

## Gender Equity

### Mongolia

#### Purpose of the Course

At the end of this course, participants will be able to discuss gender equity, define its terms and implement changes for the empowerment of women.

#### Course Objectives

At the end of this course, participants will be able to

1. Define the main concepts of gender
2. Discuss the status of gender equity in Mongolia
3. Discuss and explain gender differences in communications
4. Discuss and explain gender differences in the workplace
5. Discuss and explain gender differences in leadership
6. Discuss and explain gender differences in conflict
7. Outline the three stages in achieving gender equity
8. Define and implement gender mainstreaming
9. Define and discuss the empowerment of women
10. Demonstrate a commitment to gender equity by committing to action to empower women

## Course Outline

Morning	Afternoon
<p><i>Introductions</i></p> <ul style="list-style-type: none"> <li>Welcome and warm-up</li> <li>Expectations and Objectives</li> </ul> <p><i>Definitions of gender and related concepts</i></p> <p><i>Statistics: Gender in Mongolia</i></p>	<p>Warm up</p> <ul style="list-style-type: none"> <li>Review/discussion of morning's material</li> </ul> <p>Gender Audit Process</p> <ul style="list-style-type: none"> <li>What is a gender audit?</li> <li>Aims and Objectives of PGA</li> <li>3's of PGA</li> <li>Stages of PGA</li> </ul>
<p><i>Gender Differences</i></p> <ul style="list-style-type: none"> <li>How men and women are different</li> </ul> <p><i>Gender Differences in Communications</i></p> <p><i>Gender Differences in the Workplace</i></p>	<p><i>Gender Mainstreaming</i></p> <ul style="list-style-type: none"> <li>Definition</li> </ul> <p>Process</p>
break	break
<p><i>Case studies</i></p>	<p>Empowerment of Women</p> <ul style="list-style-type: none"> <li><i>Definitions and Concept</i></li> <li><i>Why it is important</i></li> <li><i>How it is done</i></li> </ul>
<p><i>Gender Differences in Leadership</i></p> <p><i>Gender Differences in Conflict</i></p>	<p>Application : Action Planning</p> <ul style="list-style-type: none"> <li>How do we make it real?</li> <li>What can I/we do?</li> </ul> <p>Discussion</p> <p><i>Course evaluation</i></p> <p><i>Conclusion and Thank You</i></p>

## Course Content

### Day One

	Objective	Content	Materials
9:00		Welcome and Warm up	Slide 1- Title
9:05		<ul style="list-style-type: none"> <li>Give participants time to come in and get settled down</li> <li>Welcome participants and explain that it is an honour to be here with them today</li> <li>State that you are looking forward to spending today with them and that you hope that the material will be useful to them in their daily lives, personally and at work.</li> <li>Tell participants that you have a lot of information to share with them , and you have only 2 rules to ask them to follow: <ul style="list-style-type: none"> <li>Ask your questions whenever they come up. You know that they have been taught not to interrupt, but as a trainer you cannot do a good job if they don't ask questions</li> <li>Turn cell phone to vibrate</li> </ul> </li> </ul>	Name tags (make paper tents if none is available)
9:15		<ul style="list-style-type: none"> <li>Review outline of course</li> <li>Review course purpose and objectives</li> </ul> <p><i>Warm up</i></p> <ul style="list-style-type: none"> <li>Ask participants to work in their table groups</li> <li>Ask them to introduce each other first, then</li> <li>Ask participants– what do they hope to learn from this session</li> <li>Ask each to write down their answers on a piece of paper, then to share that answer with their group.</li> <li>Have the group choose 2 expectations that they have for the course</li> </ul>	Manual pg 4 Slide 3 – Objectives Man, pg 3  Paper, pens or pencils  Flip chart and markers

9:30		<ul style="list-style-type: none"> <li>• After a few minutes, ask each table to share what they came up with and record it on a flip chart</li> <li>• Note that you will cover most of the information in the coming days – and note what we won't cover if necessary</li> <li>• Thank them for their participation</li> </ul>	
	Obj. 1	<p><i>Gender Equity</i></p> <ul style="list-style-type: none"> <li>• Discuss why it is important to talk about gender and look at the definitions <ul style="list-style-type: none"> <li>○ Because we want to all have the same understanding of the words we use</li> <li>○ Because we all want the workplace to be fair and positive for everyone</li> <li>○ Because we all want successful relationships</li> <li>○ Because gender equity is a right in itself</li> </ul> </li> <li>• Note that gender equity is beneficial for both men and women</li> <li>• Discuss the difference between gender equality (same results for men and women) (treat everyone equally) and gender equity (which acknowledges that men and women have different needs and preferences and therefore need different results (treat everyone fairly))</li> </ul> <p>Economic Benefits: Workplace gender equity is directly related to the overall economic performance of organizations.</p> <p><u>Better national economic growth</u></p> <ul style="list-style-type: none"> <li>○ In Canada, the leaders of the G7 have estimated that "achieving gender equality in the world would increase global GDP by \$12 trillion in a single decade."</li> </ul> <ul style="list-style-type: none"> <li>• It is important to note that many attribute the pay gender gap to the</li> </ul>	<p>Slide 4: Equality vs Equity Man pg 5</p> <p>Slide5: Economic benefits</p>

		<p>fact that women have the bigger role in unpaid work such as childcare. A report by CESO (Women's Economic Development) states that women on average work 12 to 13 hours more per week than men. So and equitable workplace will look to facilitate a woman's participation through various incentives such as providing child care options, modern parental leave policies etc.</p> <p><u>Increased national productivity</u></p> <p><u>Stronger reputations for organizations built upon fairness and equal rights</u></p> <ul style="list-style-type: none"> <li>○ The European Institute for Gender Equality has produced sound evidence that confirms improvements to gender equality will generate economic growth for the EU and benefit individuals and society at large.</li> </ul> <p><u>Increased inflow of highly qualified candidates for jobs</u></p> <ul style="list-style-type: none"> <li>○ With GE measures, there is there is an increase in the supply of high skilled labour, due to a higher number of females graduating with degrees in STEM subjects; (EIGE)</li> <li>○ EIGE – with increased activity of women in the workforce, there is increased fertility - which eventually leads to an increase in the labour supply after a 20-year lag, when the new-borns reach working age</li> </ul> <p><u>Better overall organizational performance</u></p> <ul style="list-style-type: none"> <li>○ In 2014, gross hourly earnings by women were on average 16.1% below those of men in the European Union</li> </ul> <ul style="list-style-type: none"> <li>• <i>Social Benefits: There are also many social benefits to gender equity</i> <u>Reduction of Poverty:</u> UN women state that women who are</li> </ul>	
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		<p><i>empowered can take actions to reduce poverty.</i></p> <p><u><i>Better health care and education</i></u></p> <p><i>Definitions of gender and related concepts</i></p> <ul style="list-style-type: none"> <li>• For each definition or concept, ask the audience first what they think the definition is. Review the definitions in the manual and <b>allow participants to discuss after each definition if necessary.</b></li> <li>• <u>Gender</u>: discuss with group what gender means to them, then provide the definition: <ul style="list-style-type: none"> <li>○ a perception of the roles, responsibilities and statuses which a man or a woman is expected to fulfil in political, economic, social, cultural and family spheres, that establishes itself and evolves in the course of history</li> </ul> </li> <li>• Discuss the <u>difference between sex and gender</u> – one is biological, the other is cultural/social</li> <li>• <u>Gender Equality</u>: When women and men, girls and boys enjoy equal rights, responsibilities and opportunities</li> <li>• <u>Gender relations</u>: “The social relations between men and women, including how power, access to and control over resources are distributed between the sexes” (UN)</li> <li>• <u>Gender Identity</u>: Each person’s internal and individual experience of gender. A person’s gender identity may be the same as or different from their birth assignment. (GBA+)</li> </ul>	<p><i>Slide 6: Gender</i> Man pg 5</p> <p><i>Slide 7: Sex and Gender</i> Man pg 5</p> <p><i>Slide 8: Gender Equality</i> Man pg 5</p> <p><i>Slide 9 : Gender Relations</i> Man pg 5</p> <p><i>Slide 10: Gender Identity</i> Man pg 5</p>
10:00		<p><i>Statistics: gender in Mongolia</i></p> <ul style="list-style-type: none"> <li>• This section is introduced as a quiz.</li> <li>• Ask each question in the quiz form and ask participants to guess their</li> </ul>	

	Obj. 2	<p>answers.</p> <ul style="list-style-type: none"> <li>• Tell participants that there are no wrong answers, we are doing this for fun and no one will be asked to hand in their answers.</li> <li>• Then go through the quiz and give the answers to each question. <u>Discuss what each stat means as you go.</u></li> <li>• <u>Women 1,528 ( 51.51%)to men's 1,498 (49.49%)(2016)</u> <ul style="list-style-type: none"> <li>○ <u>so about half and half .</u></li> </ul> </li> <li>• Life expectancy for women is <u>75.1</u> years to men's <u>65.6</u> years <ul style="list-style-type: none"> <li>○ So women live longer than men, which is generally true worldwide – men engage in more risky behaviour</li> </ul> </li> <li>• Literacy rate for women is <u>97.4%</u> to men's <u>97.7</u></li> <li>• <u>53% of collage graduates are women and 47% are men</u></li> <li>• <u>54 % of workforce are men; 46% are women</u> <ul style="list-style-type: none"> <li>○ <u>So women are just as more educated</u></li> <li>○ <u>Fewer are in the workforce.</u></li> <li>○ <u>More are involved in non pay activities ‘</u></li> </ul> </li> <li>• Maternal mortality rate is <u>44</u> per 100,000</li> <li>• <u>In politics, 15% of elected positions are women to 85% men and the higher the position, the more men.</u></li> </ul> <p>Gender in Mongolia</p> <ul style="list-style-type: none"> <li>• <b>UNDP Report:</b></li> <li>• A large share of women participates in unpaid family work, especially in rural areas.</li> <li>• Concern about urban-rural divide and the challenges Mongolia faces in relation to urbanization and migration and providing equal opportunities to geographically dispersed populations, including young people</li> </ul>	<p>Slides 11– 17 Man pg 6</p> <p><u>Note: these statistics should be updated annually</u></p>
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		<ul style="list-style-type: none"> <li>• Social stereotypes and traditional family roles are seen as limiting factors in female participation within the workforce</li> <li>• Source: UNDP Human Development in Mongolia Report of 2016</li> </ul> <p>Mongolia and Gender in the Mining Industry</p> <ul style="list-style-type: none"> <li>• High levels of occupational segregation in high growth sectors of the economy such as mining. This is mainly attributed to Mongolia's labour regulations that existed until 2008 whereby women were prohibited from engaging in a broad list of activities such as operating heavy equipment</li> <li>• Approximate 1,000 organizations registered with EITI Mongolia in 2014 they estimate that approximately 10% of employees were women</li> <li>• There were large gaps in what women and men earned; for example, women were paid 23 percent less than men in mining and 17 percent less in transport on average and nearly a third less in community and social services where female participation is relatively high</li> <li>• Women were located mostly in informal sector wage employment in the service sector, heavily concentrated in support positions in retail and catering.</li> <li>• An ILO study (2006) interviewed women employees in a number of organizations in the formal mining sector and documented sexual harassment and a lack of gender-sensitive organization policies with respect to living and working conditions</li> </ul>	
		<p>Violence against women and girls</p> <ul style="list-style-type: none"> <li>• Define Sexual Harassment: <ul style="list-style-type: none"> <li>○ an unwelcome sexual advance</li> <li>○ made in verbal, physical and/or other forms, intimidation, threat and/or other forms of coercion</li> </ul> </li> </ul>	<p>Slide 18: Sexual Harassment Man pg 7</p>



	Obj. 2	<ul style="list-style-type: none"> <li>○ that makes sexual intercourse an unavoidable option for the victim</li> <li>○ or that creates an unbearable hostile environment and/or causes damage in terms of the person's employment, professional, economic, psychological and/or and other form of well being</li> </ul> <ul style="list-style-type: none"> <li>● According to the United Nations, violence against girls and women is defined as “An act of gender-based violence that results in, or is likely to result in physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. It encompasses all forms of violation of women's rights, including threats and reprisals, exploitation, harassment, and other forms of control.”</li> </ul> <p>In Mongolia, 2017 National Study:</p> <ul style="list-style-type: none"> <li>● 57.9% of women experienced violence (physical, sexual, psychological and emotional) from their partners</li> <li>● 31.2% of those were physical and sexual violence</li> <li>● Non partner violence is prevalent among young people</li> <li>● Since age 15, 17.3 of women experienced non partner violence</li> <li>● 1 in 10 girls 15 and under experienced child sexual abuse</li> <li>● 1 in 4 women, regardless of social or economic status agreed that a husband is justified in beating his wife if she is unfaithful. – Completely unacceptable.</li> <li>● The world bank, this year, stated in a report “violence against women and girls is a global pandemic which affects 1 in 3 women in their</li> </ul>	Slide 19: Violence stats
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		<p>lifetime</p> <ul style="list-style-type: none"> <li>• They continue to say: “The numbers are staggering:</li> <li>• Globally, as many as <a href="#">38% of murders</a> of women are committed by an intimate partner.</li> <li>• <a href="#">200 million</a> women have experienced female genital mutilation/cutting.</li> <li>• <a href="#">35% of women worldwide</a> have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence</li> <li>• <a href="#">Globally, 7%</a> of women have been sexually assaulted by someone other than a partner.</li> <li>• This has been and continues to be a major problem in societies across the world</li> <li>• It one big reason why gender equity is so important – as women become more empowered, they gain the confidence and the power to fight back against violence</li> <li>• Gender equity also makes it far less acceptable to perpetrate violence against women.</li> </ul>	<p>(Female <b>genital mutilation</b> (FGM), also known as female <b>genital</b> cutting and female <b>circumcision</b>, is the ritual cutting or removal of some or all of the external female <b>genitalia</b>. The practice is found in Africa, Asia and the Middle East, and within communities from countries in which FGM is common- Wikipedia)</p>
10:30		<b>B R E A K</b>	
10:45	Obj. 3, 4, 5, 6	<p><i>Gender Differences</i></p> <ul style="list-style-type: none"> <li>• <i>Understanding gender differences allows us to better deal with gender equity</i></li> <li>• State that a lot of research has been done on the differences between men and women</li> <li>• How you are brought up and your culture both have a huge impact on the differences</li> <li>• However, research does show that there are fundamental differences with which you are born.</li> <li>• These are later re-enforced by our upbringing and our culture</li> </ul>	

## Trainer's Guide

11:15	<p><i>Case studies</i></p> <ul style="list-style-type: none"> <li>• It is now time to put some of what we have learned into practice</li> <li>• Divide participants into 4 groups and assign them each a case study</li> <li>• Each group is to read the case study and then discuss the questions below them in their group</li> <li>• After about 20 minutes, call the attention of the group back. Read and discuss each case study in turn. What have we learned about how men and women act differently in the workplace.</li> </ul> <p><i>Gender Differences in Leadership</i></p> <ul style="list-style-type: none"> <li>• Still in the same groups, have participants discuss and come up with 3 differences in leadership styles that they think, based on the information so far, could be found between men and women</li> <li>• Ask them to imagine that they are launching a new project, how would they lead it?</li> <li>• After about 10 minutes, have each group report on what they found</li> </ul> <p>Discuss and review material in the manual</p> <p><i>Gender Differences in Conflict</i></p> <ul style="list-style-type: none"> <li>• Introduce the video as one depicting how men and women differ in the ways they deal with conflict,</li> <li>• Note that the video is from Michelle Marchand Conesco and it is on her webpage.</li> <li>• Instruct participants to listen carefully and write in their manuals the five differences in dealing with conflict</li> </ul> <p><a href="http://MichelleMotivateme.com">MichelleMotivateme.com</a></p> <ul style="list-style-type: none"> <li>• 1. Women see challenge as an attack; men see it as a form of respect</li> </ul>	<p>Manual pgs 12 - 15</p> <p>Slide 21: Conflict Man pg 16</p>
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		<ul style="list-style-type: none"> <li>2. <i>Women are reluctant to oppose (what will it do to the relationship; men tells others what to do ( looking for respect)</i></li> <li>3. <i>Women take things personally; men take conflict matter of fact</i></li> <li>4. <i>Women look for consensus; men just want to make a decision</i></li> <li>5. <i>Women examine the relationship; men just want to resolve the conflict.</i></li> </ul> <ul style="list-style-type: none"> <li>Discuss each point in some detail; Do the participants recognize these traits in themselves?</li> </ul> <p>Take a few minutes to tell the participants what they can expect in the afternoon session.</p>	
12:00		LUNCH	
13:00	Obj 7	<p><i>Welcome back</i></p> <ul style="list-style-type: none"> <li>Are there any questions or comments about this morning's information?</li> <li>Now we are going to shift gears a bit and talk about a gender equity process</li> </ul> <p><i>Achieving Gender Equity'</i></p> <ul style="list-style-type: none"> <li><i>We are going to discuss gender audits</i></li> <li><i>There are many different kinds of gender audit processes – today we are going to talk about the ILO (International Labour Organization) process</i></li> <li><i>The ILO gender audit requires that you have a certified facilitator to conduct it</i></li> <li><i>The ILO gender audit is described in detail in a manual</i></li> <li>What is a gender audit process? <ul style="list-style-type: none"> <li>A Participatory Gender Audit (PGA) is a tool and a process based on a participatory methodology. It promotes</li> </ul> </li> </ul>	<p>Slide 22: PGA Man pg 17</p>

		<p>organizational learning on mainstreaming gender practically and effectively</p> <p>A PGA:</p> <ul style="list-style-type: none"> <li>• Considers whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other;</li> <li>• Monitors and assesses the relative progress made in gender mainstreaming;</li> <li>• Establishes a baseline for the audited unit;</li> <li>• Identifies critical gaps and challenges;</li> <li>• Recommends ways of addressing them and suggests new and more effective strategies;</li> <li>• Documents good practices towards the achievement of gender equality</li> </ul> <p>Using this participatory self-assessment methodology, PGAs takes into account objective data and staff perceptions of the achievement of gender equality in an organization in order to better understand concrete and unsubstantiated facts and interpretations. Audited units receive a preliminary presentation and a full report on the finding</p>	<p>Slide 23: Considerations Man pg 17</p>
		<p><i>Five key areas of analysis</i></p> <p>I. Gender issues in the context of the work unit, and existing gender expertise, competence and capacity-building;</p> <ul style="list-style-type: none"> <li>• Context of the audited unit and its relationship to gender issues relevant to the technical area, current gender debate and related gender-initiatives</li> <li>• Existing gender expertise, competence and efforts at capacity building</li> </ul> <p>II. Gender in work unit's objectives, programming and implementation cycles, and choice of partner organisations</p> <ul style="list-style-type: none"> <li>• Mainstreaming of gender equality in the unit's strategic objectives,</li> </ul>	<p>Slide 24: Areas of Analysis Man pg 17</p>

		<p>policies, programmes and budget</p> <ul style="list-style-type: none"> <li>• Mainstreaming of gender equality in implementation of programmes and technical cooperation activities</li> <li>• Systems and instruments in use for accountability, evaluating and monitoring on gender equality</li> <li>• Selection of working partners</li> </ul> <p>III. Information and knowledge management within the work unit, and gender equality policy as reflected in its products and public image</p> <ul style="list-style-type: none"> <li>• Information and knowledge management on gender issues 2) Gender equality initiatives as reflected in the unit's products and public image</li> </ul> <p>IV. Decision-making, Staffing and human resources, and organizational culture</p> <ul style="list-style-type: none"> <li>• Decision-making processes including on gender mainstreaming</li> <li>• Staffing and human resources concerning balance of women and men, and gender-sensitive policies</li> <li>• Organisational culture and its effects on gender equality</li> </ul> <p>V. Work unit's perception of achievement on gender equality</p> <ul style="list-style-type: none"> <li>• Perception of achievements on gender equality</li> </ul>	
13:15		<p>Three steps:</p> <ul style="list-style-type: none"> <li>• Desk review: documentation review</li> <li>• Semi Structured Interview</li> <li>• Workshop</li> </ul>	<p>Slide 25: Key Components</p> <p>Man pg 17 - 18</p>
13:20		<p><i>Desk Review</i></p> <ul style="list-style-type: none"> <li>• Essentially a documentation review</li> <li>• provides factual and quantitative information but it also serves to cross-check the qualitative self-assessments and viewpoints expressed</li> </ul>	

		<p><i>WHY review documents?</i></p> <ul style="list-style-type: none"> <li>• <i>to access specific information on policy, programmes, activities, systems and operational aspects;</i></li> <li>• <i>to assess the extent to which gender issues are reported in the major documents;</i></li> <li>• <i>to assess the extent to which gender equality considerations have been included in the major programme planning strategies and activities;</i></li> <li>• <i>to identify progress achieved in relation to gender equality and the empowerment of women and girls;</i></li> <li>• <i>to assess the gender sensitivity of documents published; and</i></li> <li>• <i>to provide a baseline for comparisons of gender integration into documents through successive years</i></li> </ul> <p>The purpose of a desk review is threefold:</p> <ul style="list-style-type: none"> <li>• It provides factual and verifiable information to be used as baseline data to complement the results of the PGA interviews and workshops</li> <li>• 2. The information that it generates feeds into the participatory process as material for discussion and appraisal by participants; and</li> <li>• 3. The desk review establishes a benchmark for gender mainstreaming in future documents.</li> </ul>	<p><b>Slide 26 &amp; 27: Purpose</b> Man pg 17</p>
13:30		<p>Semi-Structured Interviews</p> <ul style="list-style-type: none"> <li>• provide the opportunity to explore individual perceptions in a safe space and to amass a wealth of information to complement the findings from the desk review</li> <li>• Based on information gained during the desk review</li> <li>• 45 minutes to 1 hour</li> </ul>	<p><b>Slide 28: Interviews</b> Man pg 17</p>



13:35		<p>Workshop</p> <ul style="list-style-type: none"> <li>• At the end of the process.</li> <li>• conducted with all staff of a unit, management, technical and support staff together</li> <li>• to create an encouraging environment for reflection, analysis and open discussions on the challenges and opportunities faced by the audited unit in mainstreaming gender in its work.</li> <li>• This is not a training session – but a working session</li> <li>• Involves a series of exercises to promote discussion</li> </ul>	<p>Slide 29: Workshop</p> <p>Man pg 18</p>
13:40		<p>Workshop exercise: You daily schedule</p> <ul style="list-style-type: none"> <li>• Have participants fill out the daily schedule they will find in their manuals.</li> <li>• Ask them to include as much detail as possible</li> <li>• After about 5 minutes, ask if anyone is willing to share their schedules with the group – see if you can get one male and one female schedules shared.</li> <li>• You should be able to see a difference between the schedule of men and that of women – women's are usually more complicated and filled with 'unpaid' work,</li> </ul>	<p>Man pg 19</p>
		<p>Gender Audit Questionnaire</p> <ul style="list-style-type: none"> <li>• A self-assessment tool</li> <li>• Explores perceptions about gender sensitivity in the organization</li> <li>• Looks at areas such as gender competence, management, documentation, culture, structure and human resources.</li> <li>• Can occur during workshop or after</li> <li>• Has less than 40 questions.</li> </ul>	<p>Slide 30: Questionnaire</p> <p>Man pg 17</p>

14:45		B R E A K	
15:00	Obj. 8	<p>Gender Mainstreaming</p> <ul style="list-style-type: none"> <li>Definition: <b>Gender mainstreaming</b> requires that attention is given to gender perspectives as an integral part of all activities across all programs. This involves making gender perspectives, what women and men do and the resources and decision-making processes they have access to, more central to all policy development, research, advocacy, development, implementation and monitoring and financial allocations of all programs.</li> </ul> <p><u>Mainstreaming initiatives</u></p> <p>Gender Policies</p> <ul style="list-style-type: none"> <li>Committing to gender Equity</li> <li>Flexible times policies (eg. No meetings before 8 a.m or after 5 p.m.</li> <li>Anti-Harassment Policies Organizations need comprehensive discrimination and harassment policies. These will provide the following benefits: <ul style="list-style-type: none"> <li>mechanisms to deal with harassment issues in a streamlined fashion</li> <li>marginalized populations feel safe and welcomed in their work environments.</li> <li>According to Mongolian Law it is required that all organizations outline sexual harassment policies and methods to deal with claims</li> </ul> </li> <li>Others.</li> </ul> <p>Targeting Men and Women</p> <ul style="list-style-type: none"> <li>Find out the needs of women and men and the best methods to target them –</li> <li>Write job descriptions which are appealing to both men and women</li> </ul>	<p>Slide 31: Definition Man pg 21</p> <p>Slide 32: Ideas Man pg 21 -22</p>

		<ul style="list-style-type: none"> <li>• Advertise that you recruit and retain women and other marginalized groups and put a large emphasis on this. This may also help attract more international business.</li> <li>• Have specific percentages and goals for female and male recruitment numbers</li> </ul> <p>Women in Management Programs</p> <ul style="list-style-type: none"> <li>• Promoting Management Incentive Plans for Women and Men</li> <li>• Promote management programs for women. Mapping out a plan with the organization soon after joining will incentivize their work in the following ways:             <ol style="list-style-type: none"> <li>1. Make them feel valued</li> <li>2. More motivated and driven to achieve a higher position</li> <li>3. Stay longer with the organization</li> </ol> </li> </ul> <p>Providing flexibility Women and men need flexibility in their jobs and will remain with an employer longer Ways to accommodate this include:</p> <ul style="list-style-type: none"> <li>• schedule changes,</li> <li>• fixed shifts,</li> <li>• time off for personal matters and other family-friendly initiatives</li> <li>• providing childcare centers at the place of work or even making child friendly environments (Ex. Kindergartens at Ministry Offices)</li> </ul> <p>Parental Leave The next steps involve pushing for things like Parental Leave, which would provide the same rights to both men and women. This would be</p>	
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		<p>empowering for men, but also encourage women back to the workforce and in many cases both partners can split the leave equally allowing them both to work. Knowing an organization is very supportive of parental leave will:</p> <ul style="list-style-type: none"> <li>• make many women and men want to work for a organization</li> <li>• make both women and men want to stay longer and be more loyal to the organization</li> <li>• give women and men time with their child before heading back to work</li> <li>• give more job security</li> </ul> <p>Respecting employees Loyalties, like respect, are values that appear to be reciprocal. The following are ways an organization can show they respect employees</p> <ul style="list-style-type: none"> <li>• Individualized work sites,</li> <li>• relationship with peers and superiors</li> <li>• providing training</li> </ul> <p>Paying Equal Wages Part of an overall retention bonus strategy is to ensure women are being paid equal wages to men.</p> <ul style="list-style-type: none"> <li>• empowerment</li> <li>• make women and men feel valued</li> <li>• make them want to stay longer.</li> </ul>	
15:45	Obj. 9	<p><i>Empowerment of Women</i></p> <ul style="list-style-type: none"> <li>• The empowerment of women concerns women gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over</li> </ul>	

		<p>resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality</p> <ul style="list-style-type: none"> <li>- one final stat to conclude the day: 70% of the world's poor are women and girls. (Women's Empowerment International)</li> <li><i>Definitions and Concept</i> <ul style="list-style-type: none"> <li>○ The World Bank defines women's empowerment as "the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes."</li> <li>○ The European Institute for Gender Equality defines it as "the process by which women gain power and control over their own lives and acquire the ability to make strategic choices."</li> </ul> </li> <li><i>Why it is important</i> <ul style="list-style-type: none"> <li>○ Promotes economic development (refer to economic benefits discussed in the morning)</li> <li>○ Influences social change (refer to social benefits discussed in the morning)</li> <li>○ Promotion of education for girls</li> <li>○ Promotion of involvement of women in politics. (women make decisions differently.</li> </ul> </li> </ul> <p>Review 10 ways to empower women – speaking points on <a href="http://www.readglobal.org/blog/126-10-ways-to-empower-women">http://www.readglobal.org/blog/126-10-ways-to-empower-women</a></p>	<p>Side 33– Empowerment Man pg. 23</p>
		<ul style="list-style-type: none"> <li>•</li> </ul>	
16:00	Obj. 7	<p>Application : Action Planni</p> <ul style="list-style-type: none"> <li>• Remind participants that it is everyone's responsibility to empower women</li> <li>• Tell participants they will have a few minutes to think about what they</li> </ul>	

		<p>can do personally to advance the cause</p> <ul style="list-style-type: none"> <li>• This is a personal, individual exercise</li> <li>• Ask them to make a personal commitment to advancing gender equity, personally, in their communities, at their workplace...</li> <li>• Note that you will have for someone to share but that is absolutely voluntary – they will only share if they want to,</li> <li>• What can I/we do?</li> <li>• How can I (we) encourage gender equity in my organization?</li> <li>•</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• Ask someone if they will share their commitment</li> <li>• If they do not want to, that is fine, move on to a discussion about what kinds of things we can do to empower women <ul style="list-style-type: none"> <li>○ Encourage our girls and women to be confident</li> <li>○ Help young girls and women succeed in their initiatives</li> <li>○ Talk about gender equity</li> <li>○ Join the Gender Focal group</li> <li>○ Create a gender support group</li> <li>○</li> </ul> </li> </ul>	Manual pg 23
		<p><i>Course evaluation</i></p> <ul style="list-style-type: none"> <li>• Ask participants to fill out the course evaluation. Collect as they finish</li> </ul> <p><i>Conclusion and Thank You</i></p> <ul style="list-style-type: none"> <li>• Ask participants to end the course by finding one word that describes how they feel about the course. No repetitions are allowed.</li> <li>• When the round is finished, thank participants for their participation and conclude the course.</li> </ul>	