



China-Canada Cooperation Project in Cleaner Production

Gender and Environment Training Course
Participant's Manual
Beijing, September 6-7, 2003
WBS 370



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Course Overview

Objectives

The Gender and Environment training course is designed to provide participants with an understanding of gender concepts and tools and the linkages between gender and the environment. The course aims to enable participants to integrate gender considerations in their environment-related work (research, teaching, facilitation). The course will also introduce participants to gender training.

Day 1: Introduction to Gender and Environment: concepts, issues and perspectives

By the end of Day 1, participants will be able to:

- understand and be able to explain key gender concepts, including gender and sex, gender equality, gender mainstreaming, and practical needs and strategic interests); and
- understand and be able to explain gender issues as they pertain to the environment.

Day 2: Gender Analysis and Gender Training in Environment

By the end of Day 2, participants will be able to:

- understand the use of gender analysis;
- identify ways of working from a gender perspective in their environment-related activities, research, projects; and
- understand issues and challenges related to gender training.

Concepts and Tools

This course focuses specifically on the following concepts and tools:

Concepts:

- sex and gender;
- gender roles;

- gender and environment;
- gender equality; and
- practical needs and strategic interests.

Tools

Gender analysis tools: Harvard Framework (access to resources; gender division of labour; gender and decision-making).

Audience

This course is designed specifically for members of the Women and Environment Network (WEN). The workshop will accommodate up to 22 people with an optimum of 20. This provides for 15 WEN members as well as up to 7 participants from the CCCPCP Project office and relevant Project-related institutes.

Approach and methods

The course is designed to foster participant involvement and interaction. Lecture-style presentations will be kept at a minimum. Participatory learning techniques will be used as much as possible. Small group activities will give participants time to practice tools and exchange ideas. Icebreakers will be used to stimulate participation.

Resources

- Reference list of relevant readings and website addresses.
- Suggested readings.
- The participants' manual is also a resource for participants.
- One copy of the UN/INSTRAW's publication Women, Environmental Management, and Sustainable Development will be provided to the WEN group.

Location and duration

Beijing: September 6 and 7, 2003 (2 days)

Course agenda

Day 1 Introduction to Gender and Environment: concepts, issues and perspectives

Time	Content	Method	Facilitator
09:00	<i>Opening</i>	<i>Welcome from SDRC</i> <i>Welcome from CIDA</i>	
09:15	Participants, their background, and expectations	Participants introduce themselves and state expectations of course	DJ
	Course Overview	Present objectives on flipchart	DJ
	Objectives		
	Time table, course content	Presentation	DJ
09:45	Part 1: Introduction to gender: key terms and concepts		
10:15	<i>Break</i>		
10:30	Part 1: continued		
11:30	Questions and answers		
11:45	<i>Lunch</i>		
12:50	<i>energizer</i>		
13:00	Part 2: Gender and environment: issues and perspectives	Presentation + participation	
14:00	<i>Break</i>		
14:15	Gender and environment continued	Small group activity	
15:15	Small groups present back to plenary		
16:15	Mini evaluation of Day 1		
16:30	<i>End of day</i>		

Day 2 Gender Analysis and Planning; Gender Training

Time	Content	Method	Facilitator
8:30	Participant Review	Participants write down one thing they remember from yesterday's session and present.	
9:00	Part 3: Gender analysis and Planning in Environment		
	Introduce gender analysis tools	Presentation	
10:15	<i>Break</i>		
10:30	Gender analysis and planning, continued	Small group activity.	
11:30	<i>Lunch</i>		
13:00	Gender analysis and planning, continued	Small group activity.	
14:00	<i>Break</i>		
14:15	Icebreaker		
14:30	Gender Training: issues and challenges	Small group activity	
16:15	Course evaluation		
16:30	<i>End of course</i>		

Instructors

Pascale Méra, B.A, M.A, Canadian Executing Agency Gender Advisor
Ms. Du Jie, B.A. M.A. Chinese Gender Advisor

Day 1: Introduction to Gender and Environment: Concepts, Issues and Perspectives

Part 1: Gender concepts and key terms

Sex:

Refers to the **biological differences between women and men.**

These include women's ability to bare children, and to breastfeed, and men's ability to impregnate women. These roles are universal.

Gender:

Refers to the **socially constructed roles and responsibilities of women and men and the power relationship between women and men.**

Being socially constructed, gender differences vary depending on race, class, ethnicity, religion and culture, age, marital status, and time.

Power relations are shaped by a variety of institutions, including family and kinship, religion, education, media, labour and commodity markets, the state.

Gender is not just about women. It is about the relationship between women and men and the inequity that exists in terms of opportunities and benefits.

Sex

Biological: we are born with it
Universal: same all over the world
Does not change over time

Gender

Social, cultural: we learn it
Regional differences
Can change over time

Gender values and attitudes:

Values, attitudes and expectations about the behaviours, aptitudes, and characteristics of men and women; ideas about masculinity and femininity. Gender roles and gender values are dynamic and change over time.

Gender issues:

Are specific examples of inequality between men and women. For instance, an imbalance of power which has an impact on well-being, men and women's access to resources, the division of labour, etc.

The gender division of labour:

The different work (allocation of responsibilities) that women and men generally do in the workplace, the community and the home. It differs by place and culture and changes over time.

Women's triple role:

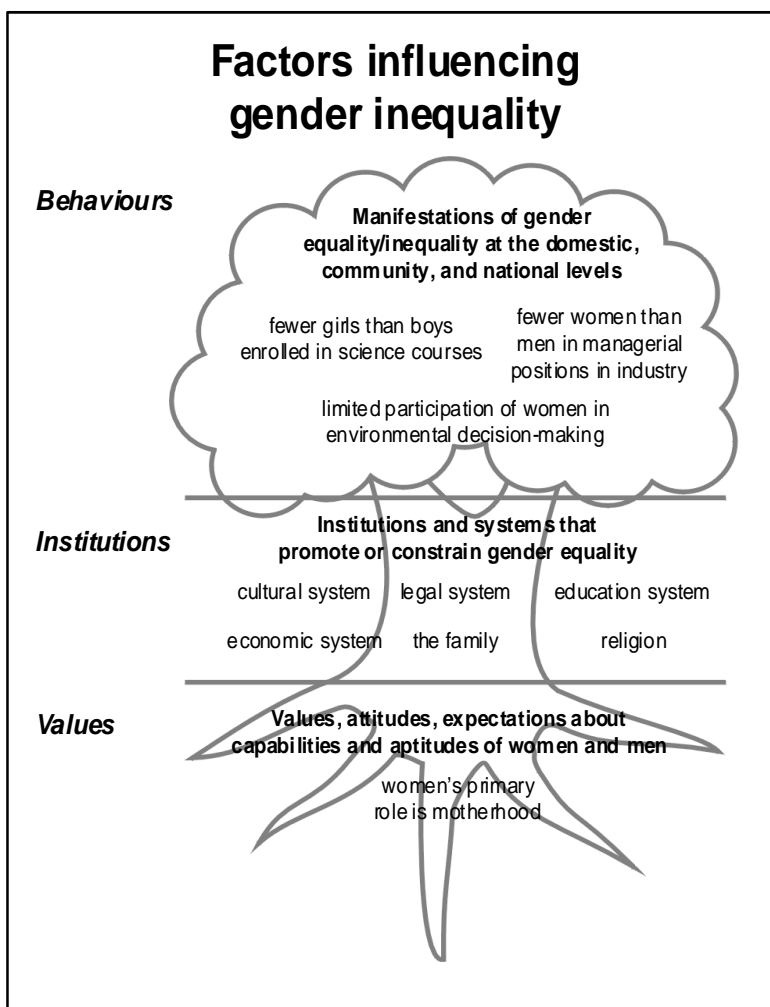
Women typically have a triple role: they undertake reproductive, productive and community managing activities. Men primarily undertake productive and community politics activities.

<i>Reproductive role:</i>	Child-bearing/rearing responsibilities and domestic tasks required to guarantee the maintenance and reproduction of the labour force.
<i>Productive role:</i>	Work done for pay in cash or in kind (e.g agricultural work, factory work, etc).
<i>Community managing role:</i>	Activities undertaken primarily by women at the community level to ensure the provision and maintenance of scarce resources of collective consumption (e.g. water, health care, education). Voluntary, unpaid.
<i>Community politics role:</i>	Activities undertaken at the community level, organising at the formal political level. It is usually paid work, either directly or indirectly, through wages or increases in status and power. Often male domain.

Gender equality

Gender equality is the process of being fair to women and men. It means that women and men enjoy the same status and have equal conditions for realising their full human rights and their potential to contribute to national, political, social,

economic, and cultural development, and to benefit from the results.¹ To achieve gender equality, measures need to be taken so that men and women have equal opportunities and enjoy the same rights, privileges and decision-making responsibilities.



Source: CI DA On-line Gender Training Course. 2002.

¹ Gender-Based Analysis: A guide for policy-making, Status of Women Canada, 1996.

Practical Needs and Strategic Interests

Practical Gender Needs	Strategic Gender Interests
<ul style="list-style-type: none"> • Short term. Immediate and material. • Pertain to women's current conditions. • Pertain to day to day living conditions of women. Tend to focus on the domestic arena, income earning activities, housing and basic services, childcare services, traditional employment opportunities. • Do not question existing division of labour • Incremental (marginal increase in gain/benefits) • Vary with economic condition 	<ul style="list-style-type: none"> • Long term. • Pertain to the position of women vis-à-vis men • Include changes in the gender division of labour, shared domestic labour and child care, elimination of institutionalised forms of discrimination, etc. • Seek to transform the existing division of labour • Common for most women
Examples	Examples
<ul style="list-style-type: none"> • Access to clean water • Access to sanitation facilities • Access to fodder • Access to child care facilities 	<ul style="list-style-type: none"> • Sharing of housework • Women and men in non-traditional tasks • Equal wages for work of equal value • Equal rights to land titles • Equal representation and participation of women in decision-making about environmental management
<p>Practical and strategic needs are linked. Responding to practical needs identified by women at the community level can provide an entry point to identifying and addressing their long-term strategic interests. To ensure sustainable benefits, both practical needs and strategic interests must be taken into account in the design of policies, programs and projects.</p>	

Women in Development and Gender and Development

WID	GAD
Focuses on women	Focuses on gender relations
Changes women's condition	Changes women's position
Women as passive recipients	Women as active participants
Goal is effective efficient development	Goal is equal, sustainable development which includes women as decision-makers
Concerned with practical gender needs	Concerned with strategic gender interests
Concerned with access to resources	Concerned with access to and control over resources
Strategies include: <ul style="list-style-type: none"> • Women's Projects • Women's components • Increase women's productivity • Increase women's ability to take care of children and the household 	Strategies include: <ul style="list-style-type: none"> • Address women's strategic interests • Improve women's decision-making role (public and private) • Increase women's control over resources

Gender mainstreaming

Mainstreaming is a process of assessing the implications for women and men of any planned action, including legislation, policies or programmes in all areas and at all levels.

Gender mainstreaming

- aims to reduce gaps & promote equality;
- immediate impact on individuals (projects); and
- long term structural change (policy).

Gender must be addressed in

- national policies, plans and programs;
- international development cooperation initiatives;
- sectors (environment, social, economic, political, etc); and
- levels (policy, institutional, project).

Gender mainstreaming is a strategy for 1) ensuring women's full participation in the development process and 2) bringing women's and men's needs, concerns and experiences into activities of government at all levels, including in policies, programs and projects. Its goal is to ensure that women and men benefit equally and that inequality is not perpetuated.²

Mainstreaming is both a technical and political process that requires a shift in the way of thinking and in the goals, structures, and resource allocation of governments and organisations.

² Commitment to Sustainable Development and Gender Equality: Tool Kit #1. Tool Kit for Gender Responsive Mekong River Basin Development. 2000. Phnom Penh: Mekong River Commission.

Chinese and Canadian Commitments to Gender Equality

International:

China and Canada are signatories to:

- Beijing Platform Action 1995 (see Readings)
- Beijing + 5 Review
- CEDAW Convention on the Elimination of all forms of Discrimination Against Women
- Universal Declaration of Human Rights

Chinese national programs and laws:

- Program for the Development of Chinese Women (1995-2000) and (2001-2010) – makes specific reference to Women and the Environment (see Readings).
- Law on the Protection of Rights and Interests of Women – promulgated in 1992
- Revised Marriage Law passed in 2001 – enshrines the general principle of legal equality and special measures to promote gender equality by focusing on areas where women are disadvantaged. Violence against women is proscribed.

Canada national plans and policies

- Federal Plan of Action for Gender Equality
- CIDA Policy on Gender Equality

CIDA policies, programs, and projects should contribute to gender equality. CIDA's policy makes specific reference to gender and environmental sustainability (see Reading).

Part 2: Gender and environment – issues and perspectives

The emergence of gender in mainstream environmental debates

The 1980s:

Links were traced between the domination of nature and the domination of women. Ecofeminists and feminist philosophers made explicit links between women and nature; while women's groups in the South played a large role in environment action.

Key dates:

1985: The first international meeting on women and the environment was held in Nairobi at the "Women, environment and development workshop."

1986: Forward Looking Strategies of the UN Conference as a central concern

Mid-1980s onward: Women, Environment and Development (WED) became prominent.

The 1990s:

Women's voices were added to debates on sustainable development, stressing the social aspects of sustainability. A global movement arose uniting northern and southern women as part of the preparatory process leading to the Earth Summit in Rio.

Key dates:

1991: "World Women's Congress for a Healthy Planet" held in Miami — the meeting resulted in a document entitled "Women's Action Agenda 21".

Early to mid-1990s: Critiques of WED and ecofeminist approaches.

Recent approaches: gender and environment; gender, environment and development

Beijing Platform for Action (1995): Strategic objectives for mainstreaming gender in relation to the environment:

- to involve women actively in environment decision-making at all levels;
- to integrate gender concerns and perspectives in policies and programmes for sustainable development; and

- to strengthen or establish mechanisms at all levels to assess the impact of development and environmental policies on women.

Why is gender important in environmental management?

Concern about the environment in China has become a central feature of national development policies. China is facing crucial environmental issues, such as air pollution, water pollution, forest depletion, and land degradation.

Environmental conditions such as deforestation, soil degradation and watershed reduction affect women and men differently, given their different roles and relative decision-making power. Women's involvement in, and reliance on, livelihoods activities that depend directly on the environment makes them and their livelihoods activities particularly vulnerable to the risks posed by environmental degradation and resource depletion in terms of deteriorating health, limited access to resources and poorer quality of life (Denton: 2002).

For example:

- food preparation exposes them to indoor air pollution, water pollution and food pathogens;
- the tilling of land and other agrarian practices expose them to soil and land contamination;
- maintenance of the home makes them more vulnerable to energy pollution and waste contamination.
- environmental degradation surrounding rural communities may increase the distances that women have to walk in search of clean water and firewood

Despite the fact that women consume, produce and use natural resources for their livelihoods, they have limited control and ownership over resources.

Because men and women are likely to have different roles in the family, community, and work force, they are likely to have different personal priorities when it comes to environmental protection at the local and community level. Men and women are also likely to have different interactions with the environment, which present each gender with different opportunities to protect it. It is likely that men and women adopt different strategies and are the source of different types of knowledge regarding environmental protection. The roles and needs/interests of both men and women must be taken into account for effective programme design in initiatives for environmental sustainability (see UNDP: Gender Mainstreaming in Practice: A Handbook – <http://gender.undp.sk>).

Despite their role in environmental management, and their experience and knowledge, women are least likely to have an impact on policy-making decisions about environmental protection and sustainable development. (See UN INSTRAW: Training Manual: Women, Environmental Management and Sustainable Development <http://www.un-instraw.org/en/research/gaemsd/publications.html>).

Environmental sustainability will be elusive unless the differential impact of environmental factors on women and men is addressed and women's contribution to environmental management is recognised and supported (CIDA gender equality policy).

Gender issues in industrial pollution management

- Men and women have different personal priorities, needs, and knowledge when it comes to industrial pollution management and environmental protection.
- Women entrepreneurs in small-scale industries typically have to make do with old, inefficient, polluting and unsafe machinery. Although cleaner technologies may exist, women may not have access to the credit to purchase them or the knowledge of how to use them effectively and safely.
- Women may have less access than men to training in industrial pollution management, including cleaner production; etc. This may affect their ability to participate in decisions about IPM.
- Women may have fewer opportunities than men to attend university level science and engineering programs.
- Women are less likely than men to participate in decisions about industrial pollution management at the unit, local and national levels.
- Industrial pollution impacts on men and women in factories and in communities differently, given their different reproductive, productive, and community management roles. (For example, water pollution may cause a burden on women's time as they are responsible for fetching water for cooking and cleaning. The prevention of water pollution would then have a positive impact on women's time as they would have less far to walk for clean water).

*Mainstreaming gender into environmental management***Environmental Management can promote gender equality by:**

- Increasing women's participation in decision making about environmental management:
 - increase proportion of women decision-makers and planners in technical and managerial roles;
 - increase capacity of community women to participate in decision-making (through education / awareness about environmental issues);
- increasing awareness of the needs and experience of women as they relate to environmental management;
- addressing women's lack of control over natural resources such as land, water, and forests.
- improving environmental information and expertise by collecting gender disaggregated data;
- conducting gender analysis and gender impact analysis of environmental programs to assess the differential impact of the program on women and men and to ensure that women and men participate and benefit equitably.

Day 2: Gender analysis and planning; gender training

Part 3: Gender Analysis and Planning

Gender Analysis

Definition

Gender analysis is a tool for understanding the local context and promoting gender equality. Gender analysis can be performed using a variety of methods to understand the context for a project, program or policy. Information from the gender analysis helps identify constraints and helps structure the initiative. The results of a gender analysis are incorporated into planning to ensure that development benefits and resources are effectively and equitably targeted to both women and men, and to successfully anticipate and avoid negative impacts development may have on women or on gender relations.

Gender Analysis is a two-step process of identifying and understanding the nature and causes of gender inequality.

Step 1: Identification: A good gender analysis uses many different tools and provides gender-disaggregated information on the following:

- Perspectives, roles, needs and interests of different groups of women and men in the local area, country, region or institution.
- Division of labour: who does what and why?
- Women and men's access to and control of resources: who has access to and control over resources or benefits?
- Women and men's voice in decision-making
- Structural and socio-cultural factors that provide opportunities / constraints to ensure equality of opportunity.
- Differences in expected results of the project, policy, programme on men and women (elderly, adult, children).
- Capacity of institutions to promote gender equality.

TIP:

Spheres of decision-making include:

- policy (e.g. environmental policy, etc.)
- workplace (e.g. industry and agencies responsible for IPM: human resources policy, training, promotions, work conditions, salary, etc)
- household (roles and responsibilities, large expenditures, schooling, etc.)

Step 2: Analysis: identification of the causes of the gender issues using analytical frameworks:

- Legal/policy framework
- Stakeholder/institutional analysis
- Gender stereotypes / intra-household decision making

Gender analysis: what to do

(Source: CI DA Policy on Gender Equality)

- Gain an understanding of gender relations, the division of labor, and who has access to and control over resources
- Include domestic and community work in the profile. Recognize the ways women and men work and contribute to the economy, their family, and society.
- Use participatory processes and include female and male stakeholders at the government level and from civil society.
- Identify barriers to women's participation and productivity (social, economic, legal, political, etc.)
- Gain an understanding of women's practical needs and strategic interests, and identify opportunities to support both.
- Consider the differential impact of the initiative on men and women, and identify consequences to be addressed.
- Establish baseline data, ensure sex-disaggregated data, set measurable targets and identify expected results and indicators
- Outline the expected risks and develop strategies to minimize risks.

Gender analysis tools

The tools and resources used to conduct a gender analysis will vary depending on the type of initiative.

In the case of a country or regional program, gender analysis would include a review of documents such as:

- country reports;
- regional statistics;
- global reports on the status of women; and
- web documents.

Key individuals in government, women's organisations, community organisations, and institutions should also be consulted.

Tools and resources that might be used to conduct a gender analysis of a project might include:

- participatory community consultations and analysis of community records;
- analysis of trends in the media; and
- consultations with local institutions, research bodies, organisations and key stakeholders.

(Source: CI DA. On-Line Gender-Equality Training Course).

Other tools used to conduct a gender analysis of a project or program include:

- activity profile;
- access and control profile; and
- decision-making profile.

These are described below. Templates are provided in the Templates section of this manual.

Tool 1: Activity Profile

The Activity Profile is a tool based on the gender division of labour. It identifies activities of the target groups in the project area. It provides for disaggregation of sex, age, and other factors and for recording the amount of time spent on activities, as well as the location of activities. The activity profile identifies all relevant productive, reproductive, and community activities undertaken by men and women.

Tool 2: Access and Control Profile

The access and control profile identifies resources individuals could use to carry out activities and the benefits they get from them. By distinguishing between access to resources and benefits and control over them, it is possible to assess the relative power of members of a society or economy.

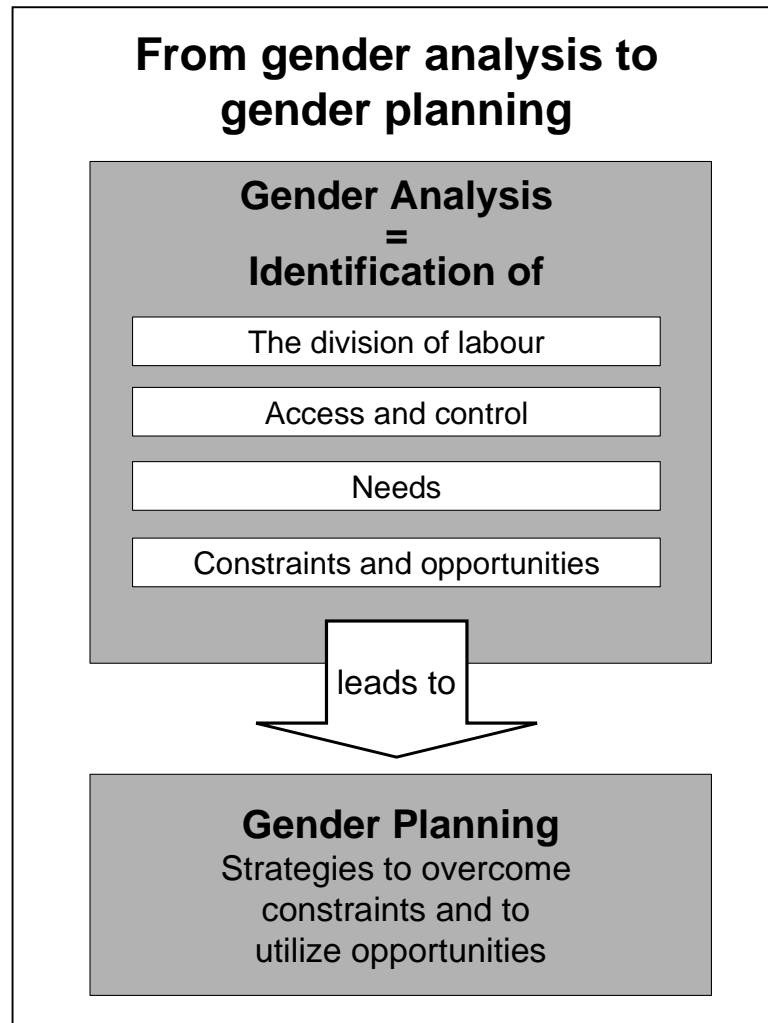
Tool 3: Decision-making profile

The decision-making profile is used to identify and analyse the decisions that affect people's lives and the decision-making process. It is closely related to the division of labour and access to resources.

- What decisions affect people's lives?
- What is the decision-making process?
 - Who is consulted?
 - Who makes final decision?
 - Who is impacted by the decision, how?
- Spheres of decision-making:
 - policy (e.g. environmental policy, etc.)
 - workplace (e.g. in industry: hiring/firing policy, training, promotions, work conditions, salary, etc)
 - household (division of labour, large expenditures such as equipment, schooling, health care, etc.)

Planning:

Gender Planning involves developing interventions to address the causes identified during the gender analysis.



Part 4: Gender Training

1. *What is gender training?*

The term "gender training" is used in reference to a wide range of different educational and training activities, including:

- *academic courses* in Gender Analysis and Women's Studies
- *feminist consciousness raising* work in the context of women's groups and the women's movement
- *in-service training* to develop gender awareness and related skills amongst staff involved in development policy, planning and implementation

This section is concerned with the latter type of gender training. However, it is important to note that there is considerable overlap between these types of gender training.

In-service gender training emerged in the mid 1980s to "teach" development policy makers, planners and implementation staff to see and take account of the differential impact of development interventions on men and women. This kind of gender training commonly involves:

- raising participants' awareness of the different roles and responsibilities of women and men in any particular context including their different and unequal access to and control over resources, and unequal status and role in society
- looking at ways that development interventions affect, and are affected by, differences and inequalities between women and men
- equipping participants with knowledge and skills to understand gender differences and inequalities in the context of their work, and to plan and implement policies, programmes and projects to promote gender equality

Gender training can now include a wide range of more tailored training initiatives:

- sector specific courses and discussion workshops
- country/programme/project specific courses and discussion workshops
- gender policy workshops
- training to recognise and address gender issues within the workplace
- training of gender staff and women's groups in advocacy, lobbying and influencing techniques
- training of gender trainers

In China, gender training was initiated by a UNDP sponsored project that supported a group of gender activists including scholars and project/programme officers to work together to develop a Chinese gender training manual in 1997. The group has developed into a Gender Training Group after the mission with a team of facilitators who have conducted altogether hundreds of training workshops to different groups of people at different levels in China.

2. How to design/deliver gender sensitisation training?

Gender training should always draw on the principles of effective adult learning. Gender training works most effectively when:

- it is learner-centred;
- it uses participatory methods;
- it introduces skills as well as awareness;
- the trainer has credibility with the participants; and
- training is followed up.

Designing/delivering a tailored Gender Training Course involves:

- *Seven Steps of Planning*
- *Finding out about the Participants: needs assessment*
- *Planning the Course Content: setting aims and objectives*
- *Teaching/Learning Methods: choosing training methods*
- *Gender Training Exercises*
- *Resistance and Emotional Reactions in Gender Training*
- *Planning Individual Sessions*
- *Practical Factors in Course Planning*
- *Monitoring and Evaluation*

2.1. Seven Steps of Planning

In planning gender training, *it is essential to start with considering in detail the learning needs of the participants, their roles and responsibilities at work, and their organisational context.* Although there are a number of gender training manuals, and "off the shelf" gender courses, it is only possible to assess the appropriateness of these to your gender training needs after considering in detail the learning needs of the participants in the context of their work.

The following is a simple but extremely useful brainstorming checklist to use in the initial stages of planning a gender training course. It helps in thinking through systematically the various personal, practical and institutional factors that will influence the course design.

Who is the course designed for? Specify their levels of seniority, likely ages, gender, sectoral speciality if appropriate etc. How many people will come to the course? Think about their likely current level of understanding of gender issues and their likely level of motivation to attend a gender training course.

Why do these people need training? Think about this in relation to the participants' job responsibilities. Is there a particular reason to have the training at this time - new policies or guidelines, particular problems that have arisen, new issues arising from gender research/gender disaggregated data, follow up to previous training?

When will the training be conducted? Think about this in relation to participants' work commitments. Would a block of time be most appropriate, or a series of individual sessions? How long is the course going to be?

Where will the training be conducted? Think about the venue. Is the course going to be conducted at work or away from work? Is it going to be residential? There are clearly cost implications in holding courses away from work, but advantages in terms of minimising distractions, and the incentive of an attractive residential venue.

What will the course cover? Bearing in mind the above — the participants, the needs of the institution, and the constraints of time — brainstorm a list of topics/issues you want the course to address.

How will the sessions be run? Think about the training methods you might use. What methods are likely to be the most effective way of conveying the different topics you want to cover?

2.2. Finding out about the Participants

Principles of adult learning

Good and effective gender training is based on the principles of effective adult learning. Adult learners:

- bring with them a considerable stock of knowledge and experience, much of which is likely to be relevant to what is being learned — and which will therefore affect the way they learn.
- have a number of already established habits of thoughts, prejudices, stereotypes, attitudes, beliefs and values.
- have usually come to a stage in their life where they are expected to assume responsibility for themselves and for others. They may be older, more experienced, wiser and richer than their facilitator!
- may not have had contact with formal education for some years.
- can lack confidence in themselves as learners, underestimate their own powers, be over anxious and therefore reluctant to make mistakes.

- the value of the course is immediate rather than preparing for a distant future. Therefore the courses value lies in its relevance to their life and interests now or in the near future.

Factors which help adult learning include the interest of the learner; the learner's perception of the relevance of the topic to their work or to their life; the positive attitude of the trainer to the learner; the opportunity to learn by doing; and positive feedback and encouragement from the trainer.

Factors which hinder learning include lack of motivation and interest in the learner; the learners' perception that the topic is not relevant to their life or work; the learner's perception that the facilitator is dismissive of their views and experiences; teaching methods that are wholly theoretical and allow no opportunity for practice; and minimal encouragement or interest from the facilitator in the learner.

Learning needs analysis

The principle conclusion to be drawn from examining adult learning, is that courses - to be effective - should be "learner centred" i.e. they should be designed on the basis of a clear understanding of the learners and their needs. Learning needs analysis is thus a centrally important element of training course design.

Learning needs analysis is undertaken in order to find out about:

The participants:

- what are their roles and responsibilities?
- what degree of understanding do they already have of gender?
- issues in relation to their work?
- to what extent are participants already involved in developing?
- gender sensitive work practices
- what kind of motivation do participants have to attend the gender course?
- what are their expectations of the course?

The participants' organisation/department:

- what other strategies are being adopted to promote gender sensitive work practices (i.e. is there a gender policy; what monitoring procedures are there; have any checklists and guidelines been developed; are there staff incentives to work in a gender sensitive way; how will the training be followed up?)

Methods of learning needs analysis

In designing *new* gender training courses or programmes of gender training, it is important to plan the course based on a clear understanding of the participants and their organisation. This requires a learning needs assessment to take place *prior* to the training course, allowing sufficient time for course planning and materials preparation.

Possible methods include:

- questionnaire survey of participants (this requires having a full list of participants well in advance of the course);
- telephone/email survey of participants;
- interviews/meetings with a selected group of participants — individually or collectively; and
- interviews/meetings with staff responsible for commissioning the gender training course, to clarify their expectations of the course and the ways in which the course should complement other measures being taken to promote gender sensitive work.

It is additionally good practice to start any gender training course with a review of the participants, their needs and expectations. This enables participants to share their expectations with each other, and enables the facilitator to explain which expectations will and will not be met. A review of expectations at the start of the course does not substitute for learning needs analysis in advance of the course, because by this stage, only minor adjustments to the planned course content are likely to be possible. If unexpected issues come up at this stage (if, for example, a pre-course learning needs assessment was not conducted), the facilitators need to think through:

- how much they are able to tailor the course to cater for the learning needs that have been identified by participants?
- how much they are willing to tailor the course to the learning needs of particular groups?
- how much opportunity is there to incorporate participants experience into the course (e.g. in group exercises, discussions, presentations etc)?

2.3. Planning the Course Content

Using the Learning Needs Analysis

The learning needs assessment will give the facilitator essential information on the knowledge, skills, motivation and expectations of participants, as well as their roles and responsibilities in relation to gender sensitive practice.

The more homogeneous the group of participants - i.e. similar roles, levels of seniority, working for the same organisation, similar levels of experience and understanding of gender issues etc.. - the easier it is to design a training course directly tailored to their situation, and the more effective the training course is likely to be.

If the group of participants is heterogeneous - i.e.. working for different organisations and sectors; widely differing in seniority; widely differing roles and responsibilities; widely differing levels of understanding, experience and motivation - it will not possible to meet individual needs of all participants. The course will, of necessity, be fairly general and, as a consequence, a lot less useful to individual participants.

It is quite common - although not always the case - to find participants come to gender training courses more because of "external factors" (because they have been instructed to do so, because it is a chance for time away from the office) than because of "internal factors" such as interest in the subject and an appreciation of its relevance to their work. This means that participants can be there in body but not in mind. In designing the course, it is important for the facilitator to be aware of the level of motivation of course participants and to think of ways to stimulate, and to maintain, positive motivation and interest amongst the participants. Ensuring the direct relevance of the course to the participants and providing a positive learning experience are ways of achieving this.

Additional sources of information

Additional sources of information that might assist with course planning include:

- review and evaluation reports relating to gender issues in the context of the organisation and its work;
- sex disaggregated data relating to the organisation and its work;
- gender research relevant to the organisation and its work;
- international, national, sectoral and/or organisational gender policies relevant to the organisation and its work;
- planning/policy documents produced by the organisation and/or by course participants; and
- evaluation reports of past training courses.

Setting aims and objectives

Gender training courses tend to be quite short. It is necessary and important to make strategic decisions on course content to make best use of the time available. Setting a course aim and specific objectives provides a framework for the whole course as well as for individual sessions.

Aim : Broad statement of intent that encapsulates the purpose of the whole course

Objectives : The specific content of the training, related to particular knowledge, skills and attitudes, that collectively will achieve the aim of the course.

It is helpful to think of the course objectives in terms of what you want participants to know, or to be able to do, by the end of the course. They should be a comprehensive listing of topics to be covered by the course, expressed in terms of the knowledge or skills that participants will gain. It is useful to express the objectives sequentially - thinking through the order in which it makes sense to address them on the course.

Devising the course timetable

If sufficient thought has been put into devising course objectives, it should be fairly easy to move to writing an outline course timetable. The objectives should specify:

- the topics to be covered
- the order in which topics are to be covered

At this stage, it is helpful to draw up a draft timetable, to get some idea of the time available to address each topic, and consider the extent to which the identified objectives are realistic in the time available. Clearly not all topics identified in the course objectives will take the same amount of time to cover. Detailed session planning is likely to necessitate adjustments in the timetable - and if time is found to be insufficient to cover all the objectives listed - to the objectives as well.

Remember to include in the draft timetable an introductory session, allowing participants the chance to introduce themselves, and discuss their expectations and the course content. Equally, remember to include an evaluation session at the end of the course.

2.4. Teaching/Learning Methods

Types of teaching/learning methods

There are many different methods of training and learning. Here are some examples:

Methods	Definition
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Methods	Definition
<i>Brainstorming</i>	Participants are asked to "brainstorm" ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded.
<i>Buzz groups</i>	Participants discuss ideas/experiences in pairs or threes for a few minutes, sitting where they are in the larger group or plenary discussion. Good for getting discussions going, enabling participants to explore ideas before speaking in the larger group.
<i>Case study</i>	A case study outlines a realistic situation which participants can use to turn theory into practice. It enables group members to apply new information, insights and ideas to a realistic situation relevant to their work.
<i>Debate</i>	Formal talks by two teams each trying to disprove the others claims and to re-affirm their own view.
<i>Demonstrations</i>	A demonstration is usually used to teach a skill. The teacher shows the group the whole skill in addition to breaking it down into its component parts. Ideally the skill will then be practised by the students.
<i>Diaries</i>	Participants keep a personal diary in relation to a specific theme or problem. These help develop self awareness, help the participants relate the course to the rest of their lives and provide evidence for one or more aspects of personal behaviour which can then be used for analysis.
<i>Discussion</i>	A discussion involves an exchange of ideas on a subject. A discussion can be structured by the trainer or can be a free group discussion. There is often no right or wrong answer or single solution to the problem being discussed.
<i>Games</i>	Games can sort out problems, can create a group identity, may help to build trust within a group and may help develop sensitivity to the problems of others. Four types of games are commonly used: <ul style="list-style-type: none"> - icebreakers (see below) - knowledge games which give information to the players - energisers or tension diffusers - games that can be played when the energy of the group is flagging or to diffuse tension - trust or social development games which will help to create a safe atmosphere in the group

Methods	Definition
<i>Group work</i>	Small groups carry out specific tasks or activities. These encourage people to share experience and knowledge, encourage participation and develop a co-operative approach to working.
<i>Ice breakers</i>	A game used at the beginning of a session or course with one or more of the following aims: <ul style="list-style-type: none"> - to get group members to relax and mix - to create trust within the group - to have fun
<i>Lecture/talk</i>	A presentation of a subject by the teacher. It does not involve student participation.
<i>Panel</i>	A discussion among a few qualified people seated at a table in front of the audience.
<i>Polarised views</i>	Views about an issue are polarised i.e. phrased to reflect extremely different views. Group members can work in pairs, with each individual acting as if they fully adopted one of the points of view for the exercise, despite their own views. Each person writes down all the arguments they can think of which support their position, without discussing it with their partner. The partners then start arguing their case. The trainer lists the points in favour of each view by asking each pair in turn to contribute one point, until all points have been collected.
<i>Projects</i>	Projects can be undertaken by individuals or by a group and involve making a detailed study of a subject for presentation in a written or verbal form. This gives initiative to the participants and is good for "discovery learning" which tends to enhance motivation.
<i>Question and answer</i>	Question and answer sessions involve the teacher asking questions for the students to answer or vice versa
<i>Questionnaires</i>	A list of questions relevant to a topic. Can measure knowledge, attitudes or behaviour.
<i>Road maps</i>	A road map is a technique used to look back over someone's life in a non-threatening way. The person draws a line on a piece of paper and marks on it events in their life which may have affected their behaviour in some way.

Methods	Definition
<i>Role play</i>	The acting out of a real situation. A situation or problem is outlined. Group members are assigned parts and asked to act out the situation. Role play can help group members to find a solution to a problem. It may help them to understand others' viewpoints and may produce changes in attitudes or behaviour.
<i>Rounds/circles</i>	The group leader asks a question. Each group member in order round the circle gives his or her answer. Everyone else listens quietly, no-one criticises or comments on what is said. Group members can opt to pass.
<i>Visits</i>	Participants, either as individuals or in groups, visit an outside venue, relevant to a particular part of the course. Can involve interviewing people, finding information, observing a process.

Teacher centred and learner centred methods

Training methods can broadly be grouped into "teacher centred" methods and "learner centred" methods. Many methods have teacher centred and learner centred elements within them, are not wholly polarised into one or the other, but lie somewhere on an continuum between teacher centred and learner centred.

Teacher-centred methods have the following characteristics:

- *knowledge based* - based on the expert knowledge of the trainer: not drawing on the knowledge and experience of the learner
- *positioning the trainer as "expert"* - whose task is to impart their knowledge
- curriculum designed by the trainer - the trainer defines the learners' needs and plans teaching content accordingly.
- *one way transmission of knowledge* - the underlying assumption is that learners are "empty vessels" waiting to be filled with the trainers' knowledge
- *making use of didactic teaching methods* - for example, lectures
- *focusing on individual education.*
- *aiming to produce a standard outcome* - every learner acquires the same body of knowledge

Learner-centred methods have the following characteristics:

- *Experience based.* Start with the individual experiences and knowledge of the learners. Focus on learners developing abilities and skills to diagnose and solve their own problems.
- *Teacher as facilitator.* Their task is to help learners to draw on and think through their own knowledge and experiences and to provide information to help them develop their understanding.
- *Negotiated curriculum between teacher and learner*
- *Two way interaction.* The underlying assumption is that learners already have a stock of knowledge and experience, and they incorporate new learning into this framework.
- *Variety of methods which involve learners.* Enabling them to learn from each other as well as from the teacher e.g. discussion, role play, problem solving.
- *Emphasis on collective education.* Builds knowledge base and confidence base.
- *Outcome differs for each learner.* Depends on needs.

Both teacher-centred and learner-centred methods have their particular strengths and weaknesses depending on the topic to be covered, the characteristics of the participants, and practicalities like the size of the group and the venue.

Factors determining choice of method

Choice of methods depends on the following:

- *practical factors*
 - It is difficult to use highly participatory methods with large groups of participants. It is generally, for this reason, preferable to restrict the numbers on gender training courses to a maximum of 25 participants - and no observers!
 - Availability of equipment restricts the use of certain methods. Always check in advance of the session if you are intending to use overheads, slides, videos or computer equipment. Check availability and check working order.
- *characteristics of the learners*
 - Course participants may expect to be taught with teacher centred/lecture based methods. Whilst talks and presentations certainly have their place in gender training, discussion and the opportunity to put into practice new gender analytical skills are also centrally important. Gender is a complex and often controversial topic - participants need to have the chance to express their views and experiences. If the trainer is confident enough in introducing

participatory/discussion methods, participants usually value a genuine chance to express their own thoughts and experiences.

It is, however, important to avoid any training method which will make participants feel "silly" or as if they are being treated as children. Think carefully about the use of games in particular, or exercises which involve self disclosure. Some groups enjoy and gain a lot from the sort of mutual bonding that can arise from games and self disclosure: others may regard this as entirely inappropriate to their professional role and feel embarrassed and angry. The credibility of the course and trainer can suffer considerably as a result.

the facilitator

All trainers have their own particular style. It is important to use methods you feel comfortable with and confident in. Whilst it is good to try out new ideas and methods, if you have serious doubts about particular exercise or method, you are likely to convey your anxieties to the participants in the way you present the exercise, and it is unlikely to be effective. There are always many ways of covering any topic - choose a method you feel happy with.

The topic

The topics you are covering in any training course can be divided into those concerned with knowledge, those concerned with skills and those concerned with examining and questioning attitudes. Different training methods are appropriate to each. So for example:

- Knowledge - can be developed through lecture, discussion and discovery learning methods e.g. case studies, group work, lectures, facilitatorials, brainstorming, demonstrations, discussions, films, videos and reading
- Skills - need to be presented but then practised. Methods include lectures, presentations and demonstrations, followed by individual practice, group work and exercises
- Attitudes - cannot be examined through teacher based methods. A variety of participatory exercises, games and simulations is most appropriate e.g. case studies, discussions, role plays, games, simulations, debates, drama, puppets etc.

2.5. Resistance and Emotional Reactions in Gender Training

Gender training is designed to influence participants' behaviour and attitudes, as well as their professional practice. Even courses that focus wholly on "professional" aspects of gender, implicitly explore and challenge behaviour and attitudes. Gender

training consequently can often give rise to emotional, hostile or resistant reactions.

Gender trainers bear responsibility for predicting and managing resistance constructively. Ineffective gender training cannot and should not simply be blamed on resistance. Too much gender training provokes resistance and/or is ineffectual because:

- it is formulaic
- it is dislocated from the needs of the group
- it says more about the trainer than the trainees:
 - it is "too academic"
 - it is "too feminist"
 - it regurgitates what the trainer learnt on Training of Trainer course

Predicting and managing resistance constructively requires trainers to give explicit thought to:

- the motivation, interest, roles and responsibilities of participants
- "entry points" to gender that are appropriate to/make sense to the participants and their organisation

2.6. Planning Individual Sessions

Detailed planning of individual sessions brings together all the points made about learning needs analysis, setting aims and objectives, choice of methods, choice of materials and predicting and managing resistance. The steps involved in session planning are:

- I identify the topic to be covered from the course outline.
- I identify and state the objectives of the session i.e. what should people be able to do by the end of the session.
- Think about how you will assess people's existing knowledge and experience.
- Decide on how you will check on the effectiveness of learning as the session progresses and at its end.
- Choose the teaching and learning methods/exercises to be used and the resources you will need.
- Prepare some teaching notes.
- Work out timings for the session.

- Prepare the teaching aids and handouts you will need.

2.7. Practical Factors in Course Planning

In any training course, smooth running practical arrangements are central to success. The most brilliantly conceived course can be derailed if, for example, food and accommodation is poor or if participants are expecting travel expense reimbursement and/or per diems and no clear arrangements have been made.

It is essential for the organisation commissioning gender training and the facilitators to think through in advance details of practical arrangements to pre-empt these kinds of problems from arising. Participants should be clearly informed of all practical arrangements affecting them as soon as possible, either in pre-course information or at the very beginning of the course.

Reference: DFID, 1999, Training Tools: Checklist,
http://www.genie.ids.ac.uk/gemrecords/index_implemenation/t_tools1.htm.

3. Tools and Templates

Gender analysis tool 1: Gender division of Labour / Activity Profile

Types of labour	Unit of analysis & variables depends on scope of the intervention
reproductive, family, unremunerated	household
productive, remunerated	community
community, voluntary	macro level
community politics	

Activity Profile

Activities	Women	Men
<i>Family</i>		
Activity 1		
Activity 2		
Activity 3		
Activity N		
<i>Productive</i>		
Activity 1		
Activity 2		
Activity 3		
Activity N		
<i>Community maintenance</i>		
<i>Community politics</i>		

Time Use Analysis Template

Time	Women	Men
00:00	<i>activity x</i>	<i>activity x</i>
01:00
02:00		
03:00		
04:00		
05:00		
06:00		
07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		

Gender analysis tool 2: Access to and control over resources

Resources	Women		Men	
	Access	Control	Access	Control
Occupational safety				
Equipment				
Technology				
Labour				
Credit				
Education				
Training				
Information				

Benefits	Women		Men	
	Access	Control	Access	Control
Income				
Assets				
Power/status				
Opportunities				

Gender analysis tool 3: Decision-making

Decision on Activity	Who makes decisions				
	Woman only	Man only	Woman usually	Man usually	Both
Use of revenue					
Children's Education					
Time use					
Family planning					
Natural resource use and management					
Adopt cleaner technology					
Savings and investment					
Work planning					

What decisions affect people's lives?

What is the decision-making process?

- Who is consulted?
- Who makes final decision?
- Who is impacted by the decision, how?

Spheres of decision-making:

- policy (e.g. environmental policy, etc.)
- workplace (e.g. in industry: hiring/firing policy, training, promotions, work conditions, salary, etc)
- household (division of labour, large expenditures such as equipment, schooling, health care, etc.)

Harvard Checklist for Gender Analysis through the Project-Cycle

GENDER DIMENSION IN PROJECT IDENTIFICATION	GENDER DIMENSION IN PROJECT DESIGN
<p>Assessing women's needs</p> <ol style="list-style-type: none"> 1. What needs and opportunities exist for increasing women's productivity and/or production? 2. What needs and opportunities exist for increasing women's access to and control of resources? 3. What needs and opportunities exist for increasing women's access to and control of benefits? 4. How do these needs and opportunities relate to the country's other general and sectoral development needs and opportunities? 5. Have women been directly consulted in identifying such needs and opportunities? <p>Defining general project objectives</p> <ol style="list-style-type: none"> 1. Are project objectives explicitly related to women's needs? 2. Do these objectives adequately reflect women's needs? 3. Have women participated in setting those objectives? 4. Have there been any earlier efforts? 5. How has the present proposal built on earlier activity? <p>Identifying possible negative effects</p> <ol style="list-style-type: none"> 1. Might the project reduce women's access to or control of resources and benefits? 2. Might it adversely affect women's situation in some other way? 3. What will be the effects on women in the short and longer term? 	<p>Project impact on women's activities</p> <ol style="list-style-type: none"> 1. Which of women's activities (production, reproduction and maintenance, socio-political) does the project affect? 2. Is the planned component consistent with the current gender denomination for the activity? 3. If it is planned to change women's performance of the activity, i.e. remuneration, technology) is this feasible, and what positive or negative effects would there be on women? 4. If it does not change it, is this a missed opportunity for women's roles in the environmental management? 5. How can the project design be adjusted to increase the above-mentioned positive effects, and reduce or eliminate the negative ones? <p>Project impact on women's access and control</p> <ol style="list-style-type: none"> 1. How will each of the project components affect women's access to and control of the resources and benefits? 2. How can the project design be adjusted to increase women's access to and control of resources and benefits?

GENDER DIMENSION IN PROJECT IMPLEMENTATION**Personnel**

1. Are project personnel aware of and sympathetic towards women's needs?
2. Are women used to deliver the goods or services to women beneficiaries?
3. Do personnel have the necessary skills to provide any special inputs required by women?
4. What training techniques will be used?
5. Are there opportunities for women to participate in project management positions?

Organisational structures

1. Does the organisational form enhance women's access to resources?
2. Does the organisation have power to obtain resources needed by women from other organisations?
3. Does the organisation have the institutional capability to support and protect women?

Operations and logistics

1. Are the organisation's delivery channels accessible to women in terms of personnel, location and timing?
2. Are there mechanisms to ensure that the project resources or benefits are not usurped by males

Finances

1. Do funding mechanisms exist to ensure programme continuity?
2. Are funding levels adequate for proposed tasks?
3. Is preferential access to resources by males avoided?
4. Is it possible to trace funds for women from allocation to delivery with a accuracy?

Flexibility

1. Does the project have a management information system which will allow it to detect the effects on women?
2. Can the organisation adapt to meet the changing or new-found situations of women?

GENDER DIMENSION IN PROJECT EVALUATION**Data requirements**

1. Does the project's monitoring and evaluation system explicitly measure the project's effects on women (through gender sensitive indicators)?

Data collection and analysis

1. Are the data collected with sufficient frequency so that necessary project adjustments could be made?
2. Are the data fed back to project personnel and beneficiaries in an understandable form and on a timely basis to allow project adjustments?
3. Are women involved in the collection and interpretation of data?
4. Are data analysed so as to provide guidance to the design of other projects?

Inclusion of women

1. what is the role of women in the project?
2. Is the project reaching women?
3. What is the impact of the project on women?

4. Glossary

Source: UNDP Gender Briefing Kit 2000; CIDA's Policy on Gender Equality 1999; CIDA's Guide to Gender Sensitive Indicators, 1997; and Moser, Caroline, Gender Planning and Development: Theory, Practice, and Training. 1993. London: Routledge.

Empowerment: Empowerment is about women and men taking control over their lives: setting their own agendas, gaining skills, increasing self-confidence, solving problems, and developing self-reliance. It is both a process and an outcome.

Sex and Gender: Sex refers to the biological differences between women and men. Gender refers to socially constructed characteristics of women and men. Biological differences include women's ability to bare children, and to breastfeed. These roles are universal. Gender roles are determined by cultural, social and economic facts that are learned by all males and females in all societies. Gender roles are dynamic and change over time.

Gender roles: Gender roles are learned behaviours 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 categorised 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.

Reproductive Role: Reproductive work includes child bearing and rearing responsibilities and domestic tasks required to guarantee the maintenance and reproduction of the work force. It includes not only biological reproduction but also the care and maintenance of the work force and the future work force. Reproductive work tends to be done almost exclusively by women.

Productive Role: Work done by both women and men for payment in cash or kind. It includes both market production with an exchange value, and subsistence/home production with actual use value, but also potential exchange value.

Community Managing Role: Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to 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: Activities undertaken primarily by men at the community level, organising 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: 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.

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.

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.

Gender Analysis: Gender Analysis is the process of analysing 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 Planning: Gender Planning refers to the process of planning developmental 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. 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 (i.e. strategic needs).

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-sensitive indicators: Gender-sensitive indicators provide direct evidence of the status of women, relative to some agreed normative standard or explicit reference group. They can use quantitative and qualitative measures to capture gender-related changes in society over time.

6. Resources

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7. Readings

Course Evaluation

Your comments and suggestions are important to us. Please complete the following at the end of the course/workshop and leave with instructors before leaving.

Date:	September 7, 8. 2003	Name of your agency:	
Course code / workshop title:	Gender and Environment Training Course	Name of your division:	

Rating:	(5) excellent	(4) very good	(3) good	(2) fair	(1) unsatisfactory
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Evaluation Criteria	Rating 1-5	Not applicable
1. Objectives clear and precise		
2. Objectives achieved		
<ul style="list-style-type: none"> • Understand and be able to explain key gender concepts • Understand and be able to explain gender issues as they pertain to the environment. • Understand the use of gender analysis tools • Identify ways of integrating gender into environment-related activities, research, projects; • Understand the issues and challenges related to gender training. 		
3. Training venue		
4. Chinese content		
5. Verbal translation		
6. Written translation		
7. Quality of training materials (manual, resources, etc.)		
8. Length of course/workshop		
9. Level of detail		
10. Caliber of Canadian instructor		
11. Caliber of Chinese instructor		
12. How much you learned from training		

13. Applicability of training to your work		
14. Overall rating of training		

14. What was the most useful aspect of the course?

15. What was the least useful aspect of the course?

Comments and suggestions (very important to us):
