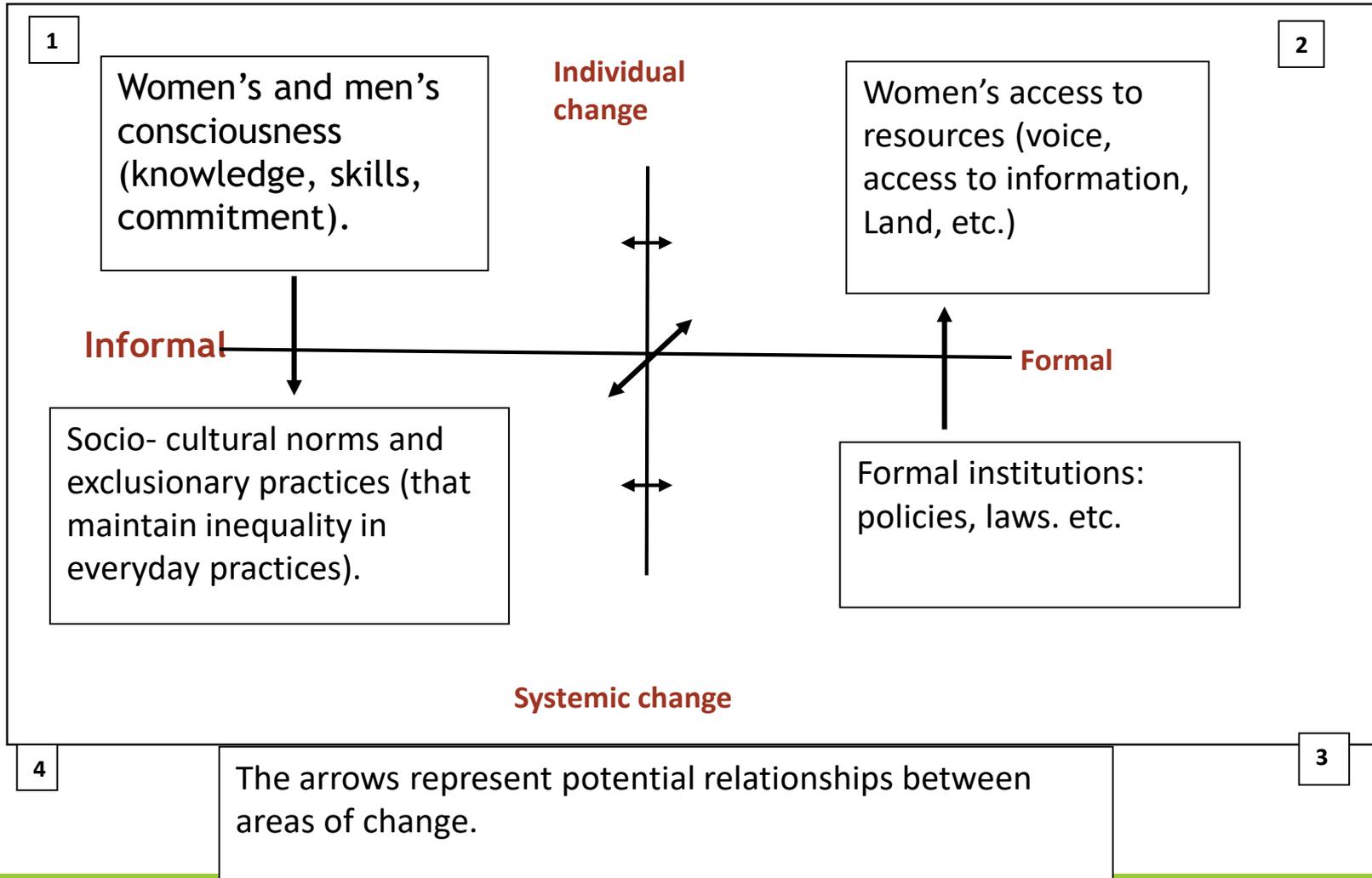
It takes on the task of **transforming unequal gender relations** to promote **shared power**, control of resources, decision-making, and support for women's empowerment.

Potential interventions e.g.

- Build capacity of women through provision of relevant information
- Promote women leadership opportunities and strengthen women decision making power at HH and community level
- Engage men and elders as change agents/champions for gender equality
- Create opportunities for women to dialogue with decision makers
- Address discriminatory social cultural norms
- Create opportunities for income generation



Gender Transformative change



Key Messages

Gender is *prescriptive*: It determines the *roles, power and resources* for females and males in any culture. It limits economic, social, and political opportunities

Cultures attribute a second-class status to women in every society.

Gender matters in programming: Women, girls, boys and men are affected differently and have different coping strategies.

Taking gender into account is about good programming and Doing no Harm



PROPOSE STRATEGIES TO ADDRESS THE FOLLOWING GENDER INEQUALITIES/BARRIERS

Group 1

Discriminatory patriarchal norms and practices

Group 2

Women's limited access and control over productive resources

Group 3

Women's limited participation in a) *Household* and b) *community* decision making processes



WORKING WITH POWER HOLDERS

4. Strategies for building male leadership and engagement in gender equality and women empowerment programmes

5. How can we work with religious and traditional institutions to support gender equality for resilience building

6. Strategies for strengthening political leadership and will to translate gender policies into action



Thank you for making this Gender learning session a success!

Championing Gender for a just World!



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