UN
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Gender Mainstreaming
Training Manual

Under Supporting Recovery and Stability in Iraq
through Local Development programme
Implemented by the **United Nations Development Programme**
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ACRONYMS AND ABBREVIATIONS

SRLD	Local Area Development Programme
CSOs	Civil Society Organization
UN	United Nation
UNDP	United Nations Development Programme
EU	European Union
GoI	Government of Iraq
ToC	Theory of Change
WHO	World Health Organization
GBV	Gender-Based Violence
HRW	Human Rights Watch Report
UDHR	Universal Declaration of Human Rights
KRG	Kurdistan Region Government
MoU	Memorandum of Understanding
GSCOM	General Secretariat of the Iraqi Council of Ministers
SDGs	Sustainable Development Goals
GRB	Gender responsive budgeting
ECOSOC	United Nations Economic and Social Council
GSCOM	General Secretariat of the Iraqi Council of Ministers
WED	Women Empowerment Directorate
FGD	Focused Group Discussion
GTZ	German Technical Cooperation

FOREWORD

The objective of this manual is to provide detailed practical steps towards gender equality at the sub-national level. The manual demonstrates how to ensure gender mainstreaming through conducting gender analysis, monitoring, and making decisions within programs or projects. It serves to support local authorities, municipalities, governorates, and CSOs in mainstreaming gender, ensuring equal rights for all, and empowering women in Iraq.

The training can be attended by staff members of CSOs, community leaders, women-led organizations, youth entrepreneurs, municipalities, governorates, national organizations, international nongovernmental organizations, UN agencies, government ministries, women's associations, and others. In order to demonstrate a basic understanding of gender mainstreaming concepts, participants should complete the three-day gender mainstreaming training workshop.

This training manual introduces gender analysis into all stages of the program cycle and maintains a monitoring and evaluation system to enable those participating to adopt adequate indicators which promote transparency and equality. It is important to introduce this tool to assist all those involved in the advancement of development and outcomes that are gender sensitive and address the needs of men and women equally.

TRAINING IS DESIGNED TO:

1. Capacity building of participants on how socially constructed gender norms affect the daily lives of women and men, through an introduction to gender-based violence basic concepts, and violence against women.

2. Equip participants to identify and address the harmful impact of gender norms and the importance of gender mainstreaming and women empowerment.

3. Capacity building of participants with the knowledge and skills needed to ensure that gender mainstream is taken into consideration in their future program activities.

NOTE THE FOLLOWING IMPORTANT CONSIDERATIONS FOR YOUR PREPARATION AND FACILITATION OF THIS TRAINING:

1- The training sessions are organized into 3 days according to 4 to 6-hour work days with two to four 15-minute breaks and one-hour lunch break. The last day's sessions end approximately one hour early to account for any discussions throughout the training that may go over the suggested times. The training could take more than three days for groups used to working shorter days or with particular translation needs.

2- Sessions are designed for audiences of no more than 15 people in person or online. For smaller groups, you will need to think ahead about sessions involving group work and how you will divide participants.

3- Take care to meet as a team to agree on key terms in the local language especially if the translation is needed.

4- Know the language preferences of those who will attend prior to the training so you can plan ahead for language needs, translation, facilitation methods per session, group work, and training timing.

5- For non-English speaking groups, plan time to translate, flipcharts, and/or PowerPoint slides in the participants' language.

TIPS FOR FACILITATORS

 TIME LIMITS are stated for each session. Keep to these limits as much as possible to ensure you cover all topics successfully in this training.

✍ LEARNING OBJECTIVES are stated for each day. Keep these at the front of your mind to ensure you are facilitating discussions and activities to achieve the appropriate learning outcome.

MATERIALS AND PREPARATION are stated for each session in the schedule and manual. Have these materials prepared in advance for each session? This shows respect to participants and will help you achieve your learning outcome successfully.

Participatory Facilitation

- Values personal experience if shared by the participants.
- Participants and facilitator share power in the learning environment
- Everyone contributes to the learning process
- Based on mutual respect and collective responsibility between participants
- Aims to create safety during the learning experiences
- Values emotions as well as logical thinking, especially if there are women participants.
- Values cooperation among participants
- Encourages creative and critical thinking
- Focuses on building skills that affect one's personal life

For facilitator: Introduce the participants to an overview of the project, its goals , and objectives. Explain to them why this training has been developed and why they are invited to attend this training.

FACILITATION SKILLS

Below are some tips to establish an atmosphere of openness, respect, and comfort. This sends a message that the facilitators will be attentive and responsive to the needs of participants.

Start the training on time.

- Keep the sessions lively and engage participants to speak. Try and ensure everyone speaks and respects the contributions of participants.

- Ensure discussions stay on topic. Redirect if necessary.

- Communicate the training message to participants, either verbally or nonverbally, that you empathize with them.

- Allowing people to speak without interrupting them and showing that you are concentrating on what the participant is saying.

- If you do not know the answer to a question, do not be afraid to say so. But tell the questioner that you will try to find the answer and will get back to him or her and then do so.

Facilitators: Before we go deep into the training in coordination with participants, let's establish some ground rules for the training, so we all be aware of the training roles.

TRAINING GROUND RULES

During the first session, it is important to establish ground rules. Prepare a flipchart in advance with a few that you consider to be the most important group norms. Keep it covered while you ask participants to suggest norms for the group.

- Speak one at a time; allow each person time to talk.
- Confidentiality (what is said in this room stays in this room).
- Agree to disagree, but do so respectfully.
- Value each person's unique opinions and perspectives.
- Take risks; step outside your comfort zone.
- Start and end on time; come back from breaks promptly. Late start times
- can result in later end times.
- Silence cell phones

The following dos and don'ts should ALWAYS be kept in mind by facilitators during any learning session.

DO'S

- Do maintain good eye contact.
- Do prepare in advance.
- Do speak clearly.
- Do speak loud enough.
- Do use good time management.
- Do give feedback.
- Do keep the group focused on the task.
- Do provide clear instructions.
- Do check to see if your instructions are understood.

DONT'S

- Don't talk to the flip chart.
- Don't block the visual aids.
- Don't stand in one spot—move around the room.
- Don't ignore the participants' comments and feedback (verbal and non verbal).
- Don't read from the curriculum.
- Don't shout at the participants.

THE WORKSHOP TEAM

A workshop requires more than one person to implement effectively, and the facilitation team should be present throughout the entire workshop so that transitioning from one module to the next is smooth and effective. A successful workshop is a team effort, and everyone's role is critical:

- Lead Facilitator: Has overall responsibility to prepare the training agenda and time management, and everything that happens during the training sessions — ensuring that objectives are met, participants are engaged, and training runs smoothly. S/he clearly delegates roles and responsibilities to co-facilitators and invites and prepares guest speakers.

- Co-Facilitator(s): Supports the lead facilitator to deliver training, such as registration, IT, preparing handouts, note taking, printing, and making sure the next part of the training is ready before it starts.

- Lead Logistician: Has overall responsibility for the smooth operation of the workshop before, during, and after. Duties may include arranging and liaising with the workshop venue; organizing accommodations, transportation, per diem, reimbursements, tea breaks, and meals; purchasing supplies.

- Language and translation: This depends on the language of the training since the main language of the training is expected to be Arabic and Kurdish, otherwise, translation will be needed.

TRAINING METHODOLOGY

The Gender Mainstreaming Manual was written based on the following principles:

- Sessions balance the importance of delivering technical content with the benefits of participants.

- A participatory approach where participants and facilitators learn from each other during the training activities.

- The training modules elaborated in a good time of discussion, sharing ideas, and feedback.

Facilitators: Ask participants to write their learning expectations from this training on a sticker and let them stick them on the flipchart, then one of the participants to read the expectations.

Let's start now with the training objectives, so you can have a clear idea about the training objectives.

TRAINING OBJECTIVES:

1. Understand the basis for/approaches to promoting gender equality and women empowerment,
2. Knowing the Gender responsibilities for both men and women, through introductions to gender principles.
3. Involving women in leadership and decision-making levels, also developing Gender Mainstreaming.
4. Become familiar with the entry points for/objectives of gender mainstreaming and strategies and tools.
5. Practice developing mainstreaming strategies for CSOs, municipalities, and governorates.
6. Implementing gender as a key point in governorate policies and projects at governorate levels in the nine selected governorates.

NOW OPENING THE SESSIONS WITH;

- Welcome and opening ceremony
- Participant introductions
- Workshop objectives and agenda
- Participant expectations
- Workshop norms/ground rules Materials and Preparations:
- Materials: Flipcharts, stickers, and markers.

Now ask participants that they have 15 -20 minutes to answer the following Pre - Post training, just to have an idea about their knowledge of the training and later to measure the level of their benefit from the training.

Module One

SEX AND GENDER

Ask participants to write their understanding of definitions of sex and gender on the sticker, and then ask one of the participants to read their definitions.

What is Sex?"

The biological and physical characteristics define men and women. This includes reproductive systems (women have breasts and internal reproductive organs capable of gestating children, and men have external reproductive organs.

Sex: Roles are biologically and physiologically determined functions distinct to females and males. They are naturally unchanging. It is the physical/biological differences between males and females, for example;

- Given by birth

- Determined by biology

- Does not change (without surgical intervention and medical/hormonal substitution)

- Women have menstrual cycle, men don't

- Women could be pregnant, man couldn't

- Man has a deep voice, women don't

- In average, men are usually higher than women

WHAT IS GENDER?

The social differences between males and females are learned, they are ascribed socially. Though deeply rooted in every culture, social differences are changeable over time and have wide variations both within and between cultures. "Gender" determines the roles, responsibilities, opportunities, privileges, expectations, and limitations of males and for females in any culture.

Gender

- Refers to the social differences between males and females.

- Determined by social factors – history, culture, tradition, societal norm, religion, and family norms

- Gender in any given society involves the socialization of boys and girls, men and women that determine roles, responsibilities, opportunities, privileges, limitations, and expectations different in different cultures.

- Gender definitions can change and they have changed in the past. For example, until very recently women were not allowed to vote and yet now many countries have females in decision-making positions, and the most recent UK Prime Minister Liz Truss became Prime Minister in September 2022. Gender Roles are behaviors, activities, tasks, and responsibilities that females or males learn in society.

- Women are responsible for house-related activities (cleaning, washing, cooking, and taking care of children and senior family members).
- Men are responsible for earning money and outside activities. In most cultures, only men are expected to be responsible for their livelihood. Loss of job and income can therefore be more challenging for a man than for a woman.
- Men are strong and protective; women are wake and need to be protected
- Men don't cry, women do Gender expectations are not always in favor of men. In some countries, men are expected to join the army even if it is against their own will.

For now, let's think of our own society, what are the factors that determine the gender and sex responsibilities, lets the participants share their ideas and then explain to them the following;

Gender is Determined By:	Sex is Determined By:
Culture Society Religion Family beliefs	Biology, male or female

Give each participant a paper with S and G letters, and read the sentences, and participants raise the paper based on their understanding of the sentence.

Use your "S" for sex and "G" for gender papers

Raise correct LETTER on each question, is it a sex or gender difference?
- We wear dresses
- We are head of the house
- We are the majority doctors
- We give birth
- We move without fear after dark in night
- We are responsible for raising the children
- We don't cry even at difficult times
- We go out with friends in the evening
- We grow beards

Now ask participants if they are clear with the differentiation between sex and gender
and if they still need any further support for clarification.

Start an open discussion, to prepare the participants for the next topic, so they can share their ideas and the training will be more participatory than a stereotype lecture.

 ASK THE PARTICIPANTS

• Did you witness or have information regarding any positive change towards gender equality in your communities on a local and national level?

• What in your opinion could be an approach/action which will contribute to breaking the deep-rooted social norms toward women and girls that could lead to positive changes in women and girls' lives in your community?

Give them time to discuss the questions and then, explain the following steps as shown in diagram below:
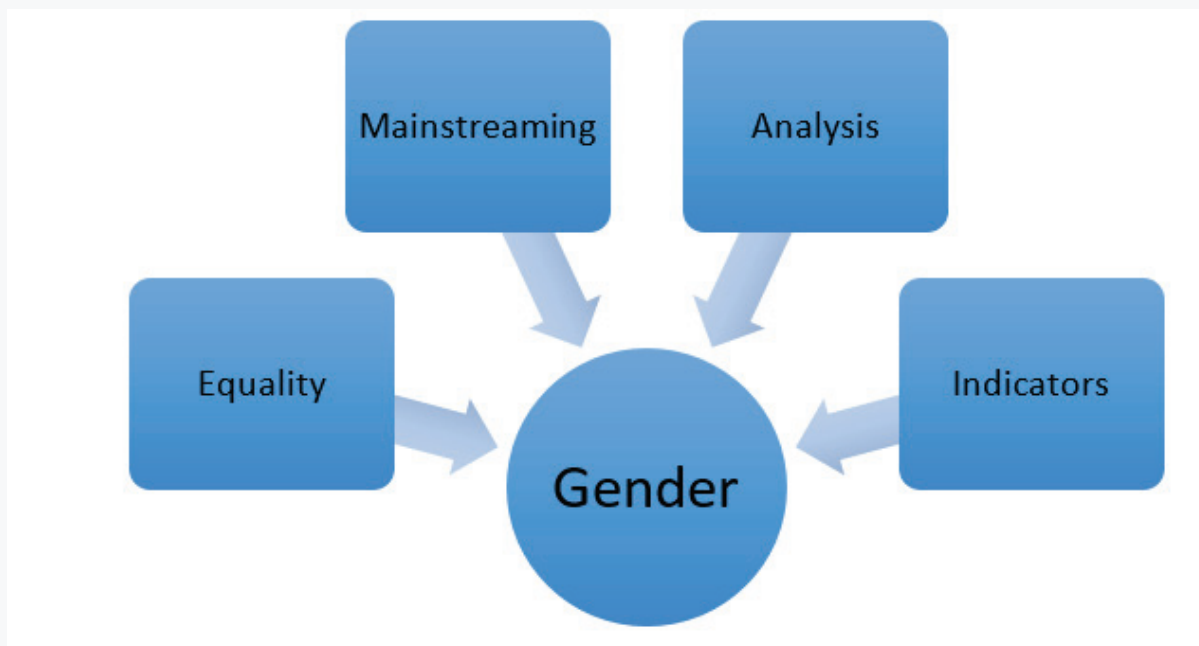
Facilitator: There are gender stereotypes in our societies about men and women. Can you share some of the norms you realize in our society?

GENDER STEREOTYPES

Men are
Strong, arrogant, violent, domineering, decisive, non-communicative, cannot take decisions.

Women are

Weak, modest, peaceful, submissive, indecisive, and communicative, men can make decisions.
Do women and men have equal opportunities in your organization,
a municipality, or governorate?
Let's think of this in our own organization, municipality, or governorate.
And share your opinions about the roles that women and girls play in your institutions.

Gender Norms

- Shape our beliefs about how males and females should act, what they should look like, and how they should live their lives

Summary

•The socially defined roles for both men and women, which are acquired through education and which change over time and vary widely within the same culture and from one culture to another.»
• For the World Health Organization (WHO), gender refers to the «socially constructed roles, behavior, activities, and attributes that a particular society considers appropriate for men and women. »
Gender is what society expects men and women to do (i.e. roles, behaviors, activities, and responsibilities). For example, men are the family breadwinners and decision makers, whereas women exclusively tend to home and children. It is also about the image society is expecting from men and women to convey (personal characteristics and attributes). For
For example society expects that women will be more sensitive and submissive (femininity qualities) whereas men are to be strong and dominating (manhood qualities)

VIOLENCE AGAINST WOMEN:

Ask participants to write their own definition of violence against women on a sticker and hang it on the flipchart. One of the participants
read their definitions.
Now the facilitator to introduce the trainees to the structured definition of violence against women.

Violence against Women is;

- An act that violates the human rights of women, and has a broad negative impact on their lives. These effects include physical, psychological, and economic harm
- Considering the fact that girls and women are the most affected to the different forms of GBV-related acts, there are other acronyms in use that refer to violence against girls and women:

Activity
Split into two groups in front of the flipcharts "A" and "B"
What are the main types of gender-based violence in Iraq in your opinion?
Write your answers on the flip charts, after that support them to divide the types and classification of the types.
Before we continue to the next section of training, please take five minutes to reflect on your own attitudes. Read each of the statements on the paper and check whether you agree, disagree, or are not sure about what is stated in each statement.
What if you also make it as an activity and then discuss it?

Statement	Agree	Disagree	Not sure
Men are better than women at making important decisions during times of crisis on a national level.			
Men are better for protecting their families and children from harm during emergencies.			
Women should always obey the decisions of the community regarding their political participation in the public life of the country			
Men should be the primary income earners and women participation in economic life is not necessary.			

There are different types of gender based violence and it can occur in different times and relations.

Gender Based Violence can occur in the following relationships:

- Intimate relationships between men and women (boys and girls) – Perpetrators are husbands and intimate partners.
- By friends and family members – Perpetrators are friends, fathers, brothers, and other family members.
- Between teachers and students (or others in positions of power/leadership) – Perpetrators are teachers, religious/spiritual leaders, employers, and police/security officers.
- Between strangers – Perpetrators are strangers.
- Military and times of conflict – Perpetrators are police, soldiers, militia, military members, and supporters of a particular political group.
- Power/ leadership, such as head of municipality and one staff.

CAUSES OF GBV

- **Socio-Cultural Factors:** Unequal power relations, low status of women in society, socialization, traditions, customs, beliefs, attitudes, illiteracy, and limited education.
For example, a girl graduates from high school in Harta, but since there is no university in the town, her family due to their culture doesn't allow a girl to go to study at the university in Mosul and live
alone there.
- **Legal Factors:** Dual legal systems, archaic laws, lack of commitment to international laws, inadequate legal provisions, inaccessibility of legal services, attitudes of judicial officers, and ignorance of rights and responsibilities.
For example, there are cases of rape, where the judge has decided the survivor marry the perpetrator, as a result, the survivors lack trust in the courts.
- **Economic Factors:** Economic dependence, poverty, limited opportunities, and income sources lack of control of own resources.
The economic dependency of females on males in the community
increases their vulnerability to violence and gender-based violence,
mostly from family members.
- **Institutional Factors:** Lack of or inadequate survivor support
services and distances from courts, health facilities, and police services.
For example, Lack of trust in the institutions is one of the main causes
that survivors don't seek support, while prefer to stay in subject to
the violence than seeking justice in addition to the traditional and
cultural factors that belief will bring stigma to the family honor if the
survivor seeks legal support.

The most common form of gender-based violence in Iraq is physical violence. Due to a weak and sometimes non-existing protection mechanism, physical violence in Iraq became the predominant form of violence - Ministry of Planning's a study conducted in 2016 found that at least 36% of married Iraqi women have experienced some form of abuse at the hands of their husbands.

It is important to mention that physical violence against women in Iraq is not related only to the crisis, displacement, war, and difficult living conditions. Acts of physical violence from intimate partners (in most cases husbands) occur for decades all over Iraq, not only in the regions affected by conflict. SGBV is a huge problem, especially among tribes/clans that live in the South and Middle of Iraq.

The Penal Code (the law that deals with crimes and offenses) in Iraq discriminates against women, and they do not have equal treatment in regard to their rights and needs. In Iraq, for the women who are GBV survivors, it is hard to get legal protection, because the Iraqi law basically does not criminalize domestic violence. There is no specific law against domestic violence, so women have no law to rely on when they go to court.

The Draft Law against domestic violence is in Parliament. If this law gets voted for (and adopted), it will mean a huge improvement in the protection of women. The law will provide safe centers for women and will support women that filed a complaint against people who committed violence.

Sexual violence and abduction of women and girls have greatly increased in Iraq, according to the 2016 Human Rights Watch Report (HRW). Insecurity and fear are keeping women and girls housebound, out of school, out of work, and out of any social activity.

Human Rights The most cited definition of human rights is a definition written in the UN Universal Declaration of Human Rights" adopted in 1945 – "Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination."

GBV and Human rights

GBV violates universal and fundamental human rights:

1. Right to life
2. Right to personal security
3. Right to physical integrity
4. Equal protection under the law
5. Right to freedom from torture and other cruel, inhumane, or degrading treatment.

Human rights are founded on respect for the dignity and worthiness/value of each person. Human rights are universal, meaning that they are applied equally and without discrimination to all people. Human rights are inalienable so no one can have his or her human rights taken away other than in specific situations.

Women's rights are human rights, and discrimination on the basis of sex is against international human rights standards.
Women in Iraq are disproportionately represented among marginalized, discriminated against, excluded, and at risk.

Disaggregating data by sex and other diversities, gender-specific indicators, and involvement of women's rights organizations in monitoring and decision-making.

There are numerous international treaties and declarations that address specific human rights (political, economic, social, cultural, and religious) and some are directly relevant to GBV. It is not necessary to have a sophisticated understanding of these documents and to be a lawyer in order to effectively apply them to everyday GBV work.

A few key excerpts from these documents can be useful for advocacy and fundraising purposes. Basic working knowledge of human rights can also help inform and guide our interactions with the populations we serve.

Facilitator: let's now discuss some conventions that Iraq ratified to combat GBV and promote women empowerment;

1. Convention on the Elimination of All Forms of Discrimination against Women, CEDAW (1979) and Optional Protocol to the Convention (1999) The Convention is often described as an international Bill of Rights for women, and,

2. Declaration on the Elimination of Violence against Women (1993) which provided a framework for analysis and action at the national and international levels, and it is important because it is the first world the document offers a definition of GBV - "Any act of gender-based the violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life". Iraq has ratified these conventions and has an international commitment to work on implementation of these conventions.

POWER

Gender-based violence involves the abuse of power. To understand GBV risks and vulnerabilities, it is important to understand the power dynamics in the communities we serve. To address GBV effectively, you must understand and analyze the power relations among men and women, women and women, men and men, adults and children, and among children.

Power involves the ability, skill, or capacity to make decisions and take action; physical force or strength. The exercise of power is an important aspect of relationships. The more power a person has, the more choices are available to that person. People who have less power have fewer choices and are, therefore, more vulnerable to abuse.

At the beginning of this training, we saw that discrimination, oppression, and GBV is expressed in many different ways by different people. We also saw that some specific categories of people, and in particular women and girls, consistently experience different ways of oppression, because they do not have power.

Photo: UNDP, 2021.

"Power" is not always physical

In the context of violence and abuse, most people think of physical power, which includes physical size and strength as well as designated roles, such as soldiers, police, and gangs. Physical power may involve the presence of weapons and/or controlling access or security, such as at checkpoints.

However, there are many different types of power that are relevant in the context of GBV, such as:

SOCIAL / COMMUNITY POWER

Community leaders, tribal leaders in Iraq and teachers, and parents are very powerful because of their roles in the family and the community.

- Aside from physical, power could be:
- Social/community power
- Economic power
- Political power
- Gender-based power
- Age-related power

Social/community power - Community leaders, teachers, and parents are very powerful because of their roles in the family and the community. Economic power
- Control of money or access to goods, services, money, or favors; husbands and/or fathers often hold the economic power in families; communities, big business owners can be extremely powerful.

ECONOMIC POWER

- Control of money or access to goods, services, money, or favors

- Husbands and/or fathers often hold the economic power in families

- In communities, big business owners can be extremely powerful

Political power - Elected leaders have power/self-proclaimed leaders/dictators have even more power; there are power in-laws and how those laws are carried out, which can result in abuse if the laws do not provide adequate protection.

POLITICAL POWER

- Elected leaders have power
- There are power in-laws and how those laws are carried out, which can result in abuse if the laws do not provide adequate protection

- Gender-based power - In most cultures, males are usually in a more powerful position than females

GENDER-BASED (SOCIAL)

- In most cultures, males are usually in a more powerful position than females

AGE-RELATED

- Children and the elderly often have less power

Power is directly related to choice. The more power one has, there are more choices available. The less power one has, the fewer choices are available. People who are disempowered have fewer choices and are, therefore, more vulnerable to abuse.

- Gender-based violence involves the abuse of power.

- To understand GBV risks and vulnerabilities, it is important to understand the power dynamics in the communities we serve.

- To address GBV effectively, you must understand and analyze the power relations among men and women, women and women, men and men, adults and children, and among children.

- Power involves the ability, skill, or capacity to make decisions and take action; physical force or strength.

- The exercise of power is an important aspect of relationships.

Photo: UNDP, 2020

Module Two

GENDER EQUALITY

Facilitator: You all have written your understanding of gender equality definition, and now let's start to explore this topic together.

Gender Equality is to treat men and women equally, along with women's empowerment. Such as women quotas and the election of women in Iraq and also, male and female officers at your CSOs are equally paid for the same work, equal numbers of male and female beneficiaries, are a target of your project and you have equal representation of men and women in staffing, equal allocation of budget and other resources for men and for women's activities. Gender equality is a challenge globally, not only in Iraq.

United Nations Millennium Declaration (2000), heads of State and governments committed "to promote gender equality and the empowerment of women, as effective ways of combating poverty, hunger, and disease and to stimulate development that is truly sustainable." Further, all interested actors promoting gender equality mean that all need to work to ensure that the same opportunities are available to both women and men, based on qualifications.

This means the provision of equal conditions for men and women for realizing their full human rights and potential, to engage in and contribute to political, economic, social, and cultural development, and benefit from the outcomes. Therefore, gender equality means more than gender balance. For example, equal numbers of women and men in the town municipal, and governorate boards (majlas muhafzha).

The demand for gender equality does not necessarily imply treating women and men in the same way, where gender equity comes from. Achieving gender equality requires to focus also on women's empowerment such as the ability of decision-making, and equal access to resources.

Facilitator: After we have discussed gender equality together now we will move to discuss gender equity and its definition.

Ask participants: Write gender equity definition in your own words and then the difference between gender equity and gender equality.

Gender Equity is the process of provision of resources, opportunities, programs, and decision-making fairly to all men and women, without any discrimination based, and addressing any imbalances in the benefits available to people of different genders. This requires being fair to women and men by ensuring that everyone has access to a full range of opportunities. Gender equity is the best process to achieve the goal of gender equality.

If the time allows, let the participant watch this video on equality, https://www.youtube.com/watch?v=4viXOGvvu0Y

Thus, gender equity refers to the process of being fair to women and men. The goal of gender equity looks beyond equality of opportunity as it requires transformative change. Gender equity recognizes that different measures might be needed for women and men.
Facilitator: ask participants **what challenges women face in regard to equality and equity in Iraq?**

All the participants write their thoughts on stickers and then read them for all.

Facts	Barriers	Recommendations
Women have less access to resources, jobs, education, political process etc..	Unequal access to political positions, particularly high ranks roles such as prime minister, president	Undertake special programmes to improve women access to the resources such as, the education qualification of women

Equality vs equity, photo EESP News, 2021

In the equality image, everyone is given a single box to stand on, but the the outcome is not the same for everyone, and not everyone can see that baseball
match. However, in the equity image, each person is given a different number of boxes (or none in the case of the baseball match) to create an equal outcome, where everyone can watch.

From the above picture, Equity takes into account that not every individual or group has the same access to resources. Because we all have different needs and experiences.

Gender relations intersect with all other influences on social relations, such as gender, age, ethnicity, race, religion, positions, etc. – to determine the position and identity of people in a social group. Gender relations are socially ascribed, and can change with time to become more equitable.

• All human beings are born free and equal (UDHR). But in reality, differences exist in terms of the rights that men and women enjoy in a given society, for example, in some societies, women enjoy more freedom compared to women in other countries. Men and women also have different responsibilities, which vary from community to community, and different access to resources, in addition to different levels of representation of women's voice and influence in their homes and communities.

Facilitator: Explain to the participants that we have some rationale for gender equality and they are;

- • Human rights rationale
- • Economic rationale

Facilitator: Now we move forward to explore different approaches to gender equality and the leaded results;

- • There are different approaches to gender equality and each approach can lead to different results.

EQUALITY APPROACHES

FORMAL EQUALITY

Is the right to equality between men and women, and does not take biological and gender differences between men and women, since in this approach men and women are equal, and should be treated in the same way. Therefore, in this approach imposing male standards on women is not accepted and as a result, it will prevent women from equal access to resources, and privileges. Therefore, this approach calls for the right to equality between men and women.

- View: Women and men are the same so treat them the same
- Goal: To achieve equal treatment

Equality is understood to be the right to be equal to men. It does not take into account biological and gender differences between men and women. Because it assumes that men and women are the same, the goal is to treat them the same. It sounds reasonable enough until you realize that its 'neutral' standards are based on male experiences and standards. By imposing male standards on women, it excludes women from equal access, opportunities, and participation. Formal equality promotes gender blindness, which reinforces dominant, or mainstream, interests.

For example, the municipality announced the need to hire two new staff for their office in one of Basra districts, and in the job description written the vacancy is open to men and women equally, but in reality, women do have not equal access, because they didn't have been engaged in skill-building training, therefore, the the vacancy will automatically go to hire a male since usually, they are more able to access opportunities and capacity building.

A gender-neutral policy, while not excluding women per se, may result in de facto discrimination. For example, a company that is hiring for high-paying jobs may say that it is using non-discriminatory practices because men and women are equally able to apply and be considered but, in reality, women are disadvantaged because they often lack access to the advanced training required for such jobs.

TRAINER NOTE: an example, a camel and deer are trying to drink from the same pool of water. They have different body types, and different ways of drinking (through mouths or beaks), and require different amounts of water to quench their thirst. The formal model of equality would treat them all the same, regardless of these obvious differences. Ask participants if they think this approach makes sense. Would some of the animals end up being disadvantaged even though they are being treated the same?

PHOTO: UNDP 2021

PROTECTIONISM

By this approach women and men are treated differently based on their needs and interests, so it is not excluding women from the opportunities. For example, a municipality has several employment opportunities for field staff in the city and says it is nondiscriminatory because both women and men in the city can apply equally, but in reality, women and men have equal access to capacity-building training for this job as men? Therefore, women are initially disadvantaged because they did not have enough access to training like men. This approach aims to protect women from harm, and, based on their physical traits and gender roles, should be protected.

• Women and men are different so should be treated differently based on their capacity and needs.

• To protect women and girls by equal access to opportunities, resources and

SUBSTANTIVE EQUALITY

• Looking at life in the Iraq context, women and men experience life differently, and as CSOs, municipalities, local governorates, and other stakeholders on the national level, we are required to strengthen the efforts to minimize any negative effects of these differences on women.

As a result, equality will be achieved for all women and men, if the results are comparable for both regardless of gender. The substantive approach focuses on diversity, difference, disadvantage, discrimination and ensuring that they are addressed, and benefit equally people are in an unequal position and need to be treated differently, based on the position they are occupying. Therefore, to enhance social change in our communities and work to correct historical policies and structural imbalances, women should have not only equal opportunities but also equal access to the available opportunities.

For example, instead of preventing women from working night shifts, instead, make sure protection factors are in place, such as the safe access to work and a safe work environment.

• View: There are differences in how women and men experience life and we should minimize the negative effects of this.

• Goal: Promote equality of outcomes

Facilitator: Some of you may think, why are we spending so much time talking about equality? Simply, because gender mainstreaming is one way to achieve equality.

• Corrective approach

• Equal treatment can reinforce inequality

• Discrimination and inequality are social constructs

• Requires proactive measures

• Equality of opportunity, access, and results

GENDER-SENSITIVE PROGRAMMING

Facilitator: Now is time to start to understand the importance of gender-sensitive programming.

What is the gender-sensitive programming process?

Gender is a critical factor that determines the role and status of an individual. Not only in Iraq, but around the world women and men have different roles, and responsibilities and use the available resources differently, development and environmental programs affect women and men differently.

The common assumption is that the entire family or community will benefit equally from these programs, but this rarely happens. Different people have

different roles in the family, society, and even the local community, which can impede their ability to obtain information, access new opportunities, and make decisions.

Facilitator: We have to know the needs and interests of women and men are different, but the needs of both are important to address the development needs of Iraq and contribute to the improvement of the well-being of its people.

Therefore, it is important to develop gender-sensitive programs in Iraq and monitor their impact while using gender-sensitive approaches and indicators. A gender-sensitive program recognizes that the role of women is not less important than that of men in addressing environmental and development issues. It recognizes that women and men may be different and their needs must be addressed in order to achieve sustainable development of society since they have different roles

Therefore, a gender perspective is not limited to projects in which women are the main target group, but the gender-sensitive program must be mainstreamed in all environmental and development programs.

Facilitators: we have covered enough gender equality topics to achieve and understand the gaps in women's empowerment, gender equality, and gender mainstreaming we need to understand what is gender analysis, its importance, when to use and how and its goals.

GENDER ANALYSIS:

Is systematic efforts to identify the needs, opportunities, resources, and life circumstances of both women and men in the community we are working with? For integrating a gender perspective into programming requires a gender analysis related to the intervention sector (e.g gender in resource management; gender roles in biodiversity conservation). Gender analysis should also be part of the situational analysis.

UN Women defines gender analysis as "a systematic way of looking at the different roles of women and men in any activity, institution, or policy and at the different impacts of these on women and men, boys and girls.

Essentially, gender analysis asks the 'who' questions: who does what, has access to and control over what benefits from what (for both sexes in different age groups, classes, religions, ethnic groups, and races).

Once the CSOs, municipalities' governorates planning a project, or activity must consider how this activity, decision, or plan will affect the life lives of women and girls by our intervention.

GENDER ANALYSIS GOALS;

1- To understand gender mainstreaming: Gender Analysis creates a "gender looking glass" is needed through which to examine our community, our intervention and identify gaps and needs for gender mainstreaming.

2- Enhance gender equality through our work: Gender Analysis helps us make decisions on our work to ensure gender equality is taken into consideration that sets the stage for gender equality.

Facilitator: Therefore, it is needed to involve women and men equally in consultation sessions.

• Involve women and men in consultations about program design.

• Include sex-disaggregated data, so the plan meets the needs and concerns of women and men equally.

• Formulate gender-sensitive and/or specific objectives, indicators and activities.

Gender analysis based on information provided by women and men in areas directly affected by the intervention is a great resource, and when programs are implemented through partner organizations. In this case, planners need to think about the roles of women and men and how their activities will affect the issue they wish to address. Gender analysis helps understand the relationships between women and men and how they use, control, and own resources.

Let the participant answer the following questions based on thinking of their own CSOs, Municipality, or governorate, and share their answers if they are comfortable,

1-What roles do women and men have in our CSOs, municipalities or governorates, etc...?

2-How did the war against ISIS in Iraq and conflict in recent years change these roles?

3- What resources do women control in our CSO or municipality etc...?

4- What type of discrimination do women face in our society?

- Can be undertaken at any stage but most effective if included in the design
- Systematic way of analyzing different roles and impacts
- Asks the "who" questions
- How will this affect women and men?

Facilitator: After we have discussed gender analysis and its importance, now is time to understand when we should use it.

WHEN SHOULD WE USE GENDER ANALYSIS?

To ensure that our activity is inclusive, it is recommended to conduct gender analysis at any time we are developing a project, policy, or strategy that touches the lives of women and men.

- At the design of a project, policy, or strategy.

- Before the implementation of a project, policy, or strategy.

- When evaluating the project or policy, or strategy.

WHO SHOULD WE INVOLVE IN OUR GENDER ANALYSIS?

For conducting any gender analysis, it is important to ensure the involvement of women and men from the community in the analysis and to be a cross-section of both sexes of all ages. In addition, you have to look at the people assigned to conduct the analysis, by asking some questions such as,

- Do they believe in gender equality?
- Do they represent women and men from the community?
- Do they understand the importance of gender analysis?
- How can we better represent the community in the analysis to do an effective Gender Analysis?
- Do they understand the importance of including all community groups members' representation such as people with disability, the elderly, women and girls, men and boys, minorities and parents?

GENDER MAINSTREAMING STRATEGIES/TOOLS

Gender analysis is one of the gender mainstreaming tools. Therefore, gender mainstreaming is kind of a result of applying gender analysis findings to development of programs and activities. It can be implemented during the project cycle, but it will work better if it is included right from the beginning during the project planning and design stage.

Facilitator: it is important to engage women in the planning process of policies and programmes;

WOMEN'S PARTICIPATION IN THE PLANNING PROCESS OF POLICIES, PROGRAMMES

It is important to avoid generalizing a man's perspective on society as a whole; Women are important stakeholders, and we need to enhance their critical contribution to livelihoods, opportunities, and resources. Since women and men have different roles in society in general, they may have different knowledge, different perspectives, interests, skills, and different needs related to the issue of intervention.

If it is not possible to directly involve women in the planning process, it is useful to have the experience of CSOs, or a women's organization working in this sector.
In the past few years, Iraq and the Kurdistan region have taken a number of steps toward greater gender equality, but the reality for the majority of the residents do not yet match the aims of these efforts. In line with the rest of Iraq, in KRI women and girls, do not have access to the same rights, opportunities, and freedoms as men and boys. In addition to the conflict in recent years, especially after ISIS took over many areas in Iraq, the conflict shaped gender dynamics in IRAQ, including the ways that women and men experienced conflict in different ways.

The conflict has increased prominently women and girls' vulnerability to all types of GBV including SGBV especially women and girls from the Yazidis minority and as a result, reduced the protection mechanism which was limited even before the conflict.

After years of conflict, and displacement, women, and girls in Iraq are still suffering from a lack of access to main needs, such as education, health care, and livelihood opportunities, in addition to the high level of gender-based violence and inequality that increased after years of conflict. The main barriers to accessing the services are the misconceptions of traditional and cultural norms, due to a lack of awareness of the main women and girls' human rights, in addition to the legal barriers. CSOs, municipalities, and governorates, can need to take the advantage of the

The new political context in Iraq by the planning for the new efforts of government reformation, international support, post-ISIS area, and reconstruction phase, and the development of the Iraq vision 2030. This changing context requires a comprehensive overview of the progress challenges and the potential opportunities to advance gender equality and focus attention on the specific needs of women and girls.

However, the Iraqi constitution grants men and women equal access to opportunities, privileges, and resources including the equal right to education. The Iraqi constitution increased the opportunity for gender equality even if it is not at the level of ambitions, for example; the percentage of women participation in the Iraqi parliament is 25% while in KRG elections laws allow 30% percent of female participation quota. But the reality, as a result, of years of insecurity and ethnic conflicts, women's participation in political life is extremely restricted.

WHY IS IT IMPORTANT TO INTEGRATE GENDER INTO THE PROGRAMMING PROCESS?

Women in Iraq play a major role in the livelihoods of their families. It not only participates directly in agriculture and livestock activities but also manages and maintains the family and provides care to their family members. If the program aims to address development or environmental issues, the role, and needs of women cannot be ignored.
Therefore, mainstreaming a gender perspective in environmental development and programs is logical and has become a prerequisite for the efficiency and achievement of program objectives. Gender equality is not just one of the

Millennium Development Goals, but considers itself a condition for achieving the other Millennium Development Goals. Similarly, Chapter 24 of Agenda 21 states that "women should be fully involved in decision-making and in the implementation of sustainable development activities" in order to "avoid rapid environmental and economic degradation in developing countries."

When a gender perspective is mainstreamed into a program, the roles of women and men in relation to a sector and its capacity to address these issues are better recognized, which would lead the program to work with and/or target the people most likely to make a difference in addressing issues." It also forces programs to adopt a human-centered approach and strategy; therefore, solutions are more likely to be adopted by the population, and they are more likely to be effective and sustainable.

GENDER EQUALITY IN IRAQ POLICIES

A Memorandum of Understanding (MoU) was signed between the General Secretariat of the Iraqi Council of Ministers' (GSCOM) Women Empowerment Directorate and the United Nations Development Programme (UNDP) to advance gender equality and women empowerment in Iraq.

The purpose of this MoU is to strengthen the existing structure and institutional and analytical capacity of stakeholders to advance gender equality, with specific attention to the needs of women and girls, to support Iraqi in achieving its gender equality commitments under Sustainable Development Goals (SDGs) by integrating gender perspective in governmental policies and plans.

> "Whereas women around the world are seen as powerful agents of change towards advanced, sustainable and inclusive societies, Iraqi women have played a strong role in addressing the crises and challenges that Iraq has experienced and have had an effective role and contribution in establishing an inclusive society. Hence, we believe that this MoU is an important step towards strengthening these roles"
> The Secretary General of the Council of Ministers, His Excellency Mr. Hamid Al-Ghizi

The participants can read the MoU in Arabic and Kurdish;

https://reliefweb.int/report/iraq/new-step-towards-gender-equality-iraq-new-mou-signed-enarku.

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Most Muslim-majority countries that were then members of the UN signed the Declaration in 1948, including Iraq, and Moreover, Iraq also helped draft other UN human rights treaties. For example, Iraq's representative to the UN, Bedia Afnan's insistence on wording that recognized gender equality resulted in Article 3 within the ICCPR and ICESCR, The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant. (UN, 1966).

- The Universal Declaration of Human Rights (UDHR) was adopted by the United Nations General Assembly in 1948. "All human beings are born free and equal in dignity and rights."
- The International Covenant on Civil and Political Rights commissions countries to respect the right to life, freedoms of religion, speech, and assembly, electoral rights, and rights to due process and a fair trial was passed in 1966 and came into effect in 1975.

• The International Covenant on Economic, Social, and Cultural Rights was passed in 1966 and came into effect in 1976 and refers to labor rights, the right to health, education, and an adequate standard of living. Importantly, it guarantees "that the rights enunciated ... will be exercised without discrimination of any kind as to race, color sex, language, religion, political or another opinion, national or social origin, property, birth or another status"

INTERNATIONAL FRAMEWORKS

• United Nations international human rights declarations/covenants
• "All human beings are born free and equal in dignity and rights."
• Gender Responsive Budgeting
• Budgeting to account for differing needs of women and men
• Ensure that resources aren't being spent in a discriminatory
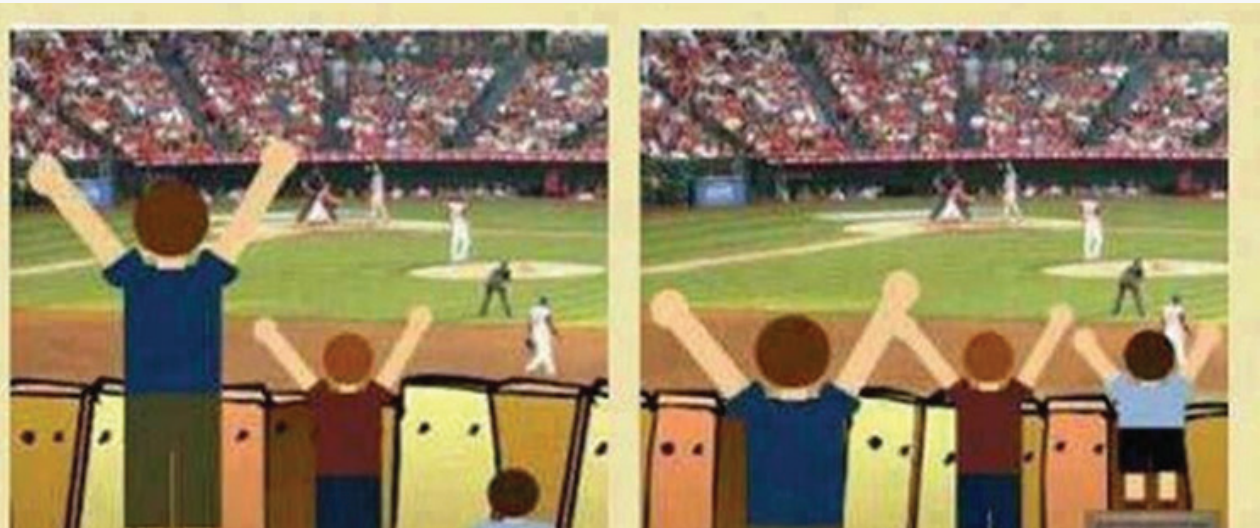 manner
• Compensating for inequities

Image: Iris de Caluwe

The above picture provides an example of what is called the problem of "formal equality". As previously, stated, formal equality is that men and women are the same and the goal is to treat them the same way, without discriminating on the basis of sex and gender. In this picture, on the "equality side," you can see three boys of varying heights who are trying to watch the match. They are each standing on a box of the same size, so they are being treated equally but the results are not equal, are they? Why not?
Compare that equality with the "Justice" picture, where boxes have been shifted between them based on their needs so that all three of them can see the match.

Remember that substantive equality is a corrective approach that recognizes that some people are in an unequal position and need to be treated differently in order to benefit equally. It affirms that proactive measures may be needed to bring about equality, accelerate social change and help correct historical, systemic and structural imbalances.
Now, after all, the time has come to start with the main topic of our training, after we have set the foundation for gender mainstreaming, now we will explore the topic together.

Module Three

GENDER MAINSTREAMING:

Mainstreaming gender is a way to promote gender equality between men and women. It means providing additional resources, training, or special access for women to help overcome inequities. Gender differences may be influenced by other structural differences, such as gender, race, ethnicity, age, disability, marital status, or sexual orientation. These differences should also be noted during a gender assessment and may require their own special or temporary measures.

Now introduce the participants to a few examples of affirmative action in Iraq.

Historically, women's political participation and leadership have often been offset and almost marginalized, till the quota percentage of seats in elected bodies was assured by the constitution.

Ask participants if they know of any cases in which affirmative action has been used to promote gender equality in their CSOs, municipalities or governorate boards.

After they answered the question, were the affirmative action measures successful?

-How are they regarded, (point of view of the community) by the general public?

- Affirmative action to level the playing field and
  compensate for discrimination.
- Additional resources/training/access for women to access
  opportunities.
- Gender differences may be influenced by other structural differences.

INSTITUTIONAL MAINSTREAMING

Now ask participants to think of an institution and divide into groups to;

- Select an institution and develop a strategy, first group.
- Areas for assessment, the second group.

After they have finished asking one participant to present their group work, then ask each group if the second group missed anything they want to add. For example, a group of women from civil society representatives might prefer to consider how gender could be mainstreamed into their funded project by UNDP.
Recommended actions to ensure gender mainstreaming in institutions include;

- Policy revisions of the articles that object to gender
  equality.
- Provision of resources, whether, financial or human
- Training of the institution staff on gender mainstreaming
- M&E of revision and implementation of policies.

EXERCISE: PROGRAM MAINSTREAMING, now it is recommended to ask participants to choose one of their institutions for example, LNGO, or Municipality etc... and let them practice by following;

- Select a program and develop strategy.

- What are the Areas/methodology for assessment.

- Can they develop Program designs.

- What are the needed activities.

- What are the needed resources – financial and human.

- Training – who and what training

- M&E – tools needed based on the chosen institution.

INTRO TO GENDER MAINSTREAMING REVIEW

Let's first talk about the concept of equality as a fundamental human right and how it intersects with gender.

According to the Universal Declaration of Human Rights, all humans are born free and equal yet, around the world and in reality, in the Iraq context women continue to struggle to have access to equal rights, and we need to strive to achieve it.

• Men and women have different needs, interests, and priorities/constraints and can contribute to, and be affected by things differently.
• Gender mainstreaming is a strategy to ensure women's and men's concerns are included in the design, implementation, and evaluation of policies and programs.
• There are a number of strategies and tools for mainstreaming including gender analysis and Gender responsive budgeting (GRB). Now give the participants some time to process the information and ask if they have any questions?

Summary:

"All humans born free and equal"-- yet women struggle
• Substantive equality,

• Mainstream gender throughout project cycle

Tools: gender analysis and budgeting to be considered

EVOLUTION OF GENDER MAINSTREAMING

With years, gender mainstreaming terms also evolved, and people at decision-making positions, individuals, and organizations started designing, developing, and implementing strategies, programs, and policies agreed that;

• Men and women have different needs, interests, and priorities, and can contribute to, and be affected differently by development projects.

• Disregarding gender issues in program design, implementation, and the development will lead to unsustainable results, and as a result, will increase inequities.

The World Bank has outlined several approaches for why gender equality should be pursued that appeal to different interests.

• **The human rights approach:** equality between men and women is a human right. It considers the fight against sex discrimination fundamental to protecting these rights.

• **Economic approach:** The World Bank provides several examples that gender-biased division, and inequalities, tend to slow development, economic growth, and poverty reduction.

• **Gender inequality** is seen as a contributing factor to poverty and reduces human well-being and society's development. It's important to rely on facts and statistics to help convince those who may be skeptical and those who may not pursue gender equality just because it is the right thing to do.

For facilitator: It's important to rely on facts and statistics to help convince those who may be skeptical and those who may not pursue gender equality just because it is the right thing to do.

Ask participants to give examples of projects that have benefited men over women or vice versa. Do they know of projects that failed because they did not address gender or actually furthered inequalities between men and women?

Summary:
• Men and women have different needs, interests, priorities /constraints and can contribute to, and be affected differently by projects.

• Failure to address gender issues leads to inefficient and unsustainable results and exacerbates inequities.

• 1985: Concept first introduced

• 1995: Further developed at UN Fourth World Conference on Women

• Beijing Platform: "Promote an active and visible policy of mainstreaming a gender perspective"

• Gender integration

WHAT IS GENDER MAINSTREAMING?

Gender mainstreaming has been adopted at the international level as a strategy to achieve gender equality. It involves integrating a gender perspective into policy development, implementation, monitoring and evaluation, and measures regulatory and spending programs, with a view to promoting equality between women and men, and to combating discrimination.

"Gender mainstreaming is to assess the implications of actions/ policies for women and men of any planned activities/ actions, including legislation, policies or programs. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies/programs in all political, economic, and societal spheres so that inequality is not perpetuated. The ultimate goal is to achieve gender equality (UN ECOSOC 1995).

In more recent years, the term gender integration has been used interchangeably with gender mainstreaming. So it is clear now, that it is a strategy to ensure women's and men's concerns and experiences are included in the design, implementation and evaluation of policies and programs. It has been adopted at the international level as a strategy to achieve gender equality. It involves integrating a gender perspective into policy development, implementation, monitoring and evaluation, and measures. Organization and spending programs, in order to enhance equality between women and men, and combat discrimination.

"Gender mainstreaming is a strategy used to ensure women's, as well as men's concerns and experiences, are always included in the design, implementation, monitoring, and evaluation of policies and programs to avoid continuing or supporting existing inequality between men and women." Mercy corps.

And The United Nations Economic and Social Council (ECOSOC) provides a similar definition: "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including

legislation, policies or programmes, in any area and at all levels." The ultimate goal of mainstreaming is to achieve gender equality.

WHY IS GENDER MAINSTREAMING IMPORTANT?

Gender mainstreaming ensures that policy-making and legislative work are of good quality. It is higher and of greater importance to society, because it makes policies respond more effectively to the needs of all women, men, girls and boys and people with specific needs.

Gender mainstreaming is not only intended to avoid creating or strengthening inequalities, which may have negative effects on both women and men. It also involves analyzing the status quo, with the aim of identifying shortcomings of inequality, and developing policies aimed at addressing these inequalities and undoing the mechanisms that cause them.

In Iraq's context, the Social structures of the community create inequalities between women and men in access to resources, opportunities, and participation in decision-making on the level of policies by women and men. Therefore, the main problem remains that inequality between women and men in Iraq is still common, even though the Iraqi law states that all individuals are equal in front of the law. Therefore, this gender mainstreaming in Iraq aims to enable society and institutions to change their perceptions, values and cultures, policies and practices in support of equal choices and opportunities for men and women.

WHO IS RESPONSIBLE FOR GENDER AINSTREAMING?

At the national level, the local and national governments are in charge of implementing gender mainstreaming. However, it is not the responsibility of specific individuals working in certain areas or units to promote gender

mainstreaming. While specific structures should be created to identify the responsible persons, the responsibility for implementing gender mainstreaming should be with all employees of public institutions under the leadership of management.

HOW GENDER MAINSTREAMING WORKS?

In Iraq we need a political commitment to gender equality and a compatible legal framework are the prerequisites for establishing a successful strategy for gender mainstreaming. In addition to the goals and objectives set out in the strategy, gender mainstreaming requires a clear action plan. This plan should consider the context, meet the necessary conditions, cover all relevant dimensions, predict the use of concrete methods and spaces, define responsibilities and ensure that the necessary competencies are in place to achieve the expected results within a specified time period.

IRAQ NATIONAL POLICY CONTEXT

The Government of Iraq (GOI) has taken several legal steps toward promoting women's empowerment, equality, and equity and has made significant progress across several areas and sectors. Foundational to these advancements, the Constitution of Iraq confirms that all men and women are equal before the law without discrimination based on gender, race, ethnicity, origin, color, religion, creed, belief or opinion, or economic and social status.

This is further strengthened by the commitments that Iraq has made at international levels – such as the UN Convention on the Elimination of All Forms of Discrimination against Women, and the Beijing Platform for Action and other International conventions ratified by Iraq.

The General Secretariat of the Iraqi Council of Ministers' (GSCOM) and the Women Empowerment Directorate (WED) are charged with the responsibility to promote gender equality by empowering women through:

- Capacity building of stakeholders on a local level for gender mainstreaming.

- Development of awareness material and dissemination of information at a national and local level.

- Coordination and networking with stakeholders involved in the gender mainstreaming actors.

- Encourage mainstreaming of gender on a national and local level, by supporting the development of the policies that support gender mainstreaming.

- Promotion of law and policy reform, that object to gender equality.

- Monitoring of progress and implementation of action plans developed on all levels to ensure that women and men can participate equally in the political, economic and social cultural development of the nation.

GOAL OF GENDER MAINSTREAMING: ACHIEVING GENDER EQUALITY

The main aim of gender mainstreaming is to;

1- Promote gender equality or at least ensure that developed programs and policies will not increase the existing inequalities.

2- Make gender issues more visible, ensure that power, resources are deployed in without discrimination and over all promote gender equality.

> • Every policy and activity has a gender perspective or implication.
>
> • Gender analysis improves the effectiveness of policies and programs.
>
> • Needs and rights of women and men are addressed every policy or activity, in some way, affects the lives of men and women. Since men and women have different needs, interests, concerns, opportunities and life experiences, they are often affected by the developed policies and programs in different ways.

Facilitator NOTE: Ask participants if their organizations or institutions are already using gender mainstreaming. If not, do participants think that their leadership would be open to incorporating it?

GENDER MAINSTREAMING ENTRY POINTS?

There are multiple ways that work as entry points for gender mainstreaming, as the World Bank provided three entry points;

- Institutional level: gender mainstreaming at this level is the best because all policies and programs after that will ensure the integration of gender. If we consider the Iraq context, changing institutions is very challenging, and that requires a strong commitment of the leadership.

- Policy level: For LDAP-involved actors' gender mainstreaming at the policy level also can be used as programs by supporting these policies to integrate gender.

- Program/ project level: For the participant of this training(CSOs, governorates, and municipalities), this level can serve as the best entry point for gender mainstreaming and it is also the easiest way to enhance, and promote working on gender mainstreaming.

GENDER MAINSTREAMING MYTHS

- Favors women over men

- Women and men are already equal

- Only for policies related to women and women's issues

- For trainers: like all other policies gender mainstreaming has its opponents. Many of those who are against it base their arguments on myths and untruths such as the following:

- They say gender mainstreaming will favor women over men, as in GBV they say it will take power from men and give it to women. But in reality, gender mainstreaming is not only about women, but also concerns men and their needs, priorities, and interests. But we have to know gender mainstreaming goals to ensure that men and women benefit equally.

- Women often do stand to benefit more because they are typically disadvantaged, but there are cases where mainstreaming results in policies that promote the inclusion of men. Inequalities can apply to both women and men – and both should be addressed through gender mainstreaming.

- Some say we do not need mainstreaming; women and men are already equal. But is that true? We know that this is not true. For example, in our context in Iraq.

- Gender mainstreaming is not only for policies related to women and women's issues. Because in fact, all issues are women's issues. The whole point of view of gender mainstreaming is to bring the perspectives and concerns of women.

- into all policies and programs instead of sidelining and marginalizing women.

Facilitator NOTE: Ask participants

- What other myths exist around gender mainstreaming if they have?
- What is really behind the opposition to gender mainstreaming?
- Do men feel that their position is threatened by it? Do they feel that they have something to lose if gender mainstreaming is considered?

GENDER MAINSTREAMING AND THE PROJECT LIFE CYCLE

When we talk about gender mainstreaming theoretically it sounds easy enough, but when it comes to reality, how would you go about incorporating it into the design, implementation, and evaluation of programs and policies?
The International Labour Organization has created a useful project life cycle that incorporates gender throughout, which we can use to improve gender mainstreaming and gender equality in our institutions.

- **Design:** During the design phase, conduct a gender analysis and/or needs assessment, without gender analysis or assessment, you have passed the first step in gender mainstreaming which will affect the process.

- **Start-up:** Develop a strategy for how gender equality will be promoted through specific measures and arrangements such as committing to a balanced representation of women and men in project activities.

- **Implementation:** Take gender-specific actions to redress inequalities and discrimination against women and/or men in a given context. Build capacity for gender mainstreaming among project staff and beneficiaries.

- **Monitoring and evaluation:** Review the extent to which projects are addressing key gender issues. Integrate relevant gender-sensitive indicators into the project. design and into the monitoring and evaluation guidelines. Gender indicators may be sex-disaggregated or gender-specific. Use the results of project evaluations to identify best practices and lessons learned and share this knowledge widely so that it informs future programs.

Facilitator NOTE: This example is more relevant for a program but can be adapted for policy development should this be more relevant to your participants.

GENDER MAINSTREAMING STRATEGIES/TOOLS

- Involve women and men in consultations about how to gender mainstream.
- Include sex-disaggregated data, so based on that you can develop your plans.
- Formulate gender-sensitive and/or specific objectives, indicators and activities.

There are many opportunities to mainstream gender into the project lifecycle. Let's go over a few more strategies and tools. For example, during program design you can:

- Involve both women and men beneficiaries in project design consultations and analysis, whether this takes the form of surveys, public meetings, public hearings, stakeholder interviews or other methods. This will ensure that the concerns and priorities of women and men are known and incorporated into the project design.

- Include sex-disaggregated data in the background analysis and justification for the program. For example, if you are conducting a voter education project, it would be important to know what percentage of registered voters are men versus women. What you find may also influence your program design. If you learn that a very small percentage of women are registered to vote, it may make sense to design a voter registration program that specifically targets them, taking into account the analysis conducted to help identify and address specific barriers women face in the registration process.

- Formulate gender-sensitive strategies and objectives, and corresponding gender-specific/sensitive indicators, targets and activities. Be sure to collect gender-disaggregated data throughout the program so you can determine if gender mainstreaming has been successful.

WHY DOES GENDER-RESPONSIVE PROGRAMMING FOR CSOS AND OTHER STAKEHOLDERS INVOLVED HAVE A PROGRAMME?

The first step is to Involve both women and men beneficiaries in project design consultations and analysis. This can be done by FGDs, surveys, meeting community leaders, and women activists. In this way, the project will ensure that the concerns and priorities of women as men are known and as a result, will be included in the project from the design point.

- Sex and age disaggregated data collection of the targeted beneficiary's community in the analysis as justification for the program. For example, if your project has an indicator to distribute winterization clothes to a refugee

camp, it would be important to know what percentage of residents are male and women. Taking into account the analysis conducted to help identify and address specific needs of women such as dignity kits.

- Developing gender-sensitive strategies and objectives, with putting in place gender-sensitive indicators, M&E tools, targets, and activities. Therefore, gender-disaggregated data collection throughout the project implementation, so you can determine if gender mainstreaming has been successful.

- Gender equality, non-discrimination on the basis of sex and gender identity and access to sexual and reproductive health and rights are fundamental universal human rights principles.

Realizing women's human rights means:

- Recognizing and addressing the underlying and/or immediate causes of women's and men's human rights violations;
- Challenging structural constraints to the equal rights and choices of women and girls; and
- Putting in place an appropriate policy and programmatic responses in line with human rights principles.
- A human rights-based approach to gender equality also calls for the participation of marginalized, disempowered, and discriminated against groups of women and men in decisions that affect their lives and ensure they benefit equally from development.

WHY DOES GENDER RESPONSIVE PROGRAMMING WORK?

It works:

- Women's equal access to resources and opportunities in agriculture could lead to an increase in agricultural output in developing countries of 2.5-4 percent, with the potential to reduce the number of undernourished people in the world of 12–17 percent, and lifting 100–150 million people out of hunger (FAO, 2011).

- Increasing the female employment rates in OECD countries to match that of Sweden could boost GDP by over USD 6 trillion (PwC, Women in Work Index 2018).

- Girls' education reduces high fertility rates, infant and child mortality, and maternal mortality rates. It increases women's labor force participation rates and earnings and fosters investment in children's education (UN Women, Progress of the World's Women 2015-2016).

- Diversity in the workforce improves staff performance and productivity; increases innovation, creativity, and flexibility; improves understanding and penetration of markets.

GENDER RESPONSIVE BUDGETING

Gender-responsive budgeting is a process of creating, applying, and monitoring budgets, and it is important for local or national government needs to ensure it has taken into consideration the different needs of women and men, boys and girls while designing gender-responsive budgets (GTZ). So, it is a tool to ensure that a program is being gender mainstreamed and that resources aren't being spent with discrimination intentionally or unintentionally. In that case, it will also be a tool to support government transparency and accountability. Hence, if the government allocated a gender-responsive budget correctly, then funds will be allocated to promote gender equality.

FACTORS TO GENDER BUDGETING

Effective implementation of gender budgeting requires political commitment in line with the technical capacity for gender mainstreaming. Co-leadership is particularly important to ensure that gender equality is integrated into the planning processes, budgeting, benefiting both women and men from the revenues and expenditures of the general budget.

KEY FACTORS FOR GENDER BUDGETING INCLUDE:

- Political will and political leadership on local and national levels.
- The political commitment of public administration institutions.
- Improving the technical capabilities of civil servants.
- Civil Society Participation and particularly women-led organizations.
- Sex-disaggregated data, so the budgeting process be well allocated.

GUIDING LOCAL AUTHORITIES ON HOW TO ENSURE GENDER EQUALITY AND GENDER MAINSTREAMING

Phase one:

1- Preparing the ground for effective gender equality, by assessing the needs for gender equality in your institutions.

2- Integrate gender mainstreaming development initiatives in our programs.

3- Provision of needed resources have been allocated to implement the gender mainstreaming initiative, and follow-up.

4- Write good terms of reference for gender focal points.

5- Select a good trainer to implement the training.

Phase two: Prepare the ground for a gender-equality and gender mainstreaming organization that responds to the municipality/ governorate or organization needs and roles.

1- Start to be engaged in the gender mainstreaming learning needs assessment capacity building.

2- Regular Participate in the design of the gender mainstreaming development initiatives.

3- Encourage people in your own institutions and others to attend the activity.

4- After all this, you will need to start to plan and implement a monitoring framework to ensure that gender mainstreaming is working properly.

Phase three: Evaluation and follow-up, with securing long-term outcomes for sustainability.

1- Together with your team set up an evaluation framework for the initiative.

2-Assess the long-term impacts of the training, for example, how sustainable you expect it to be.

3- Encourage and give support to participants to implement new knowledge gained from the training in their work.

CHALLENGES FOR PROMOTING GENDER EQUALITY AND GENDER MAINSTREAMING IN IRAQ.

• Lack of clear government mechanisms in promoting gender equality at local levels.

• Lack of public awareness including women and girls on the importance of gender equality and gender mainstreaming and its importance to the community.

• Lack of international and national support in terms of financial support such as gender-responsive budgeting to enable effective implementation.

• Power of relations rooted in culture, especially in Iraq we have tribal and ethnic power which plays a huge role in society.

• Exclusion of women in decision-making positions due to cultural norms.

The lack of proper gender profiling and gender analysis significantly hinders effective gender mainstreaming on local and national levels.

• Current governmental and nongovernmental opportunities are mostly dominated by male youth. As a result, girls lack the confidence to participate due to current political, and cultural norms that restrict women and girls' access to opportunities.

• Measures addressing gender issues are very weak on a national and local level. Current political context does not adequately address gender-related aspects even though few steps have been taken in regard to women's empowerment.

GENDER MAINSTREAMING IN LEADERSHIP AND DECISION-MAKING POSITIONS

Iraq has ratified several international conventions that promote gender equality and women's empowerment. The efforts to promote gender balance in some political positions have been undertaken at some levels such as the quota percentage in parliament seats. Yet the data shows that women remain under-represented in political, administrative leadership, and decision-making positions.

For gender equality, it is important to improve women's representation in leadership and decision-making.

GENDER EQUALITY PLANS MAY INCLUDE:

- How women are represented in decision-making at the political level in the country.
- What are the targets to promote gender balance in leadership and decision-making roles across the institutions on the local and national levels?
- Which steps need to be taken, and by whom, for example, Council of Ministries, Women's Empowerment Directorate), to achieve these targets.
- What are the barriers that prevent women from being represented in decision-making and leadership positions in Iraq?

Give the participants time to answer and discuss these questions and share their ideas with the attendees.

GENDER EQUALITY MEASURE ADRESS PLAN

- Identify what are the policies that can be considered to improve gender mainstreaming, so that more women can be considered for leadership and decision-making positions on a national level.

- Adapt processes and procedures for the selection and election of committees and other bodies on a local and national level.

- Making procedures more transparent, so women and girls have more clarity about what is required, regarding available opportunities.

- Engage women in leadership positions and provide support to women employees to enable them and engage them in decision-making procedures.

- Women's empowerment Directorate to provide all decision-makers and leaders with gender equality training.

- Advocate with local and national governments to ensure gender balance by keeping at least the gender quotas percentage.

- Increasing the number of women in leadership and decision-making position is a process that promotes better gender equality, from sex-disaggregated data collection and analysis to identify issues to gender-sensitive training.

WOMEN AND ECONOMIC EMPOWERMENT

Women's economic empowerment aims to increase the employment rate for women, advancing and strengthening their economic status, by Increasing of participation of women in the decision-making process and achievement of gender equality through capacity building of entrepreneurship and economic the capability of women for economic independence and self-employment.

Gender mainstreaming is a global strategy for promoting gender equality in the area of economic development through the Platform for Action at the United Nations Fourth World Conference on Women in Beijing in 1995.

THREE MAIN DIMENSIONS FOR WOMEN ECONOMIC EMPOWERMENT

- Enhancing women's access to and control over productive resources.

- Women's participation in public decision-making processes.

- Supporting women and girls in the most remote rural areas by improving their access to basic rural infrastructure and services.

Due to gender inequality in Iraq a number of barriers for women to participate in local and national economic development strategies. In addition to multiple barriers forms of discrimination; when discrimination is based on gender, ethnicity, religion, occupational status, political, tribal, or religious affiliation.

WOMEN'S ECONOMIC EMPOWERMENT BARRIERS

- Poor representation of women in decision-making positions.

- Compared to men fewer opportunities are available for women and girls resulting in limited access to opportunities, resources, and advantages.

- Cultural tribal, ethnic, and religious constraints on women's movement.

- Lack of capacity building of women and girls to access opportunities equally.

- Lack of political will to engage women and girls in economic empowerment opportunities.

- The economic dependency of women and girls makes them more vulnerable to all forms of discrimination including gender-based violence.

Therefore, gender analysis should be conducted at the early stages of each intervention to identify existing gender roles and the challenges and obstacles to equal participation that they generate for women and men. In response, gender equality issues should be mainstreamed at each phase of the intervention, i.e. interventions should take into account different needs and wants of women and men and should be oriented towards addressing gender inequalities.

WOMEN AND GIRLS ECONOMIC EMPOWER ROLE GENDER ANALYSIS.

- What are the main economic sectors that women's concentrated in?

- What is the percentage of women working in those economic sectors?

- What are the main barriers that prevent women from accessing those economic sectors?

- What are the practical gender needs of women and girls that must be addressed in order for women and girls to benefit equally from available opportunities?

- What are the main gender gaps?

WOMEN'S ECONOMIC EMPOWERMENT IN THE IRAQI CONTEXT

- Adopt policies, and strategies and build capacity to respond to the specific needs of women and girls.
- Advocate for better access of women and girls to decision-making bodies through awareness raising, capacity-building training, and other activities for increasing representation.
- Enhance women's employability capacity through skill development and capacity-building training. In addition to raising their awareness of sources of information on job offers, as well as how to apply, and prepare for interviews.
- Ensure a safe work environment for women and girls by providing decent working conditions, free of violence and exploitation.
- Allocate a suitable budget to improve Income Generating Activities for women and girls.
- Ensure a safe work environment following Iraq labor law, through written contracts, with social security, and provide adequate maternity leave, child care, and family care.
- Enhance women's capacity to keep good jobs through flexible work schedules and enhance their personal development capacity by engaging them in courses.

- Public awareness on the importance of economic empowerment for women and girls.
- Advocacy with local and national government for provision of more seats for women and girls in municipalities' councils and other official governmental bodies.
- Construction of cottage industries to support women's empowerment.

GENDER PERSPECTIVE IN A PROJECT PROBLEM ANALYSIS

- Ensure that all data used in the analysis is disaggregated by sex (data disaggregated by sex).

- Relying on the results of qualitative and quantitative research existing in the subject area to determine whether Information on the differences in the status of men and women is also specified

- Wherever there are differences between women and men, they must be analyzed in order to determine both their causes and effects.

- Ensure that relevant gender issues, gaps and inequalities are included in the intervention area its incorporation into the entire problem analysis;

- The analysis could be conducted by the project team, but could also benefit from the input of specialists in Gender affairs. If gender specialists are involved, it is important to discuss their findings.to it with the project team, in order for the results to be shared and fully understood by all key stakeholders in the project.

APPENDIX 1: DEFINITIONS:

Gender: refers to socially constructed, ascribed roles and responsibilities of women and men, and includes expectations held about characteristics, and likely behaviors of both men and women; the roles that we learn to fill from childhood onward.

Sex: refers to the biological characteristics and traits that indicate whether one is male or female.

Gender Equity: refers to fairness and justice in the distribution of responsibilities and benefits between men and women (i.e., an equal number of women and men on an organization's Board of Directors).

Gender Equality: refers to the absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources or benefits, or in access to services (i.e., equal participation and decision-making power by men and women on a Board of Directors). Gender Equity is the first step towards the goal of Gender Equality.

Gender Analysis: is a tool for examining the differences between the roles that women and men play, the different levels of power they hold, their differing needs, constraints, and opportunities, and the impact of these differences in their lives.

Gender Mainstreaming: is defined by the United Nations Economic and Social Council (ECOSOC) as: "… the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality." (From www.ilo.org)

Gender Equity (or fairness) and social justice are the long-term goals of gender analysis. It strives for an equitable distribution of social, cultural, and economic resources, improved quality of life, transformations of gender hierarchies, the empowerment of women, shared participation by men and women in decision-making activities in both households and in public life, and a gender-sensitive, people-oriented approach to social and economic policy and infrastructure development.

APPENDIX 2

PRE - POST TRAINING

1- What is gender mainstreaming in your own words?

2-What is the definition of gender and sex?

3- Write three steps for gender mainstreaming.

4- Name at least three challenges for gender mainstreaming in Iraq.

5- Who is responsible for gender mainstreaming in the Iraq context?

6- What is the definition of gender equality?

7- Name three challenges for promoting gender equality and gender mainstreaming in Iraq.