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**UNITED NATIONS ECONOMIC COMMISSION FOR AFRICA
AFRICAN CENTER FOR GENDER AND DEVELOPMENT
(ACGD)**

REPORT ON

**GENDER MAINSTREAMING IN THE ECONOMIC COMMISSION FOR
AFRICA (ECA).**

MAY 2006

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1. BACKGROUND

1.1 Mandate

Within the United Nations, all agencies have been instructed by the General Assembly ~~to mainstream gender perspectives into all areas of operation.~~ The international community has affirmed and reaffirmed their commitment to women's empowerment and gender equality in a number of documents. The most important and strongest document in the area is the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). The binding commitments of CEDAW were reaffirmed in the equally important Beijing Declaration of 1995, and its Action Plan the Platform for Action 1995. In Beijing, governments reaffirmed their commitments to strengthen equality between women and men, identifying 12 critical areas of concern to this cause. The Beijing also adopted the strategy for gender mainstreaming as the overall approach to reach the objective of gender equality.

The United Nations Resolution 2005/31 calls upon all entities of the United Nations system, including United Nations agencies, funds and programmes, to intensify efforts to address the challenges to the integration of gender perspectives in policies and programmes.

In 1996, as an institutional response to the Beijing and Dakar mandates and commitments to mainstream gender, the Economic Commission for Africa (ECA) adopted the goal of gender equality as a development objective. Gender mainstreaming became one of the primary areas in the new strategic directions for ECA. The gender policy statement of 1996 instructs all divisions to include gender perspectives in all their outputs to member States.

These legal instruments guide the work of ECA Divisions and sub-regional offices and commit ECA to achieve identifiable and measurable gender equitable outcomes and impacts.

Within ECA, the African Center for Gender and Development (ACGD) is the regional structure that deals with gender issues and the advancement of women within the United Nations system in Africa. In this capacity it works with national, sub-regional structures engaged in the advancement of women and gender equality. The ACGD plays a catalyst role by fostering the mainstreaming of gender in the strategic orientation of ECA and its outputs and activities.

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1.2 Objective of the Gender mainstreaming programme in the ECA.

The objectives of the **Gender Mainstreaming Programme** in the ECA are:

- To sensitize staff on the importance of gender in their work and to development in Africa;
- To build capacity of staff and management to gender mainstream processes, structures and outputs to member States;
- To develop guidelines and checklists to assist ECA Divisions, SROs, and IDEP to gender mainstream processes and outputs to member States;
- To provide technical backstopping to other divisions and SROs;
- To integrate gender issues into planning, coordination and implementation frameworks in the ECA;

The ultimate **goal of the gender Mainstreaming Programme** is to ensure that ECA delivers outputs and result-based accomplishments that are gender sensitive.

The **activities under this programme** include:

- Capacity building workshops to raise awareness of gender issues, and to build capacity of staff and management in using gender-mainstreaming tools. A series of workshops have been run for professional staff of Divisions. The next workshops will target Programme Managers and the SROs;
- Produce and provide guidelines on mainstreaming gender perspectives into conferences and meetings to ensure that gender issues are addressed;
- Assist in producing gender mainstreaming policy and strategy for the ECA;
- Provide periodic training on gender mainstreaming.

The Programme on gender mainstreaming will **accomplish** the following:

- An institutional culture in which gender mainstreaming is part of the life of the ECA.
- A corporate policy and strategy that will underpin the practice of gender mainstreaming in the ECA.
- Outputs to member States take into account gender concerns.

1.3 Rationale for gender mainstreaming in the ECA

Gender mainstreaming is an important aspect of good governance. It seeks to ensure that institutions, policies and programs respond to the needs of women as well as men, and distribute benefits equitably between women and men. It contributes to social, economic and cultural progress. It is an approach to governance that makes men's and women's concerns and experiences an integral part of the design, implementation,

monitoring and evaluation of policies and programs in all sectors of society. It leads to greater fairness, equity and justice for women and men, thus enhancing the accountability of governments.

Gender equality is a development goal in itself, and poverty reduction and sustainable development cannot be achieved without it. These are the values that underpin the work of the ECA and its outputs to member States. Given the strategic position ECA holds as regional Commission, it is important that ECA show cases the gender mainstreaming approach in Africa.

1.4 What is gender mainstreaming?

Gender mainstreaming involves addressing gender inequalities in all aspects of development, across all sectors and programmes, including decision-making. It is the process of transforming mainstream planning and programming to address the needs and aspirations of both men and women. It is a key strategy towards the achievement of gender equality and equity. Gender mainstreaming means the consistent use of a gender perspective at all stages of the development and implementation of policies, plans, programmes and projects.

The Economic and Social Council defines gender mainstreaming as:

"...the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

(ECOSOC, Report of the Economic and Social Council for 1997 (A/52/3), 18 September 1997.

ECA has adopted gender mainstreaming as a strategy for advancing gender equality and equity by integrating gender perspectives, concerns and interests in all its outputs, programmes, systems and structures.

2. GOAL AND OBJECTIVES OF GENDER MAINSTREAMING STRATEGY IN ECA.

The **goal** of the strategy is gender equality and women's rights.

The **objective** of the strategy is to institutionalize the integration of gender perspectives into ECA's work and outputs to member States. This will create conditions for women's rights and gender equality (equal access to opportunities for both men and women to enjoy human development) in the Commission as well as in the member States, in all areas of its mandate, according to the international commitments made.

3. PRECONDITIONS FOR GENDER MAINSTREAMING IN THE ECA

Gender mainstreaming cannot take hold without a number of "preconditions" in place. The UN in its related steering documents directly linked to the issue of gender mainstreaming in all UN activities and interventions, has outlined the basic principles of mainstreaming for UN bodies. They amount to the following in the context of ECA's work:

3.1 Gender analysis of all activities

Initial baseline analysis of issues and problems was done in 200 and 2004 at all levels of ECA's work in such a manner that gender differences and disparities were visible and diagnosed. It should never be assumed that policies are neutral from a gender perspective.

3.2 Political will and leadership from Senior Management.

In every organization, understanding and commitment from the senior management team is crucial to creating an enabling environment for the implementation of gender mainstreaming. Senior management should provide competent leadership and enable allocation of adequate resources for gender mainstreaming.

In the ECA, there has been a formal acknowledgement from the Executive Secretary and the Senior Management team that gender equality is an essential component of sustainable development in Africa. The gender statement of 1996 and the willing participation of programme managers in the capacity-building workshops are evidence of this commitment.

3.3 Policy framework.

Success in gender mainstreaming also requires that a formal policy, such as a specific gender equality policy, plan or statement be put in place and actually implemented. The ECA made a gender policy statement in 1996 which recognized gender mainstreaming as a strategy for gender equality, and instructed that all ECA's outputs to member States be gender mainstreamed.

3.4 Sufficient resources for gender mainstreaming

Without sufficient allocation of resources, any official commitment to gender mainstreaming will not amount to much more than lip service. Resources must be allocated to support the structures and practices required for mainstreaming activities. In the ECA, capacity building in the use of gender mainstreaming tools is a continuous process that requires sufficient resources to implement.

3.5 Tools and knowledge for Gender Analysis

It is important to build the capacity of all staff at the professional level and above to have access to tools to conduct gender analysis in order to effectively develop gender-mainstreaming strategies. They must also have the skills to use these tools effectively. Gender analysis should always be carried out in both recommendations to policy planning, decision-making and implementation. Towards this end, ECA has run a series of workshops for gender mainstreaming, in 2000 and again in 2006.

3.6 Sex-disaggregated Data and Information Systems

It is important that evidence is gathered to document the differences in circumstances and opportunities between men and women and to provide the basis for policy and program development and evaluation. This is important because no one policy has the same impact on both women and men.

3.7 Practical application of gender mainstreaming strategy

All too often, strategies for gender mainstreaming are either missing, or not translated into action plans and implemented fully. A specific gender mainstreaming strategy for ECA should be formulated, and priorities for its interventions established within every division and sub-regional offices of the ECA. It is important that gender mainstreaming is institutionalized systematically for it to become a culture of the organization.

3.8 Sufficient motivation of staff

It is important to ensure that not only are staff given the opportunities to develop new skills and to take on new responsibilities, but that they also have the motivation to do so. There needs to be encouragement and incentives for every staff member participating in the process.

3.9 Monitoring and Evaluation systems and tools

Equally important to developing and promoting mechanisms and approaches for gender mainstreaming, is to make these mechanisms accountable within every phase of the work, from planning and decision-making to follow-up and evaluation. The staff and management of ECA should be accountable for mainstreaming a gender perspective within all interventions. It is therefore, important to develop accountability mechanisms that will routinely review the work and ensure that gender mainstreaming is implemented.

3.10 Effective communication, networks and linkages

Within the ECA, the ACGD is responsible for building capacity of all professional staff and programme managers in gender mainstreaming ECA's systems, processes and outputs. It is also responsible for providing technical backstopping in all other divisions. In order for it to perform these roles effectively, there have to be constant liaisons between ACGD and gender focal points in other divisions

3.11 Targeted, women-specific policies

Care should be taken to ensure that mainstreaming does not replace the need for targeted, women-specific policies and programmes, and legislation, nor does it do away with the need for gender units or focal points.

These enabling factors are dynamic and often interdependent. Sufficient resources to engage in gender-based analysis and to collect sex-disaggregated data may require policy changes to re-allocate the Commission's resources. Political will and commitment will ebb and flow over time. Adaptability is crucial, and it is important that mainstreaming strategies remain focused on the goal of institutionalizing gender equality, but it is also important that staff combine an iterative determination with an agility to respond to changing circumstances.

These principles should be converted into acknowledged and visible objectives for the work of each and every staff member in the ECA for successful implementation of the Gender mainstreaming approach in the Commission.

4. GENDER MAINSTREAMING IN THE ECA: EXPERIENCES

4.1 Overview of Experiences

To implement the 1996 gender policy document and the UN resolutions on gender mainstreaming, ECA has been working towards strengthening an institutional culture,

system and practice of gender mainstreaming into its outputs and activities. The African Center for Gender and Development has a programme to facilitate capacity building for gender mainstreaming within the Commission. The initial activity under this programme was a Needs Assessment workshop whose objective was to determine the needs of the Commissions and to identify priority work outputs for gender mainstreaming. Following from the needs assessment, ACGD ran gender sensitization workshops for Divisions and Heads of Divisions at which recommendations were formulated for the capacity development programme. Heads of Division, SROs and Senior Professionals of ECA requested further in-depth, custom-designed , and specialist training in gender analysis and gender-aware policy and programme formulation and implementation.

The second phase of the capacity building for gender mainstreaming programme is built on the first phase and is designed to support and strengthen the various initiatives in gender mainstreaming in the divisions. In 2004, another Needs Assessment was conducted to identify gaps within the divisions and to identify entry points for gender mainstreaming outputs in each of ECA's Divisions. The study reviewed the major outputs of ECA, highlighted gender gaps, and defined strategies for addressing them in the Divisional and Sub-regional outputs. The study concluded that most staff in ECA were aware of gender issues but needed training in the use of tools for gender mainstreaming.

In 2005, the Executive Secretary of the Commission issued a note on "*Mainstreaming gender in conferences and meetings*" aimed at actualizing and operationalising the concepts of gender equality and gender mainstreaming in the organization of conferences and meetings such as ministerial meetings, meetings of subsidiary committees and special events

While there has been significant progress in gender awareness within ECA, challenges remain on the mainstreaming of gender equality concerns in programmes and outputs. For ECA to be at the cutting edge of conceptualization, knowledge, skills and practice in gender mainstreaming, it is critical to elaborate on a continuous basis, tools and strengthen capacity on "how to". For this purpose, ACGD ran workshops for professional staff of ECA's substantive divisions. in February 2006. The overall objective of the workshop was to sensitize staff on the importance of gender mainstreaming outputs in their divisions and to equip them with tools for gender mainstreaming.

5. SECOND-PHASE GENDER MAINSTREAMING WORKSHOPS IN THE ECA 2006

5.1 Introduction

In February 2006, the ACGD ran a series of workshops on gender mainstreaming in the ECA Headquarters in Addis Ababa, Ethiopia for Professional staff of the following substantive divisions:

Sustainable Development Division (SDD), Development Policy Management Division (DPMD), Office for Policy Planning and Coordination (OPC), Development Information Society Division (DISD), Economic and Social Policy Division (ESPD), African Center for Gender and Development (ACGD), and Trade and Regional Integration Division (TRID). Overall, all professional staff of these divisions participated in the workshops.

5.2 The Objectives of these Workshops were as follows:

The main objective of the workshop was to sensitize professional staff of ECA's divisions on the importance of mainstreaming gender into their outputs, emphasizing their mandate and responsibility to deliver gender responsive outputs to Member States.

The specific objectives of the workshop were:

- ♦ to build the capacity of ECA's staff on gender mainstreaming by providing them with conceptual knowledge, tools and methodologies to mainstream gender into their outputs;
- ♦ to provide ECA's divisions with custom specific training modules and reference materials tailored to their areas of work;
- ♦ To strengthen divisional ownership of the process of gender mainstreaming into ECA outputs and advisory services to member States.;
- ♦ to agree on the roles of ACGD and other divisions in systematically addressing gender concerns across ECA's day-to-day work and outputs to Member States;
- ♦ to develop a specific gender mainstreaming strategy for each division.

The workshops focused on:

- (i) the **What**: key concepts critical to understand gender mainstreaming will be explained;
- (ii) the **Why**: illustration will be done on the rationale of mainstreaming gender into the divisions' outputs through case studies, and presentations on the gender dimension in each of the division's work;

(iii)the **How**: a large part of the workshops will be dedicated to the HOW to provide the divisions' staff with gender mainstreaming tools and to show them how they can use the tools to routinely address gender concerns into their specific outputs. The divisional workshops will also provide the opportunity to each division to define their strategy for mainstreaming gender into their outputs and activities, as well as a monitoring and evaluation system to track progress and reflect on the experience.

5.3 Workshops Format

The workshops were focused and specific i.e. tailored to each division's outputs; participatory and interactive based on the learning by doing and the expertise of the divisions' staff. To this end, meetings were held between ACGD's team and the divisions' focal points during the preparation process to review with them the objectives of the workshops, their expectations, what we expect from them and to get divisional flagships and other publications, documents and information.

5.4 Facilitation

A team made up of three professional staff members from ACGD, Ms Rose Aderolili, Economic Affairs Officer, Ms Ngone DIOP, Economic Affairs Officer, and Ms Tacko Ndiaye, Economic Affairs Officer, and an international Consultant Prof.Kassey Garba, with track records on gender mainstreaming facilitated the workshops for SDD, ACGD, DPMD, ESPD, and TRID, while the training workshop for OPC was facilitated by ACGD staff only.

5.5 Expected Outcome

It was expected that by the end of the workshop, staff of ECA's divisions would have gained better understanding of their responsibility and accountability in ensuring their outputs are gender responsive, and will own ECA's mandate and commitment in promoting gender equality in Africa.

5.6 Training Content

The workshops were formatted as follows:

- Session 1:** Introduction of participants and consultants
- Session 2:** key concepts i.e. gender concepts including social construction and gender in different contexts
- Session 3:** Gender issues in ECA's mandate i.e. promoting Africa's socio-economic development.

Session4: Making ECA's work and outputs gender responsive. Mainstreaming gender into the outputs of ECA's divisions. Process, tools and methodologies

Session 5: The Way forward

Participants to reflect on their roles and strategy of their divisions to mainstream gender into their outputs.

6. GROUP TRAINING SESSIONS

6.1 SUSTAINABLE DEVELOPMENT DIVISION (SDD)

The training workshop for SDD was attended by 22 professional staff and the Director of the Division. The OIC of the African Center for Gender and Development welcomed SDD and thanked them for devoting time for the workshop. She reiterated that the work SDD does is critical for human development and therefore should include gender perspectives. She told the workshop that she was confident that the participants would find the workshop useful and wished the group a successful workshop. In response, the Director of SDD said that he and his team were eager to attend the workshop and said they had very high expectations. Participants from SDD also said they expected that at the end of the workshop they would:

- Understand better gender-related concepts especially gender mainstreaming.
- Familiarize themselves with the various tools used in gender analysis and mainstreaming.
- Understand how these tools could be applied in gender mainstreaming SDD's work.

6.1.1. Format of the training for SDD

The training workshop for the SDD was tailor-made to the work of the division. Presentation started with the mandate of the SDD within the overall mandate of the ECA and the role gender plays in the delivery of that mandate. SDD like other substantive divisions of the ECA carries out its mandate through research, advocacy and policy analysis, convening stakeholders and building consensus, technical assistance and capacity building and launching of networks and provisions of connectivity. The facilitators of the workshop reviewed the mandate, strategies and functions of the SDD with the intention to demonstrate the relevance of gender.

6.1.2 SDD's Mandate

The Overall Objective of SDD's work is to strengthen the capacity of member States to design institutional arrangements and implement national policies and programmes that reinforce the linkages within the nexus of food security, population, environment and human settlements in order to achieve sustainable development, and to contribute to building capacity of African countries to utilize science and technology in achieving

sustainable development. The importance of this mandate to poverty reduction and gender equality was emphasized.

6.1.3. Specific objectives of the SDD subprogramme

- To promote awareness of the need to integrate concerns of the three pillars of sustainable development, namely economic development, social development and environmental protection into national development planning and poverty reduction programmes.
- To improve stewardship of natural resource base and the environment by strengthening the capacity of member States for sustainable exploitation, management and effective utilization of such important natural resources as mineral and energy resources, and water resources.

6.1.4 SDD's Strategies for achieving these objectives

The emphasis of the subprogramme is on the WEHAB priority areas identified in the WSSD plan of implementation, namely Water and Sanitation; Energy; Health and Environment; Agriculture; Biodiversity and ecosystem management. In order to **respond** to the urgent sustainable development challenges, consistent with NEPAD framework, the activities of SDD focus on the following priorities:

- Strengthening strategies and programmes for integrated water resource management;
- harnessing science and technology for sustainable development; and
- assessing and monitoring progress on the implementation of the WSSD outcomes

6.1.5 The major functions of SDD are:

1. Improving land resources management for sustainable development.
 - This addresses the importance of natural resources in promoting socio-economic development in Africa. It strives to address problems related to land tenure and land use, which have been the cause of conflicts and contributed significantly to the degradation of the resource base, thus exacerbating poverty. Poverty is a critical issue in gender equality since the majority of the abject poor are women and vulnerable men.
2. Harnessing Science and Technology for Development
 - This aims at building/strengthening institutional, analytical and policy-making capacities of selected member States to foster expansion, acquisition, application and diffusion of scientific knowledge and technological resources to poverty reduction and sustainable development.

3. Assessing and monitoring progress on sustainable development

- This involves the follow-up to individual global/international conference pertaining to different aspects such as population and development (ICPD), food and security (WFS), and environment and development (UNCED).

6.1.6 Why gender issues are important to the work of the SDD

The participants were told that there were many reasons why SDD should incorporate gender perspectives into its work. The following are some of the reasons:

- Women are custodians of natural resources . There are no activities where natural resources are used and women are not involved directly or indirectly , so why exclude them from decision-making around these issues?
- Feminisation of poverty. The MDG Report (2005) suggested that the very poor in Africa are getting poorer and the majority of these are women, poor men and orphaned children. MDG targets No.s 1,4,5,6,7 cannot be accomplished without paying attention to the status of the majority of the African women.
- Environmental sustainability will not be achieved with current patterns of resource consumption, use and management. The rural poor (about 60% of world poor are women) are most immediately affected because their day-to-day subsistence and livelihood depend on natural resources.
- The target of MDG Goal 7 is to half the proportion of people without sustainable access to safe drinking water and sanitation by 2015. 42% of SSA's population is unserved, women are more affected, and this goal may not be met.
- Because they are more disadvantaged, women are more threatened by food insecurity (FAO, 2002).
- Women and poor men are more directly adversely affected by health issues (UNFPA, 2001).
- There is limited access to affordable reproductive health care. Maternal mortality is very high in SSA (over 500 per 100,000 live births). Malnutrition in women and children is a major problem
- Limited access to education puts women at a disadvantage in the use of science and technology for agricultural purposes, thus reducing the chances for food security.
- The role of women as custodians of the environment is unrecognized. Because women and men have different roles at household and community level, women have different priorities in ensuring environmental protection.
- Women in the mining sector face problems/challenges different to men.
- Differential impact of environmental degradation on men and women arising from environmental degradation.
- Men and women have different energy usages and have different appreciation of any particular energy intervention.
- The lack of clean fuels has a direct impact on rural households, which depend on wood, dung, crop residues and charcoal for heating. Indoor air pollution caused by

these fuels is estimated to cause more than 1.6 million deaths per year, mostly amongst women and children (MDG Report 2005).

- Land tenure reforms are not gender sensitive. Land Acts have no legal consequence and do not contribute to poverty reduction, improved household income, food security and livelihoods through increased access to land and improved security of tenure for the rural poor.
- The poor (especially women) benefit the least from biotechnology that could raise productivity due to:
 - Limited awareness of its benefits.
 - Weak scientific and technical expertise.
 - Poor research and information infrastructure (information on gender ignored on research).
 - Inadequate technology transfer.
 - Lack of private sector participation

6.1.7. Gender Gaps in the work of the SDD

During the workshops, the following gender gaps were identified:

- Women and poor men are often excluded in decision-making processes concerning natural resource use and management.
- Poverty reduction strategy frameworks do not use gender- and sex- disaggregated data, thus masking the fact that more women and men live in poverty.
- Food insecurity is exacerbated by the fact that decisions on the type of activities, resources and exploitation of benefits in the agricultural sector are often made without the participation of both men and women.
- Lack of access to productive resources in the primary industry sector keeps women in poverty.
- Women do not have rights to their own bodies (female Genital Mutilation, and unequal rights in relationships).

6.1.8 Closing gender gaps in SDD work

In order to demonstrate the application of Gender mainstreaming techniques to closing gender gaps in SDD's work, a draft outline of the ECA's Report on Sustainable Development was used. However, SDD soon made it clear that gender issues had already been thoroughly covered in that draft Report. A survey questionnaire on Environmental management was then used as a sample of gender mainstreaming, but again, the author's of the questionnaires pointed out that gender elements had already been included in the master questionnaire. The training team took the view that, with

the permission of SDD, another workshop will be held to demonstrate properly the application of gender mainstreaming tools and methodologies to SDD's work.

Although the exercise was not as detailed as it should have been, the following suggestions were made regarding ways to close the gender gaps in SDD's work:

- It was emphasized that gender mainstreaming should be adopted on a daily basis as a strategy for ensuring that gender related development issues are addressed in the work of the SDD.
- In as much as possible, economic analysis must use gender and sex disaggregated data.
- The process of producing ECA's report on Sustainable Development, for example should incorporate gender issues right from the stage of conceptualization, elaboration, production and even dissemination.
- When carrying out consensus building duties, women should be involved both as organizers and as effective participants.

6.1.9 Gender mainstreaming tools:

In order to carry out effective gender mainstreaming, the following tools were introduced to SDD professional staff:

- Analytical tools that enable policy makers recognize gender gaps and how they can constitute hindrances to achieving gender equality.
- Educational Tools that enable policy makers to have the necessary knowledge to detect gender issues and gaps so that they can factor them into their policy formulation and design. These include :Statistics, cost-benefit analysis, surveys and forecasts, research – academic and applied, checklists, guidelines, gender impact assessment methods, and monitoring.
- Tools that are meant to ensure that all stakeholders- women and men have the opportunity to influence decisions that would affect them directly or indirectly. These include: Think Tanks and Steering groups, databases and directories, conferences
- Consultation and seminars, public hearings

6.1.10 Feedback from SDD

Feedback obtained from participants from SDD indicated that the workshop had been very successful in clarifying gender and gender mainstreaming related concepts, and that the rationale for gender mainstreaming in the ECA was made much clearer. However, they felt that a lot more time should have been devoted to demonstrating the application of the various tools for gender mainstreaming introduced during the workshop. Most participants also felt that ACGD should have prepared a strategy

document specific to gender mainstreaming the work of SDD. However, the ACGD team made it clear that each division, after the training workshops, should come up with such a strategy – covering all the major outputs of the division itself.

6.2. OFFICE OF POLICY PLANNING AND COORDINATION (OPC)

Facilitation of the OPC workshop

A workshop was for run for the OPC professional staff on February 13th 2006. The Director and 12 professional staff members participated in the training. Like with all other substantive Divisions, the training was tailor-made to suit OPC's major activities. The training approach taken was different to the one previously used in training other Divisions. Rather than presenting the workshop with pre-prepared materials on various aspects of gender mainstreaming, the facilitators asked OPC staff questions such as what they understood by the term gender mainstreaming, why they think gender is important, and how and in what areas of their work they believed gender must be taken into consideration. This participatory approach proved to be extremely successful and the ACGD team decided that it will be used in future workshops. During the workshop, practical exercises were given to participants on the application of gender mainstreaming tools.

6.2.2 Mission of OPC

The mission of OPC is to provide the intellectual leadership for translating the vision of the Commission into programmes that effectively respond to Africa's development challenges. OPC is responsible for strategic planning, normative policy analysis, communication, knowledge management, and monitoring and evaluation.

6.2.3 Functions of OPC

- Facilitate strategic planning and operational programming, and a deeper and wider understanding of the vision and the strategic orientation of the Commission.
- Consolidate the on-going efforts to ensure the relevance of its work to member States.
- Ensure that communication and knowledge networking and management are mainstreamed in each sub programme as modalities for programme delivery.
- Facilitate ECA's assigned role in coordinating the UN's support to NEPAD and similar programmes and initiatives - in support of Africa's development at the subregional and regional levels.
- Monitor programme implementation and ensure that systematic reporting is undertaken for all programmes and projects.
- Prepare reports in support of ECA resource mobilization efforts.

- Work closely with Budget, Finance and Human Resources Division to ensure that budgets relate to the results-oriented planning cycle, and that there are requisite output performance indicators for the achievement of all budgeted input activities.
- Define measurable indicators for programme and organizational performance of sub-programme Divisions and Sub-regional Offices within an effective results-oriented monitoring and evaluation framework with periodic benchmarking.
- Sustain the momentum towards excellence, cost-effectiveness and enhanced synergy in the work of the Commission.

6.2.4 Why gender is important in OPC's work:

- Gender issues are critical to all areas of OPC's work.
- Gender considerations must be taken into account when translating the vision of the ECA into programmes.
- Strategic planning that does not include gender issues and does not ensure that they are reflected in programmes and policy documents fails to address the real needs of member states..
- Gender issues are rarely included in the monitoring and evaluation mechanisms, consequently there is no strict adherence to gender mainstreaming requirements and ECA's outputs and processes are not fully gender mainstreamed..
- Technical support to the partnership programme of the Commission is not biased in favor of gender issues and therefore, may not be targeting the right beneficiaries.

6.2.5 Gender Gaps in OPC's work

The following were given as examples of gender gaps that may need to be given attention in OPC's work:

Gender issues are not taken into account in the conceptualization, development, planning, budgeting and implementation of programmes.

6.2.6 Closing gender gaps in OPC's work

- Provide clear guidelines on gender mainstreaming, monitoring and evaluation in the ECA and SROs.to all ECA divisions
- Involve gender experts at all stages of programme conceptualization, development, implementation, monitoring and evaluation

6.2.7 Feedback from OPC

Feedback from participants from OPC indicated the strength of the workshop as being the style of presentation and the practical exercises they did in the workshop. However, a few participants also felt that more time was needed in demonstration the

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“how” of gender mainstreaming in OPC. Like other participants from other Divisions, OPC professional staff supported strongly the need for a clear policy and strategy on gender mainstreaming in the ECA. It was also agreed that OPC focal point would liaise on a continuous basis with a focal point in ACGD for technical backstopping.

6.3. GENDER MAINSTREAMING WORKSHOP FOR TRID

6.3.1. Introduction

The workshop took place on 27 January 2006. It was attended by the professional staff of TRID. In her opening remarks, ACGD’s OIC thanked TRID’s Director and professionals for responding positively to ACGD’s invitation. She added that such high attendance showed their commitment to address gender issues in their work. TRID Director emphasized the importance of gender in Trade and regional integration and shared efforts done by the division to address gender into its work. The participants introduced themselves and expressed their expectations which were:

- To better understand the concept of gender and related aspects;
- To better understand what gender mainstreaming means for the work of the Division;
- To acquire the methodologies and tools of gender analysis and mainstreaming.

Thus, the objectives and programme of the workshop were presented.

The second session was dedicated to plenary discussion on gender concepts. Participants were asked the first time they reminded they were boys or girls and what made them understood that they were different?

The discussion was useful to make participants understand that we all born female of male but as we grow up the society teaches us how to behave as girls/women and as boys/men.

Gender was defined as “the *socially constructed differences in attributes and opportunities associated with being female or male and the social interactions and relationships between women and men*”. It determines what is expected, allowed and valued in women and men in a given context. It was noted that gender interacts with race, ethnicity, location, and age.

Other key gender related concepts including gender roles, gender equality, gender analysis, gender mainstreaming etc. were also discussed and defined.

The glossary of gender related concepts is annexed to this report.

6.3.2 Why gender matters to the work of TRID?

The work of the division is articulated around two main objectives:

- To promote regional cooperation and economic integration in the region, focusing mainly on policy issues, infrastructure development and related services in the transport sector;
- And to strengthen the capacity of African countries to engage in intraregional trade as a step towards integration into the global economy within the context of the new WTO Agreements.

Gender is a key dimension of each of the components of the division's work namely trade, transport and regional integration.

Gender in trade

- Trade is one of the main socio-economic sectors because it involves both production and exchanges of goods and services at national, regional and international levels;
- Trade has tremendous impacts on the well-being of the population;
- Economists consider trade as an engine of growth because it offers possibilities for production of new goods and services and opportunities for new markets. It also offers possibilities for creation of new factors of production and increases efficiency due to competition.
- Because Trade is an aggregate like all macroeconomic components, mainstream economists assume that trade agreements, policies and mechanisms do not have any differential impacts on women and men.

Such assumption is false because of the following:

- The structure of the social power relationships between men and women shape their access to and command over resources including land, financial resources, technology, education and information, market, all of which being essential for women and men to participate in and benefit from trade.
- Gender issues and women's voices remain absent in the trade agreements, policymaking and mechanisms.

Gender and transport in Africa

Because of their different gender roles, women and men have different mobility patterns and needs. However, their specific needs are not addressed in African transport policies and provisions, which are designed to meet the needs of males' wage earners. Because of lack of means of transport, rural women and girls walk long distances to carry water, fuel wood, and agricultural products, to accompany children and elderly.

6.3.3 How to address gender concerns in TRID's work to ensure that the division outputs and expected accomplishments to Member States are gender responsive?

To address to this issue gender analysis and mainstreaming tools were shared with participants.

Gender analysis is a framework that aims at examining the differences in women and men's lives, including those which lead to social and economic inequalities at the expense of women, and analyzing the underlying causes of these inequalities. The outcomes of the analysis inform policy formulation and services delivery with the view of achieving positive change for women.

Various gender analysis frameworks can be used among them the Harvard Framework, Moser Framework, and the Longwe Framework

The Harvard Framework was developed by the Harvard Institute for International development in collaboration with the WID office of USAID.

The framework consists of a matrix for collecting data at the micro level namely at the community and household levels. It has four interrelated components:

- the activity profile which answers the question, "who does what?", including gender, age, time spent and location of the activity;
- the access and control profile which identifies the resources used to carry out the work identified in the activity profile, and access to and control over their use, by gender;
- the analysis of influencing factors, which charts factors that influence gender differences in the above two profiles;
- the project cycle analysis, which examines a project or intervention in light of gender-disaggregated information.

The framework also contains a series of checklists consisting of key questions to ask at each stage of the of the project cycle: identification, design, implementation, and evaluation.

Other gender analysis frameworks are annexed to the report.

Gender mainstreaming: ECOSOC (1997) defines gender mainstreaming as:

- (i) a process of assessing the implementation for women and men of any planned action, including policies or programmes, in any area and at all levels;
- (ii) It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation

of the policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated.

Gender mainstreaming is a comprehensive strategy whose overarching objective to achieve gender equality.

The following tools for gender mainstreaming were also discussed:

- Gender analysis to establish the actual situation of women and men;
- Sex and gender disaggregated data to be used in the analysis;
- Gender responsive policies and implementation action plans;
- Gender sensitive indicators for monitoring and evaluation of gender related outputs and impacts;
- Women's empowerment programmes.

Plenary exercise was done to identify with the participants the entry points to mainstreaming gender into TRID's work using the TRID's flagship as an example e.g. Assessing Regional Integration in Africa; Trade Liberalisation and Development in Africa. The facilitators and participants reviewed the process of development these flagships to explain how gender issues could be addressed. It was also emphasized that gender concern should be systematically addressed at all levels of the process:

- In the concept note: spell out gender issues in relation to the area of the publication;
- Terms of reference: the composition of the team set up to elaborate the report should be gender sensitive. It was clarified that having women in the team is not enough to make it gender sensitive. There is a need to ensure that at list one member of the team has gender skills.
- Formulation of the report: the context, situation analysis, policy recommendations should systematically address gender issues using the gender analysis and mainstreaming tools discussed above.

The note on Mainstreaming Gender in ECA's meetings, conference, seminars and other fora, adopted in 2005 by ECA's SMT was also presented as another entry point to mainstreaming gender into the division's work.

The following points emerged from the workshop:

- TRID's professional have become more aware of the importance of mainstreaming gender into their work;
- They expressed the need for more gender mainstreaming training to improve their know how and more backstopping from ACGD;
- They also requested checklists to assist them in address gender into their day-to-day work.

- Moreover, the division's professionals have become more aware that the responsible of mainstreaming gender into TRID's work, outputs and expected accomplishments to Member States is lies with the division because it is mandatory. ACGD will continue to build their capacity and support them.

6.4. GENDER MAINSTREAMING WORKSHOP FOR ESPD

6.4.1. Introduction

The workshop took place on 31 January 2006

Present were ESPD's professionals, the Director also attended most of the sessions.

In her opening remarks, ACGD's OIC thanked ESPD's Director and professional staff for positively responding to the division's invitation despite their busy schedule. Such good attendance is a signal of their commitment to implement ECA's mandate on promoting gender equality. ESPD's Director thanked ACGD's for organizing a gender mainstreaming training workshop for them, which in fact is timely. He added that they understand the importance of gender issues in Africa's socio-economic processes and were looking forward to know how to better address them in the division's work.

Following the introductory session, plenary discussion was held on the gender and other related concepts to harmonize understanding on gender among the professionals. Beside the general definition of gender concept i.e. "*gender refers to socially constructed differences in attributes and opportunities associated with being female or male and the social interactions and relationships between women and men*", an emphasis was put on the development aspect of gender. Gender is a development goal in its own right and it cuts across each and all of the other development goals.

To illustrate the linkages between gender and development, the work of ESPD's was discussed from a gender perspective.

The Division's mandate is to assist Member States in designing and implementing effective economic and social policies and strategies as to achieve greater and sustained economic growth for poverty reduction and sustainable development.

To achieve such comprehensive mandate, ESPD's main areas of work are:

- Economic policy analysis
- Social policy and poverty analysis
- Macroeconomic and finance analysis
- Statistics development
- Support to the Africa Peer Review Mechanism (APRM) of NEPAD.

6.4.2. Why Gender matters in ESPD's Work.

Gender matters in each of ESPD's areas of work that are actually interrelated and reinforce each other. ESPD is a substantive division that deals with critical challenges facing African countries.

Poverty: women and girls have different social constructed roles, responsibilities, bargaining power, needs and priorities and have different socio-economic behaviors. Therefore, they are affected differently by poverty and participate differently in poverty reduction programmes. This has been acknowledged in the 2005 ERA and several other studies.

Gender inequalities undermine Africa's growth prospects and hamper poverty reduction and development efforts as illustrated in the following evidences:

Saito (1992) and Udry et al. (1995) found that:

In Burkina Faso, shifting existing resources between men and women's plots within the same household could increase output by 10-20%.\

Kenya: giving women farmers the same level of agricultural inputs and education as men, could increase the yields obtained by women by more than 20%.

Zambia: if women enjoyed the same overall degree of capital investment in agricultural inputs as their male counterparts, including land, output in Zambia could increase by up to 15%.

Gender inequalities also lead to inefficient socio-economic policies, low socio-economic growth and constraint development.

Cross countries regressions done by Stephen Klasen (1999) suggest that *if countries in the Middle East, North Africa, Sub-Saharan Africa, and South Asia have closed their gender gaps in years of schooling at a rate achieved by East Asia countries between 1962-1990, the GDP in these countries could have grown to one-half percentage point higher per year equivalent to 30-45% increased.*

The World Bank found that "women and girls bear the largest and most direct costs of gender inequalities but the costs cut more broadly across society ultimately harming everyone" (WB 2001 Report on Engendering Development Through Gender Equality in Rights, Resources and Voice).

These evidences made it clear that gender equality is a critical pathway to African development, the ultimate of ECA.

Plenary exercise was done on how ESPD could mainstream gender into its work so as to ensure gender sensitive outputs and expected accomplishments to Member States. The Division provides policy analytical work to Member States for formulation of comprehensive Poverty Reduction Strategy. How it could promote gender issues into the process?

By mainstreaming gender into the following steps of the PRSP:

Step 1: Poverty participatory assessment

It is a critical step to assess the extent to which the populations are affected by poverty. It is essential to ensure that women and men participate equally in the poverty assessment and voice how they are affected by poverty.

Step 2: Poverty diagnosis and analysis

This step takes further the first one by analyzing the factors that determine the level of poverty using statistics. Gender analysis tool must be used to scrutinize why poverty affect women more than their men counterparts, what are the underlying causes of women and men's poverty? This entails the use of sex and gender disaggregated data. In this regards, discussion was done on the important role ECA/ESPD can play to champion the promotion of gender responsive statistics in Africa.

Step 3: Identification of poverty reduction pillars or priority areas for interventions

Based on the analysis from a gender lens, gender should be one of the criteria of identification of the PRS' pillars

Step 4: Implementation, monitoring and evaluation of the PRS

Resource mobilization and allocation should take account of women and men's specific needs, constraints and priorities. There is a need to gather gender responsive indicators to track progress again the situation analyzed in step 2.

6.4.3. Gender Mainstreaming the PRS.

The value added of mainstreaming gender into countries' PRS was identified as follows:

The Building Blocks of the PRS	Value added of Gender Mainstreaming	Key Tools and approaches for Engendering PRS	Expected outcomes
Knowledge of poverty: poverty profile and analysis that underpins countries' PRS	Nature, causes and impacts of poverty are different for men and for women. Specification of gender-based inequality in access to and control over economic, human and social assets. Integrate trade-offs and externalities with household economy into the	Countries gender review/assessment address nature of gender-based differences and disparities Systematic sex disaggregation of data and indicators Countries' GEM, GDI Mainstreaming gender into surveys and poverty data	Countries' understanding of poverty is informed by the gender-based differences; Multiple dimension of poverty and inequality are addressed including the linkages between the household and the markets. Implications of

The Building Blocks of the PRS	Value added of Gender Mainstreaming	Key Tools and approaches for Engendering PRS	Expected outcomes
	poverty analysis	Time budget analysis	gender-based assets inequality for poverty reduction and growth strategy.
Participatory analysis and process Support to broader and more inclusive understanding of poverty and its dimensions/ Capabilities Opportunity Security Empowerment	Gender inclusive participatory poverty analysis highlights women's and men's different constraints, opportunities, incentives and needs (COINs) Broader Understanding of differentiated nature and impacts of poverty and inequality	Gender sensitive Identification, or mapping of stakeholders Gender balance in membership of teams preparing PRS Gender inclusive consultations of the population to highlight different COINs	Different issues raised in poverty analysis: vulnerability, violence, social capital, or trust, insecurity, time poverty Opportunity to articulate expressed needs and priorities of women and men, girls and boys. Assurance that prioritized actions and implementation plans integrate these differences
Policy responses and actions prioritized: sectoral programmes budgets, service delivery.	Gender as criteria for prioritizing poverty reduction measures. Gender aware-growth strategy. Investment in social sector e.g.; health, education, water, sanitation, labor-saving technology, intermediate means of transport	Gender as a criteria to priorities, sequence and re-orient spending priorities Support countries' efforts to develop effective public action priorities with high poverty impact;	Gender understanding of poverty informs public policies, public expenditures and investment choices as well as priority setting. Different needs including those in the household economy identified; Different poverty

The Building Blocks of the PRS	Value added of Gender Mainstreaming	Key Tools and approaches for Engendering PRS	Expected outcomes
			agenda that is pro-poor and gender equitable

The participants then did a group exercise on how they could better address gender issues into the division's main flagship namely the Economic Report of Africa (ERA). They used the chapter on Employment Creation Policy of the ERA 2005

6.4.4 Ensuring Gender Mainstreaming in Employment Creation Policy

The process below describes the different steps followed by TRID's professional during the exercise

Step 1: Fact finding

- Assessment of overall employment situation and its gender dimensions
- Identification and assessment of employment policies utilizing existing gender employment benchmarks e.g. percentage of women in the labor force (disaggregated by category – paid, unpaid, occupation categories, relative gender wage gap), participation of women in decision-making
- Assessment from a gender perspective of quality dimensions of employment (conditions of work, institutional restrictions, etc).

Step 2 Policy Design and Reformulation

Utilize a participatory approach through:

- Consultation with relevant stakeholders (women's groups, trade unions, labor and education ministries, gender ministries, parliamentary commissions, industry, etc)
- Consultation with other agencies in the UN system – in particular the ILO, UNIFEM - and development partners);
- Facilitate reformulation of policy to make gender responsive;
- Provide technical advice on integrating the conclusions and recommendations into national employment policy;
- Ensure prioritization of gender issues both at the political and technical levels

Step 3 Monitoring and Evaluation

- Establish gender-sensitive monitoring benchmarks (indicators);

- Institutionalize the monitoring and evaluation process – frameworks need to be embedded in existing policy;
- Determine the composition of the monitoring teams;
- Build capacity based on identified gaps;
- Ensure that M&E outcomes inform policy

6.5. GENDER MAINSTREAMING TRAINING WORKSHOP FOR DPMD

6.5.1. Introduction

DPMD's objective is to improve good governance practices for establishing an enabling environment for all sectors of society to participate in the development process and consolidate the foundations for sustainable development.

There are three evidences:

- There is consensus that Good Governance is at the heart of sustainable development and the alleviation of poverty. It is clearly good for economic growth. (Striving for Good Governance, page 1). Good Governance is a priority in NEPAD and the AU. Good governance implies participation and inclusion of women and men in all spheres of decision-making and as beneficiaries of all development efforts. There cannot be any good governance that excludes women as a larger portion of the African population.
- Most factors perpetuating poverty and hindering economic development in Africa are rooted in gender inequality and women's lower status, because of the strong interaction between factors such as women's education, child and maternal mortality and morbidity, HIV/aids prevalence, nutritional status, population growth and economic productivity. Failure to take into account such interaction in economic and political governance will impede the relevance, efficiency, effectiveness and sustainability of any development efforts. The persistence of Gender inequality will challenge the achievement of the MDGs in Africa.
- The majority of the poor in Africa are women because of unequal access to social capabilities, economic opportunities and political power and voice. The results of the AGDI field trials have shown that in most of the 12 countries, disparities subsists in the area of education (primary, secondary and tertiary enrolment), health, wages (agriculture, civil service, formal and informal sector), ownership of land, access to credit, access to managerial positions, participation in decision making in the public sector and civil society.

- Therefore, improving good governance for sustainable development in Africa will require addressing primarily gender equality concerns. Gender is a development goal in its own right that cuts across all other developmental goals.

6.5.2. Why Gender Matters in all areas of DPMD'S work

1. *Political representation*

There is need to understand the power relations that underpin political representation:

- How is leadership influenced by gender stereotypes? How do gender stereotypes affect who we tend to see as an appropriate leader, the person who should be in control? How does the gender perception of leadership affect the behaviour of followers or voters? How is political power acquired and how does it relate to gender? (election, nomination-traditional governance, royalty, military...)
 - Beyond political representation, it is important that women and men's perspectives shape policy making
2. *Efficiency of Government services:* e.g. the extent to which health services respond to the specific needs of women and men: maternal health and prostate cancer
 3. *Institutional accountability:* are the right institutions put in place to address gender inequality and violations of women's human rights? Are clear accountability mechanisms defined? What should it take to effectively implement a policy on VAW for instance?
 4. *Economic management:* does the national accounting system take into account equality in visibility? Issues of adequate policy making, costing and budgeting to address women and men's concerns and priorities?
 5. *Taxation policies:* how do taxation policies affect differently women and men?
 6. *Investment policies:* what is for example the impact of eliminating import tax on government revenues and public spending?
 7. *Legislative and judiciary effectiveness:* Are laws enacted for women's rights adequately enforced? What does adequate enforcement require? Is there real capacity to address gender issues and violations of women's human rights? E.g. ACGD conducted training on gender mainstreaming in Uganda for the Justice, Law and Order sector.

8. *Management of State structure:* Where are women and men in the structure and what is their capacity to influence? At what decision making level are they situated and what is their role in decision-making? Do they have a critical mass for them to influence decisions making process?

6.5.3 How could DPMD address gender issues into its outputs to member states?

1. Rethinking concepts: for instance:

What is good governance and how gender comes in?

- Governance is a process of social engagement between the rulers and the ruled in a political community. Its components include (i) rule making and standard setting; (ii) management of regime structures and (iii) outcome of the social pact'. There is need to redefine governance to include gender equality principles.

What is a capable State and how gender comes in? Currently, the definition of a capable State involves the following:

- Ensures guaranteed and sustained peace and security.
- Creates an enabling political and legal environment for economic growth and promotes the equitable distribution of the fruits of the growth.
- Builds an enabling environment for the private sector to generate economic growth, jobs and income, etc...

A capable States should also address women and men citizens concerns and equally harness the potential of everybody to contribute and benefit from development actions.

2. Redefining/refining indicators:

For instances, the benchmarks for public financial and management and accountability are:

- Smaller deficits
- Meeting targets for revenue mobilization
- Manage tax systems
- Improve fiscal transparency and create institutions.
- Better auditing of pub funds, etc.

There is need to engender such indicators.

- #### *3. Reviewing all processes/steps for the preparation of outputs (research- objectives, questions, hypothesis, methodology, selection of institution, etc.-, meetings, policy*

advocacy) and identifying entry points for gender mainstreaming. Avoid gender evaporation.

4. *Mainstreaming gender into capacity building activities targeting various stakeholders in Member States:* This could be very catalytic and have a multiplying effect on how political and economic governance should address gender equality concerns.

6.5.4 Entry points for mainstreaming gender into the African Governance Report

The group used the AGR for the practical illustration on gender mainstreaming. After identifying all the steps leading to its preparation, the group discussed entry points for gender mainstreaming at each step, as follows.

1. Review of the Resolutions to identify problems in Governance

The main legal framework guiding DPMD's work is provided by the Copenhagen Declaration and other documents which address governance issues in relation to development in Africa. These various documents cover political, economic and corporate aspects of Governance. The review of these resolutions is then scrutinized by OPC, and it is therefore critical to also raise the awareness of OPC on the need to include gender related resolutions in the review, as they relate to governance.

The group discussed the following entry point for mainstreaming gender into the review of Resolutions:

- ⇒ To include gender equality and women's rights documents related to governance such as the Beijing Platform for Action, the Convention on the Elimination of all forms of Discrimination Against Women, the African Charter on Human and People's Rights with its Protocol on women's rights, the Abuja Declaration, the Arusha Declaration, etc...

2. Issue/concept paper on Governance

The scope of all the issues to be addressed in the AGR should include gender equality concerns and perspectives to sharpen the analysis of gender dimensions in policy options. Gender as a cross cutting concern should be considered in the theoretical and analytical framework when drafting the concept paper as well as issue papers.

Gender equality concerns have to be articulated into the objectives, scope, activities and anticipated results (impact, outcome and outputs) when designing the process for preparing the AGR and defining benchmarks on governance to be measured in the baseline studies.

3. Designing of the instruments for measurements

The identified entry points for gender mainstreaming are:

- Selection of participants to the workshop on the instruments of measurements: Prominent resource people participate in this workshop. Gender experts should also be adequately represented.
- Designing of questionnaires, with a possibility to tailor them according to the suggestions of the countries. The structure and content of the questionnaires should allow capturing gender equality concerns in governance.
- Identification of respondents for data collection: the guidelines for conducting the surveys should stress the need to ensure adequate representation of women and men among the respondents.
- Desk research: a desk research is undertaken to complement the results of the questionnaire. A cutting edge bibliography including key documents/publications on gender and governance should inform the desk review.

4. Selection of national partners

The entry points are the following:

- ⇒ Definition of criteria for selecting the national partners: they are usually selected on the basis of their capacity in governance, statistical analysis, etc through a consultation and bidding process. There is need to ensure the selected national partner has interest in gender issues and that the research team has gender mainstreaming skills, e.g. that it includes a gender expert.
- ⇒ ToR for conducting the surveys: the sampling for rural and urban areas should be informed by gender equality concerns.

5. Sensitization workshop

The targets of the workshop are the heads of the research institutions and statisticians, with the aim to building consensus on the process and tools for data collection and analysis. The following entry points were identified:

- ⇒ Invite ACGD to participate in the preparation process of the workshop;
- ⇒ Require that the research institution uses a gender perspective in data collection and analysis process.
- ⇒ Use the workshop as an opportunity to raise awareness on the gender sensitivity of the process.
- ⇒ Ensure that the agenda of the meeting is gender sensitive.

6. Contracting of the research institution

The signature of the contract with the research institution is done in three phases at different stages of the process. It would be advisable to highlight the gender mainstreaming requirements in the contracts to be signed with national partners, and to assess each output using gender sensitive criteria. Payment of the national partners is usually subject to the quality of documents delivered, which should be gender sensitive.

The following entry points for identified for each phase.

- ⇒ Phase 1: is related to the questionnaire by group of experts (private sector, NGOs, academia, etc.). It is critical to ensure that there is adequate gender representation and that the group is gender sensitive. Women's groups should also be invited for the launch of the study at national level. The criteria set for quality control of the report should include gender equality concerns.
- ⇒ Phase 2: is related to the second questionnaire for households. Data to be collected and analyzed and the methods used should be gender sensitive.
- ⇒ Phase 3: is related to the submission of the final report, which should meet the requirement for gender sensitiveness set in the ToR of the national partners.

7. Assessment of the draft national reports and sending of comments to the research institutions

The assessment allows quality control of the information collected and of the report. The following entry points were identified:

- ⇒ Guidelines for the preparation of the reports: gender should be mainstreamed into the outline/guideline for the preparation of national reports;
- ⇒ Validation workshop: Collaboration with gender/women's groups to monitor issues of governance from a gender issues should be strengthened as well as the involvement of these groups in the validation workshop to review the draft national report;
- ⇒ Quality control of the national reports: Gender sensitiveness should be included as a criteria for assessing the quality of the report.

8. Preparation of the AGR

The AGR is a synthesis of the country reports. The entry points for ensuring the gender responsiveness of the report are the following:

- ⇒ Composition of the drafting team: women and gender sensitive consultants should be part of the drafting team for the AGR.
- ⇒ Guidelines for drafting the report: The ToR for the drafting committee should be gender sensitive. There is need to avoid gender evaporation throughout the drafting of the report.
- ⇒ Internal and external peer review: ACGD should be invited for the internal review of the report. For the external peer review, gender experts could be hired to review the report.
- ⇒ Launch of the report: professional networking with ACGD should be strengthened to ensure that the launch of the report and the dissemination process will be gender sensitive. For example, the statement by ECA Executive Secretary, the press briefs and other documents should be gender sensitive.

Conclusion

To wrap up the session, the facilitators summarized the discussions and added some recommendations as follows.

Objectives of the study

The following example using the objective set by DPMD for the AGR was given on how to make the objective more gender sensitive.

Ex: To conceptualize and define good governance in a functionally transparent and gender sensitive manner and establish gender sensitive criteria for measuring and monitoring good governance in the face of historical, socio-political and economic disparities among African States (page 4 of the report on the AGR)

Scope

It is critical to highlight the gender issues in the five major areas:

- Political governance, Institutional effectiveness and accountability, Economic management and corporate governance, Human rights and Capacity Development

Processes and implementation

Need to mainstream gender throughout the process followed for the preparation of AGR, e.g. in the following:

- *Inaugural expert group meeting*: concept note, objectives, programme design (including the main presenters, papers to be presented, the discussants, etc), selection of resources persons (including rapporteurs and chairs) and participants, guidelines for rapporteurs and chairs, etc.

- *Designing and refinement of the research instruments, indicators and methodology:* e.g. in the definition of the research questions; designing of questionnaires; selection of respondents; data collation, analysis and interpretation; supervision and quality assurance; choice of units of analysis. It is important to distinguish between sex disaggregated statistics and gender sensitive indicators. Gender sensitive indicators take into account power relations between women and men and methodologies for compiling them take into account the gendered impacts of policies. Both sex disaggregated statistics and gender indicators (including qualitative indicators) are critical for measuring gender responsive governance.
- *Pre-testing of research instruments* to assess their technical reliability, practicability and validity of the results should be done from a gender perspective.
- *Selection of national institutions:* ensure that there technical competence to analyze gender in the research team.
- *Pre-launch workshops:* ensure that the agenda, documents, presentations, etc. will allow to capture gender issues.
- *National research process:* highlight the need for gender mainstreaming in the contracts/MoU signed with national partners and in the criteria for assessing the national reports.

6.6. GENDER MAINSTREAMING WORKSHOP FOR DISD

6.6.1. Legal Framework for Gender Mainstreaming into DISD work

In addition to resolutions and other ECA documents on gender mainstreaming, the 'Tunis Commitment' adopted during the WSIS addresses gender equality and equity, and women's rights. It reaffirms the commitment of the international community 'to build a people-centred, inclusive and development-oriented Information Society which allows everybody to achieve their full potential and to attain the internationally-agreed development goals and objectives, including the Millennium Development Goals'.

Point 23 states: 'We recognise that a gender divide exists as part of the digital divide in society and we reaffirm our commitment to women's empowerment and to a gender equality perspective, so that we can overcome this divide. We further acknowledge that the full participation of women in the Information Society is necessary to ensure the inclusiveness and respect for human rights within the Information Society. We encourage all stakeholders to support women's participation in decision-making

processes and to contribute to shaping all spheres of the Information Society at international, regional and national levels’.

Mainstreaming gender in ICT requires to address:

- Equality issues through equal access, participation, control and treatment of women and men stakeholders in all ICT policies and initiatives (access, usage, benefits, contribution).
- Equity issues by acknowledging existing gender disparities in the ICT sector and by taking, positive discrimination measures to bridge gender gaps in ICT.
- Women’s human rights through removing legal and non-legal barriers to equal opportunities and protecting women’s rights, as related to ICT. E.g. issues of ethics such as pornographic websites, the use of ICT in the area of trafficking in women and children; etc.

6.6.2 Why is it critical to mainstream gender in ICT for poverty reduction, economic growth and development?

BECAUSE:

- ICTs are the driving force being economic activities and globalisation
- They influence all forms of social and economic interactions (production; consumption; marketing; competition; partnership; knowledge acquisition, production and management; skills; employment; etc.)
- They offer great potential for human development and poverty reduction: information exchange; education-capacity building; health; employment creation; e-commerce; promotion of rights, etc.

Not addressing gender in ICT would widen gender gaps in all other sectors. Bridging the gender digital divide could have a multiplier effect in reducing disparities in all other sectors.

6.6.3 Entry points for mainstreaming gender into the SCAN ICT Project

The Scan ICT project aims to build support for a phased-out development of Africa’s capacity to collect and manage information that is needed to support the growing investment in ICTs and the transition of Africa into an information society. The project has four components:

- Indicators and Benchmarks to measure progress towards the targets set for an is:.
- Policy issues, with enabling frameworks for better access to ICTs.
- Human resources, with retraining of existing workforce in IT.
- Applications, with the documentation and dissemination of ICT applications to various stakeholders.

The project was used as an illustration on how to mainstream gender into the divisional outputs. The methodology used to identify the entry points for gender mainstreaming into activities of the project consisted in:

- Getting a participant from DISD to present the Scan ICT project;
- Identifying the various activities undertaken in each component of the project;
- Facilitating a discussion on how gender equality concerns could be addressed in the various activities.
- Making specific recommendation for gender mainstreaming in a country specific
- example, using the report from Ethiopia.

1. Definition and compilation of indicators and benchmarks

In the area of data collection, a national consultation to define the method and set of indicators is held, with the national statistical office serving as the focal point. A consultant is hired to prepare the methodology for data collection and each country is provided with a tool kit to serve as guidelines for data collection. The following entry points for gender mainstreaming were suggested:

- Mainstream gender into the tool kit that serves as guidelines for data collection and compilation at national level;
- Include gender sensitive indicators in the list of data to be collected;
- Aggregate the data by gender;
- Make sure that the composition of the national committees and the research team is gender sensitive;
- Mainstream gender into the ToR and selection process of consultants;
- Mainstream gender into the MoU signed with national institutions;
- Address gender equality concerns in general information documents and activities.

2. *The launching workshops at regional level*

The participants suggested including presentations on gender and ICT in the workshops' agenda for awareness raising among the focal points who attend the workshops.

3. Training in some countries to present the methodology for data collection and compilation

According to the participants, the training workshops could be used as an opportunity to promote the sharing of lessons learnt and best practices in gender mainstreaming. Women from different groups could be invited to share their knowledge and use of ICT to bring different dimensions.

4. Formation of the national committees/taskforces

The national committees involve various stakeholders such as sectoral ministries, IT professionals and national statistical offices. The following recommendations were made:

- To improve the participation of women involved in the national women's associations and those working in the ICT sector (workers and owners of business).
- To involve the national gender/women's machineries and the ministry for women's affairs.
- ECA to bring the ECOSOC Gender Resolution 2005/31 to get commitment from Member States to mainstream gender into ICT policies and programmes.

5. Specific recommendations for Ethiopia

- Data collection: the data collected in Ethiopia include the number of telephone, facsimile, Internet and mobile phone subscribers. The Ethiopian telecommunication office provides these indicators. The participants recommended that *ECA should involve the Ethiopian Telecommunications Office in the launch of the Scan-ICT project to raise their awareness on the critical need to gender disaggregate data from the source.*
- ICT in the public sectors: indicators on the gendered impact of access to ICT could be compiled, E.g. in the area of library where public access to computers expands access to ICT. Other areas that could be monitored from a gender perspective are issues of usage. E.g. where are women among the beneficiaries of ICT equipment in the public sector? Who gets the best equipments?
- ICT industry: this area covers infrastructure; acquisition, production and distribution of computers and communications hardware and software; training and consultancy. *There is need to monitor whether interfaces are developed for different environments, different contexts and different groups of women and men.*

- Regulatory frameworks, with an emphasis on broad based access; line census for services; equipment; etc. The participants recommended *to assess the number of women given licenses to establish small-scale enterprises in the ICT sector.*
- Policy: *each step of the process for formulating policies could be used as an entry point for gender mainstreaming and advisory services to member States could support that process.* In various countries, the Ministries of education have made it mandatory for children to learn ICT. *Gender should be included in the training curricula of schools.* Gender could also be included in industrial training for ICT firms and in the training of government officials working for ICT ministries and authorities.

6. Other recommendations made by the facilitators for mainstreaming gender in the way forward

The report on the ICT Scan project makes some recommendations on the way forward. To wrap up the session, the facilitators also highlighted a few entry points for gender mainstreaming in the various areas highlighted in the report.

- (i) **Appropriate policies**: there is need to ensure that ICT policies address gender equality and equity concerns, as well as women's rights issues.
- (ii) **Human resource development**: it is critical to make sure that women and men benefit equally from training programmes and when necessary, affirmative actions are in place.
- (iii) **Promotion of private sector investments** (credit facilities, venture capital, software development): it is important to guarantee that businesses owned by women should also benefit from such initiatives.
- (iv) **Innovative poverty reduction programmes for economic empowerment and small ICT projects**: they could be used as an opportunity to reduce feminized poverty.
- (v) **Comprehensive ICT for development master plan**: gender equality concerns should inform the policy framework, objectives, expected outcomes, activities, targets, budget allocated and monitoring and evaluation of the master plan.

6.6.4 Entry points for gender mainstreaming into the e-strategies, using the e-government model in the Gambia

The E-Government model in The Gambia was given as an exercise to the participants who identified the following entry points for gender mainstreaming:

1. *Identifying the gender dimensions of the NICI plan*

- The Gender components and dimensions of the NICI Plan should be identified;
- Gender equality concerns should inform the preparation of the NICI Plan.

2. *Baseline study*

The baseline study aims at assessing the situation in the country as it relates to e-Government.

- Mainstreaming of gender into the terms of reference of the consultant who will be undertaking the baseline study.
- Assessment of what services could be gender differentiated (e.g. some health services).
- Identification of sex-disaggregated and gender sensitive indicators, and mainstreaming of gender into the survey instruments.
- Ensuring that the report of the baseline study reflects/incorporates all the gender issues.

3. *Sensitization programme*

Sensitization on the programme is conducted through a stakeholders' consultation workshop and the following is recommended:

- Ensuring the composition of participants reflects gender balance and awareness in gender issues;
- Broadening stakeholders' reach to ensure inclusion of various groups;
- Inviting resource persons/presenters to share best practices of gender inclusive e-Government policies;
- Making sure that the agenda reflects gender equality concerns.

4. Definition of the E-Government policy and strategy

Undertaking the following steps in the definition of the E-Government policy and strategy is critical to build an inclusive information society:

- Ensuring that needs and concerns of women are addressed as priorities;
- Making available community (men, women and children) access points to e-Government services;
- Tailoring E-Government services to gender needs and making sure they address gender-related development issues.

5. Pilot phase (involving the President's Office and Financial Institutions)

There is need to guarantee that:

- Women are equally represented among the beneficiaries of the training programmes;
- The development and implementation teams of the pilot phase have appropriate gender representation and gender mainstreaming skills.

6.6.5 Conclusion on DISD workshop

It came out during the workshop that the division has done efforts to mainstream gender into its work however, there is need to take further and institutionalize these efforts. The rationale for mainstreaming gender into ESPD's was understood, what was missing was the systematic practice of gender mainstreaming, which goes with the know-how.

There is therefore a need for more training for the professionals to acquire gender analysis and mainstreaming skills.

One of the main outcomes of the workshop was that ESPD's professional staff and the Director better has better understood that promoting gender into their work is their responsibility and not ACGD's one.

6.7.GENDER MAINSTREAMING WORKSHOP FOR THE ACGD

6.7.1. Introduction

A gender-mainstreaming workshop was also held for the staff of the ACGD. The OIC of ACGD welcomed staff to the workshop and expressed her delight in having the opportunity to work together with the consultant who facilitated the workshop. She told staff she was confident that they would benefit from the workshop and apply this to technical backstopping in gender mainstreaming in the ECA. Participants indicated that they were expecting to gain deeper knowledge of gender mainstreaming tools, and a better understanding of their technical backstopping roles to the SROs and other divisions.

The format of the workshop for ACGD was similar to those run for other substantive divisions. It covered the legal framework for gender mainstreaming in the ECA, mandate of the ECA and the need for gender mainstreaming, social construction of gender in different contexts, the concepts of gender, and gender roles, stages in gender mainstreaming and the various gender mainstreaming tools already described above for other divisions.

6.7.2. Gender related concepts

In the discussions of social construction of gender, participants were asked when they first realized they different from the opposite sex. Some said it was when they were at home that they were told they could not do certain things because of their gender. Others said it was in school, and outside the home. It was explained that the way we relate to the opposite sex and how we approach tasks in life is determined early in life by society. This is often carried throughout one's lifetime.

Participants were told that as those who provide technical backstopping to other divisions, it was important that they understood the meanings of key concepts critical to gender mainstreaming.

The concept of **gender roles** was one of those gender related concepts discussed at length. Participants were told that gender roles are learnt behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, and religion and by the geographical, economic and political environment. While both women and men are able to play multiple roles in society, men are able to focus on a particular productive role and play their multiple roles sequentially. On the other hand, women must play their roles simultaneously, balancing competing claims on time for each one of them. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. All these make women more prone to time poverty than men.

Gender was defined as social meanings given to natural and unchangeable biological sex differences. It is a dynamic social, cultural and political construct that has a lot of variations within and between cultures.

Gender planning was defined as the process of planning development programmes and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector.

Gender Analysis is the methodology for collecting and processing information about gender. It provides sex disaggregated data and gender sensitive indicators, and an understanding of the social construction of gender roles.

The other gender related concepts introduced at the workshop are in the appendix of this report.

6.7.3 Tools, methods, and methodology for gender mainstreaming

During the workshop, tools, methods and methodology for gender mainstreaming were discussed with staff. The presentation focused on stages in the process of gender mainstreaming, tools and techniques for gender mainstreaming, process leading to gender mainstreaming in the division, and how to gender mainstream.

Stages in the Gender Mainstreaming process:

Stage 1: Preparatory

- Problem identification through consultation (technical and political).
- Assignment of responsibility.

Stage 2: Baseline assessment.

Stage 3: Design some gender sensitive indicators

- Identify basic tools for analysis and gender mainstreaming.

Stage 4: methodology for gender mainstreaming.

Stage 5: Implementation.

Stage 6: Monitoring, Evaluation and feedback.

The gender mainstreaming tools that staff experimented with were:

- **Analytical tools** (these enable policy makers to recognize gender gaps and reveal how they can constitute hindrances to achieving gender equality between men, women, boys and girls – hence need to be tackled. Specific tools in this category include:
 - Statistics, to collect sex disaggregated data, and is used to identify gender gaps, to know the movement of inequalities over time, to raise awareness about current gender relations and issues and point attention to gender gaps.
 - Cost-benefit analysis that reveals gender related impact of policy.
 - Surveys and forecasts used to estimate and describe the outcomes of past policies and estimates possible outcomes of future development.
- **Educational tools**, which enable policy makers to have necessary knowledge to detect gender issues and gaps so that they can factor them into their policy formulation design.
- **Consultation tools** that ensure that all stakeholders (men and women, girls and boys) have the opportunity to influence decisions that would affect them directly or indirectly.

The afternoon session was devoted to demonstrating how these tools could be used in programme development and implementation in ACGD. Staff showed how at the conceptualization stage, gender perspectives could be incorporated. The need for gender experts to be involved at all stages of programme conceptualization, development, and implementation was emphasized. There was also a need for gender and sex disaggregated data, and to develop gender sensitive indicators for monitoring progress and impact of projects, policies and programmes.

6.7.4. Feedback from ACGD

Participants indicated that they had gained a clearer understanding of certain key gender related concepts, the major tools for gender mainstreaming and how they could be applied to the work of the ACGD. They also suggested that such training should not be a one-off but should be on-going in order to sustain the momentum for gender mainstreaming in the ECA.

7. LESSON LEARNT

- Capacity building must be a continuous process based on different levels of competencies – sensitization, application of tools, monitoring and evaluation.
- Responsibilities and accountabilities must be clearly defined within the Commission. It is important to have a clear policy or statement on gender mainstreaming.
- Positive attitude of staff for gender issues is very important. There should also be an incentive mechanism for building and sustaining motivation of staff.
- In as much as possible, gender disaggregated data should be produced and used in analysis of policies and programmes. However, all divisions of the ECA have expressed concern over the lack of sex-disaggregated and gender dis-aggregated data for mainstreaming the work of the Commission.
- As a regional Commission with no national projects to implement, advocacy remains the major tool for encouraging member states to mainstream gender into their policies and to collect sex-disaggregated data.

8. THE WAY FORWARD:

- ECA will continue to provide training to all staff and management on a regular basis, as well as instigate an appropriate follow-up in order to reach strengthening of competence and knowledge regarding gender mainstreaming and awareness for staff and management. As new staff joins the commission, sensitization will have to be included in the induction sessions.

In particular, the learning process should enable staff and management to:

- Promote and implement gender sensitive programmes.
- Initiate analysis of gender roles and relationships;
- Gender mainstream policies, outputs and activities guided by the goal and objectives of gender mainstreaming at the ECA and promote gender equality as a cross cutting goal in all areas of ECA's work;

- A resource book will be produced and made available to all staff and management for gender mainstreaming in the ECA.

Institutionalized follow-up and monitoring linked to indicators and benchmarks will be done by the Office for Policy Co-ordination (OPC), with technical backstopping from the ACGD.

ANNEX

1. Gender mainstreaming modules and programs for Divisions
2. List of some documents used in training.
3. United Nations General Assembly Resolution 2005/31
4. Gender Mainstreaming Conferences and Meetings Note
5. The IANGWE questionnaire on gender mainstreaming in the UN
6. Glossary of Gender terminologies

**Gender Mainstreaming in the ECA: A One-Day Training Module for Sustainable
Development Division (SDD)**
Friday February 10, 2006
Caucus Room 8, UNCC

Session	Issues for Discussion	Objectives	Format Of Activities	Time
1. General Introduction	(a). Short keynote address by ACCD (b). Introduction of Consultant and Participants (c). Introduction of the Training Module: - Objectives by ACCD Team Content by the Consultant	(a). Getting to know one another and each person's perception of gender mainstreaming in the ECA as well as expectations from the workshop (b). Getting to know the design and activities of the Training Module	(a). Each person introduces herself/himself briefly (b). Input (Consultant)	9.30-9.45 9.45-9.50
2. Concepts: <i>Fundamental and Derived</i>	(a). Social construction of Gender in different contexts (b). Gender roles (c). Practical Gender Needs & Strategic Gender Interests (d). Gender rights (e). Gender Analysis (f). Gender planning.	(a). To have a common understanding of the social construction of gender within different contexts, the concept of gender and the effects of the concept of gender (b). To share experiences and stories about gender construction in different settings. (c). To have a good understanding of the different gender roles and their impact on gender relations. (d). To understand the difference between practical gender needs, strategic gender interests and gender rights. (e). To understand what gender analysis and gender planning concepts are.	(a) Input and interactions (b) General Discussion of the concepts	9.50-10.50 10.50-11.00

COFFEE BREAK

COFFEE BREAK					11.00-11.15
3. Gender Mainstreaming and the Mandate of the ECA	<ul style="list-style-type: none"> a) The Concept of gender mainstreaming b) The place of gender mainstreaming in the ECA's Mandate c) Why gender matters in the works of the SDD. 	<ul style="list-style-type: none"> a) To understand what gender mainstreaming is. b) To know the current state of gender mainstreaming in the ECA's Mandate and how to improve on it. c) For participants to understand the relevance of gender mainstreaming in the Division's work 	<ul style="list-style-type: none"> a) Input b) General Discussions 	11.15-12.15	12.15-12.30
4. Mainstreaming gender in the Sustainable Development Division (SDD) of the ECA	<ul style="list-style-type: none"> a) Current state of gender integration into the Division 	<ul style="list-style-type: none"> a) To identify the gaps in gender mainstreaming the SDD. 	<ul style="list-style-type: none"> a) Input and interaction 	12.30-1.00	
LUNCH					1.00-2.30
5. Mainstreaming gender in the SDD Division	<ul style="list-style-type: none"> b) Tools, methods and methodologies for gender mainstreaming in the ECA Divisions 	<ul style="list-style-type: none"> b) To build the capacity of participants to be able to use gender analytical and mainstreaming tools and techniques. c) To use practical examples using outputs of the division, to illustrate how to gender mainstream the 	<ul style="list-style-type: none"> b) Input c) General discussion and questions & answers on the tools, methods and methodology. d) Input (Practical application of the 	2.30-3.30	3.30-3.40
				3.40-4.40	

		Division's outputs and services.	tools).	
<p>6. The way Forward: Gender mainstreaming the SDD work-plan 2006-2007</p>	<p>(a). Mainstreaming selected outputs of the Division.</p>	<p>(a). To enable SDD put into use the gender analysis and gender mainstreaming tools and strategies that they have learnt in the workshop.</p>	<p>(a). Group Exercise using the tools learnt to gender mainstream an output or service of the division. (b). Groups present their reports at the plenary. The presentation would be discussed in a highly participatory manner.</p>	<p>4.40-5.30 5.30-6.30</p>
<p>Closing ceremony</p>		<p>General Remarks by:</p> <ul style="list-style-type: none"> > The Consultant and > The ACCD. 		<p>6.30</p>

**Gender Mainstreaming in the ECA: A One-Day Training Module for Office of Policy
and Programme Coordination (OPC)**
Monday February 13, 2006
Caucus Room 2, UNCC

Session	Issues for Discussion	Objectives	Format of Activities	Time
1. General Introduction	(a). Short keynote address by DPMD Director and OIC of ACCD (b). Introduction of Consultant and Participants (c). Introduction of the Training Module: - Objectives by ACCD Team Content by the Consultant.	(a). Getting to know one another and each person's perception of gender mainstreaming in the ECA as well as expectations from the workshop (b). Getting to know the objectives, design and activities of the Training Module	(a). Each person introduces herself/himself briefly (b). Input (ACCD and Consultant)	9.30-9.40 9.40-9.50
2. Concepts: <i>Fundamental and Derived</i>	(a). Social construction of Gender in different contexts (b). Gender roles (c). Practical Gender Needs & Strategic Gender Interests (d). Gender Analysis (e). Gender planning.	(a). To have a common understanding of the social construction of gender within different contexts, the concept of gender and the effects of the concept of gender (b). To share experiences and stories about gender construction in different settings. (c). To have a good understanding of the different gender roles and their impact on gender relations. (d). To understand the difference between practical gender needs and strategic gender interests. (e). To understand what gender analysis and gender planning concepts are.	(a) Input and interactions (b) General Discussion of the concepts	9.50-10.50 10.50-11.00

COFFEE BREAK

				11.00-11.15	
3.	Gender Mainstreaming and the Mandate of the ECA	<ul style="list-style-type: none"> a) The Concept of gender mainstreaming b) The place of gender mainstreaming in the ECA's Mandate c) Why gender matters in the works of the OPC. 	<ul style="list-style-type: none"> a) To understand what gender mainstreaming is. b) To know the current state of gender mainstreaming in the ECA's Mandate and how to improve on it. c) For participants to understand the relevance of gender mainstreaming in the Division's work 	<ul style="list-style-type: none"> a) Input b) General Discussions 	11.15-12.15 12.15-12.30
4.	Mainstreaming gender in the Office of Policy and Programme Coordination of the ECA	<ul style="list-style-type: none"> a) Current state of gender integration into the Division 	<ul style="list-style-type: none"> a) To identify the gaps in gender mainstreaming the OPC. 	<ul style="list-style-type: none"> a) Input and interaction 	12.30-1.00
		LUNCH		1.00-2.30	
5.	Mainstreaming gender in the Office of Policy and Programme Coordination	<ul style="list-style-type: none"> a) Tools, methods and methodologies for gender mainstreaming in the ECA Divisions 	<ul style="list-style-type: none"> a) To build the capacity of participants to be able to use gender analytical and mainstreaming tools and techniques. 	<ul style="list-style-type: none"> a) Input b) General discussion and questions & answers on the tools, methods and methodology. 	2.30-3.30 3.30-3.40

<p>6. The way Forward: Gender mainstreaming the OPC work-plan 2006-2007</p>	<p>(a). Mainstreaming selected outputs of the Division.</p>	<p>(a). To enable OPC staff (using three practical examples) put into use the gender analysis and gender mainstreaming tools and strategies that they have learnt in the workshop.</p>	<p>(a). Practical example 1 (plenary) (Facilitated by ACCGD team member)</p> <p>(b). Practical Example 2 (plenary) (Facilitated by OPC representative)</p>	<p>3.40-4.40</p> <p>4.40-5.40</p>
<p>Closing ceremony</p>		<p>General Remarks by:</p> <ul style="list-style-type: none"> > Director, DPMD > The Consultant and > The ACCGD. 	<p>5.40</p>	

NOTE ON MAINSTREAMING GENDER IN CONFERENCES AND MEETINGS

As you know, within the United Nations all agencies have been instructed by the General Assembly to mainstream gender perspectives into all areas of operation. In 1996, as an institutional response to the Beijing and Dakar mandates and commitments to mainstream gender, ECA adopted the goal of gender equality as a development objective. Gender mainstreaming became one of the primary areas in the new strategic directions for ECA. The gender policy statement of 1996 guides the work of the ECA's Divisions and its offices in the subregions. This policy and strategy commits ECA to achieve identifiable and measurable gender equitable outcomes and impacts. Each division and SRO has the overall responsibility for coordinating and monitoring the practice of gender mainstreaming in meetings and conferences.

The conferences and meetings concerned are the following:

Mandatory meetings

Ministerial Conferences

- ⇒ Conference of African Ministers of Finance, Planning and Economic Development

Meeting of Subsidiary committees

- ⇒ Committee of Experts of the Conference of African Ministers of Finance, Planning and Economic Development;
- ⇒ Committee on Sustainable Development;
- ⇒ Committee on Human Development and Civil Society;
- ⇒ Committee on Development information;
- ⇒ Committee on Trade and Regional Cooperation and Integration;
- ⇒ Committee on Women and Development;
- ⇒ Intergovernmental Committee of Experts;
- ⇒ Meetings of the Governing Council of IDEP.

Special events

- ⇒ Regional and sub-regional preparatory meetings for the review of UN Conferences;
- ⇒ Regional and sub-regional African Development Forums;
- ⇒ Thematic round tables.

In addition, we should consider training workshops and seminars as well as other technical meetings held at national, sub regional and regional levels.

1. How to mainstream gender into conferences and meetings?

Gender as a key quality criteria for ensuring that meetings' outcome and process contribute to sustainable and equitable development, needs to be mainstreamed in the overall planning, budgeting, organisation, monitoring and reporting. Below are key procedural checkpoints to 'engender' meetings and conferences:

- ⇒ **Conceptualisation of the meeting:**
 - *Identification of topics and agenda setting:* the scope of the issues to be addressed in the meeting should include gender concerns. The mainstreaming of gender in the meeting agenda allows to sharpen and contextualise the analysis of dimensions and processes of poverty and policy options.
 - *Drafting of the concept paper:* a gender approach should be used in the conceptual and analytical framework for the drafting of the concept paper, as a crosscutting tool. Gender specific objectives and anticipated results (impact, outcome and outputs) should be defined.

- ⇒ **Participants:** 1/3 of the participants should be women working on the topics of the meeting.

- ⇒ **Core and working documents:** gender issues should be adequately covered in relation to the topic of the meeting. The ToR for the drafting of meeting documents should include the following requirements: (i) the literature review should include gender documentation; (ii) the analysis of developmental issues must be based on sex-disaggregated data, when available; (iii) the proposed policy options should take into account the potential differentiated impact on women and men.

- ⇒ **Resource people:** It is critical to ensure the adequate representation of women and men among chairs, facilitators, discussants, panellists, experts and rapporteurs.

- ⇒ **Working sessions:** The ToR of the facilitator should be clear to ensure that gender issues should be addressed. The guideline for evaluating meeting sessions should take gender issues into account, e.g. the way gender related topics were covered.

- ⇒ **Meeting recommendations:** In the definition of concrete next action steps, it is necessary to ensure that recommendations for policy choices

by participants reflect gender concerns. This requirement can be included in the guidance note for chairpersons and facilitators.

- ⇒ **Reporting:** The reporting requirements and ToR should be gender sensitive. It is critical to ensure that gender does not disappear in the analysis and synthesis of oral and written contributions. Relevant gender specific lessons learnt (those that affect gender relations and gender equality) should be adequately documented.

2. Accountability for Gender Mainstreaming in meetings

ECA as a whole is responsible and accountable for gender mainstreaming in conferences and meetings to promote development with gender equality in Africa.

The Programme Manager's Responsibility

Programme Managers are accountable for ensuring that gender concerns are mainstreamed in outputs, flagships, and all major meetings they organize.

The Team leader's responsibility

The Team leader in charge of the particular meeting should ensure that all the measures discussed above are implemented.

Responsibility of the Office for Policy Coordination (OPC)

The Office for Policy Coordination will assess meeting reports to ensure they are gender responsive.

Responsibility of Africa Center for Gender and Development (ACGD)

ACGD will continue to provide technical backstopping whenever it is required, but it will not carry out gender mainstreaming within or on behalf of divisions. Where possible, ACGD will work with external gender experts in fulfilling these requirements.

**Gender Impact Assessment Forms to be completed at Programming
Complement stage**

Programming Complement _____

Measure/Project _____

Step One: Outline the current position of men and women in the area which this expenditure activity will address.

Who are the current beneficiaries of this area of expenditure activity? (Beneficiaries include users of the facility, or participants)

.....
.....

How many are women?..... How many are men?.....

What data source did you use to determine these figures?.....

.....

The Equal Opportunities Promotion and Monitoring Unit will assist on data sources.

Step Two: What factors lead to women and men being affected differentially in the area being addressed by this expenditure activity?

Identify the factors which lead to the differential impact on women and men.

a).....

.....

b).....

.....

c).....

.....

d).....

.....

.....

Step Three : How can the factors which lead to women or men being affected differentially be addressed and changed?

How can the policy proposal/measure respond to the factors identified in Step 2 above?

- a).....
.....
- b).....
.....
- c).....
.....
- d).....
.....

Where considered appropriate, what actions do you propose in this regard?

- a).....
.....
- b).....
.....
- c).....
.....
- d).....
.....

**Gender Impact Assessment Forms to be completed at Programming
Complement stage - example of completed form**

Programming Complement ____ *Border Midland & West Operational Programme*

Measure/Project ____ *Local Enterprise Priority - Tourism - Marine Tourism* ____

Step One: Outline the current position of men and women in the area which this expenditure activity will address.

Who are the current beneficiaries of this area of expenditure activity? (Beneficiaries include users of the facility, or participants)

The marine leisure sector encompasses not only the active pursuits such as watersports, boating, and angling but also passive pursuits such as visits to beaches, swimming in the sea, coastal touring, pleasure boats and cruising, nature tourism, aquaria, maritime museums etc.

How many are women?..... How many are men?.....

A 1996 ESRI survey suggested that 57% of males and 54% of females participate in some marine leisure activity, but participation is higher for males in all activities, except for trips to the beach, and is significantly higher in the areas of angling and water sports.

What data source did you use to determine these figures?.....*1996 ESRI survey*.....

Step Two: What factors lead to women and men being affected differentially in the area being addressed by this expenditure activity?

Identify the factors which lead to the differential impact on women and men.

a).. *See Step Three below*

b).....

c).....

d).....

Step Three : How can the factors which lead to women or men being affected differentially be addressed and changed?

How can the policy proposal/measure respond to the factors identified in Step 2 above?

See below.....

b).....

.....

c).....

.....

d).....

.....

Where considered appropriate, what actions do you propose in this regard?

To promote greater equality of opportunity, the measure will

- a) encompass passive as well as active water-based activities*
- b). in its application forms, request a paragraph on gender impact and targeted employment/participation figures on a gender disaggregated basis*
- c) in its scoring system, give a high weighting to the provision of facilities for female and family participation, and to community partnership projects*
- d) include a representative of women's and community groups on the Project Assessment Committee*
- e.. take gender representation into account in membership of the Project Assessment Committee*

Glossary of Gender Terms

Sex

Identifies the biological differences between men and women, such as women can give birth, and men provide sperm. Sex roles are universal.

Gender

Identifies the social relations between men and women. It refers to the relationship between men and women, boys and girls, and how this is socially constructed. Gender roles are dynamic and change over time.

Gender Mainstreaming

Gender mainstreaming is the process of ensuring that women and men have equal access and control over resources, development benefits and decision-making, at all stages of the development process and UNDP projects, programs and policy.

Gender-blind

Gender blindness is the failure to recognize that gender is an essential determinant of social outcomes impacting on projects and policies. A gender blind approach assumes gender is not an influencing factor in UNDP projects, programs or policy

Gender Awareness

Gender awareness is an understanding that there are socially determined differences between women & men based on learned behavior, which affect their ability to access and control resources. This awareness needs to be applied through gender analysis into projects, programs and policies.

Gender-sensitivity

Gender sensitivity encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporates these into strategies and actions.

Gender equality

Gender equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services

Gender equity

Gender equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender Analysis

It is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labor is divided and valued. Gender Analysis is the process of analyzing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid any negative impacts

development may have on women or on gender relations. Gender analysis is conducted through a variety of tools and frameworks, including those listed below.

Sex disaggregated data

For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Planning

Gender Planning refers to the process of planning developmental programs and projects that are gender sensitive and which take into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but which also identifies entry points for challenging unequal relations (ie. strategic needs) and to enhance the gender-responsiveness of policy dialogue.

GENDER ROLES

Gender roles are learned behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. Both men and women play multiple roles in society. The gender roles of women can be identified as reproductive, productive and community managing roles, while men's are categorized as either productive or community politics. Men are able to focus on a particular productive role, and play their multiple roles sequentially. Women, in contrast to men, must play their roles simultaneously, and balance competing claims on time for each of them.

Productive roles:

Refer to the activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family. For example in agriculture, productive activities include plating; animal husbandry and gardening that refer to farmers themselves, or for other people at employees.

Reproductive roles:

Refer to the activities needed to ensure the reproduction of society's labor force. This includes child bearing, rearing, and care for family members such as children, elderly and workers. Mostly women do these tasks.

Community managing roles:

These include activities undertaken primarily by women at the community level, as an extension of their reproductive role. They ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work undertaken in 'free' time.

Community politics role:

This role involves activities undertaken primarily by men at the community level. These activities may include, but not limited to, organizing at the formal political level, often within the framework of national politics. This work is usually undertaken by men and may be paid directly or result in increased power and status.

Triple role/ multiple burden: These terms refer to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different gender roles – reproductive, productive and community work.

GENDER NEEDS

Leading on from the fact that women and men have differing roles based on their gender, they will also have differing gender needs. These needs can be classified as either strategic or practical needs.

Practical Gender Needs (PGN): Practical gender needs are the needs women identify in their socially accepted roles in society. PGNs do not challenge, although they arise out of, gender divisions of labour and women's subordinate position in society. PGNs are a response to immediate and perceived necessity, identified within a specific context. They are practical in nature and often concern inadequacies in living conditions such as water provision, health care and employment.

Strategic Gender Needs (SGN): Strategic gender needs are the needs women identify because of their subordinate position in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include issues such as legal rights, domestic violence, equal wages and women's control over their bodies. Meeting SGNs assists women to achieve greater equality and change existing roles, thereby challenging women's subordinate position. They are more long term and less visible than practical gender needs.

ACCESS AND CONTROL OVER RESOURCES

Access and Control: Productive, reproductive and community roles require the use of resources. In general, women and men have different levels of both access (the opportunity to make use of something) to the resources needed for their work, and control (the ability to define its use and impose that definition on others) over those resources.

Resources: Resources can be economic: such as land or equipment; political: such as representation, leadership and legal structures; social: such as child care, family planning, education; and also time – a critical but often scarce resource.

WID and GAD: What are the Differences:

Women in Development (WID) and Gender and Development (GAD) are sometimes used interchangeably, but there are some basic differences. The WID approach was developed in the 1970s, with the objective of designing actions and policies to integrate women fully into development. The GAD approach was developed in the 1980s with the objective of removing disparities in social, economic and political equality between women and men as a

precondition for achieving people-centered development. Both approaches are still in use and are applicable in different situations. The chart below highlights the main differences.

Gender-Sensitive and Sex-Specific Indicators

Gender sensitive indicators compare the situation of males to that of females, and show an aspect of their relative advantage (disadvantage). They can be constructed in several ways:

- *Female (or male) share of a total (when it is evident that the total comprises the female share and the male share):* 50% indicates gender equality.

Example: Women's share of seats in legislative bodies

- *Ratio between a female and male characteristic:* 1 indicates gender equality.

Example: The ratio between girls' and boys' school enrolment rates.

- *Female characteristic as percentage of male characteristic (or vice versa):* 100% indicates gender equality.

Example: Average female weekly earnings as percentage of male weekly earnings.

- *Difference between the female characteristic and the male characteristic (or vice versa):* 0 indicates gender equality.

Example: Average number of hours women spend on housework minus average number of hours men minus average number of hours men spend on housework.

Source for gender-sensitive and sex-specific indicators: Progress of the World's Women, UNIFEM 2000.

Gender-related development index (GDI) Rank

A composite index measuring average achievement in the three basic dimensions captured in the human development index—a long and healthy life, knowledge and a decent standard of living—adjusted to account for inequalities between men and women.

Gender empowerment measure (GEM) Rank

A composite index measuring gender inequality in three basic dimensions of empowerment—economic participation and decision-making, political participation and decision-making and power over economic resources.

Other terminology and definitions can be found at the OECD DAC Gender Glossary of terms web-site: <http://www1.oecd.org/dac/html/widglos.htm>.

A glossary of gender/economic terms such as gender budgets, intrahousehold allocation, new household economics etc. prepared by Bridge, can be found at: <http://www.ids.ac.uk/bridge/Reports/re48c.pdf>

Resolution

2005/31

Mainstreaming a gender perspective into all policies and programmes in the United Nations system

The Economic and Social Council,

Reaffirming its agreed conclusions 1997/2 on mainstreaming a gender perspective into all policies and programmes in the United Nations system,¹ and recalling its resolutions 2001/41 of 7 July 2001, 2002/23 of 24 July 2002, 2003/49 of 24 July 2003 and 2004/4 of 7 July 2004,

Reaffirming also that gender mainstreaming is a globally accepted strategy for promoting gender equality and constitutes a critical strategy in the implementation of the Beijing Platform for Action² and the outcomes of the twenty-third special session of the General Assembly,³

Underlining the catalytic role played by the Commission on the Status of Women, as well as the important role played by the Economic and Social Council and the General Assembly, in promoting and monitoring gender mainstreaming within the United Nations system,

Welcoming the declaration adopted by the Commission on the Status of Women at its forty-ninth session,⁴

1. *Welcomes* the report of the Secretary-General on follow-up to and progress in the implementation of the Beijing Declaration and Platform for Action and the outcome of the twenty-third special session of the General Assembly,⁵ especially in mainstreaming a gender perspective in entities of the United Nations system;

2. *Notes with appreciation* the progress and continued efforts by United Nations entities to address gaps between policy and practice in mainstreaming a gender perspective in their respective fields of work;

3. *Expresses concern* at the remaining gaps between policy and practice, with particular challenges relating to inadequate institutional mechanisms, including in the area of data collection, accountability, monitoring, reporting and training, as well as inadequate resource allocation;

¹ *Official Records of the General Assembly, Fifty-second Session, Supplement No. 3 (A/52/3/Rev.1)*, chap. IV, para. 4.

² *Report of the Fourth World Conference on Women, Beijing, 4-15 September 1995* (United Nations publication, Sales No. E.96.IV.13), chap. I, resolution 1, annex II.

³ General Assembly resolutions S-23/2 and S-23/3.

⁴ *Official Records of the Economic and Social Council, 2005, Supplement No. 7* and corrigendum (E/2005/27 and Corr.1), chap. I.A.

⁵ E/2005/54.

4. *Calls upon* all entities of the United Nations system, including United Nations agencies, funds and programmes, to intensify efforts to address the challenges to the integration of gender perspectives in policies and programmes, including by:

(a) Developing action plans, where these do not yet exist, with clear guidelines on the practical implementation of gender mainstreaming in policies and programmes;

(b) Ensuring that action plans include timelines and specific provisions on institutional mechanisms at both headquarters and field offices and that they are fully coordinated with overall organizational goals and strategies;

(c) Fully incorporating a gender perspective in programme budgets and multi-year funding frameworks and into all results-based budgeting processes;

(d) Ensuring continuous awareness raising and training on gender issues for all staff, including by integrating a gender perspective into all training programmes, as well as assessing the impact of the gender component of the existing training programmes to improve their effectiveness;

(e) Building the capacity of staff to undertake gender analysis and requiring staff to apply gender analysis to both policy formulation and programmatic work;

(f) Ensuring full and strong commitment by senior management officials to gender mainstreaming and its implementation in policies, programmes and projects;

(g) Strengthening accountability systems for all staff for gender mainstreaming, including through performance appraisals;

(h) Incorporating a gender perspective into operational mechanisms, in accordance with the national development strategies, including common country assessments and the United Nations Development Assistance Framework, poverty reduction strategy papers and reporting and implementation frameworks, such as those relating to the implementation of the internationally agreed development goals, including those contained in the Millennium Declaration;

(i) Continuing to support Governments and to work with civil society in their efforts to implement the Beijing Platform for Action and the outcomes of the twenty-third special session of the General Assembly;

(j) Further developing and institutionalizing monitoring and evaluation tools and gender impact analysis methodologies, promoting the collection, compilation and analysis of sex-disaggregated data and ensuring the use by them of such data;

(k) Promoting the mainstreaming of gender perspectives into key macroeconomic and social development policies and national development programmes;

5. *Takes note* of the work already undertaken to implement General Assembly resolution 59/164 of 20 December 2004 on the

improvement of the status of women in the United Nations system, and urges continued efforts towards its full implementation;

6. *Encourages* the Special Adviser on Gender Issues and Advancement of Women and the Division for the Advancement of Women as well as other relevant United Nations entities to maintain their efforts to raise awareness of gender issues across the United Nations system;

7. *Recommends* that all entities of the United Nations system continue to promote cooperation, coordination and the sharing of methodologies and good practices, including through the development of tools and effective processes for monitoring and evaluation within the United Nations, in the implementation of its agreed conclusions 1997/2, in particular through the Inter-Agency Network on Women and Gender Equality, and recommends further that all inter-agency mechanisms pay attention to gender perspectives in their work;

8. *Also recommends* that the Inter-Agency Network on Women and Gender Equality continues to provide practical support to its members in gender mainstreaming and to report regularly to the United Nations System Chief Executives Board for Coordination through its High-Level Committee on Programme and its High-Level Committee on Management in order to facilitate the incorporation of gender mainstreaming perspectives into their work;

9. *Calls upon* the United Nations system to strengthen inter-agency and country team collaboration on gender mainstreaming, including through the creation or expansion of electronic knowledge networks on gender mainstreaming;

10. *Requests* the Secretary-General to report to the Economic and Social Council at its substantive session of 2006 on progress in mainstreaming a gender perspective into all policies and programmes in the United Nations, with a focus on training activities.

*39th plenary meeting
26 July 2005*



UNITED NATIONS
ECONOMIC COMMISSION FOR AFRICA

Evaluation Form

Course Title _____ Course Date(s) _____

1. Participants Details

1.1 Name (Optional) _____ Index Number _____ Category _____

1.2 Divisions/Section/Unit _____

2. General: Tick (X) the rating that most represents your views

2.1 To what extent have the Objectives of the Workshop been achieved?

Not at All

1	2	3	4	5
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 Fully

If you have scored 1,2 or 3, please comment why you have given this rating.

2.2 To what extent has your understanding of the Subject improved or increased as a result of the Workshop ?

Not at All

1	2	3	4	5
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 Fully

If you have scored 1,2 or 3, please comment why you have given this rating.

3. Comment on the following in space provided

3.1 Which aspects of the programme were most beneficial to you?

3.2 How do you hope to apply what you have learnt?

4. Overall Programme Rating

4.1 What is your overall rating of this programme?

Poor

1	2	3	4	5
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 Excellent

If you have scored 1,2 or 3, please comment why you have given this rating.

4.2 To what extent would you recommend others to attend this programme

Not at All

1	2	3	4	5
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 Fully

If you have scored 1,2 or 3, please comment why you have given this rating

Thank you for completing the Evaluation form

POLICY FORMULATION AND IMPLEMENTATION: WHAT HAS CHANGED WITH THE PRS? LESSONS FROM AFRICA

1. The report strives to show, among other things, whether the PRSP framework has made a difference to poverty reduction in Africa. Perhaps this should be a section on its own. I am sure that this is what will catch the attention or interest of most end-users of the report.
2. Likewise, the objective of "reviewing the experience with the link between the PRSP and debt relief" is not captured well in any of the five themes of the report. Will it be discussed under the Public Finance Management theme in the report?
3. The issue of lack of gender and trade policies in the PRSP will have to be fitted somewhere under "Growth strategies". Critics have argued that the PRSP cannot be pro-poor because it has failed women and has ignored trade issues thus sustaining poverty, and that poverty analysis in the PRSP is limited. How have African countries dealt with such issues?
4. In general, how do African countries rate the PRSP as a framework that fully integrates poverty analysis, public policy, budget policy and monitoring systems?
5. Ownership of the PRSP process is a contentious issue. Perhaps African countries should share experiences, challenges and solutions to this problem.
6. Lastly, the PRSP does not have poverty monitoring mechanisms. These will have to be put in place by the African countries themselves. Tanzania has already put one in place, and perhaps such experiences could be shared with other countries.