

Gender Mainstreaming

Gender and Leadership Community of Practice

April 2015

Objectives of gender training:

- 1.To introduce/ review components of gender in ATTSVE project (especially Gender and Leadership Community of Practice);
- 2.To examine concepts of mainstreaming gender and the idea of a Gender Strategy
- 3.To look closely at key issues within gender strategy:
 - barriers to women’s participation
 - Participatory methodologies
 - Support to Female Students

Objectives. Cont'd

- –Mainstreaming gender in the curriculum
–Addressing Gender Violence
- 4. To 'launch' Gender and Leadership Community of Practice

What is gender mainstreaming?

- Gender mainstreaming is a globally accepted strategy for promoting gender equality. The concept of bringing gender issues into the 'mainstream' of society was established in the Platform of Action at Beijing Conference, 1995.
- Gender mainstreaming involves ensuring that gender perspectives and attention to the goal of gender quality are central to all activities: policy development, research, advocacy, dialogue, legislation, resource allocation and planning, implementation and monitoring.

Mainstreaming ...

- Mainstreaming a gender perspective is the process of assessing the implications for women and men of any action (eg legislation, policies, programmes).
- It is a strategy for making the concerns and experiences of women as well as men an integral part of planned action so that women as well as men benefit equally. **The ultimate goal of mainstreaming is to achieve gender equality.**
- Mainstreaming includes gender-specific activities and affirmative action whenever women (or men) are in a particularly disadvantaged position.

Mainstreaming...

- For gender mainstreaming to be effective in educational programs and institutions, it is necessary for gender issues to be addressed at all levels. Gender specific activities must be part of the mainstream.
- Gender mainstreaming implies that gender is not a separate set of issues; it is an element of all issues at all levels.

Tools for gender mainstreaming

- 1. Developing, implementing and revising as necessary a gender strategy
- 2. Gender audit (see also gender based analysis – GBA)
- 3. Gender action plan

Components of a Gender Strategy for an ATVET of other Higher Education Institution

- I. Introduction
- II. Methodology and tools (sex disaggregated data for baseline, interviews, documents)
- III. Situation analysis
 - Eg.
 - A. Strong commitment and encouraging initiatives
 - B. Gender club
 - C. Women in decision making positions, women at lower level
 - D. System related challenges
 - E. Performance among female students and level of participation in class
 - F. Efficacy of tutorial classes
 - G. Core services
- H. Pregnancy and reproductive health issues;
- I. Addressing HIV and AIDS
 - I. Sexual harassment
 - J. Curriculum and gender

Components cont'd

- IV Objectives of Gender Strategy
- V Strategies
- VI Implementation Framework of Gender Strategy
 - Institutional Level
 - Policy level
 - Services/Systems
- VII Action Plan



GENDER AND LEADERSHIP COMMUNITY OF PRACTICE

What is a Community of Practice?

- A Community of Practice is a group of people who come together because they are passionate and committed to a particular topic or issue. They can have many varied interests too, but their interests 'converge' on a topic where they share resources, collaborate, and support one another. (See Lave and Wenger)
- Eg (Community of Practice on Teacher Education and HIV in South Africa CoP)

Gender and Leadership CoP in ATTTSVE

- Gender Training sessions
- Virtual presence through GLCoP website
- Creating Resources (a Handbook on Gender Mainstreaming in ATVETS)
- Sharing resources and links
- Possibility of conferences
- Ways of collaborating with and reaching out to Ministries and other ATVETS. **(The CoP is not meant to be an excluding body but a championing body)**

Gender Mainstreaming and Agriculture in Ethiopia

- Special relationship between women and agriculture: women as both producers (80%) in agricultural labour and consumers
- However ... production and marketing is typically gendered and doesn't represent women's contributions. They also don't benefit equally.
- Women are systematically excluded from access to resources, essential services and decision making; technology development typically excludes women (so there are fewer labour saving devices)

Women in agriculture...

- The involvement of women in agricultural production extends to marketing, food procurement, entrepreneurship, provision of household nutrition, technology development



Mainstreaming gender in the curriculum

- Specific course on Gender and Development (or similar)
- **And**
- Mainstreaming gender topics in regular curriculum of Plant Science, Natural Science ... etc.
- **And**
- Being gender sensitive and inclusive in our pedagogy (taking into consideration language and learning needs of both male and female students)

Gender Sensitive Teaching Practices

1. **Systematically alternating who we question (or who we take questions from): male, female, male, female**
- **2. Using examples that are likely to be of interest to females as well as males (or alternating)**
- **3. Providing opportunities for students to work in pairs, single sex groupings (as well as mixed sex groupings sometimes)**
- **4. Use inclusive language: Avoid only using 'he' in examples or terms like chairman (chair person) policeman (police officer)**

Planning module content/curriculum

- Every topic is different and.
 1. Gender analysis: What does the topic look like from the point of view of women's experiences? Where are women? Where are men?
 - Eg. Waste management and postharvest
 - Start searching out on the internet the topic of "gender and ____"
 - 2. Are there some parts of the course that lend themselves more to including gender? (note this does not have to be an all or nothing)
 - 3. Raising issues of gender and the absence of gender can also be part of mainstreaming

Planning and mainstreaming course content

- 4. Is it possible to include gender sensitive questions (what are the gender issues in___ ?) as assignments.
- 5. Can you find extra readings on gender and X that supplement the textbook?
- 6. Invite in women guest speakers working in the area.

Mainstreaming gender in the curriculum

- **In discipline specific groups do the following:**
- **A. Topics:** Generate a list of topics that are covered (or could be covered) that would allow you to address issues of gender
 - (eg division of labour, marketing, entrepreneurship, access to land , decision making in the household, who controls production, water, sanitation, credit, extension services, technology, income generation, value chain)
- **B Farmers:** Relate to both male and female farmers: Are there ways to address male farmers and women farmers?
- **C. Teaching Practices:** Generate a list of gender sensitive teaching practices that you have tried or would like to try in your class. (eg single sex groupings for group work)

Next steps: What will you do on Monday morning in your class?

Implementation

- Name one thing that you think you could do differently to address gender (note: gender is for males and females: what could you do even in an all male class) either pedagogically or in terms of curriculum.

Equality Equity

- Gender Equality – refers to sameness or uniformity, amount, value, and intensity of provisions made and measures implemented for men and women. Gender Equality is the outcome we were seeking through mainstreaming.
- Gender Equity – refers to measures to ensure equality of outcomes in the life experiences of women and men. Equal or identity treatment may not result in equality. Sometimes we have to treat males and females differently in order to reach equality. In a gender equity approach we may need to ‘change the landscape’ (eg affirmative action, gender specific activities)
- We need gender equity strategy to achieve gender equality.

Gender Audit Activity

- In your ATVET grouping review the Gender Audit Tool.
- Try to go through each section. It is not necessary to answer every question.
- **Prepare a short presentation for April 29th**
 - Choose **one section** of the Gender Audit Tool to report on for your ATVET.
 - Are there some other questions that should be added to the Audit?
 - How could you use a tool like this in your ATVET? Would it be useful? How?
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