

GENDER MAINSTREAMING IN IMPLEMENTATION

At the implementation stage it is important to ensure that we put into practice gender mainstreaming in different activities to achieve key results, as set out in the planning phase of the project. If gender is not adequately mainstreamed in the implementation phase this will put at risk the achievement of the results of the projects and may negatively affect gender equality among the beneficiaries. Therefore it is of utmost importance that gender mainstreaming is taken into account throughout all the steps of the project cycle.

It is equally important to ensure gender mainstreaming of human resources in the project management. In that respect two issues should be taken into account. The first one is to aim at recruiting a gender balanced project team. The second one is the gender awareness and knowledge of the team. Therefore gender knowledge/expertise should be considered as a selection criterion for recruitment of the project team members. Gender mainstreaming should also be included in the job descriptions of the staff members. The project staff must understand the importance of gender mainstreaming and should have the necessary knowledge and skills. Therefore, at the beginning of the project, (further) training needs of the project staff on gender equality and gender mainstreaming should be assessed. If there is a need for capacity building, training should be organised.

When choosing project partners, aim at choosing partners that are committed to gender equality and gender mainstreaming. Train them on gender equality and gender mainstreaming if need be. Keep gender equality and gender mainstreaming as a constant topic on the agenda of the meetings with project partners.

When organising any events, their timing, location and methodology should accommodate equal participation of women and men. It is not enough to aim at gender-balance in terms of participants, experts and speakers. It is equally important that women's and men's voices can be heard and gender equality is discussed.

Examples on gender mainstreaming in different activities carried out in projects:

- **Legal opinions/expertise, studies, surveys, research:** Gender mainstreaming should be included in the Terms of Reference. At least one of the experts carrying out the assignment should have gender knowledge/expertise. Data needs to be gender-disaggregated. Methodology should be gender-sensitive. Any analysis should consider the impact on women and men/girls and boys. Findings on gender need to be included and analysed in the final report and recommendations made. If there is no difference between women and men/girls and boys in the findings on certain issues, this should be noted. If the study is assessing legislation, policies or programmes and the conclusion is that they are gender-blind, this should be noted and analysed for possible further action.
- **Awareness raising and information campaigns:** In order to reach the target audience, it is important to remember that the public is gendered. What media women and men are using? What are their media consumption patterns? What are women's and men's credibility or reliability criteria? Challenge gender stereotypes in campaign materials. Use gender-sensitive language (see also Section 5 on Communication). With regard to the theme of awareness-raising activities and campaigns, remember to make the gender aspects of the theme visible.
- **Capacity-building:** In addition to the aspects mentioned above on the organisation of the events, the trainer(s) should be gender-sensitive. Language and materials used should be gender-sensitive as well. Encourage women and men to participate actively. Gender issues should be mainstreamed in all training materials, but it is advisable to also consider the need and requirements for specific session(s) on gender issues, or even a dedicated training on gender.
- **Grants:** If the project provides grants, include a gender equality perspective in them. Include, if possible having gender equality as a potential criterion for applications. Train grantees on gender-issues if needed.

All **the communication** should be gender-sensitive. The language used and also the visual items should be gender-sensitive. Communication is a key tool to challenge stereotypes and therefore images used should challenge gender stereotypes. When including quotes or interviewing people, especially experts, make sure that quotes are from both women and men and, if possible, from experts from non-traditional sectors, for example a quote from a female defence expert or male expert talking about social issues such as childcare. Gender equality issues should be also included in speaking points, press releases, etc. (see also **Section 4** on Communication).

EXAMPLES

- A project in a member state was aiming to increase the knowledge of legal professionals on anti-discrimination issues. In the problem analysis of the project it was discovered that discrimination based on sex is also an issue. A series of trainings were carried out to increase the capacity of legal professionals. As the gender awareness and knowledge of legal professionals was considered low, it was decided that firstly awareness-raising on gender issues should be completed and then more specific knowledge on discrimination based on gender should be enhanced. As a result there was an interactive presentation on basics of gender equality issues (what does gender mean, what is gender equality, how do gender stereotypes affect gender equality, etc.) in the first session of the training. Later on there was a specific session in the training on discrimination based on sex (the relevant legislation, case examples, etc.). Before the training started, training for trainers was organised to ensure that they had a common understanding of gender issues as well sufficient knowledge on gender mainstreaming.
- In a project on gender-based violence, awareness-raising activities among citizens about prevention and protection was planned and based on the problem analysis completed at the planning stage of the project, it was decided that both women and men should be the target audience. Therefore, when planning the awareness-raising campaign, it was taken into

consideration that the target public is gendered and women and men may use different media channels. They may also have different media consumption patterns. Assessment revealed that local TV would mostly reach men, while women carried the main burden of unpaid care work and did not watch that as much TV. They were more easily reachable by radio during the late morning, when doing household tasks while the children were at school. In the project planning the distribution of informative leaflets for women was foreseen. These leaflets would inform women where to get help in case they were facing (domestic) violence. These leaflets were distributed at hospitals and pharmacies, as well as in social centers where activities for women with children were organised.

GOT INTERESTED?



[Council of Europe Guidelines on gender mainstreaming in Council of Europe's co-operation activities](#)

[UNODC \(2013\): Guidance Note for UNODC Staff. Gender mainstreaming in the work of UNODC](#)