

Gender Mainstreaming for Gender Equality

- Manual for planning and implementation of gender mainstreaming into project interventions -



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The Manual “Gender Mainstreaming for Gender Equality (hereinafter Manual) is developed for The Roma Education Fund (REF) within the framework of the project “Education, Employment, Partnerships and Gender Equality: A Winning Formula for Roma in VET” (hereinafter Project), funded by Austrian Development Agency (ADA) with funds of Austrian Development Cooperation, and implemented by REF, in cooperation with project partners RomaVersitas Albania and RomaVersitas Kosovo.

Roma Education Fund

The Roma Education Fund (REF) is an international foundation established in 2005 and dedicated to closing the gap in educational outcomes between Roma and non-Roma. With an active and growing network of representative offices across Central, Eastern, South Eastern Europe and Turkey, REF provides grants and scholarships to entities and individuals who share its belief in quality, inclusive education and desegregated schools and classrooms.

Austrian Development Cooperation

Austrian Development Cooperation supports countries in Africa, Asia, South Eastern and Eastern Europe in their sustainable development.

The Federal Ministry for Europe, Integration and International Affairs plans the strategies. The Austrian Development Cooperation implements programmes and projects together with public institutions, civil society organizations as well as enterprises.

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INTRODUCTION

*“If development is not engendered, it is endangered.
And if poverty reduction strategies
fail to empower women, they will fail to empower society.”*

UNDP Human Development Report, 1997

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The overall objective of the *Project* is to contribute to social inclusion and poverty reduction of Roma in Albania and Kosovo through support of vocational education and training, facilitation to labor market and empowering stakeholders to take measures to support the transition of Roma to employment. It was recognized that it is necessary to integrate a gender perspective into the *Project* in order to be able to achieve this important goal. By setting out to systematically address gender inequities stemming from deep-rooted gender roles and power dynamics that impact both men and women in the domain of education and labor, the *Project* aims to strengthen its effectiveness and simultaneously contribute to the promotion of gender equality.

Therefore, the purpose of this *Manual* is to provide *Project* staff and partners the guidelines and orientation on the gender mainstreaming strategy and a practical guidance on how to integrate gender into the project cycle in project planning, implementation, monitoring and evaluation. The need for this manual arises both from the understanding that gender plays an important role in poverty reduction, and from the recognition of the need for systematic integration of gender concerns into the *Project*.

The manual is organized into seven main sections:

Section 1., *Gender Universe – Key Concepts Related to Gender Mainstreaming*, defines, explains and demarcates the concepts relevant for gender mainstreaming: the key differentiation between sex and gender; main concepts related to gender socialization; differentiation between terms of gender equity and equality; notions related to various approaches to achieving gender equality; gender responsiveness, the concept of its various levels; and a number of forms of gender discrimination.

Section 2., *Current state of affairs in achieving gender equality*, provides a brief overview of the situation regarding women’s human rights globally with highlights of the most distinct trends.

Section 3., *Key Historical Moments and Trends*, describes: the changes in approaches in pursuit of gender equality from ‘Women in Development’, through ‘Gender and Development’ to gender mainstreaming; presents the key milestones in the history of gender mainstreaming at UN and EU level; and provides some sources on main actors of the opposition to gender equality at an international level.

Section 4., *Gender Socialization – the Way Society Ingrains Gender Functions into Structures and Individuals*, provides the explanation of how gender is socially constructed – how it is first determined, then formed and maintained through various social processes. It describes in detail how the process of gender socialization happens, what sources and agents of socialization influence the formation of different components of gender and how it all affects wider social dynamics. Finally, it offers the analysis of factors leading to persistence of gender socialization effects.

Section 5., *Gender Responsiveness of Projects*, provides the definition of the concept as well as of its various levels; gives the overview of most frequently used responsiveness tools; presents the framework for this differentiation – *Gender Integration Continuum* in more details; offers the *Brief Project Gender Mainstreaming Checklist* as a quick and efficient tool for checking responsiveness; and presents recommended basic gender integration principles.

Section 6., *Gender Analysis – Strategy for Understanding the Situation in the Society*, introduces the Gender Analysis as the first step in gender mainstreaming. It defines and describes the concept; describes its roles and uses; presents its existing tools; and offers practical step-by step instructions with examples and generic and adaptable elements for conducting the full gender analysis for the purpose of gender mainstreaming in the project.

Section 7., *Gender Mainstreaming*, explains gender mainstreaming and shows the benefits it can bring; it highlights that gender mainstreaming is a process and offers practical step-by step instructions with examples and generic and adaptable elements for mainstreaming gender into projects.

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LIST OF ACRONYMS

AIDS - Acquired Immunodeficiency Syndrome
CDEG - Council of Europe sets up Steering Committee for Equality between Women and Men
CEDAW - Convention on the Elimination of All Forms of Discrimination against Women
C-FAM - Center for Family and Human Rights
CSW - Commission on the Status of Women
CVA - Capacities and Vulnerabilities Approach
EU – - European Union
FAO - Food and Agriculture Organization of the United Nations
FGM - Female genital mutilation
FWI - Family Watch International
GA – Gender Analysis
GAD - Gender and Development
GAT - Gender Assessment Tool
GEM - Gender Equality Marker
GoFF - The Group of the Friends of the Family
GMS – Gender Mainstreaming
HIV - Human Immunodeficiency Virus
HO - HazteOir
ICPD - International Conference on Population and Development
IGWG - Interagency Gender Working Group
LGBT - Lesbian, Gay, Bisexual, Transgender
M&E - Monitoring and Evaluation
MEL – Monitoring, Evaluation and Learning
NGO - Non-Governmental Organization
OECD - Organization for Economic Co-operation and Development
OIC - Organization of Islamic Cooperation
REF - Roma Education Fund
SEE – South Eastern Europe
STD -Sexually Transmitted Diseases
TFEU Treaty on the functioning of the European Union
UN - United Nations
UNDP - United Nations Development Programme
UNEP - United Nations Environment Programme

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNWOMEN - United Nations Entity for Gender Equality and the Empowerment of Women

WCF - World Congresses of Families

WHO – World Health Organization

WID - Women in Development

1. Gender Universe – Key Concepts Related to Gender Mainstreaming

Although the field of gender mainstreaming is relatively new, there is a myriad of terms that have become common in international discourse, but are not always understood uniformly. Therefore, we will start this manual with clarification of main concepts in this field to establish a common understanding of selected expressions central to gender mainstreaming to provide clarity and facilitate the use of the manual without getting overly involved in theoretical and abstract discussions.

Sex & Gender

We will start with the key differentiation between sex and gender which is the cornerstone for entire understanding of women's and men's positions and roles in the society and all the approaches to development and equality.

Sex - Biologically determined set of anatomical and physiological characteristics of males and females, such as chromosomes, reproductive organs and hormones, humans are born with. They are generally permanent and universal - unchangeable and same everywhere and anytime.

Gender – **culturally specific, socially constructed** norms, roles and relationships of and between women and men. They have wide variations both within and between cultures and over time, are fully learned through socialization processes and **can be changed**. Gender norms, roles and relationships lead to different, often unequal opportunities between women and men.

Gender Socialization

Gender is socially determined – formed and maintained through various social processes. Gender has three components.

Gender norms – social norms, beliefs about and defined expected behaviors of men and women. Gender norms are passed from generation to generation through the process of socialization. Usually are considered to be natural and, are resistant to attempts of change. Gender norms lead to inequality if they reinforce mistreatment of one sex over the other and the differences in power and opportunities.

Gender roles - division of labor, roles and tasks assigned to men and women based on perceived characteristics and attributes, instead of ability and skills. These different roles usually result in women having different and less access and control to resources and decision-making processes than men. It has implications for life choices and opportunities, gender inequality in all areas of life. Different roles are not the cause of inequality; it is the value placed on these roles that leads to inequality. Most societies ascribe a higher value to masculine norms and roles.

Gender relations - often unequal social relations between women and men in a given society. They determine hierarchies between men and women based on gender norms and roles and contribute to unequal power relations.

Gender Equity & Equality

Given that the current differences between men and women strongly favor men on expense of women, the final goal of developmental and women's rights efforts is to achieve gender equality, which shouldn't be misunderstood as gender equity.

Gender Equality/Equality Between Women and Men - means equal status, visibility, empowerment, responsibility and participation of women and men in all spheres of public and private life in a society. It does not mean that men and women are the same, but rather that their similarities and differences are recognized and equally valued. Gender equality means that women and men experience equal conditions for realizing their full human rights and have the opportunity to contribute to and benefit from national, political, economic, social and cultural development. Gender equality is not a women's issue but should concern and fully engage men as well as women. Achieving gender equality is central to the protection of human rights, the functioning of democracy, social justice, and sustainable people-centered development.

Gender Equity - the fairness of treatment for both men and women, according to their respective needs. To ensure true fairness, measures may include equal treatment or treatment that is different - favoring the more disadvantaged gender to compensate for historical and social disadvantages that prevent women and men from having equally fair conditions. Equality is the goal where equity is the means to achieve it.

Approaches to Achieving Gender Equality

As the understanding of gender evolved, so did the approaches aiming to improve the position of women.

Women in Development (WID) - approach that emerged in the 1970s, with the goal of integrating women more fully into the development process. It includes strategies such as women-only projects and credit and training projects for women.

Gender and Development (GAD) - approach developed in the 1980s in response to perceived failings of the WID approach. Rather than focusing exclusively on women, this approach is concerned with relations between women and men. It challenges unequal decision-making and power relations between not only men and women, but also between rich and poor.

Gender mainstreaming - a strategy 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 so that women and men benefit equally, and inequality is not created and/or perpetuated. The ultimate goal of gender mainstreaming is to achieve gender equality.

Gender Analysis – first step in gender mainstreaming, a process to assess the differential impact of interventions - policies, programs, projects and legislation on men and women. Gender analysis recognizes that the realities of men's and women's lives are different. Through data collection and analysis, it identifies and interprets gender differences and relations, their consequences and implications for interventions.

Gender budgeting - an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.

Gender perspective - a way of seeing or analyzing things which looks for the impact of gender on people's opportunities, social roles and interactions. This way of seeing things is what enables practitioners to carry out gender analysis and subsequently to mainstream a gender perspective into any proposed programme, policy or organization.

Gender Responsiveness

Within the approach of gender mainstreaming, the distinction between the levels of gender responsiveness of the initiatives (policies, programs, projects, activities) has emerged with several distinctive levels.

Gender Responsiveness - consistent and systematic attention to the differences between women and men in society with a goal of addressing structural constraints to gender equality.

Gender Blind/Neutral - interventions that are designed without a prior gender analysis. They ignore gender considerations altogether.

Gender Aware - interventions that examine and address gender.

Gender Exploitative - interventions which intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities.

Gender Accommodating/Sensitive - interventions that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Gender Transformative - interventions which seek to transform gender relations to promote equality and achieve program objectives.

Gender Discriminations

Long existent and deeply engrained in the fabric of society are many forms of gender discrimination and other gender inequalities.

Gender Stereotypes - misconceptions about gender usually negative and based on assumed gender norms and roles. Gender stereotypes appear as a result of dominating concepts that exist in the society about different characteristics of women and men and insist that *all* individuals of each gender have the same core characteristics. These ideas are subjective and do not reflect the reality. Certain stereotypes reproduce unwanted and harmful practices related to gender and serve as justification for them.

Gender Prejudices – strong negative social attitudes related to gender, often unfair or irrational, formed without sufficient knowledge or logic rationale. Characterized by strong negative emotions and willingness to act upon them that are accompanying a negative “opinion” about gender.

Sexism - belief or assertion that men are superior to women, often expressed in the context of traditional stereotyping of social roles on the basis of sex, with resultant discrimination practiced against women as the supposedly inferior sex. Sexism includes any gesture or act that is clearly aimed at expressing contempt towards women, based on sex, or, for the same reason, to consider women as inferior or essentially reduced to sexual dimension, resulting in a serious violation of women’s dignity.

Patriarchy - Systemic societal structures that institutionalize male physical, social and economic power over women.

Misogyny - the hatred of, contempt for, aversion to, or prejudice against women. It manifests in various forms such as social exclusion, gender discrimination, androcentrism, patriarchy, male privilege, social shunning and ostracism, belittling of women, disenfranchisement of women, sexual objectification, sexual harassment, violence against women, etc.

Gender gap - gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits.

Discrimination Against Women - Any distinction, exclusion or restriction to women made on the basis of sex which has the effect or purpose of impairing or abolishing the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women,

of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field¹.

Direct discrimination - where women are treated less favorably on grounds of sex than men are treated in a comparable situation.

Indirect discrimination - where an apparently neutral provision, criterion or practice would put women at a particular disadvantage compared with men, unless that provision, criterion or practice is objectively justified by a legitimate aim, and the means of achieving that aim are appropriate and necessary.

Horizontal discrimination/segregation - unequal distribution of female and male workers across job types, with women and men concentrating in different sectors, industries, occupations, types of products, and business sizes.

Vertical discrimination/segregation - situation whereby opportunities for career progression for a particular gender – most often women, within a company or sector are limited, with gender disparities in positions with different statuses, managerial responsibilities, or potential for promotion. It includes:

- **Glass ceiling** - underrepresentation of women in upper management
- **Glass cliff** - overrepresentation of women in hazardous managerial positions
- **Glass escalator** - greater opportunities for promotion enjoyed by men in female dominated professions.

Gender Pay Gap/Gender Wage Gap - the difference between the remuneration paid to women and men, often for doing the same work. Women are generally considered to be paid less than men.

Systemic Gender Discrimination – discrimination of women caused by policies and practices that are built into systems and that have the effect of excluding women. Although it may not exclude all women, it will have serious effect on them. The remedy often requires affirmative measures to change systems.

Individual Gender Discrimination - the behavior of individuals (regardless of their gender) with the intention of producing a different and/or detrimental effect on women.

Institutional Gender Discrimination - the policy (s) of the institutions, as well as the behavior of individuals who control these institutions and apply their policies, with the intention of treating and/or producing harmful consequences for women.

Structural Gender Discrimination - the policies of institutions and the behavior of individuals who implement policies and control institutions that are intentionally gender neutral but result in different and/or harmful treatment of women.

Multiple discrimination - Certain groups of women, due to the combination of their sex with other factors, such as their race, language, religion, political or other opinion, national or social origin, property, birth or other status, are in an especially vulnerable position. In addition to discrimination on the grounds of sex, these women are often subjected simultaneously to one or several other types of discrimination.

Intersectionality/Intersectionalism - The concept explains how all oppression is linked, how social categorizations based on gender, race, class, nationality, etc. are interconnected and create overlapping and interdependent systems of disadvantage, marginalization or discrimination. It defines interlocking systems of the social, economic and political ways in which identity-based systems of oppression and privilege connect, overlap and influence one another. It describes the complex mix of identities (gender, race, class, culture, religion, sexuality, etc.) which influence the way an individual participates at all, or any, level of society. This concept has its roots in the **North American Feminist Movement**, specifically the **Black Feminist Movement**, of the 1990's as the

¹ UN Convention on the Elimination of All Forms of Discrimination against Women, Article 1

theoretical framework and has subsequently developed into the approach to empowerment and participation of women that acknowledges that **everyone has unique experiences of discrimination and oppression**, and we must consider everything and anything that can marginalize people – gender, race, class, sexual orientation, physical ability, etc.

Violence Against Women – any form of violence against women that results in physical, sexual, psychological or economic harm or suffering of women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.²

Gender-Based Violence Against Women - violence that is directed against a woman because she is a woman or that affects women disproportionately.³

Stalking - The intentional conduct of repeatedly engaging in threatening conduct directed at another person, causing her or him to fear for her or his safety⁴

Sexual Harassment - Any form of unwanted verbal, nonverbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.⁵

Sexual Violence Including Rape - intentional conducts that include: engaging in non-consensual vaginal, anal or oral penetration of a sexual nature of the body of another person with any bodily part or object; engaging in other non-consensual acts of a sexual nature with a person; causing another person to engage in non-consensual acts of a sexual nature with a third person. Consent must be given voluntarily as the result of the person’s free will assessed in the context of the surrounding circumstances.

Forced Abortion and Forced Sterilization - intentionally performing an abortion on a woman without her prior and informed consent; performing surgery which has the purpose or effect of terminating a woman’s capacity to naturally reproduce without her prior and informed consent or understanding of the procedure”.

Female Genital Mutilation - Excising, infibulating or performing any other mutilation to the whole or any part of a woman’s labia majora, labia minora or clitoris and coercing or procuring a woman or a girl to undergo any of the acts listed before.

Forced Marriage - intentional conduct of forcing an adult or a child to enter into a marriage.

Crimes Committed in The Name of So-Called “Honor” – Acts of violence justified by the “claims that the victim has transgressed cultural, religious, social or traditional norms or customs of appropriate behavior.

Domestic Violence – all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim⁶.

² Istanbul Convention

³ Istanbul Convention

⁴ Istanbul Convention

⁵ Istanbul Convention

⁶ Istanbul Convention

2. Current state of affairs in achieving gender equality

If we are to describe the state of gender equality in the world today in one sentence it would be that it is showing progress, but still is very, very far from satisfactory.

In the following pages we will give a brief overview of the situation regarding women's human rights globally with the most distinct trends, but we draw your attention to read much more and in more details in the library accompanying this manual. The data that we are going to present here mainly come from the UNWOMEN's "Women's Rights in Review 25 years after Beijing" document⁷ and the "Human Rights of Women"⁸, and describe the global situation, while it might be interesting for the readers to learn from the reports of other UN agencies as well as EU bodies.

Gender inequalities still have far-reaching and profound effects on the lives of women worldwide. To mention just a few most striking ones:

- **Poverty** - Globally, 25% of women aged 25 to 34 are more likely than men to live in extreme poverty (living on less than US\$ 1.90 a day). Women are overrepresented in slums in 70% of countries where data are available.
- **Employment** - Women earn 23% less than men globally and 740 million women work in the informal economy worldwide.
- **Labor force participation** - More men (93%) between the ages of 25 to 54 are in the labor force than women (62%). The gender gap in labor force participation among adults aged 25 to 54 is 31 percentage points and has stagnated over the past 20 years.
- **Gender parity in the workplace** – Only 1 in 4 managers are women.
- **Horizontal segregation** - Globally, less than 1 in 3 of all research positions are held by women.
- **Women in agriculture** - Globally, 38.7% of employed women are working in agriculture, forestry and fisheries, but only 13.8% of landholders are women.
- **Family** - In 29 out of 187 countries, husbands are legally designated heads of households and they control family decisions and official documents.
- **Education** - Globally, 750 million adults are illiterate. Two thirds of them are women.
- **Youth** - 31% of young women aged 15 to 24 are not in education, employment or training in 2020, more than double the rate for young men (14%).
- **Unpaid care & domestic work** - Women spend 3x as many hours as men each day in unpaid care and domestic work, with long-term consequences for their economic security. Globally girls aged 10 to 14 spend around 9 hours per week doing household chores, 50% more than boys.
- **Politics** - Women occupy only 24% of national parliamentary seats worldwide.
- **Health** - More than 1 in 10 women, aged 15-49, of reproductive age worldwide have an unmet need for family planning.
- **Intimate partner violence** - 1 in 3 women worldwide have experienced physical or sexual violence – mostly by an intimate partner.

⁷ <https://reliefweb.int/report/world/gender-equality-women-s-rights-review-25-years-after-beijing>

⁸ <https://www.unwomen.org/en/digital-library/multimedia/2019/12/infographic-human-rights>

- **Access to justice** - In most countries with data, less than 40% of women who experience violence seek help of any sort, indicating barriers and lack of confidence in justice systems.
- **Child marriage** - has gradually declined since 1995 from 1 in 4 to 1 in 5 today. Yet, 12 million girls marry before age 18 every year and many others remain at risk.
- **Equal rights within marriage** – currently marital rape is not explicitly criminalized in 111 countries. Only 57% of women aged 15 to 49 who are married or in a union make their own decisions about sexual relations and the use of contraceptives and reproductive health services.
- **Female genital mutilation** - 1 in 3 girls aged 15-19, have experienced FGM in the 30 countries where the practice is most prevalent.
- **Trafficking** - **3 in 4** human trafficking victims are women and girls.
- **Nationality** - In more than 50 countries, women are denied the right to acquire, change or retain their nationality.
- **Sexual orientation & gender identity** - 68 countries criminalize same-sex relationships.
- **Multiple Forms of Discrimination** - Women and girls are NOT a homogenous group. Many experience multiple forms of discrimination and are often some of the most deprived and disadvantaged within marginalized groups. Multiple and intersecting forms of discrimination can be based on race, ethnicity, sex, gender, place of birth or residency, age, sexual orientation, disability, religion, etc.

To sum up, today discrimination against women persists in all cultures and communities, as well as all levels and areas throughout life. It pervades in numerous ways, and even where equality before the law does exist; it does not guarantee that women in practice have equal rights and opportunities. There is still a long way to go to achieve full equality of rights and opportunities between men and women - gender equality is not yet a reality worldwide.

Furthermore, the progress in erasing gender inequalities is often uneven and fragmented, generally slow, in some areas stagnant, and in some cases even reversing hard-won advances.

3. Key Historical Moments and Trends

The history of women's movements and feminism in pursuit of gender equality is both long and substantial as well as a fascinating and educational read. Unfortunately, here, we don't have enough space to show all of its aspects. However, we draw your attention to read the wider history in more details in the documents from the library accompanying this manual. We are going to focus here only on the history of gender mainstreaming at UN and EU level with the overview of the backlash against its progress in the same period.

Following the 1970's to 1980's Women in Development (WID) movement that changed the understanding of the role of women in development and late 1980's and early 1990's, Gender and Development (GAD) approach to gender mainstreaming emerged as the new promising strategy in achieving gender equality. It strongly put focus on gender as social construct and fundamentally transformed the view of women's rights and gender equality bringing about many concepts and strategies which would later become central components of the gender mainstreaming approach, as well as building on the 1976-1985 UN decade of women achievements.

History of gender mainstreaming at UN and EU level developed gradually through number of milestones. Firstly, from criticism of failures of WID and GAD approaches to integrate women into the development on the same basis as men, then through increasing articulation, defining and recognition of the new strategy. At the next stages, gender mainstreaming was spreading through international development community and gaining momentum in setting new agendas and goals in gender equality and advancements in methodology and application procedures. Finally, it solidified its influence through increased commitments of both international and national governing mechanisms and by continuously building and disseminating the body of evidence on existing gender inequalities and achievements towards greater equality. The next section offers the detailed sequence of key events in this development.

Key Milestones in the History of Gender Mainstreaming at UN and EU Level

1985 - **3rd UN World Conference on Women in Nairobi** – the existing form of development policy was heavily criticized and the demand for stronger integration of women into the mainstream of the development process on the same basis as men was put up. Even though this paper mentions neither Gender nor Mainstreaming, the 3rd World Conference on Women can nonetheless be regarded as an important building block in the development of the strategy Gender Mainstreaming.

1994 - **Council of Europe sets up Steering Committee for Equality between Women and Men (CDEG)**. This Committee took up the concept of Gender Mainstreaming at the level of the Council of Europe for the first time.

1994 - **Council of Europe Conference in Essen** - the Council of Europe declared equal opportunities for women and men to be one of the primary tasks of the EU on this conference.

1995 - **4th UN World Conference on Women in Beijing** – Gender Mainstreaming was introduced as a strategy in the international gender equality policy. Member states were obliged to develop a concept for the implementation of Gender Mainstreaming as part of their national strategies for the implementation of the 4th World Conference on Women. This Conference still does not explicitly refer to new strategy as “Gender Mainstreaming”, but it gives the description of the concept.

1995 - **European Commission initiates Inter-Directorate Group** – a Group that is responsible for communicating Gender Mainstreaming in the Directorate General, develop

training programmes and Community strategies for gender equality, and exchange of model examples and information.

1995 - **President of the European Commission initiated a “Group of Specialists on Mainstreaming”.**

1996 - **European Commission’s Communication on Incorporating Equal Opportunities for Women and Men into all Community Policies and Activities** - Commission commits itself to the Gender Mainstreaming as a strategy for the promotion of gender equality, to incorporating equal opportunities for women and men into all community policies and activities, alongside the implementation of specific measures. It thus committed itself to a ‘dual approach’ towards realizing gender equality that involves efforts to promote equality to the implementation of specific measures to help women, and mobilizing all general policies and measures specifically for the purpose of achieving equality.

1996 - **First Annual Report “Equality for Women and Men in the EU”** - published by The European Commission, this report gives a general overview of developments and activities in 1996 and sets out the current state of implementation of specific measures for the strategy Gender Mainstreaming. Since 1996, these reports are regularly published each year.

1996 - **European Commission adopts Fourth Equal Opportunities Programme (1996 – 2000)**⁹ - In the fourth medium-term programme for action on equal opportunities for women and men; Gender Mainstreaming is the central theme. Here, equal opportunities are seen as a cross-sectional task and the area of action and influence of the strategy Gender Mainstreaming is extended to national, regional and local levels.

1997 - **The Inter-Directorate Group drafted a strategy paper** on the concrete implementation of the. Gender Mainstreaming strategy.

1997 - **European Commission appoints Gender Mainstreaming Officers** – high-ranking officials in 29 departments to develop specific Gender Mainstreaming policies, and to support the implementation of the strategy Gender Mainstreaming.

1997 - **European Parliament recommends continuation of double strategy** - European Parliament recommended in its resolution the continuation of the double strategy (Gender Mainstreaming plus special promotion measures) as a further step towards achieving gender equality. Furthermore, the creation of suitable coordination structures, the drawing up of evaluation criteria, monitoring of all proposed legislation for its impact on gender equality (gender equality test) and the gathering of data and statistics that are differentiated by gender are also proposed.

1998 - **Council of Europe issues a definition of “Gender Mainstreaming”** - The Council of Europe published “Gender Mainstreaming: Conceptual framework, methodology and presentation of good practice”, in which Gender Mainstreaming is defined as “the (re)organization, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated at all levels and at all stages, by the actors normally involved in policy-making”.

1998 - **The European Commission adopted the Council of Europe’s definition of Gender Mainstreaming.**

1998 - **European Commission publishes the first research report on Gender Mainstreaming** - In this report, initial experiences with the implementation of the strategy Gender Mainstreaming and criteria for the future of the process were described.

1998 - **Fifth EU Research Programme integrates Gender Mainstreaming** - The strategy Gender Mainstreaming was integrated into the Fifth Framework Programme in the field of research, technological development and demonstration, which ran for five years from 1998.

⁹ <https://eur-lex.europa.eu/legender analysisl-content/EN/TXT/PDF/?uri=CELEX:51995PC0602&from=EN>

This programme involved promotion of a dialogue between scholars and political decision-makers on the subject of “Women in Science”, the development of a system for observing the conditions for women in science, studies on whether gender-specific interests were being appropriately taken into account.

1999 - **Treaty of Amsterdam comes into force** - The Treaty established a binding legal basis for the strategy Gender Mainstreaming at EU level - for Community action in favor of equality between women and men by obliging the Member states to an active gender equality policy in the sense of Gender Mainstreaming. The Treaty formalizes the Community commitment to gender mainstreaming by establishing equality between women and men as a specific task of the Community as well as a horizontal objective affecting all Community policies and programmes.

2000 - **Beijing + 5** - Five years after Beijing, the 23rd Special General Assembly of the United Nations on Beijing + 5 took place in New York, in order to recapitulate what had been achieved and initiate further developments. However, there was criticism during the conference both from NGOs and from the United Nations of the lack of progress at the level of action. Also, factors including a swing to the right within the power structures of the UN member states resulted in rights that had already been established now being questioned and having to be defended. At the end of the conference, a political declaration was published re-confirming documents that had already been adopted. Resolutions were also adopted on the implementation of women’s rights and demands for equal treatment. These resolutions did not, however, go significantly further than the 1995 Platform for Action.

2000 - **European Commission issues the Community framework strategy on gender equality (2001-2005)**¹⁰ – Its objective was to establish a framework for action on gender mainstreaming in all Community activities in such a way that they help attain the goal of removing inequalities and promoting gender equality in economic, political, civil and social life. The framework strategy is based on a dual-track approach. On the one hand, it aims for gender mainstreaming in all Community policies and on the other hand, the introduction of special measures for women needed to remove persistent gender inequalities. The strategy also aims to develop the horizontal and coordinating actions, supporting programme for the framework strategy to provide back-up for organizing awareness-raising campaigns, improving data collection and implementing transnational projects.

2001 - **European Commission issues Fifth Community Action Programme on Equal Opportunities (2001-2006)**¹¹ – which was one of the instruments needed to implement the Community framework strategy on gender equality. It was intended to co-ordinate, support and finance the implementation of horizontal transnational activities of the Community framework strategy on gender equality, to promote and disseminate the values and practices underlying gender equality, to improve the understanding of issues related to gender equality, including direct and indirect gender discrimination and multiple discrimination against women, to develop the capacity of players to promote gender equality effectively through support for the exchange of information and good practice and networking at Community level.

2003 - **European Parliament resolution on gender mainstreaming in the European Parliament** - The Parliament adopted its first Resolution on gender mainstreaming, which contains a commitment to regularly adopting and implementing a policy plan for gender mainstreaming and suggests some guidelines for implementing gender mainstreaming in the committees' and delegations' policy work.

2005 - **Beijing + 10** - the 49th Session of the UN Commission on the Status of Women was held in Beijing, ten years after the 4th UN World Conference on Women in Beijing. At this

¹⁰ <https://eur-lex.europa.eu/legender analysis1-content/EN/TXT/HTML/?uri=LEGISSUM:c10932&from=EN>

¹¹ <https://eur-lex.europa.eu/legender analysis1-content/EN/TXT/HTML/?uri=LEGISSUM:c10904&from=ET#AMENDINGENDER ANALYSISCT>

conference, both the implementation of the Platform for Action and the final documentation from the 23rd Special UN General Assembly adopted in 2000 for Beijing + 5 were reviewed. Current challenges and future strategies for achieving gender equality between women and men were also identified.

2005 - **Report on the equality of men and women in the European Union, 2005** - The annual report presented by the European Commission on 14 February 2005 gives an overview of developments in gender equality in the European Union. It says that while gender-specific differences in the EU in the areas of employment and education were reducing, the gender-related wage gap remained much the same.

2006 - **Report on the equality of men and women in the European Union, 2006** – This Report expects more support for women from the member states in combining family and career responsibilities. The report requests member states to support men as well as women in the balancing act between working and private lives, for example through more extensive and better availability of childcare facilities, innovative and flexible working conditions or targeted gender equality policy. The member states are also requested to eliminate the employment and income gaps between women and men using money made available by the EU structural fund.

2006 - **EU Roadmap for equality between women and men 2006 - 2010** – This document prioritizes the Equal economic independence for women and men; Reconciliation of private and professional life; Equal representation in decision-making; Eradication of all forms of gender-based violence; Elimination of gender stereotypes; Promotion of gender equality in external and development policies.

2006 - **First European Pact for Gender Equality** - commits EU member states to gender equality through the European Pact for Gender Equality which urges member states to work towards achieving equality in decision-making spheres and other areas. The first pact was adopted in 2006 and renewed in 2011.

2006 - **Fiftieth Session of the UN Commission on the Status of Women (CSW)** held in New York – it demanded equal participation of women and men in decision-making processes at all levels and it established the following points: the importance of CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), the necessity for gender-responsive education, support for targeted training and programmes to enable women and girls to take on decision-making positions, its support for the fair distribution of work in employment and the family between women and men and the necessity for taking account of the role of men and boys in the promotion of gender equality.

2007 - **European Institute for Gender Equality** - started work on supporting the EU's institutions and the Member States in promoting gender equality and fighting discrimination based on gender.

2007 - **Treaty on the functioning of the European Union (TFEU)** - Treaty provides the legal base for EU legislation combatting discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, also takes gender into account in the following fields: principle of gender mainstreaming, social exclusion and discrimination, principle of equality between man and woman with regard to labor market opportunities and treatment, prevention and action against all kinds of trafficking and sexual abuse of women and the fight against domestic violence.

2008 – **EU Communication "Non-discrimination and equal opportunities: A renewed commitment"**¹² - The Communication establishes the framework for the European Commission to carry out different activities aiming to fight against discrimination.

2009 - **Treaty of Lisbon** - The Treaty includes enhancements to the social dimension of the European Union. It adds the non-discrimination principle and equality between women and

¹² <https://eur-lex.europa.eu/legender-analysis/content/EN/TXT/PDF/?uri=CELEX:52008DC0420&from=en>

men to the values of the European Union and mandates that the Union shall combat discrimination and promote equality between women and men.

2010 - **Strategy for Equality between Women and Men for 2010-2015** - The Strategy identifies the following priority areas for action: equal economic independence; equal pay for equal work and work of equal value; equality in decision-making; dignity, integrity and an end to gender-based violence; gender equality in external actions; and horizontal issues. It has specified gender equality goals for each priority field. Furthermore, all Directorates-General are invited to set gender equality objectives in the Commission's yearly programming cycle and work programme. Monitoring of the strategy is ensured through the publication of annual reports, as well as through a Mid-Term Review and final evaluation. In addition, all Directorates-General have to assess the impact of gender equality: as part of the social impact of the Impact Assessment exercise, in evaluation, and in the budget.

2010 - **Charter of Fundamental Rights of the European Union**¹³ - Charter affirms the principle of non-discrimination based on any ground, including sex, and affirms that equality between women and men must be ensured in all areas, including employment, work and pay.

2011 - **European Pact for Gender Equality 2011-2020**¹⁴ - commits EU member states to gender equality through the European Pact for Gender Equality which urges member states to work towards achieving equality in decision-making spheres and other areas. The first pact was adopted in 2006 and renewed in 2011.

2016 — **EU Strategic Engagement for Gender Equality 2016-2019**¹⁵ – The Strategy identified five priority areas for actions: equal economic independence for women and men; equal pay for work of equal value; equality in decision-making; dignity, integrity and ending gender-based violence; promoting gender equality beyond the EU.

2020 – **EU Gender Equality Strategy 2020-2025**¹⁶ - The Strategy presents policy objectives and actions to make significant progress by 2025 towards a gender-equal Europe. The key objectives are ending gender-based violence; challenging gender stereotypes; closing gender gaps in the labor market; achieving equal participation across different sectors of the economy; addressing the gender pay and pension gaps; closing the gender care gap and achieving gender balance in decision-making and in politics. The Strategy pursues a dual approach of gender mainstreaming combined with targeted actions, and intersectionality is a horizontal principle for its implementation. While the Strategy focuses on actions within the EU, it is coherent with the EU's external policy on gender equality and women's empowerment. As one of the first deliverables of the Strategy, the Commission will propose binding pay transparency measures by the end of 2020.

Backlash Against Gender Equality

The progress towards gender equality was not without the hurdles and the steps in establishing gender mainstreaming as a globally accepted strategy towards a globally accepted goal of gender equality was not a straight line of progress. Starting as early as the 1995 Beijing conference the opposition of gender equality started to organize better, join forces, strengthen and act strategically at the global level as well as locally. It succeeded in gaining traction and making significant dents and influences on the global path to gender equality.

¹³ <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:083:0389:0403:en:PDF>

¹⁴ https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/119628.pdf

¹⁵ <https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality>

¹⁶ [https://eur-lex.europa.eu/legender-analysis-content/EN/TXT/PDF/?uri=CELEX:52020DC0152&from=EN](https://eur-lex.europa.eu/legender-analysis/content/EN/TXT/PDF/?uri=CELEX:52020DC0152&from=EN)

Nowadays, these actors are a significant opposing force to gender equality to be taken into account.

More on the topic can be found on the following links:

http://ec.europa.eu/newsroom/just/document.cfm?doc_id=48258

http://ec.europa.eu/newsroom/just/document.cfm?doc_id=50219

[https://www.europarl.europa.eu/RegData/etudes/STUD/2018/604955/IPOL_STU\(2018\)604955_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2018/604955/IPOL_STU(2018)604955_EN.pdf)

<https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/discussion-paper-democratic-backsliding-and-the-backlash-agender-analysisinst-womens-rights-en.pdf?la=en&vs=3604>

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4. Gender Socialization – the Way Society Ingrains Gender Functions into Structures and Individuals

Unlike sex, gender is socially constructed – it is first determined and then formed and maintained through various social processes. This distinction is the fundament of all efforts towards gender equality and understanding these processes is crucial for understanding the functioning of all gender related social dynamics.

The notion that gender is not born with, but learned is not new. As early as 1935, Margaret Mead showed that conventional definitions of femininity and masculinity could not be confirmed in the Pacific Islands¹⁷ and presented ethnographic data clearly showing that out of three cultures she examined only one had sharp division between masculinities and femininities. Mead interpreted these cases as the proof of the impact of cultural diversities on the human personality, but she was building a case for the feminist distinction between sex and gender, only implicitly. Simone de Beauvoir's work¹⁸, offering detailed analysis of women's oppression and foundational theses of feminism, is concerned with the social construction of gender. Her saying, "One is not born but becomes a woman" was the first articulation of what has come to be known as sex-gender distinction. Even so, until the 1960s, 'gender' continued to be used only to denote masculine and feminine words. Then, in 1968, the psychologist Robert Stoller¹⁹ began using the terms *sex* to single out biological characteristics and *gender* to single out the femininity or masculinity a person demonstrated. The distinction enabled *second wave* feminists to argue that many differences between women and men were socially produced and, therefore, changeable. Ann Oakley was among the earliest feminists to present data from ethnographic, psychological and neuromedical fields to argue systematically for the cultural construction of gender²⁰. Gale Rubin uses the phrase 'sex/gender system'²¹ which she defines as a set of arrangements by which the biological sexuality and procreation is shaped by human, social intervention into gender as a socially imposed division of the sexes. Other feminists have elaborated on these foundations, using the concepts of patriarchy, its discriminations, socialization, mechanisms of social construction etc.

Feminist engagement with the distinction between sex and gender was the first step towards understanding the specificity and extensiveness of gender socialization. It pointed out that gender socialization aims not only at transmitting gender differences but also at making gender hierarchy accepted as natural and normal by both men and women.

Gender Socialization

Socialization for gender is now understood as the process which produces and places gender in the society.

Broadly, socialization is the process by which individuals *internalize* many different elements of the social structure, norms and ideologies of society, making those elements part of their own personality. Therefore, it is the learning of how to be a member of a given society. Learning with effects so deep, that they get built into the personality of an individual. In this way, through socialization, being a part of a certain society becomes a *part* of the person. Socialization is necessary as the means by which social and cultural continuity is achieved and by which every new

¹⁷ In her book *Sex and Temperament in Three Primitive Societies*

¹⁸ In her books "The Second Sex", first published in 1949,

¹⁹ in his book *Sex and Gender: On the Development of Masculinity and Femininity*

²⁰ In her book "Sex, gender and society", first published in 1972

²¹ "The Traffic in Women: Notes on the 'Political Economy' of Sex", in Rayna Reiter, ed., *Toward an Anthropology of Women*, New York, Monthly Review Press (1975);

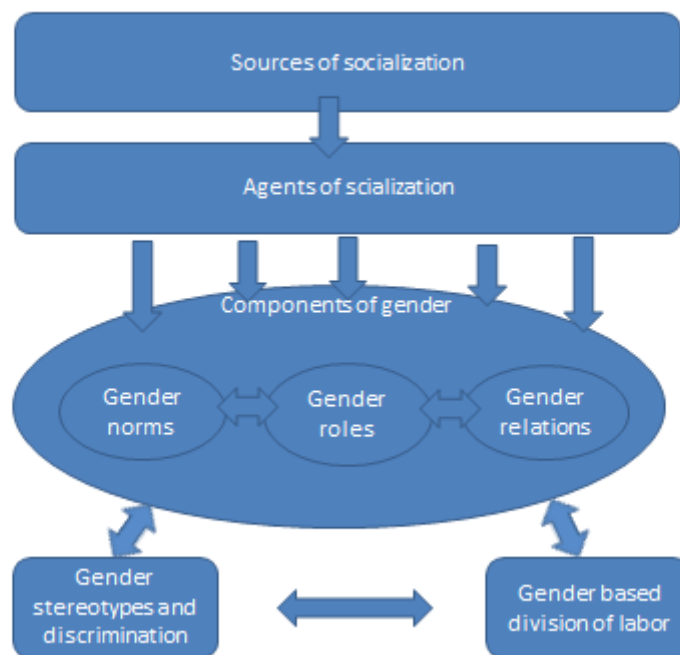
generation is prepared to be functional individuals of the society. In this sense, sociologist Talcott Parsons said that the birth of every new generations of children is recurrent “barbarian invasion”²². Only by socialization these “barbarians” get prepared to participate in the society in proper and productive way.

Besides other roles, gender is also learned through socialization. This process is called gender socialization and it encompasses internalizing - learning of culturally specific, socially constructed gender norms and roles and relationships between women and men appropriate for a given society. Boys learn how to be boys and girls learn how to be girls and how to interact with each other.

The behavior that is seen to be appropriate for each gender is determined by sources of socialization based on societal, cultural and economic values in a given society. And this learning happens through many different agents of socialization.

Internalized gender norms, roles and relationships subsequently lead to different, often unequal opportunities between women and men.

Therefore, the entire mechanism of gender socialization includes several actors and processes, as shown on the picture below.



To understand the ways that different parts of gender socialization mechanism function it can be helpful to distinguish in more details between three closely linked, but distinct components of gender: gender norms, roles and relations.

Gender norms are social norms, beliefs about and defined expected behaviors of men and women. Gender norms are passed from generation to generation through the process of socialization. Usually, they are considered to be natural, and are resistant to attempts of change. For example, in traditional cultures girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. Gender norms lead to inequality if they reinforce mistreatment of one sex over the other and the differences in power and opportunities.

²² Talcott Parsons, *The Social System*, Glencoe III Free Press, 1951.

Gender roles include division of labor, roles and tasks assigned to men and women based on perceived characteristics and attributes, centered on conceptions of femininity and masculinity, instead of ability and skills. Our culture recognizes two basic gender roles: masculine and feminine, but there are cultures, even very traditional ones, that recognize more categories. The two different roles usually result in women having different and less access and control of resources and decision-making processes than men. It has implications for life choices and opportunities, and gender inequality in all areas of life. Different roles are not the cause of inequality; it is the value placed on these roles that leads to inequality. It can be perceived that most societies today ascribe a higher value to masculine norms and roles.

Gender relations are often unequal social relations between women and men in a given society. They determine hierarchies between men and women based on gender norms and roles and contribute to unequal power relations.

Gender norms, roles and relations affect women and men differently. Norms and roles that undervalue women lead to inequalities and gender-based discrimination in many forms, social exclusion and decreased access to important resources. All three components of gender are important because they produce and interact with gender stereotypes and discrimination and gender-based division of labor.

Gender-based division of labor is a socially prescribed separation of women's and men's work. Based on gender norms, roles and relations, the culture determines what, where, how and under what conditions women and men should/can work, what they are responsible for in households, communities, and the workplace. It includes division of labor in formal and informal market activities, work outside the home and tasks in the community as well as in the household (paid or unpaid). The division is learned through the process of socialization from various agents of socialization and represents the "natural" extension of adopted gender norms, roles and relations. In return, achieved gender-based division in the society further reinforces gender norms, roles and relations and contributes to the gender stereotypes and discrimination.

Likewise, gender discrimination practices are founded on gender stereotypes and arise from all three components of gender which already contain culturally prescribed inequalities which are taken as 'normal'. For instance, sexual harassment or labor market discrimination of women. Also, equally as gender-based division of labor, in return, present and observable gender discrimination in the society further reinforces gender norms, roles and relations and contributes to the gender-based division of labor.

Taken together, three components of gender, gender discrimination and division of labor, all produced through socialization are the part of the social structure and fulfill a range of functions in the society. They are the means of upholding the social order, a way of coordinating action of all individuals in the society, system to maintain inequalities in access to resources and power, key process in maintaining and reproducing patriarchy, mode of preserving sustainability of the characteristics, values and social norms, perpetuating social status quo by teaching and transmitting it from one generation to another.

Two more characteristics important for gender socialization and entire dynamics of gender processes are developed in each individual parallel to formation of gender norms, roles and relations: gender identity and gender schemas.

Gender identity is the intimately felt, internal and individual personal sense of one's own gender - as either male or female. Both biological and social factors influence its formation. Biological factors such as chromosomes, anatomy - distinctive sexual organs, secondary sexual characteristics and hormones are the starting point of gender identity formation, while the social and environmental factors such as gender socialization and socially available gender identities in the environment of the child will finalize the process. All societies have a set of gender categories, in our culture usually just two - male and female, that can serve as the basis of the formation of a person's gender identity.

Children might have awareness of, and attach some significance to gender, as early as 18 months to 2 years of age, but the core gender identity is firmly formed by the age of 3. At this point, children

can make firm statements about their gender and tend to choose activities and toys, which are considered appropriate for their gender (such as dolls for girls and tools for boys), although they do not yet fully understand the implications of gender. After age three, core gender identity is extremely difficult to change.

Gender schema is formed in a combination of social learning and cognitive development. It is a cognitive structure that helps categorize features and behaviors as masculine or feminine categories and in the end shapes how individuals perceive the world around them.

Sources and Agents of Socialization

Sources of socialization are the factors that determine the content, objectives and the means of socialization. Sources prescribe the norms, standards, values, and beliefs that an individual will adopt as he or she grows up. Socialization is the main means of maintaining the continuity of culture and society, of their transmission through time from generation to generation.

Sources of socialization encompass culture, subcultures, social system, social structure, social groups to which person belongs, ideologies and social classes.

Agents of socialization are the mediators, factors through which the chosen content of socialization is transmitted. They are, unlike the sources of socialization, only the transmitters of socialization, which are themselves determined and controlled by the sources of socialization. They transmit cultural norms and patterns of behavior to the individual. Agents transmit chosen contents of socialization (attitudes, personality traits, morality, ways of dealing with the women and girls, etc.) which are created and selected by sources of socialization. They have a direct influence on and contact with individuals in the process of socialization acting as agents of society and culture in this process.

Agents of socialization include parents and family, school, peers, partners, work environment, social organizations, church, political parties, media including books, music, movies, etc.

Parents and family as the agent of gender socialization are typically a child's first source of information about gender. From birth, parents treat children of different sex differently, influence formation of children's gender identity based on their assigned sex and communicate different expectations to their children depending on their sex, model the gender roles and norms, teach children gender schemas, explain and instruct children, provide different toys, books, movies, activities, clothes, games etc. based on children's sex. For example, a father teaches the son a sport, while a mother teaches her daughter cooking. Even parents, who emphasize gender equality, may inadvertently reinforce some stereotypes due to their own gender socialization.

School as the agent of gender socialization teaches children the gender values and customs of the larger society, traditionally socializes children into conventional gender roles. Teachers, as a rule, do not have access to training in gender issues and, consequently, tend to perpetuate traditional gender norms in the classrooms. Teachers and school administration model gender roles, sometimes stereotypically. They respond to male and female students in different ways and assign them different tasks based on gender. Peer influences in the school play a significant role in reproducing gender ideologies.

Peers as the agents of gender socialization also contribute to gender socialization through interaction. Children tend to play with same gender peers. Through these interactions, they learn what their peers expect of them as boys and girls. Children also develop gender identities through the activities in which they participate, partly because of their peers. As children grow older, peer groups increasingly assume more important role in gender socialization, especially during adolescence.

Media as the agent of gender socialization is powerful and pervasive today, affecting all age groups through the life course. It includes movies, TV, advertising, books, music, etc. It conveys information about the role of gender in people's lives. It mainly reinforces gender stereotypes. For

example, consider a fairytale or a movie that depicts a beautiful but passive heroine, and an ugly but active villain. Or an advertisement promoting an extremely slim and objectified female body with a model happily accepting such a role. Teen magazines relentlessly promoting gender socialization of girls toward required physical appearance and how to appeal to boys can lead to girls developing negative body image eating disorders. These and countless other examples strongly reinforce ideas about what looks and which behavior is acceptable and valued for a particular gender.

New media which are internet based are inherently interactive and hold tremendous possibilities for the individual to make choices (not necessarily free or positive) and indulge in self-socialization, informal and self-directed learning, which is between socialization and education. This novel and fast-growing aspect of socialization is not researched sufficiently given its importance and potential.

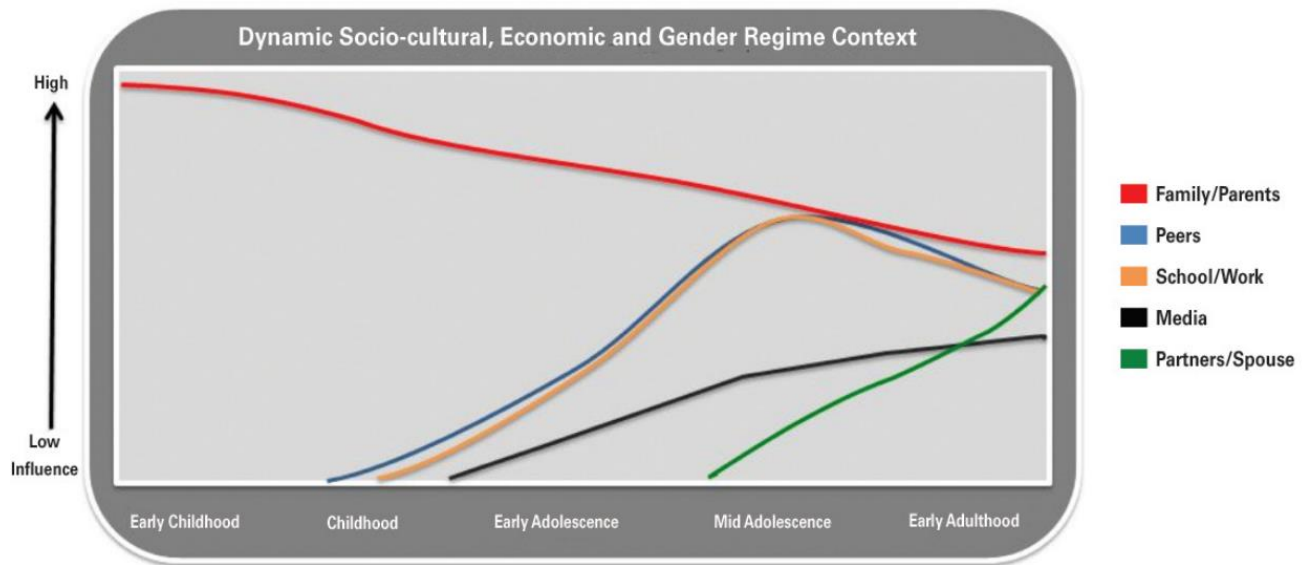
Religious institutions as the agent of gender socialization continue to exert a disproportionate amount of influence on gender and families for many individuals. Many individuals turn to religion for guidance on parenting and attempt to pass on their way of life to their children. Commonly the influence of religion is conservative, but there are significant feminist trends within many religions that have modernized both the family and traditional gender roles.

Gender Socialization Over the Course of Life

Gender socialization is a lifelong process and understanding how it unfolds over the life is necessary for any efforts that aim to influence its trajectory, namely for any intervention with the ambition of being gender transformative. Recent research, contrary to earlier views, reveal that the gender beliefs and schemas are dynamic, created and re-created over time and this process changes over the course of one's life. The Conceptual Model of Main influences on Gender Socialization Over the Life-course²³ describes gender socialization across the life course identifying important agents of socialization that are most influential at certain points of life. In addition to family, the model indicates that during adolescence, peers and school are two important agents of gender socialization, especially given the time young people spend in these settings and the relevance they attribute to them. The potential for the media to be an agent of gender socialization is also highlighted. The model also notes that relative importance and even the presence or absence of certain agents of socialization depend on the specific socio-cultural context in which an individual lives over time. For instance, in cultures where adolescent period is shortened as children have to take on adult roles early, the relative contribution of agents of socialization will be changed and moved in time, specific agents will become irrelevant to them or, in children which lose parents early there will be significant shifts in influences on gender socialization over the course of life.

Graph 2- The Conceptual Model of Main influences on Gender Socialization Over the Course of Life

²³ Taken and adapted from the Model given by UNICEF in "Gender Socialization During Adolescence In Low- And Middle-Income Countries: Conceptualization, Influences And Outcomes", Innocenti Discussion Paper 2017-01, at https://www.unicef-irc.org/publications/pdf/IDP_2017_01.pdf



Persistent Effects of Gender Socialization

Work on transforming gender relations is very challenging and demanding. If approached wrongly it may be completely ineffective or even counterproductive. There are several causes of such a strong persistence and resistance to change of gender in the society.

The gender socialization process effects are very deeply embedded in the individual's characteristics. This socialization gives individuals a definition of themselves – a significant part of their identity; defines the external world and individual's place in it; provides individual's definition of others; determines individual's relationships; and encourages and discourages acquisition of certain skills by gender.

The depth of these effects is a crucial reason behind their persistence. Namely, the success of socialization leads to components of gender being internalized, which is much more than merely learnt and reproduced consciously. Instead, by internalization gender becomes absorbed and becomes a part of the structure of the individual personality. For this reason, appropriate gender behavior is expressed automatically, as though it is part of the natural reaction. Through gender socialization the social world is internalized in the person. Furthermore, by internalization, the society does not only control behavior, but also provides identity, and determines thoughts and emotions.

Another reason for the resistance of effects of gender socialization is that people are socialized into their culture's gender ideologies and rules from early childhood mainly with limited exposure to other ideas or influences and because of that they may not be able to imagine different ways of doing things. Gender ideologies and their associated norms may further set the boundaries of what people think as well as what they do so making inequalities seem natural, god given, and unchangeable.

Additionally, sources and agents of socialization encompass culture, subcultures, social groups to which person belongs, ideologies, family, friends, partners, organizations, church, etc. People have strong social ties with and emotions for most of them which makes it very difficult for them to betray their respect and acceptance or jeopardize their own belonging to those groups.

Gender-based differences are very pervasive and all-encompassing in the society. They are generated at the structural level embodied in education, work domain, socio-political participation and fertility regulation; they are also produced at the social-interactional level in gender-based practices such as violence and child marriage; and finally, at the individual level as attitudes, beliefs, skills, behaviors, etc. Having so comprehensive gender machinery makes it very difficult to

successfully implement interventions aiming at one of the levels only. For instance, having just an educational intervention aimed at individual level probably won't produce significant and sustainable change in individuals' lives.

Another reason for persistence is that many people have vested interest in upholding discriminatory gender norms because they help maintain inequalities in access to resources and power, from which they benefit significantly. For example, it can be perceived that adult men benefit from gender inequalities most clearly, but boys also have the expectation of more power, more freedom, better access to resources, and a promise of substantially more power than girls: Older women can also have an interest in upholding discriminatory gender norms if they have benefited from the prestige associated with having adult sons, or from having a daughter-in-law to share or take on the burden of domestic chores.

Moreover, gender differences are persistent through interrelated socialization processes. Gender schemas shape the way people perceive, interpret and remember information according to our expectations about genders. The social roles for males and females enhance or suppress different capabilities. Further, differential socialization of gender leads males and females to develop different skills and attitudes which leads to different behaviors. In return, the differences in behavior seem to confirm the appropriateness of the different roles and gender schemas distort the cognitive processes to re-affirm the conclusions.

What is undoubted is the persistence of beliefs about gender differences. This persistence is so strong that it actually affects the manifestation of gender differences under its influence. For instance, in the case of gender differences in math scores, for a very long time it was believed²⁴ that boys are better in mathematics than girls to such extent that teachers, parents and students believed it as well. However, more recent studies have shown that gender differences, across countries, are related to gender inequality in social roles²⁵ - the greater the inequality, the higher the difference. Also, although they were found in studies for decades, in some countries gender differences have disappeared with the changes in the society and the attitudes²⁶. In conclusion, it is likely that sex differences in mathematics performance are related to encouragement or discouragement given to boys and girls for involvement in mathematics and the *stereotype threat* (being concerned about a negative stereotype of your group) in girls.

Finally, gender socialization produces a multitude of gender attitudes and attitudes are very resistant to changes. The main reasons for this rigidity of attitudes include selectivity of perception, and memory (things are perceived and remembered in a distorted way which confirms attitudes), avoidance (people tend to avoid exposure to things that contradict their attitudes), mutual support (people tend to initiate exposure to things that confirm their attitudes) and mental inertness (unwillingness to put the effort in questioning and examining one's attitudes).

²⁴ And "proven" by multiple researchers like in Ann M. Gallagher, James C. Kaufman, *Gender differences in mathematics: an integrative psychological approach*, Cambridge University Press, 2005 and https://read.oecd-ilibrary.org/education/pisa-2015-results-volume-i_9789264266490-en#page198

²⁵ Sternberg RJ, Kaufman SB (2011). *The Cambridge Handbook of Intelligence*, Cambridge University Press

²⁶ Lewin, Tamar (July 25, 2008). "Math Scores Show No Gap for Girls, Study Finds", *The New York Times* and Crooks RL, Baur K (2016), *Our Sexuality*, Cengage Learning.

5. Gender Responsiveness of Projects

Key points:

- Gender responsiveness is the level at which the project will contribute to the promotion of gender equality.
- It differentiates between the five levels of responsiveness.
- These tools can be used: to design and plan gender transformative projects, to assess how well the project is integrating gender consideration, and to improve gender responsiveness of projects.
- This chapter offers the Brief Project Gender Mainstreaming Checklist as an efficient and practical tool for checking the level of responsiveness of projects.

Gender responsiveness signifies the level at which your action will contribute to the improvement of gender equality. It means having in mind the way any planned initiative (policy, program, project, activity) will have influence on the situation of women and men. Responsiveness requires consistent and systematic attention to the differences between women and men in society with a goal of addressing structural constraints to gender equality. In other words, it denotes the level to which any initiatives succeeded in mainstreaming gender.

The attention to gender responsiveness emerged within the approach of gender mainstreaming, and it differentiates between several distinctive levels up to which the initiatives succeed to respond to specific gender needs in the given society.

We here present the most frequently used classification of the levels of gender responsiveness:

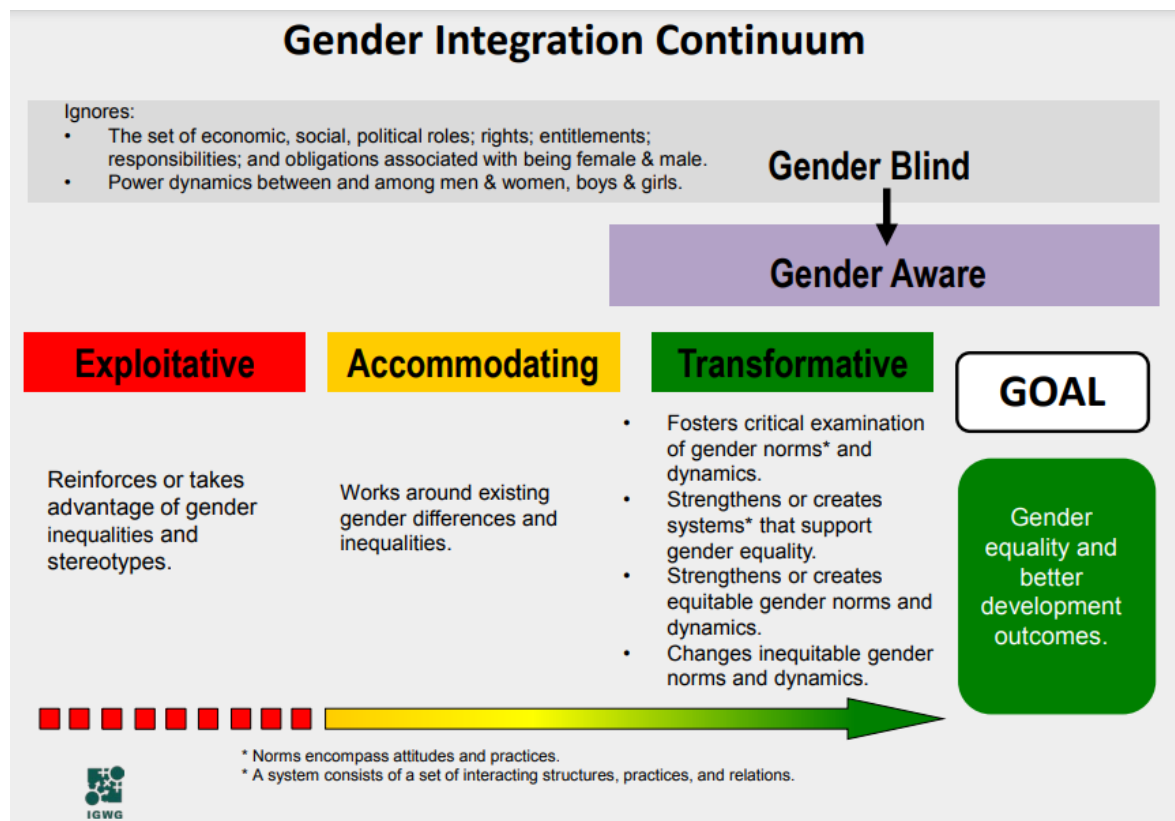
- **Gender Blind/Neutral** - interventions that are designed without a prior gender analysis. They ignore gender considerations altogether i.e. are blind to gender.
- **Gender Aware** - interventions that examine and address gender.
- **Gender Exploitative** - interventions which intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities.
- **Gender Accommodating/Sensitive** - interventions that acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short-term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.
- **Gender Transformative** - interventions which seek to transform gender relations to promote equality and achieve objectives.

The idea of gender responsiveness dates from approximately 20 years ago when Geeta Rao Gupta²⁷, then the president of the International Center of Research on Women, Presented the Continuum of Gender Programming in her speech at the XIII International AIDS Conference. Gupta presents a conceptual framework with the aim to classify the degree to which sexual and reproductive health interventions engage critically with gender related issues in their design, implementation and evaluation. She designed the framework to help program developers and practitioners to better

²⁷ Gupta, Geeta Rao (2000). Gender, Sexuality, and HIV/AIDS: The What, the Why, and the How. Washington, D.C. International Center for Research on Women (ICRW)

incorporate a gender perspective to achieve greater program impact. Under this continuum, Gupta differentiated four levels of integrating gender into programs: Gender exploitative, Gender blind, Gender accommodating and Gender transformative. (All with the same meaning as explained in the section above).

Based on work G.R. Gupta and others IGWG²⁸ developed **Gender Integration Continuum**²⁹ initially for the gender trainings with a USAID-funded reproductive health program, but then also as a visual and management tool³⁰. IGWG has continued to adapt the Continuum over the years, as the field of gender has evolved³¹ and we here present the current model³².



Building on the idea of varied levels of gender responsiveness of developmental initiatives, a variety of different responsiveness assessment tools arose from different development actors. In overall, these tools can be used as:

- A planning framework, to determine how to design and plan interventions;
- A diagnostic tool, to assess how well, interventions are currently identifying, examining and addressing gender consideration;

²⁸ Interagency Gender Working Group, established in 1997, is a network of multiple nongovernmental organizations, the United States Agency for International Development (USAID), cooperating agencies, and the Bureau for Global Health of USAID.

²⁹ Greene, Margaret and Levack Andrew (2010). Synchronizing Gender Strategies. A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations. Populations Reference Bureau Interagency Gender Working Group (IGWG); Washington

³⁰ “Gender, Sexuality, and HIV/AIDS: The What, The Why, and The How,” Plenary Address at the XIII International AIDS Conference, Durban, South Africa, 2000; M.E. Greene, The Benefits The Gender Integration Continuum Training Session User’s Guide

³¹ <https://www.igwg.org/2017/11/updates-made-to-gender-integration-continuum-users-guide/>

³² https://www.igwg.org/wp-content/uploads/2017/05/Gender-Continuum-PowerPoint_final.pdf

- An improvement tool, to determine how to move along the continuum toward more transformative gender programming;
- A tangible way to explore integrating gender into projects, to make the concepts of gender and gender integration more concrete.

Besides the Gender Integration Continuum there are many different tools for assessing gender responsiveness most of which are applicable to different fields of work. In mainstreaming gender into your work, it is recommended to choose the most relevant one and adapt it if needed. Among the other often used gender responsiveness tools are:

- **IGWG’s Gender Equality Continuum**³³ - planning and diagnostic tool to determine how to design and plan interventions that move the program along the continuum toward transformative gender programming and to assess how well, interventions are currently identifying, examining and addressing gender considerations, and to determine how to move them along the continuum toward more transformative gender programming.
- **WHO Gender Assessment Tool (GAT)**³⁴ – a tool for rapid assessment of gender-responsiveness of a policy or programme on the scale: gender-sensitive, gender specific or gender transformative. It indicates where gender-responsiveness can be improved.
- **UNESCO’s Gender Equality Marker (GEM)**³⁵ - a resource tracking mechanism intended to measure the extent to which activities expect to contribute to the promotion of gender equality and the implementation of UNESCO’s Gender Equality Action Plan. It is based on a four-point scale: activity does not contribute to gender equality, gender-sensitive, gender-responsive, gender-transformative.
- **UNWomen Rapid Assessment Tool**³⁶ – a tool to evaluate gender equality and women’s empowerment results in humanitarian contexts, with the five levels gender results effectiveness scale: Gender Negative, Gender Blind, Gender Sensitive, Gender Responsive, Gender Transformative.

We hereby offer the **Brief Project Gender Mainstreaming Checklist** (*in Annex 1*) as an efficient and practical tool for checking the level of responsiveness of your projects. It can be used during all the stages of project cycle management, but to benefit from it the most it is recommended to start using it at the planning stage.

A good starting approach for all interventions’ planners and managers aspiring to achieve gender transformative interventions is to respect some **basic gender integration principles**:

- First, under no circumstances should initiatives be gender exploitative since one of the fundamental principles of development is to “do no harm”;
- Secondly, initiatives should always be consciously gender aware – should at least have gender issues in the view at all stages;
- Further, the overall objective of gender integration is to move all interventions toward gender transformative whenever possible;
- Achieving such high gender responsiveness at once and at the very beginning of every intervention obviously isn’t going to be realistic in most of the cases, so a step-by-step approach, gradual challenging more and more of existing gender inequities and promoting positive changes in gender systems is more likely;

³³ http://sbccimplementationkits.org/gender/wp-content/uploads/sites/7/2016/03/Activity-0.1_Understanding-and-Applying-the-Gender-Equality-Continuum.pdf

³⁴ https://www.who.int/gender/mainstreaming/GMH_Participant_GenderAssessmentTool.pdf?ua=1

³⁵

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/BSP/GENDER/GEMinSISTERODGGE_01.pdf

³⁶ <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/rapid-assessment-tool-to-evaluate-gewe-results-in-humanitarian-contexts-en.xlsx?la=en&vs=2421>

- Interventions may contain elements of all levels of gender responsiveness in their different parts, i.e. an intervention can be gender transformative in its first component, but even gender exploitive in the second one. Thus, the attention should be paid to the whole of the interventions and all of their different parts should be thoroughly assessed for the level of responsiveness.
- Interventions can move back and forth along the continuum through time. Either the circumstances change, or the beneficiaries, or some modifications in implementation of the interventions cause the significant changes in the level of gender responsiveness. So, the attention should be paid to the possible changes through time during the entire life-cycle of the interventions.

Basic gender integration principles key points:

- “Do no harm” principle, the approach cannot be gender exploitive
- Be gender aware
- Aim for gender transformative approach, wherever possible
- Step-by-step, gradual approach is needed
- Pay attention to the entire intervention, all activities should be assessed
- Pay attention to possible changes in gender responsiveness of activities through time.

6. Gender Analysis – Strategy for Understanding the Situation in the Society

Key points:

- Gender analysis is the first step in gender mainstreaming.
- It is examining gender differences, and their implications for successful project implementation.
- It is conducted in five steps.
- It results in findings that clearly show:
 - How would gender relations affect the achievement of sustainable results of planned project?
 - How will the planned project results affect the relative status of men and women?
 - Which gender-related issues should and can be addressed within the project?
- The findings of gender analysis are necessary inputs for successful gender mainstreaming and its foundations.

Gender analysis is the first step in gender mainstreaming. It is a process of assessment of the differential impact of interventions - policies, programs, projects and legislation on men and women. Gender analysis recognizes that the realities of men's and women's lives are different. Through data collection and analysis, it identifies and interprets gender differences and relations, their consequences, and implications for interventions.

Gender analysis is a systematic way of examining the differences of women and men in roles, norms, power, needs, constraints, and opportunities; and the impact of these differences in their lives. It identifies and examines the social constructions of what it means to be a woman or man —and how these constructs impact the lives of women and men. It is the process of identifying gender inequalities and determining their programmatic and developmental implications.

Gender analysis draws on social science methods to examine relational differences in women's and men's roles and identities, needs and interests, access to and exercise of power and the impact of these differences in their lives. It is a systematic way to identify, understand, and describe the social, economic, and political factors that shape the lives of women and men and how these gender inequalities affect planned outcomes.

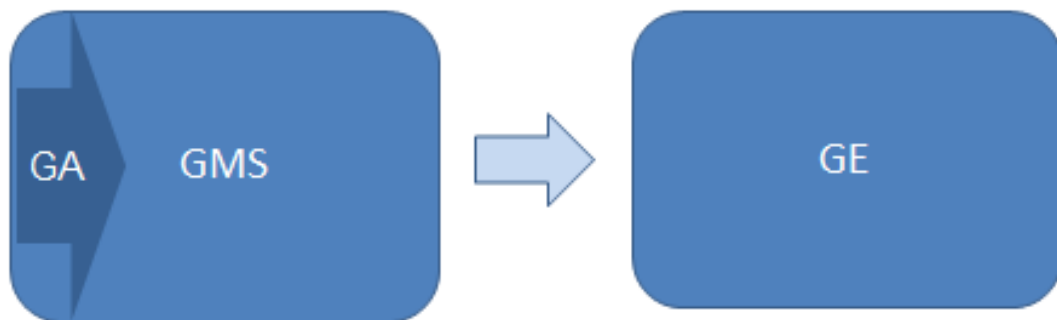
As the needs' assessment is the first step in designing a project plan, the gender analysis is the necessary first step for the gender mainstreaming in any intervention. In order for the gender mainstreaming to successfully make gender the integral dimension in the design, implementation, monitoring and evaluation of interventions so that women and men benefit equally from them and inequality is not created or perpetuated, the sound understanding of baseline gender situation and needs has to be at its basis. Gender analysis is the needs assessment of gender dimension in a given situation, since gender is one aspect of local context that must be considered to create culturally sensitive and relevant activities.

Gender analysis has several important roles in mainstreaming gender in projects:

- It provides the foundation for tackling gender dynamics in project activities;

- Helps identify gender-related inequalities, constraints, and opportunities that may affect project outcomes;
- Gives directions on how they should and can be addressed or leveraged within the project design, implementation, monitoring, and evaluation;
- Informs the selection of different strategies and measures that may be necessary to achieve intended results and equitable outcomes for men and women;
- Provides improved understanding of gender-related drivers in outcomes;
- Facilitates better design of activities to achieve improved quality of intervention;
- Secures that the project doesn't unintentionally exploit or harm women or men;
- Ultimately secures that the project reaches entire target group, not just one half of one gender.

The role of gender analysis in project cycle management is crucial for its full success. Integrating/mainstreaming gender in projects is a critical component to achieving gender-equitable outcomes. The Picture Below shows the relationship between gender analysis, gender mainstreaming and their goal - gender equality.



By identifying and addressing the different needs, constraints, and opportunities of men, women, girls, and boys, projects can improve outcomes for all and close gender-related gaps. In order to be able to do so, gender analysis provides information on:

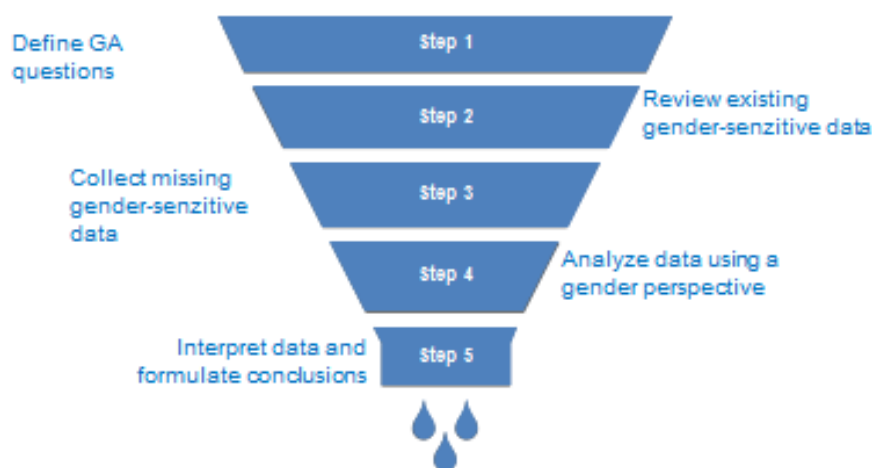
- The consequences of gender differences and relations for achieving project objectives, and
- How implications of projects may influence or change relations of power between women and men.

Optimally a gender analysis should be conducted before the project implementation, during the planning stage, in order to better understand gender issues that may affect it and to determine what gender constraints should be addressed. However, it is still useful if conducted during any stage of implementation, since it can provide valuable insights on gender dynamics and ideas for corrections that might raise overall effectiveness and impact of the project.

Steps in Conducting Gender Analysis

1. Defining the gender analysis questions
2. Reviewing existing gender-sensitive data
3. Collecting missing gender-sensitive data
4. Analyzing data using gender perspective
5. Interpreting data and formulating conclusions - describing:

- Identified gender-related gaps and issues, but also opportunities and strengths
- Women's and men's different needs, priorities and strengths for each of the gender analysis domains
- Complexity of gender relations in the context of social relations, and how this blocks or enables addressing gender inequality.



How to Conduct Gender Analysis

There is no single specific, ready-made or required method for conducting gender analysis. Different organizations and projects may have different methods uniquely developed or adapted for each case, but gender analysis always includes:

1. collecting sex-disaggregated data and other qualitative and quantitative information on gender issues, and
2. basic elements of researching and analyzing how gender rules and norms affect the object of analysis.

There are many tools and frameworks that can provide a foundation i.e. good starting point for this analysis and we are offering their overview in the table below. But for gender analysis on any particular project to be really functional and to provide necessary input for project design we recommend that the most relevant tool (or a part of one) is carefully chosen and then rigorously adapted based on project needs. When doing so, make sure that your finalized tool should be able to meet the objectives of gender analysis:

- Identify how will gender differences affect the project;
- Identify how will the anticipated project results affect women and men differently;
- Determine which gender-related issues should and can be addressed within the project.

Tool ³⁷	Brief Description
Harvard Analytical Framework/Gender Roles Framework	<ul style="list-style-type: none"> • One of the first frameworks developed to identify and understand the differences between men and women in their participation in the economy; • Used to collect information from the community and from households; • Describes who does each activity, who has access to and control of resources and the influence on gender roles; • 4 components: ‘activity’, ‘access’ and ‘control’ profiles and ‘influencing factors’ for 3 profiles; • Extremely important in explaining the gender division of labor and the differences between women’s and men’s productive and reproductive roles.
Moser conceptual framework	<ul style="list-style-type: none"> • Distinguishes between two types of gender needs: practical and strategic and different approaches to planning interventions according to them; • Includes gender role identification; gender needs assessment; disaggregating control of resources and decision-making within the household; planning for balancing the triple role; distinguishing between different aims in policy interventions; and involving women and gender-aware organizations in planning; • Extremely important in explaining the gender division of labor and the differences between women’s and men’s productive and reproductive roles.
Levy conceptual framework/the web of institutionalization	<ul style="list-style-type: none"> • Used for addressing gender mainstreaming in institutions for development planning; • Based on scanning of 13 inter-connected elements needed for systematic institutionalization of gender equality in policy and planning; • These elements together are called ‘a web’ of institutionalization; • They need to be synchronized for institutionalizing a normative shift in the organization such as gender mainstreaming.

³⁷ More detailed descriptions of gender analysis frameworks can be found in <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

<p>Capacities and vulnerabilities approach (CVA)</p>	<ul style="list-style-type: none"> • For humanitarian and disaster-preparedness issues; • Mainly addresses questions of organizational change; • Core idea behind this approach is that people have capabilities and vulnerabilities that will determine the effect that a humanitarian crisis will have on them and how they will respond to it; • When planning an intervention in this area, three main dimensions should also be investigated using a gender lens: <ul style="list-style-type: none"> • Physical/material capacities and vulnerabilities; • Social/organizational ones; and • Motivational/attitudinal ones.
<p>Social relations approach</p>	<ul style="list-style-type: none"> • Used by various government departments and non-governmental organizations as a planning framework; • Centered on the interchange between patriarchy and social relations; • Focuses on the relations between the state, market, community and family.
<p>Gender analysis matrix framework</p>	<ul style="list-style-type: none"> • Encourages bottom-up analysis through community participation to identify how gender differences impact four areas: labor, time, resources and sociocultural factors; • Provides a community-based technique for the identification and analysis of gender differences; • Applied on the level of society, the household, the community, and men and women; • It assists the community in identifying and challenging their assumptions about gender roles in a constructive manner.
<p>Women's Equality and Empowerment (Longwe)</p>	<ul style="list-style-type: none"> • Answers the question what women's equality and empowerment mean in practice and to what extent a development intervention is supporting them; • Shows that empowerment is an indispensable element of development and enables assessment of interventions based on empowerment; • Introduces the concept of 5 levels of equality (control, participation, conscientization, access, welfare) by which to assess the development; • Level of women's empowerment can be assessed in any area of economic and social development by these levels. • The tool can be used for planning, monitoring&evaluation, and in questioning whether or not development interventions have transformational potential;

	<ul style="list-style-type: none"> • It includes practical and strategic gender needs and moves beyond the notion of separate needs, showing that development intervention can contain both.
4R method	<ul style="list-style-type: none"> • Provides a picture of the gender patterns in organizations, their impact and a plan for remedying shortcomings; • It includes 4 steps: representation, resources, realia, and realization. • Representation examines how different sexes are represented in various parts and processes in the organization? • Resources assess how resources are distributed between sexes in the organization? • Realia analyses to what extent representation and resource distribution are affected by gender norms in the organization? • Realization step decides what new goals and measures should be formulated to achieve gender equality in the organization?

1. Defining the gender analysis questions

Gender analysis is organized around areas of social and cultural relations to help understand gender relations more concretely. Those are often called domains in gender analysis. There are no universal domains to consider, but there are many proposed ones. Conceptual domains often in use, that we propose are³⁸:

1. Laws, policies, regulations, and institutional practices: how gender affects the way people are treated and regarded by customary law, the formal legal code, and the judiciary system.
2. Cultural norms and beliefs: beliefs that shape gender identity and behavior and the perceptions that guide how men and women interpret aspects of their lives differently.
3. Roles, responsibilities, and time used: peoples' behaviors and actions in life, what they actually do and how this varies by gender.
4. Access to and control over assets and resources: being able to use the assets necessary to be a fully active and productive participant socially, economically, and politically in society.
5. Patterns of power and decision-making: ability to freely decide, influence, control, and enforce material, human, intellectual, and financial resources, in the family, community, and country.

The two key questions should be applied to each of the five domains:

- How will the different roles and status of women, men, girls, and boys, affect the project?
- How will the anticipated results of the project affect women, men, girls, and boys, differently?

The most difficult part of gender analysis is translating these conceptual domains into specific questions in the specific context for a specific project. There are many different gender analysis frameworks that outline the types of questions that could be asked while conducting a gender

³⁸ Taken and adapted from https://pdf.usaid.gov/pdf_docs/PA00TC12.pdf

analysis and we draw your attention to read more on them in the *Library* accompanying this manual. Most frameworks are applicable to most areas of work and the choice of a particular framework depends on each individual project case. In many cases, parts of several different frameworks may be relevant.

As the additional help in deciding what questions should be in the gender analysis, we hereby offer the **Sample Gender Analysis Questions (in Annex 2)** as a useful starting point for designing the full list of gender analysis questions for any project. These questions should be thoroughly adapted for the individual data collection needs - depending on the aim of the planned project, the specific context of the activities, and whether they are implemented in the facility, community, or both. They should be tailored to specific needs of the intervention in such a way that they enable analyzing the expected effects of intervention and the anticipated outcomes on gender relations, norms, and equality.

Research questions should further be adapted for the individual data collection needs i.e., not all the question should be asked to all the informants. For each data collection occasion there should be a precise selection of relevant questions, and, if needed different formulation of questions appropriate for different informants. Additionally, when formulation questions for gender analysis the attention should be paid that they revile both constraints & opportunities for both genders.

Special attention in designing the full list of questions for gender analysis should be given to (potential) sub-groups in the population that might have different needs and characteristics. Gender relations, norms and roles change over time and vary across societies and locations.

For this reason, **it is also important to examine the five domains of gender analysis across:**

- Different ethnicities, races, classes, and age which will be targeted by project and
- Different geographic areas within a country which will be targeted by project.

Particular sub-categories of women or men (e.g., youth, those living in poverty, people with disabilities, members of minority or ethnic groups, those who live in rural or remote areas, members of LGBT community, individuals living in certain geographic areas or certain types of settlements) may face unique barriers or obstacles that prevent them from participating in the project or experiencing the same outcomes as other men and women. When designing the questions for gender analysis and the plan for data collection all these potential different sub-groups should be represented in the sample of respondents and their different needs and characteristics should be captured and taken into account.

To illustrate how this can be done in a concrete way, we are giving the example of specific questions for the domain *Cultural norms and beliefs* that could be asked for designing an entrepreneurship project³⁹:

- Do gender stereotypes function as either a facilitator or a barrier for men or women in the area of entrepreneurship? For example, do such stereotypes depict entrepreneurship as something that men do more than women?
- Are there views about the size of businesses (micro, small, medium, large) or types of business (different products or services) that are considered more appropriate for women or men? If yes, do these stereotypes contribute to women opening businesses in sectors that are less likely to be profitable or sustainable?
- Do men or women's self-perceptions or levels of self-confidence function as either a facilitator or a barrier in the area of entrepreneurship?
- Do men and women have unequal education or knowledge in areas that are important for successful entrepreneurship? If yes, in what areas?

³⁹ Taken and adapted from <https://docplayer.net/11786941-Tips-for-conducting-a-gender-analysis-at-the-activity-or-project-level.html>

- Do men and women have equal access to and knowledge about the markets that are available for the products/services they produce?
- Will gender awareness training be required in order to ensure that husbands, families, and communities support women entrepreneurs? Will similar training be required to ensure the same support for men entrepreneurs in certain size (i.e., microenterprise) and types of businesses?

2. Reviewing existing gender-sensitive data

Once the gender analysis questions are defined, the next step is to determine where the answer can be found. In general, **there are two types of sources of data for gender analysis: primary and secondary ones**. Primary sources are those that researchers collect themselves from the sample of respondents, and secondary provide second-hand information from other researchers.

In conducting gender analysis, **we first review secondary sources**. Those may include *existing* gender analyses, gender assessments - by country or topic, other researches on gender in the country or community where we plan to implement our project, published articles, academic books, publications of local organizations and partners, international grey literature, national and local statistics, census or surveillance, statistics and reports from government departments and ministries, government policy documents, shadow and alternative reports, etc. These data are used to conduct a desk review to understand the target population and the context in which the project will be implemented.

Especially, attention should be given to sex-disaggregated data (quantitative data on an occurrence given/counted separately for each sex), gender sensitive data (quantitative or qualitative data on an occurrence that reveals gender differences) and quantitative and qualitative background information and gender concerns that have already been identified. Quantitative data are necessary as they show what is happening, qualitative data are equally important as they give meaning to gender roles and norms, and help explain why people act in certain ways.

Reviewing of secondary sources of data should at the end give the clear picture which questions from our gender analysis list of questions are fully or partly answered and which need more answers or clarifications.

3. Collecting missing gender-sensitive data

Once the data from secondary sources have been assessed, it is likely that additional data, to better understand gender issues and gaps affecting males and females in specific communities we plan to work in, will be needed. To collect additional data, **there are many possible techniques**: conducting focus group discussions, key informant interviews (group or individual), participatory research, qualitative surveys, and even informal conversations with local community members. Organizing field visits, observing facilities, schools, households, or other venues relevant to project activities may provide insight into gender relations, too.

Primary sources of data provide raw information and first-hand evidence from various respondents. To get the full and accurate picture of gender issues it is important to include varied informants - different types of people and to consult with varied, local community members and leaders, health care providers, both men and women. When researching primary sources, it is of utmost importance to always include those most affected and their advocates. Diverse stakeholders should be engaged to provide insightful information about the localized differences between men and women in the family, social, and political spheres. Methodologies for collecting additional data are not different than any other data collection. The key is what questions are asked (gender analysis questions) and who those questions were asked to.

This additional information will bring new insights, perspectives, and ideas and ensure that you have full and accurate understanding of the situation before you start to design your project.

4. Analyzing data using gender perspective

Collected data are just a beginning; the next step is to analyze them.

Data analysis for gender analysis includes:

- Examining sex-disaggregated and gender sensitive data to identify notable issues/patterns,
- Identifying the principal practices that are producing the issues and
- Analyzing the gender relations that shape these practices.

Once all sources of information have been analyzed using the key questions and five domains, they should be reviewed holistically.

This encompasses:

- Reviewing all data in the context of the gender norms, roles and relationships of women and men;
- Synthesizing the gender gaps and issues identified, their interconnectedness, and how they could affect the activities and goals planned in the project;
- Identifying how the project might respond to the issues identified through the gender analysis in order to be more effective and to promote gender equality.

5. Interpreting Data and Formulating Conclusions

When the collection and analysis of all the data is over, the final step in gender analysis is to interpret all the information in such a way that it can be used as a suitable input for project design. The gender analysis interpretation results in describing:

- Identified gender-related gaps and issues, but also opportunities and strengths,
- Women's and men's different needs, priorities and strengths for each of the gender analysis domains,
- Complexity of gender relations in the context of social relations, and how it blocks or enables addressing gender inequality.

Even though there are different sources and elements of gender analysis findings, in conclusion, all of them should provide answers to two fundamental questions:

- How will gender relations affect the achievement of sustainable project results?
- How will proposed project results affect the relative status of men and women? (i.e., will it exacerbate inequalities or accommodate or transform gender relations?)

Interpretation of the data using a gender perspective means not simply presenting sex-disaggregated data but interpreting the data by considering the differences between men's and women's needs, priorities, responsibilities, status, perspectives, strengths, activities, opportunities, and constraints, among many other factors, over both the short and long term. It means using all of the information collected from previous steps of gender analysis, so it becomes possible to compile a comprehensive picture of the gender roles, responsibilities, and relations in a particular country, community, or project site. For any specific development problem that project wants to tackle, such gender analysis is essential to defining linkages between causes and effects and deciding by which appropriate activities the specific development objectives can be achieved.

Gender Analysis Interpretation – Example of Employment⁴⁰

Domain: Cultural norms and beliefs

Part on: Masculinity & Femininity & Career Paths

It is evident that social and cultural norms have great influence on what is determined masculine and feminine work in career paths; there are specific sectors and jobs that are taken on by young men and women, particularly those who have not completed secondary education. For example, women tend to go into customer service, domestic work, hair care, and agricultural work, whereas men tend to go into more physical labor, like construction work. Often, youth choose a trade based on what they see others doing in their community and family influence; many are not fully informed about career possibilities. Career counseling and motivational/information sessions with positive role models, including men and women in non-traditional careers, a parallel communications campaign for those hiring skilled young graduates have been recommended by stakeholders.

Socio-cultural norms shape young men's and women's definitions of masculinity and femininity. Women who enter a male-dominated profession may be particularly likely to face sexual harassment in the workplace. There are also interrelated factors that affect uptake of non-gender-traditional trades. For example, work with a construction company requires mobility to follow the location of work, and security to rent accommodation for that time as a single woman.

The ability and motivation to start a business or livelihood varies between men and women, as well as between older married women and younger unmarried women. These differences can have implications for what support or coaching is most needed. For example, young women starting a business are likely to have less education than men, and they are less likely to seek any formal financing for their business, relying more on personal savings or family funds.

These socio-cultural dynamics directly influence the targeted age demographic of youth workforce development, as the median age of marriage for women in the country is 21.4.

⁴⁰ Taken and adapted from <https://www.usaid.gov/sites/default/files/documents/1860/GA%20-%20YWD%20project%20-%20FINAL%20Jan%202015%20-%20Public%20Version.pdf>

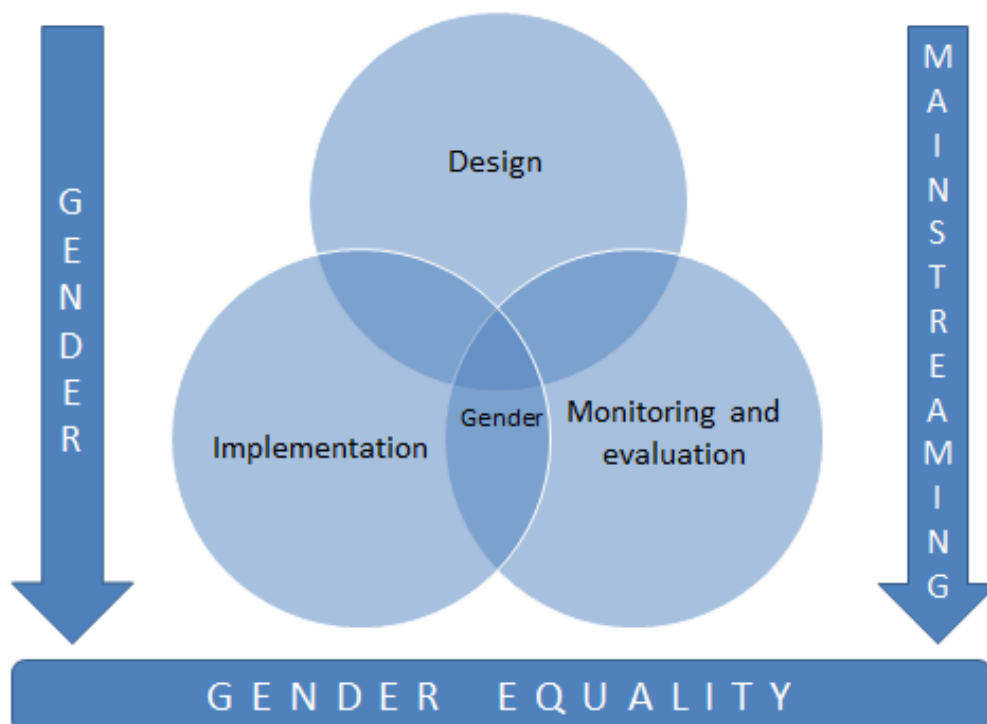
7. Gender Mainstreaming

Key points:

- Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension in projects, so that women and men benefit equally, and inequality is not created or perpetuated.
- Gender mainstreaming means integrating gender into all phases of project cycle.
- It is conducted in seven steps.
- It results in gender transformative projects.
- The ultimate goal of gender mainstreaming is to achieve gender equality.

As we said earlier, **gender analysis is the first step in gender mainstreaming**. It identifies gender differences and relations, their consequences and implications for interventions. Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of all interventions (policies, programs in, projects, activities) in all political, economic and social spheres so that women and men benefit equally, and inequality is not created or perpetuated. The ultimate goal of gender mainstreaming is to achieve gender equality.

Gender mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy, research, advocacy dialogue, resource allocation, planning, implementation, monitoring and evaluation of projects, as shown on the graph below.



To achieve its roles and goal **gender mainstreaming has two components:**

1. assessment, and
2. strategy.

Gender analysis is the assessment, while gender planning is the strategy.

Gender planning is a process of planning developmental interventions that are gender-responsive - which take into account the impact of differing gender roles and gender needs of women and men.

Before we go deeper into gender mainstreaming, let us first examine **necessary prerequisites for gender mainstreaming in projects/organizations**. Those are the preconditions needed for any organization to embark on the mainstreaming gender in its work. They precede any decisions and resources for mainstreaming and have to be tackled, since their lack can obstruct or completely block the introduction of gender mainstreaming in the organization.

Therefore, the organizations have to secure:

- Political will -it includes: the degree to which the goal of gender equality has already been accepted and defined as one of the important organizational goals; ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for gender mainstreaming; the intention to mainstream a gender equality perspective into all policies and programmes; degree to what the employees and members are aware of gender equality issues and open to mainstreaming; support for gender equality in the administration, etc.
- Sufficient knowledge of gender and gender mainstreaming in the organization includes: gender expertise, such as women's or gender studies, at least some members and employees available to lead the mainstreaming; sufficient knowledge of gender in others to be able to support the process; level of ability, qualifications and skills individuals in an organization need to carry out the practical aspects of gender mainstreaming for enhanced program quality; level of institutionalization of gender equitable organizational processes for program implementation and monitoring;
- Necessary funds and human resources should include: provided or at least planned financial and human resources needed for gender mainstreaming; gender budget available for specific gender mainstreaming activities; allocated human resources for gender mainstreaming.
- Organizational culture encompasses: norms, customs, beliefs and codes of behavior in an organization that support or undermine gender equality - how people relate; what are seen as acceptable ideas relevant for gender mainstreaming; how are people expected to behave and what behaviors are acceptable, rewarded or sanctioned in the organization.
- Specific gender equality policies include: existing gender equality policies on the level of organization; level of their implementation; acceptability of such policies within the organization; gender equality priority reflected in the organizational mission, strategy and similar documents; gender equality integrated in organizational structures, including job descriptions, performance evaluations, program reporting requirements and evaluation systems.
- Participation of women means that the organization should reflect the commitment to gender equality goals in such a way that it includes women in truly transformative, not only a representative way.

There are several distinctive steps, all necessary for conducting gender mainstreaming in projects. They include:

1. Conducting a gender analysis to inform project design and implementation;
2. Developing strategies to address identified gaps and issues and use opportunities and strengths;
3. Including these strategies in project design and ensuring that they are adequately resourced in the budget;
4. Developing gender-sensitive indicators to monitor participation, benefits, the effectiveness of gender equality strategies, and changes in gender relations;
5. Implementing and monitoring gender-related changes over time to determine whether desired results are achieved (applying gender analysis information throughout the project cycle);
6. Scaling up effective changes to close gender-related gaps;
7. Documenting and sharing learning

STEP 1

1. Conducting a Gender Analysis to Inform Project Design and Implementation

As described in the previous chapter, a successfully completed gender analysis will generate answers to two fundamental questions: How will gender relations affect the achievement of sustainable project results; and how will proposed project results affect the relative status of men and women (i.e., will it exacerbate inequalities or accommodate or transform gender relations). These are used for the next step of gender mainstreaming process.

STEP 2

2. Developing Strategies to Address Identified Gaps and Issues and Use Opportunities and Strengths

To be able to identify and shape the best interventions i.e. activities and approaches in the project, the project authors will need both the good understanding of the conclusions of gender analysis in the given context, and a sound understanding of gender dynamics mechanisms in general.

After determining gender-related gaps through gender analysis the next step is **to begin planning gender-related changes**. For this the conclusions from gender analysis should be reviewed to identify the main gender inequalities that the project should address. Then, the approaches to mitigate for possible effects of gender inequalities on the project should be identified to match gender gaps together with the possibilities to further promote gender equality. Formulated strategies should be additionally translated to project results statements that reflect changes aimed at reducing or eliminating the priority gender gaps based on strategies. Project results should then be developed in specific project activities and methodologies to address the gender gaps based on strategies. At the end, the causal pathway between the gender gap, the proposed interventions and the desired changes should be specified and verified.

Choosing the best project strategies is a complex task. It requires, based on the established gender inequalities and issues, deciding which is the best action to mitigate them, bearing in mind ever-limited project resources and scope which will leave many gender inequality drivers out of project's reach, and potentially render some chosen strategies ineffective or counterproductive. Ideally, all planned interventions should be at all the levels of change needed – at individual, family, community, institutions, policies, and the level of laws. Since this is almost never possible, the decision has to be made what is a manageable plan of the project.

Next point of resistance could be broad circle of stakeholders. They have to be included in analyses and planning wherever necessary in order to secure their support for the project. Likewise, **future project beneficiaries** have to accept the project as culturally appropriate so the broad participation of women and men as decision makers in the planning process has to be ensured. So

all of these interrelated influences have to be examined exhaustively to make sure that planned interventions will actually work in a specific context. For example, providing vocational education and trainings and links to labor market to unemployed women might work in the contexts where those inputs (only) were missing, but for closed, highly traditional communities these interventions probably would be ineffective as they go against strict gender norms about women's duties in the households.

Example of Developing Strategies⁴¹

Addressing access to education for vulnerable children in Kenya - gender analysis

In Kenya an organization provides orphans and vulnerable children with education services

The team found a gender gap, with fewer boys than girls accessing education services.

To identify the causes of this gap, the team looked deeper into the gender roles and cultural and community practices.

The people are nomadic herders of cattle, sheep, goats, and camels.

Traditionally, boys care for animals, traveling from home in search of water and pasture for three or more months during the dry season and frequently missing school.

Vulnerable and orphaned boys, especially those living in a child-headed household or with very old guardians, face increased demands to take care of the animals for survival.

Non-related guardians and members of the community often exploit such boys by employing them as herders for personal gains while sending their own children to school.

In addition to missing school, these boys face further threats to their well-being. In adolescence, many boys become warriors, who fight and defend the community from animal thieves while engaging in cattle rustling; these excursions and fights lead to injuries and death.

The community also encourages boys to have multiple sexual partners, increasing the risks of HIV and other sexually transmitted infections.

Addressing access to education for vulnerable children in Kenya – strategies

The project team brought together stakeholders from the Department of Children Services, religious leaders, the provincial administration, police, elders, health workers, teachers, and vulnerable children themselves to come up with changes to promote boys' enrollment and retention in school. They identified the following strategies:

- Collaborate with parents/guardians and provincial administration to monitor school enrollment and retention of school-age boys and girls.
- Conduct community education and sensitization on the rights of children, including issues of exploitation and child labor.
- Conduct stakeholder mapping to link food provision services with child-headed households to alleviate household burdens that keep boys from attending school.
- Monitor attendance through school attendance rosters.
- Lobby for free or subsidized provision of school materials for vulnerable children.

STEP 3

⁴¹ Taken and adapted from https://pdf.usaid.gov/pdf_docs/PA00TC12.pdf

3. Including strategies in project design and ensuring that they are adequately resourced in the budget

As said in the earlier, after formulating gender-specific project strategies they should be additionally translated to project results, activities and methodologies to address the gender gaps based on strategies. Strategies need to be clearly stated in project documents, backed up with staff and budget. Great care is needed to ensure that budget provisions take into account barriers and constraints related to gender. If previous elements of project proposal i.e. activities and results are planned with sufficient gender-specific elements, this should appear in the budget, too.

However, budget is not just a simple extension of the activities. Equal allocation in budget for women's and men's activities rarely ensures appropriate and adequate allocation. It is more likely that it will act as the structural barrier to gender equality. Instead, more gender sensitive budgeting is needed. There must be provisions for gender specific components and activities of the project, for different ways of implementation of activities with men and women and for separate but same project activities. For instance, inclusion of pregnant or breastfeeding women or those taking care of the children might require special budgetary provisions; or, restrictions on mobility of women in more isolated areas might require special transport conditions and costs.

At the end of formulating a gender transformative project document, it might be useful to once again **check for the main points of significance for successful implementation**. To do that, check your project with the following questions:

- Does the gender analysis suggest that without any proactive intervention, participation in the project will be gender balanced? If not, how can the project be amended to increase participation rates for the sex that is expected to be less represented?
- Have any key gender issues been identified that will impact the ability of the project to achieve its goals or prevent women and men from benefitting equally from the project? If yes, how can the project be amended to ensure that men and women benefit equally?
- Do the gender issues that were revealed require that the most over-arching objectives and goals of the project be re-phrased or re-conceptualized?
- Are the needs of men and women in relation to this project different enough that a separate project component focusing on women (or a sub-group of women) or men (or a subgroup of men) needs to be created?
- Is the planned budget fully gender responsive? Does it provide for all necessary costs of project activities?
- What types of data must be collected to track the impacts of the project on men and women and to provide information about any gender issues that have been identified?
- Have any potential unintended consequences been identified? If yes, how should the project account for these or be revised to counteract these?
- Are there any points of entry or opportunities for empowering especially vulnerable groups of women or men through this project?

STEP 4

4. Developing gender-sensitive indicators to monitor participation, benefits, the effectiveness of gender equality strategies, and changes in gender relations

Once all the project intervention logic elements have been developed and elaborated in the project design, it is time to formulate MEL – monitoring, evaluation and learning components of the project so that the implementation can be tracked and if needed adapted, so that the final effects of the project can be assessed and so that the entire endeavor could be used as the learning opportunity.

In this stage of gender mainstreaming in the projects, the authors are designing a MEL system and choosing gender sensitive indicators. MEL system for gender transformative project has to incorporate gender perspective i.e., it has to be gender sensitive.

Monitoring & evaluation (M&E) have several important roles in the projects. Monitoring primarily serves for establishing and tracking progress and through that establishing the need for adapting plans or modifying ongoing activities, as well as identifying problems and constraints that are obstructing implementation and reacting to them. Evaluation primarily serves for establishing project impact and overall performance. Together, monitoring and evaluation ensure accountability and transparency to the project stakeholders, and learning for its implementers.

Gender sensitive monitoring means gender-specific monitoring i.e., monitoring with the main focus to achieve gender equality. It should be done in a participatory way, with equal meaningful participation of men and women.

Gender-sensitive monitoring consists of collecting and analyzing the following information:

- Who contributes to the project and how? What are the paid and unpaid contributions to the project made by female and male stakeholders?
- Which activities are undertaken by female and male participants?
- Are both women and men participating on an equal basis?
- What is the response of women and men to the project?
- Is there any unexpected or adverse response by women or men to the project?
- What are the results?
- Which groups benefit from the results? In which way?
- Is capacity-building enhancing gender equality?
- Is remedial action needed to promote gender equality and women's rights?
- How is the money spent and who benefits? What is the gender-specific allocation of financial project resources?

Gender-sensitive evaluation, like gender-sensitive monitoring focuses on realizing gender equality. It consists of analyzing the implementation of gender mainstreaming and it should be based on qualitative and quantitative data, disaggregated by sex, to measure results and long-term outcomes for both women and men.

Especially important is that the gender equality issues should be mainstreamed in all sections of the evaluation report, instead of being mentioned only in a separate section on gender and that evaluation questions and methods should integrate gender in all parts.

Widely used evaluation criteria: relevance, efficiency, effectiveness, impact and sustainability should be made gender sensitive too. Hereby we are offering a possible list of generic questions for all usual evaluation criteria. Those should be further tailored to and refined for the needs of every specific project.

Gender-sensitive Evaluation Questions

Relevance:

- Has the project/programme effectively contributed to the creation of favorable conditions for gender equality?
- Did it respond to the gender needs of women?
- Did it contribute to the national and international policy commitments and mandates regarding gender equality?

- Was the treatment of gender equality issues throughout the implementation phase logical and coherent?
- Were adjustments made to respond to external factors of the project (e.g. economic crisis, new government etc.) which influenced gender relationships?

Efficiency:

- Has the implementation of the project been efficient with respect to gender equality?
- Are the means and resources being used efficiently to achieve results in terms of improved benefits for both women and men?
- Have the results for women and men been achieved at a reasonable cost, and have costs and benefits been allocated and received equitably?

Effectiveness:

- Did the project results turn out to be effective in achieving gender equality?
- Have the results contributed to the achievement of planned outcomes, and have benefits favored male and female target groups?
- Did stakeholders (organizations, institutions, indirect target groups) benefit from the interventions in terms of institutional capacity-building in the area of gender mainstreaming and the development of gender competence among their staff?

Impact:

- What has been the impact of the project's outcomes on wider policies, processes and programmes which enhance gender equality and women's rights?
- For example, did it have an impact on reducing violence against women?
- Did it contribute to a more balanced distribution of unpaid care labor and family responsibilities between women and men?
- A gender-specific ex-post evaluation can also be used for projects without a gender equality perspective and will assess whether these have produced any (positive or negative) unintended or unexpected impacts on gender relations.

Sustainability:

- Are achievements in gender equality likely to be sustained after funding ends?
- To what extent has ownership of the policy goals been achieved by male and female beneficiaries?
- To what extent have strategic gender needs of women and men been addressed through the project, and has this resulted in sustainable improvement of women's rights and gender equality?
- To what extent has capacity for gender mainstreaming through the project been built and institutionalized?

Both for monitoring and evaluation **gender-sensitive indicators are needed**. The specificity of these indicators are that they measure: participation of women, and men in project activities; changes for women, and men; changes in gender equality; unique benefits and challenges (including risks) for women and men; changes in gender roles, norms, access, and control (including decision-making power) over time; access to decision making, project resources and projects services by both genders, and whether this access is equitable; and expected and unexpected project outcomes for both genders (compared with objectives).

Gender-sensitive indicators show trends and temporal dynamics in gender sphere:

- If men's and/or women's participation has increased or decreased. For example, have we increased women's and men's participation in and benefits from interventions, especially in areas where they have been historically under-represented?
- How far and in what ways have activities met their objectives and achieved results related to gender equality.
- Has gender equality been increased or decreased? For example, have we reduced gender inequality (e.g., increased access) or exacerbated gender inequalities?
- Evidence on how attention to gender contributes to more equitable and sustainable outcomes.
- Any unintended consequences of a project, by showing if any aspects of the intervention benefit one gender group more than another, or create or increase negative results for one social group.
- Having gender sensitive indicators ensures that there is an explicit focus on gender equality in the project and enables understanding of the impact of the project on women and men.

Here are some possible generic gender-sensitive indicators. They should be adapted, specified and refined for the needs of any concrete project:

- Percentage of men and women who have access to services
- Percentage of men and women who use services
- Number/percentage of women and men using each service
- School attendance, enrolment rates and dropout rates by gender
- Number/percentage of women and men with access to scholarship
- Distribution ratio of scholarship opportunities between men and women
- Employment opportunities by gender
- Types / level of employment by gender
- Level of income by women and men
- Training by subject, by gender
- Satisfaction with project implementation by gender
- Male and female staff working on the project.

Gender indicators do not only concern women, although more often women may have been excluded (e.g. from decision-making, from access to resources, from labor market, education, etc.) and need to become (more) involved. There are also situations in which men tend to be excluded, e.g. in health and family planning activities, child care or literacy programs.

Designing gender sensitive indicators sometimes means that **different targets** (numeric values of a given indicator that are to be achieved by the project) **must be set for women and men**. For instance, in the community where girls traditionally do not attend the school at all and boys do, but not all of them, the project with the objective to increase school attendance, and the indicator for it being percentage of children that started attending school, cannot have the same target value on the indicator for boys and girls. Although the project wants to raise attendance rate for both categories of children, it is not realistic that the same percentage of attendance can be achieved for boys and girls in the same period. Since girls are lagging more, the target value of the indicator should be lower for them (for example, 15% of girls started attending the school after the one-year project), while the target for boys can be higher (for instance 25%). Of course, the concrete targets that will be realistic will heavily depend on the local context.

Examples of gender-sensitive indicators:

- Proportion of men/woman who are tested for sexually transmitted diseases (STD)
- Percentage of men/woman who are tested positive for sexually transmitted diseases
- Percentage of men/woman who are tested positive for sexually transmitted diseases
- Number of men/woman who are enrolled in HIV care
- Proportion of women who attend at least one education session on STD with a male partner
- Proportion of men who attend at least one education session on STD alone
- Satisfaction of men/women with education session on STD
- Percentage of women who contracted STD from their male partners
- Percentage of men who contracted STD from the sex workers

STEP 5

5. Implementing and monitor gender-related changes over time to determine whether desired results are achieved

Once the project plan is finished and funded, it is time for implementation. In this stage it is particularly important to monitor all the happenings on the project, especially if it is a pilot project, – realization of activities, spending of resources, reactions of beneficiaries and stakeholders, level and type of participation, effects on beneficiaries, risk factors, changes in the project environment, etc. This is the stage at which theory of change stated in the project plan gets tested and it is of utmost importance to get the verification of its functioning right. Project management team has to capture all the relevant changes regarding the project and to interpret them the right way. This means **applying gender analysis information throughout the project implementation** for collecting above mentioned information, for interpreting developments on the project, for deciding on needed adaptations and for documenting indicators from monitoring for later evaluation. Implementation phase is also a great learning opportunity and this chance should not be missed.

This stage of gender mainstreaming in the project ends with the finishing date of the project, executed final evaluation and submitted final project report. In the strict sense of the term, gender mainstreaming is also completed at this point.

STEP 6

6-Scaling up effective gender actions

This and the next step of the proposed framework for gender mainstreaming in projects are not the part of mainstreaming in the strict sense. Once the implementation of the full project cycle is over, the project gender mainstreaming is over too, in the narrow sense. However, these two additional steps are very important for broader gender mainstreaming effects and gender equality ambitions.

Scaling up effective initiatives from the level of a single project is important for improvement of overall gender outcomes. After it is determined which interventions have proven successful in achieving the established objectives, they can be implemented across organization's entire work, where relevant to achieve synergistic and multiplayer effects.

Another important direction of scaling up is institutionalization which entails formalizing gender-related changes in the organization and is a key to ensuring that gains are maintained.

With scaling up, mainstreaming effects within the organization are strengthened and are strengthening organizational capacities too.

STEP 7

7-Documenting and Sharing Learning

Proper documenting of successful gender mainstreaming initiatives creates valuable resources which would otherwise be lost after the project ending. This documentation should be shared within the organization to facilitate internal learning and organizational memory. Additionally, it is important to share accumulated resources with broader audiences – other organizations working in the same field, donors, state institutions, beneficiaries and their advocates legislators, etc. this way, all of them can learn from successful and unsuccessful interventions, from implemented process and from established cooperation. Learnings can be shared through reports, events, blogs, case studies, success stories or videos, round tables, etc.

With documenting and sharing, mainstreaming effects within one organization are used to build capacities of others and strengthen the broader gender mainstreaming efforts in the society.

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List of Annexes

Annex 1 - Brief Project Gender Mainstreaming Checklist

Annex 2 – Sample Gender Analysis Questions

Annex 1 - Brief Project Gender Mainstreaming Checklist

Project Planning

- Have men and women been consulted during the situation analysis?
- Have all background statistics been disaggregated by age and sex, and ethnic origin?
- How does the core problem affect men and women respectively?
- Did you analyze the positive and/or unintentionally negative implications the project could have on men and on women?
- Did you conduct any in-depth analysis of gender related influences on women/girls/beneficiaries in your project?

Project Strategy:

- Does the project objective reflect the needs/concerns of both men and women?
- Does the project benefit men and women to the same extent directly and indirectly?
- How does the project seek to correct gender inequality?
- Do men and women have equal opportunities to participate in the project activities?
- Are there any activities/interventions/approaches in the project specifically for women?
- Did the implementing partners receive gender mainstreaming training or have worked on gender issues before?

Risks:

- Is the wider context of gender roles and relations within society a potential risk (i.e. could stereotypes or obstacles prevent equal participation of women or men)?
- Do you propose countermeasures to remedy this problem?

Monitoring and Evaluation:

- Have indicators been developed to measure how men and women have been impacted by the activities and results?
- Are indicators disaggregated by sex?
- How will you measure the wider changes the project achieved in relation to women and men?
- Does your monitoring and evaluation strategy consider men and women separately?
- Does the evaluation of the efficiency and effectiveness of the project take into consideration the different roles and contributions of men and women?

Budget:

- Have you budgeted for gender mainstreaming inputs or expert assistance?
- Have you budgeted for some activities that ensure gender sensitive implementation?

- What percentage of the budget is dedicated to gender specific issues?
- Have you highlighted this in the Project Proposal?

Annex 2 – Sample Gender Analysis Questions

Sample questions by domains⁴²

I. Laws, policies, regulations, and institutional practices

- What is the status of major pieces of legislation related to gender equality in the country and what is missing?
- How do laws, policies, and regulations treat men and women differently?
- How do these laws, policies, regulations and practices impact the lives of men and women?
- Can women and men both inherit property equally?
- Can men and women pass on citizenship to their children?
- At what age are women and men legally allowed to marry?
- How do these answers influence the ability of males and females to access AND benefit from services?

II. Cultural norms and beliefs

- What do men and women know? Who knows what?
- How does the community think men and women, and girls and boys should behave? How does the community think they should conduct their daily lives?
- How do men and women interpret aspects of their lives differently, depending on their gender?
- Is it culturally acceptable for men and women to seek services you are planning?
- To what extent are women, men, girls, and boys who have specific needs stigmatized?
- To what extent is child raising considered a man or woman's role?
- What are gender roles and opportunities for men and women? How do they differ between various ethnic and religious and geographical groups? How have they changed over time? How do they differ by age? How do they vary according to other differences, such as socioeconomic class, sexual orientation, and disability?
- How are relevant practices shaped by gender roles?
- What are the gendered cultural constraints to and supports for relevant practices?
- What “positive” gender relations exist here that could be strengthened to close gaps in need? To achieve gender equality?

III. Gender roles, responsibilities, and time used

- What issues or barriers related to gender could prevent participation in the activity, project, or service? Are some people excluded based on their gender (even inadvertently)?
- Are there types of gender-specific leadership roles that might provide the basis for broader participation? Are there leadership positions women already occupy?
- What type of work do women and men do? Paid and unpaid work? How many hours a day do women, men, girls, and boys engage in paid/unpaid work?

⁴² Taken and adapted from https://pdf.usaid.gov/pdf_docs/PA00TC12.pdf

- How do men and women carry out their tasks?
- How and where do men, women, boys, and girls spend their time?
- How do these affect the planned activity?
- Does the gendered division of labor provide a useful framework for distributing project resources equitably and in a way that will be supportive of project objectives?
- How do women's and men's participation and leadership in relevant practices and public life differ? In which ways are the women's and men's participation and leadership in relevant areas and in public life different?
- Are there spaces in which men and women interact in more equitable ways?
- Are there ways in which men already support gender equality?

IV. Access to and control over assets and resources

- Who uses project resources and services?
- Does unequal access to project resources and services prevent the project from reaching its goals?
- Are there instances of equitable access with regard to certain types of resources that might provide a model for access to other resources?
- What critical resources do women not have access to and control over (e.g., land, training, inputs, technologies, equipment, information, health care, water, loans, savings, etc.)? How does this differ for women and men?
- Are there any organizations that focus on women's empowerment? Are there any organizations that focus on engaging men in gender issues?
- What traditional practices that influence control of resources are seen in your community?
- How is income managed in households?
- Who has the decision-making power over how household resources (money, food, land, time) are allocated?
- Do women/girls and men/boys have access to basic and appropriate services?

V. Patterns of power and decision-making

- Who makes decisions regarding relevant practices within families? To what extent are women (and men) able and allowed to make decisions regarding their own relevant behavior?
- Does gender-based violence keep women from obtaining services?
- Who is allowed to vote and run for office at different levels of government?
- Who actually does vote and run for office at different levels of government?
- What is the representation of males and females in decision-making positions by public, private, and civil society organizations?
- Are people who are excluded from making decisions based on their gender likely to suffer adverse consequences from the decisions made by others?
- Is it possible to organize individuals who are excluded from making decisions based on their gender into groups or coalitions that may be able to negotiate for greater decision-making power?

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Cover photo: REF photo archive

Back photos: RomaVersitas Kosovo and Roma Versitas Albania

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With funding from

 Austrian
Development
Cooperation