**INTRODUCTION TO THE MANUAL**

**ABOUT THE MANUAL**

The aim of this manual is to provide trainers, gender experts and other professionals tasked with capacity building or gender mainstreaming in their respective organisations with a step-by-step guide and instructions on how to present complex topics linked to gender equality in an understandable, easy to follow and participatory manner.

The manual is conceptually organized in five different modules and covers following topics:
- How to organise and plan a training
- Gender, gender concepts and definitions
- Conducting gender analysis
- Gender mainstreaming in organisation
- Gender mainstreaming in project/programme

The manual is designed to guide trainers through the training process, supporting them to better understand, design, organize, conduct and follow up on gender equality and gender mainstreaming training. The training can be adopted to cater for various audiences, including representatives of national and local governmental institutions, civil society organisations, intergovernmental organisations, media organisations, etc.

Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone’s responsibility.

*Ban Ki-moon, Secretary-General of the United Nations*

This manual builds on several existing reports and manuals on gender equality and gender mainstreaming, combining them, and adjusting to the needs of the project. It has been particularly inspired by the following organisations and their tools for gender equality:
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Refreshing Your Knowledge
HOW TO USE THIS MANUAL?

The manual is organized in five modules, each covering an aspect of the gender mainstreaming. Below, you can see the overview of the modules:

**Getting Started: INTRODUCTORY SESSION**
- To create pleasant environment for learning and sharing.
- To get to know each other.
- To establish training expectations.
- To present objectives of the training.
- To agree on training ground rules.

**Module 1: GENDER, GENDER CONCEPTS AND DEFINITIONS**
- To understand gender, gender concepts and definitions.
- To reflect on gender and gender differences and their implications for societies.
- To become familiar with the national and international legal frameworks for gender equality.

**Module 2: CONDUCTING GENDER ANALYSIS**
- To outline the principles of gender analysis.
- To get an overview of existing gender analysis tools.
- To examine rationale for using Gender Analysis Tools in participant's work.

**Module 3: GENDER MAINSTREAMING IN ORGANISATION**
- To understand concept of gender mainstreaming and apply it to your own organisation.
- To get familiar with the steps and tools for assessing the level and capacity of an organisation for gender mainstreaming.
- To identify strategic entry points and ways for the organisation to mainstream gender into their work.
- To prepare a basic plan for institutional gender mainstreaming.

**Module 4: GENDER MAINSTREAMING IN PROJECT/PROGRAMME**
- To learn different types of projects and their impact on gender norms and stereotypes.
- To understand strategic entry points for integrate key gender dimensions into project cycle.
- To mainstream gender into project/programme cycle.
- To monitor and evaluate project using gender indicators.

The manual is flexible in its nature, allowing you to select the modules, tools, methods and content, which are most useful for the context in which you will perform the training.
Organisation of the manual

The manual offers step-by-step guidance on each module in a standardised format. For each activity the following information is provided:

Objectives and aims inform the participants why they are doing this activity and what knowledge or skills they can expect to gain from it. Share the objectives and aims of each activity with the participants. Looking back at the objectives at the end of the training will also allow you to assess, whether objectives have been reached and if participants made any progress.

Suggested time informs you about the expected duration of the activity. However, the allocated time for each activity can differ depending on the number of participants, level of their knowledge, readiness to actively contribute to the workshop, etc. Try to adjust the time to the needs and pace of your audience, particularly, if some interesting discussions emerge, but try not to go too much beyond allocated time, as this might mean you will run out of time to conclude other planned activities.

Facilitator’s notes and tips accompany almost every planned activity. These notes highlight facts and information relevant for selected activity, helping you to present them in a simple and understandable manner. However, more detailed background information on selected topic is included in the »Refreshing your knowledge sections«. Make sure to read both of these documents before starting the training.

Alternative activities present additional ideas how to present a topic or conduct activity in different manner, allowing you to adjust the training to better reflect the specifics of your training and your audience.

Refreshing your knowledge sections include more in-depth analysis and explanation of the concepts and tools relevant for each session. This section aims to equip you with the necessary minimum understanding of each subject needed to facilitate the workshop. However, it is strongly recommended that you also read other related documents to expand your understanding of designated topic and gain new perspectives on it, as this will allow you to more confidently and in a quality manner lead the workshop.

Hand-outs are documents necessary to conduct some of the activities described in the manual. They need to be distributed to the participants in order to support the activity. Make sure you have enough copies for all participants.

Power points, which can help to facilitate each module and activity, are enclosed to the manual in a hard copy as well as in electronic version.

IMPORTANT NOTE! You should not uncritically memorise and replicate the content of the manual, but use the resources provided in a way to best suite your audience’s professional, cultural and geographical background, training context, available resources, etc.. Try to modify the documents, including adopting images and case studies, using regional or country specific data and examples, which are more relevant and stimulating for your audience.
DESIGNING YOUR OWN TRAINING

As mentioned above, the manual has been developed as a general resource and may require adaptation to different contexts. When designing your own training, it is good to have in mind the following questions:

- For whom the training is for? Who are the participants?
- Is there actually a need for this training?
- Does staff or other participants have time to attend the training? Do they have means to do that?
- Are the conditions suitable to have the training? Is this the right time to do it?
- What is the scope of the training? What will the training cover?
- Will this be one time workshop or a longer training programme?
- What is the desired outcome of the training? What do you want to achieve? What will be the training's follow up?
- Are there sufficient resources available? If not, where can we find additional resources?

Tools for designing training

There are several simple tools that can help you in planning your training. They are enclosed in this manual. Among them:

- **Project proposal template (Annex 0.1)**, which can help you to think strategically about the training you wish to preform, responding to some of the questions stated above. It can be also a useful template for presenting a training proposal to your manager or other colleagues, from who you are trying to get the support for the training.

- **Facilitator's agenda template (Annex 0.2)** can help you think through the programme, noting down the selected topics, related activities and exercises, their order, important points to mention and expected time you will need for each topic/activity. However, make sure you adjust the agenda to best suit the context of your training, including professional background of the participants, size of the groups, training context and objectives, etc. When making agenda, be also mindful of logistical aspects, such as travel of participants, coffee breaks and catering arrangements. Times and dates used in the templates enclosed to the manual are only provisional.

- **Participant's agenda template (Annex 0.3)** is a shorter and more concise version of training agenda, which can be distributed to the participants.

As you will notice, beside the content topics covered by the modules, agenda enclosed to the manual also foresees some additional slots/sessions, among them:

- **Let it be session**: This is a time slot in the training for which you do not allocate topic or content beforehand, but you discuss what you will use this time for with participants after the training has already begun. You can use this time to catch up with the training, if you are running behind the schedule; you can use it to discuss topics in which participants expressed interest and which are not covered by the training. Alternatively, you can simply allow participants to put themselves in the shoes of the facilitator and present their experiences, good practices, interested projects or anything else linked to gender equality and gender mainstreaming, which they would like to share with their fellow participants.

- **Time for optional individual consultations**: Depending on your availability or how late in the day the training ends, try to allocate same time in the agenda for individual consultations. Make attendance at consultations optional. You can use this time slot to continue discussing interesting topics your participants started during the training, support individual participants with their personal work on gender equality, etc.

- **Informal morning group chat**: Start the agenda 15 minutes earlier than planned (e.g. at 8.45) with the time called “Morning informal group chats”. Early morning chats will create more relaxed atmosphere in the room as well as put additional pressure on the late comers. Offer tea and cookies, if your budget allows.

Inclusion of these activities depends on the duration and scope of the training and its content. However, if you find space to include them, you will add more flexibility to your training as well as gain opportunity to get to know your participants better, spicing the training with a more personal touch.
• Training check list (Annex 0.4) is a document reminding you of key steps, documents and materials you need to prepare and have available before starting the training.

PRE- AND POST-TRAINING ASSESSMENT FORM (Annexes 0.5 and 0.6)
Couple of days before the training ask the participants to self-assess their level of knowledge and experiences in gender equality, filling in a pre-training assessment form. This tool will not only help you to design the training according to the level of knowledge in the room, but – if followed with the Post-training assessment, will also allow you to assess the progress participants made with the training. Therefore, this tool can be also useful as an evaluation tool.

TIPS FOR FACILITATORS
Gender is a personal and a political issue, closely linked to participants’ own values, beliefs and culture, therefore providing gender training can be a challenging, and in some contexts, a very sensitive task. Below are some tips, that might come handy when navigating through the training and accompanying participants in their learning journey:

• Try to create an encouraging environment, in which there is enough space for reflection, analysis and open dialogue on challenges and opportunities linked to gender and/or gender mainstreaming work. Avoid judgements based on your personal experiences and values.

• Encourage participation and interaction among participants, engaging them with questions, discussions, group work and participatory exercises. Try to maximize the knowledge available in the room. Annex 0.7 offers you some ideas for forming diverse groups for group work exercises and some participatory icebreaker games ideas.

• Allocate the time needed to carry out the training in the most effective way and be mindful of the timing, making sure you do not get caught up in specific details. However, also allow yourself a bit of flexibility, if for example interesting discussion appears in a session. Let the discussion flow, and if you are short of time, adjust the next activities or modify the method of delivery.

• Try to engage co-facilitators/co-trainers, and share the training sections or the modules between you and them, allowing each of you to focus and “specialize” in different topic. Particularly at the beginning of your training path engaging co-facilitators can ease the whole process, including supporting you in logistics and planning of the training. It can also diversify facilitation approach and enhance overall learning experience for the participants.

• Again, adjust, adjust and adjust the training and the modules in a way to respond to your audience and the particular context. As mentioned above, designed modules are general in nature, therefore it is important to adjust them to national or regional context in which the training is taking place (e.g. using local data, examples, working on local challenges). This will maximize participants’ learning experience.
## Annex 0.1: TRAINING PROPOSAL TEMPLATE

### TRAINING PROPOSAL OUTLINE

<table>
<thead>
<tr>
<th><strong>General focus of the training</strong></th>
<th>Gender equality and gender mainstreaming / Organisational gender mainstreaming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rational for the training</strong> /why is there a need for this training/:</td>
<td>Institutional gender assessment identified low level of understanding, sensitivity and skills for gender issues among the staff of our organisation.</td>
</tr>
<tr>
<td><strong>Objectives of the training</strong> /what do you want to achieve with the training on a general level/:</td>
<td>Overall: To sensitise organisation’s staff to gender / Increase technical skills of key staff on gender mainstreaming Specific: To conduct basic institutional gender mainstreaming</td>
</tr>
<tr>
<td><strong>Structure and proposed duration of the training</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level</strong>: General introductory course to gender equality</td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong>: Completed in 1 day</td>
<td></td>
</tr>
<tr>
<td><strong>Participants</strong>: Mandatory for entire staff</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td><strong>Level</strong>: Specialised course on institutional gender mainstreaming</td>
<td></td>
</tr>
<tr>
<td><strong>Duration</strong>: 2 days intensive</td>
<td></td>
</tr>
<tr>
<td><strong>Participants</strong>: Technical staff, managers, external participants</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology</strong>: Participatory, experimental, creative, practical, hands-on, lecture</td>
<td></td>
</tr>
<tr>
<td><strong>Proposed content to be covered</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Content to be covered</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Module 1</strong>: What is gender: Clarification of the basic concepts</td>
<td></td>
</tr>
<tr>
<td>1.) Gender concepts, terms and definitions</td>
<td></td>
</tr>
<tr>
<td>2.) Feeling the gender – Icebreaker</td>
<td></td>
</tr>
<tr>
<td>3.) International commitments</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong>: Clarifying key concepts through Gender analysis</td>
<td></td>
</tr>
<tr>
<td>1.) Characteristics of gender analysis</td>
<td></td>
</tr>
<tr>
<td>2.) Key elements of gender analysis (clarification of the concepts)</td>
<td></td>
</tr>
<tr>
<td>• Access to and control over resources, assets, benefits</td>
<td></td>
</tr>
<tr>
<td>• Practical and strategic needs</td>
<td></td>
</tr>
<tr>
<td>• Division of labour by gender</td>
<td></td>
</tr>
<tr>
<td>• Triple role</td>
<td></td>
</tr>
<tr>
<td><strong>Module 3</strong>: Gender in our organisation: introduction to gender mainstreaming in institutions</td>
<td></td>
</tr>
<tr>
<td>1.) Institutional gender assessment - overview</td>
<td></td>
</tr>
<tr>
<td>2.) Conducting basic gender assessment</td>
<td></td>
</tr>
<tr>
<td>3.) Draft action plan</td>
<td></td>
</tr>
<tr>
<td>4.) Follow up steps</td>
<td></td>
</tr>
<tr>
<td><strong>Budget required</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Proposed training dates</strong>:</td>
<td></td>
</tr>
</tbody>
</table>
## Annex 0.2: FACILITATOR’S AGENDA

<table>
<thead>
<tr>
<th>Tentative times and activities</th>
<th>Planning remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Days before workshop</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>9.00 - 9.30</td>
<td></td>
</tr>
<tr>
<td>Opening remarks and welcome</td>
<td></td>
</tr>
<tr>
<td>Workshop objectives, agenda overview</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE/SESSION 1</strong></td>
<td>Sections and activities to be covered</td>
</tr>
<tr>
<td><strong>Unpacking the gender</strong></td>
<td></td>
</tr>
<tr>
<td>9.30 - 10.30</td>
<td>Gender concepts: gender vs. sex, gender equality vs. gender equity (group work)</td>
</tr>
<tr>
<td>Introduction to gender concepts, definitions</td>
<td>International frameworks and commitments (lecture)</td>
</tr>
<tr>
<td>10.30 - 10.45</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>Organize room in a U-shape for …</td>
</tr>
<tr>
<td><strong>MODULE/SESSION 2</strong></td>
<td>Sections and activities to be covered</td>
</tr>
<tr>
<td><strong>Institutional gender mainstreaming</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE/SESSION 3</strong></td>
<td>Sections and activities to be covered</td>
</tr>
<tr>
<td><strong>…</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Annex 0.3: PARTICIPANT’S AGENDA

<table>
<thead>
<tr>
<th>TIME</th>
<th>DAY 1: Tuesday, 03.03.2015</th>
<th>DAY 2: Wednesday, 04.03.2015</th>
<th>DAY 3: Thursday, 05.03.2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.45 - 10.00</td>
<td>Registration</td>
<td>Morning informal group chat</td>
<td>Morning informal group chat</td>
</tr>
<tr>
<td>10.00 - 13.00</td>
<td>Session 1 Introduction and gender concept</td>
<td>Session 3 Institutional gender mainstreaming</td>
<td>Session 5 Gender mainstreaming in project/programme cycle</td>
</tr>
<tr>
<td></td>
<td>Overview of the workshop</td>
<td>Introduction to gender mainstreaming</td>
<td>Gender mainstreaming in project cycle</td>
</tr>
<tr>
<td></td>
<td>Participant's introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussing and presenting gender concepts</td>
<td>Institutional gender assessment check list</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gender mainstreaming in project cycle</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td>Monitoring and evaluation using gender approach</td>
</tr>
<tr>
<td>14.00 - 16.00</td>
<td>Session 2 Introduction to gender analysis</td>
<td>Session 4 Institutional gender mainstreaming</td>
<td>Session 6 Let it be time</td>
</tr>
<tr>
<td></td>
<td>Introduction to gender analysis</td>
<td>Preparing basic action plan</td>
<td>Let it be time</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>Gender analysis continuation</td>
<td>Comprehensive institutional gender assessment</td>
<td>Follow up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation and concluding discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Awarding of the certificates</td>
</tr>
<tr>
<td>16.00 - 17.00</td>
<td>Free time</td>
<td>Free time</td>
<td>End of the workshop</td>
</tr>
<tr>
<td></td>
<td>Individual consultations (optional)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Annex 0.4: CHECK LIST FOR PLANNING AND PREPARATION OF THE TRAINING

#### Planning ahead – before the workshop

- Draft agenda
- Develop a list of potential participants
- Draft and send invitation letters
- Arrange travel, accommodations, venue, food for a successful workshop

Prepare participant’s pack with:

- Agenda
- Description of the training
- Participants list, with the names and contact of participants
- Other logistic information if necessary
- Pre-training assessment forms (if not send beforehand)

#### Workshop

**OPENING WORKSHOP AND INTRODUCTION OF THE PARTICIPANTS**

Determine opening ceremonies and what formalities are required for the context.

**Materials needed:**

- Participants introductions: PP0.1.-0.2
- Workshop expectations: sticky posts, pens, PP0.3.-0.5
- …

**Space requirements:**

*Determine group work space requirements or any other work dynamics, which require for example a larger room, multiple rooms, a darker/lighter room, etc.*

**MODULE1**

**Materials needed:**

**Space requirements:**

**MODULE2**

**MODULE3**

**MODULE4**

#### Concluding the workshop

- Adapt certificate template and determine who will sign it
- Prepare photocopies of all group work
- Take a group photo with the participants

#### EVALUATION

- Prepare and photocopy participants evaluation forms
- Adapt pre- and post-training assessment as necessary
Annex 0.5: PRE-TRAINING QUESTIONNAIRE

Please fill in the following questionnaire. Your views will help us plan and design the training in a way to correspond to the priorities and needs of you or your organisation.

1. Name: (optional)
2. Your position: (optional)

3. Have you previously attended training on gender issues? Yes No 
(If yes, give details of what and where)

4. What do you understand by the term ‘gender’?

5. Do you already integrate gender perspective into your work? In what way?

6. Have you experienced any challenges with integrating a gender perspective into your work? If so what challenges?

7. What are the two most important objectives you hope to achieve by attending the training course?

8. Please self-assess the level or your current knowledge on the following topics: 
(1 – I do not understand the topic at all ….. 5 – I understand the topic very well)

   ____ Gender analysis and concepts in general
   ____ Gender mainstreaming, what it is and what it implies
   ____ Gender mainstreaming in programme design, implementation and evaluation
   ____ Institutional gender assessment
   ____ Checklists for institutional gender assessment
   ____ Project cycle management
   ____ Integrating gender into project cycle
   ____ Constructing gender indicators
   ____ ...

9. Are there any other issues/topics you would like the training to cover?

Thank you for taking the time to fill in this questionnaire.

Please send the questionnaire to /fill in email address/ by /fill in deadline date/.

If you have any questions, please call /fill in telephone number/.
Annex 0.6: EVALUATION TEMPLATE AND POST-TRAINING QUESTIONNAIRE

Please take a few minutes of your time and consider each of the following questions to help us evaluate this workshop and make it better for the next participants.

Indicate your satisfaction with the following elements of the training on a scale from 1 to 5.  
(1 – Not satisfied at all ….. 5 – Very satisfied)

<table>
<thead>
<tr>
<th>Element</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in small groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations/plenary sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The facilitator’s methods and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the workshop meet your expectations?</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the workshop did not meet all or some of your expectations, please tell us which of your expectations were not met.

Please list the things you particularly found useful.

Please list the things you did not find useful or relevant. Please, explain why.

How well did the workshop meet its main objective?

How would you assess the level of your current knowledge and understanding in the following topics [ include the same issues as in pre-training assessment ]

(5 – I understand the topic very well ….. 1 – I do not understand the topic at all)

- Gender analysis and concepts in general
- Gender mainstreaming, what it is and what it implies
- Gender mainstreaming in programme design, implementation and evaluation
- Institutional gender assessment
- Checklists for institutional gender assessment
- Project cycle management
- Integrating gender into project cycle
- Constructing gender indicators
- ...

Is there anything else you would like to share with us?

Thank you for your time!
Annex 0.7: GROUP FORMATION IDEAS

GROUP FORMATION

To ensure mixed groups and facilitate the networking aspect of the training, try to use different ways to divide the participants in multiple groups. Below are some ideas for forming groups.

| STEP 1: | Ask the participants to form a line based on their height (from the shortest to the tallest), their eye colour (from the darkest to the lightest) or the alphabetic order of their names (from A to Z). |
| STEP 2: | Using the line as the base create groups by either grouping the first few participants into one group or dividing the participants further by assigning the first participant to the first group, second to the second group, etc. |

Another way for forming groups is combining this task with light physical exercises.

| STEP 1: | Ask the participants to move around the room (you can instruct them in what manner they should move around – dancing, brisk walking) and on your sign occupy the nearest chair. |
| STEP 2: | Using this sitting arrangement as the base divide them into groups based either on their proximity or by assigning the first participant to the first group, second to the second group, etc. |
MANUAL WAS INSPIRED BY:

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