



Gender Mainstreaming Training for FSTP Implementers

On-line Training Programme for CSOs in the
Western Balkans and Türkiye





Day 1: 21 June, Wednesday: Gender Mainstreaming Training for FSTP Implementers

On-line Training Programme for CSOs in the
Western Balkans and Türkiye



Expectations of Participants

- To tackle the gender issues and **achieve greater gender equality in our organisation and grant component.**
- Initiate the gender policy creation.
- Understanding gender mainstreaming and enhancing gender-sensitive project design.
- **Strengthening gender analysis skills**, promoting **gender-responsive** monitoring and evaluation, fostering gender transformation.
- **Incorporating new skills into day-to-day operations**, into organization's policies, goals, activities and advocacy efforts. Broaden cooperation with women's organizations
- How to approach **gender mainstreaming in planning phase**, and how to mainstream gender in policies and strategies (investment; environment; decent work etc.).
- **Gender-specific data collection and analysis.**
- How to integrate the importance of woman involvement and gender equality in projects and how this perspective can enhance projects results.
- Implementing **gender-sensitive policies** and ensuring equal access and support for all genders in programs.

Our objectives...

- ✓ Provide you with a **good quality gender analysis** during the proposal writing procedure.
- ✓ Explain the key principles and fundamental steps of mainstreaming gender equality.
- ✓ Help you to design **gender-sensitive calls for application** and **selection processes** within your FSTP projects.
- ✓ Strengthen the capacities of FSTP implementers so as to **fully implement gender equality** in the **planning, implementation and, monitoring & evaluation processes of FSTP projects**.
- ✓ **Promote experience sharing and networking** among FSTP implementers from the Western Balkans and Türkiye at the regional, multi-country level.
- ✓ Provide practical information through **“check-lists”** and develop it together with you...

Session 1

Mainstreaming Gender Equality for FSTP related projects – Why it is necessary?

- **Dimensions of gender mainstreaming:** Gender representation and gender responsive content
- **Gender mainstreaming cycle:** Define; Plan; Act and Check
- **Organisational Transformation**
- **EU Gender Equality Action Plan III**

Why gender equality is important?

4 Groups

- 10 minutes for discussion
- Timekeeper
- Person leading discussion and presenting the group
- Person taking notes and inserting to Padlet

<https://padlet.com/ozgekonuralp1/why-gender-equality-is-important-jndzdtlpgpv964b0>



Gender equality is not only about elimination of inequality between sexes... But is about being aware of all kinds of **discrimination, subordination and inequalities** embedded in all social relations, social institutions and policies...



Why women's rights are human rights?

Please, go to ...

www.kahoot.it
or with the Kahoot! app



Why women's rights are human rights?

- Unequal access to resources
- Unequal access to education
- Unequal access to employment
- Traditional gender roles
- Widespread gender-based violence

Visual: UN Women



Key concepts...

Sex: The classification of a person as male or female. Sex is assigned at birth and written on a birth certificate, usually based on the appearance of their external anatomy and on a binary vision of sex.

Gender: Refers to a social construct which places cultural and social expectations on individuals based on their assigned sex.

Binary definition of sexes: Classification of gender into two distinct forms as “women” and “men... Both biologically determined and socially assigned.

Non-binary: Refers to gender identities other than male or female.

Source: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

Key concepts...

Gender identity: Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms. Some people's gender identity falls outside the gender binary, and related norms.

LGBTI+: Acronym for lesbian, gay, bisexual, trans and intersex people.

Source: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

Key concepts...

Gender mainstreaming: The systemic integration of the respective needs, interests and priorities of people with different gender identities in all the organization's policies and activities as well as preparation, design, implementation, monitoring and evaluation of policies and programmes.

This rejects the idea that gender is a separate issue...

Gender disaggregated data: The collection and separation of data and statistical information by gender to enable comparative analysis/gender analysis.

Gender analysis: Critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect women, men, girls and boys in a given policy area, situation or context.

Source: ILGA Europe - <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

European Institute for Gender Equality (EIGE) - <https://eige.europa.eu/publications-resources/thesaurus/terms/1055>

Why binary definition of sexes is important?

It is important to remember that “gender” is not limited with binary definition of sexes (simply women and men). However, it is important to underline the distinct position of women who are universally excluded from political power and adopt a more strategic action and position in its relation with state and in the context of state reconfiguration.

“Right to abortion” movement in Argentina since 2003. Legalization of abortion in 2020.



EU Gender Action Plan III

Gender mainstreaming in all external policies and sectors and a **gender transformative**, rights-based and **intersectional** approach.

OECD-Development Assistance Committee (DAC) Network on Gender Equality

Minimum criteria (should be met in full)	Yes
A gender analysis of the project/programme has been conducted.	✓
Findings from this gender analysis have informed the design of the project/programme and the intervention adopts a 'do no harm' approach.	✓
Presence of at least one explicit gender equality objective backed by at least one gender-specific indicator⁵ (or a firm commitment to do this if the results framework has not been elaborated at the time of marking the project).	✓
Data and indicators are disaggregated by sex where applicable.	✓
Commitment to monitor and report on the gender equality results achieved by the project in the evaluation phase.	✓

EU Gender Equality Strategy 2020-2025

Source: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0152>

EU Gender Action Plan III

Is guided by **three principles**:

- **Take a gender-transformative approach:** Examining, questioning and changing rigid gender norms and imbalances of power.
- **Address intersectionality of gender with other forms of discrimination:** Rights of women with disabilities.
- **Follow an approach based on human rights:** Placing the principles of non-discrimination and countering inequalities at the center of all action.

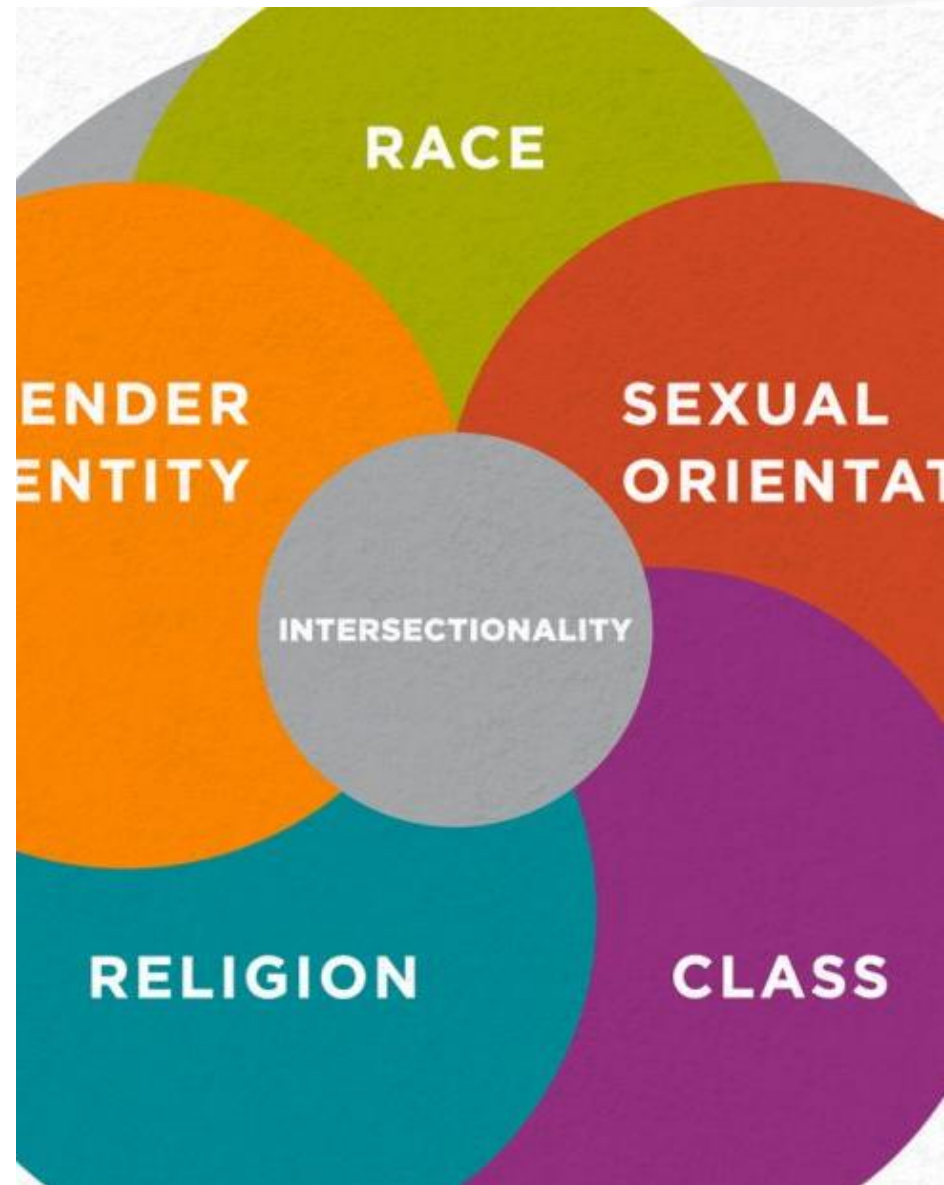
EU Gender Equality Strategy 2020-2025

Source: <https://eur-lex.europa.eu/legal content/EN/TXT/PDF/?uri=CELEX:52020DC0152>

Intersectionality...

- Multiple identities
- Multiple discrimination
- Address intersectionality of gender with other forms of discrimination. Focus should also be on the most disadvantaged women (*EU Gender Action Plan*)

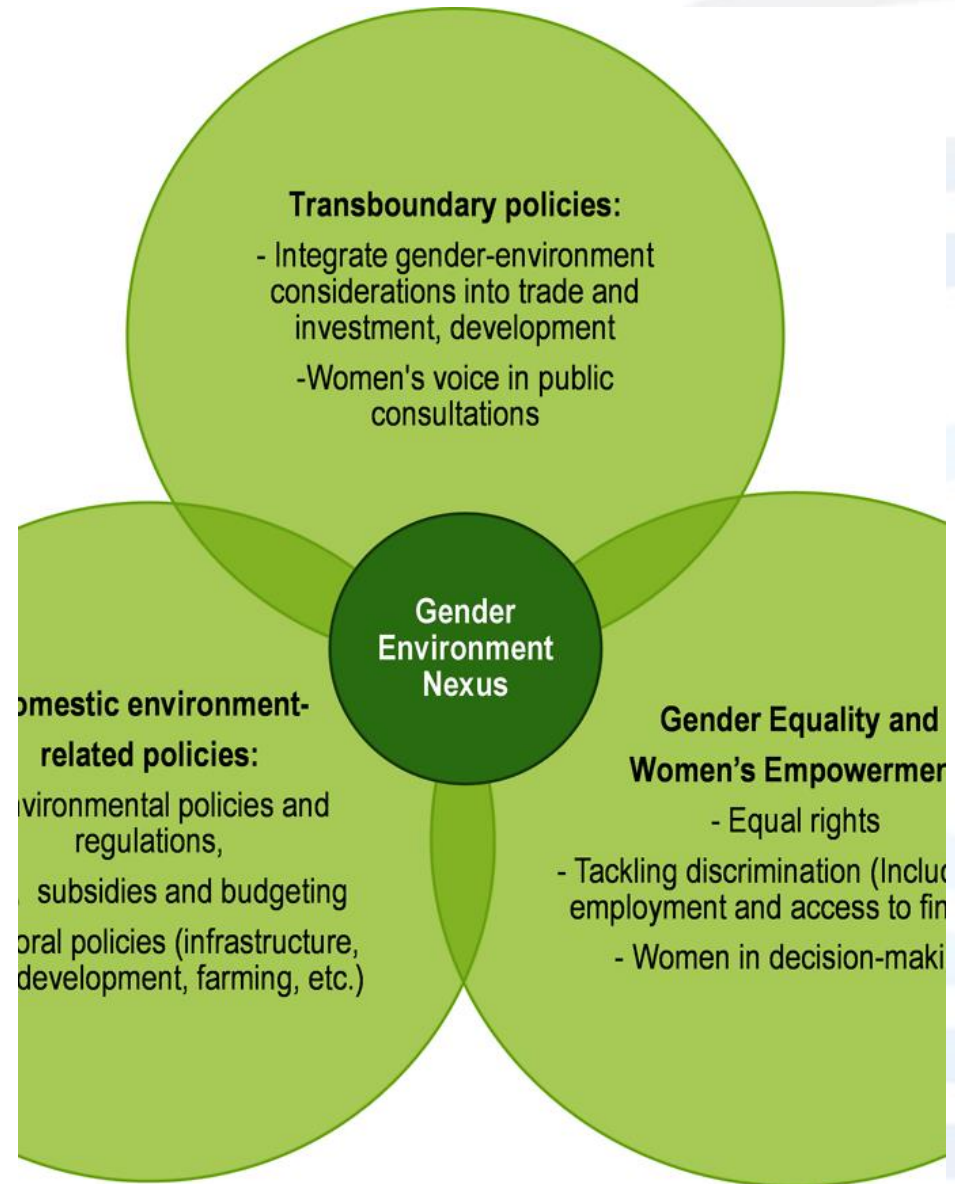
Visual: Centre for Disaster Philanthropy



Intersectionality...

- The fact that “**gender equality**” is primarily understood as **standing against sexism and gender-based discrimination**, it also applies to being against all kinds of inequalities and discrimination, and also applies to all areas of social and political matters, such as, socio-economic issues, class, ecology etc.

Visual: OECD

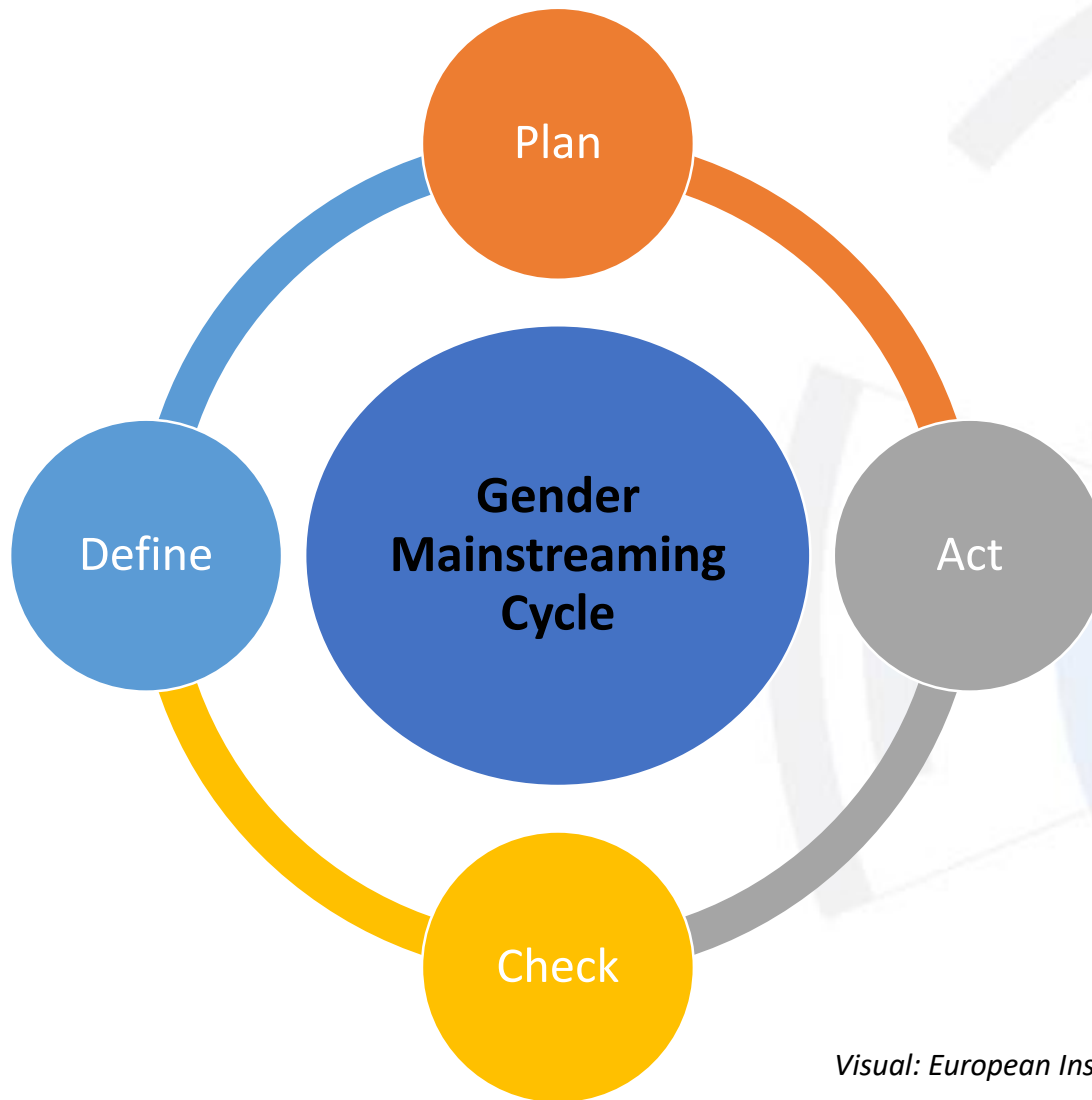


How does climate change impact women differently?

- **The climate crisis is not “gender neutral”!** UN Women
- Poses threats to ways of life, livelihoods, health, safety and security for women and girls around the world.
- Women in **agricultural production**
- Early school drop out of girls
- Increasing risk related to **maternal and child health**.
- Humanitarian programmes tend to be **heteronormative** and can reinforce the patriarchal structure of society if they do not take into account sexual and gender diversity.

Photo: UN Women





Visual: European Institute for Gender Equality

BREAK TIME

15 min



Session 2

Panel: Global Standards and Guiding Materials on Promoting Gender Equality

- Anabel Cruz - Global Standard for CSO Accountability

BREAK TIME

30 min



Session 3

How to mainstream gender equality in the planning process of FSTP programmes

- **Setting up a plan** for the implementation of gender mainstreaming and defining steps and milestones
- **Setting up the team** and assigning tasks and responsibilities to ensure gender equality
- **Identifying stakeholders** to receive guidance on gender equality
- **Developing a FSTP project** which takes into account gender equality in each and every step of the project implementation

1. Planning process of FSTP programmes...

Gender Representation: Planning of an FSTP project should begin with ensuring *gender representation* in the process of decision making, analysis, collection of gender disaggregated data, planning, implementation and monitoring and evaluation.

Gender Responsive Content: Gender mainstreaming requires adopting a *gender sensitive perspective* to the content of the different policies. It aims to increase accountability and accelerate implementation of commitments to gender equality with a rights-based approach at international, national and community level.

Source: European Union Gender Equality Action Plan III

How an organisational gender equality policy should look like?

4 Groups

- 15 minutes for discussion
- Timekeeper
- Person leading discussion and presenting the group
- Person taking notes and inserting to Padlet

<https://padlet.com/ozgek/onuralp1/how-an-organisational-gender-equality-policy-should-look-lik-9yx6si91hbd3lrcx>



How a gender equality policy paper should look like?

- ✓ Identify **gender sensitive recruitment policy**
- ✓ Acknowledge the **diversity of experiences** among women, girls, men, boys, LGBTI+ individuals and other groups who have diverse sensitivities
- ✓ Acknowledge **discrimination** and clearly identify how to eliminate this
- ✓ Clarify measures to be taken in case of **gender-based discrimination** and/or **sexual harassment**
- ✓ Clarify how to ensure **participation of women and LGBTI+ individuals** by considering gender balance and gender diversity in all departments, management levels and occupational groups
- ✓ Ensure a **safe space** for women and girls in their programs, projects and activities and to serve with this approach
- ✓ Ensure that the **development, implementation and evaluation processes** of programs and projects are carried out by considering the gender equality approach
- ✓ Ensure that women, men, girls and boys are provided with **inclusive services** to strengthen their access to services

Planning process of FSTP programmes...

Gender-transformative approach was adopted. Meaning **examining, questioning, and changing rigid gender norms and imbalances of power** which disadvantage women

Gender equality principle is acknowledged in the statute/ principles/ mission statement of CSOs

Gender equality is acknowledged in the form of a separate **policy paper**

An **organizational policy** is adopted to ensure gender balance in the governance structure and recruitment policies (e.g. quotas)

Planning process of FSTP programmes...

- **Existing researches, reports, data** are checked regarding the state of women's rights and gender equality in the respective field of work (such as, reports of international organisations, CSO networks, local CSOs etc.)
- If there is no available data, **research** is conducted by using the relevant methodologies (such as, collecting **gender disaggregated** quantitative and qualitative data, i.e. conducting a survey, in-depth interviews etc.)
- Intervention of the CSO and the expected change is well defined by indicating how the intervention will affect **women, men and LGBTI+ individuals** differently.



Planning process of FSTP programmes...

- ✓ The **data** collected before the design of the programme is **segregated according to gender** with all its diversity
- ✓ Activities are designed together with a **gender sensitive approach** by taking into consideration time, space, methods of activities

“European Commission 2023 Report on Gender Equality” takes attention to the disproportionate share of the care responsibilities of older people and people with disabilities and women taking the role of informal carers (60 % of whom are women) in many Member States.

Gender disaggregated data...

Some examples...

- *Percentage of women in the labour force*
- *Percentage of women holding informal care responsibilities of older people, people with disabilities, children*
- *Percentage of girls who drop out education at early ages*
- *Percentage of women and girls who have digital literacy*
- *Percentage of elderly and homeless LGBTI+ individuals*

European Institute for Gender
Equality

<https://eige.europa.eu/gender-statistics/dgs>

Gender disaggregated data...



35% of women have experienced gender-based violence. In some countries, this rises to **70%**



Each year, over **4 million** girls are at risk of female genital mutilation



In some countries **40%** of girls are married before they turn 18, and **12%** before they are 15



In 2020, less than **50%** of women are in the labour market, compared to **76%** of men, resulting in a gender gap of 27 percentage points globally



Women bear **76.2%** of total hours of unpaid care and domestic work globally, which undermines their prospects in education and in the labour market

European Union Gender Equality Action Plan III

Planning process of FSTP programmes...

- ✓ **Women and LGBTI+ individuals** are effectively consulted during the project development on how the action will impact them.
- ✓ The **target group** of the FSTP programme is well defined.
- ✓ The risks are assessed from a **gender perspective**.

- ✓ *How you define civil society organisations?*
- ✓ *Who will be your primary target group? (i.e. grassroots organisations, small organisations, CSOs active in the local areas etc.)*

Planning process of FSTP programmes...

- ✓ Intersectionality of identities and the distinct position of women, girls, LGBTI+ people are taken into consideration in the identification of the target group.

European Union Agency for Fundamental Rights Second European Union Minorities and Discrimination Survey: Roma women in nine EU Member States

Roma women face additional challenges such as anti-Gypsyism, extreme poverty, exclusion and discrimination which reinforce their disadvantages.

Leave school early - only **16% of Roma women** have completed upper secondary education compared with 22% of Roma men and 75% of European women;

Marry young - **29% of Roma women** compared with 12% of Roma men are married before they turn 18;

Stay at home - **40% of Roma women** are not looking for work due to their care responsibilities; this is often twice as high as general population women;

Are not in paid work - only **16% of Roma women** are employed compared with 34% of Roma men.

Source: <http://fra.europa.eu/en/news/2019/more-targeted-measures-needed-support-roma-women>

Evaluation of the first day...

Please, go to ...

Mentimeter!

www.menti.com

18 37 29 1

<https://www.menti.com/als1fivit6ux>



Day 2: 22 June, Thursday: Gender Mainstreaming Training for FSTP Implementers

On-line Training Programme for CSOs in the
Western Balkans and Türkiye



Quiz

Please, go to ...

www.kahoot.it

https://kahoot.it/?pin=2219568&refer_method=link

Session 1

How to mainstream gender equality in the implementation and identification of selection criteria of FSTP programmes

- Development of **accountable, transparent and gender sensitive selection criteria**
- **Needs analysis**
- **Providing technical assistance** to local, small and grassroots organisations
- **Conducting capacity development trainings and mentoring** activities to strengthen the capacities of sub-grantees

Planning of the sub grant programme specific to the target group and with a gender sensitive perspective...

4 Groups

- 20 minutes for discussion
- Timekeeper
- Person leading discussion
and presenting the group
- Person taking notes

https://docs.google.com/spreadsheets/d/1_6QkG VVjf0UJ4p0v-h7-3mfe5Vcu4dT0/edit?usp=sharing&oid=112881943759881353114&rtpof=true&sd=true



Planning of the sub grant programme specific to the target group and with a gender sensitive perspective...

Your aim is...

- **Group 1:** To provide operational grants to small and grassroots human rights organisations working in areas affected by natural disaster.
- **Group 2:** To provide small grants to humanitarian aid CSOs working in the periphery of city centers where many refugee camps exist.
- **Group 3:** To provide grants to environmental rights organisations who are fighting against expropriation and hydroelectric power plants.
- **Group 4:** To provide grants to small and grassroots organisations who would like to conduct human rights monitoring studies.

Indicator	Baseline	International standards	Source of verification

“Outputs” and “Outcomes”

Outputs are those results which are achieved immediately after implementing an activity.

For example, if you are organizing a training on gender equality, you can assume that the participants who attended into the training now have a clear understanding on issues related to gender equality. So, this is an output the project has achieved and it is achieved right after the conclusion of the training.

Outcomes can be considered as mid-term results. They are not seen immediately after the end of the project activity. But after some time, when we see some change at the ground level because of the project activity, then it can be termed as an outcome.

Taking the above example of the gender equality training, if the participants have started to mobilize their community members to seek their women’s rights and LGBTI+ rights, then it is an outcome of the project.

“Impact”

Impact is usually a long-term result and it may not be achievable even during the life cycle of the project

For example, if you are organizing a training on gender equality, you can assume that the participants who attended into the training now have a clear understanding on issues related to gender equality. So, this is an output the project has achieved and it is achieved right after the conclusion of the training.

“Risk Assessment”

Risk assessment is the identification of hazards that could negatively impact an organization's ability to conduct their activities.

Risk assessment is important when...

- Identifying the target group
- Designing the intervention logic (expected outcomes)
- Identifying and planning the project activities

For example, if you are planning to conduct a training programme on gender equality and your target group is Roma women, it is important take into consideration the fact that women usually engage in domestic labour and in particular with childcare, long-term care, housework and they usually engage in flexible working arrangement if they are working outside the home.

2. Implementation process of FSTP programmes...

- ✓ The **target group** of the FSTP programme is well defined.
- ✓ The risks are assessed from a **gender perspective**.

- ✓ *How do you define civil society organisations?*
- ✓ *Who will be your primary target group? (i.e. grassroots organisations, small organisations, CSOs active in the local areas etc.)*

Development of accountable, transparent and gender sensitive selection criteria



If you target middle or big scale CSOs... You can identify “**gender equality**” as a “**must**” ... And **at least** you can expect commitment to adopt a **gender sensitive approach** in their organisational structure...

You can ask...

- Do they have an **organisational gender equality policy**?
- Does their organisational policy secure **gender representation** and **gender responsive content**?

- ✓ *Are the decisions taken with the participation of women and LGBTI+ individuals?*
- ✓ *Do women and LGBTI+ individuals involve into the planing, implementation and monitoring & evaluation process?*

Development of accountable, transparent and gender sensitive selection criteria



If you target **middle or big scale CSOs**... You can identify **“gender equality”** as a **“must”** ...

You can ask...

- Are their planned activities based on **evidence-based analysis** which includes a gender sensitive perspective
- How do they plan take into consideration **gender equality** during implementation of their activities?
- How do they plan to assess their impact from a **gender sensitive perspective**?

Development of accountable, transparent and gender sensitive selection criteria



If you target **small CSOs and grassroots organisations** who have limited capacity to adopt a gender sensitive perspective and who have limited access to resources...

You can ask...

- ✓ Does the applicant CSO's organisational policy secure **gender representation** and **gender responsive content**.
- ✓ How do they plan take into consideration **gender equality** during implementation of their activities?

Development of accountable, transparent and gender sensitive selection criteria



If you target **small CSOs and grassroots organisations** who have limited capacity to adopt a gender sensitive perspective and who have limited access to resources...

You can make sure...

- ✓ The call you publish clearly identify the reason of your emphasis on **gender equality**
- ✓ What kind of **capacity development and mentoring support** you are planning to provide to the sub grantees
- ✓ How you provide them with **self assessment tools**

What does “capacity” mean?

Please, go to ...

Mentimeter!

www.menti.com

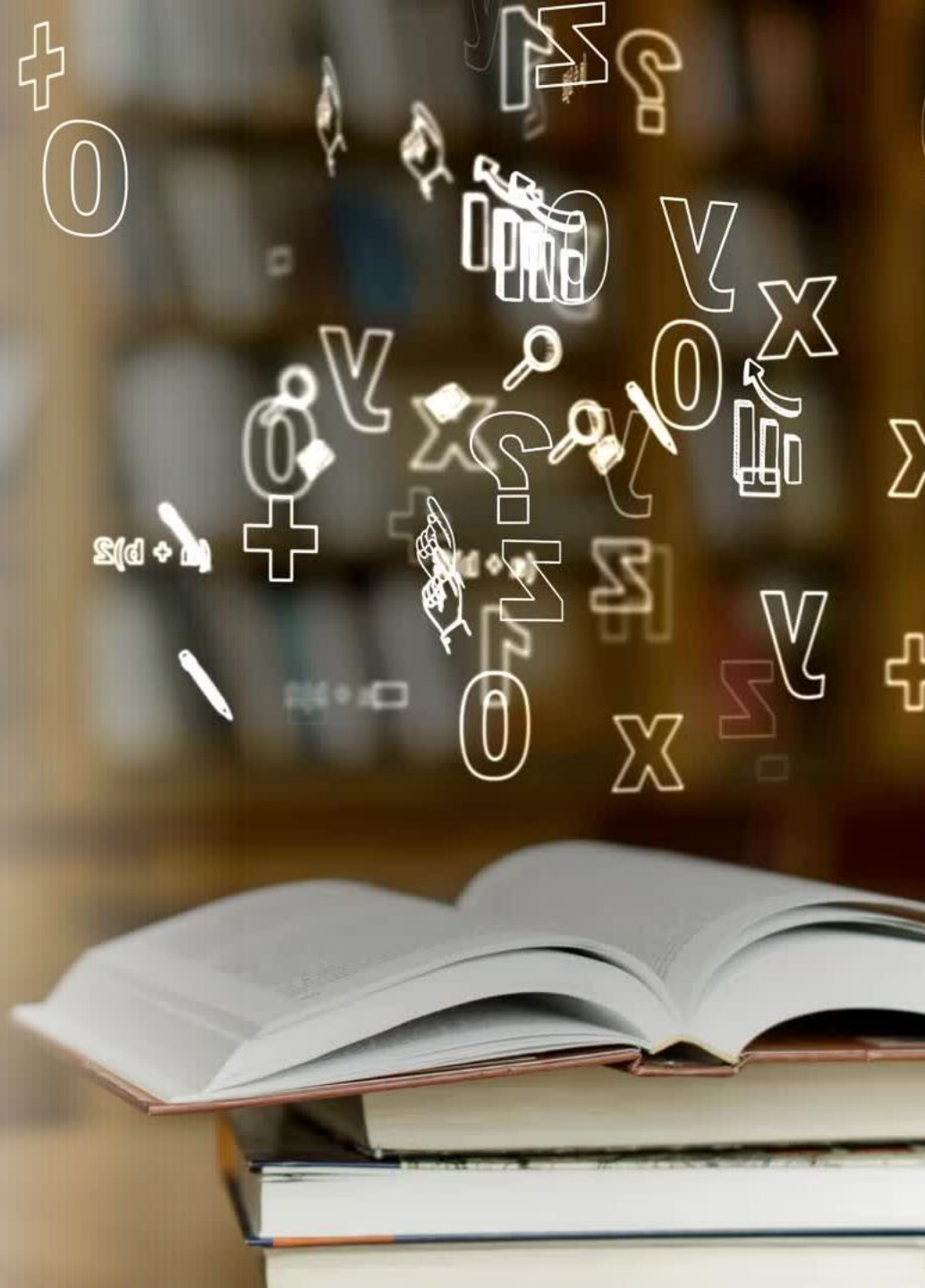
1455 0963

<https://www.menti.com/alkow6vkf478>



“Capacity” refers...

- Necessary skills to develop and implement projects
- Ability to speak foreign languages
- Digital literacy
- Owning necessary **material and intellectual resources**
- Owning necessary **network**



Development of accountable, transparent and gender sensitive selection criteria

If you target **small CSOs and grassroots organisations** who have limited capacity to adopt a gender sensitive perspective and who have limited access to resources...

Capacity development activities might include...

- **Ongoing and tailor-made** support to CSOs to strengthen their capacities so as to adopt a **gender-sensitive perspective**
- Gender analysis and **gender disaggregated data collection**
- Gender sensitive and gender neutral communication
- Monitoring & evaluation
- Mentoring support for the **self-assessment** study



BREAK TIME

15 min



Gender equality competence

Gender equality competence comprises commitment, methodological expertise and specialist knowledge:

Commitment refers to the recognition of gender equality as the aim of both the organisation and of one's own work; it means taking responsibility for the implementation of gender mainstreaming within one's own area of operations.

Methodological skills imply the ability to implement gender mainstreaming using the appropriate methods and tools. It also includes the ability to identify and procure the required gender-disaggregated data and to utilise this in one's own work.

Specialist knowledge comprises both the theoretical understanding of gender as a social construct and in-depth knowledge of gender relations as social structures. It also covers knowledge of empirical facts about gender aspects within the organisation's policy area and sphere of activities as well as the ability to correctly classify and interpret gender-disaggregated facts and data.

Source: European institute for gender equality

Logical framework matrix: problem tree analysis with gender lens included

DEVELOPMENT CHALLENGE/HUMAN RIGHT ISSUE	POSSIBLE CAUSES	GENDER ISSUES
Early drop out of school of Roma children		
High prevalence of domestic violence		

Engendered logical framework matrix

ANNEX 4.5: ENGENDERED LOGICAL FRAMEWORK FOR THE PROJECT

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	<p><i>What are the overall broader objectives to which the action will contribute?</i></p> <p>Has the gender been accounted in the analysis and is reflected in the overall goal?</p>	<p><i>What are the key indicators related to the overall objectives?</i></p> <p>Do gender relations in any way influence the project goal?</p> <p>Are indicators gender responsive – tracking possible changes for men and women?</p>	<p><i>What are the sources of information for these indicators?</i></p> <p>What measures can verify achievement of the gender-responsive goal?</p> <p>Is the data for verifying the goal sex-disaggregated and analysed in terms of gender?</p>	
Specific objective	<p><i>What specific objective is the action intended to achieve to contribute to the overall objectives?</i></p> <p>Is the project objective gender responsive?</p>	<p><i>Which indicators clearly show that the objective of the action has been achieved?</i></p> <p>Does the objective measure changes for men and women? Boys and girls?</p> <p>Are the indicators sex-disaggregated?</p>	<p><i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i></p> <p>What measures can we use to verified gender-responsive objective?</p> <p>Is the data for verifying the project specific objective sex-disaggregated and analysed in terms of gender?</p>	<p><i>Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i></p> <p>What are the important external factors necessary for attaining the gender responsive objective?</p>
Expected results	<p><i>Results are the outputs/outcomes helping to achieve the specific objective. What are the expected results?</i></p> <p>Are the results and distribution of results/benefits of the project taking gender roles and relations into account?</p>	<p><i>What are the indicators to measure whether and to what extent the action achieves the expected results?</i></p> <p>Are indicators set to verify whether project results/benefits are distributed among women as well as men?</p> <p>Do they account for different "types" of women (and men) engaged in or affected by the project?</p>	<p><i>What are the sources of information for these indicators?</i></p> <p>Is the data for verifying project outputs sex-disaggregated and analysed terms of gender?</p> <p>What gender analysis tools will be used (e.g., mix and single-sex focus groups)?</p>	<p><i>What external conditions must be met to obtain the expected results on schedule?</i></p> <p>What are the important external factors necessary for achieving project results (specifically them for women)?</p>

Continued

Source: *Manual for Trainers: Gender Equality and Gender Mainstreaming, Adopted from: WHO, 2011; International Federation of Red Cross and Red Crescent Societies, 2003*

Logical framework matrix – engendered

Continued...

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Activities	<p><i>What are the key activities to be carried out, to produce the expected results?</i></p> <p>Are gender issues clarified in the implementation of the project (e.g. can you see from the proposal that gender dimension of the project has been taken into account)?</p> <p>Is project taking into account different needs of women/men, boys/girls?</p> <p>Are activities designed in a way to have a transformative effect on gender? Are they tackling the gender norms?</p> <p>Are activities designed in a way to offer equal opportunities for participation and benefiting from project for both sexes?</p> <p>Are activities included to reach and involve the most-difficult-to reach members of the beneficiaries (taking in the account gender dimension)?</p>	<p>Means:</p> <p><i>What are the means required to implement these activities, e. g. staff, equipment, training, studies, supplies, operational facilities, etc.</i></p> <p>Do project beneficiaries/target groups have to contribute anything to the project (e.g. time, services, skills, knowledge, etc.)?</p> <p>Are contributions of beneficiaries accounted for women as well as men?</p>	<p><i>What are the sources of information on action progress?</i></p> <p>Costs</p> <p><i>What are the action costs? How are they classified? (Breakdown in the Budget for the Action)</i></p> <p>Is there adequate budget available to make sure that we can reach and involve in the project most difficult to reach groups?</p>	<p><i>What preconditions must be met before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?</i></p> <p>What are the important external factors necessary for implementing the activities, and ensuring the continued engagement of male/female participants in the project?</p>

Adopted from: WHO, 2011; International Federation of Red Cross and Red Crescent Societies, 2003

Gender exploitive	Takes advantage of inequitable gender norms and existing imbalances in power. Perpetuates and deepens gender inequality by reinforcing unbalanced norms, roles and relations.
Gender blind	Often constructed based on the principle of being “fair” by treating everyone the same. Does not consider how gender norms and unequal power relations will affect the achievement of objectives, or how the programme or policy will affect gender norms and relations. Likely to either exploit or accommodate inequitable and harmful gender norms, roles or practices, however inadvertently.
Gender accommodating	Considers gender norms, roles and relations, BUT does not address inequality generated by unequal norms, roles or relations (no remedial action developed).
Gender-specific	Intentionally targets and benefits a specific group of women or men to achieve certain policy or programme goals or meet certain needs. Often, this type of project makes it easier for women and men to fulfil duties that are ascribed to them based on their gender roles.
Gender transformative	Actively attempts to examine, question and change harmful gender norms and the imbalance of power between women and men as a means of reaching development and gender equality objectives.

Inspired by: WHO, 2011; FHI360, 2010

Session 2: How to mainstream gender equality

GROUP 1: Ten tips on how to ensure gender equality in communication activities

GROUP 2: Ten tips on how to ensure gender equality In service delivery

GROUP 3: Ten tips on how to ensure gender equality in the project

GROUP 4: Ten tips on how to ensure gender equality in an organisation

NOTE: Share examples of self-assessment tools for organisations or projects developed by you/FSTP implementers (if you have them)



Link: https://padlet.com/aleksandragligorovic_mne/good-examples-of-self-assessment-tools-developed-by-fstp-imp-fqq0zc4dsxe04mbu

Communication

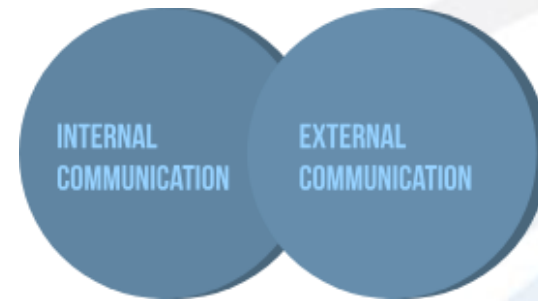


How to communicate internally:

- make gender mainstreaming a regular item on the agenda of team/planning meetings
- use gender-sensitive language and distribute guidelines on gender-sensitive language to all personnel at the respective organization (especially new persons)
- Give equal time and equal attention at the team meetings
- when organizing and planning an event, reach out to female professionals and experts and spare no effort to strive for gender balance among speakers, moderators, chairs, rapporteurs, etc.

Graph source: [DGACM gender sensitive communication guidelines](#)

Communication



How to communicate externally:

- explicitly address gender equality as one of the organisation's main objectives and clearly highlight this, e.g. on the organisation website or in its publications.
- adjust all of the organisation's public relations activities to ensure the use of gender-sensitive language and to avoid gender stereotypes in images, photos, publications
- deliver appropriate training to staff members who are responsible for public relations work
- distribute guidelines on gender-sensitive language to all personnel at the respective organization

Source: adopted from EIGE

Check also: [Tips for gender-sensitive communication](#), UN DGACM

Guidelines for Gender Sensitive Media Reporting

WHO, WHAT, WHERE, WHY and HOW on gender sensitive reporting.

WHO	The reporting journalists, editors, editors-in-chief, photographers, managers, board ... Gender is everybody's business.
WHAT	To be sensitive to gender inequalities and portray and treat women and men in a fair and just manner.
WHERE	On all levels: <ul style="list-style-type: none">• at the managerial level where the general directions are made,• at the editorial department where decisions are taken about stories to be covered,• on the field when information is being gathered,• at the desk when the information is being selected,•
WHY	Fair gender portrayal is a professional and ethical aspiration, similar to respect for accuracy, fairness and honesty. It can importantly contribute and co-create more gender balanced and inclusive societies.
HOW	Achieved through: <ul style="list-style-type: none">• selection of sources and stories,• fair portrayal of women and men through elimination of stereotypes,• use of gender fair language,• promoting gender equality within media organisations.

Resources: [Guidelines for Gender Sensitive Reporting for media associations](#)
Freepress unlimited: <https://kq.freepressunlimited.org/themes/gender-equality/gender-in-media-content/gender-sensitive-reporting/>

How to ensure gender equality in service delivery

- Safe and inclusive space
- Working time of service
- Ensure services are delivered by both women and men
- Encourage participation from everyone
- Ask for feedback from clients
- Celebrate differences

Resources: ILO [Check lists](#)



A good example has twice the value of good advice..



Institutional gender assessment checklists

(adapted from InterAction's Commission on the Advancement of Women and adopted by the Australian Red Cross)

Annex 3.1: INSTITUTIONAL GENDER ASSESSMENT CHECK LISTS

Adapted from InterAction's Commission on the Advancement of Women and adopted by the Australian Red Cross

ASPECT 1: TECHNICAL CAPACITY	1 Very small degree	2 Small degree	3 Moderate degree	4 Good degree	5 Great degree	TOTAL SCORE
There is a person and/or division responsible for gender in my organisation						Divide by 6
Staff have been trained to have the necessary knowledge and skills to carry out their work with gender awareness						
Program/project planning, implementation, valuation and advisory teams in my institution consists of members who are gender sensitive.						
Program/project planning, implementation, valuation and advisory teams in my institution include at least one person with specific expertise and skills in gender issues						
Gender analysis is built into our program planning and implementation procedures						
Gender analysis is built into our program evaluation procedures						
SUBTOTALS						
Total score						
ASPECT 2: ORGANISATIONAL CULTURE	1 Very small degree	2 Small degree	3 Moderate degree	4 Good degree	5 Great degree	TOTAL SCORE
Gender issues are taken seriously and discussed openly by men and women in my organisation						Divide by 5
My institution has a reputation for integrity and competences in gender issues among leaders in the field of gender and development						
The working environment in my institution has improved for women over the past two years						
Staff in my institution are committed to the advancement of gender equality						
My institution has made significant progress in mainstreaming gender into our operations and programmes						
SUBTOTALS						
Total score						

Gender-responsive Self-Assessment Tool for Recruitment

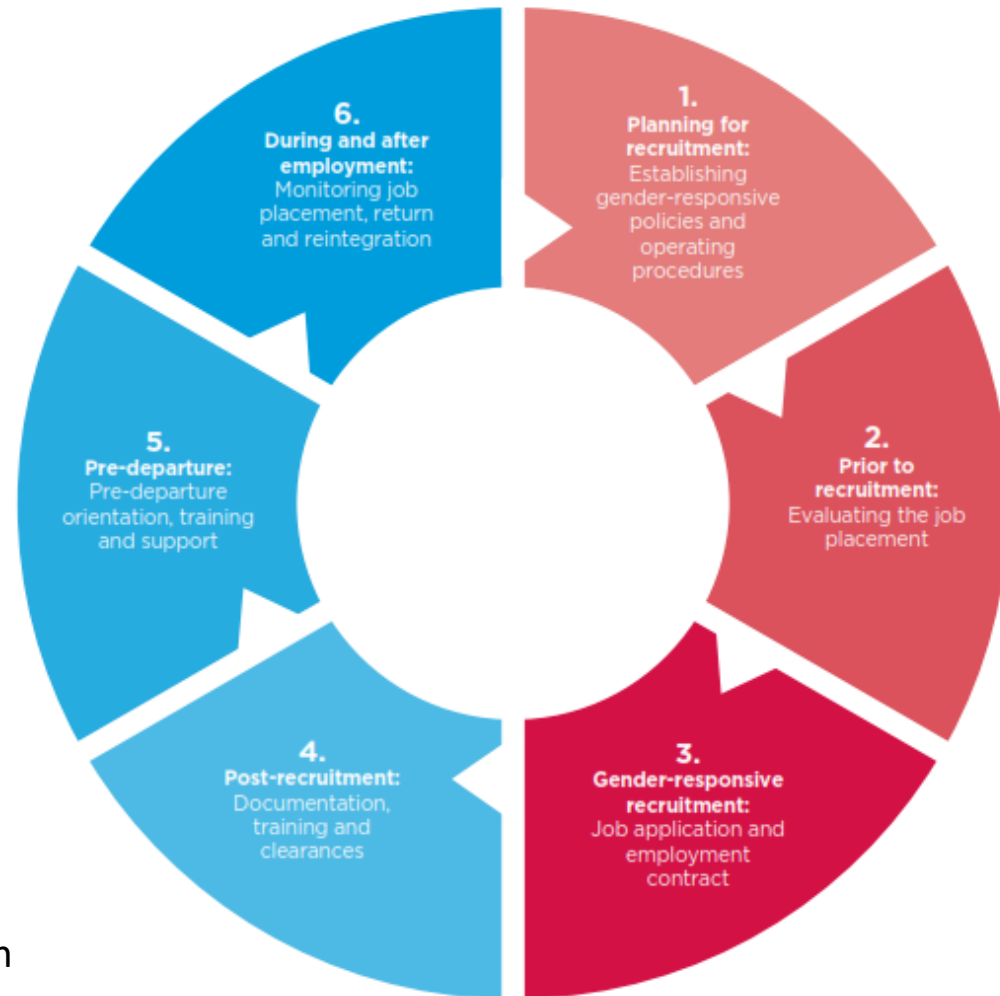
(UN Women in partnership with ILO)

Goal: to ensure employers, governments and recruitment agencies have policies, codes of conduct, systems and training in place that effectively meet the needs of women migrant workers.

This self-assessment tool has the following components:

1. Guiding questions to assess the gender responsiveness of recruitment practices;
2. Suggested gender-responsive actions to improve recruitment practices;
3. Supporting information on international frameworks, standards and good practices.

The tool is framed around the following stages in the recruitment and migration cycle.



**This self-assessment tool is one part of the “Empowering Women Migrant Workers from South Asia: Toolkit for Gender-responsive Employment and Recruitment” which supports gender-responsive governance policies and practices to protect and promote the rights of women migrant workers*

Examples

GENDER MAINSTREAMING OF HR STRATEGY

Covering:

- Usage of gender-sensitive language
- Principle of gender balance
- Professional training and development of employees
- Statistics and information

Examples

GENDER ANALYSIS for conservation and sustainable use of biodiversity at lakes

Covering:

- Framework conditions (gender policies)
- Traditional understanding of gender roles
- Gender in politics
- Gender equality at the level of the family
- Gender in education and the economy
- Sector-specific observations
- Conclusions and recommendations for project design

BREAK TIME

We are back at
13.10h 😊





Experience Sharing: Guest speakers

- Association for Civil Society Development Centre (STGM), Birlikte Project
- Kosovo Women's Network





Day 3: 23 June, Thursday: Gender Mainstreaming Training for FSTP Implementers

On-line Training Programme for CSOs in the
Western Balkans and Türkiye



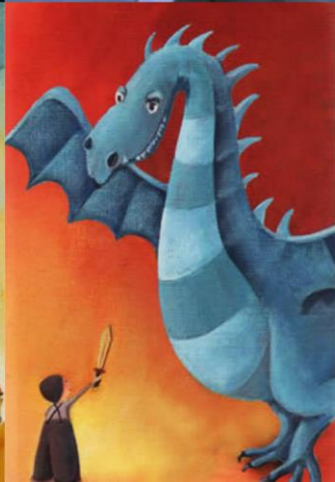
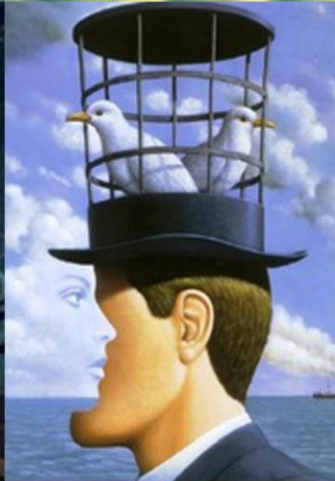


GM TRAINING



<https://shorturl.at/bfkpj>





The benefits of monitoring and evaluation



**Support better planning
and decision making**



**Support learning
and Exchange**



**Provide accountability to
funders and citizens**



**Gather information
for reporting**

How to mainstream gender equality in the monitoring & evaluation process of FSTP programmes

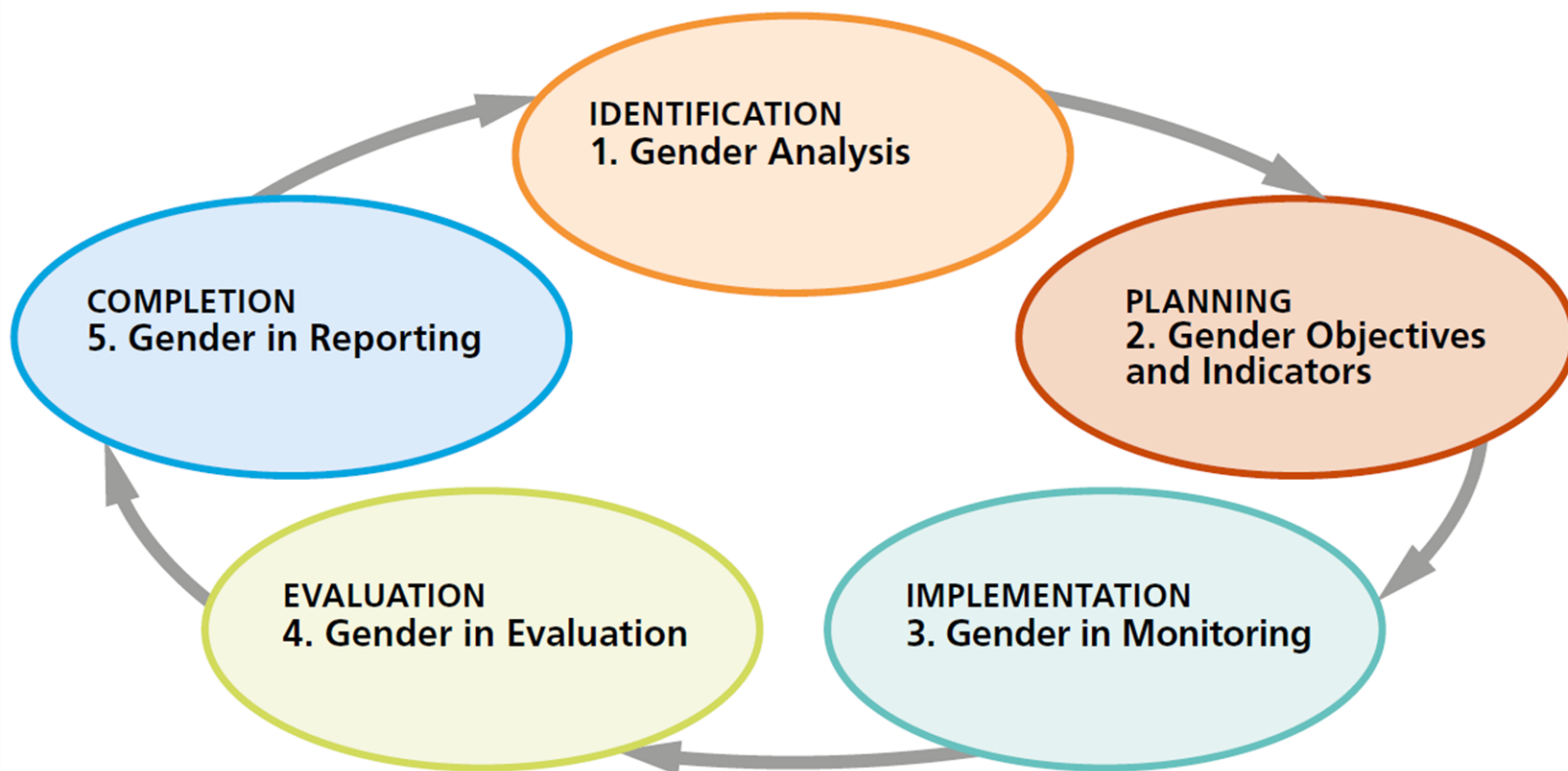
- Monitoring and evaluation of the FSTP programme implementation
- Monitoring and evaluation of the activities of sub-grantees: Activities, publications, communication activities etc.

We can not do this without:

✓ *Gender-sensitive indicators*

✓ *Collecting gender-segregated data*

What do we want to see:



What are we looking at:

The Logic Model Approach



- Resources dedicated to or consumed by the project
- Usually a NOUN staff, facilities, money, time...

- What the project does with inputs to fulfill its mission
- Usually a GERUND a verb in its “-ing” form , such as assessing, enabling, reviewing...

- The volume of work accomplished by the project
- Usually a QUANTITY the number of projects, the number of case studies...

- Benefits or changes for participants during or after project activities
- Usually a CHANGE better projects, increased skills...

- The long term consequences of the intervention
- A fundamental CHANGE intended or unintended in a system or society

Your Planned Work

Your Intended Results

Nixor Ltd

Derived from the Kellogg Logic model

Logical framework matrix – engendered

ANNEX 4.5: ENGENDERED LOGICAL FRAMEWORK FOR THE PROJECT

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objectives	<p><i>What are the overall broader objectives to which the action will contribute?</i></p> <p>Has the gender been accounted in the analysis and is reflected in the overall goal?</p>	<p><i>What are the key indicators related to the overall objectives?</i></p> <p>Do gender relations in any way influence the project goal? Are indicators gender responsive – tracking possible changes for men and women?</p>	<p><i>What are the sources of information for these indicators?</i></p> <p>What measures can verify achievement of the gender-responsive goal? Is the data for verifying the goal sex-disaggregated and analysed in terms of gender?</p>	
Specific objective	<p><i>What specific objective is the action intended to achieve to contribute to the overall objectives?</i></p> <p>Is the project objective gender responsive?</p>	<p><i>Which indicators clearly show that the objective of the action has been achieved?</i></p> <p>Does the objective measure changes for men and women? Boys and girls? Are the indicators sex-disaggregated?</p>	<p><i>What are the sources of information that exist or can be collected? What are the methods required to get this information?</i></p> <p>What measures can we use to verified gender-responsive objective? Is the data for verifying the project specific objective sex-disaggregated and analysed in terms of gender?</p>	<p><i>Which factors and conditions outside the Beneficiary's responsibility are necessary to achieve that objective? (external conditions) Which risks should be taken into consideration?</i></p> <p>What are the important external factors necessary for attaining the gender responsive objective?</p>
Expected results	<p><i>Results are the outputs/outcomes helping to achieve the specific objective. What are the expected results?</i></p> <p>Are the results and distribution of results/benefits of the project taking gender roles and relations into account?</p>	<p><i>What are the indicators to measure whether and to what extent the action achieves the expected results?</i></p> <p>Are indicators set to verify whether project results/benefits are distributed among women as well as men? Do they account for different "types" of women (and men) engaged in or affected by the project?</p>	<p><i>What are the sources of information for these indicators?</i></p> <p>Is the data for verifying project outputs sex-disaggregated and analysed terms of gender? What gender analysis tools will be used (e.g., mix and single-sex focus groups)?</p>	<p><i>What external conditions must be met to obtain the expected results on schedule?</i></p> <p>What are the important external factors necessary for achieving project results (specifically them for women)?</p>

Continued

Logical framework matrix – engendered

Continued...

	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Activities	<p><i>What are the key activities to be carried out, to produce the expected results?</i></p> <p>Are gender issues clarified in the implementation of the project (e.g. can you see from the proposal that gender dimension of the project has been taken into account)?</p> <p>Is project taking into account different needs of women/men, boys/girls?</p> <p>Are activities designed in a way to have a transformative effect on gender? Are they tackling the gender norms?</p> <p>Are activities designed in a way to offer equal opportunities for participation and benefiting from project for both sexes?</p> <p>Are activities included to reach and involve the most-difficult-to reach members of the beneficiaries (taking in the account gender dimension)?</p>	<p>Means:</p> <p><i>What are the means required to implement these activities, e. g. staff, equipment, training, studies, supplies, operational facilities, etc.</i></p> <p>Do project beneficiaries/target groups have to contribute anything to the project (e.g. time, services, skills, knowledge, etc.)?</p> <p>Are contributions of beneficiaries accounted for women as well as men?</p>	<p><i>What are the sources of information on action progress?</i></p> <p>Costs</p> <p><i>What are the action costs? How are they classified? (Breakdown in the Budget for the Action)</i></p> <p>Is there adequate budget available to make sure that we can reach and involve in the project most difficult to reach groups?</p>	<p><i>What preconditions must be met before the action starts? What conditions outside the Beneficiary's direct control have to be met for the implementation of the planned activities?</i></p> <p>What are the important external factors necessary for implementing the activities, and ensuring the continued engagement of male/female participants in the project?</p>

Adopted from: WHO, 2011; International Federation of Red Cross and Red Crescent Societies, 2003

Evaluation criteria



The six evaluation criteria explained

Source: OECD

**RELEVANCE
IS THE
INTERVENTION
DOING THE RIGHT
THINGS?**

The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

Note: “Respond to” means that the objectives and design of the intervention are sensitive to the economic, environmental, equity, social, political economy, and capacity conditions in which it takes place.

“Partner/institution” includes government (national, regional, local), civil society organisations, private entities and international bodies involved in funding, implementing and/or overseeing the intervention. Relevance assessment involves looking at differences and trade-offs between different priorities or needs. It requires analysing any changes in the context to assess the extent to which the intervention can be (or has been) adapted to remain relevant.

* *Beneficiaries is defined as, “the individuals, groups, or organisations, whether targeted or not, that benefit directly or indirectly, from the development intervention.” Other terms, such as rights holders or affected people, may also be used.*

The six evaluation criteria explained

Source: OECD

COHERENCE The compatibility of the intervention with other interventions in a country, sector or institution.

HOW WELL DOES THE INTERVENTION FIT? ***Note:** The extent to which other interventions (particularly policies) support or undermine the intervention, and vice versa. Includes internal coherence and external coherence: Internal coherence addresses the synergies and interlinkages between the intervention and other interventions carried out by the same institution/government, as well as the consistency of the intervention with the relevant international norms and standards to which that institution/government adheres. External coherence considers the consistency of the intervention with other actors' interventions in the same context. This includes complementarity, harmonisation and coordination with others, and the extent to which the intervention is adding value while avoiding duplication of effort.*

The six evaluation criteria explained

Source: OECD

EFFECTIVENESS The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

IS THE INTERVENTION
ACHIEVING ITS
OBJECTIVES?

***Note:** Analysis of effectiveness involves taking account of the relative importance of the objectives or results.*

EFFICIENCY The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

HOW WELL ARE
RESOURCES BEING
USED?

***Note:** “Economic” is the conversion of inputs (funds, expertise, natural resources, time, etc.) into outputs, outcomes and impacts, in the most cost-effective way possible, as compared to feasible alternatives in the context. “Timely” delivery is within the intended timeframe, or a timeframe reasonably adjusted to the demands of the evolving context. This may include assessing operational efficiency (how well the intervention was managed).*

The six evaluation criteria explained

Source: OECD

IMPACT The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

WHAT DIFFERENCE DOES THE INTERVENTION MAKE? *Note: Impact addresses the ultimate significance and potentially transformative effects of the intervention. It seeks to identify social, environmental and economic effects of the intervention that are longer term or broader in scope than those already captured under the effectiveness criterion. Beyond the immediate results, this criterion seeks to capture the indirect, secondary and potential consequences of the intervention. It does so by examining the holistic and enduring changes in systems or norms, and potential effects on people's well-being, human rights, gender equality, and the environment.*

SUSTAINABILITY The extent to which the net benefits of the intervention continue, or are likely to continue.

WILL THE BENEFITS LAST? *Note: Includes an examination of the financial, economic, social, environmental, and institutional capacities of the systems needed to sustain net benefits over time. Involves analyses of resilience, risks and potential trade-offs. Depending on the timing of the evaluation, this may involve analysing the actual flow of net benefits or estimating the likelihood of net benefits continuing over the medium and long-term.*

Evaluation of the sub grant programme specific to the target group and with a gender sensitive perspective...

- **Group 1:** To provide operational grants to small and grassroots human rights organisations working in areas affected by natural disaster.
- **Group 2:** To provide small grants to humanitarian aid CSOs working in the periphery of city centers where many refugee camps exist.
- **Group 3:** To provide grants to environmental rights organisations fighting against expropriation and hydroelectric power plants.
- **Group 4:** To provide grants to small and grassroots organisations who would like to conduct human rights monitoring studies.

Indicator	Baseline	International standards	Source of verification



Project assessment

“Every project should be assessed, using its established gender indicators, to determine whether or not its gender objectives are being met. If not, the project should take corrective action.”

Further reading: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-budgeting/step-4-project-assessment>

Some of the project assessment - questions

- *Was the project developed based on a gender analysis? Were specific gender objectives and gender indicators developed?*
- *Were sex-disaggregated data used?*
- *Did the project achieve or partially achieve its objectives? If so, what were the success factors? If not, why not? What factors prevented the project from achieving its objectives?*
- *Were both men and women involved in the design and implementation of the project?*
- *Were systems in place to monitor whether or not the project's development, implementation and monitoring adopted a gender perspective?*

Some of the project assessment - questions

- *Were key actors (such as trainers, tutors, employers and social partners) made aware of the importance of integrating a gender perspective?*
- *Was internal or external gender expertise available for the project's implementation?*
- *Did capacity building and awareness raising on gender equality issues take place during the project?*
- *Was there any mechanism to assess women and men beneficiaries' satisfaction with the project's results? If so, was there any relevant gap between women's and men's satisfaction with these results?*



BREAK TIME

15 min



Experience Sharing: Good practices and challenges in taking into account gender equality in monitoring & evaluation activities

- NGO Atina



CITIZENS ASSOCIATION FOR COMBATING
TRAFFICKING IN HUMAN BEINGS AND ALL FORMS
OF GENDER – BASED VIOLENCE

BREAK TIME

We are back
at 12.40h 😊



Workshop on “check-lists” on mainstreaming gender equality during planning, implementation and monitoring & evaluation processes of FSTP projects



Checklist on Gender Mainstreaming for FSTP Implementers

Please, go to ...

Padlet

<https://padlet.com/ozgekonuralp1/checklist-for-fstp-implementers-navog5ce0cx2fuzp>



Evaluation

Evaluation form
for gender
mainstream
training:

<https://crm.tacso.eu/node/335>





Technical Assistance to Civil Society Organisations (EU TACSO 3)
in the Western Balkans and Türkiye

EU-funded project implemented by the consortium of GDSI Limited and LDK Consultants