TRAINING MANUAL

ON

GENDER MAINSTREAMING

MINISTRY OF GENDER, CHILDREN AND SOCIAL DEVELOPMENT

JUNE, 2008

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A List of Tables/Figures

Abbreviations/Acronyms

AU	African Union
AIDS	Acquired Immunodeficiency Syndrome
ASAL	Arid and Semi Arid Land
BATNA	Best Alternative to a Negotiated Agreement
CBO	Community Based Organizations
CDA	Community Development Assistant
CEDAW	Convection on Elimination of All Forms of Discrimination Against Women
CHW	Community Health Workers
CIDA	Canadian International Development Agency
CSO	Civil Society Organizations
DGSDO	District Gender Social Development Officer
ECOSOC	United Nation Economic and Social Council
FBO	Faith Based Organizations
FGD	Focused Group Discussion
FGM	Female Genital Mutilation
FIDA	Federation of Women Lawyers
FAWE	Forum for African Women Educationists
FEMNET	African Women's Development and Communication Network
FPE	Free Primary Education
GAD	Gender and Development
GAM	Gender Analysis Matrix
GBV	Gender Based Violence
GDBA	Gender Disaggregated Beneficiary Assessment
GESP	Gender Equity Support Program
GNC	Gender Child Network
HA	Help Age
HAI	Help Age International
HBC	Home Based Care
HIV	Human Immunodeficiency Virus
HR	Human Rights
IEC	Information, Education and Communication
ICECR	International Convention on Economic and Cultural Rights

ICPD	International Conference on Population and Development
ILO	International Labour Organization
KEPSA	Kenya Private Sector Association
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KREP	Kenya Rural Enterprise Program
LDA	Liaison Development Associates
MDGs	Millennium Development Goals
MOA	Ministry Of Agriculture
MOA	Ministry Of Education
MoARD	Ministry of Agriculture and Rural Development
MoGCSD	Ministry of Gender, Children and Social Development
MYWO	Maendeleo Ya Wanawake Organization
NACC	National Aids Control Council
NGO	Non Governmental Organizations
NFLS	Nairobi Forward Looking Strategies for the Advancement of Women
OVC	Orphans and Vulnerable Children
PLA	Participatory Learning in Action
PLWHA	People Living With HIV/Aids
POA	Plan of Action
PS	Permanent Secretary
SEGA	Social Economics of Gender Analysis
SMART	Specific, Measurable, Achievable, Realistic and Time bound
SPSS	Scientific Package for Social Scientists
STI	Sexually Transmitted Infections
TNA	Training Needs Assessment
TOR	Terms of Reference
TOT	Training of Trainers
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children's Fund

USA	United States of America
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WID	Women in Development

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Prof. Collette A. Suda
Secretary for Gender & Social Development

Foreword

This is a standard Training Manual on Gender Mainstreaming developed in June, 2008. It is informed by the findings of a Training Needs Assessment and consultations with various stakeholders engaged in development activities. These cut across all the three sectors of society including the Public Sector, Government Ministries and State Corporations; Civil Society Organizations (NGOs, FBOs and CBOs); and the Private sector. This Training Manual builds on existing and on-going work on mainstreaming gender in the country. During its preparation a review of the Plan of Action (2008 – 2012) for implementing National Gender and Development Policy was carried out and its contents incorporated into the manual.

The Manual will be used by the sectors mentioned above and as stipulated in the National Gender and Development Policy, 2000. It has addressed gaps identified and incorporated all the suggestions and experiences as spelt out in the TNA report. It includes issues of understanding gender, gender awareness and advocacy, human rights, and gender based violence, gender analysis, integration and gender mainstreaming, leadership and governance and gender budgeting. It is a practical guide for trainers in Gender Mainstreaming and promotes experiential learning among adult learners. This is a step towards implementing the recommendations of the National Gender and Development Policy, 2000.

Dr. James W. Nyikal, MBS,
Permanent Secretary
Ministry of Gender, Children & Social Development

Background of the gender mainstreaming training manual

The Ministry of Gender, Children and Social Development has the mandate of mainstreaming gender into the development process. To enable the Ministry to carry out this mandate policies have been formulated and structures established to carry out the exercise. In spite of the existence of the policy instruments and institutional frameworks, programs on gender mainstreaming have not been effective. One of the reasons has been inadequate co-ordination of various initiatives on gender mainstreaming. The other reason is absence of a standard training manual which can be used by all stakeholders who are involved in gender mainstreaming. However, remarkable efforts have been made by the Ministry of Agriculture (MOA) and Ministry of Education (MOE). Some of the best practices identified with them include a gender Policy, IEC materials development, gender officers in place, awareness creation and a gender based analysis of examinations at Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) level by MOE.

This training manual on gender mainstreaming will be used to fulfill this purpose. It has been made comprehensive, simple and user friendly so that it can be adopted as the standard manual for gender mainstreaming nationally.

The training manual on gender mainstreaming was prepared through a process which included carrying out a field study and identification of training needs. During the identification of training needs several policy papers and international conventions were reviewed. These range from international, regional and national legal and policy frameworks:

International:
- 2000 -Millennium Development Goals (MDGs)
- 1995 -Beijing Platform for Action
- 1993 – United Nations Declaration on Violence Against Women
- 1989 - United Nations Convention on the Rights of the Child (UNCRC)
- 1985 - Nairobi Forward Looking Strategies for the advancement of women (NFLS).
- 1984 - Convention on the Elimination of all forms of Discrimination against Women (CEDAW)

- 1966 - International Human Rights Law
- 1948 - The United Nations Universal Declaration on Human Rights (UNDHR)

Regional:
- 1979 - The African Charter on the Rights and Welfare of the African Child
- 2006 - African Plan of Action on Gender Policy
- 2007 -Africa Union gender policy

National:
- *2000* - National Gender and Development Policy which proposes mechanisms for the implementation, monitoring and evaluation of the Policy.
- Sessional Paper No. 2 of 2006 on Gender Equality and Development

The content in the training manual on gender mainstreaming was identified through a review of the national policy papers and in particular the Plan of Action (2008 – 2012) to implement the National Gender and Development Policy.

The government recognizes that without a coherent and comprehensive framework for guiding mainstreaming within the different sectors and ministries involved in development, the goal of gender equality and equity will not be achieved.

The overall objective of the policy is to facilitate the mainstreaming of the needs and concerns of women, men, girls and boys in all sectors of development initiatives and ensure that they participate and benefit from the development process. The Sessional Paper No. 2 of 2006 on Gender Equality and Development provides the operational framework for implementing the National Gender and Development Policy. The policy framework emphasizes the need to focus on empowerment strategies that demonstrate essential linkages within different sectors.

The Plan of Action (2008 – 2012) to implement the National Gender and Development Policy (2000) was developed to facilitate the mainstreaming of gender concerns in all areas of the development and to provide a basis for stakeholders to initiate programmes to promote gender equality in the country. It addresses the nine thematic areas of National Gender and Development Policy and the Sessional Paper No. 2 of 2006 on Gender Equality and

Development. The Plan of Action uses the institutional mechanisms for the implementation of the Sessional Paper No. 2 of 2006 on Gender Equality and Development.

These include the following:-

- Department of Gender and Social Development
- National Commission on Gender and Development
- Gender Officers in the Ministries , Parastatals and Institutions
- Provincial Director of Gender and Social Development
- District Gender and Social Development Officers

Civil Society Organizations and other local level institutions will also be involved. The Plan of Action (2008 -2012) to implement National Gender and Development Policy provides strategies in gender mainstreaming and a monitoring and evaluation framework.

Who will use the Manual?

This manual will be used by all sectors of society (Public, Civil Society and Private sector), such as Government Ministries, State Corporations; NGOs, Faith Based Organizations and Community Based Institutions. It can also be used at the following levels:

- Training of Facilitators
- Training of Trainers
- Community level training.

Layout of the Manual

This training manual has been organized in eight modules which include the following:-

Module 1:   Introduction to Gender

Module 2:   Gender Awareness, Lobbying and Advocacy

Module 3:   Human Rights and Gender Based Violence

Module 4:   Gender Analysis

Module 5:   Approaches and strategies to Gender Mainstreaming and Integration

Module 6:   Methods and Strategies of Gender Mainstreaming

Module 7:   Mainstreaming Gender into Leadership and Governance

Module 8:   Gender Responsive Budgeting

Each module is divided into sections which contain the following sub-sections:-

- Objectives of the topic
- Content of the topic
- Training methods
- Learning resources
- Summary
- Trainer's guidelines
- Trainer's notes

When planning and implementing training, the trainer should exercise flexibility and incorporate additional training materials and a method to strengthen what is provided for in the manual.

How to use the Manual

This is a standard Training Manual on Gender Mainstreaming. It is not a one stop source of professional answers on gender issues. Trainers will use the manual as reference material when designing training programmes on gender mainstreaming.

The trainer may adapt training activities to suit their contexts and needs of the target group. It is important to carry out a training needs assessment of potential learners to help identify training needs/gaps. The results will determine the training programmes, methodology and how it may suit the target group. The manual is organized in modules and the trainer may use all the modules or some of them depending on what the target group requires and according to specific needs.

1.0   A GUIDE TO TRAINING IN GENDER MAINSTREAMING

The purpose of the guidelines is to provide the trainer with background information on how to plan, organize and implement training programmes in gender mainstreaming. In particular, it will provide essential information on designing a training program, training methods, principles of adult learning, the role of a trainer and preparation of a training session.

1.1   OVERVIEW OF TRAINING

Training is the process of sharing knowledge and skills among learners in a formal or an informal situation. The learning situation is facilitated by a trainer. Learning is a permanent change in behavior and should be demand driven and based on training needs assessment. At organizational level, the training should influence achievement of desired attitudes towards learners' improved performance in the area of gender.

Training should encompass Knowledge, Attitude, Skills and Habits (KASH). The training needs should focus on these four key features. It is also in these features that the impact of training is evaluated.

1.2   AIM AND RESULTS OF TRAINING

Any training should have impact in the following areas:-

Knowledge

Knowledge refers to new information on the subject, additional insight on the topic and awareness created during the learning process. As a trainer you should ensure that required knowledge is relevant and useful. It is important to segment knowledge into three categories and that is:-
- What is nice to know
- What is good to know
- What must be known

The participants should be made aware of what must be known. These are the key learning points of a given topic. What must be known is what enhances positive and permanent change in attitude.

Attitude

Attitude refers to change of view, perceptions and/or opinion on a given topic. This change should be positive to enhance learning. It can also be referred to as change or enhancement of characteristics. The attitude will also enable the participants to deal with the influencing factors and become gender sensitive and gender responsive. Knowledge acquired during training will enable participants to adopt positive attitude.

Skills

Skills refer to the technical know-how. These skills range from human resource management and behavior. Skills improvement is the core of performance oriented training. It is where performance indicators are pegged at the training needs assessment, time, development of the curriculum, monitoring of training and finally the evaluation of the training and follow-up.

It is at this level that trainers and training programs are evaluated, because the skills training determine the training impact. The skills performance indicators should focus on the training needs/ gaps which translate to the impact of training.

When developing training programs it is important to segment skills in three categories as follows:-

- General skills that participants should have in gender or gender mainstreaming.
- Important skills that participants should be equipped with to carryout gender mainstreaming
- Relevant skills based on TNA and which are for immediate use.

The trainers should focus on the third category. Participants will be happy to learn skills that are relevant and of immediate use in their daily work. This is where we draw the key learning points, which are also referred to as take home points.

Habits

A habit is change in behavior that occurs as a result of gaining knowledge and skills.

Learning will take place more effectively if the training is designed using participatory learning approach, better known as Participatory Learning in Action (PLA). This approach requires that the training is conducted using participatory methods and appropriate and relevant training materials, with minimal theoretical/academic handouts.

1.3 THE TRAINING CYCLE

A participatory gender mainstreaming training cycle has the following steps:-

Table 1:   A training cycle

STAGES	ACTIVITY
Step 1 Situational analysis	This refers to analysis of the organization's goals and objectives in regard to training as capacity building intervention.
Step 2 Target group	Identification and selection of the target group to be trained. If the selection is not adequately done then there is very big likelihood of training packages for the wrong group, hence the impact of training can be negative.
Step 3 Training needs assessment	A Training Needs Assessment should be conducted to determine the training needs/gap.
Step 4 Objectives	SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives should be set and lesson plans developed.
Step 5 Training methods	Decide on the appropriate participatory training methods and source of training materials and equipment.
Step 6 Training program design and curriculum development	The curriculum development and program design is the next step followed by conducting the training.
Step 7 Monitoring and evaluation	Monitoring and evaluation of the training is a continuous exercise that should be done during the session, day to day and/or periodically at every stage of the training cycle.

Monitoring and evaluation of training assists in ensuring that the planned activities are being carried out. The training should be evaluated to determine the impact and take necessary corrective measures. After the training, follow-up exercises should be done to verify the impact and/or future training needs.

1.4   DESIGNING A TRAINING PROGRAMME

What is a training programme?

A training programme comprises the curriculum and plans for its implementation to achieve specific training needs. The following are the main elements of the training programme:-

- Training needs assessment
- Designing of training curriculum
  - o   Setting training objectives
  - o   Developing the training content
  - o   Developing the training guidelines
- Planning the implementation
  - o   Scheduling of training activities
  - o   Identification of training resources
  - o   Facilitation of training
  - o   Monitoring and Evaluation

1.5   SETTING TRAINING OBJECTIVES

What are training objectives?

Training objectives describe the terminal behavior of the learners and present what is expected to be achieved by the training activities. They form the framework of the training programmes from where other training decisions are made and particularly determine the following:

- The content (because the content is meant to facilitate the objective)
- The method to be used in order to achieve the objectives

Objectives should be made very clear because of the following reasons:-

- To help the learner to have a clear goal during the training
- The trainer should be clear about what the learners should do after undergoing training
- The trainer should avoid gaps and unnecessary duplication
- To help the trainer in selection of approach, methods and materials

1.6   DEVELOPING TRAINING CONTENT

Features of training content

The training content should have the following characteristics:
- It should respond to the training needs identified
- It should be pegged to training objectives.

Prioritizing content materials

- Content reflects the objective and prioritized training needs. It should be ranked according to its importance in achieving the training objectives.

Putting content in sequence

Training content should be organized systematically for learning to take place. The following are the main ways of sequencing training content:-
- From general to specific
- From specific to general
- Logical sequencing – e.g. simple to difficult
- Frequency – skills the learner uses more frequently

1.7   PREPARING TRAINING GUIDELINES

Training approaches, strategies and methodology vary from one trainer to another. However, these factors should be considered when developing the guidelines:-

- Focus on the learners' training needs
- Suggested training methodology should be based on the objectives
- Flexibility of the learning environment.
- Time frame for carrying out the training

1.8   SUGGESTED TRAINING METHODS

The following training methods can be used singly or in combination: brainstorming, discussions, lecture/talk, question and answer, role-plays, case study, demonstrations and training visits.

The following training methods can be used singly or in combination:-

- Brainstorming
- Discussions
- Lecture/talk
- Question and answer
- Role play
- Case study
- Demonstrations
- Training visits

1.   Brainstorming

What is brainstorming?

A topic is written on the flip chart. Participants give their ideas on the topic. These are listed on the flip chart. The ideas are then sorted out and linked to the main subject of the topic.

Why use brainstorming?

- To switch the course from one subject and focus on the next
- To examine the width of a subject
- To create a lively atmosphere
- To get 30-40 ideas quickly

When to use brainstorming?
- At the start of a new topic
- When learners are encouraged to come up with new ideas

2. Discussions

Be flexible with the timing and sequence of the discussion phases:-

- Reconvene the meeting
- Identify the meeting
- Identify the problems
- Identify the cause
- Identify how the problem could have been avoided
- Identify possible solutions

3. Lecture/talk

What is a lecture/talk

A lecture is where you stand in front of your audience and deliver the material by talking to them.

4. Question and answer

Why use question and answer?

- To maintain interest in a topic
- To find out about the experience of the group
- To check their understanding
- To help someone come to a conclusion

When to use question and answer

- Whenever you are talking to a group of participants and want to keep everyone involved and thinking
- To introduce a new topic

5. Role play

What is a role pay?

A role play is a method whereby participants use drama to convey a message. This is in order to have a simulation of a real life situation in an interesting manner.

Why use a role play

- To allow a player to practice reacting to conflict and other stressful situations
- To gain insight into human interactions
- To help a learner modify his/her own behavior patterns by getting feedback from others who have watched him/her play a role
- To open up communication channels to release some of the inhibitions which may otherwise hinder open and relaxed discussions on some gender issues.

When to use the role play

- Effective role playing can take place in almost any setting
- Role playing is a very useful training technique, which can be employed in almost any training context.

6. Case study

A case study is where a real-life situation is summarized in the form of a story so that participants can identify the issues in it and suggest appropriate courses of action.

7. Demonstrations

What is a demonstration?

You show the participants a practical example of how something is done and then practice how to do it.

Why use demonstrations?

- To aid understanding by enabling participants to see for themselves how something is done, e.g. gender discrimination in an office
- To show participants how to perform a task e.g. how to engender discrimination in an office

When to use demonstrations

- At any time during the middle of a presentation
- After a discussion of the theory

8. Training visits

Why use a training visit?

- To help participants identify key points by examining a real situation
- To encourage discussions on practical situations
- To learn from others

When to use a training visit

- During the body of a course.

1.9   ADULT LEARNING PRINCIPLES

a) Adults learn best when they want to

b) Adults learn best when information is given to them in a logical order and consist of small units

c) Adults learn best when they are treated like adults

d) Adults learn best when they do something

e) Adults learn best when they get an opportunity to practice what they are learning

f) Adults learn best when they know how well they are doing and when they get some feeling of success

g) Adults learn best when the training and topics are of use in their daily lives

h) Adults learn best when there is repetition

i) Adults   learn best when the trainer recognizes that they have experience and makes use of this experience in the training

j) Adults learn best when the new knowledge is related to something they already know

k) Adults learn best when they feel free to ask questions and there is some discussion between learners and the trainer.

1.10   RETENTION RATE

- Adult learners have a wealth of knowledge and experiences;
- Adults learn what they want to learn;
- They see what they want to see;
- They hear what they want to hear;
- The learners are in a hurry.
- The trainer must therefore understand their retention rates to ensure maximum learning takes place.

Figure 1:   Average retention rate

The figure below illustrates the retention rate after using each of the training methods:-

```
                            5%
        LECTURE
                            10%
        READING
                            20%
      AUDIO VISUAL
                            30%
     DEMONSTRATION
                            50%
    DISCUSSION GROUP
                            75%
   PRACTICE BY DOING
                            90%
  TEACHING/FACILITATE OTHER
  IMMEDIATE USE OF LEARNING

Source: National Training Laboratories Bethel, Maine
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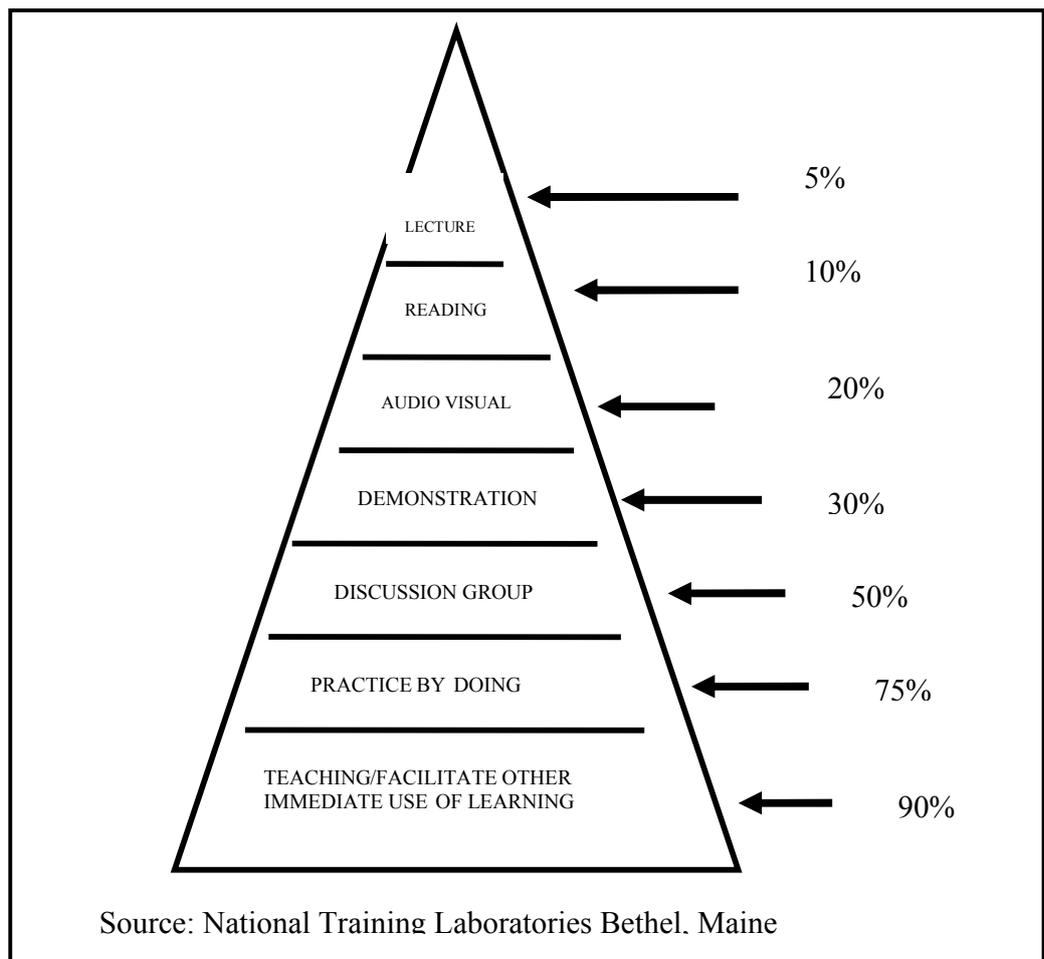
1.11   THE TRAINER

The roles of a trainer are summarized below:-

Before training
- To interpret the training programme and curriculum
- To plan and develop the training sessions
- Identify the appropriate training resources
- Decide on the relevant training approach and methods
- Decide on the presentation style and steps.

During training

- Setting the training arrangement including the sitting pattern
- Carrying out the actual training
- Guiding and directing the learning process
- Ensuring full involvement and participation
- Controlling the patterns of learning interactions and contributions from the learners
- Carrying out continuous assessment of the way learning is taking place and taking immediate action to retain orderliness and proper learning
- Carrying out an evaluation at the end of each session and module.

After the training

- Carrying out an analysis of the evaluation results
- Noting the areas that need to be corrected in future
- Compiling a report of the training.

1.12 HOW TO PREPARE A TRAINING SESSION

When preparing a training session, take the following factors into account:-

Table 2: A step by step process on how to prepare a session plan

Target group	Learners background and their needs	Trainer's Comments
Objectives	Why are you giving them a session? The objective should be clear to you. Avoid vague terms. Use concrete action words. What content must they know? What is good to know and what is simply nice to know?	
Content	What are the topics which will satisfy their needs and the objectives of the lesson? What activity will be needed?	
Methods	How will you present the lesson? Which methods will you use? Are there any drawings or pictures which you can use?	
Duration	When will the lesson be held? How long will the lesson take?	
Venue	Where will the lesson be held, in the classroom or in the field?	

1.13 EVALUATION OF THE TRAINING SESSION

Training can be evaluated at three levels as follows:-

- After each session
- At the end of the training workshop
- Continuously at the work place

An adaptable sample of an evaluation form is appended at the back of this manual.

2.0   TRAINING MODULES

The modular approach has been adopted because it gives every module completeness, such that each of them may be implemented independent of the others, depending on identified training needs and the target group.

The modules are progressive in approach, starting with the fundamentals, concepts and terminologies to increase understanding in gender, awareness, lobbying and advocacy. This is followed by application of skills (approaches, strategies and methods) of mainstreaming gender. The other technical modules are "mainstreaming gender in leadership and governance" and "gender budgeting".

Table 3: Training objectives and modules

Training objectives	- To introduce learners to basic concepts in gender - To increase the learners' knowledge and sharpen their skills on gender awareness, lobbying and advocacy - To enlighten learners' on the prevalence of gender based violence as a violation of human rights - To improve learners' skills in gender analysis - To increase learners' understanding of approaches and strategies of gender mainstreaming and integration - To implement gender mainstreaming - To mainstream gender into leadership and governance - To increase learners' knowledge on gender responsive budgeting.
Modules	- Introduction to gender - Gender awareness, lobbying and advocacy - Gender based violence and human rights - Gender analysis - Approaches, strategies of gender mainstreaming and integration - Methods and strategies of Gender mainstreaming - Mainstreaming gender into leadership and governance - Gender budgeting

3.0   MODULE 1: INTRODUCTION TO GENDER

MODULE:1	INTRODUCTION TO GENDER
OBJECTIVES	- Define the term 'gender' - Discuss the difference between gender and sex - Explain other concepts related to gender - Describe the concept of gender mainstreaming
CONTENT	- Definition of gender - Difference between gender and sex - Gender related concepts - Concept of gender mainstreaming
DURATION	3 Hours
METHODOLOGY	- Question and answer - Discussion - Group exercise
RESOURCES	- Flip chart/flipchart stand - Marker pens - Meta cards - Computer - Plain papers - Masking tape - LCD projector

Trainers' guidelines

Step 1: What is gender?
- In plenary, ask learners to share and discuss their understanding of gender.
- Ask them to differentiate 'sex' from 'gender'

Step 2: Gender – related terms
- Through a brainstorming session, ask learners to write as many terms on gender as they can.
- Discuss and agree on the commonly used terms and write them on a flip chart.
- In buzz groups, assign learners specific terms and ask them to come up with working definitions.
- Share and discuss these in plenary.

Step 3: Gender Mainstreaming
Ask learners to explain their understanding of the term 'gender mainstreaming' and agree on a working definition.

Trainers' notes

Gender concepts

Gender

This refers to the socially and culturally constructed differences between men and women; as distinct from sex which refers to their biological differences. The social constructs vary across cultures and time.

Sex

Sex refers to the biological and physiological differences between males and females as determined by nature. It is God-given, universal and non-changeable.

Social construction of gender

Refers to how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. This is done at various levels of gender socialization including family, religion, education, culture, peers and the media.

Gender and culture

Culture refers to people's way of life, systems of beliefs, values, rituals, interaction patterns and socialization which determine attributes, roles, responsibilities, and expectations in a society. It determines what the society wants and expects from women, men, girls and boys. It defines the status and power relations between women, men, girls and boys. Gender concerns are as a result of cultural context and socialization in society. Examples of these are:-

- Preference for a boy to a girl child
- Heir to property
- Naming systems
- Initiation ceremonies
- Marital practices
- Gender based violence

Gender roles

Gender roles are reflected in activities ascribed to men and women on the basis of perceived differences which are reinforced through the gender division of labour. This arises from the socialization of individuals from the earliest stages of life through identification with specific characteristics associated with being male or female.

Gender relations

It refers to social relationships between men and women within a specified time and place. These social relationships explain the differences in power relations between the sexes.

Gender stereotypes

Stereotypes are structured sets of beliefs about the personal attributes, behaviors, roles of a specific social group. Gender stereotypes are biased and often exaggerated images of women and men which are used repeatedly in everyday life.

Gender division of labour

It relates to the different types of work that men and women do as a consequence of their socialization and accepted patterns of work within a given context.

Gender equity

Is the process of being fair to women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a "level playing field."

Gender equality

Is the absence of discrimination on the basis of a person's sex in authority, opportunities, allocation of resources or benefits and access to services. It is therefore, the equal valuing by society of both the similarities and differences between men and women, and the varying roles that they play.

Gender analysis

This is the process of examining roles and responsibilities or any other situation in regard to women and men; boys and girls, with a view to identifying gaps, raising concern and addressing them; investigating and identifying specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender issue

This is a point of gender inequality that is undesirable and therefore an intervention. It results from some form of gender discrimination or oppression. A gender issue arises when there is inequality, inequity or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes of gender. Gender issues are sometimes called gender concerns.

Gender practical needs / interests

These are needs related to the roles of reproduction, production and community work of men and women which, when met, do not necessarily change their relative position/condition in society, which arise from the gender roles.

Gender strategic needs / interests

Refers to higher level of needs of women and men which, when met, help change their status in society. Examples of such needs are decision making and access to information.

Gender sensitivity

This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.

Gender responsiveness

This is planning and implementing activities that meet identified gender issues/concerns that promote gender equality

Gender transformation

It describes a situation where women and men change their way of thinking from patriarchal towards a gender equality perspective.

Gender mainstreaming

It is the process of integrating a gender equality perspective into the development process at all stages and levels. Gender mainstreaming is a strategy for the achievement of gender equality.

Additional concepts are appended at the back of this manual.

4.0   MODULE 2: GENDER AWARENESS, LOBBYING AND ADVOCACY

MODULE: 2	GENDER AWARENESS, LOBBYING AND ADVOCACY
OBJECTIVES	▪ Explain the concepts of gender awareness, lobbying and advocacy ▪ Identify gender concerns which need awareness, lobbying and advocacy ▪ Describe approaches and methods used in creating gender awareness ▪ Describe the process of developing a gender awareness, lobbying and advocacy program
CONTENT	▪ Concepts of gender awareness, lobbying and advocacy ▪ Gender concerns that need awareness and lobbying ▪ Approaches and methods of gender awareness, lobbying and advocacy ▪ Process of developing a gender awareness, lobbying and advocacy programme
DURATION	▪ 3 Hours
METHODOLOGY	▪ Brainstorming ▪ Group/plenary discussions ▪ Case studies ▪ Role play/demonstration ▪ Question and answer
RESOURCES	▪ Flip chart/flipchart stand ▪ Plain papers ▪ Marker pens ▪ Masking tape ▪ Meta cards ▪ LCD projector ▪ Computer

Trainers' guidelines

Step 1: Concepts of gender awareness, lobbying and advocacy

- The trainer introduce the topic by asking the learners to go through exercise one on "what is advocacy"?
- Let the learners share and discuss their responses in plenary.
- The trainer concludes by summarizing the key points.

Step 2: Gender concerns that need advocacy

- Through a brainstorming session, ask learners to identify gender concerns which need advocacy and awareness (e.g. reproductive health, culture, human rights, gender based violence, discrimination, access and control etc).
- Discuss these issues in plenary.

Step 3: Approaches and methods in creating gender awareness and advocacy

- Ask learners to share, in plenary, their experiences of creating gender awareness, lobbying and advocacy.
- Let them discuss the challenges encountered and lessons learnt.
- Discuss and agree on the best methods of carrying out gender awareness, lobbying and advocacy.

Step 4: Gender advocacy and awareness strategy

- In plenary, discuss the main steps of developing a gender awareness and advocacy strategy.
- In groups, assign a task for learners to practice developing an advocacy strategy.
- Let them present, discuss and agree on best practices.

Trainer's notes

Concepts of gender awareness, lobbying and advocacy

Advocacy

This is an on going process aimed at changing of attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the betterment of those affected by the advocacy issue.

Lobbying

It refers to the art of persuading and influencing other people to see things/issues your way. Lobbying is a strategy within advocacy.

Gender concerns that need lobbying

Most gender concerns are contentious and therefore need lobbying. However, the following are some of the contentious areas:-
▪ Property rights
▪ Access to credit
▪ Decision making and leadership
▪ Citizenship
▪ Family law
▪ Gender and culture
▪ Gender and reproductive health rights

Gender and reproductive health rights as an advocacy issue

Reproductive health rights refer to the aspects of child bearing, maternal health, child care and care giving to People Living with HIV & AIDS. In the social construction of gender, care giving has become a major role for women and girls. The key issues affecting women and girls are:-
• Limited or lack of access to quality health care
• Stigma related to the HIV and AIDS pandemic
• Prevention of mother to child transmission of HIV

- Vulnerability due to care giving
- Child-bearing related diseases, for example, fistula.

Approaches and methods of gender awareness, lobbying and advocacy

- The people / community identify and prioritize the advocacy issue
- They analyze and gather information on the issue by tracing the root cause of the issue.
- They develop a Goal and SMART objectives on the issue / problem.
- They identify direct targets (those who have influence over the campaign issue) and indirect targets (those who can influence (have impact / say) over those who matter in the advocacy issue).
- Identify resources (ideas, researched information, funds in cash and kind, equipment etc)
- Create an action plan for the implementation of the advocacy issue
- Implement, monitor and keep evaluating the advocacy issue / strategy
- Record the changes resulting from the campaign.

Skills and techniques in advocacy:

- **Negotiation / bargaining skills**

    It refers to the process of persuading people to see or agree with your point of view. Possible outcomes in negotiation are:
    - Both sides loose
    - One side wins and the other looses
    - Both sides win or at least gain something significant

- **Presentation skills**

Presentation refers to a process of conveying ideas, opinions and information in a systematic way for the achievement of desired objectives within a specified timeframe. It is relates to convincing the other party about mutual benefits.

To make a presentation effective in advocacy, it is important to improve skills in the following areas:-

- Use of information and data to support your presentation
- Having organized stages in the presentation to facilitate:
    - Gaining Attention   –   A
    - Holding Interest   –   I
    - Arousing Desire   –   D
    - Obtaining Action   -   A

- **Lobbying and social mobilization skills**

Lobbying requires the following skills:

- Ability to mobilize the community and developing groups
- Skills in identifying persons who can help influencing the opinions
- Skills in selling your point of view and ideas

Strategies in advocacy

Key strategies in advocacy include the following:-

- Lobbying
- Media relations
- Publications
- Research
- Networking and coalition building
- Campaigns
- Conferences and seminars

Steps Towards effective advocacy

Leadership is a key element in advocacy. Such leadership requires authority and power. For a leader to carry out advocacy work effectively, they must have legitimate power to defend their cause, negotiate solutions and lobby for support.

Step 1: Learning skills of advocacy

Advocacy requires very specific skills, most of which can be acquired through training and practice: knowledge and skills in problem solving, decision making, communication, negotiation, presentation, social mobilization and lobbying. This is in addition to other professional qualification if they are needed in what you are advocating for.

Step 2: Articulating advocacy issues

The application phase of advocacy involves the actual articulation of issues. This depends on the issue at hand and the prevailing circumstances. It is important to recognize all the parties to the issue at hand so that the effort of articulating is not directed towards the wrong audience. In particular it is critical to analyze the major aspects surrounding a particular issue before attempting to tackle it.

Step 3: Evaluation of performance

It is important to evaluate the effectiveness of an advocacy activity. The results of such an evaluation will assist those involved in the advocacy to take appropriate action.

5.0 MODULE 3: HUMAN RIGHTS AND SEX AND GENDER BASED VIOLENCE (SGBV)

MODULE: 3	HUMAN RIGHTS AND SEX AND GENDER BASED VIOLENCE (SGBV)
OBJECTIVES	▪ Explain the concepts of human rights and gender based violence. ▪ Explain gender rights as human rights ▪ Identify forms, myths and causes of SGBV ▪ Identify strategies of addressing SGBV as a human rights violation
CONTENT	▪ Concepts of human rights and SGBV ▪ Gender rights as human rights ▪ Forms of SGBV ▪ Causes and myths of SGBV ▪ Strategies of addressing SGBV
DURATION	▪ 3 Hours
METHODOLOGY	▪ Group discussions ▪ Group exercises ▪ Questions and answers ▪ Case study
RESOURCES	▪ Flip chart/flipchart stand ▪ Plain papers ▪ Marker pens ▪ Masking tape ▪ Meta cards ▪ Plain papers ▪ Masking tape/pins ▪ Glue ▪ LCD projector ▪ Computer

Trainers' guidelines

Step1: Concepts of human rights and SGBV

- Ask the participants to explain their understanding of human rights and SGBV
- Discuss and agree on working definitions.

Step 2: Gender rights as human rights

- Through a brainstorming session, identify various types of human rights.
- Let the learners identify which of these rights are gender rights
- Let them discuss why they consider the identified rights as gender rights.

Step 3: Forms, myths and causes of SGBV

- Let the learners list some forms of SGBV they know of.
- Let them identify the causes and myths associated with SGBV

Step 4: Strategies in addressing SGBV

- Discuss and agree on strategies that can be used to address SGBV as a human rights violation.

Trainer's notes

What are human rights?

Human rights are those rights that every human being possesses and is entitled to enjoy simply by virtue of being human. The definition of a human being in this context traverses biological and social difference of sex, gender, race, colour, language, national origin, age, class, religious and political beliefs, disability, minority status etc.

Characteristics of human rights

- Internationally guaranteed
- Focus on dignity of human being
- Oblige state and non-state actors
- Equal and interdependent
- Indivisible
- Legally protected
- Protect individuals and groups
- Cannot be waived/taken away
- Universal

Types of rights:

Civil and political rights

- Right to life
- Right to nationality
- Right to choice
- Right to liberty and security
- Right to freedoms of association, movement, worship, expression.
- Right to property rights (ownership and inheritance)
- Prohibition of arbitrary arrest, detention, and exile
- Right to self-determination
- Non discrimination
- Right to marry and found a family
- Right to privacy
- Right to decision making
- Right to decision making
- Right to education
- Right to information
- Right to seek asylum
- Right to due process in criminal trials
- Right to effective remedy for violations

Economic, Social and Cultural rights

- Right to work, choice of and good conditions of work
- Right to participate in cultural life
- Prohibition of slavery, forced labour and trafficking in persons
- Right to enjoy the highest standard of physical and mental health.

Forms of Sexual and Gender Based Violence (SGBV)

Sexual and Gender Based Violence is any form of action directed against someone on the basis of his/her gender or sex roles. Such action may be physical, sexual or psychological violence. SGBV violates universal human rights protected by international instruments and conventions.

Around the world, SGBV has a greater impact on women and girls compared to men and boys, while its nature and extent varies across cultures and regions. Examples of SGBV are listed under specific categories as hereunder:-

Physical violence

- Domestic violence
- Battering
- Abortion
- Abduction
- Murder
- Female genital mutilation and other harmful traditional practices
- Trafficking of persons, including children.
- Spousal beating
- Femicide
- Confinement
- Honour / ritual killing
- Forced marriage

Sexual and Gender Based Violence

- Rape
- Incest
- Forced prostitution
- Defilement
- Widow cleansing

Psychological abuse

- Quarrels
- Insults
- Dowry related violence
- Intimidation
- Abusive language
- Threats
- Embarrassment

Causes of Sexual and Gender Based Violence

Sex and Gender-based violence is rooted in the structural unequal power relations between men and women in society. These unequal power relations are at the centre of subordination and inhibit opportunities for development. Some of the institutions that reinforce the cycle of violence are state policies and laws, an inequitable justice system, educational institutions, the media, family, the new economic global order, culture, religion and patriarchy which prevail in all segments of society.

Who are the perpetuators of SGBV?

The following are some of the perpetrators of SGBV:-

- The spouse
- A family member e.g. mother in law, brother in law
- A person co-habiting with another person
- A person having a close relationship with another person e.g. boy/girl friend.

The United Nations Universal Declaration on Human Rights (UNDHR, 1948) recognizes sexual and gender-based violence as a human rights violation. Nowhere does this declaration say that women are to be excluded from any of the rights mentioned in the document. This was reinforced by the UN Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), which is very articulate on violence against women. On her part, Kenya has domesticated some of these international human rights instruments into the Sexual Offences Act (July 2006) and the Children Act (2002).

6.0   MODULE 4: GENDER ANALYSIS

MODULE: 4	GENDER ANALYSIS	
OBJECTIVES	▪ Explain the term 'gender analysis' and its purpose. ▪ Describe some gender analysis frameworks that are commonly used ▪ Identify and apply gender analysis tools	
CONTENT	▪ Gender analysis and its purpose. ▪ Gender analysis frameworks commonly used ▪ Application of gender analysis tools	
DURATION	▪ 3 Hours	
METHODOLOGY	▪ Question and answer ▪ Discussion ▪ Group exercise	
RESOURCES	▪ Flip chart/flipchart stand ▪ Marker pens ▪ Meta cards ▪ Computer	▪ Plain papers ▪ Masking tape ▪ LCD projector

Trainers' guidelines

Step 1: Concept of gender analysis and its purpose

- Ask the learners to explain a scenario in their respective communities on how resources are shared

- Let them discuss and agree on the implications of all those involved.

- Ask them to suggest what should be done to identify similar implications in different situations.

Step 2: Gender analysis frameworks

- Ask the learners to explain their understanding of gender analysis frameworks and their purpose

- Ask learners to state any gender analysis frameworks known to them

- The trainer gives an illustration on how to apply gender analysis frameworks that are commonly used.

Step3: Gender analysis tools

- Ask the learners to describe some tools of gender analysis known to them
- Introduce some gender analysis tools, explaining their purpose
- The trainer to give exercises on gender analysis tools and demonstrate how they are used.

Trainer's notes

Gender analysis and its purpose

This is the process of examining roles, responsibilities or any other situation with regard to women and men, boys and girls, with a view to identifying gaps, raising concerns and addressing them: it is the investigation and identification of specific needs of girls and boys, women and men for policy and programme development and implementation.

Gender analysis frameworks

Frameworks are approaches used to generate data and information during gender analysis. They serve different purposes depending on the situation and what is being analyzed. The following are the commonly used gender analysis frameworks:-

- Harvard gender analysis framework
- Gender planning in the third world countries (By Caroline Moser)
- Gender equality and empowerment framework (By Sarah Longwe)
- People orientated planning (UNHCR)
- Social Economic of Gender Analysis (SEGA)
- Gender Analysis Matrix (GAM)
- Social relations approach
- Capacities and Vulnerabilities Analysis framework.

- **Harvard gender analysis framework**

It is one of the early frameworks of analysis and was developed by researchers at Harvard Institute for International Development in USA. It is based on the understanding that women and men are affected by development activities differently.   The framework emphasizes the role on data and information because provision of data makes women and men to be more visible in projects. It uses tools like activity profile, access and control profile, analysis of determinant factors and project cycle analysis.

- **Gender Planning In The Third World Countries (By Caroline Moser)**

It takes the view that gender planning is technical and political in nature and involves a transformative process. There are six (6) tools in the framework. These tools are, gender role identification, gender needs assessment, balancing of roles, WID/GAD policy matrix,

disaggregating control of resources and decision making within the household and gender awareness.

- **Gender equality and empowerment framework (By Sarah Longwe)**

It focuses on what women's equality and empowerment means and the extent to which development interventions supports empowerment. Empowerment refers to the enabling women to take an equal place with men and to participate equally in the development process to achieve control over the factors of production on an equal basis. It introduces five levels of equality by which to assess the level of women empowerment. The levels are, control, participation, access, welfare, conscientisation.

- **People orientated planning (UNHCR)**

It lays emphasis on participation of the people and takes into consideration change to be of essence in planning but does not challenge the existing gender relations.

- **Social Economic of Gender Analysis (SEGA)**

This framework focuses on the issue of gender analysis mainly in socio-economic context. It emphasizes the need for economic empowerment and equality in distribution of resources.

- **Gender Analysis Matrix (GAM)**

It seeks to establish the different types of impacts of development interventions on women and men at community levels. It helps the community to carry out analysis and to identify gender roles and challenge their assumptions on these roles. It is a participatory planning tool.

GAM is used to carry out analysis at the level of women, men, households and the community. It looks at impacts on four areas of labour, resources, time and social-cultural factors. It allows for community participation.

- **Social relations approach**

This framework lays emphasis on gender relations and particularly social construction of gender. It emphasizes that planners examine their organizations and institutions and understand how they can bring biases during the planning process.

- **Capacities and vulnerabilities analysis framework**

The main emphasis on this framework is carrying out analysis to specifically identify the vulnerabilities of both women and men and how these vulnerabilities can be addressed. It is meant for emergency situations. The analysis looks at cause of vulnerability.

STEPS IN GENDER ANALYSIS

STEP 1 - Identifying, defining and refining the issue

Policy analysis usually begins with identifying a problem or an opportunity requiring policy development or analysis. This stage involves determining the nature, scope and importance of the issue within the context of the current policy environment that warranted placing it on the policy agenda.

STEP 2 - Defining desired goals and anticipated outcomes

In this stage, desired goals and anticipated outcomes for the policy are proposed. An analysis of intended/unintended outcomes usually examines the degree to which the policy can meet or hinder other policies or government objectives. Outcome indicators, monitoring processes, partners in defining outcomes, and accountability for achieving outcomes are usually considered in this phase.

STEP 3 - Defining the information and consultation inputs

This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources and partners in data gathering and analysis are identified.

STEP 4 - Conducting research

This stage clarifies the research design, and the type of analysis to be done (e.g. cost/benefit, social impact, relationships to government etc.). It is here that tasks and methods of analysis and approaches to data presentation are discussed.

STEP 5 - Developing and analyzing options

An analysis of options and their outcomes and implications are articulated and refined. The relationship of options and their impact on existing policies, programs and legislation are also studied for example: economic, social, equity, community, environmental etc. Impact

analyses are developed preferably for each option while responsibility for implementation and the resources required are also examined.

Step 6 - Making recommendations

The recommendation of options is often a collaborative effort, and sometimes draws directly on public input and consultation.

The rationale for the recommendations is derived from the analysis of options, and presents the recommendation in terms of its favorable and unfavorable impacts, implications, and the policy environment.

STEP 7 - Communicating policy

Communicating the recommended policy can play a significant role in its acceptance and implementation.

Timing, choice of media, language, and public involvement are important to ensure that government intent and the impacts of the policy, program and legislation are understood.

The participation and acknowledgement of partners and consulting groups can be a key part of communicating policies inside the government and to the public.

STEP 8 - Assessing the quality of analysis

At this stage it is important to review the analysis process.

GENDER ANALYSIS TOOLS

1. Daily activity schedule (24 – hour daily calendar)

This explains how women and men spend a typical day from the time they wake up until they go to bed.

Table 4: Daily activity profile

Women /Girls		Men/Boys	
Time	Activity	Time	Activity

The above tool describes how women, men, boys and girls spend their time during a typical 24 – hour day. The purpose of this tool is to analyze the roles women, men, boys and girls are involved in so that it can be taken into consideration when planning and implementing projects.

2. Activity profile

This is an explanation of the gender division of labour.

Table 5: Activity schedule

Type of Activity	Who (Gender) Age	Where	How often	When	How	Why
Productive work						
Reproductive work						
Community management work						

This tool is used in categorizing activities as productive, reproductive or communal. It shows who does them, when and where. It helps to understand the gender division of labour.

3. Access and control profile

The tool is a data collection and analytical tool. It helps in determining power relations and interests.

Table 6: Access and control profile

RESOURCES	ACCESS				CONTROL			
	FC	FA	MC	MA	FC	FA	MC	MA
Land								
Equipment								
Livestock								
Farm Inputs								
Labour								
Information								
Credit								
Key								
FA Female Adult					MA Male Adult			
FC Female Child					MC Male Child			

This tool is used for analyzing the resources available and what benefits accrues to the people involved. It further analyses which sex has access and who has the final decision making power (control) over them but based on their gender roles.

4. Gender analysis matrix

This is a planning and monitoring tool. It can be used at all levels including policy, institutional and programs/projects.

Table 7: Gender analysis matrix

CATEGORIES OF ANALYSIS	Time	Labour	Resource	Culture
LEVELS OF ANALYSIS				
Women				
Men				
Household				
Community				

It is used to analyze current and potential impacts of development interventions on women and men. The analysis is carried at the level of women, men, households (everybody including those that are not part of the nuclear family) and the community against categories such as labour, time, resources and culture.

7.0 MODULE 5: APPROACHES TO GENDER MAINSTREAMING AND INTEGRATION

MODULE: 5	GENDER MAINSTREAMING AND INTEGRATION
OBJECTIVES	▪ Explain concepts of gender mainstreaming and gender integration ▪ Discuss approaches to gender mainstreaming and integration ▪ Discuss the major provisions of the current gender policies ▪ Explain the existing institutional frameworks for gender mainstreaming and integration.
CONTENT	▪ Concepts of gender mainstreaming and integration ▪ Approaches to gender mainstreaming and integration ▪ Existing policies in support of gender mainstreaming and integration ▪ Existing institutional frameworks for gender mainstreaming and integration.
DURATION	▪ 3 hours
METHODOLOGY	▪ Question and answer ▪ Demonstration/presentation ▪ Group discussion ▪ Case study
RESOURCES	▪ Flip chart/flipchart stand ▪ Plain papers ▪ Marker pens ▪ Masking tape ▪ Meta cards ▪ LCD projector ▪ Computer

Trainers' guidelines

Step 1: Concepts of gender mainstreaming and integration

- Ask the learners to explain their understanding of the concepts of gender mainstreaming and integration

- In plenary, let the learners discuss the difference between mainstreaming and integration.

Step 2: Approaches to gender mainstreaming and integration

- Through a brainstorming session, let the learners explain approaches which can be used in gender mainstreaming and integration
- Let them provide reasons for appropriateness of each.

Step 3: Provisions of the current policies on gender

- Ask learners to list any policies on gender known to them
- Lead the learners to identify key policies relating to gender mainstreaming and integration.

Step 4: Institutional frameworks for gender mainstreaming and integration

- Ask learners to identify key institutions they know of which deal with gender mainstreaming
- Lead the learners in summarizing the key institutions in gender mainstreaming.

Trainers' notes

What is gender mainstreaming?

It is process of integrating a gender equality perspective into the development process at all stages and levels. Gender mainstreaming is a strategy for the achievement of gender equality.

What is gender integration?

Integration occurs when issues and interventions related to gender are introduced into a project, program or policy context as a broad component or content area, without analysis and identification of gender concerns and their implications.

APPROACHES TO GENDER MAINSTREAMING AND INTEGRATION

Women in Development (WID) and Gender and Development (GAD)

The term 'women in development' came into use in the early 1970s, after Ester Boserup's publication on "Women's Role in Economic Development". Boserup analyzed the changes in traditional agricultural practices as societies modernized and examined the differential impacts of the changes in work done by men and women. WID was initially used by the Women's committee of the Washington DC chapter of the Society for International Development as part of a deliberate strategy to bring new evidence generated by Boserup and others to the attention of American policy makers. This was articulated by liberal feminists who advocated for legal and administrative changes that would ensure women would be better integrated into economic systems and governance. This was later to form the basis of the gender agenda, which is best summarized under the following international women's conferences, that have united the international community behind a set of common objectives with an effective plan of action for the advancement of women everywhere, in all spheres of public and private life.

1975: Mexico City - A global dialogue is opened

This first world conference on the status of women was convened in Mexico City to coincide with the 1975 International Women's Year to remind the international community that discrimination against women continued to be a persistent problem all over the world. Three

key objectives were identified which became the basis for the work of the United Nations on behalf of women:

- Full gender equality and the elimination of gender discrimination;
- The integration and full participation of women in development;
- An increased contribution by women in the strengthening of world peace.

1980: Copenhagen - The review process begins

This conference was attended by over 145 representatives and reviewed the gains made and to appraise the 1975 World Plan of Action. An important milestone had been the adoption by the General Assembly in December 1979 of the Convention on the Elimination of All Forms of Discrimination against Women, one of the most powerful instruments for women's equality. The Copenhagen Conference recognized that signs of disparity were beginning to emerge between rights secured and women's ability to exercise these rights. It pinpointed three areas where specific, highly focused action was essential if the broad goals of equality, development and peace, identified by the Mexico City Conference, were to be reached. These three areas were equal access to education, employment opportunities and adequate health care services.

1985: Nairobi - "The forward looking strategies"

The Nairobi conference reviewed and appraised the achievements of the United Nations Decade for Women and identified WID as a strategy that isolates women from mainstreaming development.
It showed that development interventions had little impact on women's welfare, legal and social status. This shortcoming opened up debates on the most appropriate way on how women can participate in development and that is how GAD was born. GAD questioned existing power relations between men and women in all spheres of life;

The women's movement, divided by world politics and economic realities at the Mexico Conference, had now become an international force unified under the banner of equality, development and peace. It broke new ground as it declared all issues to be women's issues. Women's participation in decision-making and the handling of all human affairs was recognized not only as their legitimate right but also as a social and political necessity that would have to be incorporated in all institutions of society.

1995: Beijing - legacy of success

The efforts of the previous two decades helped to improve women's conditions and access to resources, but did not change the basic structure of inequality in the relationship between men and women. Decisions were still being made mostly by men. The Conference unanimously adopted the Beijing Declaration and Platform for Action that was in essence an agenda for women's empowerment and stands as a milestone for their advancement in the twenty-first century. It specified twelve critical areas of concern considered to represent the main obstacles to women's advancement and which require concrete action by Governments and civil society:

- Women and poverty
- Education and training for women
- Women and health
- Violence against women
- Women and armed conflict
- Women and the economy
- Women in power and decision making
- Institutional mechanisms for the advancement of women
- Human rights of women
- Women and the media
- Women and the environment
- The girl child

Table 8:   WID and GAD Approaches: The paradigm shift

NO		WID	GAD
1.	**THE APPROACH**	Women at the centre of problem	Approach to development
2.	**THE FOCUS**	Women	Gender relations
3.	**THE PROBLEM**	Exclusion of women from the development process	Unequal power relations
4.	**THE GOAL**	Efficient and Effective development	Equitable and sustainable development with women and men in decision making
5.	**THE SOLUTION**	Integrate women into the existing development process	Empower the disadvantaged and women
6.	**STRATEGIES**	Women's projects, Increasing women's income and ability to look after the household	Address Practical gender needs and Strategic gender needs identified by women and men

Source: CIDA- GESP, 1985

Existing policies for gender mainstreaming and integration

The current policies are contained in the following documents:

- Plan of Action (2008 – 2012) on the Implementation of the National Policy on Gender and Development.
- National Gender and Development Policy (2000)
- Sessional paper No. 2 of May, 2006 on Gender Equality and Development.
- Economic Recovery Strategy 2003 - 2007
- National Poverty Eradication Plan (NPEP), 1999 – 2015.
- Poverty Reduction Strategy Paper (PRSP), 2001 – 2004.
- Millennium development Goals, 2000 – 2015

Existing institutional frameworks for gender mainstreaming and integration

According to the Plan of Action (2008 -2012) on implementation of the Gender and Development Policy, the following structures are in place for the implementation of gender mainstreaming:

- National Commission on Gender and Development, 2003.
- Department of Gender and Social Development
- Gender Officers in all ministries, parastatals and institutions for higher learning.
- District Facilitation and Participation.
- Civil Society Organizations.

8.0   MODULE 6: METHODS AND STRATEGIES OF GENDER MAINSTREAMING

MODULE:6	GENDER MAINSTREAMING
OBJECTIVES	▪ Differentiate strategies and methods in gender mainstreaming ▪ Identify levels of gender mainstreaming ▪ Describe the process of mainstreaming gender at all levels ▪ Explain the role of monitoring, evaluation and reporting in gender mainstreaming.
CONTENT	▪ Strategies and methods in gender mainstreaming ▪ Levels of gender mainstreaming ▪ The process of gender mainstreaming at various levels ▪ Monitoring, evaluation and reporting in gender mainstreaming.
DURATION	▪ 6 Hours
METHODOLOGY	▪ Group discussions ▪ Group exercises ▪ Questions and answers ▪ Case study
RESOURCES	▪ Flip chart/flipchart stand ▪ Plain papers ▪ Marker pens ▪ Masking tape ▪ Meta cards ▪ Plain papers ▪ Masking tape/pins ▪ Glue ▪ LCD projector ▪ Computer

Trainer's guidelines

Step 1: Strategies and methods in gender mainstreaming

- Ask the learners to explain what they understand by the terms 'strategy' and 'methods' by giving an example of each
- Let them identify any strategy and methods known to them, which have been used in gender mainstreaming
- The trainer to provide some strategies and methods that are commonly used in gender mainstreaming.

Step 2: Levels of gender mainstreaming

- By using question and answer method, ask the learners to identify the levels at which gender mainstreaming is done
- Let them give the rationale for mainstreaming gender at the different levels.
- The trainer to summarize key issues in mainstreaming gender at each level.

Step 3: The process of gender mainstreaming

- The trainer to introduce the steps in gender mainstreaming at each level
- The learners to suggest key elements at each level of the gender mainstreaming process
- The trainer to summarize key issues on participation of women and men at each level of the mainstreaming process.

Step 4: Monitoring, evaluation and reporting in gender mainstreaming

- In groups, the learners define the terms 'monitoring', 'evaluation' and 'reporting' and explain their purpose in gender mainstreaming
- Let them explain the use of indicators in each of these methods of gender mainstreaming
- Using a relevant group exercise, case study or scenario setting, let the learners apply these methods and present their findings in plenary.

Trainer's notes

Strategies and methods in gender mainstreaming

A strategy is a long term and broad plan for achieving an objective, while a method is a way of carrying out the activities.

Levels of gender mainstreaming

Gender mainstreaming can be done at the following levels:

1) Policy

2) Institutional /organizational

3) Programmes/project.

The process of gender mainstreaming at various levels

Effective gender mainstreaming can occur if the following are in place:

- A clear gender policy
- Practical coordination of all gender mainstreaming initiatives
- A clear guide on gender mainstreaming and best practices
- Training and capacity building
- Awareness creation and advocacy on gender mainstreaming
- Partnerships and networking for persons and institutions
- Research and information dissemination on gender issues
- Sex disaggregated data
- Resources mobilization
- Monitoring, evaluation and reporting.

Methods used in gender mainstreaming

- Carrying out a gender analysis regularly
- Carrying out participatory training
- Consultative meetings and feedback fora
- Preparation and dissemination of Information, Education and Communication (IEC) materials
- Creation of data banks and resource centre on gender mainstreaming and support services

- Creation of membership associations of people and organizations involved in gender advocacy
- Participation of member associations in trade shows and exhibitions
- Media and publicity programs.

Monitoring, evaluation and reporting in gender mainstreaming.

Monitoring is the systematic and regular tracking of progress during planning and implementation of gender mainstreaming. It involves continuous observation, reflection and making decisions regarding activities implemented.

Evaluation, on the other hand, refers to the periodic assessment of expected results in relation to specific objectives of the implementation of gender mainstreaming.

It is important to determine who needs what type of information, for what purpose and how often. Appropriate instrument to be used for data collection should be designed.

What needs to be monitored and evaluated?
- Inputs, activities, results and context

What tools should be used in monitoring and evaluation?
- Work plans, budgets, reports and projects documentation.

Reporting involves collection and documentation of information relating to the implementation of gender mainstreaming. Such reports provide feedback and sharing of information for planning and decision – making.

Types of reports

- Narrative / qualitative

- Quantitative

A sample table which can be used for monitoring and evaluation is attached below:-

Table 9: A tool for M&E of gender mainstreaming activities

PROJECT PHASE	GENDER MAINSTREAMING MECHANISM	COMMENTS
Stage1: Needs Assessment ▪ Establish participation of staff (men & women) in providing information ▪ Classification of information by gender ▪ Establish activities done by men & women ▪ Identify issues related to access and control of resources e.g. land ownership, money	▪ Men and women to provide information ▪ Gender disaggregated data	

Stage II Program design and planning
■ Defining what is to be achieved (goal, purpose, expected results)
■ Defining inputs (resources)
■ Defining stakeholder interest and beneficiary reach
■ Defining assumptions and risks
■ Defining roles and responsibilities for those involved in the program, for example, Gender Desk Officers
	▪ Develop a specific indicators
	▪ Sex disaggregated data
	▪ Integrating gender in the methodology
	▪ Gender equality in :-
	  i. Leadership and governance
	  ii. Access and control of resources
	▪ Gender Mainstreaming in budget
	▪ Gender responsive budgeting	

Stage III: Implementation ▪ Equal opportunities for women and men ▪ Use of affirmative action ▪ Informed and increased ▪ Implementation of activities that promote strategic interests	▪ Systematic collection of data ▪ Gender balancing in activities such as training, decision making and benefits ▪ Gender sensitivity, equality in leadership and benefits at all levels.	
Stage IV Monitoring, Evaluation And Reporting	▪ Review the tools periodically ▪ Carry out project evaluations to show impact ▪ Adjust activities if necessary	

9.0 MODULE 7: MAINSTREAMING GENDER INTO LEADERSHIP AND GOVERNANCE

MODULE: 7	GENDER MAINSTREAMING IN LEADERSHIP AND GOVERNANCE
OBJECTIVES	▪ Explain what a gender responsive leadership is. ▪ Discuss what is gender responsive governance ▪ Discuss and agree on best practices of gender responsive governance
CONTENT	▪ Gender responsive leadership. ▪ Gender responsive governance ▪ Best practices in governance
DURATION	3 Hours
METHODOLOGY	▪ Question and answer ▪ Discussion ▪ Group exercise
RESOURCES	▪ Flip chart/flipchart stand ▪ Plain papers ▪ Marker pens ▪ Masking tape ▪ Meta cards ▪ LCD projector ▪ Computer

Trainer's guidelines

Step 1: Gender responsive leadership

▪ Ask the learners to explain what they understand by the term 'gender responsive leadership'

▪ Let them give suggestions on how to make leadership gender responsive.

▪ The trainer to facilitate a discussion on the process of making leadership gender responsive.

Step 2: Gender responsive governance

- Using examples, ask the learners to explain what they understand by the term 'governance'

- Let them give suggestions on how governance can be made gender responsive

- The trainer to summarize key learning areas.

Step 3: Best practices in governance

- Ask the learners to share their experiences on governance
- Let them discuss and agree on what constitutes best practices in governance
- The trainer summarizes the key learning points on the best practices.

Trainer's notes

LEADERSHIP

Gender responsive leadership

1. What is leadership?

Leadership is about influencing and directing people towards accomplishing tasks or to achieve a desired goal. It is a facilitative process that involves the shaping of the behavior, attitude, beliefs and values of people to help the leader in carrying out tasks. The person who influences and directs the people is called a leader.

2. Elements of leadership
- A leader leads others towards achieving a goal
- There must be a specific task to be carried out
- There must be followers, members or a team who are being influenced
- The leader must have some authority and power to be able to influence the followers towards accomplishment of tasks or achieving a goal.

3. Roles of a leader

An effective leader has the following responsibilities:-

- Guiding the team to develop a vision, setting objectives and tasks to be carried out
- Guide the team in coming up with a clear mission
- Guide the team in planning and setting of objectives and targets
- Guide the team in organizing the work and work scheduling
- Co-ordinate and motivate the team
- Guide the team in monitoring, control and taking of any remedial action
- Evaluate performance and give feedback.

4. Characteristics of a gender responsive leadership

A leadership can be gender responsive if there is change of attitude towards incorporating gender concerns in policies, the planning process, development of programmes and development of organizational culture.

The following are some actions which make leadership gender responsive:

- Having a clear policy which recognizes the need for incorporating gender concerns in all aspects of the organization
- Creating gender awareness and an institutional culture that is gender responsive
- Practicing gender equality and equity in all aspects of an organization, including the human resources aspects and budgeting.

GOVERNANCE

1. What is governance?

Governance is a process by which people determine their destiny. This involves identification of leaders to guide those being governed to fulfill their vision and mission while guarding against mismanagement of the same. It is about choices being made and holding each other accountable in terms of how they are being governed, resource mobilization, distribution and expenditure.

2. Principles of good governance

- Those given the responsibility to run the organization must have legitimate authority
- Having a good corporate governance framework which promotes transparency and consistent with rules of law
- Creation of divisions of responsibilities at different levels with clear lines of communication
- Monitoring and evaluation system which provides timely feedback
- Accountability and transparency in all operations
- Taking care of the organizations' assets and prudent deployment of resources
- Equitable distribution of work, responsibility and resources
- Co-ordination and supervision
- Full active participation of all stakeholders.

3. Effects of poor governance

- Wrong deployment of resources, poor investments and wrong priorities
- A gender insensitive organizational culture
- Lack of accountability and misuse of the organization's assets sometimes leading to collapse

- Managing by crisis
- Illegitimate authority and vesting all power on certain personalities.

4. **How to improve governance**
   - Develop a culture that takes into consideration all the principles of good governance
   - Mainstream gender into all aspects of the organizations – planning, operations and programmes.
   - Develop a good governance structure

5. **Best practice in gender responsive governance**
- Creation of awareness on need to be gender responsive among all the stakeholders including your internal publics
- Educating all direct players on gender mainstreaming
- Developing a framework for gender mainstreaming in the organization
- Developing a governance structure that is gender responsive e.g. ensuring there is gender equality and equity in the following:-

   o Membership recruitment
   o Election of officials/leaders
   o Committees' composition
   o Budgeting
   o Following the principles of good governance in your organization

10.0 MODULE 8: GENDER RESPONSIVE BUDGETING

MODULE: 8	GENDER RESPONSIVE BUDGETING	
OBJECTIVES	▪ Define the term 'budget' and its purpose. ▪ Explain the stages in a budget cycle ▪ Explain objectives and elements of a gender responsive budget ▪ Describe the process of developing a gender responsive budget ▪ Explain how to monitor and evaluate a gender responsive budget	
CONTENT	▪ The term 'budget' and its purpose. ▪ Stages in a budget cycle ▪ Objectives and elements of a gender responsive budget ▪ The process of developing a gender responsive budget ▪ How to monitor and evaluate a gender responsive budget	
DURATION	4 Hours	
METHODOLOGY	▪ Question and answer ▪ Discussion ▪ Group exercise ▪ Demonstrations	
RESOURCES	▪ Flip chart/flipchart stand ▪ Marker pens ▪ Meta cards ▪ Computer	▪ Plain papers ▪ Masking tape ▪ LCD projector

Trainers' guidelines

Step 1: Budget and its purpose

▪ Ask learners to explain what they understand by the term ' budget'

▪ Let the learners discuss and agree on a working definition of a 'budget'

▪ In plenary, let the learners discuss the purpose of a budget.

Step 2: Stages in a budget cycle

• Ask the learners to describe the budget cycle in Kenya

• In plenary the trainer to discuss the budget cycle used by the Government of Kenya

• The trainer to summarize the key learning points.

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Step 3: Objectives and elements of a gender responsive budget

- Ask learners to discuss what a gender responsive budget is and why it differs from any other budget
- In plenary, the trainer shares two objectives of a gender responsive budget and then ask the learners to add others
- Ask the learners to identify, discuss and agree on the components of a gender responsive budget.

Step 4: The process of preparing a gender responsive budget

- The trainer to provide an overview of the budgeting process
- In plenary the trainer facilitates a discussion on setting of objectives of a budget
- The trainer introduces and demonstrates how to use tools for carrying out a budget situational analysis
- The trainer assigns a group exercise on situational analysis to identify gender concerns which shall be factored in the budget
- Using the results of the situational analysis, the trainer demonstrates how to prepare a gender responsive budget
- The trainer gives a group exercise.

Step 5: How to monitor and evaluate a gender responsive budget

- Ask the learners to discuss and agree on the importance of monitoring and evaluating a budget
- Let them share their own experiences of monitoring and evaluating a budget
- The trainer provides tools for monitoring and evaluating a gender responsive budget
- In plenary, the learners discuss and agree on the process of carrying out gender responsive budgetary monitoring and evaluation.

Trainer's notes

GENDER RESPONSIVE BUDGETING

Budgeting and its purpose

What is a budget?

A budget is a financial plan expressed in quantitative terms showing how resources shall be acquired and used over a specified period of time and designed to achieve a specific objective

Type of budgets

Budgets are categorized according to how they are used. In government operations, there are two types of budgets:-

- Recurrent budget
- Capital budget

In other organizations, the budgets are commonly categorized as:-

- Cash budget
- Operational budget
- Capital budget

A recurrent budget refers to a budget for covering mainly the operational cost and costs which are incurred on a continuous basis.

A capital budget refers to a financial plan to deal with expenditure on long term development projects

What is gender responsive budgeting?

Budgeting is the process through which budgets are prepared. Gender responsive budgeting therefore is a process of preparing a budget that takes into consideration gender concerns and ensures that they are incorporated in the entire process from start to the end of period.

Purposes of budgeting

i)   To state the expected goals in clear, formal terms to avoid confusion and make sure they are attainable

ii)   To communicate expectations to all concerned so that they are supported, clarified and implemented

iii)   To coordinate the activities and efforts in such a way that the resources are properly used

iv)   To provide a means of measuring and controlling performance.

THE BUDGET CYCLE

The budget cycle describes the summary of the budgeting process covering one financial year from July to June of every year as illustrated below:-

Figure 2: The budget cycle used by the government of Kenya

Source: Ministry of Finance, Kenya, (2008)
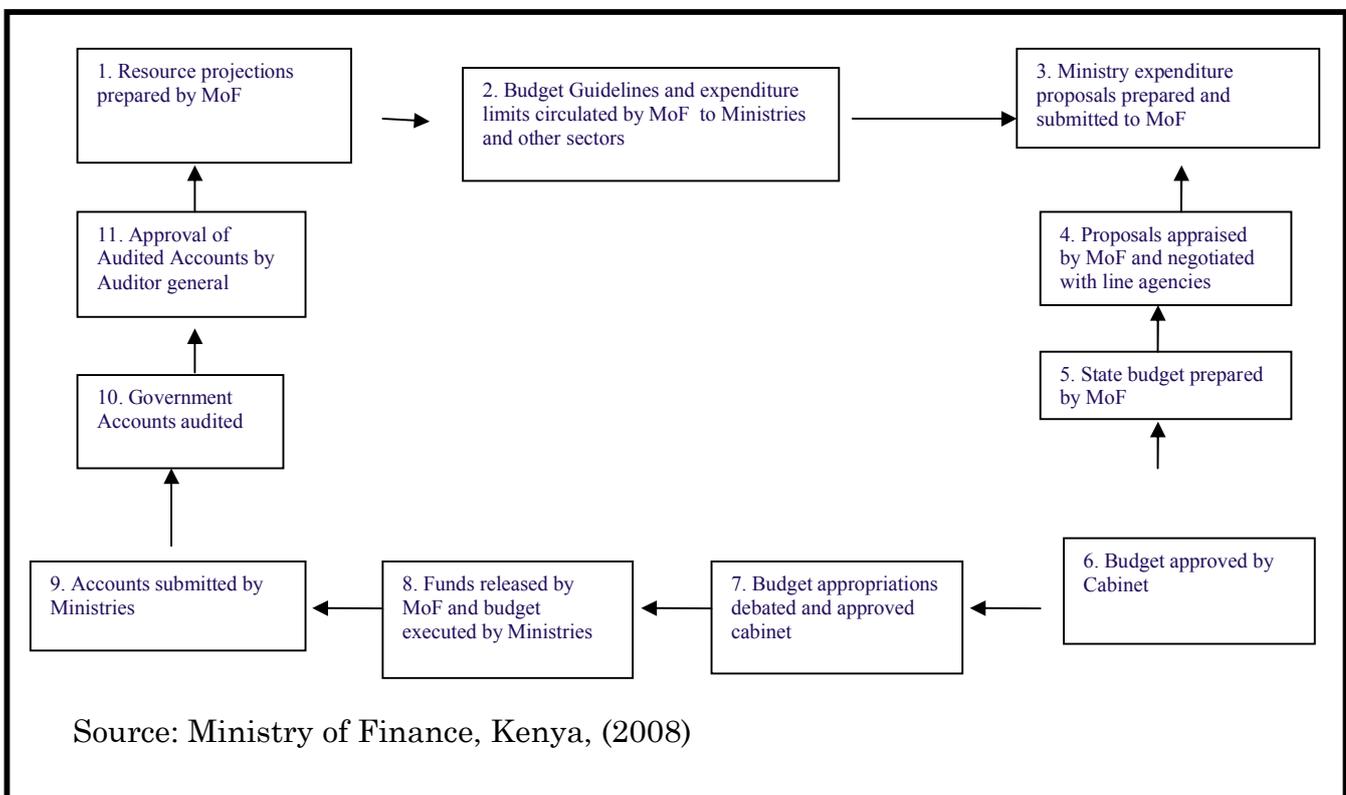
AIMS AND OBJECTIVES OF A GENDER RESPONSIVE BUDGET

A gender responsive budget aims at analyzing the impact of country's national and local expenditure as well as revenue policy on women and men, girls and boys.

It should provide the following:-

- Take into account the different needs and interests of women and men with poor women as a focus
- Implement gender balanced policies and programmes
- Track and monitor the progress of the budget policies.

Objectives

- Achieving gender equality/equity
- Alleviation of poverty, especially within women and vulnerable groups
- Enhancing economic   efficiency and improving access to resources by both women and men
- Measure the gap between policy and commitment as regards to human rights of both women and men and adequacy utilization of resource allocation
- Achieving good governance by doing the following:-
    - Ensuring that the process of delivering good services to women and men, girls and boys is fair, just and responsive
    - Policy making to be participatory and that it takes into consideration perspectives of different groups including women and men
- Enhancing accountability and transparency.

CHARACTERISTICS OF A GENDER RESPONSIVE BUDGET

- A gender responsive budget is not a separate   one for women
- It is based on analysis and identification of gender gaps
- It is based on an analysis of how government and other organizations raise revenue from both women and men

- Assessment of gaps between policy statements and resource allocation to both women and men
- Ensuring public money is spent in more gender equitable ways
- Ensuring that spending is adequate for women and men's needs.

PROCESS OF PREPARING A GENDER RESPONSIVE BUDGET

The process of gender budgeting has the following main steps:-

Step 1   gender situation analysis

Step 2   Setting/Review of the Budget Period

Step 3   Setting/Review of the Budget Period

Step 4   Forecasting

Step 5   Integrating forecasted amount into a comprehensive budget.

The gender analysis tools in use include the following:-
- Gender Disaggregated Beneficiary Assessment (GDBA)
- Gender aware budget statement
- Gender disaggregated public expenditure analysis
- Gender disaggregated revenue analysis

Step 1: Gender budget situation analysis

This is carried out before the preparation of the budget. It seeks to determine how spending is targeted at needs of women and men in relation to their activities. The identification of different gender needs helps to target the revenue and spending priorities in a way that is gender sensitive.

In human resources, the following management and support services shall be analyzed:-

- Number of female and male staff per department and their salary scales
- Percentage of women and men at each level
- Who (women or men) mainly participate in top management
- Who (men or women) is in charge of allocation of various resources
- Who (women or men) benefit more

- Provisions for women specific needs
- What can be done to ensure gender balance.

Step 2: Setting/review of the budget period

Deciding on the planning period – 1 year, 2 years, 3 years etc.

Step 3: Setting goals and objectives of the budget

These should include the achievement of gender equality/equity

Step 4: Forecasting

Reviewing the previous year's allocation for each item and deciding on the amount of resources to be allocated.

Example

Items	Year 1	Year 2	Year 3
	Kshs	**Ksh**	**Ksh**
Education	200,000,000	300,000,000	400,000,000
Health	400,000,000	600,000,000	800,000,000
Transport	100,000,000	200,000,000	500,000,000

Step 5: Integrating the forecasted amounts into a comprehensive budget

The following illustration may be used:-

Items	Year 1	Year 2	Year 3
	Kshs	Kshs	Kshs
Revenue Revenue collection Interest from banks External funding			
Total			
Expenditure Rent Staff remunerations Field operations			
Total			

HOW TO MONITOR A GENDER RESPONSIVE BUDGET

This can be done using the following principles:-

▪ Internal control systems with continuous checks and audit as follows:-

    o Follow accounting principles

    o Assign tasks to specific persons with clear reporting systems

▪ Budgetary control system

    o Carrying out variance analysis as follows:

Item	Analysis	
	Budgeted	**Variance**
Transport	100,000	+20,000
Medical	300,000	+20,000
Repairs	120,000	+50,000
Staff salaries	180,000	+40,000

You should take action on the variance immediately and give feedback through the following mechanisms:

    o Reports (monthly, quarterly and annual)

    o Reviewing the budget period

    o Budget review – done periodically as needs arise.

ANNEXES

ANNEX 1: GLOSSARY

Access	To resources, benefits, information, decision-making for example) is influenced by acceptable gender and the established gender division of labour.
Affirmative Action	A policy or programme of taking steps to increase the representation of certain designed groups seeking to redress discrimination or bias through active measures in education and employment. It is usually achieved through discrimination against other groups.
Empowerment	A process through which men, women, boys and girls acquire knowledge, skills and attitudes to critically analyze their situation and take appropriate action to change the status quo of the underprivileged and other marginalized groups in society.
Engender	The process of ensuring that planning and programming is appropriate for and takes into account the female and male differences and concerns.
Date rape	Refers to coerced sexual intercourse during a mutually agreed upon meeting.
Gender analysis	This identifies, analyzes and informs action. It addresses inequalities that arise from the different roles of men and women; the unequal power relations between them; and other contextual factors like: ethnicity, sexual orientation, employment, citizenship, etc.

Gender awareness	Is the understanding that there are socially determined differences between men and women based on learned behaviour, which affect ability to access and control resources.
Gender-Based Violence	Refers to any act of violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, girls, boys and men on the basis of gender.
Gender blindness	This is failure to recognize that gender is an essential determinant of social outcomes. It therefore impacts on project planning and implementation.
Gender Discrimination	Refers to unequal or preferential treatment of individuals or groups on the basis of their gender that results in reduced access to/ or control of resources and opportunities
Gender Equality	Refers to the equal treatment of women and men, girls and boys so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.
Gender Equity	Refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services.
Gender indicator	An indicator is a measurement of change over time. It is also a signal of a change. The change may be measured in terms of quantity, quality and timeliness. A gender indicator is that which is sex-disaggregated, specific, logical, realistic, relevant, valid and sensitive.
Gender mainstreaming	The consistent integration of gender concerns into the design, implementation, monitoring, and evaluation of policies, plans, programmes, activities and projects at all levels.
Gender needs	Arise from the four components cited above. Since men and women have different gender roles, do different types of work,

have different degrees of access to services and resources, and experience unequal relations, the needs of men and women are different. The practical and strategic gender needs concepts are used to identify and address gender needs.

Gender parity	This is a numerical concept referring to equal number of girls and women, boys and men relative to their respective numbers in the population.
Gender sensitivity	This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.
Gender stereotyping	The assigning of roles, tasks and responsibilities to a particular sex policy on the basis of pre-conceived prejudices.
Participation	A general term used to refer to enrolment, retention, progression, performance and transition.
Patriarchy	It means 'Rule of father' and refers to the current male dominated social relations, ownership and control of power at many levels in society. It is thought to be the root cause of the existing system of gender discrimination.
Power relations	Refers to capacity of individual or group to initiate action and determine outcomes which change existing social, political and economic systems and norms, to equalize gender relations.
Provisions	Refers to policy pronouncements on action to be taken.
Sex disaggregated data	Classification of information on the basis of sex; that is male and female.

Sexual harassment	Unwanted acts of sexual nature that cause discomfort to the harassed. They include words, persistent request for sexual favours or dates, gestures, touching, uninvited sexual overtures, coerced sexual intercourse and rape.
Strategic interests	Refer to long term non-material needs. They focus on getting more choices, more options and more say.

ANNEX 2: **ICE- BREAKERS**

Pair introductions *(useful when then group is not acquainted beforehand)*

Ask the participants to form pairs to learn about their immediate partners, taking a few minutes to find out the other's name, job, reason for attending the workshop, etc. Specify the information to be gathered. Afterwards, have participants introduce their pair-partners to the rest of the group.

Good news

Invite all the participants to share with the person next to them the best thing that has happened to them this week/month/year. Give the pairs a few minutes for discussion. Then go around the room and have each pair quickly share their partner's news with the rest of the group. If there are members of the group who do not know each other yet, this warm-up can be combined with pair introductions.

Symbols

Invite each participant or a team of participants to choose something that they can present as a symbol of their lives, their organization, their work, their community, etc. The exercise can include drawings or objects which serve as symbols. Participants will need 10-15 minutes for the task.

Afterwards have each person or group explain how they selected their symbol, and what it means to them.

Throwing the ball

Tear a piece of paper off the flipchart and, roll it into a ball, and tape it together. Toss the ball around between the members and have participants call out something when they catch it.

Example:-

The most interesting thing they have learned so far.

The emotion they are feeling right now.

The concept, feature, or method of participatory appraisal that is most significant to them.

Years of experience

Have the group stand in a circle. Using the "throwing the ball" method above or any other elicit comments in a staggered way (not in order of the circle). Have each person call out the number of years of work experience they have. As each person says a number, write it on a flip chart. After everyone has finished, add up the numbers to get the total number of years of experience in the room. Explain that this is why it will be a group of people learning from each other, rather than just the trainees learning from the trainer.

Secrets (useful with a group which is already acquainted)

Have the group form pairs, and ask each person to tell their pair-partner something about him/herself that no one else in the room knows. Then have everyone take turns in sharing their partner's secret with the large group.

ANNEX 3: CASE STUDIES

Case No. 1

"Just what is gender?"

WENDO WA NGUU DEVELOPMENT COMMITTEE

Wendo Wa Nguu is a community development group involved in several development and community welfare activities like the following:-

- Animal breeding improvement
- Caring for Orphans and Vulnerable Children (OVCs) and creating awareness on HIV/Aids
- Buying and selling cereals
- Management of a community water project

They were registered by the then Ministry of Gender in 2006. During that time they had elected an interim committee to manage their activities. The committee has stayed too long being "interim" and now wants another committee elected.

During their deliberations they had identified the following posts which need to be filled through an election:-

- Chairman
- Vice chairman
- Secretary
- Vice secretary
- Treasurer
- 4 ordinary members

When they looked at the interim committee, out of the nine positions only 2 posts were held by women as follows:-
- Treasurer
- One ordinary member

During their meeting following debate took place:-

Community Development Assistant (CDA)

"I want to advice this group to take into consideration the issue of gender balance in filing the posts."

Chairman

"Bwana CDA we have enough gender balance in the committee. There are already two women"

Vice Secretary

"I think Bwana CDA is correct we can have more gender balance by inviting the women to contest for some posts. One of the contestants should be the chief's wife."

CDA

"You got the point but it seems you don't understand the meaning of gender"

All Officials in (Unison)

"We know it – you are referring to more gender which is women".

CDA

Please let us agree on one thing, gender is not women and I am requesting you to turn up in the next meeting and invite more women to your meeting. I will explain to you clearly what is gender.

Case No. 2

What Are Genders Roles

JOHANA AND WAIRIMU

Johana and Wairimu have 5 children 2 boys and 3 girls. They have a small shamba in Kabatini in Nakuru. Johana is employed in a small factory in Nakuru town as a cleaner/messenger. Many people from this village work in Nakuru and have to travel daily to and from town.

When he comes home in the evening he must bring with him foodstuffs like sugar, flour and at the end of the month he buys a kilogram of meat.

Wairimu works in the farm and is helped by her children, especially during weekends. Every morning she must wake up to prepare tea or porridge for the family. Her two children Kimotho and Nduta are pupils in the local primary school and she has to prepare them for the school. Their father has no time, he says because he too must leave very early for Nakuru town.

Wairimu does some market gardening by growing kales, tomatoes for sale in the local market. She also rears some chicken. To supplement the family income she sells some local brew called *Cantata extra.*

Johana thinks that his wife is getting more money from her income generating activities than he does in Nakuru. He wants to join her in some of those activities.

What would be your advice?

ANNEX 4: EXERCISES

EXERCISE: I

WHAT IS ADVOCACY

INSTRUCTIONS

Identify from the following statements the ones that refer to advocacy

STATEMENT	ADVOCACY	NOT ADVOCACY
1. Publicly speaking in favour of early marriages		
2. Supporting the affirmative action		
3. Helping in evicting squatters living by a roadside		
4. Organizing demonstrations on abortion		
5. Influencing decision makers to act on Krieger report		
6. Praising a minister for supporting a water project in your area		
7. Mobilizing women to start a plastic recycling business		
8. To mobilize the community support a politician during campaign		
9. To fight for a specific law on FGM		
10. Recommending a friend for employment		

EXERCISE: II

Distinguish which is "gender" and which is "sex"

Statement	True/ False	True/false (personal opinion/belief/generalization)	Sex (S) or Gender (G)	Why?
1. Women give birth, men do not				
2. Women are more loving and caring				
3. The most important role of the man is to be breadwinner and head of the household.				
4. Men think and act more rationally than women				
5. Women can menstruate while men cannot				
6. Women make poor managers				
7. Most men are taller than women				
8. According to united nations statistic, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income				
9. Women have developed breast that are usually capable of lactating, while men do not				
10. Study show that girls perform better in girls-only class room situation				
11. Sex is not as important for women as it is for men				
12. Only men can provide the sperm for fertilization				
13. In a study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building				
14. Women are the weaker sex				
15. Men do not cry				

Source: The Oxfam Training Manual, 1994

ANNEX 5: SAMPLE EVALUATION FORMS

A: DAILY EVALUATION

We would like to receive feed back for the improvement of the training programme by answering the following questions:-

1. I found today's training objectives clear and we have achieved them (please tick)

    a. I strongly agree _____
    b. I agree _____
    c. I disagree _____
    d. I strongly disagree _____

2. What in your opinion was the most useful session today?
    _____
    _____

    Please give reasons for your answer
    _____
    _____

3. Which session did you find least useful today?

    Please give reasons for your answer
    _____
    _____

4. Did you find the following appropriate?

    Please give reasons for your answer

    a)   Timing of sessions
        i.   Yes _____
        ii. No_____

        _____
        _____

    b) Content

        i.   Yes _____
        ii. No _____

        _____
        _____

c) Method of conducting the training

    i.   Yes _____
    ii.   No _____

_____
_____

If you have any other comments please list them below.

_____
_____

THANK YOU FOR YOUR RESPONSE

B: END OF TRAINING EVALUATION

We would like you to receive feed back regarding, the entire training you have obtained by answering the following questions:-

1. How do you rate the relevance of the Gender Mainstreaming Training you have obtained in the last five days? Tick

Very relevant	Relevant	Some how relevant	Irrelevant

2. Which topics did you find useful to your work?
   _____
   _____

3. Which topics were least applicable to your work?
   _____
   _____

4. What have you learnt from the training that you will apply to your work?

5. Please rate the following by ticking in the appropriate box below:-

	Very good	Good	Fair	Poor
Timing				
Content				
Method				
Facilitation				

6. Make any other comments that you may have below

   _____
   _____

THANK YOU FOR YOUR RESPONSE

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