



# Gender Toolkit

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A manual for youth peace  
workers

# Gender Toolkit: A Manual for Youth Peace Workers



United Network of Young Peacebuilders



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# Preface

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 49 youth peace organisations and 350 affiliates active in the field of peacebuilding and conflict transformation. The UNOY network contributes to the work of its members and affiliates in two fundamental ways, namely capacity building and advocacy and campaigning. Within these two fields, UNOY Peacebuilders engages in a range of additional activities. This publication is the long awaited simple and hands-on toolkit that UNOY Peacebuilders had envisioned two years ago, when they decided to pursue gender mainstreaming in every aspect of their network.

The specific starting point of substantive work dedicated to gender issues within our organisation was the annual International Steering Group meeting<sup>1</sup> in November 2008. During the meeting, it was agreed that there was a need for developing flexible and context-sensitive tools for supporting gender mainstreaming of UNOY Peacebuilders' network in the next couple of years. This need was identified through input from members, either directly or through surveys. The International Steering Group, having realised the significance of incorporating gender issues in all its work, agreed to initiate this project to help youth organisations at structural and organisational levels to be well versed with basic gender theories/concepts and skills so they could start implementing these in their projects. Despite young people being aware of gender issues, and there is willingness to become more gender sensitive, studies and surveys show that youth organisations identified challenges in how to plan and implement gender sensitive projects. The challenge lies in how to include a "gender lens" in the planning, implementation, monitoring and evaluation of different projects while integrating gender issues at the structural and organisational levels. These challenges can be addressed first by acknowledging their existence and making corrective entries to the organisations' apparatus of power, and secondly by transforming the challenges into something positive and productive.

This toolkit builds on the experiences of former and current UNOY gender officers, its Gender Working Group and input from a gender survey amongst our members, multiple gender trainings and literature on gender (mainstreaming).

The toolkit is not meant as an extensive and all covering manual but rather as a simple, compact and clear resource that all our members, affiliates and other youth organisations can use in their daily work. It will present them with a short overview of internal gender mainstreaming and gender mainstreaming in project management backed up by checklists and annotated resources in every section, best practices and trouble-shooters, as well as tips, quotes and advice. As annexes you will find some modules that will lend a hand in addressing gender issues in your organisations and projects. The entire toolkit is designed to help in the process of engendering and sensitising youth organisations involved in peacebuilding, conflict transformation, intercultural dialogue and multiculturalism.

Terms and concepts used in this toolkit might be used differently in other contexts or have another meaning. The way we present them here is in a way that they best fit this toolkit and are understandable to all, even to those who have never worked on gender issues before.

<sup>1</sup> The International Steering Group consists of up to 6 individuals from UNOY Peacebuilders' member organisations. Each continent/ region is represented with a member.

## Where did it all start? The development of gender within UNOY

The gender programme of UNOY started due to the request of member organisations. Increasingly, members were taking up gender in their activities and requesting more support and information on the topic. It was therefore taken up by UNOY staff at the International Secretariat. Luckily, a donor was also interested in supporting the development of a gender programme. One member of the team attended a training seminar on gender to build up the internal knowledge of the topic and the start of the gender programme was a reality. A couple of months later, a gender intern was hired at UNOY Peacebuilders to develop the gender programme, a pilot gender training and a gender policy. Also, the organisation started integrated gender perspectives in their project, for instance, a day was dedicated to gender during a training seminar in Kenya in 2008. Afterwards, one member organisation even integrated gender in their work by introducing a programme for female ex-combatants in Congo.

The gender projects were successful, but nevertheless the international secretariat felt a need to include member organisations more in their gender programme and its activities. There was no sense of ownership and the international secretariat felt that this was because of lack of inspiration, importance and knowledge. To overcome this, a Gender Working Group was established; an e-group where members organisations with real interest in gender issues could exchange experiences, knowledge and ideas and where they could actively contribute to the development of UNOY Peacebuilders' gender programme.

The first main task of the Gender Working Group (GWG) was the creation of a Gender Policy. For this to come about, a survey was conducted amongst member organisations about gender mainstreaming in their work. The analysis of the survey showed that sometimes organisations claim that they are gender mainstreamed, but in reality gender is not that integrated in their activities. The need for a gender policy was thus even more pressing. To get more input and knowledge, UNOY Peacebuilders organised a study session with a members and affiliates on gender mainstreaming in youth peacebuilding projects in Budapest at the end of 2009. This study session was a crucial moment for many of the participating organisations because here is where they acquired (more) knowledge and expertise on gender issues and gender mainstreaming. There are many success stories and partnerships resulting out of this study session.

Discussion and debate within the GWG continued and together with the input UNOY got from gender trainings, a Gender Policy was formulated. This was a milestone in the gender programme of UNOY. The policy was disseminated within the network and members were encouraged to adopt it. The challenge has been in encouraging members to sign up to the policy and rolling it out in the network.

UNOY Peacebuilders managed in a few years to get expertise, capacity and knowledge on gender issues. In fact, after a few years, the organisation was even invited to conferences and expert meetings to provide input on the topic! To document all the knowledge and to support other organisations, the idea of a gender toolkit emerged. This toolkit is lying here before you now and we feel it is another milestone in UNOY Peacebuilders' gender programme. We hope it will help you in your work and activities and enrich your knowledge and expertise on gender. Furthermore, we hope that you will read our gender policy and integrate that, or one written by your own people, in your own organisation as well.

## Why gender is important in peacebuilding?

Gender inequality contributes to social exclusion and individual suffering. Therefore, in order to eliminate conflict and social injustice, it is crucial to analyze problems through a gender perspective, which means that it's necessary to notice how individuals from different gender perceive similar situations in different ways.

Any peacebuilding<sup>2</sup> activity will be ineffective if this problem is ignored. Moreover, because of the different ways in which women and men, girls and boys engage in war, violence and conflict, as well as because of different problems they face in a post-conflict society, it is important to consider these differences in all peacebuilding activities. Finally, participation of all genders in building peace enriches knowledge and skills accumulated within an organisation and will improve the quality of its work.

## Why gender is important in work with youth?

Young people of all genders experience conflict differently. When conflict erupts, girls are first among those who lose access to education. When young people lose their families, girls and young women may have no access to state, military or any other non-familial form of support, while boys and young men seeking economic security may be easier recruited into military, paramilitary and criminal organisations. As exploitation and abuse increases in a conflict setting, both girls and boys may become subjects to sexual violence and rape. However, because of different standards of femininity and masculinity, girls and boys ask for differing approaches to overcome the trauma of sexual violence in conflict. Gender roles also change in times of conflict but just as easy, fall back into the same roles when a conflict or violence comes to an end. This can be very confusing for young people who are in a process of discovering their own identity, which is related to gender in their society. These are just some examples of different needs of young people, but they show that it is definitely necessary to consider gender differences in peacebuilding and work with youth.

## Why this toolkit?

Despite the increasing understanding of the necessity to pursue gender justice and gender equality, work with gender in peacebuilding is often perceived as an issue of secondary importance. This is especially true for youth organisations, which often lack (financial) resources and expert knowledge in gender mainstreaming. Some people claim that gender issues do not exist in their society or community. There is also the widespread misconception that gender (mainstreaming) only concerns women and girls issues. Moreover, this technique is usually perceived as too complicated, while information relevant to youth is scattered, difficult to access and not fit for a small scale youth organisation.

As a network uniting youth peace organisations, UNOY Peacebuilders is conscious of the need for information on gender mainstreaming in working with youth and peace. Therefore, with this toolkit we aim to provide guidelines on integrating a gender perspective into peacebuilding and work with youth.

<sup>2</sup> UNOY Peacebuilders defines peacebuilding as a long-term process of building sustainable peace that involves a process of transforming governmental, legal and human rights institutions and structures into fair and effective systems for resolving disputes and fostering peaceful relationships .

### What do you find in this toolkit?

This toolkit provides information and guidelines for work with gender in youth peace organisations. It addresses member organisations of UNOY Peacebuilders; however, it can be used by any youth peace organisation in any part of the world.

The toolkit is divided in a number of chapters according to different parts of organisational system and culture and different steps of the project cycle.

In every chapter you will find:

- Tools for including gender perspective in every aspect of your work.
- Checklists to see whether your work contributes to achieving gender equality and gender justice.
- Best practices/ success stories and troubleshooters.
- Lists of resources where you can find more information on specific topics.
- At the end of the toolkit you will find modules that you can use in your organisation or project on gender issues.

### What does *gender* refer to in this toolkit?

The term *gender* generally refers to differences in roles, behaviours, activities and attributes resulting from the condition of being female or male. Therefore, *gender* is a socially constructed category, different from *sex*, which is a biological category. However, *gender perspective* refers to the ability to understand and acknowledge gender differences and it is concerned not only with differences between different genders but also with boundaries of gender category. So, *gender* also refers to such questions as: what is gender identity? Which norms and values are attributed to femininity and masculinity? What about crossing boundaries of fixed gender categories? Therefore, it is a category that interacts on various levels, mostly simultaneous with other social categories, for instance ethnicity, nationality, age, class and sexual orientation. This is often referred to by the term *intersectionality*. In other words, an old woman of minority background may face different gender issues than a homosexual male teenager. Moreover, *gender* should be understood not as a static characteristic, but rather as a dynamic concept, a category that transforms and adapts its meaning during social changes and also differs from one culture to another.

Because this toolkit is meant for a diverse spectrum of youth peace organisations, it uses the simplified and abstract understanding of *gender*, with a special focus on achieving equality between genders in social and institutional structures. In a separate chapter, this toolkit will also shortly deal with people from other genders and sexual preferences, commonly referred to as LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Intersex) We stress that this is not because we feel they should be excluded from general gender mainstreaming. To the contrary, gender mainstreaming is about awareness and inclusion and general gender mainstreaming applies to this as well. Yet, we feel that they deserve a separate space to explain the need and importance of their inclusion in gender issues.

It should be noted however, that cultural backgrounds may differ from place to place, and that therefore your organisation may want to come up with its own version of what 'gender' means.

Moreover, you should always try to be sensitive to changes transforming the meanings of femininity and masculinity.

**For further information on concept of gender, consult the following sources:**

On this website from the United Nations Inter-Agency Network on women and gender equality, you will find general information and information on gender within the UN system. <http://www.un.org/womenwatch/>

Gender Equality. Compass: A Manual on Human Rights Education with Young people. [http://eycb.coe.int/compass/en/chapter\\_5/5\\_7.html](http://eycb.coe.int/compass/en/chapter_5/5_7.html)

Joan W. Scott. (1986). Gender: A Useful Category of Historical Analysis, in The American Historical Review, Vol. 91, No.5, pp.1053-1075, [http://www.ksa.zcu.cz/studium/podklady/sdhn/joan\\_scott\\_article.pdf](http://www.ksa.zcu.cz/studium/podklady/sdhn/joan_scott_article.pdf)

This glossary aims to contribute towards a general and clearer understanding of some of the frequently used terms and concepts in relation to gender. [http://www.peacewomen.org/portal\\_advocacy\\_item.php?id=19](http://www.peacewomen.org/portal_advocacy_item.php?id=19)

### What is gender inequality?

Gender relations, roles and norms are present in every society and more often than not they result in unequal power relations. In the majority of societies, men are expected to be strong, powerful and protective, while women are supposed to be sensitive, submissive and dependent. Generally, men are seen as head of the household who provide for their families, whereas women are the caretakers and raise children. Every society has dress codes for men and women, although some more rigid than others. In some cultures for example, women are expected to cover themselves completely or they are not allowed to wear trousers, as those are for men only. These are just examples of very simplified roles and relationships that organise the everyday lives of men and women and result in unequal distribution of power, resources, opportunities and responsibilities. Every society has unwritten social and moral norms and codes fitting for men and women, boys and girls. Young people can encounter serious identity problems when they feel they do not fit in, belong to or conform to certain prevailing gender roles and relations. However, youth are also the ones that challenge these strict social norms more and more on an on-going basis, because they do not feel represented by them, knowingly or unknowingly.

The forms of gender inequality are countless. In the majority of societies, men have more political power, opportunities for education and career advancement, access to and control over resources than women. In many societies, women have more domestic and agricultural obligations than men. Also in European societies, they predominantly occupy job positions with lower pay and status.



Finally, women tend to be more vulnerable to violence in conflict situations and they are seldom involved in formal conflict resolution processes or peacebuilding efforts.

**For accurate statistics on gender dynamics worldwide, consult:**

*Statistics and Indicators on Women and Men* (electronic database). United Nations.

<http://unstats.un.org/unsd/demographic/products/indwm/>

*GenderStats* (electronic database). The World Bank. <http://go.worldbank.org/YMPEGXASH0>

*Gender, Institutions and Development Database* (electronic database). Organisation

for Economic Cooperation and Development. [http://www.oecd.org/](http://www.oecd.org/document/16/0,3746,en_2649_33935_39323280_1_1_1_1,00.html)

[document/16/0,3746,en\\_2649\\_33935\\_39323280\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/16/0,3746,en_2649_33935_39323280_1_1_1_1,00.html)

### What is gender mainstreaming?

According to the United Nations Economic and Social Council (ECOSOC), gender mainstreaming is “the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality.”

In other words, gender mainstreaming is a strategy to transform an organisation’s work agenda in such a way that it contributes to changing unequal social and institutional structures. In this toolkit, we want to show you how gender mainstreaming can be practical and extremely useful for your organisation and projects. To make it very easy, we say gender mainstreaming is about running through a checklist of questions to ensure you have not overlooked anything and that you’ve asked the right questions, so that you can use resources effectively and ensure that your project or organisation will be more inclusive.

### Why gender mainstreaming?

The concept of gender mainstreaming was developed within the international community, especially within the United Nations since the 1980s. It finds its roots in ‘women in development’-theories from the 70s and ‘gender and development’-theories from the 90s. During the first decades, it was mostly directed at inequality of women in all levels of development and this resulted in adopting gender mainstreaming as a policy tool at the Fourth World Conference for Women in Beijing by the United Nations (1995). After this conference, the concept has developed into something broader including not only women, but all other genders as well, thereby making it a tool to combat all inequality. Researchers and practitioners realised at a certain point that by not including different groups, they were creating more unrest and conflict. Since then, organisations have used gender mainstreaming in order to create more equitable organisations and projects.

<sup>3</sup> United Nations Economic and Social Council (ECOSOC), July 1997: Concept of gender mainstreaming.

Technically, gender mainstreaming is a political and administrative technique to identify the impacts of existing structures and relations on gender, to predict and evaluate outcomes of certain actions and to correct those perpetuating injustice.

It enables peace organisations to address gender injustice in all spheres of political, social and economic work. This technique helps to consider differences in needs of women and men, girls and boys most efficiently, as the gender perspective is included into all stages of project development.

Gender mainstreaming is often perceived as work that should be done by official state administrations or large international organisations. It is also often seen as a set of requirements imposed by donors, which does not really make a difference in a small youth organisation. However, contrary to this belief, gender issues are relevant to *all* organisations. Tools for gender mainstreaming are easily applicable to small youth peace organisations and may indeed significantly improve their peacebuilding work.

### Beijing Conference

The United Nations' Fourth World Conference on Women took place in China in 1995. The main themes of the conference were the advancement and empowerment of women in relation to women's human rights, poverty, decision-making and violence against women. The outcome of the conference is The Beijing Declaration and Platform for Action.

The mission statement of the document includes: The Platform for Action is an agenda for women's empowerment. It aims at...removing all the obstacles to women's active participation in all sphere of public and private life through a full and equal share in economic, social, cultural and political decision-making....at home, in the workplace and in the wider national and international communities. Equality...is a matter of human rights and a condition for social justice....".

During this conference, governments signaled a clear commitment to gender mainstreaming. Since then, Beijing +5, +10 and +15 conferences have been organised to review the progress.

### Basic principles of gender mainstreaming

Gender mainstreaming is not a specific area of work, but should be included in all organisation's structures and programmes;

- no issue should be seen as gender neutral
- equitable participation of women in decision-making should be pursued
- gender analysis should always be carried out before any programme or activity is implemented;
- political will and resources should be allocated for pursuing gender equality
- mechanisms for monitoring the progress should be established
- Women-specific policies and positive legislation should exist side-to-side with gender mainstreaming.

**For further background information on gender mainstreaming, you could also consult:**

United Nations Inter-Agency Network on Women and Gender Equality. August 2001. Important Concepts Underlying Gender Mainstreaming. <http://www.un.org/womenwatch/osagi/pdf/factsheet2.pdf>

Jenny Riley. 2004. Some Reflection on Gender Mainstreaming and Intersectionality, in *Development Bulletin*, N. 64, pp. 82-86. [http://devnet.anu.edu.au/GenderPacific/pdfs/19\\_gen\\_mainstream\\_riley.pdf](http://devnet.anu.edu.au/GenderPacific/pdfs/19_gen_mainstream_riley.pdf)

Council of Europe 2007. Gender Matters: Manual on gender-based violence affecting young people Chapter 3: Mobilising against gender inequality and gender-based violence. Page 67-80. [http://www.eycb.coe.int/gendermatters/chapter\\_3/1.html](http://www.eycb.coe.int/gendermatters/chapter_3/1.html)

Astrida Neimanis of the Regional Gender Programme of the United Nations Development Programme's Regional Bureau for Europe and the CIS (UNDP RBEC). Gender Mainstreaming in Practice: A Handbook. [http://www.undp.org/women/docs/RBEC\\_GM\\_manual.pdf](http://www.undp.org/women/docs/RBEC_GM_manual.pdf)

EFA Global Monitoring Report Gender and Education for All: The leap to equality report 2003/2004. <http://portal.unesco.org/education/en/files/25590/10674202835Appendix1.pdf/Appendix1.pdf> In here, you can find an annex with the right to education and gender equality specified by international treaties and declarations.

Council of Europe, 2009. Factsheet on gender mainstreaming. [http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/Factsheet-GMainstr\\_en.pdf](http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/Factsheet-GMainstr_en.pdf).

**Gender** – refers to socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for defining what it is being a woman or a man.

**Sex** – refers to the physiological differences between females and males. Thus, differences in 'gender' are determined by social/cultural ideas and practices, while differences in 'sex' (being male or female) are biologically determined.

**LGBTQI** – abbreviation from Lesbian, Gay, bisexual, Transgender, Queer or Questioning and Intersex. It is a general term used to describe people with various gender or sexual identities.

**Gender equality** – equal valuing by society of the similarities and differences of roles and characteristics of being a woman or a man. Regardless their gender, all individuals must have equal conditions that lead them to have equal opportunities for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development.<sup>4</sup>

**Gender equity** – the acknowledgment of different needs preference and interests based on one's gender and the equality of outcomes may necessitate different treatment of men and women.<sup>5</sup> It refers to any distinction, exclusion or restriction made on the basis of sex which has the effect of purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.<sup>6</sup>

**Gender-based violence** – any act or threat that inflicts physical, psychological or sexual harm to a person based on his or her gender.

**Intersectionality** – refers to a sociological theory, which underlines that social and culturally constructed categories (think of race, ability, class and sex) interact with each other on multiple levels, so that one person may experience multiple and different forms of discrimination simultaneously.

**Gender justice** – the ending of inequalities between women and men that result in women's (or other gender identities) subordination to men. It also means full access to and control over resources, combined with agency and the possibility to hold power-holders accountable.<sup>7</sup>

**Gender sensitivity** - awareness of and ability to recognize issues and problems in the way societies look at gender, what are the consequences of traditional established roles and how they affect people's lives and behaviours.

**Gender perspective** - to take into consideration the impact of gender on people's opportunities, social roles, interactions and priorities.<sup>8</sup>

**Gender balance** - assures that the same number of women and men are involved in activity or decision-making. In addition, their voices and opinions are equally heard and taken into consideration.

**Gender mainstreaming** – approach to identify gender issues in all steps of a project, programme, advocacy and also in the work environment in order to enhance gender equality through a transformation of the way in which organisations and institutions work. As such, mainstreaming is a tool or means towards achieving gender equality.

**Gender-sensitive indicators** - indicators demonstrate changes in gender relations in a given society over a period of time. They are used to assess progress in achieving gender equality by measuring changes in the status of women and men over a period of time. Gender-sensitive indicators may be used as a tool to assess the progress of a particular development intervention towards achieving greater gender equality.<sup>9</sup>

**Sex-disaggregated data** – data collected according to physical attributes (e.g. number of females and males trained, number of displaced population in a camp broken down by male/female).<sup>10</sup>

**Gender-disaggregated data** – analytical data derived from sex-disaggregated data on socio-economic attributes such as roles, responsibilities, access and control of resources and decision-making mechanisms (e.g. extent of female and male participation in agricultural extension work, access of women to land, men learning child-care).<sup>11</sup>

**Feminism** - are a variety of social, philosophical and political movements that deconstruct the socially established conceptions and ideas of the patriarchal system, which is based on the masculine domination. The new forms of feminism also highlight and fight against the oppression of those who suffer from the whole system designed by and for a male, white and western model of life.

4 ABC of Women Worker's Rights and Gender Equality, ILO, Geneva, 2000

5 Goetz, Anne Marie: "Gender Justice, Citizenship and Entitlements: Core Concepts, Central Debates and New Directions for Research". In *Gender Justice, Citizenship and Entitlements*. Hauz Khas Enclave: New Delhi, 2007

6 UN Convention on the Elimination of All forms of Discrimination Against Women, 1979

7 Goetz, Anne Marie: "Gender Justice, Citizenship and Entitlements: core Concepts, Central Debates and New Directions for Research". In *Gender Justice, Citizenship and Entitlements*. Hauz Khas Enclave: New Delhi, 2007

8 <http://www.fao.org/DOCREP/003/X2919E/x2919e04.htm>

9 Food And Agriculture Organisation of the United Nations (FAO), 2001

10 FAO, 2001

11 FAO, 2001

## Gender mainstreaming my organisation

Ideally, we believe that gender mainstreaming is a process that starts with awareness in organisations,<sup>12</sup> reaching all levels and then slowly develops into a culture. With 'culture', we mean that it is an intrinsic part of everyday work and embedded in all structures, policies and activities. In that way, it is a diffuse concept that should be a thread in all aspects of your organisation, as well as a tool to ensure that gender equality is not a hollow concept but a real, achievable goal.

Members of an organisation should go through a process of gender sensitisation and capacity building as a first step in this process. They should be trained to look at their organisation and projects with a "gender lens". In this section of our toolkit you will find more information on this, for different parts of an organisation's structure and activities.

Gender mainstreaming requires the inclusion of gender aspects in the policies and strategies and everyday work of the organisation. There are different possible approaches. The integration approach entails picking a policy and practice that already exists and applying it to your organisation. The transformational approach looks at how to make an environment more gender-sensitive. The approach for which we go into detail here is the last one.

12 With the term organisations here we refer to any youth organisation that considers itself to be a non profit or non governmental organisation working in the field of peacebuilding, conflict transformation, intercultural dialogue and multiculturalism.

## Gender in decision-making

### What is decision making?

Decision-making is a process, when your organisation decides what it wants to achieve and how. During this process you set up the priorities and identify the main steps that need to be taken. Vision, mission, policies and strategies of your organisation are the primary results of your decision-making; however, it is also an inevitable part of any big or small project or programme.

### Why gender is important in decision-making?

The goals and principles of an organisation defined in this process become real-life practices. For instance, when you make decisions about the mission of your organisation, you set priorities for your organisation. Therefore, it is crucial to take gender issues in consideration before any actions are taken. Clear expression of an organisation's commitment to combating gender inequality ensures that the organisation is conscious of how its actions have an impact on gender inequality. Participation of all genders in decision-making ensures that an organisation takes into account problems of the whole society and does not perpetuate gender injustice.

### How to gender mainstream decision-making?

In order to make gender positive decisions in a policy-making process, you have to ensure participation of both women and men in the process, not only quantitatively, but also qualitatively. You should ensure that members of your team understand, what gender and gender inequality is, and have a strong commitment to pursue gender justice, even if you do not work directly on gender issues.

### **My organisation does not work on gender! Why should I consider gender while making decisions?**

Let's say the mission of your organisation is to persuade young men to disarm in exchange for food or clothing and you decide on how to promote your message. This issue seems to be important only for young men and you might see nothing wrong if you identify men as a primary target group of your actions and decision-making in your organisation is managed by men only. However, if you bring women in decision-making, they might identify effective ways of promotion of disarmament in families.

Moreover, if you take into account that through disarmament material resources reach men to disadvantage of women, who did not participate in a violent conflict and therefore do not bear arms, you might reconsider your disarmament strategy to benefit women, as well as, men. This example shows that gender is important even for seemingly "gender-neutral" decisions. Being insensitive to gender issues in decision-making can result in perpetuation of inequality or increase it in an unforeseen way.

“If you do not deal with gender issues, you do not deal with the sustainability of societal transformation. If you are focusing for instance only on racial or ethnic discrimination without addressing gender issues, you are only working on the façade. Gender creates a lot of the issues for which some communities are discriminated for and unless you address it, you cannot solve issues of poverty for instance.” Anca Sandescu, former gender intern at UNOY Peacebuilders<sup>13</sup>

### Checklist

- \* Does your organisation clearly define policy on equal opportunities in its principles and goals? Do all members know and understand what is gender, what is gender inequality and that your organisation is committed to achieving justice for all genders?
- \* Are both women and men involved in decision-making processes? Are both women’s and men’s voices heard?
- \* Are individuals with knowledge and skills in gender mainstreaming involved in the decision-making process? Are their voices being heard?
- \* When you decide on the topics that your organisation will work on, do you consider how this work will affect gender justice in society? For example, if you seek to educate young people, do you consider how your offered education will reach both girls and boys?
- \* Is gender-sensitive language used in documents and other texts? Do you use both male and female, or gender-neutral, pronouns? Do both male and female examples appear in your documents?
- \* Who holds which positions (for instance in the Board of Directors, bureaus, presidiums, management team)?
- \* How is the relationship between the decision-makers and the executive body?

**UNOY has conducted a gender survey amongst members in 2009. 27 organisations replied with their answers. It is not an official scientific survey, but we used it to get an idea of the “gender” situation amongst our members.**

74 % of the organisations state they have women in leadership positions in their organisation.

66.6 % of the organisations state that their mission and vision are free from gender bias.

74 % of the organisations state that they do not have a quota system for recruiting female employees. Most say this is because it is about skills and capacities of individuals.

## Resources

United Nations Environment Programme. Gender Mainstreaming: 10 steps for integrating gender into the policy-making process. [http://www.unep.org/civil\\_society/gcsf8/pdfs/gender\\_10steps.pdf](http://www.unep.org/civil_society/gcsf8/pdfs/gender_10steps.pdf)

In here you can find detailed information on gender mainstreaming the policies of your organisation. It will also introduce you to the idea of stakeholders, which will be convenient when you gender mainstream your projects.

Global Finland. <http://global.finland.fi/gender/ngo/english/index.htm> A training package for gender training for the promotion of gender equality in NGO development cooperation, accessible online.



## Gender in organisation management and human resources

### What is organisation management?

Organisation management is a very broad concept, since it refers to planning, organising, staffing, leading and controlling an organisation. It is about managing resources (human, financial, natural) in order to reach a certain goal. In a large commercial business or enterprise management is directed towards profit and money. In a youth organisation it is not that different. The outcome of the management will not necessarily be directed at profit in terms of money, but in terms of positive social change.

Managing resources is for a great deal managing people. Human resources include the staff and members of your organisation. These are people who make decisions, plan and implement actions, conduct research and evaluation, and also perform a variety of tasks in organisation. Human resources consist of staff, interns and volunteers of organisation. Human resources management include selection and recruitment of team and members, division of tasks, responsibilities and benefits among team and members, as well as training and ensuring peaceful and effective communication and work.

### Why is gender important in management?

Without proper management, no organisation can survive and the same goes for a youth-led organisation working on (small-scale) projects. If you include a gender perspective in the everyday management, it means that in every major decision in your organisation, you look from a gender perspective and let that influence your decisions. The way you run your organisation, whether it is alone or in a management team, will have a tremendous impact on the organisational structure and here is where you can plant the seeds for a gender-sensitive organisation with a gender mainstreaming culture.

Your organisation would not be able to work without its team or members. The way you select and recruit them, as well as the way you organise their work directly affects the efficiency of the organisation. Because women and men may have different experiences and approaches to dealing with conflict and violence, gender diversity of the team is an important factor contributing to the success of the organisation. Not only inclusion of all genders ensures different perspectives in the work of organisation, it also enriches knowledge and experience of all genders equally. Ensuring gender balance in your team is a significant contribution to achieving gender justice. The sex difference between women and men is thus a large factor here, but underlying that is the gender perspective on how women and men work in your organisation!

### How to mainstream gender in management?

In order to ensure diversity and well-being of all genders, you need to consider how many women and men work in your organisation, and how this affects your work. You should also take into account not only the quantity of women and men in your team, but also evaluate whether they have equal opportunities, responsibilities and benefits within the organisation. Capacity building is an important element here. If you train your staff in gender issues and gender mainstreaming techniques and enhance their capacity to work on issues with a gender lens, this will multiply and resonate in all your other organisation's activities and projects.

It is advisable to develop a workplace policy on diversity of staff, not only including gender issues, but also issues of ethnicity, ability and other backgrounds that may prevent people's equal work opportunities.

## Checklist

- \* Are your human resources gender-balanced?
- \* If your human resources are not gender-balanced, do you encourage the outnumbered gender to join your team during the selection and recruitment process?
- \* If you do not seek gender-balanced team, do you carefully evaluate how does this affect your work?
- \* Are the tasks divided equally among team members of all genders? Does one gender have more responsibilities than another?
- \* Are benefits divided equally among team members of all genders? Does one gender have more opportunities to get knowledge and build skills than another? Does one gender have more access to financial and information resources than another?
- \* Are your team members satisfied with type and amount of work they have?
- \* Is gender sensitivity used as a selection or recruitment and appraisal criteria?
- \* Do you offer capacity building trainings on gender (issues) for the people in your organisation?
- \* Do you have a workplace policy covering diversity issues in employment?

### So, is it wrong if my organisation's team consists only of women or only of men?

No, this is not necessarily a bad thing. For example, if your organisation provides help for women, who have experienced sexual violence, an all-women team might be necessary for building trust and recovering from trauma. However, women are not the only victims of sexual violence, especially in conflict areas. Boys and men might hesitate to seek help from all-women organisation, which might cause problems in case there are no other organisations working on this issue in your region. The general rule is to always carefully consider the impact of gender balance of your human resources on your work!

### The following comes from UNOY's gender survey (2009):

None of the organisations have ever had to deal with complaints from female employees related to sexual harassment or teasing in their organisation. 15% of the respondents stated that they would not be taken seriously, or they were not sure if they would be taken seriously if they raised issues of sexual harassment and teasing in their organisation.

One male respondent said: **"because I'm a man, they would think it is ridiculous"**.

"Within the organisation, we try to create equal spaces for self-realisation of both genders. There are no limitations for women participants or staff members in decision making and self-expression. We also try to fit equally the needs of male and female team members. This means that they have the space to behave within the organisation according to their needs. If, for instance, female staff members need to finish their work before dark for cultural reasons, they are free to do this and we plan our activities accordingly. Although I know that this is supporting in a sense an ugly part of society's demands on the female, we must do this in order to have women work here in the first place. Therefore, we decided to use another practice as well, we give the opportunity of boyfriends, husbands, and male relatives to come and see what the women are doing in the organisation, in order to increase their trust – in my perspective this is the most important thing. Even in case we have extra things to do in the organisation, we avoid asking female participants to also come on weekends. It is thus up to them to decide if they want to come or not."

Edgar Khachatryan - Peace Dialogue NGO<sup>14</sup>, Armenia

## Resources

Council of Europe and European Commission, July 2000. Organisational management T-kit. [http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T\\_kits/1/content.pdf](http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/1/content.pdf). This toolkit is specifically designed for youth workers and provides detailed information on management in a youth organisation.

Allison, M. and Kaye, J. 1997. *Strategic planning for nonprofit organisations. A practical guide and workbook*, New York: Wiley. This book provides specific information on strategic planning as a management tool, used to improve the overall quality of your work.

### Practical ways to have a balanced team of women and men

- \* Widely distribute vacancy announcements to attract a diverse pool of applicants.
- \* Check that experience and education requirements are not too narrowly defined.
- \* Where women or men are underrepresented, the vacancy announcement could say: "Qualified women/ men are encouraged to apply."
- \* Include both women and men on interview panels.
- \* Evaluate all candidates against the same criteria.
- \* Do not assume that some jobs are too difficult or dangerous for women.
- \* Consider alternative working arrangements to overcome cultural limitations to women's employment, such as the employment of brother/ sister teams.
- \* Provide training on gender and cultural diversity to all staff.
- \* Offer separate facilities (toilets, sleeping quarters) for women and men; provide child care to staff, where possible.
- \* Keep all staffing data disaggregated by sex for easy monitoring.

"Recently I had the chance to attend a training organized by the Women Peacemakers Programme on the theme 'Overcoming violence, exploring masculinities, gender and active nonviolence.' This training gave me another way of thinking about gender sensitivity in my personal life. I understood that gender should be first accepted by peace builders as our own interest and that we should try to wear gender lenses, before trying to transform others. Be the change you want to see in the world, Gandhi said. In this process we focus our effort on our behaviour change and serve as role model in our communities at grassroots level. I am from a patriarchal society where women are the subject of isolation and violence and are considered as objects. Men have played the front role as perpetrators in this cycle of violence. Men are part of the problem and they can change the situation if they move out of this box of masculinity. This socialization has given men privilege and honour in perpetrating violence to women. Engaging men is very useful if we want to stop violence in our community. In our work we are also working with men and boys to see how to transform their power of harming in power of protection. Their leadership role can help decreasing violence against women and girls. Positive fatherhood helps to fight inequalities in our families because it takes into account gender education and children grow with these lenses on their eyes. Boys are future fathers, preparing them is to prevent the next generation from violence as my personal objective is to have a generation free of gender-based violence and inequalities."

Ilot Mutaka - PEREXC<sup>15</sup>, Democratic Republic of Congo

15 PEREXC - Programme d'Encadrement et de Reinsertion Socio-Economic des Ex-Combattants et autres Vulnérables - [ilot230@yahoo.fr](mailto:ilot230@yahoo.fr)

## Example of a Workplace Diversity Policy

### Commitment

The [Organisation] recognises that our staff is our greatest asset, and aims to attract and retain the very best people to support our high quality [work].

The [Organisation] respects people as individuals and values their differences. It is committed to creating a working environment that is fair and flexible, promotes personal and professional growth, and benefits from the capabilities of its diverse workforce.

The *Workplace Diversity Policy* provides guidance for the development and implementation of relevant plans, programmes and initiatives to recognise and promote workforce diversity across all work areas of the [Organisation].

### Definition

Diversity in the context of the Department primarily refers to the groups who are underrepresented in our workforce. These groups include: [fill in the groups you consider underrepresented, such as women, disabled persons or ethnic minorities]

Other dimensions of diversity include age diversity, family responsibilities, marital status, sexual orientation, educational level, life experience and socio-economic background.

The [Organisation] embraces workforce diversity as a source of strength. This is not only about increasing visible differences in the workforce, but more importantly it is about the strategic advantage that comes from incorporating a wide variety of capabilities, ideas and insights in our decision making, problem solving and policy development. This gives expression to one of the core values of the [Organisation's] mission statement, namely high quality staff and achieving quality outcomes for our [beneficiaries/ members/ etc.]

The [Organisation's] principles aim to: ensure that staff are selected for positions on merit; provide equitable access to employment, professional development and workplace participation for people who are underrepresented in our workforce; and ensure that workplaces are free from all forms of unlawful discrimination and harassment.

### What are advocacy, awareness-raising and public relations?

The term *advocacy* refers to "the act of pleading or arguing in favour of something, such as a cause, idea or policy. It is an on-going dynamic process, which seeks a progressive change in actions"<sup>16</sup>. The term *public relations* and communication refers to your organisation's representation in society, its relations with media, public statements and announcements, distribution of information about your organisation in form of posters, flyers, the Internet and other forms of advertisement. Through public relations, society gets to know about your organisation. Even small youth organisations usually have a strategy of public relations. If your organisation provides services, it is crucial for the efficiency of your work that society knows about it. If your main activity is campaigning, well-organised public relations bring the message to society and authorities quickly and effectively.

### Why is gender important in advocacy, awareness-raising and public relations?

Through advocacy and public relations you can have an influence on society, media and decision-makers. Firstly, informing society about gender equality is a direct contribution to the elimination of inequality, sending a message about your work raises awareness about gender issues. Secondly, if you consider gender differences of the audience which you aim to reach through public relations, it is likely that your information dissemination will be more efficient.

### How to gender mainstream advocacy, awareness-raising and public relations?

Firstly, try to disseminate information on gender as widely as possible. Establish connections with the media, opinion leaders and decision-makers, who are likely to support promotion of gender equality. Share what you know about gender aspects in the target group, which you work with, and about your work. Secondly, explore how the information you disseminate affects women and men in your audience. If you want to change gender relations, you should ensure that you initiate change at all levels. Not only should you ensure that your stakeholders and target groups are gender-sensitised, but to make these changes sustainable or to speed up the process, you should ensure that laws and regulations support the change you want to see.

If you want to take it one step further, you can also advocate for more gender equality. Find a good opportunity or time to advocate for your cause. Join other coalitions or networks that advocate for gender equality.

#### 1325 – an important advocacy tool

United Nations Security Council Resolution 1325, adopted unanimously on October 31, 2000. The resolution calls for the adoption of a gender perspective in peacebuilding initiatives. Only a few countries have implemented national action plans and more than 10 years later, there is still progress to be made. Check if your country has produced a national action plan. If not, advocate for your government to do so! If they have, check what kind of efforts have been made!

16 UNOY Peacebuilders 2008. Youth Advocacy for a Culture of Peace: A Reflective Guide for Action in Europe [http://unoy.org/downloads/resources/advocacy/2008\\_YACoP.pdf](http://unoy.org/downloads/resources/advocacy/2008_YACoP.pdf)

## Checklist

- \* Do you inform society about your commitment to eliminate gender injustice in public statements, relations with media and your website?
- \* Do you include gender elements in your annual reports?
- \* Do you have contacts with media and decision-makers who willingly disseminate information on gender issues?
- \* When you inform society about your work, do you include a gender perspective? For example, do you announce how many women and how many men benefit from your work and in which ways?
- \* Do you make decisions on where to distribute flyers and place posters considering physical presence of both women and men in that space?
- \* If you use advertisements, do you consider if you reach both women and men through it?
- \* Do you take into account different values and experiences of women and men, which causes different responses to messages in your public statements and information you disseminate?

## Resources

Newsom, D. (1996), Gender issues in public relations practice. In H. Culbertson and N. Chen, (Eds.), International public relations.

Sha, B. L., & Toth, E. L. (2005), Future professionals' perceptions of work, life, and gender issues in public relations, Public Relations Review.

A website that sets a great example: <http://ipsnews.net/genderwire/>  
Women in the News: the gender wire.

UNOY Peacebuilders (2008): Youth Advocacy for a Culture of Peace: A Reflective Guide for Action in Europe

[http://unoy.org/downloads/resources/advocacy/2008\\_YACoP.pdf](http://unoy.org/downloads/resources/advocacy/2008_YACoP.pdf)

The advocacy toolkit provides insights, reflections and tips on advocating for peace.

### From the gender survey:

Around 30% of the organisations state that they document gender-based violence in conflict or post-conflict settings through interviews, case studies, media, etcetera.

“When trying to gender mainstream, it is important to contextualize. Use the brain of a marketing company in trying to make sure that you prepare the right message for your organisation or community that you are working in. Use honey, not vinegar, because the more you antagonize, the less support you will get. When people claim there are no gender issues, use examples from the day-to-day life or the community to have them realise the issues at stake and question their own perceptions. People who are open to change will pick up the message but the ones that are not open will be blind to it. Therefore, aim for those who are open to change to create a critical mass of gender-sensitized individuals. It will just take more time to reach the ones that are blind and you may risk losing energy trying to reach everyone. Try to reach the critical mass instead, and this is also why we should work with young people, as they are more open to change.”

Anca Săndescu - former UNOY<sup>17</sup> gender intern

17 UNOY Peacebuilders - <http://www.unoy.org/>

**Below are some good practices and examples of how youth organisations are organised and managed. This comes from the Gender Study Session which UNOY organised together with partners in Budapest 2009:**

- \* Co-presidency, with one male and one female
- \* Half-half men and women in the board of directors
- \* Transparency and communication throughout the organisation
- \* Staff members are present in board meetings and decisions are made by all
- \* The organisation is inclusive and attractive to volunteers of different genders. In case men or women structurally do not apply for a job or volunteer position, try to find out the reason and adapt your strategy.
- \* Positive discrimination to empower women or men to engage
- \* Quotas in boards and executive committee
- \* Equal power to all people involved in the board, thus ensuring equality in terms of influence of decisions
- \* Inclusive titles for workshops to attract more men
- \* Elections of directors rather than appointment
- \* Sensitive use of languages



## Gender mainstreaming in project management

Gender mainstreaming does not stop with training your staff on gender issues, gender-sensitising your policies and strategies, and also making sure you use your (human) resources in an effective way. Equally important is gender mainstreaming in project management.

The Oxford English Dictionary defines project as “an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim”. In youth work, a project is the same. You and the people in your organisation brainstorm and collect ideas by experience or interaction with others that are at the core of your society and you feel there is a “need” to work with these ideas. The majority of youth organisations focus on social problems in their community or society, work with a marginalized group or community and/or try to redress inequality at all levels. These ideas will be turned into projects that aim at lasting social change. A project can be a training, workshop, programme etc.

A project does not materialize out of thin air. A lot of work is put into it before it is up and running. In other words, your actual project is part of a project cycle, which covers every activity from the beginning to the end. Managing this project cycle is what we call project management. We are talking here about the capacities and skills that make the project feasible and real. Project management is a tool for better work to bring about change, especially in youth organisations. Better work also means incorporating a gender perspective into your projects. Together with internal gender mainstreaming you can make sure that your work is directed towards achieving gender equality.<sup>18</sup>

There are many terms and phases when it comes to project management and some even identify more than the five project phases we identified in this toolkit. UNOY Peacebuilders work mainly with the following phases: initiation, planning, implementation, monitoring and evaluation and follow-up.

**A very useful resource about gender in project management is UNOY’s report of the Gender Study Session, conducted in Budapest in 2009. The purpose of the study session was to explore how youth peace NGOs can address and challenge gender inequality when implementing projects and activities.**

The United Network of Young Peacebuilders in co-operation with the European Youth Centre of the Council of Europe, 2009. Gender Equality in Youth Peacebuilding Projects.

[http://www.unoy.org/downloads/UNOY\\_gender\\_study\\_session\\_report.pdf](http://www.unoy.org/downloads/UNOY_gender_study_session_report.pdf)

18 Council of Europe and European Commission. November 2000. Project management toolkit Nr. 3. Page 39.

## Gender in the initiation phase

### What is the initiation phase?

The initiation phase is the starting point for every project. It is very important because here is where you identify your target group, the needs of your target group and where you will draft the idea that you have in mind for your project. This is also the phase where you will look for partners (if needed). Working in partnership can be quite a challenge. It means that you have to take into account other people's ideas, visions, cultural backgrounds and so on. UNOY Peacebuilders has published a toolkit for setting up partnerships that can help you if this is the case. It is from this publication that we use the format for project management. For more information, please look at the following website:

<http://www.unoy.org/downloads/resources/partnersforpeace/PartnersforPeace.pdf>

There are two ways to go within the initiation stage. You can set out in detail what you would like to do with your project or you could keep it broad and write down a global idea of what your project should be like. A good thing to start with however is an initiation document. In here, you can make a plan for yourself and the others in your organisation and partners if applicable.

**Do not forget:** changes, adjustments etcetera can always be made. Do not be afraid to reflect critically upon the process of your project because that will only make it stronger and more successful!

So you can write a document with as much detailed information as possible or you can make a document with the global idea that you have in mind. Donors mostly request the first option because they want to see in detail how and to what extent their money will be used and for what purpose exactly.

Feel free to work in this phase with how you feel comfortable, what your organisation requires from you and of course what is necessary in order to meet requests from donors. You will see that in the planning phase that it will be easier if you already have a clear idea mapped out, but it is up to you.

### Why is gender important in the initiation phase?

This is where the real gender mainstreaming begins, in this phase you can set the trend for your entire project. As you can remember, gender mainstreaming is about incorporating gender into all levels in policies, programmes and projects. Well, the initiation phase is the first level so an incorporated gender perspective here will only make it easier for you and your organisation to make sure your entire project is gender-mainstreamed!

**If you do not acknowledge gender already in this project phase, you're lost!**

## How to gender mainstream the initiation phase?

Gender mainstreaming can begin with the initiation document and a stakeholder and needs analysis. In your initiation document, whether it is detailed or not, you should always think of the different outcomes and impacts your project will have on women, men, boys and girls, not only on your target group but also on the community in which your project is situated, thus on all stakeholders.

A stakeholder is a person or group who has a stake or interest in the outcome of your project and/ or is affected by it. 'Stakeholders' are not the same as 'target group', because there can be many people outside that group who can benefit from, have disadvantage from, or have any reason whatsoever to be interested in your project. Your target group however is included in the stakeholders. A stakeholder analysis is the process of identifying the individuals or groups that are likely to affect or be affected by a proposed action, and sorting them according to their impact on the action and the impact the action will have on them. This information is used to assess how the interests of those stakeholders should be addressed in a project. In this analysis you can start gender mainstreaming. Look at your stakeholders with a gender lens, examine the (power) relations among them with this lens and see how they are involved in your project.

Then there is the needs analysis. This is an analysis of the needs of your stakeholders. The needs are defined in peacebuilding by Johan Galtung as being deeper than values: he is arguing that we can choose our values, whereas the basic needs choose us. There are four basic needs he acknowledges: survival, well-being, freedom and identity.<sup>19</sup>

It is about asking yourself the right questions about the needs of your stakeholders: What do the people you implement this project for need? Or: do they really need what you want to do for them? What do other stakeholders need? Do stakeholders' needs contradict each other or do they complement each other? Easily said, this is about 'supply and demand'. Stakeholder and needs analyses are not done separately, but they are complementary. For more information on a stakeholder and needs analysis please see our list of resources at the end of this section.

### Checklist

- \* Did you make an effort from the beginning to use gender-neutral language through the project, including in the initiation document?
- \* Did you think critically about how to include stakeholders of different genders? Avoid an imbalance in gender.
- \* Did you dive into power relations amongst stakeholders, including relations between the different genders?
- \* Did you conduct interviews and questionnaires prior to the project with your stakeholders and target group?
- \* If you experienced resistance from the target group and/or stakeholders, offer incentives and motivations.
- \* Did you make use of informants and previous evaluations from other projects in this phase?
- \* Did you have personal meetings with the stakeholders to find out their needs and how to involve youth?
- \* Did you make use of gender-disaggregated data derived from sex-disaggregated data?

19 Galtung, Johan 2004. *Transcend and Transform: An introduction to Conflict Work*. London: Pluto Press, pp 2.

## Resources

United Nations Environment Programme. Gender Mainstreaming: 10 steps for integrating gender into the policy-making process. A mainstreaming approach to stakeholders: Who are the decision makers? [http://www.unep.org/civil\\_society/gcsf8/pdfs/gender\\_10steps.pdf](http://www.unep.org/civil_society/gcsf8/pdfs/gender_10steps.pdf) In this section you will find detailed information on the issue of stakeholders in your projects and how to do a stakeholder/needs analysis.

UNESCO 1999. Guidelines on gender neutral language. <http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf> This guide will help you eliminate sexist stereotypes and language in your writing. It also provides alternatives for the adoption of gender-neutral language.

## Gender mainstreaming in the planning phase

### What is the planning phase?

Planning is the key to a successful project. Good planning means that you know in advance what you are going to do, how you are going to do it and when you are going to do it. Planning a project is like making a blueprint where you can find all the above mentioned clearly mapped out. In project management, planning means the establishment and maintenance of:

- A definition of the scope of the project
- The way the project will be executed (procedures and tasks)
- Roles and responsibilities
- The time and cost estimates.<sup>20</sup>

This is the part where you develop your project proposal and send it out to the chosen donors. Your project proposal is this blueprint and you will need to include the programme of the project, the participants, the objectives, aims, goals and methods of your project, your staff, the time line for the project and last but not least, the budget for your project. If you ensure that this phase is worked out with the utmost care, you will see that the next phase, the implementation, will run more smoothly than ever!

### Why gender is important in the planning phase?

We cannot stress it enough; the planning phase is the true starting point of your project. If you do not take gender into account here, it will be a loss for the rest of the project and very difficult to rectify when you are in the implementation phase.

### How to gender mainstream the planning phase?

Gender mainstreaming your planning phase means that in every step you plan, you will have to look through your gender lens and see if it takes into account the needs, desires, priorities of all individuals. With every step you make in your project proposal you have to be aware of this. Ask help from others in your organisation, partners, if applicable, and let gender experts have a look at your project proposal before sending it out.

There are two effective gender mainstreaming tools in the planning phase that we will give more attention in detail, being gender analysis and gender-responsive budgeting. The first is a widespread tool documented in gender mainstreaming policies, reports and manuals worldwide. Sometimes it is called gender-sensitive analysis or gender-aware analysis but in essence this is all the same. It is about analysing the different gender roles, needs, accessible opportunities, resources and activities of individuals in a specific culture and society where the project will take place. It brings you gender-specific data and information about them that makes sure your project will not sustain inequality or let one specific group benefit from your project at the cost of others.

<sup>20</sup> UNOY Peacebuilders et al 2009. Partners for Peace: A toolkit for setting up European Youth Projects in partnership. Page 16.

In a project cycle, this means that you will have to analyse your project in relation to these gender roles, needs, accessible opportunities and resources. As a result, it will help you to make a good assessment of the outcome your project will have on both men and women, boys and girls and it will ensure that they all benefit from your project. In addition, you can avoid stereotyping or making incorrect assumptions before starting your project. A thorough gender analysis will minimize the risk of perpetuating inequality and injustice and will contribute towards achieving the positive social change you want with your project!

### Gender analysis example

Let's say you are planning to set up a one year inter-dialogue project for youth from conflicting parties. You want them to come together once a week in a neutral place where they work on issues of trust and confidence building, conflict resolution, etcetera. You have successfully completed the initiation phase and now you are writing a project proposal to donors. How do you include a gender analysis here?

Make use of sex-disaggregated data that will inform gender-disaggregated data. For instance describe how many young males you want to involve and how many young females. If there is an imbalance in this, explain how you think this will not affect gender inequality or explain how you will redress this issue in your project. (by using more male/female trainers, stakeholders, etc.) To make sure that both men and women will optimally benefit from your project, ask yourself: What do these youth do in their everyday life? What kind of differences are there between them? Break it down according to sex and then look and analyse the differences. Then look at their resources and opportunities. Do they have equal access to these resources and opportunities? Again, break this down according to sex and thoroughly analyse the outcome. The next step is to look at the power relations. Gender inequality stems for unequal power relations among others so it is important to look at who has the power to decide, who does not and to what extent. With the outcome of this you can accurately assess how your project will impact upon this target group. Look at the impact on the young males and females separately. Is there an imbalance here? How does it affect their roles in the community, their needs, resources and opportunities? If you mapped this out, see if you have to make any changes in your project proposal to redress any possible negative outcomes of your project.

In other words, to do a gender analysis is to think of the four who's:

- Who does what?
- Who has what?
- Who decides? How?
- Who wins? Who loses?

This is of course a very basic example of gender analysis, but the essence is that you really apply a gender perspective while mapping out your project. There are also ready-made tools on gender analysis. They stem from the development field and are not applicable to all projects and organisations, especially not small-scale youth-led projects. There are strengths and weaknesses in all of them, but it is definitely worth to check them out and see if one of them or a combination is useful when you are doing a gender analysis. At the end of this section you will find a list of these resources.

**From the gender survey:**

48% of the organisations state that they never or only sometimes carry out a gender analysis before implementing a project.

## **Fundraising**

All of you know that financial resources are key to the successful coming about of a project. Fundraising is thus a large and important part of this planning phase. If you ensure that your project is gender mainstreamed this can definitely help you in obtaining funds since gender (mainstreaming) is a major issue for many donors. However, be aware that you should not only include a gender perspective to please your donor!

Generally, your first step would be to decide to which donors you will apply for funding. Take your time to identify the ones that will best suit your project and take into account their deadlines. There are various donors that could fund your project. Generally, there are two types of donors relevant in this case: The first one would be a donor that would fund small-scale youth projects and may have as a priority greater diversity or gender equality. The second type of donor are foundations and donors that fund women's projects. Often, these tend to have specific requirements in terms of leadership of the organisation, the project and the target group. Ensure that you comply with the requirements before applying! Unfortunately there is no universal format for donors and each will have their own criteria and certain requirements they demand from you when applying. (For more information on fundraising, we refer to our Partners for Peace Toolkit). But within any donor application, there is one shared element: the budget for your project. Here is where you can include a gender perspective as well.

It is a very important, and for donors probably the most important part, of your planning. They are the ones who are going to fund you and this means that your budget should be gender-sensitive or using a more general term: gender-responsive. It is a tool that (amongst other reasons) is used to support gender mainstreaming, usually on the macro-economic level by governments and large international institutions. Nonetheless, we believe that with some adjustments it can also be used by a youth organisation implementing a small scale project. This might seem vague and difficult, but may be much easier than you think. In this section, you will find hands-on tools to engage in gender-responsible budgeting.

In general, making a budget in project management means showing how and where you will allocate funding in your project. Without funding, your project would not be viable, so make sure you pay proper attention to this part.

Contrary to what you might think, gender-responsible budgeting is not just about allocating equal amounts to women and men, but rather about breaking down the budget according to the impact it will have on men and women, boys and girls. It will provide you as the project planner and the donor with insights on the differences in priorities between men and women. In addition, it will create more transparency and accountability about how and why budgets are allocated. Something your donor can only applaud to! Furthermore it often reveals that not enough money of the original budget has been allocated to implement gender mainstreaming strategies, such as for example hiring gender experts, or doing a proper gender analysis. In the list of resources, you will find several websites and articles that can help you in gender-responsible budgeting, but below we have an example of one way to do this:

Keep in mind  
that your financial resources  
should not only go to the project,  
but also to internal capacity  
building on gender!

1. Describe the situation of the various genders in the community (men, women, boys, girls, other genders...)
2. Is your strategy gender-sensitive? Does it respond to the situation?
3. Check if adequate budget is allocated to implement the gender strategy.
4. Is the expenditure spent as planned?
5. Examine the impact of your project—has it addressed the needs of all genders in the community?

More information on gender-responsible budgeting can be found in the list of resources at the end of this chapter. Below you will find some suggestions from us on international donors for youth and/or gender issues.

#### Possible donors:

- \* European Union — Youth in Action [http://ec.europa.eu/youth/index\\_en.htm](http://ec.europa.eu/youth/index_en.htm)
- \* Council of Europe: European Youth Foundation — <http://www.eyf.coe.int/fej/>
- \* European Foundation Centre (Belgium) - <http://www.efc.be>
- \* UN WOMEN supports women’s organisations that work on existing or prospective UNDEF grants. It assists groups in defining local priorities, developing and submitting proposals, implementing activities, and ensuring significant and sustainable results.  
[http://www.unifem.org/gender\\_issues/democratic\\_governance/undef\\_unifem\\_grants.php](http://www.unifem.org/gender_issues/democratic_governance/undef_unifem_grants.php)
- \* The general target audience of Rotary youth programmes is students and young people aged 30 and younger. The criteria of the target group vary from programme to programme, thus it is recommended to visit Rotary International web site for further details.  
<http://www.rotary.org/en/StudentsAndYouth/Pages/ridefault.aspx>
- \* Open Society Institute’s East Partnership Beyond Borders Programme. Their East-East: Partnership Beyond Borders Programme supports international exchanges that bring together civil society actors to share ideas, information, knowledge, experiences, and expertise and to support practical actions that result from that networking. The focus areas of the programme are Central & Eastern Europe and Southeast Asia. Civil society actors can apply. Specific criteria are available at each national Open Society Institute website. <http://www.soros.org/initiatives/east>



## Checklist

- \* Is your plan based on the needs of your target group? Did you make sure that you pay equal attention to men, women, boys and girls, etcetera, even if your project is intended to run for only one of them?
- \* Did you look at the impact of your project on gender roles in the community where you will set out your project?
- \* Does your project perpetuate a gender imbalance in the community? If yes, how can you address this issue?
- \* Did you take the context into account while planning? Be regionally sensitive as people from different places have different needs.
- \* Did you think of your timing and how this might affect your target group? (For instance, if you do activities in the evening and how this affects or maybe limits the participation of men and women).
- \* How do you allocate roles and responsibilities within your project?
- \* Did you use a gender analysis in this phase?
- \* Did you include a gender-responsive budget?

## Resources

UNDP Europe & CIS. Gender mainstreaming in practice: A toolkit. <http://europeandcis.undp.org>.  
In here you can find detailed information about gender analysis, theories that support it and how to use it as a planning tool.

UNESCO. Gender Mainstreaming Implementation

Framework (GMIF) for 2002-2007. [http://www.unep.org/civil\\_society/gcsf8/pdfs/gender\\_10steps.pdf](http://www.unep.org/civil_society/gcsf8/pdfs/gender_10steps.pdf)

This is a short practical document where you can find more information on the gender analysis frameworks.

“When organizing a training or event, pick your participants wisely. This will make sure that you can reach the level in which you are trying to find solutions in a constructive way and you have more chances for the experiences to be multiplied.”  
Anca Săndescu - former UNOY<sup>21</sup> gender intern

### Gender analysis frameworks:

- ◇ The Moser Framework
- ◇ The Harvard Analytical Framework (for micro planning and the importance of gender roles)
- ◇ The Social Relations Framework
- ◇ The Longwe framework (specifically women’s empowerment and development)
- ◇ March, C., Smyth, I., and Mukhopadhyay, M. (1999) *A guide to gender analysis frameworks*. Oxford: Oxfam. This guide deals with all the abovementioned frameworks and clearly lines out their strong and weak points.

### Gender responsive budgeting:

Helen Leadbetter: Gender Budgeting. [http://www.cipfa.org.uk/international/download/gender\\_budgeting.pdf](http://www.cipfa.org.uk/international/download/gender_budgeting.pdf)  
This section explains in detail why gender responsive budgeting is so important and gives you some examples where it was used in large projects.

Website with many documents and reports on gender responsive budgeting: <http://www.gender-budgets.org>

### Fundraising:

Council of Europe and European Commission. September 2004. T- kit No. 9 on Funding and Financial management. [http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T\\_kits/9/tkit9.pdf](http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/T_kits/9/tkit9.pdf)  
This toolkit gives detailed information on funding sources and on financial management. A third part contains a glossary and recommendations for further reading.

21 UNOY Peacebuilders - <http://www.unoy.org/>

## Gender in the implementation phase

### What is the implementation phase?

This should be the least difficult phase in your project management. That is, if you have put enough time and commitment into the initiation and planning phase. It is not more than putting into practice what you have been planning for months or sometimes even longer. It is also the most exciting phase where your project comes to life and where you will see the positive social change that you had in mind with your project unfold (hopefully).

### Why gender is important in the implementation phase?

This is the real deal. Implementation means carrying out your project. Of course gender plays an important part because here is where you can make sure that your gender perspective, applied in the initiation and planning phase, will be put in practice to get the results you wanted.

### How to gender mainstream the implementation phase?

Very easy. In order to gender mainstream the implementation phase you have to make sure that with and in every activity you do here, you use your gender lens. If you have properly mainstreamed your initiation and planning phase, this phase should already be reasonably 'gender proof'. If your staff and implementation team is gender-sensitive they can make sure that the implementation of the project will guard gender mainstreaming as well. They can assess the project while it unfolds with regard to perpetuation of gender imbalance and gender inequality. Actually, gender mainstreaming here has a lot to do with monitoring your project, which will be discussed as a different phase in the project cycle.

"My organisation started empowering women and started the KCN women's association. We were faced with challenges that almost ended our vision to give voice to women in rural Ghana. The women in this group were educated on their right and children's right, their reproductive health right, socio economic rights and most importantly, offices they can go for help when their rights are violated. This created a different impression among the men in the communities; they said their women do not respect them any more because the group is teaching them to challenge men, which their tradition does not allow. The men threatened to divorce their wives if they did not quit the group. So some women quit the group and slowly the women's centre was closed. We then decided to meet with all the men in the communities to educate them on their rights too, we also asked them to tell us what their pressing needs and how the organisation can help. The meeting went well and they shared their concerns about the women's group. We held another meeting for all the men and women in the communities and informed them that we want them to be part of the women's group to help support the work of their women. They agreed and that was the beginning of the successful women's association under the window of hope project of young peace brigades. During trainings, both men and women attend and they are informed about their rights and where to access information and help. The men are now more understanding though there are still some hard nuts yet to be cracked. The women's centre is now involved in bread baking, local bead making and local soap making. It serves a source of income for the community women. There have been several trainings and workshops since the inception to empower the women and the men and also to get the men to support the women and to help end gender-based violence."  
Faiza Omar, Young Peace Brigades<sup>22</sup> - Ghana

### What if my implementation team only consists of women or men? How and why should I gender mainstream this part of the project?

To be honest, it would be a major disadvantage if your implementation team consists only of women or men. Excluding one of the sexes exposes you to the risk of not being gender sensitive while implementing your project. It could lead to an ineffective and unstable project because, needs and priorities from men and women, boys and girls are not accounted for in your project. Sometimes it is not possible to have women and men together due to cultural and religious norms and standards (this is not something that should be taken as a status quo but this is not the time to go into this). Let's say you are working on a young women - only project where you try and identify livelihood opportunities for women in a post-conflict environment. Your target group is women in a small community and there is a clear division of women and men. They do not mix in public places and therefore you decided that the implementation team that will work on this project is women only as well. However, if you decide to put some men on this project, as well, and let them talk to the other men in the community about the project, what their women are going to learn, etc., you will only increase community support and commitment that will help your project be even more successful. Women and men in the community can have a say in the livelihood opportunities that are needed and feasible in the community. By not excluding men you make these women only project in practice a community project that ensures a gender perspective in the long run. By including men you can combat gender inequality that stems from the social division between men and women in the community.

### Checklist

- \* Is there a gender balance amongst my participants?
- \* Is it sure that everybody from my target group can participate in the project? If not, identify why and try to come with creative solutions.
- \* Is my implementation team mixed? Mixed implementation teams (in sexes, background, roles & responsibilities) will have a better overview of the needs of your target group during the project.
- \* Do women and men in the implementation team share roles equally? Make sure that both have visible roles and do not assign them gender specific roles.
- \* Did you make an effort from the beginning to empower women in their communication? This to make sure that they will speak out if there are any problems when the project is running.

### Resources

Council of Europe, 2007. Gender matters: A manual on addressing gender based violence affecting young people. Chapter 3: Gender mainstreaming in youth work. <http://eycb.coe.int/gendermatters/> This chapter deals specifically with gender mainstreaming. It gives a short overview of how to use gender mainstreaming in your everyday work.

UNESCO. Standard Gender Mainstreaming Tools: UNESCO Gender Lenses.

[http://portal.unesco.org/en/ev.php-URL\\_ID=11340&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=11340&URL_DO=DO_TOPIC&URL_SECTION=201.html)

These gender lenses from UNESCO offer practical tips and checklists for many aspects of gender mainstreaming including the project implementation phase.

UNDP 2006. Taking Gender Equality Seriously: Making Progress, Meeting New Challenges.

<http://www.undp.org/women/docs/TakingGenderEqualitySeriously.pdf>

This UNDP publication gives an overview of successful gender mainstreaming projects.

## Gender in the monitoring & evaluation phase

### What is the monitoring and evaluation phase?

Many believe this phase is the most difficult one in the project management cycle. Here is where you collect data about your project, analyse it and draw conclusions about the results of your project and the respective stages. Especially the evaluation phase is very important for your donor and they will always ask for an extensive evaluation of the project. Usually this makes it a much imposed job and many within the field of youth organisations find that there are not specific adequate tools for monitoring and evaluating a small-scale youth led project. But actually, monitoring is not more than keeping track of the process of your project.

It is about asking yourself:  
what are we doing and  
how are we doing it?

It is a continuous process of self-reflection, not only for any project-related activity, but also for the implementation team and others in your organisation. Evaluation is the assessment of your whole project cycle. Most people think evaluation is something that comes at the very end, when your project is finished, but this is a huge misunderstanding! If you do in-between evaluations with your target group and implementation team, you can adjust your project while it is unfolding in order to make sure that you will achieve the stipend results you had in mind while initiating and planning. As you can see, this phase is intertwined with the implementation phase because you monitor and evaluate while carrying out your project! To avoid confusion, however, we treat monitoring and evaluation as a separate phase in the project cycle.

It is about asking yourself:  
how well are we doing it  
and why have we done it,  
what is the result?

For a youth project, qualitative data is probably the most useful data to collect. In large macro-projects, quantitative data is a good measurement, but in a smaller-scale qualitative project, a mix of both is the best way of collecting information about your results. You can use questionnaires, group evaluation, and focus group discussion or do a SWOT analysis. More information on these methods of monitoring and evaluation can be found in the list of resources.<sup>23</sup>

One tip is the KISS principle:  
Keep it Short and Simple!

23 UNOY Peacebuilders et al. 2009. Partners for Peace: A toolkit for setting up European Youth Projects in partnership. Page 43-51.

## Why gender is important in the monitoring and evaluation phase?

Monitoring and evaluating is where you can see what level of success you have reached and what achievements you made with your project. To include gender here means that you are sensitive to how the monitoring and evaluation affects gender in your project and how you can redress certain gender issues throughout the project.

## How to gender mainstream the monitoring and evaluation phase?

The answer to this should already be on the tip of your tongue after reading through the majority of this toolkit. With the risk of repeating ourselves over and over, gender mainstreaming the monitoring and evaluation phase means to have a clear eye for the gender dimension when you carry this out. If you think about what are we doing and how are we doing it, it is about asking yourself these questions but then look at the different aspects for men, women, boys and girls. Make sure you do not ignore positive and negative answers to these questions and address them where needed. The same goes for the evaluation process. Include everyone in it and analyse your information properly. If you do this correctly and in a gender sensitive way, you can easily incorporate necessary changes in the follow-up phase, the last phase we identified in this project cycle.

### Tip:

Always make use of gender sensitive indicators. They can be of great help in the final evaluation of your project. As you can read in the list of terms and concepts, gender sensitive indicators are used to assess the changes in gender relations in a given society over a period of time. This is of course on macro level but you can adjust them to the (small) scale of your project.

## Checklist

- \* Did you ensure proper process documentation/ focus groups?
- \* Did you separate groups for evaluation (i.e. interviewing in front of manager, mixed groups or alone may give different results)
- \* Did you include press monitoring and did you evaluate how the media reports on the project? Also from a gender perspective?
- \* Were the criteria of success developed by your target group?
- \* How did the project respond to the identified specific interests and needs of women related to the project? To those of men?
- \* In the case of gender specific objectives, to what extent and how were they achieved?
- \* How did women participate in project activities (including training programmes, seminars and meetings)? And men? Were there any specific budget allocations for women?
- \* Did women face any particular constraints or obstacles in participating in project activities? Did men? If so, what kind?
- \* Did the project fully utilize the specific competence and experience of women as well as men?
- \* How did women and men participate in the decision-making related to the project?
- \* What is the impact of the project on women? Impact on men? How have women benefited? And men?
- \* Have project activities promoted women's participation in management and decision-making structures?
- \* Have women's situation and status been enhanced as a result of the project? What about men?

- \* Have project activities promoted women's participation in management and decision-making structures?
- \* Have women's situation and status been enhanced as a result of the project? What about men?
- \* Have project activities contributed to the enhancement of women's access to resources (education, training, credits etc.)? And men's?
- \* Are gender-disaggregated statistics available to analyse how the situation has changed?
- \* How has the project contributed to the achievement of gender equality?

**Aware Girls** is a young women-led organisation working for women's empowerment, gender equality, and peace in Pakistan. After the huge flood in July 2010 due to heavy monsoon rain, many found their houses destroyed, their loved ones dead or injured and their livelihoods lost. This terrible natural disaster sparked immense humanitarian relief efforts from all over the world. Gulalai and her colleagues however noticed that, even though the emergency relief was very welcome, it was by no means gender-neutral, since the specific needs of many (young) women and girls were ignored by the humanitarian support programmes. By asking herself the above mentioned questions, she monitored and evaluated these programmes and found out that there was a big gender gap. Aware Girls developed a programme focusing on specific issues of young women and girls. This programme supplements the on-going support programmes by UN agencies and other support Programmes in the area. Below you will find her story:

In a patriarchal society such as Pakistan, women and girls are almost always the last in line when it comes to humanitarian aid. When the trucks with aid items came in, in general only men were there to receive them. Women have restricted mobility and this prevented them from accessing this aid. Diarrhoea and other water related diseases are (still) very common. The water has become contaminated and access to safe sanitation lacks. This is a big problem for all people in the flood-affected areas with high risk of disease outbreaks. Women however have another problem to add to that. Among the humanitarian aid items there were no such things as hygienic cloth, used by women during their menstruation period. The use of unhygienic cloth for sanitary purpose during menstruation periods could cause the spread of diseases among the affected population. All the humanitarian aid efforts were directed at general relief only but not at fulfilling women-specific requirements. Young women here have specific needs, such as sanitary pads/ towels and clean white cloth and underwear, contraceptives and toiletries. AWARE GIRLS has developed a KIT fulfilling these specific needs of young women at the cost of 30 USD per KIT.

<http://awaregirls.webs.com>

## Resources

UNESCO. Standard Gender Mainstreaming Tools. Gender lens for measuring performance: guide for developing gender sensitive indicators.

[http://portal.unesco.org/en/ev.php-URL\\_ID=11485&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=11485&URL_DO=DO_TOPIC&URL_SECTION=201.html)

This gender lens deals specifically with gender sensitive indicators and gives examples.

[http://www.ceismc.gatech.edu/MM\\_tools/evaluation.html](http://www.ceismc.gatech.edu/MM_tools/evaluation.html) Here you will find an outline of different evaluation tools, and tips on how to use evaluation matrixes or anecdotal record forms.

This website provides tools for both planning and conducting evaluation projects:

<http://www.programevaluation.org/tools.htm>

**Re-align your project during implementation  
if you realise you need to do so!**

## Gender mainstreaming in the follow-up phase

### What is the follow-up phase?

The follow-up phase is not, to the contrary of what many think, something you work with at the end of your project. You already include the follow-up phase in the initiating and planning phase, because it is about following up on your project. Some think it is not necessary to already think of actions and activities before the end of your project, but you will see that it definitely pays off to do so beforehand. A follow-up phase allows you to make sure your project will be sustainable and lets you enhance the impact it will have. For instance, during or towards the end of a project you realise that another project is needed to achieve new aims and objectives linked to your previous project. In short, follow-up projects are for the project to evolve further and to enable participants to analyse and interpret its success.

### Why gender is important in the follow-up phase?

Gender is important, because here is where you can firmly consolidate gender mainstreaming as a culture in your organisation, projects and in the lives of the people you work with in your projects. Like we said before, a follow-up phase enhances the sustainability of your project(s). It is not about achieving a goal on a short term, but about investing in long-term change. Your project can grow and grow and finally bring about the social, cultural or economic transformation you had in mind. Furthermore, Rome was not built in a day and this applies also to changing society and gender norms. It is an on-going process and by using the achievements of your projects as building blocks, you can slowly achieve change!

### How to gender mainstream the follow-up phase?

Actually, follow-up projects are the same as any other projects. There is one difference and that is that they are not there to achieve an objective or goal, but that they are there to bring about the realization of a goal or objective. It runs parallel to your major project and through that, the outline of a follow-up project will become clearer and clearer. Follow-up projects strengthen the outcome of your objectives and goals and go through the same project cycle that is put forward in this toolkit, so initiating, planning, implementing and monitoring and evaluation. The follow-up project could also help realise any objectives that you did not succeed in realising in your project, or as a result of seeing new needs and achieving new ideas as a result of your project.

### Checklist

- \* Do you strive for gender equality in the follow-up phase as well?
- \* Did women and men have different concerns about the project? If so, make this a topic in your follow-up phase. Try and engage all former participants in this and look at the differences and why they were different for women and men.
- \* Are you sure your follow-up project does not tear down what you accomplished with your major project?



## Resources

UNOY Peacebuilders et al. 2009. Partners for Peace: A toolkit for setting up European Youth Projects in partnership. Page 55-58.

<http://www.unoy.org/downloads/resources/partnersforpeace/PartnersforPeace.pdf>

This chapter deals specifically with the follow-up phase and gives you more information on how to implement follow-up projects.

The World Bank. Gender and Development.

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EX-TGENDER/0,,contentMDK:20179279~menuPK:489229~pagePK:148956~piPK:216618~theSitePK:336868,00.html>

This publication lists a number of cases in which a gender perspective has been integrated in development programmes contributing to increase and decrease of gender inequality.

### Examples of follow-up activities

- \* Make use of social media: make a Facebook (or other social media) page where people can create an online forum to discuss and share best practices, problems and how to resolve them, etc.
- \* Write an article or report about your project and post it at blogs/websites/newsletters.
- \* If possible, create a document when your project is running that can be a helpful resource later on.
- \* Try and link your project into a wider area such as business and politics.<sup>24</sup>

24 UNOY Peacebuilders et al. 2009. Partners for Peace: A toolkit for setting up European Youth Projects in partnership. Page 58.

The “Peace Trees Bethlehem” story is a best practice of a small scale youth – focused project that gender mainstreamed their project throughout the entire project cycle. Former UNOY international coordinator Menno Ettema worked on this project.

In Al Khader, the public space in the centre of the village was abandoned. The place was unclean and there were several health issues. The project was initiated by a female schoolteacher, who approached the other teachers and parents to see what could be done about the deteriorated public spaces in the village. During a wedding, this issue was discussed by a male colleague with other males, and the female teacher among the women of the village. The project manager of the school talked to different children and youth of the school, while playing sports, about the problem of the dirty village areas. Through this multi-faceted approach the team of the school tried to list the problematic issues that resulted to the public space of the village not being kept clean, and how all people in the village could engage into a joint effort to improve the situation. The different stakeholders in the village came up with different needs that needed to be addressed for the project to succeed and to ensure that all stakeholders would be part of the project. In a stakeholder and needs analysis the following came forward:

Needs:

- \* Social activity to counteract boredom
- \* Responsibility for public spaces needs to be enhanced
- \* Feeling of being invited and welcome in public spaces
- \* Empowerment of the local groups in the community that they can make a change in their realities.

The identified needs among the stakeholders led to the formulation of project aims and objectives.

The aim of the project was: 40 families in the centre of the village of Al Khader and the municipality officials working on public planning will actively maintain, not litter and keep clean, the public areas in the centre of the village.

To reach this aim the stakeholders identified the following objectives:

20 boys and 20 girls age 14-18 from the village of Al Khader will clean the main road of house garbage and plastic from the village square to the corner bakery in the first 2 weeks of August 2005.

20 boys and 20 girls and their fathers will plant 50 hedge trees on the main road of from the village square to the corner bakery in the first 2 weeks of August 2005.

From previous experience the project team knew that the women in the village would be asked to cook for the participants in the school events so money was reserved for hiring a cooking team so mothers and daughters could focus on helping out with cleaning the village areas and share the responsibilities of the public space with their husbands, fathers, sons and brothers.

The activity was planned during the summer holiday to make sure everyone could participate, but also before the heat started. Planting trees was done on Friday and in the later afternoons so the fathers were available. A festival was organised with catered food to ensure that the mothers would come and that the daughters could stay for the planting and did not have to help cook. There were male and female team leaders and both were asked to speak publicly for equal amounts of time.

**The “Peace Trees Bethlehem” story is a best practice of a small scale youth –focused project that gender mainstreamed their project throughout the entire project cycle. Former UNOY international coordinator Menno Ettema worked in this project.**

Females were empowered to speak publicly. Cleaning tasks were given to both males and females. Pictures of the cleaning process were taken of both men and women. During the evaluation period interviews were held with the parents of the children that took part in the project and a meeting was held with the mayor. Pictures were taken before, during and after the activities. The team ensured that they had pictures of both girls and boys working on the cleaning. During the evaluation, the team also heard from youth leaders that boys and girls danced together more than normal during the closing party and that people from different Christian denominations mixed together. In order to celebrate the success of the project with a gender focus, one male and one female colleague closed the two week camp. The PR stories had photos with both girls and boys of different ages. The female colleague also gave interviews. After the project and the evaluation it was clear to the project team that the project in the future should also focus more on addressing the disempowerment of parents and use a female coordinator in a more public position. Pictures were taken before, during and after the activities. The team ensured that they had pictures of both girls and boys working on the cleaning. During the evaluation, the team also heard from youth leaders that boys and girls danced together more than normal during the closing party and that people from different Christian denominations mixed together. In order to celebrate the success of the project with a gender focus, one male and one female colleague closed the two week camp. The PR stories had photos with both girls and boys of different ages. The female colleague also gave interviews. After the project and the evaluation it was clear to the project team that the project in the future should also focus more on addressing the disempowerment of parents and use a female coordinator in a more public position.

"I think that integrating gender in our work is one of the key response to our problems especially on issues related to peacebuilding, human rights and conflict transformation. Mainstreaming gender is a way to development because it involves all human beings without discrimination in the search of solutions for eradicating conflict and poverty in our communities. In our African context women play an important role in society development because they are active in all activities run by community members. Involving them in decision making is crucial for promoting positive values that can help to solve issues that are harming the community and necessary to reach the Millennium Development Goals.

UNOY Peacebuilders has played an important role in helping my organisation mainstreaming gender in its structures and activities since it helped in capacity building that enhanced us to understand gender and how it can be mainstreamed. UNOY Peacebuilders has also helped through the gender working group in which we developed a network around this issue. We respect the gender policy designed through a participatory approach and PEREXC has subscribed to it and will work hard for its implementation throughout our activities as member of the network .

We invite all members of the network and youth organisations working on peacebuilding to incorporate gender in daily activities to allow participation of every person to contribute to the establishment of peace".

Ilot Mutaka - PEREXC<sup>25</sup> - Democratic Republic of Congo

"From the developing world, where a single microloan to a single girl can transform a village, to the West, where generations of educated women are transforming entire industries, women are powerful change agents, intellectual innovators and idea champions." (TEDWomen)

Dinu Abdella, former UNOY board member and gender expert

## Gender-based violence

Gender-based violence (GBV) occurs everywhere: in rich and poor circumstances, in families and workplaces, in Europe and in Africa. Therefore, addressing gender-based violence needs to be an integral aspect of human rights education.

According to the Council of Europe, gender-based violence constitutes ‘violence resulting from gendered power inequities that exploit distinctions between males and females, among males, and among females. [...] Violence may be physical, sexual, economic, or sociocultural.’ Examples of GBV are rape, domestic violence, violence against LGBTQI people and abuse in prisons.

A perpetrator of gender-based violence oppresses his/her victim in such a way, that finding a way out is very difficult. If a victim confesses the violence or abuse, he/ she may be facing adverse consequences from society. All too often, society blames the victim, rather than the perpetrator. Moreover, gender-based violence leads to self-internalisation: the victim starts to believe it is all his or her own fault, or that he/ she voluntarily engaged into an abusive relationship.

Crimes against women have often been explained in terms of the essential sex drive of men. Codes of masculinity may foster GBV as something manly to be proud of. Women, on the other hand, are told not to dress promiscuously or to walk into a lone alley after dark. But these reasons may never be cited as causes of gender-based violence: such violence is a crime and should be treated accordingly.

Gender-based violence is sometimes used as a weapon of war: women and children, but at times also men, are raped to oppress and incapacitate them. Such war tactics leaves deep scars in society, even long after the end of the conflict situation. War crimes such as these are punishable by international law with up to 30 years of imprisonment.

Within the range of gender-based violence, domestic violence takes a special position as it is the most common form. The Council of Europe estimates that within Europe, ‘domestic violence is the major cause of death and disability of women aged 16-44 and accounts for more death and ill-health than cancer or traffic accidents’. In some societies, people consider it as their right to beat or sexually abuse their spouses. But as the boundaries between the ‘public’ and ‘private’ spheres of life are gradually being broken down, it is recognised that violence and abuse take place everywhere and should be addressed. Victims of such violence need to be protected against further injury and trauma—whether they are married or related to the perpetrator, or not.

Youth organisations can have a significant role to play in addressing gender-based violence and in rehabilitating the victims. By make youth aware of gender-based violence and that ways in which it manifests itself; by recognising the underlying issues; by actively helping perpetrators to change their behaviour patterns; and by helping victims to tell their story and deal with traumatic experiences, youth organisations can stop the spiral of violence before it gets out of control. Youth organisations need to document the cases of GBV that they encounter and talk about them with those involved. If the violence constitutes a crime, you may need to go to the police. But remember, always keep the confidentiality of the victim as your main point of departure, and take no action without his or her explicit permission.

## Resources

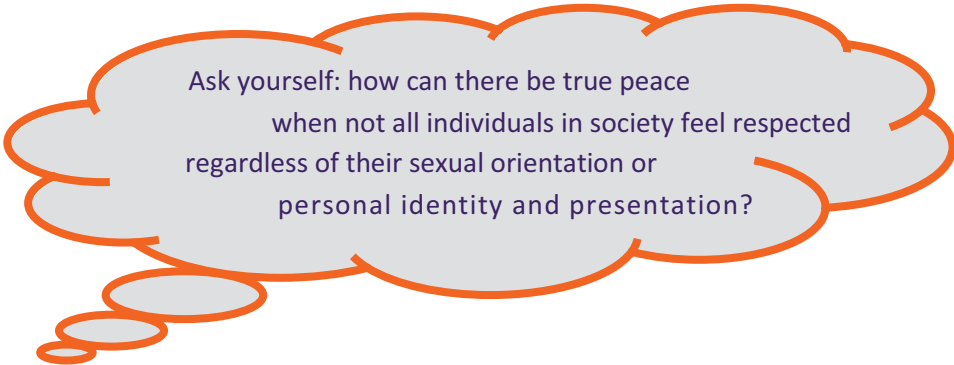
Council of Europe, 2007. Gender matters: A manual on addressing gender based violence affecting young people. <http://www.eycb.coe.int/gendermatters/>

## LGBTQI

Throughout this entire toolkit, the focus has been on gender and gender mainstreaming and combating gender inequality. But what about gender inequality when it comes to LGBTQI?

LGBTQI is an abbreviation of Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Intersex. The roots of LGBTQI can be traced back to several gay and lesbian movements worldwide throughout the century. Lesbians and gays have challenged normative gender norms in societies for ages by choosing same sex lovers and being like the opposite sex in behavior and appearance. These public confrontations with dominant gender roles brought about new movements and public discussions and policies worldwide about sexual orientation and gender identity. Nowadays, you have people who express themselves as bisexual, transgender or queer or questioning. For all of them, the hetero-normative gender roles in societies pose many problems in their everyday lives, because they do not meet these norms about masculinity and femininity. They get threatened, abused, attacked or excluded from public institutions or spaces. They are not represented or even acknowledged in policies or programmes. Many of them suffer severe human rights violations and often find themselves isolated in society. Even though LGBTQI is considered a general category for lesbians, gays, transgender, bisexuals, queers and intersex people, there remain broad differences between these sexual and gender identities and even within them. Not everybody feels represented by this category. As used here, the term is meant to be neither all-embracing nor exclusive. In different contexts worldwide there are different words to describe gender identities, but because LGBTQI is a common term in the development sector, we use this term.

We feel LGBTQI is not something that can be ignored in a gender mainstreaming toolkit. Although it differs from the basic gender concept that we use here (which focuses more on the female/male dichotomy), it has everything to do with gender equality. As you can remember gender equality means a state of world being where the rights, responsibilities and opportunities of individuals do not depend on whether they are male, female or from another gender identity. This means that lesbians, gays, bisexuals, transgender and queers are entitled to the same rights as everyone else who does meet the standard gender norms in their society. Therefore, it is a serious human rights issue that is intrinsically linked to gender mainstreaming and peacebuilding.



Ask yourself: how can there be true peace when not all individuals in society feel respected regardless of their sexual orientation or personal identity and presentation?

## Why is LGBTQI important in working with youth?

Young people all over the world face similar problems when it comes to finding and expressing their own identity. This process evolves through socialization in society and is linked with normative codes, customs, traditions and beliefs specific for your own society. In every society there are standard ideas about masculinity and femininity that are deeply embedded in every day life and impact upon opportunities, resources and needs available to individuals. Young people who do not fit these standard norms, express themselves different from them or even break out of this dichotomous gender system can and in the majority of cases will encounter severe resistance. They try to break down social barriers and struggle for recognition and acceptance of their personal identity. Ostensibly, as members of sexual minority and gender identity minority groups, many LGBTQI young people are confronted with various forms of heterosexist stigma that impact their mental health, sense of identity, and healthy behavior. And this at a time when young people already grapple with other life issues, like education, family and work. It is therefore important to be aware of various gender identities or sexual orientation and include them, or to even work solely on this issue in youth work and projects.

## How can gender mainstreaming be used when it comes to LGBTQI?

The main message from this gender mainstreaming toolkit has been that gender mainstreaming is all about inclusion and incorporating a gender perspective in your organisation and projects. Again, we stress, gender mainstreaming is not an abstract concept but can be used as a hands-on tool to work on LGBTQI issues as well.

## Internal gender mainstreaming and LGBTQI

You can start within your own youth organisation. Sensitising people about gender means not only thinking about differences in men and women and the social outcomes from that, but also including LGBTQI. By adopting a broad perspective on gender, you can make sure that acceptance of LGBTQI is a reality within your organisation. This starts with raising awareness amongst your staff and making sure you do not exclude people with different gender identities from your staff. At management level, there is a task to create a work environment where everybody feels respected and where all gender identities are embraced and treated as equal. Capacity building on LGBTQI issues would be the next step in ensuring a gender-sensitive organisation.

### From the gender survey:

Slightly less than half of the organisations; 49% address or involve transgender in the process of peace-building. The other 51% focus only on men and women.

## Project management and LGBTQI

Project management on LGBTQI issues would follow the same project cycle we used before: Initiation, planning, implementation, monitoring and evaluation and follow-up. There are many ways to go here. Some organisations use LGBTQI youth as their target group and implement projects for them. Some organisations set up projects to inform others about LGBTQI in order to create more awareness and understanding. Some organisations lobby and advocate for LGBTQI rights nationwide.

The same checklists that are listed in the internal and project management sections would apply here, as well.

**This tip comes from a participant of our gender survey:**

**A very simple activity that showed his value in the past is a gender bender party. Where man dress as women and vice versa can create a safe atmosphere and can help crossing boundaries on the issue, if done in a safe environment.**



## Conclusion

The last couple of years, UNOY Peacebuilders has dedicated much of its time and expertise to the issue of gender in peacebuilding. We came to the conclusion that true gender equality is prerequisite for sustainable peace and because of that, we invested time and effort in training youth about gender issues in their society, but also in their work. During these trainings, we noticed that many youth workers grapple with the concept of gender mainstreaming and do not see it is an easy hands-on tool that they can use in their work.

The aim of this toolkit is to reach out to exactly those people who do not know how and where to start with this abstract 'gender mainstreaming'. This toolkit is based on experiences of UNOY Peacebuilders, its members, the Gender Working Group and the capacity building projects on gender. We used questions and problems that arose during trainings and conferences and on the outcome of gender surveys that we disseminated within our network to make sure we knew exactly what a youth worker needs to know when gender mainstreaming a project.

The main conclusion from the toolkit is that gender mainstreaming is not as difficult as many of you think. It is not an abstract policy concept, only useful for large institutions and non-profit organisations. It is a hands-on tool that can be used to combat gender inequality when executing peacebuilding activities. As you have read in this toolkit, it should be part of the culture of your organisation, which then makes it easier for you to mainstream your projects. Do not exclude it in any of the project cycles and keep your gender 'glasses' on at all times.

**A very simple and easy to remember idea  
when you start your project would be:**

**Gender project management is like  
regular project management,  
you just need to be more inclusive!**

# Modules

The following exercises have been tried and tested by UNOY Peacebuilders. Use the modules to design your own gender training and feel free to adapt them!

<b>NAME</b>	<b>Like and dislike</b>
<b>DURATION</b>	15 minutes, depending on size of group
<b>AIMS and OBJECTIVES</b>	To warm up the group and to have the participants start reflecting on gender issues.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>The participants take a few minutes to reflect on the two questions:</p> <ol style="list-style-type: none"> <li>1) What do I like to do as a man/ woman</li> <li>2) What do I dislike about being a man/ woman?</li> </ol> <p>Once the participants have reflected on the two questions, do a round and each one lists what they like and do not like to do as a man or woman. The facilitator should write on a board or flip chart what they wrote. A small discussion should follow afterwards on the on the similarities an differences, and if the ideas raise a biological and/or cultural determination.</p>
<b>HUMAN RESOURCES NECES-SARY</b>	1 facilitator
<b>MATERIALS</b>	None
<b>METHODOLOGY USED</b>	Informal discussion
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' gender training January 2009, Wajir Story workshop May 2011

<b>NAME</b>	<b>The Real Man vs. The Real Woman</b>
<b>DURATION</b>	1 hour
<b>TARGET GROUP</b>	Anyone
<b>AIMS and OBJECTIVES</b>	To reflect on the role the media has in producing the 'perfect' man and woman, and how masculinity and femininity is portrayed in media, and how that affects us.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>The group splits into two: one group works on the real man, the other one on the real woman.</p> <p>Participants look in the magazines for messages which express in the line (or explicitly) gender-biased roles and expectations. They can make reference to their own experience. They cut images and make a collage and afterwards the groups should present their collage.</p> <p>The plenary discussion could focus on what happens if you do not fulfill the roles you are supposed to (if you do not fit “your” box), what happens? What kind of reaction do you receive from society (gender-based violence)?”</p>
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator, 4-20 participants
<b>MATERIALS</b>	Materials. Fashion, ladies’ and men’s magazines; blank poster; glue sticks; scissors.
<b>MEHODOLOGY USED</b>	Group work and discussion
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' gender training January 2009



<b>NAME</b>	<b>The story of Abigale</b>
<b>DURATION</b>	1 hour
<b>TARGET GROUP</b>	Anyone
<b>AIMS and OBJECTIVES</b>	To have participants reflect on gender roles and expectations
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>The facilitator reads the story out loud. Then all participants get a hardcopy of it. Individually, they have to rank each character. Then, divide them into groups of three/four people, discuss and try to reach an agreement (within their own) group on the ranking. According to their behaviour: Who acted worst? Who second worst? And so on. Please avoid using mathematical methods in order to establish the ranking, but rather build on the list on the basis of a shared understanding and agreement on what is good and what is bad behaviour. At the end the groups present and compare the results.</p> <p>As a facilitator, try to find similarities in the way the groups ranked the participants. Did women and men rate the actions differently? Did age or background play any role?</p> <p>The story:</p> <p><i>Somewhere in some place lives a beautiful girl named Abigale. She loves handsome Tom who lives on the other side of the river. In early spring a terrible flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks Sindbad, the owner of the boat, to bring her to the other side. Sindbad agrees but with one pre-condition: he insists Abigale has to sleep with him in return. Abigale is confused. She does not know what to do and runs to her mother to ask for advice. Her mother tells Abigale that she does not want to interfere with Abigale private business. In her desperation Abigale sleeps with Sindbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away roughly and Abigale runs away bursting into tears. Not far from Tom's house, Abigale meets John, Tom's best friend. She tells him everything that has happened. John hits Tom for what he has done to Abigale and walks away with her.</i></p>
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator and participants
<b>MATERIALS</b>	Handout of the story
<b>MEHODOLOGY USED</b>	Group work and plenary discussions
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' gender training January 2009
<b>ORGANISATION CONTACT</b>	Women Peacemakers Programme (WPP)

<b>NAME</b>	<b>Agree or disagree?</b>
<b>DURATION</b>	Depending on the amount of statements and participants, anything from 10-30 minutes
<b>AIMS and OBJECTIVES</b>	Warm up to a gender training or discussion by discussing a few central statements related to the topic
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>Facilitator claims sentences. Participants split according to whether or not they agree or disagree with the statements.</p> <p>Women give birth. Men are protective. Women are emotional. Men are adventurous. 'Gender' is only about women. Men are naturally more violent than women.</p> <p>After each statement, ask a few participants to elaborate on their choice.</p>
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator
<b>MATERIALS</b>	Sign with Agree and disagree
<b>MEHODOLOGY USED</b>	Group Discussion
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' gender training January 2009, Wajir Story workshop May 2011

<b>NAME</b>	<b>Movie night – Pray the Devil Back to Hell</b>
<b>DURATION</b>	2 hours
<b>AIMS and OBJECTIVES</b>	Get more insight into the role women can play in peacebuilding initiatives and get more knowledge on the conflict in Sierra Leone.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>Pray the Devil Back to Hell chronicles the remarkable story of the courageous Liberian women who came together to end a bloody civil war and bring peace to their shattered country.</p> <p>Thousands of women — ordinary mothers, grandmothers, aunts and daughters, both Christian and Muslim — came together to pray for peace and then staged a silent protest outside of the Presidential Palace. Armed only with white T-shirts and the courage of their convictions, they demanded a resolution to the country's civil war. Their actions were a critical element in bringing about an agreement during the stalled peace talks.</p> <p>A story of sacrifice, unity and transcendence, Pray the Devil Back to Hell honors the strength and perseverance of the women of Liberia. Inspiring, uplifting, and most of all motivating, it is a compelling testimony of how grassroots activism can alter the history of nations.</p> <p>To host a movie night, provide a short description to the movie and the background to the participants. Show the movie, and host a discussion afterwards. Some of the discussion can focus on the role of women in conflict.</p>
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator
<b>MATERIALS</b>	Movie, projector
<b>MEHODOLOGY USED</b>	Movie screening and discussion
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' Does Gender Matter training in The Hague, September 2010
<b>MORE INFORMATION</b>	<a href="http://www.praythediavilbacktohell.com/">http://www.praythediavilbacktohell.com/</a>

<b>NAME</b>	<b>Fundraising for gender!</b>
<b>DURATION</b>	1 - 2 hours
<b>AIMS and OBJECTIVES</b>	<p>To introduce participants to different types of donors and funds available for the different types of gender projects or activities.</p> <p>To know the basic steps to follow when engaging in a fundraising initiative.</p>
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>Make sure you research suitable donors in advance. You can also ask participants in advance to research one gender donor and present this. Provide a hand-out at the end with all the donors. Focus also on how to develop a good project, what to keep in mind.</p> <p><b>Suggested schedule:</b></p> <p><b>Knowledge input via Q&amp;A and PowerPoint:</b></p> <p>Difference versus a gender project and a gender mainstreamed project?</p> <p>What types of donors are out there?</p> <ul style="list-style-type: none"> <li>Women empowerment funds</li> <li>Gender programmes/ funds</li> <li>Minority issues funds</li> <li>Health/reproductive health funds</li> </ul> <p>Step by step build-up of a fundraising strategy.</p> <ul style="list-style-type: none"> <li>Documents are needed .</li> <li>Finding donors, cold calling or personal approach/ companies and governments?</li> <li>Researching donors, what to look for.</li> <li>Contacting donors, direct approach or explorative using an informative email/call.</li> </ul> <p>Q&amp;A round</p> <p>Group work for participants to come up with a project and find an appropriate donor for their project.</p>
<b>HUMAN RESOURCES NECESSARY</b>	Presenter
<b>MATERIALS</b>	Hand-out with donor names, flip chart, beamer for presentation
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' Study Session on Gender Equality in Youth Peacebuilding Projects in December 2009.
<b>MORE INFORMATION AT</b>	<a href="http://www.fundsforngos.org/funding-for-women/fundraising-women-girls-worldwide/">http://www.fundsforngos.org/funding-for-women/fundraising-women-girls-worldwide/</a>

<b>NAME</b>	<b>Gender Quiz</b>
<b>DURATION</b>	1 hour
<b>AIMS and OBJECTIVES</b>	To introduce participants to gender issues in an informal atmosphere
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	Prepare 10-20 gender-related questions. Give the participants enough time to discuss in groups the various answers.
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator
<b>MATERIALS</b>	Pens and sheets for writing the answers
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' Study Session on Gender Equality in Youth Peacebuilding Projects in December 2009.

A selection of questions presented during the Gender and Peace Quiz. Correct answers are in italics.

1) What does CEDAW stand for?

*Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)*

2) Which country is the only one that has signed, but not ratified, CEDAW?

Saudi Arabia     *USA*     DRC     Sierra Leone

3) What anniversary is CEDAW celebrating this year?

10     20     *30*     40

4) In the ten major peace processes of the past decade, how many negotiators were women?

2%     6%     10%     *20%*

5) In what year was the UN Resolution 1325 created?

1982     1993     *2000*     2005

6) Of the 300 peace agreements for 45 conflict situations in the 20 years since the end of the Cold War, how many have addressed sexual violence in conflict situations?

0     *18*     39     280

(Including Burundi, Aceh, DRC, Sudan/Nuba Mountains, Sudan/Darfur, Philippines, Nepal, Uganda, Guatemala, and Chiapas)

7) On average, how many women and girls are being raped every day in South Kivu, DRC?

10     20     30     *40*

8) Which country was the first to adopt 1325 as a national law?

The Netherlands     Switzerland     *Israel*



9) As of September 2005, how many of the 18 peacekeeping and political missions have a dedicated full-time gender advisor?

- 2       10       13       18

10) Who became Africa's first ever elected female leader?

*Ms. Ellen Johnson-Sirleaf, Liberia in November 2005.*

11) What percentage of the estimated 60 million displaced persons from conflict and disaster regions worldwide are women and children?

- 30%       50%       75%

12) What is the name of the prison infamous for sexual violence against male prisoners?

*Abu Ghraib Prison*

13) What does LGBT stand for?

*Lesbian, Gay, Bisexual and Transgender*

14) What is the biggest cause of injury and death to women worldwide?

- Conflict       Domestic Violence       Childbirth

15) What is the 'Do not Ask, Do not Tell' policy?

*The policy bans lesbian, gay, bisexual or transgender people from serving in the military and prevents military officials from asking probing questions or pursuing investigations of soldiers suspected of being homosexuals. Any service member that openly reveals their homosexuality through words or actions is discharged from service.*

<b>Take a step forward</b>	
<b>NAME</b>	Take a step forward
<b>DURATION</b>	60 minutes
<b>TARGET GROUP</b>	Youth leaders, staff and participants in youth projects
<b>AIMS and OBJECTIVES</b>	<p>To raise awareness on different gender roles in societies and how those gender roles influence people's lives</p> <p>To foster an understanding of possible personal consequences of belonging to a certain gender.</p>
<b>DETAILED DESCRIPTION OF ACTIVITIES OR SERVICES</b>	<p>Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.</p> <p>Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and to not show it to anyone else.</p> <p>Invite them to sit down (preferably on the floor) and to read their role card.</p> <p>Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives: What is your everyday life like now? Where do you socialise? What do you do in the morning, afternoon, in the evening? What sort of lifestyle do you have? How much money do you earn? What do you do in your leisure time?</p> <p>Now ask people to remain absolutely silently as they line up beside each other (like in a starting line).</p> <p>Tell the participants that you're going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. If they answer "no" to the statement, they should take a step backward.</p> <p>Read out the situations one at a time. Pause for a while between each statement to allow people to step backwards or forward and to look around and to take note of their positions relative to each other.</p> <p>At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.</p>

<b>DETAILED DESCRIPTION OF ACTIVITIES OR SERVICES</b>	<p><b>Debriefing and evaluation</b></p> <p>Start by asking participants about what happened and how they feel about the activity and then go on and talk about the issues raised and what they learnt:</p> <p>How did people feel moving forward or backward?</p> <p>Did anyone feel that there were moments when their gender role prevented them from taking part in society?</p> <p>Did anyone feel that there were moments when their basic human rights were being ignored because of gender roles in society?</p> <p>Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)</p> <p>Does the exercise mirror society in some way? How?</p> <p>How does your role relate to gender inequality in society?</p>
<b>HUMAN RESOURCES NECESSARY</b>	Facilitator
<b>MATERIALS</b>	<p>Role cards</p> <p>A wide open space (can also be outside) where there is enough room to do the module</p>
<b>METHODOLOGY USED</b>	Group activity, discussion
<b>WHERE WAS IT USED?</b>	<p>This module is adapted from the exercise: Take a step forward. This exercise is listed on page 217-221 in: 'Compass: A manual on human rights education with young people' from 2007, published by the Council of Europe.</p> <p>It was used in the UNOY Peacebuilders training: "Youth and Diversity: Does Gender Matter" in 2010.</p>
<b>ORGANIZATION CONTACT</b>	Not applicable
<b>MORE INFORMATION</b>	<p>You can download the entire compass with more interesting modules and exercises on the following website:</p> <p><a href="http://eycb.coe.int/compass/">http://eycb.coe.int/compass/</a></p>

On the following page, you will find annexes to this module.

<p><b>ANNEX 1: ROLE CARDS</b></p>	<p>The following role cards are just to give you an impression of what roles you can use for this exercise. You can adjust them to your specific context or you can even make up entirely new roles. Sometimes it is easy to change countries according to where all your participants are from.</p> <p>You are an unemployed single mother living in Belarus.</p> <p>You are an Arab Muslim girl living with your parents who are devoutly religious people.</p> <p>You are a disabled young man living in the Czech Republic and you use a wheelchair.</p> <p>You are a 24 year old Afghan refugee living in the Netherlands</p> <p>You are a transgender without a job living in Spain.</p> <p>You are a 20 year old widow living in a refugee camp in Congo with a child.</p> <p>You are an illegal immigrant from Mexico living in the USA.</p> <p>You are a 17 year old Roma girl living in France and have never finished primary school.</p> <p>You are a 28 year old man who wants to marry his boyfriend, living in a Catholic village in Italy.</p> <p>You are a 22 year old lesbian who lives together with her girlfriend in Poland.</p>
<p><b>ANNEX 2: SITUATIONS OR EVENTS</b></p>	<p>You don't have to read out all of the following situations or events. You can use less if you don't have much time or you could also adjust them or make up entire new ones if you think they will fit better with your 'target group'.</p> <p>You have never encountered any serious financial difficulty.</p> <p>You feel your language; culture and religion are respected in the society where you live.</p> <p>You feel that you're opinion on social and political issues matters, and your views are listened to.</p> <p>You are not afraid of being stopped by the police.</p> <p>You know where to turn for help and advice if you need it.</p> <p>You have never felt discriminated against because of your origin or gender.</p> <p>You have adequate social and medical protection for your needs.</p> <p>You can invite friends for dinner at home.</p> <p>You feel you can study and follow the profession of your choice.</p> <p>You are not afraid of being harassed or attacked in the streets, or in the media.</p> <p>You can vote in national and local elections.</p> <p>You are not afraid for the future of your children.</p> <p>You can fall in love with the person of your choice.</p>

<b>ANNEX 2: SITUATIONS OR EVENTS</b>	<p>You feel that your competence is appreciated and respected in the society where you live.</p> <p>You can celebrate the most important religious festivals with your relatives and close friends.</p> <p>You have decent housing.</p> <p>You can move freely in your society and any other country.</p>
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<b>NAME</b>	<b>Gendered food</b>
<b>DURATION</b>	Few minutes during a coffee break
<b>AIMS and OBJECTIVES</b>	Show how even food can be gendered, whether it is targeted to specific gender, consumed in a particular or gendered setting or way etc.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	Prior to the event, ask participants to bring gendered food. One item can be presented in every coffee break after a short presentation of the product.
<b>MATERIALS</b>	Food or drinks brought by participants
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' Study Session on Gender Equality in Youth Peacebuilding Projects in December 2009.

<b>NAME</b>	<b>Gender name game</b>
<b>DURATION</b>	10-20 minutes, depending on number of participants
<b>AIMS and OBJECTIVES</b>	To learn the names of the participants, and warm-up to a gender-related activity.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	Each participant has to come up with a gendered and stereotypical adjective that starts with the same letter as their name. For instance, 'masculine Marc', 'strong Steve', 'talkative Tina' or 'lovely Lisa'.
<b>WHERE WAS IT USED?</b>	UNOY Peacebuilders' Does Gender Matter? Training seminar in The Hague September 2010

<b>NAME</b>	<b>Movie Night — Wajir Story</b>
<b>DURATION</b>	2-3 hours (the film itself is 35 minutes) *
<b>AIMS and OBJECTIVES</b>	Get more insight into the role women and youth can play in peacebuilding initiatives and get more knowledge on the conflict in Northern Kenya and neighbouring countries.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	A short introduction on the background of the Wajir conflict is given given, after which the film is shown to the participants. During the film, participants write down their impressions. A discussion should be held to identify issues at stake and how the various actors have influenced the peace process. A conflict & actor mapping exercise can be explained and carried out in teams to gain a better oversight. When the team have presented their maps, together they should draw lessons from the Wajir conflict and decide how these could be applied to their own situation.
<b>HUMAN RESOURCES NEEDED</b>	1 Facilitator
<b>MATERIALS NEEDED</b>	Beamer, laptop, large sheets of paper, pens or markers, Wajir Story (DVD or the internet link at <a href="http://vimeo.com/9935744">http://vimeo.com/9935744</a> )
<b>WHERE WAS IT USED?</b>	Wajir Story workshop, May 2011
<b>MORE INFORMATION AT</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.respond.org/data/files/LPP_video_notes/lpp_wajir_story_video_notes.pdf">http://www.respond.org/data/files/LPP_video_notes/lpp_wajir_story_video_notes.pdf</a></li> <li>• <a href="http://www.irenees.net/fr/fiches/documentation/fiche-documentation-639.html">http://www.irenees.net/fr/fiches/documentation/fiche-documentation-639.html</a></li> <li>• <a href="http://voiceofnomads.com/downloads/The-rise-of-Mediated-State-in-NEP.pdf">http://voiceofnomads.com/downloads/The-rise-of-Mediated-State-in-NEP.pdf</a></li> <li>• <a href="http://www.payson.tulane.edu/conflict/Cs%20St/JANFIN2.doc">www.payson.tulane.edu/conflict/Cs%20St/JANFIN2.doc</a></li> </ul>

\* Half an hour will be given for the explanation of the methodology of Conflict Mapping and Actor/Actress Mapping

<b>NAME</b>	<b>Training on facilitating workshops in a gender-sensitive way</b>
<b>DURATION</b>	One morning or one afternoon
<b>AIMS and OBJECTIVES</b>	To teach participants facilitation skills and to let them practice in front of a group. They will receive feedback on their way of presenting and moderating and gain more confidence doing so. Particular attention should be paid to how to make facilitation gender neutral and how to allow each workshop participant to speak freely.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>A comfortable environment is created for the participants. The trainer does an introduction round, and tries to find out what backgrounds the participants have and what topics they would like to work on. Facilitating workshops may seem intimidating to some at first, so give participants time to gain some self-confidence and feel at ease. Energisers may be useful.</p> <p>The trainer first gives a presentation on how to do facilitation, thereby touching upon some or all of the following aspects:</p> <ul style="list-style-type: none"> <li>• Role of a facilitator</li> <li>• Group agreements</li> <li>• Refraining from judging</li> <li>• Use of visual aids</li> <li>• Energisers, role-plays and simulations</li> <li>• Being supportive towards participants</li> <li>• Dealing with time and group pressure</li> <li>• Gender sensitivity and gendered language</li> <li>• Dealing with confessions and stories of gender-based violence</li> <li>• Dealing with problem behaviour</li> <li>• Evaluations</li> </ul> <p>Then, each participant will choose or receive a topic to do a 10 minute workshop on. The group will be divided into pairs, and the pairs will start practicing facilitation on one another. The listening member of the pair could try out different roles, such as being very silent or very inquisitive. After a while, two pairs will team up to evaluate each other's progress.</p> <p>Finally, each participant will give her/ his presentation to the group, and the group as well as the trainer will give feedback.</p>
<b>MORE INFORMATION</b>	<ul style="list-style-type: none"> <li>• Schuman, Sandy. The IAF Handbook of Group Facilitation. <a href="http://www.exedes.com/group-facilitation-handbook/toc-book.htm">http://www.exedes.com/group-facilitation-handbook/toc-book.htm</a></li> <li>• <a href="http://eycb.coe.int/compass/">http://eycb.coe.int/compass/</a></li> </ul>

<b>NAME</b>	<b>Story cards</b>
<b>DURATION</b>	1 hour
<b>AIMS and OBJECTIVES</b>	To make participants aware of their gendered way of thinking and constructing realities
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>The facilitator prepares by drawing objects on sheets of paper. The objects could include:</p> <ul style="list-style-type: none"> <li>• A man</li> <li>• A woman</li> <li>• A baby</li> <li>• A factory</li> <li>• A flower</li> <li>• A hand with bracelet</li> <li>• A medical sign (staff with snake around it)</li> <li>• A globe</li> </ul> <p>You can add any objects you like. The point of this game is for the participants (in groups) to make a story out of the cards by putting them in a self-made order and gluing them to a large flipchart sheet, with explanations of what happens. The participants are free to interpret what is on the cards and how the story will unfold. After the group work, the groups will present their story to everyone else. Then, the plenary group will analyse the story for gendered interpretations of the cards, and give points. The most original and gender-neutral story will be rewarded with a prize.</p>
<b>MATERIALS NEEDED</b>	Several sheets of flipchart paper; A4-sized paper; markers in different colours
<b>WHERE WAS IT USED?</b>	Gender equality training in Bosnia-Herzegovina, July 2011



<b>NAME</b>	<b>Gendered toys</b>
<b>DURATION</b>	1 hour
<b>AIMS and OBJECTIVES</b>	To make participants aware of how they were gender-conditioned from a very young age.
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>Participants are asked to draw one toy they used to have when they were a child, as well as one toy they always wanted to have. They will present their toys to the group.</p> <p>Then the facilitator will initiate a discussion on which toys are considered for boys, and which toys for girls. Do the toys that the participants presented match these stereotypes? And how do toys influence gender relations between boys and girls?</p> <p>The next task is to sit in groups to think of gender-neutral toys, and write or draw them on a flipchart paper. In the end, the groups will present and discuss their contributions.</p>
<b>MATERIALS NEEDED</b>	Flipchart paper, markers, A4 paper
<b>WHERE WAS IT USED?</b>	Gender equality training in Bosnia-Herzegovina, July 2011

<b>NAME</b>	<b>Gender alphabet game</b>
<b>DURATION</b>	20-30 min.
<b>AIMS and OBJECTIVES</b>	To find out words that have to do with gender
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>A group is divided into equal teams. For each team, a flipchart sheet is hung on the wall with the letters of the alphabet from top to bottom. The teams need line up in a row and take equal distances from the sheets (draw a line). They are given one marker per team.</p> <p>When the facilitator (a.k.a. referee) gives the sign to start the game, the first member of each team runs to the sheet and uses the marker to write down a gender-related word that starts with an A. Then the person returns to the team and hands the marker to the second team member who will write down a word with a B, etc.</p> <p>After all teams have finished, the teams show each other their sheets to check if words are in fact related to gender (this can lead to very interesting discussions!). The group that finished quickest without making mistakes, wins the game.</p>
<b>MATERIALS NEEDED</b>	Flipchart sheets, markers, tape
<b>WHERE WAS IT USED?</b>	Gender equality training in Bosnia-Herzegovina, July 2011

<b>NAME</b>	<b>The tolerance test</b>
<b>DURATION</b>	Between 30 min. and 1 hour
<b>AIMS and OBJECTIVES</b>	To let participants discover social prejudices and relations
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>The participants are shown the following multiple choice questions, that they need to answer:</p> <ol style="list-style-type: none"> <li>1) The job you applied for has been given to an immigrant worker. What would you think?       <ol style="list-style-type: none"> <li>a) The person was probably the most suitable for that position.</li> <li>b) Immigrants are stealing all our jobs! I am going to complain.</li> <li>c) I am going to ask the employer why the immigrant got the job instead of me.</li> </ol> </li> <li>2. A man and a woman have been kissing for a while and then the man wants to go further. The woman says 'no', but the man ignores it and sleeps with her anyway. What is your opinion?       <ol style="list-style-type: none"> <li>a) She should not have started if she did not want to. After some point, there is no turning back.</li> <li>b) That's rape!</li> <li>c) She should have said 'no' more clearly - she might just have played 'hard to get'.</li> </ol> </li> <li>3. You discover that the teacher of your child is homosexual. What is your reaction?       <ol style="list-style-type: none"> <li>a) You take the child out of school.</li> <li>b) What's the problem?</li> <li>c) It's alright, as long as the teacher does not talk about his homosexuality in class.</li> </ol> </li> <li>4. Your sister/brother wants to marry someone who has a "wrong" nationality (i.e. one that your country has a conflict or problem with). What do you do?       <ol style="list-style-type: none"> <li>a) As long as they love and respect each other, I think it is ok.</li> <li>b) I try to convince her/him that such a marriage will lead to many problems and that maybe she/he should give up on it.</li> <li>c) She's/He's no longer my family, or my parents'.</li> </ol> </li> </ol>

<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>5. You are a wheelchair user and you want to see a movie. Unfortunately, the cinema is not accessible, there are only stairs. What is your response?</p> <p>a) I will make other plans to have fun.  b) I go home and complain to the cinema owner by phone.  c) Accessibility for disabled persons is a right. I am going to address local government and NGO's to solve the problem city-wide.</p> <p>6. An older guy in a bar offers you a free drink. Do you accept it?</p> <p>a) I am afraid to, because then he will want more from me.  b) Gladly, maybe we can have a talk!  c) I can pay for my own drinks and I am proud of it.</p> <p>7. A Muslim man refuses to shake your a hand, because you are a woman and he considers touching unknown women inappropriate. What is your reaction?</p> <p>a) I respect that. We can greet one another in a different way.  b) I feel insulted because the man does not consider me as his equal.  c) In my country, that man has to respect <i>our</i> rules.</p> <p>After the participants have filled in their answers, the facilitator can discuss the questions and answers one by one with the group. What were their perceptions and feelings? Did they recognise certain situations? Are there large differences between group members and why? How can prejudice and discrimination be overcome?</p>
<b>MATERIALS NEEDED</b>	Flipchart sheets with the questions written on them; small paper sheets on which participants can put their answers.
<b>WHERE WAS IT USED?</b>	Gender equality training in Bosnia-Herzegovina, July 2011

<b>NAME</b>	<b>Airplane madness</b>
<b>DURATION</b>	30 min.
<b>AIMS and OBJECTIVES</b>	Raising awareness about social hierarchies
<b>DETAILED DESCRIPTION OF ACTIVITY</b>	<p>For this game you need at least 15 participants. Chairs are placed like seats in an airplane, several rows behind one another. Participants are given role cards that they need to keep to themselves. The role cards specify their age, sex, gender, occupation and certain details of their life. For example:          ‘25, pregnant woman, single, secretary in a large management company, with parents depending on her income.’</p> <p>The facilitators will act as flight attendants and direct everyone to their seats. Then they will explain about airplane security measures and casually mention that there are only five parachutes, but that these are not needed anyhow as the plane is safe. The flight will take off and after while, it will get into bad turbulence. The flight attendants announce that they lost control of the plane and that it is going to crash. The only way to get out alive is by using the parachutes.</p> <p>Then the real game starts: the passengers, playing their roles, have to decide together who is worthy to take a parachute and live, and who has to sacrifice their life for the sake of others. They will have five minutes only. After those five minutes, the doomed passengers will remain seated and the ‘survivors’ will stand on the side.</p> <p>After the exercise, the facilitators can discuss with the group who was given priority and why. Has one group of people been favoured over another? Does this reflect social hierarchies that you recognise from real life?</p>
<b>MATERIALS NEEDED</b>	As many chairs as participants, role cards, possibly some airplane attributes to make it fun.
<b>WHERE WAS IT USED?</b>	Gender equality training in Bosnia-Herzegovina, July 2011

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The cover features a white central band containing the title. Above and below this band are purple blocks of varying shades. A vertical orange bar runs along the right edge of the cover.

# **A manual for youth peace workers**