Gender mainstreaming and 4R method in local governance
Step 1.
0R1 Representation - surveying gender representation

In the first step, R1, you select a specific activity and the target groups to be measured. Begin by answering the question: how many women/girls and how many men/boys? The responses are supposed to provide a picture of the gender distribution at all levels of the decision-making process and the various parts of the operation, e.g. among decision-makers, staff, users, entrepreneurs, job applicants etc.

Who makes the decisions?

To answer the general question of how many women and how many men, you must first determine who the actors in the decision-making process are. Here, the aim is to determine the extent to which women and men are represented in the decision-making process. Look at the formal and informal decision-making processes. Both must be examined to pinpoint where real decision-making powers lie.

In the example on page 51, the activity is ‘Compulsory social service care of young people at risk’. In this case, the actors are the girls and boys themselves, the officials who make the decisions, politicians who make the decisions, relatives, institutional staff and representatives of foster homes. All groups are divided by sex.

Who implements decisions?

This is where you describe where the decisions are implemented - in what bodies, at what levels and by which individuals. This could be people working in a local government department, in an association or in a company. It could also apply to job centre staff or treatment centre staff. What is the gender distribution of the selected groups?

The target group - who is the user/client?

What is the target group of the activity? In the example of regional development work, the ultimate target group is the entire population of the county. In such cases, it is important to be aware of the gender patterns in the county. Who are these women and men? How are they represented in various public and private arenas, companies, professions?
Gender mainstreaming and 4R method in local governance

Step 2.
R2 Resources - examining the allocation of resources

R2 answers the question: How are our common resources - money, scope, time - distributed between women and men? The answers show how resources in the activity are allocated by gender.

Who gets what?
Examples of factors you can study are:
• time
• rooms/premises
• money
• information/meetings
• development work.

Time
What items, and what aspects, are allowed to take up time at meetings and in the processing, preparation and investigation of an issue?
• Who is allowed to take up time - as speakers, for example?
• Who is affected by the issues that take time?
• Can you see any gender-related patterns in what and who is given priority with respect to time?

Space
How is the public arena used by women and men? How, for example, is access to sports premises, land for new businesses, classrooms at training courses etc allocated?

Money
What is the allocation of direct payments - not just salaries, but other types of support as well, such as loans and grants, operational costs (including costs for time and space in the shape of staff and premises)?

Information
• What information is important for an active participant in the project or the activity?
• Who receives important information? Who learns what, and when? How are different groups given information, and when? Is this done early in the process or late, and in what format?
• How many meetings are different groups invited to? What gender patterns can you see in the groups? Are some groups allowed to take part in more meetings than others?
Gender mainstreaming and 4R method in local governance

What is the representation of women and men in the ‘important’ groups?

*Development work*

What development work is undertaken in the project/activity, for instance in the form of training, trade fairs, study visits, investigations or project planning?
Gender mainstreaming and 4R method in local governance

Step 3.
R3 Realia - analysing conditions

R3 answers the question: What are the reasons for the gender distribution of representation and resource allocation? On what terms are women and men able to influence the design and use of the activity concerned?

Representation and resources are about quantity. Who has access to what? ‘Realia’ are the quantitative substance of an activity. The idea is that patterns will become clear through a survey of the first two Rs - patterns that will then lead on to questions about why things are the way they are.

Here, we focus on the operation or activity itself, i.e. the content of the services produced. What is the reality, and does it match present objectives? The question is then: who gets what, and on what terms?

What is the situation in our operation?
• What gender patterns do we see?
• Whose needs are being met?
• Can you see whether the activity has been designed on the basis of a norm that favours one gender ahead of the other?
• Are women’s and men’s interests, opportunities and wishes met to an equal degree?

How does the activity deal with gender equality issues?
• Does the activity proceed on the basis of the user’s/client’s gender?
• Do women and men, as individuals and groups, encounter differing demands and expectations linked to stereotyped ideas of gender?
• What is the ‘gender contract’ in the activity? By ‘gender contract’ we mean the prevailing norms and values that lead to some tasks being defined as ‘female’ and others as ‘male’.

With respect to the realia - the norms governing the activity - there are no simple factors that can be measured. An analytical approach and an open discussion are needed. This should be based on a familiarity with gender equality and gender, and perhaps on further research that illustrates why the operation is the way it is, e.g. in terms of power relationships between the sexes.
Step 4.  
R4 Realisation - formulating new objectives and measures

The 3R model contains steps R1-R3. R4 answers the question:

What shape should the operation take if it is to achieve gender equality?

Describe your vision of an operation adapted to the needs of both women and men.

When you have performed the analysis and answered the questions in R1-R3, it is time to decide whether the operation must change to live up to the gender equality policy objectives.

Here, you can formulate a fresh vision for the activity - a vision based on the needs of women as well as men.

If you are to realise this vision and help achieve the national gender equality policy objectives, you must review current operational objectives. Are the agency’s own objectives sufficient, or do you need to formulate new ones to bring gender equality into the picture? If so, what steps need to be taken to achieve the objectives? The effects of this work should be measured using various indicators. The indicators are used to gauge how well you have achieved your objectives. If the objective is to allocate resources equally among women and men, an indicator could be statistics of the operation’s costs disaggregated by sex.

Vision

Try to express how the operation is to be run and what it must achieve if it is to be gender-equal.

New objectives and measures

• Examine current objectives for the activity. Are they sufficient, or do you need to draw up new ones based on the gender patterns identified in the analysis?
• Decide what measures are necessary to adjust distorted gender patterns.
• Decide a completion date for achievement of the objectives.

Follow-up

• Decide how the results of the measures are to be measured in relation to the new objectives. What indicators or key ratios are to be used to follow up the activity?
• Decide when, and in what way, evaluation and follow-up are to take place.
Gender mainstreaming and 4R method in local governance

Projects from Kostanai

Gulya Akilbekovna Ablaisova, Secretary of the Commission on Women Affairs and Family and Demographic Policy under the akim\(^1\) of Kostanai oblast\(^2\)

Gender aspects in the work of governmental bodies in Kostanai oblast

The main objective of the project is promotion of gender equality in the governmental bodies of Kostanai oblast. Strategic goals of the project include consideration of gender balance in the decision-making process in political and administrative bodies on the local regional level.

The project is also aimed at:
- solving gender problems of leadership in the work of the governmental bodies in Kostanai oblast;
- achieving gender balance in the decision-making process by the employees of the governmental bodies;
- raising the level of awareness about gender approaches through educational work.

The main task of the project is to achieve well-balanced participation of women and men in governmental bodies and to provide equal opportunities for career promotion.

Women’s participation in the social and political life is an objective reality. However participation of women in the process of making crucial decisions is relatively small. There are a number of facts proving this statement. Based on gender 4R-method we can analyze the work of the state bodies in Kostanai region.

1R - Representation
Who makes the decisions?

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\(^1\) Akim is a governor of the district (oblasy), town or village, which is appointed by the President or elected by local population

\(^2\) Oblast is a Russian name of region
Gender mainstreaming and 4R method in local governance

The administration of akimat³ of Kostanai oblast

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akim</td>
<td>1</td>
<td>1 100</td>
<td>0 0</td>
</tr>
<tr>
<td>Depute akim</td>
<td>4</td>
<td>4 100</td>
<td>0 0</td>
</tr>
<tr>
<td>Akim’s adviser</td>
<td>1</td>
<td>1 100</td>
<td>0 0</td>
</tr>
<tr>
<td>The head of akim’s staff</td>
<td>1</td>
<td>1 100</td>
<td>0 0</td>
</tr>
<tr>
<td>Depute head of akim’s staff</td>
<td>2</td>
<td>2 100</td>
<td>0 0</td>
</tr>
<tr>
<td>The number of akims of towns and areas</td>
<td>20</td>
<td>20 100</td>
<td>0 0</td>
</tr>
<tr>
<td>The number of depute akims of towns and areas</td>
<td>59</td>
<td>50 85</td>
<td>9 15</td>
</tr>
<tr>
<td>The heads of staff of akimats of towns and areas</td>
<td>20</td>
<td>10 50</td>
<td>10 50</td>
</tr>
<tr>
<td>The number of akims of village districts</td>
<td>254</td>
<td>215 85</td>
<td>39 15</td>
</tr>
<tr>
<td>The number of depute akims of village districts</td>
<td>17</td>
<td>11 65</td>
<td>6 35</td>
</tr>
<tr>
<td>The number of heads oblast departments</td>
<td>21</td>
<td>9 43</td>
<td>12 57</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>324 81</td>
<td>76 19</td>
</tr>
</tbody>
</table>

You can see that overwhelming majority (81%) of state officials on the decision making level are men (and if it comes to the administration of the oblast there is no even one woman there). This means that mostly all decisions are made by men.

Who implements the decisions?

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officials of oblast akimat</td>
<td>56</td>
<td>21 38</td>
<td>38 62</td>
</tr>
<tr>
<td>Officials of local akimats within the Kostanai oblast</td>
<td>7322</td>
<td>2521 35</td>
<td>4798 65</td>
</tr>
<tr>
<td>Total</td>
<td>7378</td>
<td>2542 34</td>
<td>4836 66</td>
</tr>
</tbody>
</table>

From the table above it is seen that most part of executive officials are women - 66%.

³ Akimat is a municipal government
Gender mainstreaming and 4R method in local governance

Target group - population of Kostanai oblast. There are 894,542 people living in Kostanai, among them 420,610 (47%) men and 473,922 (53%) women.

2R - Resources

How women use the opportunities to receive position on the decision making level?

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of state officials in Kostanai oblast</td>
<td>4536</td>
<td>2342</td>
</tr>
<tr>
<td>Share in administration of oblast akimat</td>
<td>0</td>
<td>9 (0.39% from the total number of state officials of this gender)</td>
</tr>
<tr>
<td>Share among heads of oblast departments</td>
<td>12 (0.27% from the total number of state officials of this gender)</td>
<td>9 (0.39% from the total number of state officials of this gender)</td>
</tr>
<tr>
<td>Share in administration of local akimats (towns and areas)</td>
<td>19 (0.42% from the total number of state officials of this gender)</td>
<td>80 (3.42% from the total number of state officials of this gender)</td>
</tr>
<tr>
<td>Share in administration of local akimats (village districts)</td>
<td>45 (1% from the total number of state officials of this gender)</td>
<td>226 (9.65% from the total number of state officials of this gender)</td>
</tr>
</tbody>
</table>

Based on questionnaires of the state officials in oblast akimat we evaluated time spent by men and women on working places and the number state officials participated in the professional development courses. You can see the results on the tables below.

**Working time**

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work 8 hours a day</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Take overtime</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Receiving additional information through the professional development courses**

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants of the courses</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

As you see women-state officials participate in the courses more actively and take overtime more often than men-officials.
Gender mainstreaming and 4R method in local governance

3R - Reasons

1. Lack of rooster on qualified women
2. Lack of understanding of importance of gender equality in all sphere of social life, in particular in the state bodies work
3. Existing stereotypes about social roles and activities of men and women in the society
4. Lack of knowledge and methods for gender neutral recruiting of people to top positions
5. Lack of support of women initiatives and women organizations
6. Lack of leadership skills of women

4R - Action plan

Within 2009

1) Train management at all levels in gender awareness.
2) To create the rooster on qualified women. To promote women to various positions from the rooster (together with Kostanai Oblast branch of “NurOtan” people’s democratic party). This measure will help to guarantee gender equality in state bodies.
3) To examine the international experience on political promotion of women.
4) To continue education and training of women-politicians (through the School for democratic leadership), organizing of training on gender mainstreaming and equality.
5) To organize the training on women leadership and political promotion on systematical level.
6) To develop cooperation between the Commission on Women’s Affairs and Family and Demographic Policy under Akim of Kostanai Oblast and NGO’s, which are involved in political advancement of women.
Tourism: Gender aspects

Statistics of the tourist firms shows that during summer period from May till August 2008 - 68 inhabitants of Zhitikara district made holiday trips abroad and through Kazakhstan, including:

47 men (65 %)
21 women (31 %).

1R - Representation

56 respondents were interviewed, including:
30 - men
26 - women

General characteristics of the participants:

1. Age composition

<table>
<thead>
<tr>
<th></th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 30</td>
<td>17 %</td>
<td>36 %</td>
</tr>
<tr>
<td>between 30 and 40</td>
<td>33 %</td>
<td>34 %</td>
</tr>
<tr>
<td>over 40</td>
<td>50 %</td>
<td>30 %</td>
</tr>
<tr>
<td></td>
<td>33 %</td>
<td>34 %</td>
</tr>
</tbody>
</table>
2. Education

- **men**
  - University degree: 87%
  - Specialized secondary education: 8%
  - Unfinished university degree: 5%

- **women**
  - University degree: 59%
  - Specialized secondary education: 41%

3. Marital status

- **men**
  - Never married: 10%
  - Divorced: 13%
  - Married: 77%

- **women**
  - Divorced: 31%
  - Married: 69%

4. Living standards (average monthly salary)

- Men:
  - 15-20 thousand tenge: 4%
  - 20-40 thousand tenge: 32%
  - Over 50 thousand tenge: 64%

- Women:
  - 15-20 thousand tenge: 11%
  - 20-40 thousand tenge: 58%
  - Over 50 thousand tenge: 31%

*Note: in the column over 50 thousand tenge women have main employment plus additional work*
Gender mainstreaming and 4R method in local governance

3R - Reasons

As we wanted to know why other inhabitants of Zhitikara region did not afford holiday trips we asked 73 persons about their reasons. And we received the following answers on the question “What were the reasons of spending holiday at home instead of going to the trips”.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% - deficit of time</td>
<td>40%</td>
<td>49%</td>
</tr>
<tr>
<td>38% - price of the tour</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>22% - health limits</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>5% - fears and safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on this questioning we can define the reasons of gap between women and men made holiday trips. As we think the reasons are the following:

- **Existing stereotypes**
  - Women’s low salaries
  - Women’s insufficient information awareness
  - Women’s low social significance

4R - Action plan

During 2009-2010 we plan the following steps:

1. In order to inform women better about the options on going away for holidays: prepare a press-release for mass media on the results of the research, a new web-page “How do we rest?” is being opened on the site of Zhitikara district Maslikhat.

   For this web site we will contact travel agencies for getting advertisements of available tourist products.

2. We will look for role-models and interview women who are leaving for holiday tours.

3. We will set up advertisements of up-coming workshops and trainings for women on empowerment.
Gender aspects in training of the reserve for management staff of Kostanai Oblast Branch of “Nur Otan” People’s Democratic Party

By the Decree of the President of the Republic of Kazakhstan Nazarbayev N. A. the Strategy of Gender Equality in Kazakhstan for 2006-2016 was approved. The Action Plan for realization of the Strategy for 2006-2008 was affirmed by the Resolution of the Government.

One of the objectives in the Strategy and the Action Plan is gradual achieving of women’s 30-% representation in power, on the decision-making level. This objective is based on the world experience which says that the problems of the whole society can be solved only in those countries where each sex has representation of not less than 30% on the decision-making level.

Today Kostanai Oblast Branch of “Nur Otan” People’s Democratic Party has 59 016 members, including about 30 000 women, which makes 50.8% of the total amount, while men number is 29 016 (49,2%).

1R - Representation

Who makes the decisions?

<table>
<thead>
<tr>
<th>Central secretariat of «Nur Otan» party</th>
<th>Kostanai Branch of «Nur Otan» party</th>
<th>City and district representative offices of «Nur Otan» party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 4</td>
<td>Total: 2 чел.</td>
<td>Total: 21</td>
</tr>
<tr>
<td>men</td>
<td>women</td>
<td>men</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>100%</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Who implements the decisions?

<table>
<thead>
<tr>
<th>Total number</th>
<th>Total number of party staff in Kostanai oblast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them</td>
<td>M - 28</td>
</tr>
<tr>
<td>%</td>
<td>W - 98</td>
</tr>
<tr>
<td>22%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Education of party staff in Kostanai oblast

<table>
<thead>
<tr>
<th>Education</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>27</td>
<td>89</td>
</tr>
<tr>
<td>Secondary professional</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Age of party staff in Kostanai oblast

<table>
<thead>
<tr>
<th>Age</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>- till 30</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>- from 30 till 45</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>- from 45 and elder</td>
<td>6</td>
<td>27</td>
</tr>
</tbody>
</table>

Based on the above, we can make a conclusion that women are insufficiently represented on the decision-making level.

Users of the services (services of public consultation offices)

<table>
<thead>
<tr>
<th>№</th>
<th>Name of Location</th>
<th>Number of party members (total)</th>
<th>women (%)</th>
<th>men (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>City of Kostanai</td>
<td>4105</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>2.</td>
<td>City of Rudnyi</td>
<td>3155</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>3.</td>
<td>City of Arkalyk</td>
<td>3993</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>4.</td>
<td>City of Lisakovsk</td>
<td>1424</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>5.</td>
<td>Altynsarinskii</td>
<td>1499</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>6.</td>
<td>Amanmeldinskii</td>
<td>1340</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>7.</td>
<td>Auyelikolskiy</td>
<td>2027</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>8.</td>
<td>Denisovskiy</td>
<td>1469</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>9.</td>
<td>Zhangeldinskii</td>
<td>1363</td>
<td>76%</td>
<td>24%</td>
</tr>
</tbody>
</table>
### Gender mainstreaming and 4R method in local governance

<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>People</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Zhitikarinskiy</td>
<td>1781</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>11</td>
<td>Kamystinskiy</td>
<td>1140</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>12</td>
<td>Karabalykskiy</td>
<td>1784</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>13</td>
<td>Karasuskiy</td>
<td>1390</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>14</td>
<td>Kostanaiskiy</td>
<td>1741</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>15</td>
<td>Mendykarinskiy</td>
<td>1569</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>16</td>
<td>Naurzumskiy</td>
<td>1839</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>17</td>
<td>Sarykolskiy</td>
<td>2107</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>18</td>
<td>Taranovskiy</td>
<td>1310</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>19</td>
<td>Uzunokolskiy</td>
<td>1352</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>20</td>
<td>Fedorovskiy</td>
<td>1756</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>21</td>
<td>District SSGPO</td>
<td>2083</td>
<td>35%</td>
<td>65%</td>
</tr>
</tbody>
</table>

#### 2R - Resources

**Gender representation in maslikhats**

There are 301 places in maslikhats. Let’s look at the place gender breakdown in maslikhats.

<table>
<thead>
<tr>
<th>Total number of places in the oblast maslikhat</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>23 people</td>
<td>13 people</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>

1 Maslikhats - the representative bodies in regions
Gender mainstreaming and 4R method in local governance

Situation in town and area maslikhats

<table>
<thead>
<tr>
<th>№</th>
<th>Name of Location</th>
<th>Total</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>people</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>people</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>City of Kostanai</td>
<td>20</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>City of Rudnyi</td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>City of Arkalyk</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>4.</td>
<td>City of Lisakovsk</td>
<td>13</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>5.</td>
<td>Altnsarinskiy</td>
<td>12</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>6.</td>
<td>Amangeldinskiy</td>
<td>12</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Auyelikolskiy</td>
<td>14</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>8.</td>
<td>Denisovskiy</td>
<td>12</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>9.</td>
<td>Zangeldinskiy</td>
<td>12</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>Zhitikarinskiy</td>
<td>13</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>11.</td>
<td>Kamystinskiy</td>
<td>12</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>12.</td>
<td>Karabalykskiy</td>
<td>13</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>13.</td>
<td>Karasuskiy</td>
<td>13</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>14.</td>
<td>Kostanaiskiy</td>
<td>15</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>15.</td>
<td>Mendykarinskiy</td>
<td>13</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>16.</td>
<td>Naurzumskiy</td>
<td>11</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>17.</td>
<td>Sarykolskiy</td>
<td>12</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>18.</td>
<td>Taranovskiy</td>
<td>14</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>19.</td>
<td>Uzunokolskiy</td>
<td>12</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>20.</td>
<td>Fedorovskiy</td>
<td>13</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>265</strong></td>
<td><strong>76</strong></td>
<td><strong>29%</strong></td>
</tr>
</tbody>
</table>
As you see from the tables above, in spite of the fact that there are more women in party staff, the number of men-deputies is bigger in two times. The gender imbalance takes place in all regional maslikhats.

3R - Reasons

1. Lack of public awareness on gender equality
2. Stereotypes on women role and place in society and political life
3. Lack of effective mechanisms of women promotion in political life
4. Women have no sufficient political experience
5. There is no mechanism of training of party reserve from youth.

4R - Action plan

During 2009-2010

1. To proceed realization of the project “School of democratic leadership” to train women-politicians.
2. To strengthen the work of acting women-deputies, to enhance their activity on work with electorate.
3. To involve young people (female students) in the work of the School of democratic leadership by organizing meetings of women-deputies with young people. This will help to train future women-politicians.
Gender aspect of educational sphere  
(On the base of Kostanai pedagogical school)

The system of education looks like a family system. And as in usual family it is impossible to deprive child of his mother or father in educational system disbalance in woman or man side may produce the disbalance in consciousness of pupil.

There are many sufficient scientific researches which provide evidence that women differ from men not only by biological reasons but also by their personality. Therefore the head of educational organization should work to create staff consisted from men and women.

There are many gender differences in teaching style. Women-teachers are more emotional, insistent. Women can easier find emotional contact. While men are kind, tolerant and fair teachers.

Let’s analyze the teaching staff of Kostanai pedagogical school based on 4R method.

1R - Representation
Who makes the decisions?

<table>
<thead>
<tr>
<th>Department of Education of the Akimat of Kostanai oblast</th>
<th>Total (people)</th>
<th>Men (people/%)</th>
<th>Women (people/%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (chief, deputy)</td>
<td>4</td>
<td>2 (50%)</td>
<td>2 (50%)</td>
</tr>
<tr>
<td>Heads of departments</td>
<td>7</td>
<td>0</td>
<td>7 (100%)</td>
</tr>
</tbody>
</table>

From this gender analysis we can see that majority of administration in educational system of our region is women. This confirms the index - 76.8 % of women working in the educational system of Kostanai oblast.
Let’s see the gender analysis of teachers’ staff in Kostanai oblast. You will see that educational sphere became women sphere.

<table>
<thead>
<tr>
<th>total</th>
<th>men / %</th>
<th>women / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 681 people</td>
<td>8 731 people/ 23,2%</td>
<td>28 950 people/ 76,8%</td>
</tr>
</tbody>
</table>

**Who makes the decisions on the level of Kostanai teachers’ training college?**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Total (people)</th>
<th>Men (people/%)</th>
<th>Women (people/%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Kostanai teachers’ training college</td>
<td>15</td>
<td>2</td>
<td>13</td>
</tr>
</tbody>
</table>

| | 13% | 87% |

You see, that on the decision making level again there are more women than men.

**Who implements the decisions?**

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Total (people)</th>
<th>Men (people/%)</th>
<th>Women (people/%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>27%</td>
<td>73%</td>
<td></td>
</tr>
</tbody>
</table>

Again it is domination of women among teachers’ staff of secondary educating organization which prepares the next generation of teachers.

**Education of staff of Kostanai teachers’ training college**

<table>
<thead>
<tr>
<th>Education</th>
<th>Total (people)</th>
<th>Men (people)</th>
<th>Women (people)</th>
</tr>
</thead>
<tbody>
<tr>
<td>вcepo:</td>
<td>75</td>
<td>20 people</td>
<td>55 people</td>
</tr>
<tr>
<td>Higher education</td>
<td>19 people - 25,33%</td>
<td>55 people - 73,34%</td>
<td></td>
</tr>
<tr>
<td>Secondary special education</td>
<td>1 person - 1,33%</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Secondary education</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

Age of staff of Kostanai teachers’ training college

<table>
<thead>
<tr>
<th>Age</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>To 30 years</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2,7%</td>
<td>30,6%</td>
</tr>
<tr>
<td>From 30 years to 45 years</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>28%</td>
</tr>
<tr>
<td>From 45 years and older</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>14,7%</td>
</tr>
</tbody>
</table>

Ethnic composition of staff of Kostanai teachers’ training college

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakh</td>
<td>12 (16%)</td>
<td>36 (48%)</td>
</tr>
<tr>
<td>Russian</td>
<td>7 (9,3%)</td>
<td>15 (20%)</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1 (1,3%)</td>
<td>2 (2,8%)</td>
</tr>
<tr>
<td>Korean</td>
<td>0</td>
<td>1 (1,3%)</td>
</tr>
<tr>
<td>Georgian</td>
<td>0</td>
<td>1 (1,3%)</td>
</tr>
</tbody>
</table>

2R - Resources
During analysis of 1R we found out great disbalance between men and women in educational sphere. Therefore we decided to find out how do young girls and boys use the opportunity to receive profession of teacher.

Students of Kostanai teachers’ training college

<table>
<thead>
<tr>
<th>Students of college (Future Teachers)</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>744</td>
<td></td>
</tr>
<tr>
<td></td>
<td>72 (10%)</td>
<td>672 (90%)</td>
</tr>
</tbody>
</table>

You see the great disbalance between boys and girls - future teachers in the college. If you see at the specialization you can notice that boys chose designing specialization more than teaching, while girls prefer pre-school specialization.

Specialization of the students of Kostanai teachers’ training college

<table>
<thead>
<tr>
<th>Speciality</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakh Language and Literature</td>
<td>7 (1%)</td>
<td>43 (6%)</td>
</tr>
<tr>
<td>Pre-school education</td>
<td>6 (1%)</td>
<td>160 (22%)</td>
</tr>
<tr>
<td>Primary education:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher of Informatics</td>
<td></td>
<td>77 (10%)</td>
</tr>
<tr>
<td>- Teacher of English Language</td>
<td></td>
<td>75 (10%)</td>
</tr>
<tr>
<td>- Teacher of primary school</td>
<td>13 (2%)</td>
<td>123 (17%)</td>
</tr>
<tr>
<td>Designers</td>
<td>35 (4%)</td>
<td>145 (18%)</td>
</tr>
<tr>
<td>Socio-cultural activities and folk art</td>
<td>11 (1%)</td>
<td>49 (8%)</td>
</tr>
</tbody>
</table>
3R - Reasons

To clear up the reasons of lack of popularity of teaching specialization among boys we asked boys to make the list of the prestige professions for them. The most popular professions were: lawyer, economist, IT-manager, engineer. And the least popular was teacher. Only 0.4% of boys wanted to receive this profession. This shows that teaching has low prestige as a profession.

However before the Soviet revolution teaching was estimated as men profession and very prestigious. Let’s mention the names of our greatest teachers and writers as Abai, Mukhtar Auezov. Education in that period was given in medrese and women were not permitted to study. But gradually men have found more interesting job and positions of teachers were given to women. And if men work in the educational system they are often the heads of schools or colleges.

Men do not prefer teaching specialization because the salary of teachers is low and there are few perspectives for career promotion. The image of men-teacher is not popular.

Educational organizations shows the gender structure of all society where men and women have unequal positions.

All these reasons may course the following problems:
1. Students will have disbalanced gender view.
2. Students will think that teaching is not men profession because during all period they were taught by women.
3. Teachers-women will promote gender stereotypes because they work in one-gender staff.
4. The specializations in educational organizations where teachers are women usually are subsidiary as secretary, manicure master, etc.
5. The students will have luck of communicating with men.

4R - Action plan

Within 2009 and 2010 I plan:
1. To implement measures for creating positive image of men-teacher.
2. To give the priority for men during the choosing of new teachers.
3. To hold the actions for supporting gender sensitive society during the pedagogical and methodical councils.
4. To create effective system of encouragement of men-teachers.
5. To hold the special training on gender issues.
Gender mainstreaming and 4R method in local governance

Rural women in politics

Advancement of rural women to the decision-making level is a key step not just to improving the situation of women themselves, but also to develop the social sphere in every region, and consequently to the raise living standards of the whole Kazakhstani society.

A special role in the process of advancement of rural women to the decision-making level and their position in politics is played by mass media. And taking into account specific character of the rural life-style, lack of wide choice of TV programs and high prices for printed publications, we can with no doubts say that mass media plays the main role in gender education of the rural population.

The goal of the present research is to find out if men and women in Karabalykskiy district have equal access to the informational resources to be able to influence the formation of certain objectives and making political decisions. The subject of the research is “Aina” district public and political newspaper, which is published in Karabalykskiy disctrict (Kostanai Oblast) with circulation of 5 400 copies.

The Decree of the President approved the Strategy of gender equality in Kazakhstan for 2006-2016. However in spite of that document and the whole range of other measures there is still misbalance in representation of men and women in power and in mass media. For example, in Kakabalyk district maslikhat among 13 deputies there are four women (30.7%), and that is probably the direct outcome of the national strategy in gender area. In two previous compositions (maslikhat deputies are elected once in four years) among 13 deputies there were only three women (25.6%). Ten years ago in 1998 during half a year the district newspaper was publishing on the first page of each (!) issue a photo of men, involved in politics, production, civil service, and mainly in top positions. The exceptions were only holiday issues for the 8th of March, Nauryz and the New Year, where there were photos of women. But of course, they were presented as a “holiday decoration” for the issue or advertisement.
There are no significant changes happened in the situation of women in the newspaper during the last 10 years.

1R - Representation

Providers of information
Let’s see the gender composition of the staff of newspaper. The number of editorial staff is 12, among them 5 men and 7 women, including 1 woman in editorial board, 2 men-journalists and 3 women-journalists.

Recipients of information
Total number of copies: 5400. According to the registration of readers which is made by our newspaper officials based on questionnaires, the biggest part of our readers are women (63,7 % or 3450 persons), while men make up 36,3 % of readers or 1950 persons.

To make detailed analysis of readers we organized the analysis of gender context of subscribers during 10 weeks of active subscription in 2008 (from April to July). The result of the analysis confirmed our previous results because it showed the 64 % (914 persons) of subscribers were women and 36 % (508 persons) were men.
During three months of research

**Number of advertisers**

![Pie chart showing number of advertisers with a higher proportion of men (180) compared to women (24)]

**Number of FOUNDERS**

![Pie chart showing number of founders with a higher proportion of men (180) compared to women (40)]

The analysis of 24 issues of the district newspaper for six months showed that women’s names were published in various publications (excluding advertisements) 238 times, men’s - 553 times, women’s photos - 46 times, men’s - 159 times, articles with women as a main character - 66 times, articles with men as a main character - 132 times, point of view of women-experts (mainly in the area of education, medicine and social protection) - 32 times, point of view of men-experts (mainly in the area of politics, economy, official sphere and business) - 120 times.

Women were presented in publications as:
- responsible for decisions on various levels - 12, men - 92 (on photos) and correspondingly 26 and 162 (in text publications);
- executors of decisions - 101, men - 34 (in text publications);
- individuals - correspondingly 72 and 48;
- business people - 36 and 57;
- sportsmen - 14 and 100;
- creative people involved in art - 31 and 4
- authors of articles: men - 42, women - 52.

Let us represent some of the figures given above visually as diagrams.
Gender mainstreaming and 4R method in local governance

The number of visits

- Women: 51
- Men: 57

The number of phone calls

- Women: 153
- Men: 105

The number of published questions and appeals

- Women: 14
- Men: 4

The number of mentioned names

- Women: 238
- Men: 533
Gender mainstreaming and 4R method in local governance

The number of photos and images

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
<td>159</td>
</tr>
</tbody>
</table>

The number of articles with main characters

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>66</td>
<td>132</td>
</tr>
</tbody>
</table>

The number of articles with experts' opinion

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>32</td>
<td>120</td>
</tr>
</tbody>
</table>

The number of articles with interview of “man in the street”

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72</td>
<td>48</td>
</tr>
</tbody>
</table>
2R - Resources

**Time.** In average it takes 4.5 hours out of 960 hours to prepare publication on participation of rural women in politics (*the period under analysis is six months*).

**Space.** Out of 168 broadsides of the useful space of the newspaper used for various publications only one full size broadside is used to cover women’s participation in the decision-making process.

**Funds.** Only 12 broadsides out of 168 are paid for from the state budget, the rest are published at the expense of the own funds of the editorial board (subscription fees and advertisements).

**Useful space.** The analysis of 24 issues of the newspaper showed that during the last six months there were 7 photos published on the front page with a woman as the main person of the issue and 6 photos with a man as the main person of the issue. There were also 6 pictures with both men and women published during that period. I consider such relatively equal balance as a result of my efforts to use gender mainstreaming in mass media. If you compare the figures for the previous six months, they were different: three photos of women, 11 photos of men and two with both men and women.
3R - Realities

It is logical to ask: why at obvious numerical superiority of women among readers, advertisers and those who turn to the newspaper with various questions and problems the district newspaper “Aina” headed by a woman, prefers to take into consideration only needs of men, promote political advancement of men, cover their problems, success and participation in the decision-making process, and that is confirmed by the above-mentioned statistics. The publications go wrong with very obvious gender stereotypes. In my mind this is possible because:

a) the editorial staff does not have enough resources, while district authorities do not invest state funds to provide informational fairness in coverage of men’s and women’s issues;

b) The editorial staff himself does not have a united editorial policy on gender approaches and rare publications are initiatives and responsibility of a journalist, who had gender training.

c) life outlook of the editor-in-chief and ordinary journalists as well as of people in power, who are supposed to solve gender problems, is based on traditional for all the world gender stereotypes.

4R - Action plan

1. To eliminate gender stereotypes through gender education of the leadership and the journalists, to convince them to realize their personal and civil responsibility.

2. To develop a united editorial policy in covering gender issues. To publish public analysis of monitoring of mass media on this topic. To launch discussions in the newspaper and among journalists. To watch thoroughly the observance of gender equality in the process of preparation and publication of newspaper materials, to plan, analyze and introduce gender mainstreaming and aspects on a regular basis (monitoring, stories about men who are involved in household and family issues, as well as about women who have succeeded in their careers, balance in showing
men and women in the area of politics, etc.), to share experience with colleagues, governmental agencies and NGO’s);

3. To arrange letters, meetings, round tables, to find allies who will be able to ask the authorities to allocate funds from the budget to cover equal rights of men and women on the decision-making level (Commission on Women’s Issues and Family and Demographic Policy, Association of business women of Kazakhstan).

QUOTATIONS

The analysis of the results of the poll among ordinary journalists showed that 100% of them are exposed to gender stereotypes and have the following belief: “We should objectively show real life, and not impose ready formulas and postulates. Gender equality is possible only if the problems of everyday life are solved. But we the quality of rural life is still very low. We are not able to change the actual state of things. Men and women have different historically based functions”. (journalist Maria SHILO).

And although it is very difficult to ruin stereotypes of my colleagues and convince them in advantages of gender equality, still the first steps in this direction have been made. After consideration of the topic the staff came to the conclusion: “We, journalists, should raise the women’s status, promote gender equality, show examples of successful women in politics and men in families. We should intentionally publish broadsides dedicated to this topic and arrange discussions and polls. Although it is very difficult. We are not able to change fully the actual state of things. But we are able to plant seeds of gender equality in the minds of attentive readers”. (Maria SAPAROVA, editor-in-chief)

From the author:

Because of certain limitation requirements to the project I was not able to present a broader analysis, although the newspaper provides a wide area for gender research. Particularly, I haven’t included in the project interesting results which were received after analysis of the same newspaper 40, 20 and 10 years ago.
In all the times mass media were the main tool in formation of the civil society, its priorities and values. Gender policy is not an exception. Out of all types of mass media television has the largest influence and impact on a contemporary person. According to the database of the Department of internal policy, Kostanai oblast is in the leading group in the Republic in terms of the number of printed and electronic mass media.

«Kazakhstan-Kostanai» oblast television and radio company has the largest audience. Through the national network the signal of the satellite broadcasting covers the whole territory of Kostanai oblast, so that 98% of the residents of our oblast as well as the residents of Kazakhstan and Russian Federation border areas can watch the programs of «Kazakhstan-Kostanai» oblast TV channel.

Today «Kazakhstan-Kostanai» TV channel presents about 40 programs. They include such projects as:

The goal of the project is to form gender sensitivity in modern society with the help of television. The project is based on «Kazakhstan-Kostanai» television and radio company.

In my work on the project I used the 4R method (Sweden).

1R - Representation
Who makes the decisions?
Gender mainstreaming and 4R method in local governance

<table>
<thead>
<tr>
<th>Administration of akimat of Kostanai oblast</th>
<th>Total number 6</th>
<th>Departments, boards In Kostanai oblast</th>
<th>Total number 88</th>
<th>Administration of «Kazakhstan-Kostanai» OTRC</th>
<th>Total number 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women 1</td>
<td>Men 5</td>
<td>Women 16</td>
<td>Men 72</td>
<td>Women 3</td>
<td>Men 6</td>
</tr>
<tr>
<td>16,7%</td>
<td>83,3%</td>
<td>18,2%</td>
<td>81,8%</td>
<td>33,3%</td>
<td>66,7%</td>
</tr>
</tbody>
</table>

- The secretariat of the oblast akimat which places state orders on TV, consists of 100% men, and just one woman - press secretary.
- The ratio of men and women in the secretariats of the directors of oblast committees, departments, sections and organizations is: 72 men (heads) - 16 women.
- Administration of KOF JSC “Kazakhstan-Kostanai” includes 9 people: 6 men -3 women.

The staff (information service providers):

<table>
<thead>
<tr>
<th>Women 3</th>
<th>Men 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Users (of TV services):

<table>
<thead>
<tr>
<th>Location</th>
<th>Number of population</th>
<th>Women</th>
<th>Men</th>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kostanai Oblast</td>
<td>894192</td>
<td>471531</td>
<td>422661</td>
<td>48.870.000</td>
<td>53%</td>
</tr>
<tr>
<td>City of Kostanai</td>
<td>209336</td>
<td>115049</td>
<td>94287</td>
<td>20.762.000</td>
<td>54,96%</td>
</tr>
<tr>
<td>City of Lisakovsk</td>
<td>41547</td>
<td>22126</td>
<td>19421</td>
<td>2.705.000</td>
<td>53,26%</td>
</tr>
<tr>
<td>Fedorovskiy</td>
<td>29023</td>
<td>14969</td>
<td>14054</td>
<td>82.860.000</td>
<td>51,58%</td>
</tr>
<tr>
<td>Denisovskiy</td>
<td>22432</td>
<td>11390</td>
<td>11042</td>
<td>348.000</td>
<td>50,78%</td>
</tr>
<tr>
<td>Amangeldinskiy</td>
<td>17412</td>
<td>8482</td>
<td>8930</td>
<td>448.000</td>
<td>48,71%</td>
</tr>
<tr>
<td>Zhangeldinskiy</td>
<td>16642</td>
<td>8219</td>
<td>8423</td>
<td>204.000</td>
<td>49,39%</td>
</tr>
</tbody>
</table>

The above-given table shows that in Kostanai oblast the number of women is much higher than the number of men. The same situation is in all towns and districts.
Gender mainstreaming and 4R method in local governance

of the oblast. And only in two districts - Amangeldinskiy and Zhangeldinskiy - the number of men is a little higher. This allows us to make a conclusion that the major users of TV services are women, and the programs should be oriented on the larger part of the audience.

2R - Resources

• There are more political and economic materials, portrait sketches of the leaders which are mainly men in informational programs;
• Women participate in TV programs if the programs refer to certain issues of social protection: education, public health, culture, etc.;
• Increase of interest to the program “Gender equality in the Republic”. Civil servants and the community are now paying more attention to this issue. Consequently informational programs now include more materials on gender issues;
• During 2007-2008 the number of programs related to problems and interests of women increased by 1.3 times.

After analyzing the situation in the television company and the whole oblast, taking part in various seminars on gender, I found that it is necessary to change situation and started from my office.

As Anna Yalakas taught us, we took two boxes and balls of two colors (red for men, white - for women). And began to analyze the situation.

As soon as the correspondent went to the shooting, he took the number of balls accordingly the number of times he shot men or women.

The results were the following:
October 20, 2008 - 15 red balls and 4 white;
November 11, 2008 - 13 red balls and 8 white;
December 9, 2008 - 10 red balls and 9 white.

3R - Realities

Analysis of situation showed that we still think that women take less important place in society life and women are still associated with social problems but not political issues.

4R - Action plan

The picture seemed to be not very happy. And then I ordered, despite the superior strength of men in power take more interviews with women. Few days later the situation has changed.
The results were the following:
January 7, 2009 - 5 red balls and 10 white;
January 22, 2009 - 8 red balls and 12 white;
February 12, 2009 - 7 red balls and 13 white.

Situation began to change. More females became the characters of TV programs. Subjects of the programs became more interesting. Increasingly, problems as: raising children, working conditions and employment, participation of women in business and politics have become often debated in our programs.

As a program journalist of «Guest of information program», I began to invite more women who were usually deputies of the heads of some companies. And in conversation with men ask more gender-sensitive issues. As a result subjects became diverse, interesting, the viewing audience has grown up.

My next step was following. I divided the subjects for TV speakers. And make of the five working days, three days was a female - TV speaker, and two days of man-TV speaker.

**My next steps in nearest future (2009) are following:**
1. To support gender balance in the programs and information releases on the television;
2. To create special programs about successful women in the political arena, in social work;
3. During the interactive program to raise issues of gender equality not only economic, political, communal;
4. To hold with editor specific trainings and seminars on promotion of gender in the media.
Gender Mainstreaming in arranging of leisure-time activities for children and teenagers in out-of-school education (on the basis of the out-of-school institution “Youth and Schoolchildren Center”)

Gender mainstreaming is also very important as related to children and youth. Children are growing under the influence of the value system based on sex differences, which promotes gender inequality.

It is more difficult to introduce gender mainstreaming in carrying out life activities in educational organizations, because the situation there is adultly feminized both in terms of the content and the interaction style. However it doesn’t mean that it is beneficial for girls, it only shows lack of interest in boys.

It is important that the children, irrespective of their sex, receive knowledge and skills which they will need in their older age to be able to take responsibilities, to see possibilities and to overcome difficulties.

However researches show that boys and girls have different conditions and opportunities. They face different expectations and demands in their environments. Even when they are infants, boys and girls receive different approach and attitude. Let us analyze the situation in one of the out-of-school institutions with the help of gender tool 4R.

1R - Representation
Who makes the decisions?

<table>
<thead>
<tr>
<th>The head of the center</th>
<th>The deputy heads of the center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total number</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>100%</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

Who implements the decisions?

<table>
<thead>
<tr>
<th>Total number</th>
<th>27 instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>including</td>
<td>M 5</td>
</tr>
<tr>
<td>%</td>
<td>18,5 %</td>
</tr>
</tbody>
</table>

Education

<table>
<thead>
<tr>
<th>Education</th>
<th>M</th>
<th>Ж</th>
</tr>
</thead>
<tbody>
<tr>
<td>University degree</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>7,4%</td>
<td>63%</td>
</tr>
<tr>
<td>Specialized secondary education</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7,4%</td>
<td>18,5%</td>
</tr>
<tr>
<td>Secondary education</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>3,7%</td>
<td>-</td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

<table>
<thead>
<tr>
<th>Age</th>
<th>M</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>- under 30</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>- between 30 and 45</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>29.6%</td>
</tr>
<tr>
<td>- 45 and over 45</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>14.9%</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

Target group - students

<table>
<thead>
<tr>
<th>Total number</th>
<th>1200 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Including</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>478</td>
</tr>
<tr>
<td>G</td>
<td>722</td>
</tr>
<tr>
<td>%</td>
<td>39.8 %</td>
</tr>
<tr>
<td></td>
<td>60.2 %</td>
</tr>
</tbody>
</table>

Number of children in groups

<table>
<thead>
<tr>
<th>Name of the group</th>
<th>М</th>
<th>Д</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carting</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>7.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Circus group</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choreography group</td>
<td>35</td>
<td>250</td>
</tr>
<tr>
<td>Bead network group</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>Knitting group</td>
<td>0%</td>
<td>4,5%</td>
</tr>
<tr>
<td>Art studio</td>
<td>11</td>
<td>53</td>
</tr>
<tr>
<td>Brake dance group</td>
<td>93</td>
<td>6</td>
</tr>
<tr>
<td>Children’s musical theatre</td>
<td>15</td>
<td>36</td>
</tr>
<tr>
<td>Fashion theatre</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Vocal group</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>Military patriotic club “Ocean”</td>
<td>107</td>
<td>36</td>
</tr>
<tr>
<td>Leaders’ club “Childhood Academy”</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>English club</td>
<td>61</td>
<td>30</td>
</tr>
<tr>
<td>“Zhalya” club</td>
<td>39</td>
<td>10</td>
</tr>
</tbody>
</table>

Graph showing the distribution of boys and girls across various activities.
Leisure-time activities

![Chart showing gender distribution in leisure-time activities]

**2R - Resources**

How the funds, allocated from the budget for development and organization of activities are distributed between boys and girls

<table>
<thead>
<tr>
<th>Total amount of funds from the budget for one year</th>
<th>4 742 028 tenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>including for all boys and all girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>М 3 545 234 tenge</td>
</tr>
<tr>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>For one boy and one girl</td>
<td></td>
</tr>
<tr>
<td></td>
<td>М 7 417 tenge</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

**Who is paid more attention and time?**

During the lessons we started to analyze the work of teachers and calculate who (boys or girls) are paid more attention and time of the teachers. We analyzed 14 lessons in total (each lesson lasts 45 minutes, total time is 640 minutes). 140 girls and 70 boys participated in the lessons. Total number of students is 210.
Gender mainstreaming and 4R method in local governance

<table>
<thead>
<tr>
<th>Total</th>
<th>630 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time given to boys and girls</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>441 minutes</td>
</tr>
<tr>
<td>70%</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>189 minutes</td>
</tr>
<tr>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>For one boy and one girl</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>6,3 minutes</td>
</tr>
<tr>
<td>70%</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>1,35 minutes</td>
</tr>
<tr>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

**Whose lessons have priority?**

Than we analyzed the allocated budget and commercial hours for lessons, which would show the priority for lessons of girls or boys. As a result we received the following numbers:

<table>
<thead>
<tr>
<th>Total budget and commercial hours</th>
<th>426 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them for boys and girls</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td>138.5 часов</td>
</tr>
<tr>
<td>32.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td>287.5 часов</td>
</tr>
<tr>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>For one boy and one girl</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>0,29 hour</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>0,40 hour</td>
</tr>
</tbody>
</table>

**Involvement in social life**

During the year boys and girls are involved in social life (holding different events, meetings). We have received the following picture:

<table>
<thead>
<tr>
<th>Total number of children participated in social life</th>
<th>800 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them boys and girls</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>240</td>
</tr>
<tr>
<td>30 %</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>560</td>
</tr>
<tr>
<td>70 %</td>
<td></td>
</tr>
</tbody>
</table>

Is it seen that girls are more active than boys.
Gender mainstreaming and 4R method in local governance

Who receives more information during opening lessons and opening of the season?
During the opening of the season and open lessons we do the registration of the visitors of the center and can analyze who visits the center more: boys or girls and who receives more information about the center: boys or girls?

<table>
<thead>
<tr>
<th>Total number of visitors</th>
<th>240 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them boys and girls</td>
<td>B 100</td>
</tr>
<tr>
<td></td>
<td>G 140</td>
</tr>
<tr>
<td></td>
<td>41,6%</td>
</tr>
<tr>
<td></td>
<td>58,4%</td>
</tr>
</tbody>
</table>

Space
Let’s analyze technical passport of the center. Total space of the center is 4380 m². Useful space is: 2359,5 m². The table below gives us the structure of space allocation between girls and boys in class rooms, gym and hall.

<table>
<thead>
<tr>
<th>Space for lessons</th>
<th>2014,4 м²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them for boys and girls</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>1 281,5 м²</td>
</tr>
<tr>
<td>G</td>
<td>732,9 м²</td>
</tr>
<tr>
<td>63,6%</td>
<td>36,4%</td>
</tr>
<tr>
<td>For one boy and one girl</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>2,68 м²</td>
</tr>
<tr>
<td>G</td>
<td>1,02 м²</td>
</tr>
</tbody>
</table>
## 3R - Reasons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A significant part of the instructors do not fully understand the importance and necessity of gender mainstreaming and the program of its realization.</td>
</tr>
<tr>
<td>2.</td>
<td>There is deficiency in knowledge and methodological, psychological and pedagogical training of the instructors to introduce gender mainstreaming in education.</td>
</tr>
<tr>
<td>3.</td>
<td>There is lack of a serious theoretical and methodological basis, which can be developed by the teachers-researchers.</td>
</tr>
<tr>
<td>4.</td>
<td>The wide-scale research in gender education is not sufficient enough.</td>
</tr>
<tr>
<td>5.</td>
<td>There are few textbooks and manuals on gender education published.</td>
</tr>
<tr>
<td>6.</td>
<td>There are few men-instructors because it is a low-paid job with no opportunities for career advancement.</td>
</tr>
<tr>
<td>7.</td>
<td>Wrong approach of the instructors and parents to what children think about themselves, existing gender stereotypes.</td>
</tr>
<tr>
<td>8.</td>
<td>Why few boys attend certain classes, as for example, dance classes. That is because there is difference between boys and girls; boys have more love for risk compared with girls, lack of concern about personal safety, neglect of his own life, desire to attract attention, inclination to deviant activities, high level of competitiveness, need to achieve, striving for domination and power. In order the children attend such groups, adults should attract and involve them from childhood, and the parents should play an important role in this process.</td>
</tr>
<tr>
<td>9.</td>
<td>Wrong approach of the instructors and parents to what children think about themselves and existing gender stereotypes.</td>
</tr>
</tbody>
</table>

## 4R - Action Plan

<table>
<thead>
<tr>
<th>№</th>
<th>Activity</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To arrange publishing and distribution of “Gender Education” informational newsletters to promote gender awareness</td>
<td>During the school year from November 2008 till December 2009</td>
</tr>
<tr>
<td></td>
<td>Gender mainstreaming and 4R method in local governance</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>To arrange seminars for:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the instructors of the Youth and Schoolchildren Centre,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the deputy directors in educational work of educational institutions,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the persons responsible for holding activity for children in educational organizations of Rudnyi city</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 21, 2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 13, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 19, 2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 18, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 20, 2008</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 24, 2009</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To develop a package of teaching materials for the instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 2009</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>To arrange gender trainings for the instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 2009</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>To develop and introduce programs for promotion of gender awareness among parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From November 2009</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>To organize excursions for all groups of boys and girls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annually, in summer period from 2006</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>To provide equal attendance and participation of boys and girls in all activities and classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Popularization of my experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- during the oblast seminar “Contemporary approaches to management of quality of education and upbringing in organizations of complementary education” (for the heads of organizations of complementary education of Kostanai oblast)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- to publish lessons of my experience in newspapers and magazines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 18, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In 2009</td>
<td></td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

Projects from Taraz

Lyubov Fominskaya,
Correspondent of “Znamya truda”
regional newspaper Zhambyl oblast

Gender and mass media

The object of the research: “Znamya truda”, 13000 copies. Mass media is the powerful tool for promotion gender equality. And analysis of mass media can be a good mechanism for gender mainstreaming.

1R - Representation

Who makes the decisions?

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editor</td>
<td>1 man</td>
<td>33 %</td>
</tr>
<tr>
<td>Depute editor</td>
<td>1 man</td>
<td>33 %</td>
</tr>
<tr>
<td>Secretary</td>
<td>1 man</td>
<td>33 %</td>
</tr>
<tr>
<td>Total</td>
<td>3 men</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Who implements the decisions?
Total number of staff members is 17.

<table>
<thead>
<tr>
<th>Correspondents</th>
<th>Typesetter</th>
<th>Translator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>46,2 %</td>
<td>53,8 %</td>
<td>66,6 %</td>
</tr>
</tbody>
</table>

Users (readers of the newspaper):

<table>
<thead>
<tr>
<th>State officials</th>
<th>Business</th>
<th>Pensioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>women</td>
<td>men</td>
<td>women</td>
</tr>
<tr>
<td>2000</td>
<td>8000</td>
<td>600</td>
</tr>
<tr>
<td>16,5 %</td>
<td>58,5 %</td>
<td>6,5 %</td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

2R - Resources

Each newspaper at the average has 20 articles and 15 photos. The articles mostly are about business activities of men, because men are on the decision level. If it comes to photos, as usually the reader can see only men who are sitting in their offices or organizing meetings. Women are usually in the background.

As a basic for our research we took 36 newspapers (720 articles). They context of the articles is the following:

<table>
<thead>
<tr>
<th>Women/ their work, activities, including:</th>
<th>86 (12 %)</th>
<th>Men/ work and activities, including:</th>
<th>598 (83 %)</th>
<th>Both 36 (5 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political participation</td>
<td>22 (3 %)</td>
<td>Political activities</td>
<td>432 (60 %)</td>
<td></td>
</tr>
<tr>
<td>Medical sphere</td>
<td>28 (4 %)</td>
<td>Business</td>
<td>108 (15 %)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>22 (3 %)</td>
<td>Sport</td>
<td>36 (5 %)</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>14 (2 %)</td>
<td>Other</td>
<td>22 (3 %)</td>
<td></td>
</tr>
</tbody>
</table>

Analysis of photos (540 photos)

<table>
<thead>
<tr>
<th>Women/ their work, activities, including:</th>
<th>27 (5 %)</th>
<th>Men/ work and activities, including:</th>
<th>448 (83 %)</th>
<th>Both 65 (12 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political participation</td>
<td>5 (1 %)</td>
<td>Political activities</td>
<td>297 (55 %)</td>
<td></td>
</tr>
<tr>
<td>Medical sphere</td>
<td>5 (1 %)</td>
<td>Business</td>
<td>81 (15 %)</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>17 (3 %)</td>
<td>Sport</td>
<td>54 (10 %)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td>16 (3 %)</td>
<td></td>
</tr>
</tbody>
</table>

As it comes to the salaries of the correspondents the salaries are equal. However author’s emoluments are different. According to the rules each correspondent should write 2500 lines a month. Correspondent-men usually implement this plan in two-three times. Because they are given by editor the tasks to write about business, events happened in week-ends or after hours.

3R - Reasons

1. Women are associated with social problems, upbringing, fashion, poverty. There is a stereotype that women are weak gender.
2. Journalists still think that only men can be the experts. Due to the fact that men are on the level of decision-making they are more often interviewed.
3. At the same time newspapers actually do not write about men problems as
life expectancy and others.

**4R - Action plan for 2009-2010**

1. Assistance in changing stereotypes on women in politics. Newspapers with
the help of women commissions should give more information about women in
politics, positive experience of women.

2. Dissemination information about rights of women, their participation in
political life, business and other “non-women” spheres. Write about cases of women
rights violation to demonstrate the implementation of equality rules in practice.

3. Disseminate information about men participation in family issues: children
upbringing, parental leave, etc.

4. Publish experts’ views on gender issues which will help to formulate gender
sensitive youth.

Our newspaper has already started to analyze information from gender sensitive
point of view. This helped us to increase the number of articles about women on
20 percent during last three months. We started to analyze HR-policy from gender
point of view. However we have many things to do yet.
Gender mainstreaming and 4R method in local governance

Ospanbekova Nurgul
The Head of department of archives and documentation of the Zhambyl oblast akimat, member of regional commission for women affairs

Gender aspects of the decorating process in Zhambyl oblast

The main objective of the project is to promote the decorating of women for their achievements by the governmental bodies of Zhambyl oblast. Unfortunately the stereotypes of population do not let to evaluate women as professional, good workers. Usually women are decorated for having children and this fact strengthens the stereotype of assessing woman as a mother, giving birth, but not a successful employee.

1R - Representation
Who makes the decisions?

The administration of akimat of Taraz oblast

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>State officials</td>
<td>5122</td>
<td>2725</td>
<td>2397</td>
</tr>
</tbody>
</table>

As you see the most part of the state officials are men. As well as in Kazakhstan in whole the top management positions of the state bodies are mainly men’s positions. And this fact says us that men decide who should be awarded.

Who are users?
Population of Taraz oblast

According to population census of 2009, the gender analysis of population is the following.
You can see that men and women population in Kazakhstan is equal.

2R - Resources

How often men and women receive the awards (for labor achievements, mark of honor)?

<table>
<thead>
<tr>
<th>Years</th>
<th>Awarded women/ %</th>
<th>Awarded men/ %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>3061/ 40 %</td>
<td>4593/ 60 %</td>
</tr>
<tr>
<td>2000</td>
<td>9/ 19 %</td>
<td>38/ 81 %</td>
</tr>
<tr>
<td>2001</td>
<td>24/ 24 %</td>
<td>76/ 76 %</td>
</tr>
<tr>
<td>2002</td>
<td>21/ 25 %</td>
<td>62/ 75 %</td>
</tr>
<tr>
<td>Total</td>
<td>3115/ 40 %</td>
<td>4769/ 60 %</td>
</tr>
</tbody>
</table>

As you see, in recent years men and women are decorated unequally. In 2000-2002 women received nearly 1/3 of all awards. While men received from 75 to 81 % of all awards.

3R - Reasons

Let’s try to define the reasons of unequal decorating of men and women.

7. The high level of unemployment among women (according to the statistical data, the unemployed women compose 63 % of all unemployed population of Zhambyl oblast, while the unemployed men are 37 %).

8. Stereotypes that women cannot be more successful than men.

9. Lack of commitment of employed women to job requirements because of family duties.

10. Gap between men (high) and women’s (low) positions that impede women demonstrate their abilities.

4R - Action plan

Within 2009

7) Encourage the state officials to decorate women by training them to gender sensitiveness.
8) Publish the results of 4R analysis to demonstrate the gender discrimination.
9) Publish with the cooperation with journalists the stories about successful women who received awards.
10) To examine the international experience on women awarding.
Why there are more boys than girls participating in dance lessons?

The main task of my project is to promote the balanced participation of boys and girls in dance lessons.

Equal opportunities of boys and girls in access to knowledge and skills are highly important for personal development. A child who overcomes the difficulties of dance trainings is prepared for adult life. With the help of 4R-method we will analyze the norms and values which are basic for our society.

1R - Representation

Who makes the decisions?

<table>
<thead>
<tr>
<th>Total</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>
Who implements the decisions?  
Teachers of the dance lessons.

<table>
<thead>
<tr>
<th>Total</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them</td>
<td>Men</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Users**

<table>
<thead>
<tr>
<th>Total</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among them</td>
<td>Boys</td>
</tr>
<tr>
<td>Number</td>
<td>6</td>
</tr>
<tr>
<td>%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**2R - Resources**

Time given by teacher for girls and boys

We analyzed one dance lesson with the length of 90 minutes. The teacher asked 45 questions. Based on time given to answering we came to the following data.
As you see the teacher gives more attention for boys. 67% of lessons time the teacher gives attention for boys, while there are more girls in the class than boys (only 62% girls and 38% boys).

To analyze the process of receiving information we analyzed answers of boys and girls about dance theory.

<table>
<thead>
<tr>
<th>Total (Questions)</th>
<th>45 (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answered</td>
<td></td>
</tr>
<tr>
<td>Number and %</td>
<td></td>
</tr>
<tr>
<td>Among them correct answers</td>
<td>30 (66%)</td>
</tr>
<tr>
<td>Among them incorrect answers</td>
<td>9 (30%)</td>
</tr>
</tbody>
</table>

As we see girls carefully give answers. They think more than boys and rarely give wrong answers.
Gender mainstreaming and 4R method in local governance

3R - Reasons

1. Stereotypes of parents and teachers who estimate dancing as a girls sport. The teachers seldom have boys as student and therefore they try to encourage boys by giving them more attention.
2. Lack of information about use of dancing, its influence on health.
3. Lack of theoretical and methodical base on gender education. Teachers are also use gender stereotypes which miss them to be objective.

4R - Realization

Action plan for 2009-2010

1. To organize awareness campaign in cooperation with the regional commission on women affairs and non-governmental organizations;
2. To organize gender sensitiveness trainings for teachers;
3. To develop methodological manuals for teachers;
4. To develop informational programs for parents;
5. To encourage boys to participate in the dancing lessons.
Gender mainstreaming and 4R method in local governance

Turganova Zinagul
Methodologist of the education department of Zhambyl region (Zhambyl oblast)
The head of Business women association of the Zhambyl region

Gender mainstreaming in education

The project aim: to form new gender awareness, activate gender researches and use their results in changing mentality

1R - Representation

Who makes the decisions?

The head of the educational department of the Zhambyl region - 1 (women).

The methodologists of the Zhambyl region

<table>
<thead>
<tr>
<th>Total number</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>8</td>
</tr>
<tr>
<td>Men</td>
<td>1</td>
</tr>
<tr>
<td>89%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Who implements the decisions?

The teachers of the Zhambyl region

<table>
<thead>
<tr>
<th>Total number</th>
<th>597</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>368</td>
</tr>
<tr>
<td>Men</td>
<td>229</td>
</tr>
<tr>
<td>62%</td>
<td>38%</td>
</tr>
</tbody>
</table>
Gender mainstreaming and 4R method in local governance

2R - Resources

How women and men use the opportunities to receive new knowledge during extension courses.

<table>
<thead>
<tr>
<th>Participated in the courses - 409</th>
<th>Haven’t participated in the courses - 188</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Women</strong></td>
<td><strong>Men</strong></td>
</tr>
<tr>
<td>287</td>
<td>122</td>
</tr>
<tr>
<td>48 %</td>
<td>20 %</td>
</tr>
</tbody>
</table>

3R - Reasons

1. Women are more responsible if it comes to extension courses and education, while men think that they have sufficient knowledge and have no need to participate in the extension courses.
2. Even if men and women have equal opportunities to participate in the courses men do not think about their rights and opportunities and therefore they do not participate in the courses.
3. Men have more visual perception while women are good in voice information perception. Therefore men rapidly loss the interest to the lections.

4R - Action plan

My tasks (during 2009-2010):
1. To promote wide discussion of gender issues in educational sphere and in mass media;
2. To help teachers to review their gender stereotypes;
3. To show the opportunity of personal realization for men and women;
4. To promote the gender awareness without gender stereotypes which damage the personal realization.

State reforms which can be taken:
1. State order for theoretical research and formulation the gender mainstreaming in education, development of the model of upbringing of educating of boys and girls based on gender mainstreaming;
2. To include the gender knowledge into educational standard of the future teachers;
3. Support of gender researches in education by non-governmental organizations;
4. Gender assessment of the educational system of Kazakhstan;