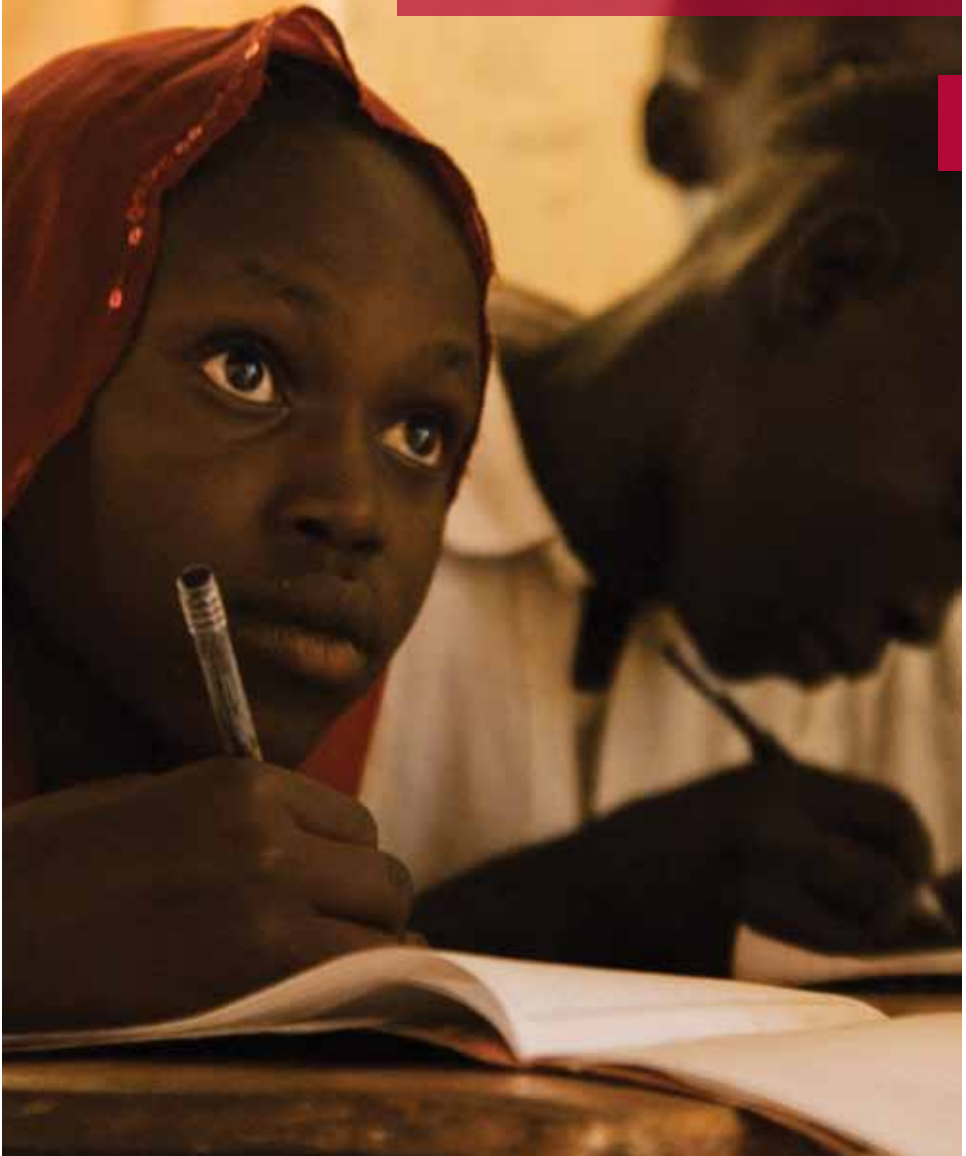


BRIDGE & Gender Mainstreaming

A Guide for Program Staff



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A Guide for Program Staff

Education, Livelihoods, WASH, Health,
Trainings and Governance

Cover photo: Miguel Samper/Mercy Corps

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Introduction

- Do you believe that gender mainstreaming is important but you are not sure how to put into practice a gender approach?
- Do you recognize that BRIDGE projects can be more effective if they integrate a gender perspective?
- Do you want to know what Mercy Corps and MercyCorps Scotland expect from you with regards to gender mainstreaming in your project?

Then keep reading – this handbook is designed to help you!

Mercy Corps and MercyCorps Scotland strives to promote gender equality through every interaction with local communities, taking into account both cultural norms and internationally recognized human rights standards. In line with this statement, the BRIDGE (Building Responsibility for the Delivery of Government Service) program recognizes gender as a cross cutting theme ensuring the needs of women, girls, boys and men are taken into consideration in the context of Sudan. Beginning in 2010, the BRIDGE program started formalizing a gender mainstreaming process with a strong focus on strengthening the program's internal capacity to integrate gender considerations throughout all of BRIDGE's activities and levels.

This handbook was developed in compliance with BRIDGE's commitment for gender sensitive programming and is intended to equip you, BRIDGE staff member with practical tools to mainstream gender into your work

Section I - "Gender Mainstreaming -Key Concepts" highlights key gender terms and concepts and provides a framework for the integration of gender into the various stages of the program cycle.

Section II - "Gender Checklists in BRIDGE Program Areas" is organized according to sector or program area and provides practical guidance for gender mainstreaming. Each checklist highlights the main "gender issues" in the sector, the potential gender dimension in the area of operation, guiding questions and possible entry points to address these issues.

The content of this handbook draws from a number of existing resources that were modified to BRIDGE and Sudan's context. These include ISAC Gender Handbook in Humanitarian Action, UNDP Gender Mainstreaming in Practice Handbook and OECD Gender Tip Sheets.

We hope that this handbook will serve as an important tool to assist you in ensuring that your projects are effective, efficient, just and sustainable by identifying and addressing the needs of women, men, girls and boys in Sudan.



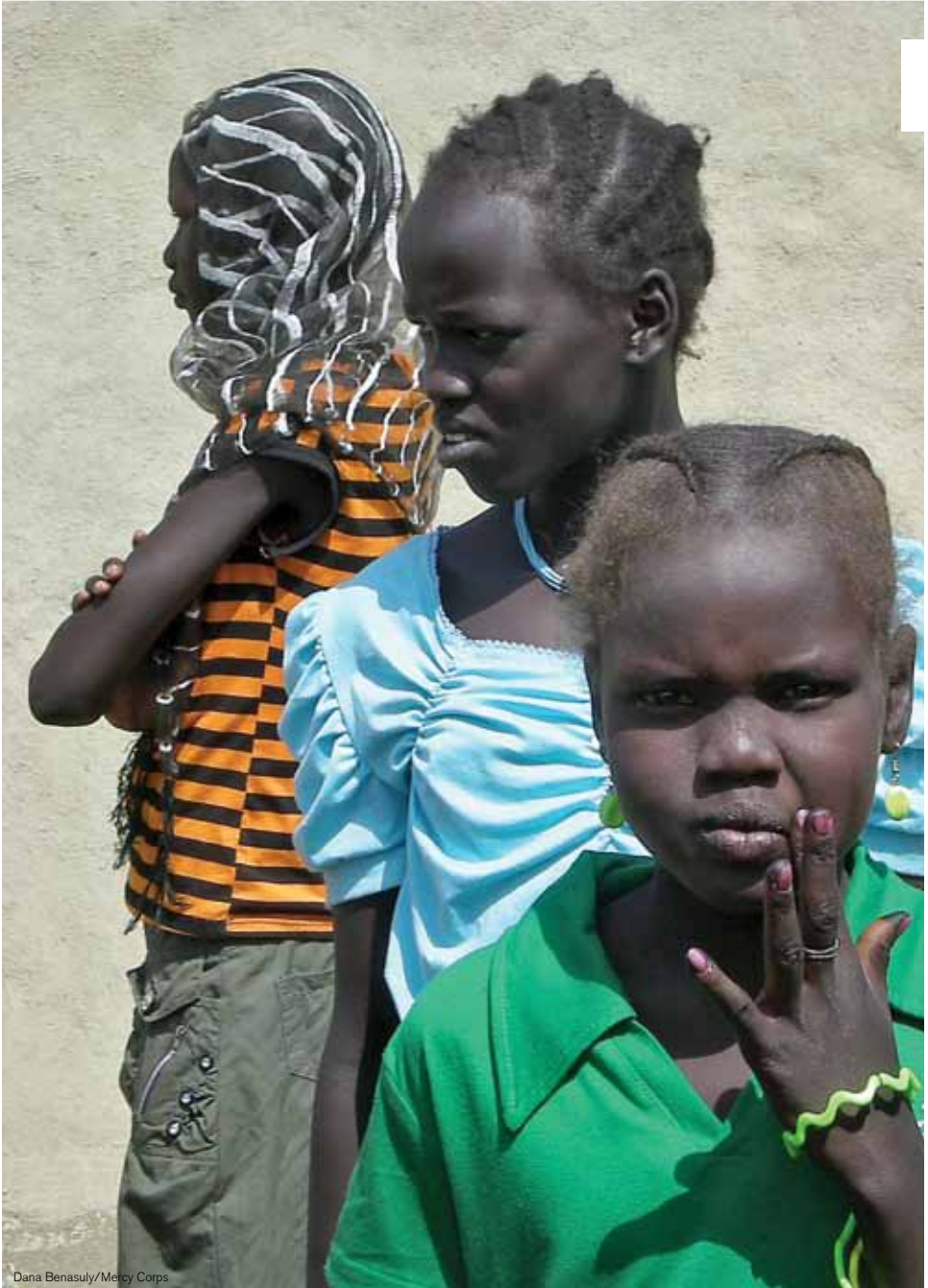
Dana Benasuly, Gender Advisor
BRIDGE, SUDAN
2010



Provash Budden, Chief of Party
BRIDGE, SUDAN
2010

SECTION ONE

Gender Mainstreaming - Key Concepts



Terms and Definitions

Gender refers to the social interpretations and values assigned to being a woman, a man, a boy or a girl. Gender is learned, changeable over time and have wide variations both within and between cultures. "Gender" determines the roles, power and resources for females and males in any culture.

Promoting **Gender Equality** means ensuring that similar opportunities are available to both women and men. Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.

Working towards gender equality does not necessarily imply treating women and men in the same way. This is where **Gender Equity** comes in. Gender equity means fairness of treatment for women and men, according to their respective needs. Gender equity recognizes that different measures might be needed for women and men where they reflect different needs and priorities; or where their existing situation means that some groups of women or men need special or additional supportive measures.

Gender mainstreaming is a strategy used for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres such that inequality between men and women is not perpetuated. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, in any area and at all levels

Gender Mainstreaming means

- Identifying and anticipate potential gender issues and concerns in the stages of the project cycle.
- Identifying the consequences of the proposed project on women and men.
- Addressing the gender issues and concerns by formulating the necessary strategies.
- Putting adequate resources and the necessary expertise into place.
- Holding individuals and institutions accountable for results.

Why is “Gender Mainstreaming” new?

- Gender equality is no longer viewed as a “separate question,” but becomes a concern for all programs and policies.
- A gender mainstreaming approach does not look at women in isolation, but looks at women and men.
- Gender mainstreaming approach does not necessarily make the need for specific policies, programmes or projects on gender equality obsolete. The level of intervention (from basic “gender sensitivity” to comprehensive, targeted gender programmes) will depend on the specific needs and priorities revealed by a gender-sensitive situation assessment.

Gender Analysis is a systematic way for examining the relationship between women and men and looking at the different impacts of development interventions on women and men.

- “Who” does “what”
- “Who” has “what”
- What influences arrangements related to resources access and control.

Gender Analysis requires separating data by sex, and understanding how labor is divided and valued. Through gender analysis we can identify the differences between women and men regarding their specific activities, conditions, needs, access and control over resources, and access to development benefits and decision-making.

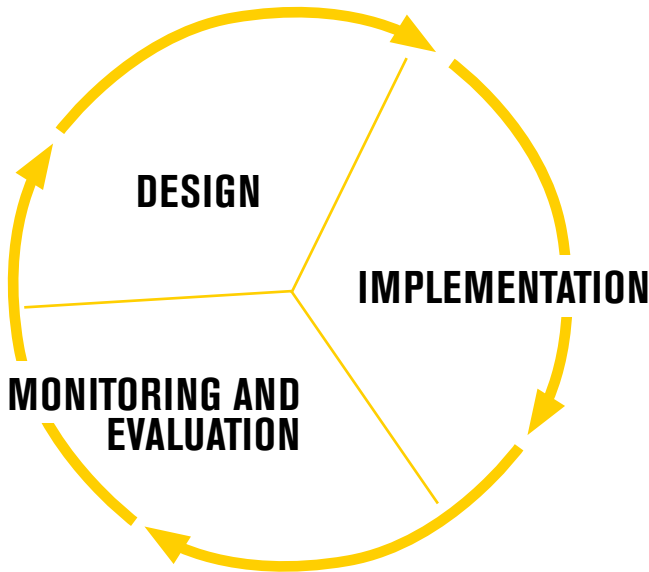
Disaggregation by Sex (or Gender) refers to data or statistics that are divided to show the respective results for women and men separately.

Confusion about Gender

Myth	Reality
<p>"All this talk of gender, but what they really mean is women"</p>	<p>It is true that a lot of gender related work focuses on women. This is primarily because it is women's needs and interests that tend to be neglected. However, Gender equity is not just about women and girls. It's about addressing the different needs of women, girls, boys, and men equally.</p>
<p>"We have a women's project and therefore we have mainstreamed gender"</p>	<p>A gender mainstreaming strategy involves bringing gender analysis into all initiatives, not just developing an isolated subcomponent or project.</p>
<p>"Working with 'gender' rather than a 'women's' focus means that there is no place for 'specific actions' focusing on women as a separate target group."</p>	<p>There is a place for specific, women-focused interventions in a gender mainstreaming approach – but such interventions are identified as a result of strategic choice rather than by default. A gender analysis may result in the formulation of interventions bringing women or men together, or with women as a separate group, or with men as a separate group.</p>
<p>"Gender equality means that women and men are the same"</p>	<p>Equality does not mean that women and men are the same but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.</p>
<p>"We are here to save lives, not to ask whether or not someone is a woman or a man "</p>	<p>When we have limited resources, we must be even more vigilant to ensure that we use our limited and finite resources to assist the most affected, who are often the most vulnerable, and not the privileged. It is simply about good programming.</p>
<p>"Only gender advisors are responsible for addressing gender issues"</p>	<p>We are all accountable. Program staff have to make sure that the assistance and protection they provide meets the needs of all the population equally.</p>

Gender Equity and the Project Cycle

The checklist provided below is designed to help project teams to identify and address key gender dimensions throughout the project cycle.



Design

- ✓ All needs assessments include information about women's and men's different work responsibilities, workloads, access to and control over resources in the area.
- ✓ Women and men are consulted separately about their concerns, participation obstacles, needs, opinions and solutions to key project issues.
- ✓ Potential positive and negative effects of the proposed project on women and men are identified and addressed.

Implementation

- ✓ Project related activities, meetings times and locations are adjusted in order to ensure safety and accessibility for women.
- ✓ Women and men actively participate in the project decision making process equally.
- ✓ Males do not get preferential access to material, technical resources and technologies offered by the project.

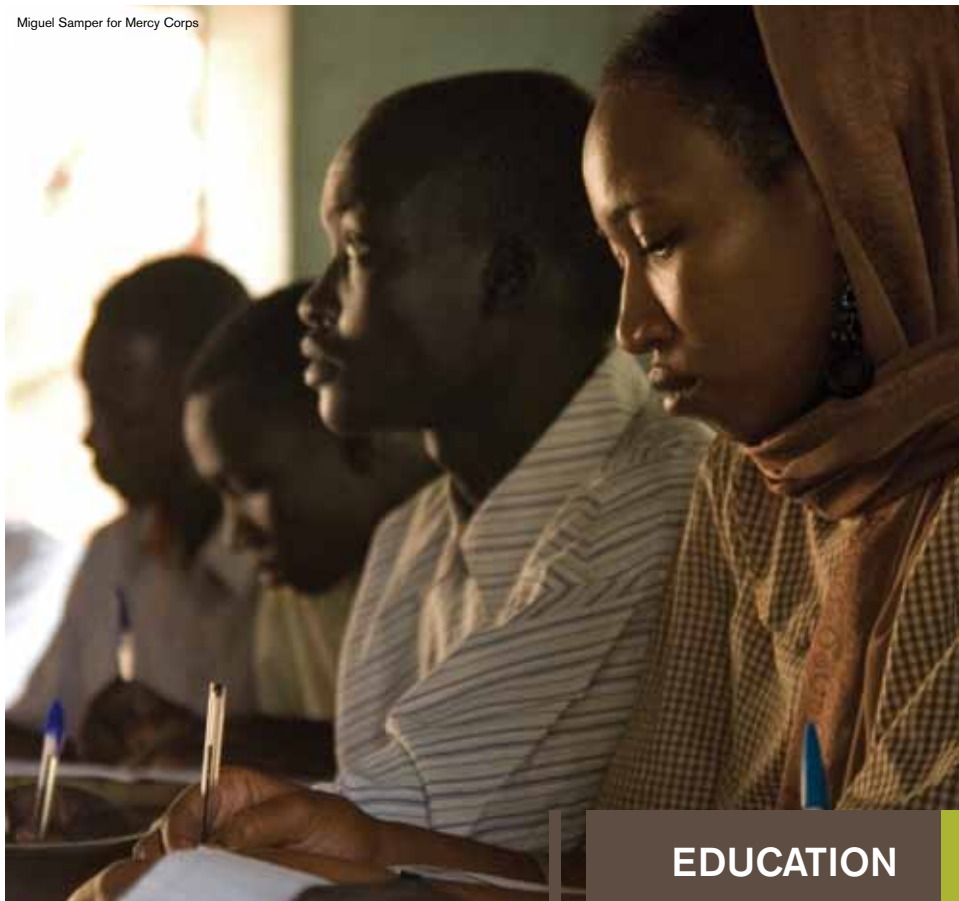
Monitoring and Evaluation

- ✓ Data collected in all stages is broken down separately into data related to women and data related to men
- ✓ Information is collected regarding men's and women's perceptions about positive and negative changes in their lives as a result of the project.
- ✓ Both male and female staff collect the data

SECTION TWO

Gender Checklists in BRIDGE Program Areas





EDUCATION

Key Gender Issues

- A 15 year-old girl in South Sudan has a greater chance of dying in childbirth than completing her education. Girls in the South make up only 27% of primary school enrollment, and women's illiteracy rate stands at 90%.
- Minimal or no sanitation facilities can result in low attendance and high school drop-out rates among adolescent girls.
- It is important to be aware of social attitudes that give low priority to girls' education.
- Household responsibilities, early marriage, and pregnancy are some of the barriers to girls starting or continuing their education.
- Availability of female teachers in Sudan is a huge challenge. The low number of female role models contributes even further to low school enrollment, retention, and completion rates among girls.

Safety and Access

Related Questions	<p>Are the possible locations of schools equally accessible and safe for girls and boys?</p> <p>Is the distance to be traveled to school acceptable to parents of girls? Boys?</p> <p>Does the school have a system in place to handle reports of actual or possible threats of sexual violence, trafficking etc.?</p> <p>Is the learning environment secure?</p>
Possible Strategies for Gender Mainstreaming	<p>Ensure that the location of the school is accessible and safe for girls and boys.</p> <p>Provide escorts to and from school for girls.</p> <p>Provide girls with reporting guidelines and follow-up procedures.</p> <p>Establish codes of conduct for teachers.</p> <p>Monitor sexual harassment.</p> <p>Where single-sex classes are preferred, provide separate classrooms/locations or timings for girls and boys.</p>

Equality within the Teaching Profession

Related Questions	<p>Are there sufficient numbers of female teachers?</p> <p>Is training of female teachers included in the project?</p>
Possible Strategies for Gender Mainstreaming	<p>Use creative strategies to proactively recruit and retain women teachers (e.g. entry through classroom assistants, part-time positions).</p>

Equality in Enrollment

Related Questions	<p>What is the male/ female ratio of enrollment?</p> <p>What are the school attendance rates (disaggregated by sex)?</p> <p>What are the causes of gender differences in enrollment? (Inadequate school facilities, school fees, safety, cultural norms etc.)</p> <p>What sort of household chores do boys and girls typically do? How many hours a day? What time of the day? Does it interfere with school day?</p> <p>Has the need for adult literacy classes or vocational training in the community, especially with women, been explored?</p>
Possible Strategies for Gender Mainstreaming	<p>Routinely collect and analyze sex- and age-disaggregated data on who benefits from educational activities.</p> <p>Consider providing scholarships/stipends to encourage female enrollment where female enrollment is low.</p> <p>Mobilize communities to raise awareness of the need to educate girls.</p> <p>Consider allocating flexible school hours.</p> <p>Consider provision of day care for younger siblings or ill/ disabled members of the family. Community members can also be mobilized to help each other in day care.</p>

Parental Involvement in Education

Related Questions	<p>Are women involved in school management, and in the parent-teacher association?</p> <p>Are there any cultural restrictions on women's involvement in PTAs?</p>
Possible Strategies for Gender Mainstreaming	<p>Pay attention to appropriate timings and locations of PTA meetings.</p> <p>Consider single-sex meetings.</p> <p>Set quotas for the number of women to be members of PTAs.</p>

School Curricula

<p>Related Questions</p>	<p>Are the learning materials inclusive and relevant to girls?</p> <p>Are female students being taught the same subjects as male students, or does the curriculum differ for male and female students?</p> <p>Do textbooks or other educational media promote gender stereotypes (e.g. images of women holding babies and men holding agricultural implements)?</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Train school boards and local government in gender mainstreaming initiatives.</p> <p>Review text-books and other teaching materials used in the classroom and promote gender equality messages.</p>

School Facilities

<p>Related Questions</p>	<p>Are there separate latrines in schools available for girls?</p> <p>Is water available?</p> <p>Are latrines accessible, located safely and adequate in number?</p> <p>Are the latrines designed to meet adolescent girls' hygiene habits? (especially menstruation)</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Engage the local community, especially women and girls, in the design and location of school sanitation facilities.</p> <p>Provide separate female and male latrines – in safe places.</p> <p>Provide appropriate clothing and sanitary supplies to girls so they can attend school and fully participate in class.</p> <p>Work separately with girls and boys groups to discuss issues related to sanitation and hygiene practices. Use a female facilitator</p>



Miguel Samper for Mercy Corps

LIVELIHOODS

Key Gender Issues

- A gender-sensitive approach to livelihood projects is required to understand the different skill sets, needs, vulnerabilities, and responsibilities of women and men, even as these projects can challenge gender inequality in the access and control of resources.
- Often, women have different – but also less – access to livelihoods assets than men.
- Livelihood projects may increase the care burdens of women. Women in Sudan already have an eighteen hour work day that revolves around food production and preparation, fetching water and firewood, caring for family members, and earning additional financial support through salaried jobs.
- Increased access to productive resources such as credit, seeds, and tools promote women's self-confidence and can challenge traditional decision making power at the community and household levels.
- In Sudan, work done at home is always considered women's work, while work done outside the home—such as office work, managing businesses and other activities carried out in public—are considered men's tasks.
- Gender restrictions on women's mobility mean that women are likely to have less access than men to markets.

Division of Labour, Responsibilities and Workload

Related Questions

What are the roles played by women, girls, boys and men in farming and other productive activities? (Who is responsible for farming, gathering, selling at the market, keeping stocks)

How much time do women, girls, boys and men devote to unpaid work (fetching water, cooking, cleaning, collecting firewood, child care, and washing clothes)?

What types of skills exist among women? Among men?

What are their respective skills training needs?

Do income generation projects also build non-traditional skills of men and women?

Has the project focused on how to address the heavy workload women carry?

Possible Strategies for Gender Mainstreaming

Consider vocational training projects which target the specific needs of both men and women.

Provide men and women with practical skills that they can use, including non-traditional skills.

Mobilize the community to challenge traditional gender inequality in access to livelihood initiatives while keeping cultural sensitivity to traditional norms and beliefs.

Consider introduction of labour- and energy-saving technologies projects, particularly targeting women.

Consider mobile crèches/ family care support system in work sites to allow women participation in livelihoods activities.

Access to and Control of Resources

Related Questions

Do women and men have equal access to resources? (land, seed, livestock, equipment, markets, income)

What are the practices regarding agricultural land ownership and distribution? In particular, what are the practices regarding women's property and inheritance rights?

How do security concerns hinder the abilities of women, girls, boys and men to access productive resources?

What are the specific barriers facing women and girls that prevent women enjoying equal access to resources?

Who has the most decision-making power with regard to productive assets and household expenditures?

Possible Strategies for Gender Mainstreaming

Promote projects that enhance women's self sufficiency and improve their control over resources.

Make sure economic resources (income, seeds, tools, relief commodities, etc) reach women as well as men.

Provide safe means of transportation.

Avoid the promotion of livelihood activities that expose women to risks (for example fetching firewood unaccompanied) or social discredit.

Equal and Meaningful Participation

Related Questions

Have women and men been equally consulted in assessing their livelihoods needs and concerns? (bear in mind literacy levels, need for child care during meetings, time and place of meetings, safety and mobility constraints etc)

What is the male/female ratio of participants?

Are women involved in decision-making, at the village level planning committees when decisions are being taken in relation to livelihood projects?

Does the project ensure the equality measures when hiring people to engage in cash for work?

Possible Strategies for Gender Mainstreaming

Adjust time, place, content and training methods in order to address possible barriers to women's participation.

Make sure women in the community are aware and provided with full information about BRIDGE livelihood opportunities.

Set quotas for the number of women to be trained by the project and in relevant decision making bodies.

Ensure the meaningful participation of women by creating women self help groups, supporting women's farming collectives and inclusion of women empowerment orientation in trainings.

Monitor livelihood projects for improvement in self reliance as well as beneficiary satisfaction for both women and men.

Vulnerability

Related Questions

Has the designed project addressed the protection and safety measures of pregnant mothers when hiring for cash for work/ income generation activities?

Does the project especially target female and child- headed households?

Are there practices that may discriminate against women, female-headed households, the elderly and the disabled?

Does the workplace offer a respectful, safe environment for both women and men?

Possible Strategies for Gender Mainstreaming

Collect data on single female- and male-headed households and number of households headed by children (girls and boys).

Collect data on the number of unaccompanied children, elderly, disabled, pregnant and lactating women.

Monitor workplaces for instances of discrimination or sexual harassment.



Miguel Samper for Mercy Corps

WASH

(Water, Sanitation and Hygiene)

Key Gender Issues

- In Sudan, women and girls play a central part in the provision, management, and safeguarding of water. They are primarily the direct users of water facilities. Their role must be recognized by ensuring women's active participation in trainings, water service maintenance and water management committees.
- Direct (and usually separate) consultations with both men and women are essential in obtaining key decisions on the location, design, and maintenance of water and sanitation facilities and services.
- It is vital that the selection and design of sanitation facilities takes into account women and girls' hygiene practices. "Women friendly" facilities in Sudan should usually be separate, distant, locked, lit, and provide space for the washing and drying of menstrual sanitary items.

Access and Safety

Related Questions	<p>Are water points, toilets and bathing facilities located and designed to ensure privacy and security?</p> <p>How far away are water points, toilets and bathing facilities located? Is the route well lit?</p>
Possible Strategies for Gender Mainstreaming	<p>Latrines should be separate for men and women, distant from each other and safe (locked, lit)</p> <p>The route to water points should be safe and within a reasonable walking distance. (it is often recommended that no household should be more than 500 meters from a water point)</p> <p>Ensure women's and men's voices are heard on decisions related to immediate location and safety of facilities.</p> <p>Monitoring of the route may help identify if this route is being used to harass women.</p>

Equal and Active Participation

Related Questions	<p>What is the representation and role of women in water committees?</p> <p>What is the current level of women's representation in water management decision-making bodies?</p> <p>Are both men and women involved in hygiene promotional activities?</p>
Possible Strategies for Gender Mainstreaming	<p>To promote the active participation of women in water user groups, make leadership and management training a central training component.</p> <p>Involve women equally with men in water management groups. Set quotas for the number of women to be appointed.</p> <p>Adjust trainings content, timing and language level to meet participants' capacity, particularly women's.</p> <p>Target hygiene projects not only to mothers, but also to fathers and other carers of children.</p>

Use, Attitudes, and Practices

<p>Related Questions</p>	<p>What are the different uses and responsibilities for water by women, girls, boys and men (e.g. cooking, sanitation, gardens, and livestock); patterns of water allocation among family members (sharing, quantity, quality); decisionmaking on uses?</p> <p>Do women have access to containers for storage and collection of water?</p> <p>What are the cultural practices in relation to women addressing their hygiene and sanitary needs, especially during the monthly period of menstruation? Do they use cloths/ sanitary pads?</p> <p>Is suitable (indigenous method) material for absorption and disposal of menstrual blood for women and girls available and affordable?</p> <p>Do facilities need to be modified for use by women, children, the elderly and the disabled?</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Use women as facilitators in these discussions</p> <p>Work separately with women's and men's groups, where necessary, to discuss issues related to water, sanitation and hygiene practices.</p> <p>Provide separate latrines for women and men</p> <p>Ensure water supply is available near latrines</p> <p>Construct disposal units with incinerators attached to the women's toilets</p> <p>Consider construction of a washing facility attached to female toilets- one foot square raised platform which allow the washing of rags and includes a hanger to dry them.</p>

Maintenance of Facilities

<p>Related Questions</p>	<p>Who maintains toilets/water points?</p> <p>Who pays the costs associated with maintenance?</p> <p>Does the community need training for operation and maintenance, including management?</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Ensure balanced and active participation of women in trainings, water service maintenance and water management committees.</p>



HEALTH

Key Gender Issues

- Men in Sudan often regulate women's access to health services through control of finances, women's mobility, means of transportation, and health care decisions.
- Maternal and infant mortality rates in Sudan are the lowest in Africa and in the world.
- Reproductive health (RH) services are usually not separated from maternal, child health, and family planning services. As a result, women who have reproductive health problems but have no children, or men who have infertility problems, usually do not receive attention.
- Rape and other forms of sexual violence are very common in Sudan, particularly in the south. According to a UNIFEM study, the prevalence of Gender Based Violence in south Sudan currently stands at 41 percent, and is likely to rise.
- In terms of health care responsibility, the division of labor usually means that adult women and daughters have the burden of care for ill household members.
- In many instances, reproductive health services and knowledge are interpreted as being a "married women's issue". As a result, young unmarried women may be caught in a vicious cycle — their lack of information on reproductive health leads to adolescent pregnancy, which leads to school drop-out and economic dependence on others.

Health Status of the Target Population

Related Questions

Do women and men in the target population have different needs and demands in relation to the project?

Do women and men have different priorities?

Are there gender differences in cases of particular diseases?

What factors, other than reproductive, contribute to gender differences in the cases of disease?

What is the extent of women's workloads, and are patterns of sickness among women (malnutrition, anemia, and other diseases) explained by their occupational context?

What information exists and can be collected regarding the mental health of women and men? Are there gender-related differences in cases?

Possible Strategies for Gender Mainstreaming

Analyze through participatory community assessments, the health status of women, girls, boys and men to identify physical and mental health needs.

Ensure balanced ratio of men and women were consulted

Ensure assessment teams include female assessors and translators.

Collect, disaggregate by sex and analyze the following data:

- age- and sex-disaggregated cause-specific mortality rates
- age- and sex-disaggregated case fatality rates
- female-, male- and child-headed households
- Male/female ratio in incidence of diseases and infections

Cultural Attitudes and Practices

Related Questions	<p>What roles do women and men play in community health care? Who provides health care to whom?</p> <p>Who makes decisions in families about taking family members to a health-care provider for treatment? Who decides whether medicine will be purchased?</p> <p>How do women and men explain common diseases and health problems?</p> <p>Are changes being proposed in the provision of health services that will change gender relations? Will the changes be acceptable to women/men?</p> <p>What are the cultural and social attitudes toward unmarried mothers? Toward children classified as “illegitimate”?</p> <p>What are local beliefs and practices concerning whether male health care workers can provide care to women?</p>
Possible Strategies for Gender Mainstreaming	<p>The health facility or unit should be accessible for diverse groups such as young girls and single women (who due to social pressures may not be able to approach the service)</p>

Advocacy, Health Information and Education

Related Questions	<p>How acceptable are the health messages to women? To men? Are the messages culturally appropriate?</p> <p>Is the health message adapted for low- literacy population?</p>
Possible Strategies for Gender Mainstreaming	<p>Design separate gender-appropriate communication strategies for women and men (bearing in mind that they may trust different media authorities, receive their information from different media outlets and listen to radio at different times of the day)</p> <p>Assess cultural sensitivity of health messages with men and women separately and together</p> <p>Consider how women's groups and networks can be encouraged to assist women in learning about health issues and supporting one another</p>

Access to Healthcare Services

Related Questions	<p>Are there differences in access to health services between women and men, girls and boys? (Consider factors such as timing of services, lack of time for women, distance, lack of money for transportation, restrictions on movement, lack of female staff in clinics, lack of privacy for examination, stigma towards men/ boys and young girls seeking for reproductive health assistance etc)</p> <p>Is the location of the facility safe for both women and men?</p>
Possible Strategies for Gender Mainstreaming	<p>Ensure opening hours do not clash with household function, water collection times and school times</p> <p>Locate health centers where they are conveniently and safely accessible to women.</p> <p>Provide child care support to enable women and men – especially those from single-parent-headed households to participate in meetings.</p> <p>Ensure maximum protection to health facilities (e.g. lighting and paths leading to them; provision of transport and/or escorts where possible).</p> <p>Introduce special services for men, such as “exclusive” clinic hours and husbands’ day at the clinic.</p> <p>Offer a range of services in the health facility so that young boys and men, who may feel that the service is for women, only, will be able to access</p> <p>Ensure privacy for health consultations, examinations and care.</p>

Equal and Meaningful Provision of Health Services

Related Questions	<p>Does the project target women or men, or both genders?</p> <p>Are reproductive and sexual health projects considered a “woman’s issue” only? Is there a need for a broader focus on women’s health?</p> <p>Does the project mainly emphasize women’s health in terms of their role as mothers?</p>
Possible Strategies for Gender Mainstreaming	<p>Ensure that the project objectives explicitly address the different health needs of males and females. Ensure men are not overlooked</p> <p>Consider networking with CSOs to promote men’s involvement in reproductive health.</p> <p>Promote the concept of men and women sharing responsibility for family and community health by training men in parenting, child health and reproductive health</p> <p>Offer women training in more than reproductive health, in areas such as literacy, employment skills, legal rights and social mobilization to increase women’s capacity to make decisions about their own health</p>

Health Sector Reform

Related Questions	<p>Is there a sufficient number of female and male care providers?</p> <p>What are the constraints preventing more women from being trained or being appointed as health providers?</p> <p>What is the average amount of money spent on health care yearly, men vs. women?</p>
Possible Strategies for Gender Mainstreaming	<p>Collect and analyze male,/female ratio in the health profession at the following levels:</p> <ul style="list-style-type: none">– top level managers and administrators– other administrative– personnel– primary care doctors– specialists– nurses <p>Set quotas for the number of female health workers to be trained by the project</p> <p>Adjust time, location and logistics of training in order to increase female participation</p> <p>Provide child care or family support to enable their participation.</p> <p>Include a gender awareness component in training</p> <p>Ensure equal pay and opportunities for women and men in the health sector.</p>

Gender Based Violence (GBV)

Related Questions	<p>Are health care providers aware of relevant laws and policies governing health care providers in cases of sexual violence?</p> <p>Are health staff sensitized to sexual violence and are aware of and abide by medical confidentiality?</p> <p>Do health staff have the knowledge and equipment to record forensic evidence for rape or physical assault, in case the survivor wants to report the case?</p> <p>Is gender based violence prevalent in the project area?</p> <p>What community or health services are offered to abused women and men in the area?</p>
Possible Strategies for Gender Mainstreaming	<p>Health staff must possess a clear understanding about principles such as confidentiality, rights, and Sudan's GBV legal framework, as they often may be the only point of contact in case of gender based violence.</p> <p>Identify and liaise with GBV actors in your project area to coordinate on gender based violence cases and issues.</p>



Rodrigo Ordonez/Mercy Corps

TRAININGS

Key Gender Issues

- A gender-sensitive approach to trainings is required to understand existing gender relations and the obstacles to women's active participation in the training process.
- In Sudan, women's voices at all levels tend to be weaker than men's due to cultural norms and women's lack of skills, decision making experience and confidence to express their views in public. These practices must be taken into account in the preparation and conduct of trainings.
- Timing and location of trainings are logistical factors that can encourage or considerably limit the participation of women in trainings.

Participation and Framework Conditions

Related Questions

What is the expected male/ female ratio of trainees?

Is the training scheduled so as to be compatible with the life and work patterns of women and men?

Is the location of the training fixed so that women and men are able to attend them safely? (Public transport, organized transport)?

Are the facilities culturally appropriate? (e.g., separate toilet facilities for women and men)?

Would the availability of child care facilities encourage women's participation?

Are meals organized in a way that is both culturally sensitive and at the same time do not discriminate against female participants?

Do women have access to communication networks so that they can be informed about training opportunities?

Is it necessary for women to be addressed through their husbands, fathers or other male contact?

Possible Strategies for Gender Mainstreaming

Ensure that there is a sufficient number of women among the participants. If necessary set quotas.

Make training schedules and arrangements flexible enough to suit participants, especially women

Communicate training sessions in such a way that women's attention can be drawn to them (formal and informal channels; in writing, verbally, on radio, , through women's organizations, churches etc.)

Mobilize men to advocate and convey women's participation in the training

Work Forms and Methods

Related Questions

Do curricula and training materials use gender-based stereotypes?

Are there provisions for different work forms (open debate/lecture, working groups, individual working, role play, creative methods, physical exercises etc.)?

Are case material and examples used in the training drawn from the target group's experience, and transferable to their lives?

Will separate training activities be necessary for women to ensure that they participate and benefit equally?

Do training methods take into consideration the cultural/social context in terms of gender-specific norms and practices (i.e. women lack the experience and status to express themselves in large group discussions

Would female trainers/translators encourage participation?

Possible Strategies for Gender Mainstreaming

Pay attention to factors that encourage or inhibit people's participation such as language, experience related to the topic, experience speaking in public, decision making and power relations

Display pictures, diagrams, or illustrations that show both women and men as key players in the sector.

Select some topics on which women have more experience or knowledge.

Small sex-homogeneous groups are ideal for practicing and trying out unaccustomed roles.

In mixed-sex units, common interests and differences can be discussed (ensure each sex has a minimum representation of 30% in these groups)

While the groups are discussing, move between groups and ensure that no one person is dominating discussions in order to encourage equal participation

When asking the participants their opinions or experiences alternate between men and women for the answers rather than using the 'pop corn approach' (where the trainer asks questions and takes the answer from whoever reacts first)

Language and Communication Style

Related Questions

Is the language used verbally and in training materials adjusted to the participants' level of literacy? Are there differences between women and men?

Does the facilitator establish a means of intervention, for interrupting or for anticipating forms of communication that discriminate against women or men?

Possible Strategies for Gender Mainstreaming

When the trainer is giving examples it is important not to limit women and men's roles to negative traditional stereotypes. Instead, use positive traditional examples or new ideas.

Try to use clear, simple language to ensure that all participants understand the messages, regardless of their educational backgrounds

Hire a female translator/ facilitator to help women understanding the tasks, speak up and be understood

Establish rules at the beginning of the training:

- Restrictions on length of speeches
- Allow people to finish speaking
- No sexist or disparaging remarks about participants
- Allow time for feedback/criticism
- No generalizing gender-related attributions
- Agree no more than five or six points.

Overcome biases and de-escalate sensitivities by noticing and addressing confusions between facts and views

Create an atmosphere in which women and men feel respected, safe, and encouraged to share their views, and to interact with women and men with diverging views

Content	
Related Questions	<p>Have women been consulted about their training needs and interests?</p> <p>Do training objectives refer explicitly to both women and men?</p> <p>What is the participant's level of prior experience and education?</p> <p>Are there differences between women and men?</p>
Possible Strategies for Gender Mainstreaming	<p>Consult both women and men to understand their needs and capacities</p> <p>Develop training that caters to both women's and men's interests</p> <p>Adjust training content to participant's prior level of experience and knowledge, particularly women who often have less experienced in governance issues</p>



Rodrigo Ordonez/Mercy Corps

GOVERNANCE

Key Gender Issues

- “The State shall ... promote gender equality and the role of women in family, and empower them in public life” *Interim constitution of the Republic of Sudan. 2005*
- The goal of mainstreaming a gender perspective into issues of governance is to ensure that there is balanced participation between men and women and that gender issues are integrated into decision-making, implementation, monitoring, and evaluation of governance initiatives.
- South Sudan has a reasonable framework for upholding gender equality, but implementation is still flawed.
- Barriers to women's participation include traditions preventing female school attendance, stereotypical perceptions discouraging women from political involvement and unequal treatment of women in the work place.
- Recent data analyzed by the World Bank has revealed that more women in government may lead to more honest governance. Gender-differentiated attitudes towards corruption appear to be a worldwide phenomenon.

Policy /Legal Framework

Related Questions	<p>Is the institution aware of international, regional and national legal and regulatory commitments that the country has made to gender equality?</p> <p>Is there a gender policy/regulatory framework?</p>
Possible Strategies for Gender Mainstreaming	<p>Provide knowledge and information to government stakeholders on international, regional and local legal framework of gender equality and human rights</p> <p>Support relevant government bodies to ensure that policies, procedures respond to women/men needs.</p>

Planning

Related Question	<p>Is information being collected from women about their constraints, opportunities, priorities and needs?</p> <p>Do strategic objectives of the institution explicitly mention gender?</p> <p>Does the institution have a detailed profile of the community disaggregated by sex?</p> <p>Do all departments required to include gender equity considerations in their plans?</p>
Possible Strategies for Gender Mainstreaming	<p>Include a gender component in all BRIDGE institutional/ needs assessments and baseline surveys</p> <p>Develop government capacity to analyze issues from a gender perspective as a way of helping them to understand different impacts of government initiatives on men and women.</p>

Procurement

Related Question	<p>Have targets have been set for increasing the number and value of contracts received by women?</p>
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Representation and Participation

Related Questions	<p>Is there a sufficient number of women and men in decision-making positions in the institution?</p> <p>What is the male/female ratio in the community/ payam / boma/village committees?</p> <p>Do women have an influence on decisions taken by the institution?</p> <p>Are any special efforts made to ensure that women actively participate?</p>
Possible Strategies for Gender Mainstreaming	<p>Identify the barriers in your particular national context that may hinder women's full participation</p> <p>Collect and analyze male/ female ratio in all levels and government departments</p> <p>Support and promote the use of positive measures such as quotas</p> <p>Include women's targets as a prioritized component of BRIDGE activities</p> <p>Support the government to work towards increasing the proportion of women involved in the political decision making bodies</p> <p>Provide capacity building around developmental participatory approaches</p> <p>Establish or strengthen women's gender networks to help mobilize alliances within the government and with civil society</p> <p>Encourage government officials to work with civil society organizations and women groups</p>

Budgets

Related Questions	<p>Is a share of expenditure explicitly targeted at promoting gender equality?</p> <p>Are women able to benefit equally and meaningfully from the resources allocated to mainstream projects?</p>
Possible Strategies for Gender Mainstreaming	<p>Invest in the capacity of key stakeholders to conduct participatory budgeting including gender responsive budgeting so the resource allocation is gender sensitive.</p>

Service Delivery

<p>Related Questions</p>	<p>Do women and men have equal access to public services?</p> <p>Does the institution keep sex disaggregated data on access to livelihoods, education, housing, health and transport?</p> <p>Does the institution take steps to ensure that women benefit equally from service delivery opportunities?</p> <p>Does the institution monitor the usage pattern of public services?</p> <p>Are both women and men consulted in regard to their specific needs in all sectors?</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Conduct a gender analysis to examine women, men, boys and girls' access and control over resources.</p> <p>Consult both women and men about the interest and needs</p>

Capacity Building

<p>Related Questions</p>	<p>Is gender training provided for both women and men in the institution, at all levels?</p> <p>Are skills gaps identified and addressed to ensure that women and men are able to participate equally</p> <p>Are efforts made to address the needs of women who lack confidence to participate in policy formulation debates?</p> <p>Are efforts made to address the attitudes of officials who may be opposed to women's participation and contributions in institution?</p>
<p>Possible Strategies for Gender Mainstreaming</p>	<p>Support gender workshops for government officials (local and state level), civil society organization and BRIDGE staff</p> <p>Ensure gender balance within BRIDGE staff working with government. If needed, assign female staff to work with female government officials</p> <p>Integrate gender equality considerations and gender training into BRIDGE government capacity building activities, based on the focus of the activity (i.e., gender responsive budgeting, for staff dealing with budget, women legal rights in legal trainings etc.)</p> <p>Provide additional support to women representatives such as training in public speaking and leadership and other learning and skills development opportunities</p>

Safety and Security

Related Questions	<p>Does the institution have up to date crime statistics disaggregated by sex?</p> <p>Is the city/town/ state is safe place for women? (i.e. to walk around safely at night and in the day, lightning at night in streets and public spaces, safe public transport etc)</p> <p>Does the institution participate in campaigns to raise awareness on gender based violence (GBV), such as the Sixteen days of activism?</p> <p>Does the institution have an action plan for ending GBV.</p> <p>Does the institution have victim support programmes.?</p>
Possible Strategies for Gender Mainstreaming	<p>Support the institution to promote actions towards creating a general climate in which rape and other forms of gender specific violence will result in criminal prosecution</p>

Employment Practices/Working Environment

Related Questions	<p>What is the male/female ratio of employees across jobs, grades and in management positions?</p> <p>Are women and men equally remunerated for equal work?</p> <p>Are women encouraged to apply for jobs?</p> <p>Do interview panels include women?</p> <p>Do women and men have equal access to training and promotion opportunities?</p> <p>Is security provided for female government officials who have to work at night?</p> <p>Does the institution provides child care facilities?</p> <p>Is there a sexual harassment policy that is enforced?</p>
Possible Strategies for Gender Mainstreaming	<p>Include gender issues in HR trainings: gender balance, sexual harassment policy, flexible working hours</p>

PARTNERS:



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