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# **GENDER TRAINING MANUAL**

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Several FARMSE colleagues were involved in reviewing the draft versions of the training material and provided highly helpful insights, grounded the reflections to make the material most relevant to the Malawian context and provided suggestions which shaped the direction and thinking importantly.

### **How to use the Manual**

Each module has topic and learning Objectives: What the participants are expected to learn or be able to do after completing the module and approximate time needed to deliver the module. The manual has been crafted with consideration in mind that others will use it to facilitators other training programs and adjust as necessary.

It also have indicative materials needed for the module as well as tasks for the facilitator to complete before the Module begins to ensure that the training runs smoothly. Required handouts and flipcharts appear under this heading. This section can be treated as a checklist to ensure facilitator(s) are ready for the module. This section assumes organizers will familiarize themselves with the material and designate roles and responsibilities for the facilitation team and does not list these tasks explicitly for each module.

## ABBREVIATIONS

**Capacity:** is the “ability of people, organizations and society as a whole to manage their affairs successfully”.

**Capacity Development:** Refer to “the process whereby people, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time.”

**Gender Awareness:** The understanding that these are socially determined differences between men and women and that these influence the access to and control of resources.

**Gender bias:** Is a prejudice or preference towards one gender over the other. It can be conscious or unconscious. Also refer to unequal treatment in employment opportunities such as promotion, pay, benefits and privileges

**Gender Equality:** The absence of discrimination on the basis of a person’s sex in authority, opportunity, allocation of resources or benefits for men and women in culture.

**Gender Equity:** The process of being fair to men and women, equal access to rights and privileges.

**Gender Empowerment:** Women demand equality with men in matters of education, employment, inheritance, marriage, politics and in the field of religion.

**Gender Sensitivity:** Means, gender awareness, clarifying issues about gender disparities and gender issues.

**Gender Sexuality:** Refers to sexual attraction, practices and identity which may or may not align with sex and gender. (e.g., Heterosexual, Homosexual (Gay and Lesbian), Bisexual, Queer)

**Gender Stereotype:** Preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their gender.

## ACRONYMS

IPs	Implementing Partners
GBV	Gender Based Violence
FARMSE	Financial Access for Rural Medium and Small Enterprises
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MoFEPD	Ministry of Finance, Economic Planning and Development
IFAD	International Fund for Agricultural Development
MFI	Microfinance institution
PMU	Programme Management Unit
VSLAs	Village Savings and Loan Associations

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## **MODULE 1-INTRODUCTION**

### **Background to FARMSE Gender Training Program**

Gender inequality continues to be key global concern. Unequal power relations between genders undermines the potential for social economic progress around the world. When women and men do not have equal access to resources or equal opportunities to take part in decision-making, there are direct economic and social costs and benefits. Gender equality is therefore central to the creation of a more inclusive, equitable, and sustainable world, including Malawi as a country.

FARMSE Gender training program is a capacity building intervention following the program Gender and Youth Mainstreaming Strategy (2018-2025) which was developed to reduce the gender gaps identified through a gender review by consultants, *For Generation Institute of Gender and Development (FIGD) Consult team led by Dr. Anthony J. Malunga and Mr. Henry Sapuwa.*

The strategy highlighted the following key strategic interventions;

- ✓ Need for promotion of affirmative action to increase male and youth participation in CBFOs; building capacity of beneficiaries for effective joint decision-making process within the households;
- ✓ Enhancing women and youth leadership skills;
- ✓ Need to develop gender and youth sensitive beneficiary mobilization approaches;
- ✓ And need to reduce gender and youth related barriers to financial innovations and services.

FARMSE Gender strategy aims to reduce the capacity gaps for targeted participants for this training manual and equip them with skills to utilize gender analysis tools. Gender capacity building is necessary to ensure successful implementation of gender balance for the programme.

In this respect, the consultants (Yamikani Mtaula and Annie Fiwa) were engaged to develop a training program which address gender principles of Gender and unique FARMSE gender related constraints and opportunities the program is facing to facilitating economic empowerment for Youth, Men and Women to activity participate in financial services.

This training manual is one of the key deliverables for the assignment which was developed through literature review of FARMSE project documents, Training Needs Assessment conducted by the consultants and feedback from the training delivered to PMU staff, Government representatives and implementing partners. The manual is meant to be a guide for further development of project specific capacity building programs to address specific gender challenges with the project and implementing partners.

#### **1.1 Programme background**

Financial Access for Rural Markets, Smallholders and Enterprise (FARMSE) Programme is a seven-year Malawi Government programme being financed by the International Fund for

Agricultural Development (IFAD), the Government of Malawi and private sector participants. The programme is being implemented over a period of seven years beginning July 2018 and finishing June 2025 under the Ministry of Finance, Economic Planning and Development (MoFEPD). The programme is a national wide and is targeting the rural poor to enable them access financial services. The total cost of the programme is US\$57.7 with IFAD contributing US\$42 million half of which is a loan at highly concessional terms while the other half is a grant. The Government of Malawi is contributing USD9.6 million out of which US\$3.1 million will be financed from its Social Cash Transfer fund while US\$6.5 million will be in the form of foregone taxes and duties. Domestic private sector partners will contribute US\$6.1 million of the total project costs.

### **1.2 Programme Goal and Objectives**

The overall goal of FARMSE is to reduce poverty, improve livelihoods and enhance the resilience of rural households on a sustainable basis. The Programme's development objective is to increase access to, and use of, a range of sustainable financial services by rural households and micro, small, and medium enterprises.

### **1.3 The Structure of the Manual**

This manual has been prepared to guide FARMSE PMU, FARMSE partners on gender inclusion and to help them understand and promote initiatives through gender mainstreaming in all project activities.

The Manual will assist the staff to conduct gender analysis, establish gender strategies and put in place implementation strategies to achieve gender goals. The manual does not provide ultimate solutions to how each FARMSE program should drive gender inclusiveness in their respective organizations, but rather provide general understanding and guidance on dealing with matter of promoting gender equality and equity. This manual is divided into 13 Module as follows:

- Module 1 is this introduction.
- Module 2 Getting to Know Each Other
- Module 3 Gender Fundamentals
- Module 4 Gender Stereotyping and Importance of Gender
- Module 5 Mainstreaming and Transformative
- Module 6 Gender Legal and Policy Framework
- Module 7 Gender Based Violence
- Module 8 Gender Challenges in Rural Financial Services Provision
- Module 9 UN Swap Assessment Tools
- Module 10 Gender Responsive Planning
- Module 11 Gender Capacity Building
- Module 12 Gender Sensitive Communications
- Module 13 Gender Action Plan

The last part of the manual presents reference materials used to develop the manual

## MODULE 2-GETTING TO KNOW EACH OTHER

TIME	(60 Minutes)
Learning objectives	At the end of the lesson participants should be able to: <ul style="list-style-type: none"><li>✓ Get to know each other and to break down initial interpersonal communication barriers.</li><li>✓ Address each other by their preferred name;</li><li>✓ Describe basic characteristics of at least one person (their partner) in the group;</li><li>✓ Express positive feelings about the commencement of the Workshop.</li></ul>
Preparation	<ol style="list-style-type: none"><li>1. Read the Module thoroughly</li><li>2. Prepare flip chart with the Module objectives</li><li>3. Prepare questions for group work</li></ol>
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens, pictures if possible

### Activity 1-Connecting Gender Elements (30 mins)

- a) The first activity comprises the distribution of paper slips which have been cut into halves containing statements on gender's issues and each participant is asked to match her or his half of the saying. Each strip is cut differently and must fit its matching half on the outside.

**Potential statements-**The statements to be matched are as follows.

- ✓ Men can take care of children as well as women.
  - ✓ 1 Technical skills can place men and women on an equal footing.
  - ✓ 1 If we want society to view us differently, we must first view ourselves differently.
  - ✓ 1 Women do two-thirds of the work but receive only one-tenth of the total income.
  - ✓ 1 Educate a woman, educate a nation.
  - ✓ 1 When one thinks of an engineer, one hardly ever thinks of a woman.
  - ✓ 1 Women need skills that will allow them to earn more money, to better address survival
  - ✓ The role of women is viewed as limited to that of housewives, mothers and unpaid family labour in our society.
- b) Once the participants find their piece of paper successfully finds the match, they form pairs with the person holding the matching piece. Following this, each person in the pair should interview the other and establish answers to the following questions at the back of each paper that one is holding.
- ✓ What is your name?
  - ✓ What is role our role at your institution in regarding achieving gender balance?
  - ✓ What name do you prefer to be called?
  - ✓ Do you have a hobby?
- c) Each person in each pair introduces his/her partner to the group.

**Activity 2-Expectations & Ground Rules (30 mins)**

The aim of the exercise is to allow participants to indicate their expectations of the training and establish ground rules to be followed during the training. Following this Module, participants will be able to:

- a) outline key expectation from the training;
- b) contribute to guiding rules for the Module;

**Sequence of activities**

- a) each pair established in Icebreaking activity discusses and write down 3 key expectations and 3 Ground Rules for the training. The moderator/facilitator collect and summaries on flip chart.

**MODULE 3: GENDER FUNDAMENTAL**

<b>TIME</b>	<b>60 minutes</b>
<b>Learning objectives</b>	At the end of the lesson participants should be able to: <ul style="list-style-type: none"> <li>✓ Define gender</li> <li>✓ Define sex</li> <li>✓ Differentiate between gender and sex</li> <li>✓ Describe how gender roles and relations between men and women are constructed, maintained and reinforced within the cultural context of the society.</li> <li>✓ Describe the linkage between gender and development</li> </ul>
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Read the Module thoroughly</li> <li>2. Prepare flip chart with the Module objectives</li> <li>3. Prepare questions for group work</li> </ol>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens, pictures if possible

**Activity 1.** Brain storm on the definition of gender and sex

- Ask or probe the participants to define gender and sex

**Activity 2.** Gender roles

- The facilitator asks participants to brainstorm on gender roles for men and write them on the flip charts
- Write a 24-hour work schedule for men and women
- Mark each of the following statements as true of SEX (S) or GENDER (G).

- Women can become pregnant; men can impregnate.
- Childcare is the responsibility of women; men should be concerned with other work.
- Women do the majority of agricultural work in African countries.
- Women usually are paid less than men for the same work.
- Women can breast-feed babies; men can bottle-feed babies.

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**Activity 3.** Brain storm the link between Gender and development

- Ask participants to divide into in groups. Each group should brainstorm the linkage between gender and development
- Do plenary Module where the group representatives will report on the findings

**3.1 Definition of gender and sex**

- Gender refers to roles and responsibilities men and women boys and girls undertake in a society adopted through socialization process based on culture and can be changed.

- Gender can also be referred to as the socially and culturally constructed roles and privileges responsibilities, power and influence social relations, expectations, values and ultimate for men and women boys and girls.
- Sex is a biological and it cannot be changed. You are born with it. It refers to biological differences between male and female which are universal, unchangeable, obviously and generally permanent.

### 3.2 Gender Roles and Norms

- Refers to different functions and behaviors that the society expects of men and women
- Gender Norms are things the society has decided to be normal for men and women
- Gender roles and norms limit lives of men and women. Some of them perpetrate gender-based violence
- They keep our communities from benefiting from what men and women can offer
- Men and women have potential to change what society and other aspect of them in terms of gender
- To build a society that respects human rights of all people and to end harmful effects of gender roles on both male and female should challenge those stereotypes
- Both the community and personal relationship will become stronger when men and women have equal opportunity
- Men and women should be able to change gender roles and gender-based inequalities.

#### Contrasting Sex and Gender Roles

SEX	GENDER
Biological	Socially constructed set of roles and responsibilities
Born with	Not born with
Natural	Learnt
Universal	Cultural
Cannot be changed	Can be changed
No variation from culture to culture or time to time	Variation from culture to culture and time to time
Example: Only women can give birth	Women prove able to do traditionally male jobs as well as men

## MODULE 4-STEREOTYPING AND IMPORTANCE OF GENDER

TIME	
<b>Learning objectives</b>	At the end of the lesson participants should be able to: <ul style="list-style-type: none"><li>✓ Reflect on the personal influences on how individuals deal with Gender issues.</li><li>✓ To appreciate how Childhood Upbringing and social factors affects gender equality.</li><li>✓ To Increase Gender Awareness of the participants and unpack any gender stereo type.</li></ul>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Read the Module thoroughly</li><li>2. Prepare flip chart with the Module objectives</li><li>3. Prepare questions for group work</li></ol>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

### 4.1 Gender Stereotyping

Gender stereotyping can limit the development of natural talents and abilities of boys and girls, women and men as well as their educational and professional experiences and life opportunities.

Stereotypes about women result from and are a cause of deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women.

The problem is not that girls/women and men/boys are biologically different, the problem is that society values them differently based on these differences. Gender stereotypes reinforce the power imbalance that exists in society between men and women. The gender power imbalance perpetuates gender discrimination and gender inequalities at all levels and greatly constrains the advancement of women in a nation. Gender equality demands that people of both sexes are free to develop their personal abilities and make free choices. Gender equality means that no one is held back by gender stereotypes or prejudices.

### How can gender be restrictive to men?

- Being the sole provider in a family causes stress and pressure. This is especially stressful if a man is poor and/or can't find work.
- Feelings of stress can lead to physical illness, risky behaviors (like drug use and alcohol consumption), and suicide.
- Men are not taught to be/allowed to be emotional, so they have no outlet for feelings. They must remain strong even when they feel sadness, for example after a death of a spouse or family member.
- Men may feel they need to be violent even though they do not want to, but because they feel the need to live up to social expectations.

- Married men may be expected to have “side chicks,” and as such they might be forced into sexual relationships they do not want.
- Men may be pressured into having multiple sex partners—increasing the risk of HIV and STIs for men and women.
- Gender norms may limit a man’s role in the family or prevent him from enjoying fatherhood.
- The role of “leader of the house” can sometimes come with violence and emotional distance. This stifles relationships with a wife and/or child.
- Any man that does not fit into the social ideal of big, strong, and powerful does not feel like a productive member of society.

### **How can Gender be restrictive to Women?**

- Women are taught to be submissive, which can lead to a range of issues in their personal and professional lives, including:
  - Being a victim of sexual and gender-based violence
  - Not having a say in when, how or where to have sex
  - Not being able to say “no” to unwanted sexual advances/sex
  - Being coerced into sex
  - Not participating in decision-making processes and not speaking their mind.
 Doing things because it is their “duty” even if they find them hurtful, humiliating, or demoralizing
- Women can be prevented from securing an education.
- Women can be pressured not to seek employment.
- Once employed, women are told to focus on the home, not on their career.
- Women often do not reach their potential because they are taught to put others before themselves.
- Women’s work days are long and arduous because they are tasked with all household chores and all child rearing responsibilities.
- Women who do not marry and/or do not have children are judged and thought to be a failure.

### **4.2 Realities of Gender Balance in Malawi**

- Women constitute 51% of the total population and there are more than 5 million girls under the age of 18.
- Ranked-145/188 on the Gender Inequality Index (GII).
- 80% of Malawi’s economy is based on agriculture, and 70% of these revenues are generated by women (AICC, 2013).
- Women are more likely to own micro-enterprises and less likely to own small and medium firms
- Two thirds of MSME owners are women but most of them run independent enterprises (no employees) (Finscope 2019).
- Fewer women own high impact MSMEs (10 percent) (Finscope, 2019).

- Women have little control over family income – as many as one third of married women are not involved in spending decisions, even when it concerns their own income.
- 1 in 3 women have experienced physical or sexual violence in their lifetime, excluding emotional, financial and verbal abuse.
- Transition rate of girls to secondary school in Malawi remains low and the drop-out rate high.
- 9% of girls in Malawi are married by 15 years, 46% are married by the age of 18, Malawi ranked 11th globally with high cases of child marriage.
- Women employed for cash were most likely to have experienced sexual violence by any perpetrator, compared to women who were either unemployed or employed not for cash.
- Women not employed were less likely than those employed to have ever experienced emotional, physical, or sexual GBV.

#### **4.3 Ways to improve Gender Imbalance and avoid stereotyping**

- Men need to realize that women have equal contribution to household and economic activities and start breaking free of their traditionalist views “House sponsor and controller”.
- Getting correct information about gender and economic empowerment to men, women and youth.
- Ensuring that women and girls can afford and access both traditional and non-traditional education.
- There is need to realize that eliminating GBV is not a rights issue only; but also, an accelerator of the development agenda for Malawi.
- Influencers-Individuals that have a critical role to play in influencing the choices of communities, professional and social outcomes.
- Women need to balance up relationships with their intimate partners as economic empowerment has also resulted in increased Gender-Based Violence (GBV).
- We need to immediately stop some retrospective traditional practices; property grabbing, poor marriage message counselling, lobola (bride price).
- Family must establish joint household vision for increase well-being and income for the family.
- We need to create enabling women and men to lead economic initiatives by empowering decision making over use of resources.
- Adoptions of quotas in selecting beneficiaries for participation in groups and enabling measures such as grants, training.
- We need to continuously engage leaders and men to promote gender equality and behavioural change.

## MODULE 5-GENDER MAINSTREAMING AND TRANSFORMATION

<b>TIME</b>	<b>60 Minutes</b>
<b>Learning objectives</b>	At the end of the lesson participants should be able to: <ul style="list-style-type: none"> <li>✓ Understand the difference between Gender Equality and Gender Equity</li> <li>✓ Understand Concept of Gender Mainstreaming and Transformation</li> </ul>
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Read the Module thoroughly</li> <li>2. Prepare flip chart with the Module objectives</li> <li>3. Prepare questions for group work</li> </ol>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

### Activity 1: Gender mainstreaming

- Facilitator to ask participants to provide meaning of below picture in terms of Gender equality and Gender Equity.
- Participants to give their own ideas about picture and its meaning
- Facilitator explains the picture in relation to Gender Equality and Equity

### 5.1 Gender Equality and Gender Equity

What does below picture entail in terms of Gender Equality and Gender Equity?



**Gender Equality Versus Gender Equity**

**Note:** When discussing equality vs. equity, many groups find the graphic above to be helpful. You can show this on a PPT or make a simple stick-figure drawing on flipcharts. Talking points include:

- The first picture shows gender equality, because all three individuals are standing on the same size box. However, only one individual can clearly see the game.
- The second picture shows equity, because each person is receiving a resource (box) according to his/her needs. Therefore, everyone can see the game.
- Ask, “*In the first picture, who is happy/unhappy?*” (Answer: the tall boy is

happy, and the others are unhappy.)

- Ask, “*In the second picture, who is happy/unhappy?*” (Note: Participants may respond that everyone is happy. But push them to think deeper. In some cases, the tall boy may now be unhappy because others are getting more resources than he is.)
- This is often the other side of equity programs. For example, Women only target projects have been marginalized in Malawi and men have stood against such interventions which affects its sustainability in long run.
- It is important to understand stakeholders’ differing perspectives about gender equity, so we are prepared for those conversations. Men need to be involved to understand why some resources are being made available to Women and Youth only.

**Gender Equality** refers to receiving the same resources regardless of sex. For example, all Malawian children have the right to free primary school, no matter if you are a boy or a girl.

**Gender Equity** refers to the fair sharing of resources, opportunities, and benefits according to any given social framework. For example, in primary school, boys may do better academically because before and after school they have time to rest and do homework. Meanwhile their sisters are tasked with domestic chores because of society’s expectation of daughters. Therefore, boys are learning more and earning better grades.

## 5.2 Gender Mainstreaming

The mainstream refers to an inter-related set of dominant ideas, values, practices, institutions and organizations that determine “who gets what” within a society. The ideas and practices within the mainstream tend to reflect and reinforce each other and thus provide a rationale for any given allocation of societal resources and opportunities (Schalkwyk, et al, 1996).

Gender mainstreaming is considered as a process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It refers to a strategy for making women’s and men’s concerns and experiences an integral dimension of design and implementation, monitoring and evaluating policies and programmes in all political, economic and societal spheres so that women can benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Being part of the mainstream means that women and men have *equitable access* to resources, including opportunities and rewards. It implies *equal participation* in influencing what is valued in shaping options within society. Becoming part of the mainstream means sharing equitably in the benefits of development. Becoming part of the mainstream offers the opportunity to influence who does what in a society, who owns (and can own) what, who has access to jobs and income, who controls the society’s resources and institutions, who makes decisions, who sets priorities.

Gender mainstreaming is required to start from the top to bottom as it involves changing attitudes. Gender mainstreaming requires gender-responsive public policy. When gender equality considerations are incorporated into policy-making, the concerns and needs of both women and

men become integral parts of the design, implementation, monitoring and evaluation of policies and programs in all sectors of society.

Mainstreaming is more than an "add women and stir" approach to policy making. It goes beyond requiring an equal mix of men and women in the decision-making process. Equal participation is important, but an awareness of the changes that will be needed to make women full functioning partners in the development process is just as important.

Gender mainstreaming often involves challenging the status quo. It will mean changing policies and institutions so that they actively promote gender equality. It will involve adjustments to the attitudes of individuals, organizations and systems.

Gender mainstreaming must therefore be understood as a complex, multi-dimensional and long-term process that focuses on the needs of both women and men in order to achieve the optimal development of their society.

#### **Why is gender mainstreaming important?**

Gender mainstreaming is an important aspect of good governance. It seeks to ensure that institutions, policies and programs respond to the needs and interests of women as well as men and distribute benefits equitably between women and men. It contributes to social, economic and cultural progress. It leads to greater fairness, equity and justice for women and men, thus enhancing the accountability of governments to achieve results for all citizens.

#### **Is gender mainstreaming an end to women-specific programs?**

A move toward gender mainstreaming may not mean a move away from women-specific programs. Special measures or women-specific activities may also be necessary to address gender inequalities. For example, projects that provide opportunities to women entrepreneurs, such as education and training to increase their access to income and resources, will continue to be critical to women in societies in which these opportunities have not been generally available.

### **5.3 Gender Transformation**

Gender transformation goes beyond mainstreaming as it involves challenging and dealing with the reasons for gender inequalities. It is a transformative process that involves rethinking social values and development goals. In the end, the fairness, justice and intelligent use of resources inherent in gender mainstreaming must permeate all aspects of a community if that community is going to realize its full potential.

Project activities specifically aiming at promoting transformation in gender roles and power relations include:

- Initiatives to promote gender equality within households, groups and at community level.
- Initiatives to strengthen women role's in food production, transfer of traditional knowledge and contribution to sustainable natural resource management and biodiversity conservation.
- Gender-specific targeting of value chains for crops and products under women's control, and transformative actions along the value chain, including public-private partnerships.
- Policy engagement on gender issues with ministries of agriculture, livestock and rural development.

## **MODULE 6-GENDER LEGAL AND POLICY FRAMEWORK**

<b>TIME</b>	<b>60 Minutes</b>
<b>Learning objectives</b>	At the end of the lesson participants should be able to: <ul style="list-style-type: none"><li>✓ To enhance understanding and knowledge of the legal and policy framework for Gender.</li><li>✓ Appreciate that Gender issues are legal issues and have legal implications if not adhered to.</li></ul>
<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Read the Module thoroughly</li><li>2. Prepare flip chart with the Module objectives</li><li>3. Prepare questions for group work</li></ol>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

### **6.1 Gender Policy Background**

Gender Mainstreaming in the Malawi National Gender Policy (2015) is understood as a process of consistently incorporating a sensitivity to gender differences/inequalities into the analysis, formulation and monitoring of strategies and activities that can address and help reduce inequalities between women and men.

The Malawi gender mainstreaming guidelines (2007) indicate that despite commitments made at national and international levels, there are still gender disparities in all socio-economic development areas in Malawi.

It says that women are grossly underrepresented in all areas and at all levels. Hence mainstreaming is supposed to address the practical and strategic gender needs of men, and women, boys and girls by incorporating gender issues in all aspects of development including decision making structures and planning process such as policy making, budgeting, programming, implementation, monitoring and evaluation at all levels and in all sectors and organizations.

### **6.2 The Legal and Policy Framework of Gender Mainstreaming**

The main driver of the formulation and implementation of the national development agenda currently contained in the Malawi Growth and Development Strategy III.

#### **The Malawi Growth and Development Strategy III**

The Malawi Growth and Development Strategy III recognizes gender among others as one of the crosscutting issues which is crucial for socioeconomic development of the country. The strategy indicates that systematic mainstreaming of gender, youth, persons with disability and the elderly can facilitate effective development planning and coordination, budgeting, implementation, and monitoring.

It acknowledges that because of limited success with ordinary gender mainstreaming to address structural gender inequalities, there is need to develop awareness that challenges and redefines rigid gender norms using gender transformative approaches that create opportunities for individuals to not only actively challenge gender norms but to promote positions of social and political influence for women in communities, and address power inequities between persons of different genders. One of the Malawi Growth and Development Strategy III outcomes is gender

and youth mainstreamed in all sector plans, policies, programmes and development frameworks and some of key strategies highlighted for this include: ensuring the consistent implementation of gender responsive budgeting across sectors; ensuring the effective participation of children, youth and women in decision making processes; and increasing youth and women participation in the economy.

### **The Malawi Constitution**

The 1994 Constitution is the basic legal framework that promotes gender equality and full participation of women in Malawi. The Constitution of the Republic of Malawi in section 13 subsections (a) (i) identifies gender equality as one of the Principles of National policy.

On Gender Equality, the Constitution states that the goal is to obtain gender equality for women with men through:

- Full participation of women in all spheres of Malawian society on the basis of equality with men;
- The implementation of the principles of non-discrimination and such other measures as may be required;
- Implementation of policies to address social issues such as domestic violence, security of the person, lack of maternity benefits, economic exploitation and rights to property.

Section 20 of the Constitution also guarantees equality by prohibiting discrimination of persons in any form on various grounds including sex, or other status. Further, Section 24 of the Constitution specifically guarantees the rights of women not to be discriminated against on the basis of their gender or marital status and provides for the elimination of laws that discriminate against women, and for the passing of legislation to eliminate customs and practices that tend to discriminate against women. One such legislation that Malawi has passed is the Gender Equality Act (GEA).

### **The National Gender Policy (2015)**

The National Gender Policy (2015) provides guidelines for mainstreaming gender in public institutions and various sectors of the economy with the overall goal of reducing gender inequalities and enhancing participation of women, men, girls and boys in socio economic and political development. The aim of the Policy is to strengthen gender mainstreaming and women empowerment at all levels in order to facilitate the attainment of gender equality and equity in Malawi. The following are some of the policy outcomes:

- Increased meaningful participation of women, men, girls and boys in decision making, wealth creation and poverty reduction;
- Reduced gender-based violence at all levels;
- Enhanced gender mainstreaming across all sectors; and
- Enhanced institutional capacity of the National Gender Machinery

The policy is targeting the following priority areas:

- gender in education and training;
- gender and health;

- gender and agriculture, food security and nutrition;
- gender and natural resources, environment and climate change management;
- gender and economic development;
- gender, governance and human rights.

The Policy also prioritizes interventions in gender-based violence and capacity of the national gender machinery.

### **The Gender Equality Act (2013)**

The Gender Equality Act is an important piece of legislation which epitomizes Malawi's Constitutional commitment to ensuring gender equality so that men and women have equal opportunity to enjoy the full spectrum of human rights in all spheres of life. It addresses sex discrimination, harmful cultural practices, sexual harassment and discrimination.

Section 11 of the Gender Equality Act specifically relates to recruitment and appointment into public service. It provides for gender quotas by requiring no less than forty per cent (40%) and no more than sixty percent (60%) of either sex in any department in the public service.

Sections 12 and 13 call for greater accountability and transparency measures in implementation of the quotas provided and non-compliance in implementation of these quotas can be challenged in court to compel recruiting authority to observe the law.

## **6.3 Other International Protocols**

### **CEDAW 1979**

This represents the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979) adopted by United Nations. It is described as an international bill of rights for women, it was instituted on 3 September 1981 and has been ratified by 189 states.

CEDAW recognizes that traditional gender roles and stereotypes have to be eliminated if we are to be successful in ending all forms of discrimination against women and girls. The view of equality in CEDAW is based on the principle of 'substantive equality' between men and women.

This is an international legal instrument that requires countries to eliminate discrimination against women in all areas and promotes women's equal rights.

### **BEIJING Protocol**

Beijing Platform for Action, governments including Malawi endorsed a policy for the empowerment of women. It promotes gender equality and gender mainstreaming as the strategy for achieving the empowerment and equality objectives

Thematic Issues and Critical Areas of Concern  
Information on the 12 critical areas of concern of the Beijing Platform for Action, and on other emerging thematic issues.

- **Critical Areas of Concern**

- Women and Poverty
- Education and Training of Women
- Women and Health
- Violence against Women
- Women and Armed Conflict
- Women and the Economy
- Women in Power and Decision Making
- Institutional Mechanisms for the Advancement of Women
- Human Rights of Women
- Women and the Media
- Women and Environment
- The Girl Child

## MODULE 7-GENDER BASED VIOLENCE

<b>TIME</b>	<b>30 minutes</b>
<b>Learning objectives</b>	At the end of the lesson participants should be able to: <ul style="list-style-type: none"> <li>✓ Explain Gender Based Violence in relation to finances</li> <li>✓ Appreciate Different forms of Gender Based Violence</li> </ul>
<b>Preparation</b>	<ol style="list-style-type: none"> <li>1. Read the Module thoroughly</li> <li>2. Prepare flip chart with the Module objectives</li> <li>3. Prepare questions for group work</li> </ol>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens,

Gender Based violence (GBV) is an umbrella for any kind of discrimination or harmful behaviors which is directed against a person on the basis of their gender or sexual orientation. GBV affects both men and women but disproportionately affects women and girls reflecting their subordinate status in society. Major forms of Gender Based Violence are as below;

<b>PHYSICAL</b>	<b>SEXUAL</b>
<ul style="list-style-type: none"> <li>• Beating</li> <li>• Molestation</li> <li>• Harassment</li> <li>• Slapping</li> <li>• Harming/hurting/inflicting pain in any physical way</li> <li>• Domestic Violence</li> <li>• Forced pregnancy</li> <li>• Forced Abortion</li> <li>• Forced Marriage</li> <li>• Torture</li> </ul>	<ul style="list-style-type: none"> <li>• Rape/marital rape</li> <li>• Defilement</li> <li>• Corrective rape</li> <li>• Sexual harassment</li> <li>• Sex trafficking</li> <li>• Forced abortion</li> <li>• Forced pregnancy</li> <li>• Unwanted sexual comments</li> <li>• Sexual assault</li> <li>• Incest</li> <li>• Traditional ceremonies such as spiritual cleansing or opening the way</li> <li>• Prolonged sex as punishment</li> </ul>
<b>ECONOMIC</b>	<b>EMOTIONAL</b>
<ul style="list-style-type: none"> <li>• Withholding family finances or resources</li> <li>• Preventing women from accessing assets</li> <li>• Destroying diplomas</li> <li>• Forbidding education</li> <li>• Destroying jointly owned assets</li> <li>• Insisting that only a man's name is on all family assets</li> <li>• Prohibiting employment</li> <li>• Unequal pay for the same work</li> <li>• Property grabbing</li> <li>• Prohibiting women from working</li> </ul>	<ul style="list-style-type: none"> <li>• Forced marriage</li> <li>• Humiliation (public and private)</li> <li>• Yelling/shouting/verbal abuse</li> <li>• Demeaning remarks</li> <li>• Neglect/ignoring</li> <li>• Intimidation</li> <li>• Silent treatment</li> <li>• Isolation/forced confinement</li> <li>• Threats</li> <li>• Sexual denial</li> <li>• Withholding love</li> </ul>

## MODULE 8-GENDER CHALLENGES IN RURAL MICROFINANCE

TIME	<b>60 minutes</b>
Learning Objectives	At the end of this section the participants should be able to: <ul style="list-style-type: none"> <li>✓ Appreciate the status of inequality of access to financial services in Rural areas in Malawi.</li> <li>✓ Understand why Microfinance programs that ‘target women’ may not be gender sensitive.</li> <li>✓ Brain storm on broader level key issues to address to turn the gender inequality in economic activities and access to finance in rural areas.</li> </ul>
Preparation	<ol style="list-style-type: none"> <li>1. Read the Module thoroughly</li> <li>2. Prepare flip chart with the Module objectives</li> <li>3. Prepare questions for group work</li> </ol>
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

**Activity 1** Explain how Microfinance programs that ‘target women’ may not be gender sensitive

- Facilitator explains why microfinances that target women only are not gender sensitive
- Facilitator tells participants to be in groups and discuss Gender and microfinance
- Participants go into their groups to discuss Gender and microfinance

### 8.1 Targeting Women Only in Microfinance Services

It is often perceived that the small credit amounts used in microfinance seem to suit women better than men. This is because women in most developing countries are less mobile than men they will not tend to ‘take the money and run away. However, there are problems inherent in the women only targeting approach that may further exacerbate gender inequities.

Because of the different roles of women and men, they will have different needs for financial services and different access to infrastructure that supports their income generation or business expansion schemes. It is however important to stress that neither women nor men (nor poorer women and men) are a homogenous group and should not be treated as such.

For example, savings are very important for both low-income women and men. Savings are particularly important as a safety net for single-mothers or women who face an uncertain future.

### 8.2 Men Participation in Village Savings and Loan Groups

Savings Groups are a powerful platform for women’s financial inclusion and economic empowerment. But their impact on men’s financial inclusion and gender equality is constrained by low levels of male participation in groups and supportive activities.

The active and purposeful recruitment of men into Savings Groups can contribute to universal financial inclusion. Promoting men’s equitable access to Savings Groups can ensure that underserved segments of the male – as well as female – population are reached with basic

financial services: namely people living in the poorest households, people living with or affected by HIV or disabilities, youth, and forcibly-displaced people.

Worldwide, about 80 percent of Savings Group members are women (SAVIX 2019). Gendered participation rates in Savings Groups mirror those of the microfinance sector, which set a precedent of emphasizing women as financial agents from its outset in the late 1970s.

For advocates of women’s financial inclusion, the high ratio of female participation in Savings Groups is positive, as it contributes to addressing the persistent gender gap in access to financial services.

In developing countries, only 59 percent of women have a bank account, compared to 67 percent of men, a difference which has been stagnant since 2011 (Demirgüç-Kunt et al. 2017). In sub-Saharan Africa, the number of women with an account is less than 30 percent (FSD Africa 2018).

The potential for Savings Groups to empower women is greater when men are engaged. Despite the significant economic benefits that Savings Groups generate, women will not experience more holistic improvements to their wellbeing if the harmful gender norms that limit their choices, their influence and their actions, are not addressed. For Savings Groups to contribute more broadly to the economic, personal and social advancement of women, men and boys must be meaningfully engaged in the process, as Savings Group members or in supporting activities.

### 8.3 Challenges of Men/Youth participation in VSLAs

Challenges for Men participation in VSLAs	Potential Solutions
<ul style="list-style-type: none"> <li>• <b>Men participate indirectly through their wives.</b></li> <li>• <b>VSLAs were introduced as a tool for women economic empowerment.</b></li> <li>• <b>Very low voting of money for men to engage in tangible economic activities.</b></li> <li>• <b>Women dominate the groups making at uncomfortable for men</b></li> <li>• <b>Women perceive men as Tambala (not trust worthy)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce men only VSLAs.</li> <li>• Use role models for VSLAs in women dominated groups to encourage other men.</li> <li>• Sensitization that VSL are for economic empowerment</li> <li>• Promote business development VSLA to mate participation of men</li> <li>• Linkage/partnership with FSP with appropriate Men attractive products</li> <li>• Improve VSL data capturing</li> </ul>

### 8.4 Challenges of poor utilization of Agency Banking in rural areas

Below table presence challenges and potential solutions to digital agency utilization in rural areas.

Challenges faced by utilization of Agency/Digital financial services in	Potential Solutions to the challenges
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<b>rural areas.</b>	
<ul style="list-style-type: none"> <li>-Low literacy levels of rural areas.</li> <li>-Poor network infrastructure</li> <li>-High cost of phones and digital products</li> <li>-Lack of liquidity and poor product knowledge by agents</li> </ul>	<ul style="list-style-type: none"> <li>-Intensify adult financial literacy and Financial education on digital tools</li> <li>-Government subsidy for digital phones</li> <li>-Improved government investment in telecommunication infrastructure</li> <li>-Banks should provide agency loan services</li> <li>-Intensify market storm on digital products</li> <li>-Improved government infrastructure development</li> </ul>

### 8.5 Challenges of Women participation in Formal Financial Services

Below table presence challenges and potential solutions women participation in formal financial services.

<b>Challenges for Women Participation in Formal Financial Services</b>	<b>Potential Solutions to the challenges</b>
<ul style="list-style-type: none"> <li>• <b>Low literacy levels of rural areas.</b></li> <li>• <b>Less disposable income</b></li> <li>• <b>Lack of access to tangible property which can be used as collateral</b></li> <li>• <b>Lack of confidence (inferior complex)</b></li> <li>• <b>Lack of education</b></li> <li>• <b>Cultural impact</b></li> <li>• <b>Time consuming to set service</b></li> </ul> <p><b>Financial products not designed for women</b></p>	<ul style="list-style-type: none"> <li>• Intensify adult financial literacy</li> <li>• Economic empowerment</li> <li>• Joint ownership of family</li> <li>• Financial institutions to design more financial products suited for both promote joint family decision</li> </ul>

## MODULE 9-UN– SWAP ASSESMENT TOOL

<b>TIME</b>	<b>60 minutes</b>
Learning Objectives	At the end of this section the participants should be able to: ✓ Appreciate how to conduct a comprehensive organizational Gender Assessment ✓ Brain storm on broader level key issues to consider in conducting Gender Assessment
Preparation	4. Read the Module thoroughly 5. Prepare flip chart with the Module objectives 6. Print out Graphical Presentation of the assessment tool 7. Prepare questions for group work
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

The UN SWAP constitutes the first accountability framework for gender mainstreaming in the UN system. In resolution the Economic and social council requested the United Nation systems, including its agencies, funds and programs, within their respective organizational mandates, to continue working collaboratively to enhance and accelerate gender mainstreaming within the UN system, including by fully implementing the UN SWAP.

The UN-SWAP rating system consists of five levels. The ratings allow UN entities to self-assess and report on their standing with respect to each indicator, and to move progressively towards excellent performance. As such, the rating system is intended as an aid to promote leadership and direction and enhance coherence. The five levels of the rating system are:

- Exceeds requirements
- Meets requirements
- Approaches requirements
- Missing
- Not applicable

It is therefore important to consider that UN-SWAP is a self-assessment, quality assurance mechanisms put in place in the reporting entities should be assessed regularly to ensure that ratings by indicator are accurate and are appropriately supported by evidence.

The UN SWAP is composed of 15 performance indicators for tracking 6 main elements on:

## MODULE 10-GENDER RESPONSIVE PLANNING

TIME	<b>60 minutes</b>
Learning Objectives	At the end of this section the participants should be able to: <ul style="list-style-type: none"> <li>✓ Differentiate Practical and Strategic Gender Needs</li> <li>✓ Ability to conduct simple Gender Analysis</li> <li>✓ Integrate Gender issues into strategic planning process</li> <li>✓ Establish Gender Responsive budgeting</li> </ul>
Preparation	<ol style="list-style-type: none"> <li>1. Read the Module thoroughly</li> <li>2. Prepare flip chart with the Module objectives</li> <li>3. Prepare questions for group work</li> </ol>
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

### 10.1 Practical and Strategic Gender Needs

When assessing and planning to achieve gender goals, it is important to differentiate two types of Gender needs as highlighted in the table below, being practical Gender Needs and Strategic Gender Needs.

<b>Practical Gender Needs (PGNs)</b>	<b>Strategic Gender Needs (SGNs)</b>
PGNs are needs women identify in their socially accepted roles in society. PGNs do not challenge gender divisions of labour or women's subordinate position in society, although arising out of them. PGNs are a response to immediate perceived necessity, defined within a specific context. They are practical in nature and often are concerned with inadequacies in living conditions, such as water provision, health care and employment	SGNs are needs women identify because of their subordinate position to men in their society. SGNs vary according to particular contexts. They relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and health care. Meeting SGNs helps women achieve greater equality. It also alters existing roles and, therefore, challenges women's subordinate position
Tend to be immediate, short term	Tend to be long term
Unique to particular women	Common to almost all women
Relate to daily needs: food, housing, income, healthy children, etc.	Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc.
Easily identifiable by women	Neither basis of disadvantage nor potential for change is necessarily easily identifiable by women
Can be addressed by provision of specific inputs: food, hand pumps, clinic, etc.	Can be addressed by consciousness raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, etc.

### 10.2 Gender Analysis

Gender analysis is a procedure through which a team is able to ask questions to extract specific information and move beyond those biases. We conduct a gender analysis to see if a

program is reaching men, women, boys and girls, and what we could change to make the program even better.

**What tools for Conducting Gender Analysis?**

There are so many tools used to conduct Gender Analysis, none of them are correct or incorrect, they are just different. One simpler tool is referred to as *Five Domains of Gender Analysis Matrix*

	Positive Program Aspect	What Needs to Improve
Resources		
Culture		
Time and Space		
Legal Rights		
Power and Decision Making		

**Activity 1:** The session begins with a short presentation to explain how the *Five Domains of Gender Analysis Matrix* and facilitators may wish would have a small group work where participants apply their own work to the matrix and then report out.

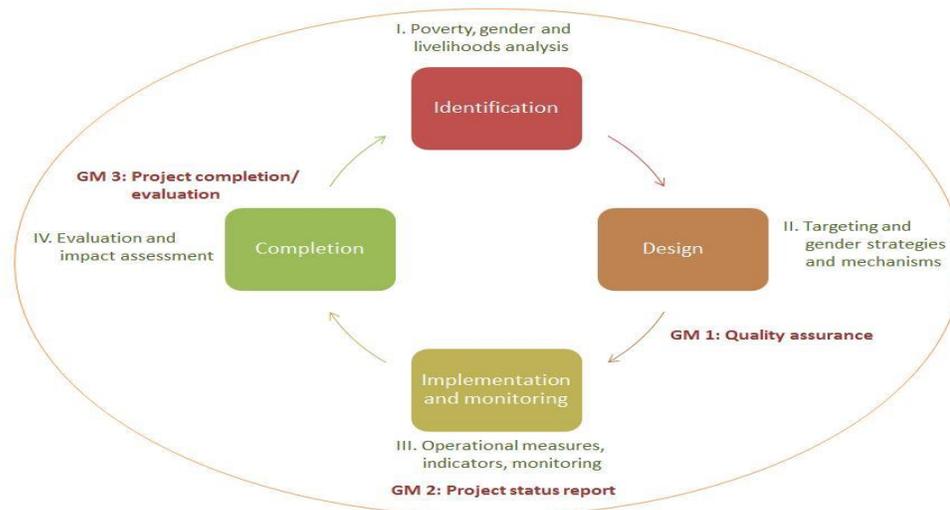
- ✓ Start with “access to assets and resources.”
  - Ask participants, “What do you think this domain/theme refers to?” and “What are some examples of assets and resources?”
  - Write notes in the right-hand column as participants share ideas.
- ✓ Move onto “knowledge, cultural norms, beliefs and perceptions,” and follow the same procedure, asking “*What do you think this domain/theme refers to?*” and “*What are some examples?*”
- ✓ Continue in the same way with the last three domains, writing notes as participants explain the domains and share examples.

<b>1. Access to assets and resources</b>	This includes access to tangible things that might limit a woman from fully participating in her society economically, politically, or socially: income, land, business, equipment, water, employment, inheritance, banking, transportation, education, information, etc.
<b>2. Knowledge, cultural norms, beliefs and perceptions</b>	This includes cultural-based gender perceptions that shape a person’s life ambition (or lack thereof). They often relate directly to the stereotypes discussed yesterday. For example, men being strong and in charge, women being weak and submissive.
<b>3. Gender roles, responsibilities in time and space</b>	Time and space are exactly as they sound. What do women do throughout their day? Is there a sexual division of labor? Think about your program. Are your meetings at 21:00? Who is going to attend? Is your outreach at a church or a bar? Are you appropriately scheduling things for women to attend?

<b>4. Legal rights and status</b>	Anything law or policy related: how men and women are treated in the eyes of the law. This can also mean budget allocation and implementation of laws.
<b>5. Balance of power and decision making</b>	Do women have the power to speak their mind? Are they in decision making positions? Can they influence others? Think about all levels: household, extended family, community, institutional, and national.

### 10.3 Integrating Gender into Strategic Planning Process

Gender mainstreaming and transformation program entails incorporating gender needs identified at project design phase, having clear indicators and putting in place monitoring and evaluation interventions. Below graphic representation shows four stages: identification of needs, Design, implementation and monitoring as project evaluation and completion as part of incorporation of Gender in Strategic Planning Process.



IFAD’s Approach to targeting, gender equality and women empowerment projects include:

- Using participatory approaches to ensure that the diverse voices of poor rural people are heard equally;
- Working with all household members to identify a unifying household vision for improved food and nutrition security, well-being and increased income, and to address discriminatory roles and relationships;
- Enabling rural women and men to lead their own development by offering them decision-making power over the use of funds and selection of service providers;
- Using quotas selectively for participation in groups, accompanied by enabling measures such as training;
- Engaging with leaders and men to promote gender equality and behavioural change;
- Working with partners (both local and international level) to create an enabling policy, institutional and cultural environment supportive of gender equality and social inclusion;

- With development agencies providing support to those beyond the reach of IFAD-supported projects to attend to the needs of the extremely poor.

### **Designing Gender Strategy**

- In gender *mainstreaming*, the commitment to gender equality is fully integrated into component activities and is reflected in the allocation of financial and human resources, as well as in operational measures and procedures
- IFAD advocates moving beyond gender mainstreaming to gender *transformative* approaches( i.e activities going beyond addressing the symptoms of gender inequality to tackling the underlying social norms, attitudes, behaviours and social systems
- Such projects consequently produce far-reaching effective and sustainable change.

### 10.4 Monitoring and Evaluation

Once key gender goals, indicators and impact is set by a project, there is need to establish a continuous monitoring and evaluation throughout the project cycle to include:

- Who is participating in and benefiting from project activities, who is not, and why this is so;
- Gender mainstreaming in project activities and operations;
- The need for additional activities to broaden or deepen outreach and strengthen activities promoting gender equality and women's empowerment;

### 10.5 Gender Responsive Budgeting

Gender-responsive budgeting is a holistic approach that looks gender balance to access to resources including financial services as well gender-based violence services. A gender responsive budgeting approach can be undertaken wherever resources are being dedicated to project activities. Proposed project activities to support effective implementation of the proposed targeting and gender strategies need to be costed and included in the project budget throughout implementation.

Budget items may include awareness-raising, capacity-building of staff and partners for specific gender approaches such as;

- Household improvement methodologies,
- adult literacy classes;
- logistical needs such as transport to reach remote target groups;
- planned studies for M&E; and activities related to knowledge management.

For project being financed by other financiers, it is very important to indicate whether costs will be covered through project financing, in kind contributions, extra-budgetary resources or other sources.

## MODULE 11-GENDER CAPACITY BUILDING

TIME	<b>30 minutes</b>
Learning Objectives	At the end of this section the participants should be able to: ✓ Enable project implementers assess and identify capacity building needs for their projects. ✓ Appreciate the important of Gender capacity building
Preparation	1. Read the Module thoroughly 2. Prepare flip chart with the Module objectives 3. Prepare questions for group work
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

### **What is gender equality capacity assessment?**

Gender equality capacity assessment is a means of assessing the understanding, knowledge and skills that a given organization and individuals have on gender equality and the empowerment of women, and on the organization's gender architecture and gender policy.

Capacity assessment refers to the process through which the information is gathered and analyzed and also to the results of this analysis. These results are conveyed in a report that outlines the ways forward for a training or capacity development strategy or action plan. When assessing the capacity of individuals, attention is paid to the knowledge, skills and attitudes that each person has regarding gender equality and the empowerment of women and the integration of these to their daily work.

The information that will be gathered entails how much they know and understand about particular concepts (for example, gender equality, women's empowerment, etc.), policies (such as organizational gender strategy, gender mainstreaming strategy) and procedures (how gender equality should be reflected in procurement or recruitment processes, among others), as well as how capable they are of implementing all these and other processes.

### **Why do a gender equality capacity assessment?**

It provides information on the capacity that an organization or its staff has to include gender equality in its programmes and operations. It is the first step and provides key information for planning a larger capacity development strategy that features training for gender equality as one of its components. This will result in a baseline against which future capacity development efforts, including gender training and monitoring.

Training for Gender Equality is a specific activity that aims to promote a transformative process to provide knowledge, techniques and tools to develop skills and changes in attitudes and behaviors with the objective of creating an aware, competent and gender equitable society.

### **How to conduct Gender Equality Capacity Assessment**

To assess the capacity of individuals some commonly used tools are questionnaires and surveys, individual tests, focus groups, and interviews.

Capacity assessment at an organizational level evaluates what policies, strategies and procedures are in place to ensure that gender equality and the empowerment of women can adequately be included in the agency's mandate

## MODULE 12-GENDER SENSITIVE COMMUNICATION

TIME	<b>30 minutes</b>
Learning Objectives	At the end of this section the participants should be able to: ✓ Learn to use Gender sensitive words in all communications. ✓ Differentiate between insensitive and Sensitive Words
Preparation	4. Read the Module thoroughly 5. Prepare flip chart with the Module objectives 6. Prepare questions for group work
Materials	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens

Gender Sensitive Communication also referred to as Gender Neutral language is encouraged in all project communications to avoid generic terms that are used exclusively for males. Gender sensitivity is about recognizing that our language choices have consequences on relating effectively to others. Women and men should be treated equally including the nature we communicate at any point in time. It is very important to create awareness on all individuals at all levels in an Organization on how to reflect in our way we communication.

### Activity 1-Gender Neutral Language

Let's list out some of the commonly used non-neutral words and also find the neutral words for them

Some words of Gender-Neutral Language from non-neutral to neutral includes;

- Chairperson instead of Chairman
- Folks, folx, or everybody instead of guys or ladies/gentleman.
- Humankind instead of mankind.
- People instead of man/men.
- Members of Congress instead of congressmen.
- Councilperson instead of councilman/councilwoman.
- First-year student instead of freshman.
- Human/ person instead of man
- She/he instead of he

Gender neutral communication also includes the images, posters and presentations that an Organisation made to reflect neutrality of Gender. This helps to send right messages and encourages both gender participation in project activities.

## MODULE 13-GENDER ACTION PLANNING

<b>TIME</b>	<b>90 Minutes</b>
<b>Learning Objectives</b>	At the end of this section the participants should be able to: 1. Develop a project specific gender mainstreaming action plan
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Read the Module thoroughly</li> <li>• Prepare flip chart with the Module objectives</li> <li>• Print the handouts/flip chart-Gender Action Plan Tool</li> <li>• Prepare questions for group work</li> </ul>
<b>Materials</b>	Facilitators resource/ handouts, flip charts, Markers, writing boards, masking tapes, note books, pens,

### Activity 1

Explain that the last module in the workshop is “action planning” in order to ensure that gender is mainstreamed or integrated into each participant respective responsibilities/organizations.

Ask, “*Can anyone explain what an action plan is?*” and “*Why do we develop action plans?*” and “*What information do we need to include when we prepare an action plan?*”

Next, engage the participants in a thorough recap of the first two days of the workshop. At the end of the training, each participant must identify key issues that they would like to implement in their programs. Key issues need to be set as goals that the for the action plan.

Below table is a template for formulating Gender Action Plan.

Goal (What do you want to achieve?) Mainstreaming Idea(s)	What do you need to do step by step? (Action steps required)	What do you want to get out of it (expected benefits)?	Who should be the one(s) responsible?	What do they need? (Resources)	By when should this be achieved? (Deadline)

Take note that the Good Action Plan reflect the following;

- An action plan should be realistic and ambitious at the same time.
- Must consider the following at formulation:
  - Practically involve members of the Organisation: - This is important to support the change management process.

- Must include tangible goals within the coming six months and do the activities help you achieve those objectives?
- Must have financial and human resources allocated to each activity.
- Must consider risks foreseeable in implementation of the action plan

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