



ASIA PACIFIC FORUM
ADVANCING HUMAN RIGHTS IN OUR REGION

APF Gender Mainstreaming Guidelines for Trainers and Developers of APF Training Material

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1. Introduction

The Asia Pacific Forum for National Human Rights Institutions (APF) is a network of national human rights institutions (NHRIs) in the Asia and Pacific region. The APF provides its 24 members with advisory, networking and capacity-building services as well as supporting them in their efforts to comply with international standards and to promote and protect human rights.

NHRIs are official, independent legal institutions established by the State and exercising the powers of the State to promote and protect human rights. They have broad mandates for the promotion and protection of human rights. They are subject to international minimum standards for NHRIs, the Principles relating to the Status of National Institutions for the Promotion and Protection of Human Rights (the Paris Principles).

In recent years, NHRIs have undertaken express commitments at the international level and regional level to integrate gender equality and women's and girls' human rights across all aspects of their work.

This commitment is reflected in the APF's *2015–2020 Strategic Plan* as one of the APF's five objectives; gender equality:

The APF promotes gender equality and mainstreams gender across all its work.

The APF defines gender mainstreaming as a process of assessing and operationalising the implications for women and men of any planned action, activity, advice, policies, programmes, budgeting in its operations. Its goal is to achieve formal and substantive equality between women and men.

The APF recognises that gender is non-binary and does not restrict its policies or activities to a female/male binary. It seeks to incorporate this inclusive understanding of gender into its gender mainstreaming policies and processes.

To realise this commitment to gender equality and mainstreaming, the APF has a gender policy, a gender focal point within its secretariat and is currently developing a gender strategy.

Additionally, the APF has developed a manual for NHRIs on 'Promoting and protecting the Human Rights of Women and Girls' and a complementary blended learning training course on the human rights of women and girls for NHRIs. Although there is a specialised APF training program on the human rights of women and girls other APF training programs do not necessarily adequately address gender considerations. Recognising this gap, the APF will progressively integrate gender mainstreaming across all its existing thematic, functional and operational training programs and will aim to address gender considerations in all future training products.

Where possible, trainers engaged for existing APF training programs that do not adequately address gender issues, should refer to these guidelines to ensure gender sensitivity. Trainers should also seek support of the APF secretariat if they feel they require additional assistance.

It is important to note here that these guidelines will be regularly reviewed¹ and amended to keep improving them as an evolving resource guide. They represent the initial stage in a process to provide a practical framework of guidance on how to incorporate a gender perspective in the development, implementation and evaluation of training courses. The guidance and its checklist is aimed at APF trainers, including trainers within NHRIs.

APF management and staff members will actively distribute these guidelines to existing APF trainers and to prospective trainers. The guidelines will also be distributed to APF members and networks for their consideration and use. The APF welcomes all feedback on the practical application of the guidelines.

The APF will also ensure that in the future engagement of trainers or writers of training handbooks/modules these guidelines will be provided as part of the contractual process.

2. Why do we need to integrate gender equality into APF's training programs?

For the purposes of this guideline, please note that women and girls include trans women and trans girls.

Gender equality and gender mainstreaming is a priority to the APF membership², recognising that gender equality is vital in achieving substantive equality for all. The work practice of the APF, its trainers, staff and its member NHRIs is directly related to our collective capacity to effectively integrate gender and the rights of women and girls. This also applies to APF training practice. For example, the way in which the APF conceptualises its training and its implementation can help determine whether or not particular issues that impact on women and girls are brought into focus in the training. This is not always self-evident or easy, and will often require advice from gender experts.

In addition to APF's strategic goals, the Sustainable Development Goals (SDG), which will guide development policy and funding for the next 15 years, identifies achieving gender equality (goal 5) as necessary for development. NHRIs, by virtue of their nature, play a vital role in working towards the realisation of these goals in countries.

Furthermore, international treaties such as the Convention of the Elimination of all forms of Discrimination Against Women (CEDAW) prohibits direct and indirect discrimination against women and girls.

Direct discrimination occurs when a difference in treatment relies directly and explicitly on distinctions based exclusively on sex and characteristics of men or of women (e.g. inheritance law based on patriarchal transmission). Indirect discrimination occurs when a law, policy or programme has the effect of creating or perpetuating inequality between men and women (e.g. a law on working hours).³

Wherever a gender neutral approach is applied that does not make explicit the distinct and differential situation of women and girls or the specific inequalities arising across genders, this prevent us from seeing or addressing the issues for women and girls. If we don't actively and intentionally include women and girls, our systems may unintentionally exclude them. Asking questions from the start of the development of APF training manuals and training is therefore essential to achieving substantive equality.

Integrating gender equality within APF training can create more inclusive and effective training programs. It can also contribute to achieving gender equality by encouraging greater representation and participation. The training can lead to notable changes in participants' personal attitudes and behaviours in relation to gender, which, in turn, can inform longer-term change in institutional and structural practices and attitudes and behaviours.

3. What is a gender analysis?

Gender analysis involves analysing men and women's, girls' and boys' circumstances, recognising the biological, physiological as well as socially and culturally constructed differences for women and men, boys and girls, and identifying the areas of consequent disadvantage and inequality across genders.

The concept of equality means much more than treating all persons in the same way. For example, providing women with equal opportunities could lead to an equal outcome in some situations but it may also not have that result. This is because the equal treatment of persons in unequal situations will generally operate to perpetuate, rather than eradicate, injustice. Genuine, or **'substantive' equality** usually only results from efforts that seek to address these situational disadvantages. It is this broader view of equality which has become the underlying principle and the ultimate goal in the struggle for the recognition and acceptance of the human rights of women and girls.

Substantive equality is multi-dimensional and includes redressing disadvantage; addressing stigma and stereotypes; acknowledging the structures of society that entrench women's disadvantage and enhancing women's agency and voice.⁴

It is important to understand that not all women and girls are equally disadvantaged. Due to intersectional discrimination, women and girls can face different levels and areas of disadvantage as a result of their race, disability, age, class, caste, sexual orientation, gender identity or sex characteristics, or as a result of being an Indigenous woman/girl or a migrant or refugee woman/girl, or a female migrant worker. To ensure that the full range of disadvantages are identified and addressed, it is important to include an intersectional analysis within a gender analysis.

Ensuring training program does not perpetuate or reinforce any gender discrimination, inequality or negative gender stereotypes, through its content, methodology and processes is important. Men and women must have equal opportunities to access training, as well as benefit equally from the training activities, including addressing any historical and systemic disadvantage women may face.

The APF recognises that it is not realistic to expect trainers will be expert on gender analysis or issues. Nonetheless, given the priority the APF has given to gender mainstreaming and equality it will require trainers to consider the social structures and the vulnerabilities that face women and girls in relation to the content of their courses. Independent UN reports such as publicly available CEDAW and Universal Periodical Review reports of participating countries in the training are useful for trainers to access to gain a gender assessment. In addition, NGOs expert in a specific area could also be sought for expert advice and opinion. Trainers may also wish to seek advice from the APF secretariat.

To assist trainers in the consideration of gender into training activities and resources, see the Resources section for a sample checklist for gender mainstreaming and evaluating. Trainers and content developers can use this template to check that they have considered gender and demonstrate that this work has been undertaken.

3.1. STEPS TO APPLY GENDER ANALYSIS⁵

To demonstrate that a gender analysis has been applied to a training activity, this will be recorded into the Gender section of the APF Activity Report which is completed after an APF training⁶. In the development of training resources, such as a thematic manual, a gender analysis and plan for the integration of gender into the resource will need to be evidenced before work can be signed off and initiated.

1. **Analyse** the social structures and power relations that frame the laws and politics, the economy, social dynamics and family and community life:
 - Consider how women and girls and men and boys are differently situated and affected in the context, and consider how age race, disability, sexuality and other factors can impact.
 - Consider the data and evidence demonstrating the differential impact.
 - Consider the areas of consequent gender disadvantages and gender inequalities that arise.
2. **Consider** the specific vulnerabilities to human rights violations faced by women and girls:
 - Consider the disproportionate disadvantage or violations experienced by women and girls (e.g. feminisation of poverty, domestic and family violence experienced predominantly by women and girls).
 - Identify human rights violations that are specifically experienced by women and girls (e.g. violations of women human rights defenders).
3. **Identify and dismantle** harmful gender stereotypes that results in violations of women's and girls' human rights. Promote positive perceptions of women and girls, where they are not viewed in terms of what women 'should' do but for who they are – unique individuals, with their own needs and desires.
4. **Consider** specific strategies to address the gender differential impact and the human rights violations on women and girls.
5. **Consider** doing an intersectional analysis by considering all the different marginalised groups of women and girls in the community (resource material: AWID, *Intersectionality: A Tool for Gender and Economic Justice*⁷).

4. Gender equality in the design and development of a training program

Deliberately addressing gender inequalities in the design of the training program will ensure the training generates gender equality outcomes in line with the APF gender equality and mainstreaming objective and strategy. To integrate gender into the design and development of a training program, it is important to conduct and record a gender analysis (see steps for gender analysis above) of the content, process and methodology.

Some aspects to consider:

1. Planning in development of content and training modules

- Consider how women and girls, men and boys are differently affected by the issues.
- Consider the data and evidence available demonstrating the differential impact.
- What are the specific vulnerabilities to human rights violations faced by women and girls in this context?
- Does the content address these human rights issues for women and girls?
- Is there a need to develop and include specific content addressing women's and girls' human rights violations?
- Consider including objectives and outcomes on promoting gender equality included in the design.
- Does there need to be specific gender design features built in to maximise participation during the training? Consideration of different cultures and how this might affect equal participation of women and men – i.e. activities that may have close proximity or touching.
- How is the training environment structured to address any gender inequalities? Or enable a diversity of women's participation? – i.e. layout of the room, positioning of participants.
- Is there a gender balance among the training, presenters, organisers and trainers? Are there presenters with gender expertise included?
 - See *Video Link 7 rules to avoiding all-male panels* at www.inclusivesecurity.org/2016/05/30/video-7-rules-avoiding-male-panels/ .
- What is the level of commitment or expertise in mainstreaming gender into courses that the APF is partnering with them on and what are the gaps, if any?
- Was there consideration given to bringing in a partner with gender expertise?

EXAMPLE

For the **Philippines National Blended Learning Course on Women's and Girls Human Rights**, gender experts with lived and working experience of intersectional inequalities were invited to present during the on-line and face-to-face training. A woman with hearing impairment spoke of the inequalities experienced by women with disability in the Philippines. A gender expert working with Indigenous women presented on the gender inequality and human rights violations experienced by Indigenous women in the Philippines.

- Is there a gender balance among the participants? Is there a gender balance among senior level participants? What strategies are used to ensure a gender balance among participants? Are there additional areas of inequalities among the participants?

EXAMPLE

The APF requests members to consider gender balance when inviting NHRIs to training. In addition, training application forms for those courses should include gender identifier boxes (including 'other' or 'prefer not to disclose' for those who may be gender fluid) so that gender data is monitored and disaggregated.

- Consider the existing gender inequalities experienced by women in NHRIs i.e. ensure gender balance in participation among leadership levels and lower level staff. Trainers should proactively in encouraging contributions from women in the on line and workshop components.
- How are safety issues regarding sexual harassment and gender based violence in the training environment addressed?

EXAMPLE

For example, at the beginning of a training program 'ground rules' should be set out by trainers for participation in the online and workshop components of training which sets out the mutual obligation of all participants for respectful and non-discriminatory interactions. The APF has zero tolerance for any discriminatory behaviour, inflammatory language or harassment of any kind, including on the basis of gender.

2. Implementation

- Consider building in ways, activities and content to address any issues identified during the gender analysis process.
- Being mindful that content, activities and rhetoric used during the training does not reinforce negative gender stereotypes and proactively promotes gender equality – i.e. language or examples used.
- Consider the constraints and opportunities for women and girls – in terms of accessing the training and benefitting from the training. Where possible, prioritise equal representation of women and men in the selection process.
- Build in capacity to do a gender review of the training program – engage gender expertise for the planning and design; engage with women and girls affected, and women's and girls' advocates and organisations.
- Consider including specific gender components in the design of the monitoring (e.g. indicators) and evaluation mechanisms.
- Have resources been allocated for strategies to integrate gender?
- What techniques have been developed to enhance women's and girls' voices and rights in the training? – i.e. facilitators noting balance of speakers and encouraging equal contributions.

EXAMPLE

In the drafting of *Promoting and Protecting the Rights of Migrant Workers: A Manual for National Human Rights Institutions*, explicit attention was given to gender analysis in the planning and design stage prior to the commencement of the project. As a result, the gender dimensions of that Project were explicitly considered and women's rights were woven into the content and foregrounded within the Training manual. In addition, collaboration occurred with expert reference groups from NHRI's and NGO's to review the content before it was finalised to ensure that it documented relevant gender considerations.

3. Reporting and evaluating

- Do the outcome performance indicators include gender indicators?
- Are all course results disaggregated by gender?
- Are there gender components in the evaluation? What changes to gender inequality or injustice were achieved?
- Have the specific needs of different genders been considered?
- Is gender specific content included in the materials and resources?
- Report on any actions taken in the first two steps (planning and implementation) in the activity reports under the Gender section
- Were any of the action plans developed by participants based on gender issues or address gender inequality?

5. Resources

5.1. A SAMPLE CHECKLIST FOR GENDER MAINSTREAMING AND EVALUATING

	Yes/No	Details/actions
Was gender analysis performed during planning?		
Intersectionality analysis conducted (if applicable)?		
Is specific gender content required?		
Is specific gender content/or activities produced?		
Facilitation and training team has a gender balance/or has the expertise?		
Was a gender expert brought in during planning or implementation?		
Gender consideration was prioritised during selection of participants?		
Training space and environment setup with consideration for gender?		
Activities or content developed specifically around gender issues relating to the topic of training?		
Any action plans developed which includes or focuses on gender issues?		
Evaluation forms include disaggregated gender questions 'female', 'male', 'other', 'prefer not to disclose'?		
Gender considerations and reflections have been documented and reflected in the APF Activity Report?		

5.2. FURTHER READING

APF, *Promoting and Protecting the Human Rights of Women and Girls: A Manual for National Human Rights Institutions*. At: www.asiapacificforum.net/resources/manual-on-women-and-girls/.

APF, video resource on women's rights. At: www.asiapacificforum.net/news/apf-launches-video-resource-womens-rights/.

Canadian Human Rights Commission, *Gender Integration Framework*. At: www.chrc-ccdp.ca/eng/content/chrc's-gender-integration-framework.

Office of the High Commissioner for Human Rights, *Gender Equality Policy* (2011). At: www2.ohchr.org/english/issues/women/docs/GenderEqualityPolicy_September2011.pdf.

Report by the UN Secretary General, *Integrating the gender perspective into the work of United Nations human rights treaty bodies* (1998) UN Doc. HRI/MC/1998/6. At: www.un.org/womenwatch/daw/news/integrating.htm.

UN Women, *Compendium of Good Practices in Training for Gender Equality* (2016). At: www.unwomen.org/en/digital-library/publications/2016/5/compendium-of-good-practices-in-training-for-gender-equality.

AWID, *Intersectionality: A Tool for Gender and Economic Justice* (2004). At: www.awid.org/publications/intersectionality-tool-gender-and-economic-justice.

Gillian Fletcher, *Addressing gender in impact evaluation: What should be considered?* A Methods Lab publication. (2015). At: www.odi.org/publications/9933-addressing-gender-impact-evaluation-should-be-considered.

ENDNOTES

- 1 The first review of the *Gender Mainstreaming Guidelines for APF Trainers* will begin in December 2017 then reviewed on an annual basis as the APF Gender Strategy is realised.
- 2 As articulated in the APF 2015–2020 *Strategic Plan*.
- 3 Office of the High Commissioner for Human Rights, *Gender Equality Policy* (2011), p10.
- 4 Sandra Fredman and Beth Goldblatt (July 2015) *Gender Equality and Human Rights*, Discussion paper UN Women. No. 4.
- 5 See Resources section (5.2.) for further reading on this topic.
- 6 Activity report templates are available for all trainers and will be made a reporting requirement in the development and implementation of an APF training activity.
- 7 AWID, *Intersectionality: A Tool for Gender and Economic Justice* (2004). At: www.awid.org/publications/intersectionality-tool-gender-and-economic-justice. See also, *Framing Questions on Intersectionality: A Resource provided by the US Human Rights Network and the Rutgers Center for Women's Global Leadership*. At: www.ushrnetwork.org/sites/ushrnetwork.org/files/framing_questions_on_intersectionality_1.pdf; Yolande Tomlinson, *Intersectionality: A Tool for Realizing Human Rights* (2015). At www.newtactics.org/blog/intersectionality-tool-realizing-human-rights; and Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In, Martha Albertson Fineman, Rixanne Mykitiuk, Eds. *The Public Nature of Private Violence*. (1994), p. 93-118. At www.racialequitytools.org/resourcefiles/mapping-margins.pdf.



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