



Gender Mainstreaming in a project implementation (Workshop Presentation at FWRNCC)

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29/10/2019

Outline

A. Introduction:

B. Gender Mainstreaming

1. Consultation with stakeholders

2. Opportunity for participation

3. Training Modules

4. Program Assessment Tool

A) Introduction

- Essential elements in addition to whatever else is good for your program
 - >NB. You are the subject-matter expert
- Important question to consider: how responsive is the program to the (different) needs of men/women?

B) Gender Mainstreaming

1. Consultation with stakeholders

- program designed in consultation with stakeholders, including women on

 - > training needs

 - > structure of the training program –recruitment, timing, location, etc.

- shared understanding continues to be enriched via participants' feedback

 - > as training modules are rolled out, participants' views on the structure and effectiveness of the program are solicited.

2. Opportunity for enrollment in the program

- Recruitment strategy - ensure both women/men have equal opportunity to participate
 - content of the advertisement
 - method of advertisement
 - mode of application to join the program
 - selection criteria
- *NB. What is your responsibility if organizing together with partners?
- Timing of the training sessions
- Location/venue
- Financial burden of participating in the program

3. Training Modules

a) Language

Language use should not portray the environmental sector as a domain of one gender

- explicitly gender neutral
- problematize gendered assumptions in terminologies

b) Pedagogy

- relate skill set to specific environmental need(s) of women or men in your group

3. Training Modules (cont'd)

c) Content

- Training materials address the different needs /constraints /experiences of women/men
- Give visibility to both women/men
e.g. don't portray environmental champions/villains as just either men/women

d) Course activities: exercises and case studies

- critical importance
 - should not reinforce gender stereotypes (if anything, should correct this)
e.g. some roles only for men/women
 - strategies of conducting case studies
 - portray both men/women as successful/failure in managing environment
- (see 3c above)

3. Training Modules (cont'd)

e) Instructors and infrastructure

- gender sensitivity training for staff involved in the Program
- gender balanced
 - > (N.B. challenges of organizing Field Trips for staff?)
- infrastructure should be gender-friendly
 - E.g. > separate washrooms?
 - > well-lighted or at least not insecurity-prone

4. Program Assessment Tool

- Gender-balanced participation in the assessment tool (survey)
- Sex-disaggregated data collection
- Sex-disaggregated indicators and targets
- Gender analysis & gender impact assessment of the program
- Dissemination of results and further enrichment of the program



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