MODULE

MAINSTREAMING GENDER INTO POLICIES

by Dr Alenka Verbole and Dr Igor Davor Gaon

INTRODUCTION

The recent political change in Armenia and the government's subsequent declared commitment to greater transparency have unlocked new opportunities for civil society's contribution to the policy process.

With the aim to strengthen the capacities of the Armenian CSOs to build links with their constituencies, improve their strategic communication and cooperation within the sector and have a greater impact on policy the Eurasia Partnership Foundation (EPF) is implementing in a Consortium with SOCIES Expert Centre NGO, Boon TV Foundation, Youth Cooperation Centre of Dilijan NGO and Sose Women Issues NGO the "Data for Accountable and Transparent Action" (DATA) programme co-created with and supported by the United States Agency for International Development (USAID) in a period from June 2020 to May 2022.

Under this framework, the Module presented her is primarily designed for trainers/facilitators with an aim to unify and provide a standard quality of the trainings on how to mainstream gender in policies, programmes and projects aiming also at building capacities and skills of the CSOs interested in contributing to, and influencing, policy processes in Armenia as well as possibly other target groups.

Thus, the Module provides theoretical inputs, methodology and practical tools for trainers/facilitator to deliver successful trainings and ensure the transfer of knowledge and skills to different target groups, but in particular to the CSOs using a participatory approach.

Several case studies using Armenia's context as well as cases from other countries on different aspects of gender mainstreaming in polices have been developed to allow for reflection on different phases in policy cycle using gender glasses.

Using this module, the readers should be able to:

- understand and explain what public policies are, how they are made (procedures, rules of engagement) and who takes part in the process (stakeholders) and why they should be gender mainstreamed,
- understand and explain what gender is (concepts, definitions),
- understand and explain how public policies can be evaluated through the gender lenses, and how public policies can be "engendered" (how gender can be mainstreamed into policies), and,
- design and implement a training on gender mainstreaming in policies.

The ToT Module is developed in a way that allows for a creative approach to designing and implementing trainings and/or awareness raising session on gender mainstreaming in policies. It is divided into several parts, with many of them encompassing examples of exercises and notes to the trainers/facilitators.

In **Part I - GETTING INTO THE TRAINER'S SHOES** the focus is on what does it mean to be a trainer/facilitator, how to design and implement a training on gender mainstreaming in policies for different target groups including some tips for the trainers.

Part II: **PUTTING ON, FITTING, AND ADJUSTING GENDER GLASSES: TOWARDS UNDERSTANDING GENDER, GENDER CONCEPTS AND DEFINITIONS** introduces readers to gender, gender concepts and definitions including that of gender mainstreaming. Further, it reflects on gender differences and their implications for Armenia's society (identifying different policy issues using gender analysis), thus consequently policies with examples of exercise and tips for the trainers.

Part III: LINKING GENDER TO POLICY-MAKING introduces the reader to public policies and how they are made (policy-making cycle) as well as different actors that have stake(s) in the policy making process.

PART IV: MAINSTREAMING GENDER INTO POLICY-MAKING PROCESS AND POLICIES focuses on how policies can be designed, monitored and evaluated using gender glasses as well as it provides tools for mainstreaming gender in policies, and policy-making process in general. Couple of case studies will be developed (i.e., on identification of different stakeholders who may be engaged/are part of the policymaking, their roles and responsibilities, interests, agendas, power relations and their possible contributions to gender mainstreaming in policies, on advocacy planning and implementation and similar).

It is expected that this Module will be a living document used as a basis for continuous development of material and inputs, allowing for information to be added or revised as needed rather than a "set in stone" training tool.

PART I: GETTING INTO THE TRAINER'S SHOES

This part focuses on what does it mean to be a trainer/facilitator, how to design and implement a training on gender mainstreaming in policies for different target groups including some tips for the trainers.

At the end of this Part, the readers should be able to:

- *understand how to design a training workshop and implement it,*
- *understand how to design an agenda and timetable for training using pre-training needs assessment,*
- *understand the purpose of energizers and ice breakers and use them as relevant,*
- *recall different facilitation methods and techniques,*
- *understand how to monitor and evaluate the training.*

Planning training takes time. So called training session plans are an excellent tool to ensure that the information and knowledge you need to share/deliver follows a logical sequence. This will help among others your participants to engage with it, and, ultimately, understand and retain it. Thinking about the approach, methods, tools, and time that you will need as facilitator/trainer for each section of your training plan is crucial, as well as knowing who your trainees/participants are and what are their needs. It is essential to make sure that you have plenty of time to focus on the core concepts (i.e., gender, policy, mainstreaming gender into policy) otherwise you may need to run additional sessions. Remember everything takes as twice as much time as planned.

Throughout the Module there are outlined exercises suggested to address different issues relevant to gender mainstreaming into policies as well as examples, and tips for the facilitators/trainers. In this Part some methodological issues and tools will be discussed. We strongly believe that face to face training wins over the on-line one at any given time. Nevertheless, the methodology and approach may not differ that much at the end of the day.

Pre-training needs assessment

Knowing who the participants are and what are their training needs is a key to planning and implementing a successful training. Planning for any workshop begins with finding out more about your participants, as there is nothing more frustrating or boring than being in a situation where a lot of material that participants are already familiar with is covered, or concepts that participants feel are "too theoretical to have anything do with their work" are discussed.

An individual or group interviews, participatory observations, prior to the workshop are effective ways to conduct a pre-training needs assessment of the participants. However, this may not always be practical or possible. Instead, a survey form or a questionnaire can be sent to the participants clearly indicating where they should return it and by what date. An example of pre-needs training assessment is included as Annex I.

The data collected from the pre-training questionnaires should then be analysed by the trainers/facilitators helping to determine and meet the group's training needs, as well as giving to the trainers the first idea of the knowledge, experience and the backgrounds of participants.

At the later stage you may wish to do some additional cross-checks, i.e., using brainstorming on different concepts, Meta plan method[1] (the method is described in Annex II) to determine the participants' expectation and challenges and similar.

> *Tip for the Facilitator/Trainer:*
>
> *The data collected from the participants prior to the workshop should be summarised and presented to the participants on the first day of the training. You can use it to explain the layout of the agenda, for example. Remember the workshop's timetable should be always flexible enough to recognize the needs of the group.*

Developing an agenda/timetable for the training

The next step is for the trainers/facilitators to develop an overall timetable or a draft agenda/timetable for the training. The facilitators can then proceed to adapt and revise the materials and exercises collected in this Module, in order to maximally utilise participants' resources and experiences. For example, particular interests can be met by finding case studies relevant to participants and can substitute or complement the case studies and exercises mentioned in this Module. An example of timetable used Armenia can be found in Annex III.

Implementation/organizing a training workshop

Although, the *logistical considerations* in preparing for a training workshop are essential we will not enter in it for the purpose of this Module. It suffices to say that the training should be held in a location away from the normal place of work of the participants, so they are not distracted and disturbed.

The *necessary materials and equipment* will depend on the training methods that are used. Some will be needed for preparation (e.g., computer, beamer, printer & photocopiers) and others during the workshop itself. No list of materials would ever be complete, but here are some ideas to begin with - you can brainstorm and create your own checklist (i.e., large and small sheets of paper, flipcharts, colour paper, pens, markers of different colours, scotch tape, overhead transparencies/videos/cassettes/slides, TV, video, beamer, etc.). Even with the on-line training you can be creative. Think outside the box!

---

[1] A meta plan is a tool that allows for collecting and organizing information or ideas in a group collaboration environment. The meta plan involves collecting ideas or information on cards, grouping the cards according to shared characteristics under the headlines.

With the "traditional training" inside certain ways of arranging a room facilitate an open and equal learning environment for all the participants of the training session (including the facilitating/training team). It is advisable to arrange the furniture so that the participants are able to face one another. This kind of set-up promotes open communication and the sharing of ideas. One common way to facilitate this is to organize the table and chairs in a U-shape, with the facilitator and visuals located in the front.

Another effective arrangement for smaller groups is an open circle. Chairs should be easily moved around the room, depending on the conditions and types of training activities. Trainers/Facilitators should use their own judgment for whether or not tables are necessary in the set-ups. A traditional classroom set-up with tables in rows, however, is generally not effective. A more relaxed set-up is better for encouraging open communication and participatory learning. Also explore possibilities to do part of the training outdoors.

With the on-line trainings are being more and more part of our everyday reality, one must think of ways to ensure active participation of the trainees when using this communication media. This can be done by creating smaller sub-groups that address certain issues or cases and then report back to the plenary or asking individual participants to contribute to the discussion, etc.

Some tips on how to train adult learners

The quality of training, and in particular the facilitation is crucial. Training and facilitating are two different activities. They require some similar and some different skills. A trainer is often a content expert, while a facilitator is also a process expert. A trainer uses lecture, conducts demonstrations, supervises skill practice, and corrects the learners' mistakes. A facilitator leads discussions and helps participants learn using their own experiences and shared information. The trainer might lead a discussion about the content; but a facilitator will focus also on the process. Facilitation does not mean teaching, even though facilitator has to, at times, provide new information and analysis. Last, but not least the facilitator is also a learner.

Facilitators are not teachers in the traditional sense as already said, their role is rather to facilitate the process of learning by the participants, to be an intermediary between new knowledge, fresh ideas and the group. The responsibility of a facilitator is to build a relationship with the participants as well as within the group. To this end, while working with the group, the facilitator should demonstrate in practice her/his belief in the principles of equality.

Facilitating a group is highly complex – although it often looks easy – and at times it can be quite intense. Attention to individuals and the group as a whole; noticing what is being said and left unsaid; gauging levels of energy and commitment; observing and deciding on the most appropriate or helpful intervention, can all be draining for a facilitator working alone. That is why in most cases, facilitators work in pairs[2].

---

[2] https://www.nationalcollege.org.uk/transfer/open/facilitation/fac-s7/fac-s7-t2.html

Working with a co-facilitator can relieve the intensity by providing more energy for challenging, probing, questioning and exploring issues in much greater depth. Co-facilitators can provide another pair of eyes and ears, surfacing rich data about the group and enabling issues to be focused more sharply. Further, co-facilitators can provide a sounding board for each other when analysing what is happening with the group, thus helping each other and the group to deal with more complex issues, deepening participant learning and so having a greater impact on participants' leadership.

Facilitators can either be from outside or inside of the organization requesting training. They can also be from the same or a different city, country or culture than the country of training. Combining inside and outside facilitators as a team creates an especially effective training, as each facilitator brings different skills and knowledge to the sessions. For example, an outside facilitator can bring broader knowledge and skills for facilitating a training workshop on a particular issue, while the internal facilitators bring knowledge of the organization and the country specifics in relation to the training issue.

It should be noted, that when certain groups (i.e., training of mayors and councillors or MPs) it is suggested that the facilitators work in pairs as this is a highly demanding training in all aspects. The pair should be ideally composed of a man and a woman, bringing together a team with complementary knowledge and skills, style, and rhythm[3] on equal footing (both facilitators are equal). When deciding on pairing of the trainers one should ensure they are compatible and respect each other and that they are aware of each other's positions on recurring and un-predictable group issues. Also, it should be noted that it takes time for two co-facilitators to align themselves in terms of theoretical, technical and personal orientation and establish and develop an open and trusting relation. Perceiving co-facilitator as a threat and/or competition is a no go for the success of any training.

In Box I below several characteristics that are believed to be important for facilitators are presented.

Box I: The desirable characteristics of trainers/facilitators

The facilitator(s)/ should have:
• expertise in the subject matter.
• ability to use interactive teaching and learning methods.
• professional credibility and appropriate reputation.
• awareness of their own values, biases, and comfort with diversity.
• understanding of group learning processes.
• flexibility while conducting exercises and the unanticipated situations that arise in them.
• ability to establish an informal, warm, and supportive atmosphere using a relaxed approach.
• ability to handle participant resistance and denial and to deal with highly charged emotional issues.

---

[3] See also https://www.nationalcollege.org.uk/cm-mc-fac-resource-co-facilitation.pdf

> • ability to remain open to the feedback of participants.
>
> An external facilitator should have knowledge of the country's historical and current background on the topic of training; should know which international treaties and laws the country has signed/ratified in relation to the topic of training; and should be aware of any issues of current concern in relation to the audience being trained.

To avoid ineffective co-facilitation, it is important that the co-facilitators solicit feedback frequently and regularly to each other. As a check on behavioural perception, there is no substitute for honest and straightforward reactions.

Few words about the participants

It is important to consider the size of the group being trained. If the group is too small (i.e., less than 10 participants) you may need to make more efforts to facilitate discussion. With a larger group, however, the learning process may be slower. The optimal number of participants in a training session is 15-20 persons.

Creating and Implementing the Training Session Plan – Getting to the Training

A training session plan provides, as said earlier, a useful format for thinking about the activities and resources you'll need to guide a group towards a learning objective – which is in our case providing participants/the future trainers/facilitators with knowledge, skills and tools to deliver trainings on gender mainstreaming in policies.

> **Box II: Training Session Plan** (developed by Gaon for the purpose of this Module)
>
> To create an effective training session plan, take the following steps:
>
> Step 1: Define your objectives. Carry out the needs assessment.
> Step 2: Clarify key topics and related concepts.
> Step 3: Organize space and needed material.
> Step 4: Plan presentation and facilitation techniques.
> Step 5: Include evaluation.
> Step 6: Focus on timing.

Below you will find suggestions and ideas on how to implement the training and an example of timetable with the exercises to get you started.

As a facilitator/trainer, you should have a basic understanding of how adults learn[4]. Knowles (1996) has made the following assumptions regarding adult learners bring experiences and self-awareness to learning, want to know why they should learn, they need to take responsibility, they are ready to learn when the need arises, and they are task oriented.

Box III: The principles of adult learning and motivation

The following basic principles will help facilitator to improve the amount of information their adult learners will retain:

- create a pleasant "environment" within which the learning process will take place. Remember first impressions are key for future relationships. Use games or "ice-breakers" to achieve this.
- keep them active. First begin with ideas and concepts familiar to the participants and build upon their experiences.
- use examples to stress to them the importance of what they are learning as it relates to their lives. Remember people learn by "doing".
- get feedback and act upon it quickly.
- help the participants to understand the meaning of the new knowledge or skills they are acquiring.

Source: SEAGA (2002)

Thus, you should as a facilitator/trainer allow for active involvement and participation of the participants empowering them to learn and to take responsibility for learning, be able to make a case for the value of the learning in their lives (what's in it for me?), encourage the sharing of and reflection on participants experience and it, but at the same time ensure that the participants are not getting biased due to their experience, and organize content around tasks.

---

[4]It has been determined that most adults, adolescents, and children learn best by experiencing a blend of activities that promote the three learning domains: cognitive, affective, and behavioural. Cognitive refers to knowledge or a body of subject matter, affective refers to attitudes and beliefs, and behaviour refers to practical application.
https://www.nhi.fhwa.dot.gov/downloads/freebies/172/pr%20pre-course%20reading%20assignment.pdf

Part II: **PUTTING ON, FITTING, AND ADJUSTING GENDER GLASSES: TOWARDS UNDERSTANDING GENDER, GENDER CONCEPTS AND DEFINITIONS**

This Part introduces readers to gender, gender concepts and definitions including that of gender mainstreaming. Further, it reflects on gender differences and inequalities and their implications for (Armenia's) society (identifying different policy issues using gender analysis), thus consequently also implications for policies (gender impact assessment). It also provides some exercises and tips to bring concepts and definitions "closer" to the participants.

At the end of this Part, the readers should be able to:

- *understand gender and gender concepts and definitions and explain them in their own words,*
- *reflect on gender and identify gender differences and inequalities in private, public and political domain, and their implications for society in general, and in Armenia,*
- *be familiar with international gender equality commitments and Armenia's national gender commitments,*
- *understand what gender analysis is and how to conduct it.*

Talking about gender can be quite a challenge. Mostly, because many people confuse it with (biologically determined) sex. Or sometimes they may link it to some other concepts like LGBTs[5] or LGBTQ[6] mixing gender identity and sexual orientation.

So, the first challenge you may face in any training on gender, including training on gender mainstreaming in public policy, will be to help your participants/trainees to see and understand the difference between gender and sex. And the second one, will most likely have to do with a question like "What has public policy to do with gender"? Well, gender inequalities are present in every society in public and private life and across different sectors from education to employment, justice and even security.

As many other problems and concerns gender inequalities need to be addressed, usually by the government and its agencies. The fact is that policy actions, including legislation, programmes and projects, in all areas and at levels impacts us every day. And as we will see later on, they may and can impact men and women differently.

The easiest way to start the process of getting into the world of gender might be by using a simple brainstorming exercise (participants respond quickly and without commenting on contributions from the other) described in a Box IV below.

---

[5]The term is used to describe the lesbian, gay, bisexual, and transgender community.
[6]The term is used to describe lesbian, gay, bisexual, transsexual, and queer community.

Box IV: Exercises

Exercise I:

- *Write the words "sex" and "gender" on the flipchart and ask the participants to define them in their own words.*
- *Write the responses on the flip charts for all to see them. You can also invite the participants to help you in writing the contributions down.*
- *Discuss the two concepts in the plenary in 10 minutes time. Ask participants, if any statement surprised them? Did the statements indicate that gender is inborn or learned?*
- *Present the participants with the definitions, using power point or similar discussing the differences between the terms and conclude what can be learnt from this exercise.*
- *When discussing the difference between gender and sex, you can additionally, if needed strengthen participants' understanding of the terms with exercise in Annex IV.*

Time needed: 30 minutes.

Exercise II:

Ask participants to reflect on:

- *when they have realized they are a boy/girl (at what age),*
- *what was the situation (description)?*
- *and who was there (who gave the message)?*
- *Ask each participant to present his/her reflections.*
- *Already during participants' presentations different **gender stereotypes** (generic attitudes, opinions or roles assigned to men and women) will surface. List them down on a separate flipchart to use them for a discussion later on.*
- *After presentation discuss what can be learned from this exercise. Summarize by pointing out that we learn **gender roles** – we learn to be "gendered" (to behave, feel, speak, dress, walk, drive, ...as a man or a woman) and that gender roles can change over time and that different factors can bring about the change (including policies and legislation).*

This exercise can be done by individual participants or in pairs. In pairs the two participants will introduce each other's contributions.

Time needed: 30 minutes.

Based on SEAGA (FAO, 2002; 2013) https://rmportal.net/library/content/tools/biodiversity-conservation-tools/putting-conservation-in-context-cd/gender-issues/socio-economic-and-gender-analysis-seaga-publications

It is time for the next exercise.

Box V: Exercise

Exercise:

- *Ask participants how they would define "gender equality", "gender equity and women's rights". They can write it down and then put it on the wall.*
- *Discuss in the plenary participants' answers. Summarize that equity leads to equality! Equity means that there is a need to continue taking differential actions to address inequalities among men and women and achieve gender equality.*

Time needed: 45 minutes.

Notes for the Trainers/facilitators: Gender terminology

Gender is a set of social and cultural attributes. It refers to social differences between women and men, i.e., the different responsibilities of women and men as well as values assigned to being a man, a woman, a boy or a girl in a given culture or location. We learn to act as a man or a woman (gender roles) and this can be changed.

Gender is about social relationships. It is socially constructed and not based on the sex of an individual. Gender is an analytical concept.

Sex refers to the biological differences between men and women. One is born as a man or woman (and usually cannot change his/her sex). The sex of an individual is determined by biology.

Gender roles are socially defined. They determine social-economic and decision-making activities, reflect biological differences between men and women. They vary according to country, region and activities and change overtime.

Gender relations are ways in which a culture or society defines rights, responsibilities and identities of men and women in relation to one another.

Gender stereotypes are generic attitudes, opinions or roles applied to a particular gender and which function as unjustifiably fixed assumptions.

Gender norms are socially constructed differences (also often unspoken rules) —as opposed to biological differences (sex)—and they function as social rules of behaviour, setting out what is desirable and possible to do as a male or female in a given context. (what is acceptable for being masculine/male and feminine/female).

Gender equality is a fundamental human right. It requires equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. Gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. It means accepting and valuing equally the differences between women and men and the diverse roles they play in society.

Gender equity is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social

disadvantages that prevent women and men from otherwise operating on a level playing field. Gender equity' is the process to achieve gender equality.

Gender inequality also known as gender discrimination refers to unequal treatment of men and women. It is a result of the persistent discrimination based on gender. Gender inequalities can contribute to larger social issues.

Gender discrimination refers to any distinction, exclusion or restriction made on the basis of a socially constructed gender roles and norms which prevent person from enjoying full human rights.

Women's rights are the fundamental human rights. These rights include the right to live free from violence, slavery, and discrimination; to be educated; to own property; to vote; and to earn a fair and equal wage. Women's rights are normatively based in several international human rights documents (e.g., The Convention on the Elimination of Discrimination Against Women (CEDAW).

Women's empowerment is about empowering women to determine their own choices, and their right to influence social change for themselves and others, to fully and equally participate in social, economic and political life.

The **gender gap** is the difference in any area between women and men in terms of their levels of participation, access to resources, rights, power and influence, remuneration and benefits. Of particular relevance related to women's work is the "gender pay gap", describing the difference between the average earnings of men and women (ILO, 2007). Gender gaps are evidence of gender inequality.

Gender parity is a statistical (descriptive) measure that provides a numerical value of female-to-male or girl-to-boy ratio for indicators such as income or education. It does not involve value judgements or argue for policy changes.

Sources: UN, CoE, EIGE, FAO

Below is an example of an exercise also known as the icebreaker. Such exercises are great to start a training session or warm up the atmosphere (especially when talking gender, you may sometimes encounter lack of interest among participants or even quite a hostile atmosphere in the room) as well as they are a good way to start using **gender glasses** – looking at the things from a **gender perspective meaning** looking at the impact of gender on people's opportunities, status, power social roles and interactions.

As interactive and often fun exercises, the ice breakers also help participants to relax and open up to new experiences, they often become more engaged and contribute more effectively towards the learning process.

In one of the roles plays during the training in Armenia with the Eurasia Partnership Foundation in 2019 a group of participants staged a situation with (male) boss treating his female and male employees differently as well as there were examples of different gender roles and relations within the family (i.e., what parents/grandparents would allow their sons or daughters to do, and/or their spouses, what would they expect from them), attitudes towards and expectations of sons and daughters in law, etc,). Gender stereotypes and false beliefs underlie the gender inequalities that we would like to see addressed by the policies (i.e., taking care of children and elderly is women's job).

Gender equality is enshrined in the Armenia's Constitution and Armenia has also developed gender related legal framework (pls see below). The 2010 Gender Policy concept paper defined the primary direction and Armenia's general strategy in relation to men and women as well as it has addressed specific sectors (please get familiar with it). However, "*de jure*" gender equality is not necessarily also "*de facto*" one.

Box VI: Armenia's gender legislation

The Constitution enshrines the principle of equality between sexes (Article 86); upholds women's equal rights to men to enter into marriage (Article 35); and with amendments made in 2015, the new Constitution, prohibits discrimination on the basis of sex, race, skin colour, ethnic or social origin, genetic features, language, religion, world view, political or other views, belonging to a national minority, property status, birth, disability, age and other personal or social circumstances (Article 29), and ensures legal equality between men and women (Article 30).

The Law on guaranteeing equal rights and opportunities for women and men came into force in 2013. This law is the guiding policy of the government as it pertains to gender equality. **The Article 3; point #16** defines gender mainstreaming as**:**

'The integrated or comprehensive approach to gender equality (mainstreaming) is a strategy through which the interests of women and men become the integral component of

---

development, implementation, monitoring and evaluation of legal acts, policies, programs and activities in political, economic, social, cultural, and other aspects of public life. Gender mainstreaming is aimed at the elimination of inequalities between women and men.'

2010 Gender Policy concept paper defines the primary direction and Armenia's general strategy in relation to men and women. The paper is based on the RA Constitution and laws as well as international conventions ratified by Armenia (such as Convection on Elimination of all forms of discrimination against women -CEDAW). It recognizes gender equality as one of the fundamental human rights and preconditions for achieving social justice, as well as a precondition for formation of a democratic, social and rule of law state.

2008 – 2012 Action Plan recognizes **gender equality** – defined as the equal enjoyment of rights and opportunities by men and women in economic, social and political life- as the first policy priority.

Gender Equality Strategy 2019–2023 articulates priorities and way forward to mainstream gender across diverse sectors. The document includes 5 priority areas or fields: 1) Development of a gender machinery, 2) Women's economic empowerment, 3) Women's advancement in education and science, 4) Better conditions in healthcare for women, and 5) Prevention of gender discrimination.

The **Family Code and Law on Civil Status Acts** (amended in 2013) ensures the same legal age of marriage for both women and men (18 years of age),

National Constitution, the Civil Code, and the Law governing rights in family and marriage ensure equal property and equal inheritance rights to both women and men.

Electoral Code (amended in 2016) increased the minimum quota for women's representation to 25% for the 2017 elections and to 30% for subsequent national elections. In the proportional list system of the national elections, 30% of all candidates nominated by parties must be the under-represented gender and are to be every third name on the list (Article 83 of Electoral Code). It is the duty of the Central Electoral Commission to ensure that the temporary special measures are met and to reject the registration of the electoral list of a political party, or an alliance of political parties, if the electoral list does not meet the requirements defined by Article 108 of the electoral code.

Prepared by A. Verbole based on various documents (i.e.) for the purpose of this Module

Armenia has, as already mentioned, signed different international conventions on gender equality that require its commitment to continuing to improve its legislative and policy framework on gender equality (i.e., it has ratified CEDAW Convention - Convention on the Elimination of all Forms of Discrimination Against Women in 1993, and signed the Istanbul Convention in 2018) as well as implementing and enforcing its commitments in practice. It should be mentioned that Armenian NGOs closely monitor the implementation of CEDAW Convention and provide feedback on the State's CEDAW reports.

Box VII: International gender equality commitments

The **1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** provides a comprehensive framework to guide all rights-based action for gender equality Under this treaty, gender inequality is understood to be the result of discrimination against women. CEDAW calls for equality in outcomes rather than simply equality in opportunities. Thus, it is not sufficient that anti-discrimination laws are put into place: The state has the obligation to take all necessary steps to ensure that women actually enjoy equality in their daily lives. CEDAW defines discrimination and the range of steps that states must take to eliminate it, affirms women's rights in specific areas, and makes provisions for ratification, monitoring, reporting and other procedural matters.

The Beijing Declaration and Platform for Action (1995) — is a globally agreed upon agenda for the empowerment of women and girls. At the Conference, members states of the UN agreed that women's rights are human rights; that the eradication of poverty requires women's involvement in economic and social development; that there must be equal opportunities for women and men in sustainable development; and that peace is attainable and inextricably linked to the advancement of women. Twelve priority areas of action were identified including the adoption of monitoring indicators in each of these 12 "critical areas«: education and training of women, women and health, violence against women, women and armed conflict. women and the economy, women in power and decision-making, human rights of women, women and the media, women and poverty, institutional mechanisms, women and environment and the girl child. In addition, the Platform provides the first global commitment to gender mainstreaming as the methodology by which women's empowerment will be achieved. It states that in implementing the suggested actions, "an active and visible policy of mainstreaming a gender perspective into all policies and programmes should be promoted so that before decisions are taken an analysis is made of the effects on women and men, respectively."

UN Declaration on the Elimination of Violence Against Women (1993) is the first international human rights instrument to exclusively and explicitly address the issue of violence against women. It affirms that the phenomenon violates, impairs or nullifies women's human rights and their exercise of fundamental freedoms. The Declaration provides a definition of gender-based abuse, calling it "any act of gender-based 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 deprivation of liberty, whether occurring in public or in private life.

Women, Peace and Security Framework and Commitments. The UN's guiding documents for women, peace and security are Security Council Resolutions 1325 (2000) and 1889 (2009) on women, peace and security and 1820 (2008), 1888 (2009), 2106 (2013) and 2122 (2013) on sexual violence in armed conflict. These resolutions have laid the foundation for the efforts of the UN community to expand the role of women in leadership positions in every aspect of prevention and resolution of conflicts, including peacekeeping and peacebuilding efforts, and to improve protection of women and girls within a framework of rule of law and respect for human rights.

The Millennium Development Goals (MDGs) (2000-2015) The MDGs consolidated previous agreements, including those on women's rights, women's empowerment and gender equality, into a single

set of core goals, targets and benchmarks for the development community. The Millennium Declaration from which they were drawn took a clear position that gender equality is both a right in itself and a driver of development.

Sustainable Development Goals Agenda 2030 (SDGs) (2015-2030) Gender equality lies at the heart of the 2030 Agenda for Sustainable Development, which asserts gender equality as both a fundamental human right and a necessary foundation for a peaceful, prosperous and sustainable world. While being a goal in its own right, gender equality cuts across all 17 Sustainable Development Goals.

Based on Armenia's updated Gender Equality Strategy 2019–2023 that articulates its priorities reducing gender inequalities and combating gender stereotypes should be among the priorities of government policy.

It should be noted that in Armenia, all the policies are based and developed along the lines of the Armenia's Development Strategy (ADS) (2014-2025). The ADS has four main priorities: *employment growth* (creating well paid jobs), *human capital development* (enhancing scope, quality and accessibility of primary services as well as professional growth, civic education and better cultural services), *improving social protection system* (ensuring the effectiveness of existing systems, provision of social guarantees, reducing risk and poverty) and *institutional modernization of public administration and governance* (adopting policies focused on improving public service efficiency, targeted use of public resources, improved service quality and accessibility, reduced corruption, transparent decision-making and increase civil society participation in these processes).

Let's now try to identify gender inequalities in Armenia.

Box VII: Identifying Gender inequalities in Armenia

- *Ask the participants to think whether gender inequalities exist in their Armenia and to provide concrete examples which in their view show that women do not share equal status with men in a given sphere/sector.*
- *Ask participants to prepare (in small groups 3-5) a gender equality gap report for a specific sphere/areas/sector i.e., economic participation and opportunity (economic empowerment), employment and leadership, participation in political life (political empowerment), educational attainment, health, agriculture and similar.*
- *Discuss findings and underline that Armenia is just one of the countries around the globe that has been, and continues to be, greatly affected by gender inequality and it is still struggling to close the gap of gender inequality.*

Some examples:

- *Gender pay gap: On average, women in Armenia earn less than 66 percent of men's average wages, and their overrepresentation in informal employment prevents them from benefitting from social protection schemes.* See *https://un.am/en/news/593#:~:text=On%20average%2C%20women%20in%20Armenia,about%2030%20percent%20of%20men)*

- *Land rights: The National Constitution, the Civil Code, and law governing rights in family and marriage ensure equal property and equal inheritance rights to both women and men. The challenge is in practice, where women rarely exercise these rights. This may in part be due to unequal registration of land ownership, particularly after the collapse of the Soviet Union and the subsequent land privatization process in the late 1990s. At that time, land was divided among households, with ownership awarded to the men as "heads of the household". Only in the absence of men as heads of household, were women granted land titles at that time. Unequal inheritance practices also contribute to women's low rates of land ownership. In practice, social norms in Armenia perceive men as the "rightful" inheritors of land, as they are often the ones expected to remain in the household, while women marry and join their husband's household. Further, many women throughout Armenia have limited knowledge about their rights to own land, particularly among rural women (ibid),*

To fully understand the relationships between men and women, their positions in society, access to resources (land, money, credits, car, housing, knowledge, power), their activities, opportunities and the constraints they face in a given context and to translate all this issue in the policy requires an in depth **gender analysis**. Gender analysis is crucial to any activity promoting gender equality, as well as any intervention in the public policy promoting gender equality, thus, to mainstreaming gender. It tells us who does what, why and when.

Gender analysis

The European Commission defines **gender analysis** as 'the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles' (EIGE)[7] .

EIGE promotes gender analysis as a tool that allows us **to identify and address gender inequalities**, by:
- acknowledging differences between and among women and men, based on the unequal distribution of resources, opportunities, constraints and power;
- ensuring that the different needs of women and men are clearly identified and addressed at **all stages of the policy cycle (gender mainstreaming in the policy cycle)**;

---

[7] https://eige.europa.eu/

- recognising that policies, programmes and projects can have different effects on women and men;
- seeking and articulating the viewpoints of women and men and making their contribution a critical part of developing policies, programmes and projects (participatory and gender-sensitive approach to policy planning);
- promoting women's participation and engagement in community, political and economic life;
- promoting better informed, gender-responsive and effective interventions.

Box VIII: More gender concepts

The **gender perspective** is about putting on gender glasses to look at the society. It goes beyond looking only at the women in a given society. It is about the ways women and men interact and their ability to access resources and opportunities, in their communities and societies depending on their being a woman or a man.

Gender blind means ignoring or failing to address the gender dimension.

Gender analysis (putting on gender glasses) is a study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles. **The biggest challenge when looking at whatever group of people (target group, beneficiaries, community, disabled, victims of violence) is to break it into men and women.**

 Gender awareness is the recognition of the fact that life experience, expectations, and needs of women and men are different, that they often involve inequality and are subject to change.

Gender balance is about having the same (or a sufficient) number of women and men at all levels within the organization/ decision-making to ensure equal representation and participation in all areas of activity and interest.

There are a number of gender analysis frameworks[8] /methods. Some are linked to **gender planning** (an active approach to planning which takes gender as a key variable or criterion and which seeks to incorporate an explicit gender dimension into policy or action') and **gender impact assessment** frameworks (an ex ante evaluation, analysis or assessment of a law, policy or programme for example that makes it possible to identify, in a preventative way, the likelihood of a given decision having negative consequences for the state of equality between women and men). Both approaches are relevant to mainstreaming gender in policies and we will come back to this.

It suffices to say here that gender analysis is a starting point, a tool, for gender mainstreaming. It provides the necessary data and information to integrate a gender perspective into policies,

---

[8] Tools: https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-analysis

programmes and projects at different stages of the policy cycle as well as to assess possible negative consequences for gender equality.

Some key questions to be asked when conducting gender analyses:

• Who is the target (both direct and indirect) of the proposed policy? Women, men or both? Who will benefit, who may lose? Which women? Which men?

• Have women and men who are challenged by a certain issue been consulted about its solution? How have they been involved in the development of the solution?

• What specific mechanisms can be proposed to encourage and enable women to participate in the policy initiative?

• Who does what? What do women and men do, and where and when do these activities take place?

• Who has what? Who has access to and control of resources, services and decision-making?

• Does the policy, programme or project potentially challenge the existing division of tasks, responsibilities and resources among men and women?

• How are activity, access and control patterns shaped by the socioeconomic context, structural factors (demographic, legal and institutional) and by cultural and religious aspects?

• Where do opportunities or entry points for change exist? And how can they best be used?

Box IX: *Case Study: Goat Breeding Project, Vayots Dzor Region* *(prepared by G. Mkrtchyan, P. Colbert and A. Verbole (2002) for SEAGA Europe, FAO)*

Vayots Dzor is one of the poorest regions in Armenia and agriculture has never been one of the main income generating activities there. The region has 30 villages; each village has from a hundred to a thousand families. The main agricultural products of the region are grapes, wine and fruit. It is a popular tourist destination thanks to its natural beauty, historical heritage and the hospitality of its local people.

There is wide scale migration of men, from the region to other countries and to urban areas, in search of employment. Running the farm and care for the family is left to women. Traditionally women's main work was reproductive, now they handle crop production and harvesting, dairy production and sales.

To combat some of the difficulties arising out of the issues described above, one donor agency working in the region found that women farmers of Vayots Dzor know the secrets of making the best buried cheese in the country and decided to encourage them to revive this forgotten tradition. Buried cheese making is typical of this region and represents the historical heritage of dairy processing skills of many generations of women, this type of cheese is especially valued if produced from goat milk. Goats are not popular in the country, but the Region of Vayots Dzor has always had goat farms, because of its mountainous landscape and alpine grazing land. When

consumer surveys and international and domestic market research showed the potential of the cheese as a product for the domestic and European markets, the Goat Breeding Project in Vayots Dzor, became a regional development project for the Vayots Dzor district.

Farmers participating in the project received highly productive and disease resistant breeds of goats, for dairy production. The most remote villages Rind, Vardahovit and Goghtanik were chosen for the pilot stage of the project. Meetings with farmers were held in all three villages. There was an initial reluctance on the part of the majority of the farmers to become involved in a new project or to agree to have their goats artificially inseminated with imported semen. Only half of those approached (100 farmers were initially considered for inclusion in the project) agreed to participate in the project. 50% of the participants in the project are women, they accepted the idea more easily than the men and readily agreed to have their goat farms used as demonstration sites.

As a result of the pilot phase of the project many farmers became very interested in joining and many villages showed interest in getting new breeds of goats for better milk yields. The Project worked with the Ministry of Agriculture, university researchers, extension services and the local agricultural support centre to advance the project.

A cheese festival was organised by the international agency, to promote goat farming and goat cheese production in the region and the best eighteen farms were identified as winners who would go forward to compete in a Regional contest. The best red wines from home-based small wineries were also displayed and provided for sampling with the cheese.

Traditionally women do cheese making, so they were given some information on improving the quality of the product, by local and external cheese and dairy experts. Initially they could not sell the cheese because they did not have attractive packaging, so the donor organization helped them to obtain clay pots with individual labels for each cheese maker. Male members of the family were involved in ordering and collecting clay pots and packaging of the cheeses.

During the festival, all eighteen farm families had well designed displays of their family products. Men ran the demonstration, with a few exceptions, when both the wife and the husband did the demonstration together. When asked by visitors and guests "who made the cheese? And where are the people who made the cheese?" men generally said that their wife or mother made the product, but they were doing the demonstrations because it was a family affair. When women were asked the same questions and asked why they did not demonstrate the cheese seeing as how they produced it, they were surprised at the interest and said that they did not really do anything special, that cheese making was just part of their daily work and besides, "going out into the community and demonstrating something is men's business and it's not appropriate for women to show off".

As for any monetary rewards and the proceeds from the auction, most of the men said that they had a lot of on-farm needs and would spend the money to buy more inputs for winter planting or feed for the animals. The husbands of the cheese makers want more cheese sold because they want to invest more money into the farming of grapes and fruit. Thanks to the project, migration from the region has slowed down, as many husbands of the cheese-makers have decided not to leave because they now have an opportunity for earning money.

The project was successful in terms of the promotion of dairy products, traditional red wines, home based cheese making and the eventual development of the region into an agro-tourism site. But women's responsibilities continue to grow, as they have to maintain a high quality product, while increasing the volume produced, so that they increase profits, as new markets are found, and the flow of tourists into the region increases.

Questions to consider while discussing the Case Study:

- *Identify gender stereotypes and gender relations among the stakeholders mentioned in the case study. What effects of gender stereotyping are visible in this case study?*
- *What suggestions would you make to the women involved in the project, in order to increase their decision-making role?.*
- *What advise would you offer to the organisation involved in getting this project off the ground, in order to answer the gender needs of women and men involved in the project?*

Box X: Exercises

Exercise I: *Ask participants to analyse the Labour Code in small groups/pairs using gender glasses. The following questions are some examples that could help during the gender analysis:*

- *What social issue is being addressed by this policy/legislative intervention?*
- *Is the intervention intended to contribute to gender equality?*
- *How is the intervention intended to contribute to gender equality?*
- *What are the existing gender equality objectives in this field?*

Exercise II:

- *Ask participants to identify five socio-economic issues concerning men and women in Armenia (identification of issues) that they think government should address, ask them to write them down.*
- *Divide them in small group (3-4) and ask them to discuss the identified issues using a gender perspective, i.e., what would be men's/women's specific concerns and then try to prioritize them.*

Part III: LINKING GENDER TO POLICY-MAKING

To mainstream gender in the policies one must understand the world of gender as well as the world of policy making. This Part introduces the reader to public policies and how they are made (policy-making cycle) as well as different actors that have stake(s) in the policy making process. It also explores the question how gender is relevant to policies and why they should be gender mainstreamed.

At the end of this Part, the readers should be able to:

- *understand what public policies are and how they are made,*
- *identify stakeholders in the policy-making process,*
- *look at the policy cycle using the gender glasses.*

Public policies affect all aspect of our lives every day starting from social equity, health, education, economy, participation in decision-making to our environment. These impacts are perhaps most visible at the grassroot level, in the communities we live in; we want better roads, we want a health centre closer nearby, we want secondary schools in our village/town, we want more and better jobs, better salaries, pensions … then we have opinions how our country should be run, how economy should be developed, we expect certain quality of life … and then somehow all our ideas and needs "get translated into reality", or not, usually as said by the government.

Box IX: Exercises

<u>Exercise I</u>:

- *Write the word "public policy" on the flipchart and ask the participants what comes to their mind when they hear this term.*
- *Ask them to write their perceptions/understanding of the term down on a piece of paper (or chat if working on-line).*
- *Then ask them to discuss it in pairs. Attempt to reach a group consensus about what public policy means.*

<u>Exercise II:</u>

- *Ask the participants to think of a policy that has impacted their life and explain how. Example: Studies show that women use more public transport for family and work-related issues, than men do. Hence, a decrease in the price of public transport would have a positive impact in the life quality of women. On the other hand, if taxes would decrease this would have a positive impact on men, since they have higher income than women, whereas women would benefit more from an increase of the minimum salary.*

Policymakers, that we elect, are passing certain laws, they are deciding on funding/or not funding different programmes, they prioritise particular services, or groups within the populations to meet the needs and interest of society as a whole.

If we put on our "gender glasses" than we can analyse how their decisions through policies and its implementations impact men and women in different ways and may even contribute to the preservation of existing gender inequalities or even create new ones. That is why it is important to look at the public policies from a gender perspective and call attention to the issues that may need to be addressed, improved, revised (i.e., gender pay gap, family model, gender inequalities in access to property, justice, social services, etc). The civil society together with the NGOs and CSOs plays an important role here not only as a watchdog, but also as a contributor to policymaking.

The term "**public policy**"[9] refers to **a set of actions** the government takes to address issues within society affecting society at large or a specific group within that society. Public policy addresses problems over the **long-term**, such as issues with healthcare or employment, security, gender equality and as such, it can take years to develop.

In simpler words, public policy is **the broad government's strategy– a combination of laws, regulations, actions, policies, court decisions so that government can "do its job".**

Public policy is formulated through a specific political process and adopted, implemented and enforced by public agencies. See <u>Annex V</u> for the description of the policy making process in Armenia.

Box XI: Why are public policies important?

Public policies are important to:
- Create common vision
- Establish authority to act
- Legitimize programmes
- Guide action plans
- Provide basis for resource mobilization
- Provide framework for governance and monitoring
- Set framework for programmes' evaluation
- Provide basis for further action.

… and promote gender equality 😊

---

[9]https://legaldictionary.net/public-policy/

Before moving forward make sure that participants understand the difference between policies and politics.

> ***Note for the Trainers: Policy versus politics***
>
> *"Policy" is not the same as "politics".*
>
> *Public policy is best described as the broad area of government laws, regulations, court decisions, and local ordinances. It is an overall government's plan that embraces the general goals.*
>
> *Politics, on the other hand, is the set of activities that are associated with making decisions in groups, or other forms of power relations between individuals, such as the distribution of resources or status. Politics refers to authority and to public life. Politics also refers to the theory and practice of governance.*

Policymaking does not happen by accident and should not happen in "a vacuum" meaning without people, men and women, that it concerns and impacts. It is expected that policies are to be a result of considerable debates, compromise, and refinement with inputs from multiple institutions within government as well as from interest groups and the wider public (different stakeholders) which would make the process of policy making/development **participatory and inclusive** (both principles of good governance). To be truly effective, policy development must involve citizen participation, so that civil society and local communities have the opportunity to actively participate in making (and implementing) the policy. When talking of citizens' participation, we of course need to take into account both men and women.

There is a long way from policy on the paper to its implementation (policy implementation is generally defined as a series of activities undertaken by government and others to achieve the goals and objectives articulated in policy statements), but before we go there let's have a look at the **policy making cycle.**

The policy process can be seen as a kind of journey that includes different stages and stakeholders with different needs, interests and priorities. It can be quite dynamic and complicated. On such a journey having a vision/plan, information as well as other resources, transparency, accountability and inclusiveness are crucial elements.

Policy-making cycle

To contribute to the public policy development and/or to advocate for its change one must be well familiar with how policy is made. For the purpose of this Module, we will use the policy-cycle (see Illustration I) which captures the stages of the process, the flow of policy actions, the stakeholders - all components of policy that need to be considered in policy making as a tool to do so.

In general, public policy development begins with an **observation/perception/identification of an issue** which requires the attention of those affected by the problem and/or those who represent those impacted (i.e., deaf people do not have access to high level education, Roma women do not have access to health services). **Understanding the issues** is crucial, determining the possible solutions each with its own impacts and outcomes. Research and analysis are the key words here. The policy process requires consultation and research to understand the problem and a coordinated effort between the government and other stakeholders to **select and implement viable policy solutions**. **Consultation** permeates all stages of the policy development process (determining and researching the policy issue, identifying policy alternatives, etc.) as mentioned earlier. It allows for cross checking the interest of people (men and women, as well as help to build trust and transparency. **Policy proposal** may take a variety forms, i.e., a paper outlining the basis for the policy and the facts supporting various policy options (Note: The logic of argument - specific goal and supporting data, paper' structure clarity of expression are very important parts of policy writing).

Illustration I: An example of policy cycle

Once approved, it is time for **the implementation** – a policy proposal is put into effect to be executed by administration. It is important that policies and programmes delivered to implement the policies are regularly monitored and evaluated.

> **Box XII: Main steps in the policy process/policy cycle:**
>
> 1. **Problem Identification**: the root cause of a problem is identified, and a problem statement is developed.
> 2. **Policy Analysis:** Identify possible policy options and alternatives and possible courses of action to deal with the problem. Weigh the advantages and disadvantages of each alternative and choose the option that offers the best solution!
> 3. **Strategy and Policy Development**: Plan how to develop, draft, and enact policy.
> 4. **Implementing policies for successful policy implementation and achieve the desired outcomes –** getting to your destination.
> 5. **Monitoring and evaluation** to examine the outcome.

As we can see the above process is completely gender blind. You can already start discussing with the participants how the process could be engendered, but we will come back to this question in the next section.

> *Box XIII: Exercise*
>
> - *Start a discussion with the participants on what are in their opinion the main steps in the policy-making process, and what they think happens at each stage? How could they get involved as the CSOs?*
>
> - *Show the trainees the image of the policy cycle and ask them how they would incorporate gender perspective in the cycle.*

How can CSOs engage in policy-making processes?

As policy "agents of change" and policy advocates, the CSOs get engaged in the policy making for example because they have observed **that the current policies, laws and similar are not delivering and need to be improved/changed or because they have identified an issue or a problem that requires the attention and bring it to the attention of government and/or represent those impacted.** Be it as it is, research and analysis will be useful in providing evidence as well as for discovering possible solutions and defining objectives.

In Armenia, the recent political change and the government's subsequent declared commitment to greater transparency have unlocked new opportunities for civil society's contribution to the policy process.

There are existing several mechanisms and tools for the participatory policy-making process in Armenia (Box XIV).

Box XIV: Mechanisms and tools for the participatory policy-making process in Armenia.

The **Law on Legal Acts (2002)** obliges the government or legislators to hold public consultations with civil society, expert bodies, or other stakeholders, with a view to assessing public opinion, to seek alternative proposals, and to evaluate the risks and financial costs of the proposed initiative. mandatory public consultations on draft legal acts are foreseen both at the local and national level.

In 2011, the Armenian Government joined the Open Government Partnership (OGP) initiative and displayed readiness to ensure transparency and accountability in the provision of public services. The Government also took responsibility to engage the public in policy-making processes. In 2016, it launched a website (www.e-draft.am) where drafts of legal acts written by governmental bodies are made available on an online platform specially designed for their publication. The website allows for the presentation of drafts of legal acts to the public, organising online discussions, and as a consequence the active participation of representatives of civil society in the law-making process. The registered users are able to present their suggestions and see the suggestions that are adopted, and the justifications given for those that are rejected.

Based on the 2018 **Law "On petitions**" everyone has the right to submit a letter on matters of public significance, report on shortcomings of activities of state and local self-government bodies and officials, or a proposal on improving the activities of state and local self-government bodies and officials, settlement of issues relating to economic, political, social and other sectors of civil life or improvement of legal regulations in effect.

Prepared by Verbole (2021)

Public policy dialogue

The CSOs can participate in formulation, discussion, monitoring and evaluation of public policies in the framework of the **public policy dialogue**, that is an interaction between government and CSOs at various stages of policy development process. The aim of this dialogue is to encourage the exchange of knowledge and experience in order to have the best possible public policies.

One of the mechanisms to influence and/or change public policy is implementation of awareness raising and **advocacy** campaigns by CSOs and citizens in general. Advocacy in its broadest sense refers to non-violent activities designed to influence policies, practices and behaviour. It includes **lobbying** (non-violent by nature), a specific type of private or public advocacy, aimed to amend (adopt, cancel) a concrete law (or a part of it) or decree.

Policy advocacy is a form of advocacy that can concern creation, reform implementation and enforcement of policies. It refers to organized initiatives that seek to change official policy or legislation, or the manner in which these regulations are applied for example. Policy advocacy

efforts typically try to **establish new policies, improve existing policies or challenge the development of policies that create a difficulty or an injustice for specific groups in society.**

To be engaged in policy advocacy, CSOs and other stakeholders need to know not only how to identify problems, but also how to analyse evidence, work with (evidence-based) research, develop sound, viable policy options and understand how to cost these (i.e., measure what it would cost to implement the policy). Last, but not least in addition to policy cycle they must also know the relevant stakeholders and how to build alliances to lobby and advocate for their cause. For instance, because it involves altering legislative mechanisms, policy advocacy often seeks to influence stakeholders who make policy - public officials, civil servants, elected officials and legislators and others.

Tips for the facilitators

The policy advocacy:

- *aims to change official policy, legislation or regulations,*

- *endeavours to implement long term, sustainable solutions to problems,*

- *incorporates best practice on using evidence, research and developing policy*

- *Involves both lobbying decision-makers and mobilizing citizens,*

Below you will find an illustration of a participatory advocacy process. It follows the stages of the policy cycle described earlier while adding the advocacy component at each stage.
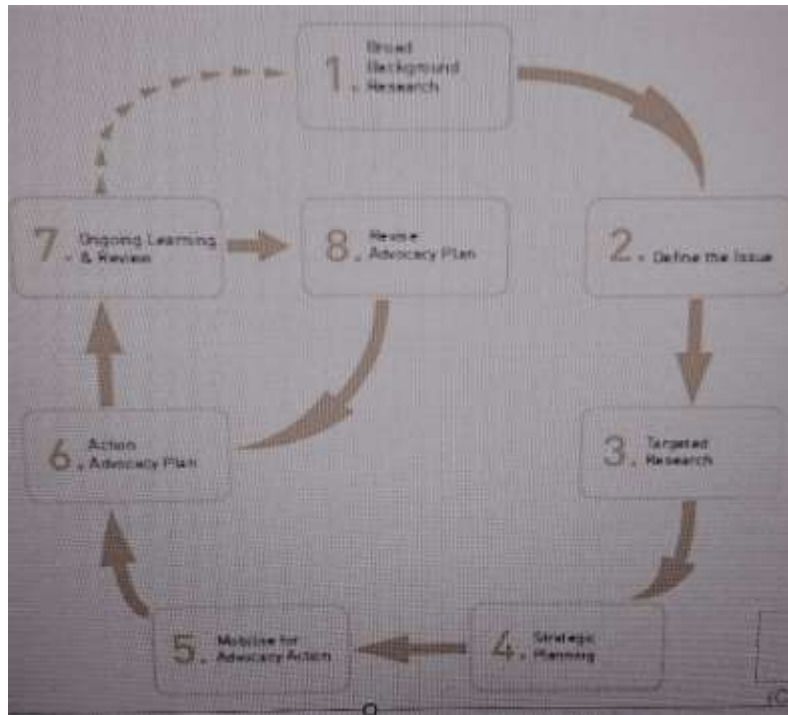
Illustration: Participatory advocacy process diagram (Cox, 2009)

To develop and/or change the policies and laws, so for the advocacy work, the CSO(s) will first need a credible evidence. That means it is time for research - a systematic collection and presentation of information and qualitative and quantitative data on specific issues or problems including an evaluation of a policy (and its impacts) and/or law one would like to change.

Taking gender perspective in the consideration, thus putting on our gender glasses on would imply, for example collection of gender statistic or gender disaggregated data (GDDs). Gender statistics capture the specific realities in the lives of women and men[10].

> ***Tip for Trainers***
>
> - *Discuss the importance of gender disaggregated data in small groups, based on the gender disaggregated requirements of participants for their work.*
> - *Ask participants what 'statistics' means to them.*
> - *Ask them about methods for collecting statistics in their country, for instance, how often is there a Census? What experiences they have had with using national statistics, have they ever found data that are out of date or irrelevant or difficult to disaggregate further.*
> - *Explain that gender disaggregated data is information reflection the status of all socio-economic groups in samples or target populations. Gender disaggregated data can be*

---

[10] https://www.unescap.org/sites/default/files/Why%20are%20gender%20statistics%20important.pdf

It should be noted that **gender statistics** go well beyond sex-disaggregation. They comprise sex-disaggregated data, data pertaining specifically to women or to men, data that captures specific gender issues (i.e., differences in use of time, exposure to violence, intra-household inequalities, use of natural resources, specific health concerns and similar). It would also imply collecting data directly from the impacted men and women using different tools and techniques. For more please see below:

When we first start to look at an issue and/or problems that may require our action/intervention, one often makes assumptions about what they are, and how they are experienced by affected stakeholders.

However, to ensure that the policy solution we propose is accurate, we have to move beyond assumptions and verify the issue further through research. Essentially, we have to prove that it is a problem and clarify the form in which it exists.

There are many tools and techniques that can be employed to verify and clarify problems and issues. To select the right assessment technique for policy advocacy effort one should consider the type of information that needs to be collected, the dynamics around the issue and how it tends to affect men and women, the resources one is able to commit to this, local social and cultural arrangements and whether safety or security issues are a factor.

Examples of methods for problem verification include:

• Interviews with the affected stakeholders (qualitative data)

• Focus groups (qualitative data)

• Surveys (quantitative data)

• Web discussions

• In-depth study of the existing secondary sources (analysis, reports by international organizations, governmental reports).

Box XV: Case study: Identification of issues: Marginalization of war widows (developed by Gaon for this Module)

It is estimated by the ICRC, that during the Bosnian war, an armed conflict that took place in Bosnia and Herzegovina (BiH) between 1992 and 1995, over 53 per cent of people lost contact

with family members; and 44 per cent were forced to leave their homes and live elsewhere. As much as a third of Bosnia's male population was killed in the war, leaving tens of thousands of women without support.

International aid organisations have channelled millions of dollars to the Bosnian government to create jobs for these women. However, war widows and such saw little benefit from these millions designated to alleviate their plight. Even 2 years after the war has ended, most of them were still leaving from humanitarian help. Unfortunately, the process of transition from war time to peace was followed by fast privatisation, corruption and reconstruction.

The city of Sarajevo received lot of refugees and displaced persons from different parts of Bosnia and Herzegovina throughout the war, primarily women and children who lost their men and fathers. Many women who came from rural areas complained that they are discriminated against by employers in Sarajevo and have lost hope of ever being able to find work. Their "competition" were women from Sarajevo who lost husbands during the war.

There was little attention given to the war widows already during the war. At the time, the local NGOs mainly worked with women who were victims of war rape. These NGOs were depending heavily on the financial support of different international organisations.

After the Dayton Peace Agreement that ended the war, the NGOs continued to receive financial support from the international organizations, and while slowly strengthening their overall capacities they were still weak and lacked resources needing time to profile themselves and be recognized as valuable partners by the international organizations also in other areas concerning gender equality.

The government at the time, on the other hand has failed to recognize the problem of war widows. Interestingly, in the same period the Law on War veterans was passed. In the post war Bosnia and Hercegovina decision were made almost exclusively by men (the representation of women in Parliament of the BiH Federation at the time was very low). Most of these men fought in the war and had little or no understanding of the needs and problems of war widows. War widows later on formed an NGO but were too weak to position themselves and were also used by the government for political manipulations.

In the absence of a relevant national policy, an action was taken at the local/municipal level. A year after the first post-war local elections in 1997, one of the municipalities of the capital city of Sarajevo established a special budget line to help war widows. Municipality organised education, programmes for sustainable return of displaced persons with a special focus on single women, without prejudices concerning their religion or nationality. Priority beneficiaries were women from Sarajevo who lost husband during war and were not able to work. Among others they received also financial support as well as their children.

Questions:

- *Please identify gender issues in the case study.*
- *How would you go about introducing identified gender inequality in the national policies?*
- *What data would you be looking for?*

One last thing before we move forward. We need to know who the stakeholders involved in the policy making process are.

Who is who in public policy process: Stakeholders' identification and analysis?

By now several stakeholders[11] - individuals, groups, organizations and similar - have been mentioned that are having a stake (interest) in the policymaking and thus consequently also a stake in mainstreaming gender into public policy. In other words, stakeholders are all those who affect and are affected by the public policy and its impacts.

They may encompass citizens, communities, men and women, youth, local and regional governments, different organizations, NGOs, political parties, politicians, elected officials, administration, voters, poor, vulnerable groups, farmers, businesses, media, institutions, groups and similar. Each of these stakeholders has particular needs, interests, goals, power, and resources, therefore they should be, at least theoretically, all represented in the process of governing, decision-making and development. Remember, applying gender perspective means "breaking" these groups in men and women.

---

[11] To identify different stakeholders as relevant to gender mainstreaming in public policy the so called SEAGA (socio-economic and gender analysis) methodology has been modified by Verbole for the purpose of this Module.

For example, the decision makers, male and female politicians at different levels of governance play a crucial role as they define policy priorities, can initiate the gender policies, allocate funds and means for policies implementation, thus have power to create an enabling environment and conditions for gender mainstreaming also. Men and women working in the municipal and regional level are responsible for the implementation of the policies, including gender mainstreaming, and can also play an important role in identifying and defining (gender related) policy issues and in drafting policies. There is often gender machinery (gender focal points, gender equality committee and similar) established within the administration that has an essential role in the process. Researchers, different think thanks, etc. are involved in detecting and defining policy issues as well as suggesting ways to solve them, thus helping to shape policies. The NGOs, pressure groups, gender activists, interest groups can identify issues and bring it to the attention of decision makers or other stakeholders, but they also have as watchdog an important role in monitoring and evaluating the implementation of gender mainstreaming in policies and advocating for it. Media can influence and shape the political agenda, putting gender equality on the table, but they can also create, accelerate, disseminate or challenge gender stereotypes and prejudices (Verbole and Gaon, 2018).

Tip for Trainers:

Below are listed some of the key stakeholders in Armenia at various levels of governance:

- **Ministry of Labour and Social Affairs (MoLSA)** was mandated in 2010 to oversee the government's work on gender equality and the empowerment of women. It monitor the implementation of the National Strategy for Gender Equality (2019-2023)
- **Ministry of Employment and Social Issues** adopted code on the partnerships with the CSOs.
- **Ministry of Justice (MoJ)** coordinates and supervises the operation of the unified website and monitors the process of posting and discussing drafts. In case a draft law has not undergone public discussion prior to submission to the government, the government can send it back to the body which submitted the draft and urge it to publish the draft for consultations.
- **Public Council** established by the **MoJ** established in 2014 as a consultative body established of the CSOs.
- **Public Network** was established in 2008 to provide an institutional mechanism for the civil society to collaborate with the National Assembly.
- **National Assembly (NA)** has the legislative power, approves gender related legislation for example.
- **NGOs** can facilitate the identification of the gender inequalities, put them on the government's agenda, advocate for the amendment of the legislation and similar.
- **Open Government Partnership (since 2010)** a platform for CSO-government collaboration.

- **Media** - influence and shape the political agenda, putting gender equality on the table, but they can also create, accelerate, disseminate or challenge gender stereotypes and prejudices.

Compiled by Verbole for the purpose of this Module.

Being aware of different stakeholders, their mandates, roles, rights, and responsibilities enables clearer understanding of structures, hierarchy, possible approaches, protocol and procedure for designing and impacting public policies. Also, it can help them, and in our case NGOs, in particular to identify possibilities for partnership and building of alliances for advocacy work.

Box XVII: Stakeholder Analysis: Venn Diagram(s)[12]

Purpose

The Venn Diagram is a tool that helps us to learn about the importance of stakeholders (individuals, groups and institutions). This can be useful for clarifying decision-making roles and identifying potentials for cooperation between different stakeholders. It is also helpful for identifying relations and linkages between NGOs as well as those at other levels of governance.

Process

Organise small groups (men and women, max 6), mix of experienced and less experienced participants, i.e. advocates, lobbyists, policy makers, members of the NGOs, researchers, etc.

The Venn Diagram is especially clear, if coloured sticky paper circles are used on a large sheet of flip chart paper. It is helpful to cut out circles in different sizes and colours ahead of time.

- First, define the meaning of the concept of the stakeholder in participatory public policy processes (a stakeholder is anyone who has a stake (i.e., citizens, elected officials, mayor, and similar).
- Start by asking the participants to list the stakeholders that are most important to them as a part of the policy-making process. Then, ask the participants to decide whether each stakeholder deserves a small, medium or large circle to represent its relative importance. The name (or symbol) of each stakeholder should be indicated on each circle.
- Ask which stakeholders work together or have overlapping memberships. The circles should be placed as follows:

  o separate circles = no cooperation
  o touching circles = potential cooperation
  o small overlap = some cooperation
  o large overlap = optimal cooperation

---

[12]Developed by A. Verbole based on SEAGAToolkit (FAO, 2004) for theTraining of Trainers (ToT)

- Discuss as many stakeholders as possible and ask the participants to position them in relation to each other. There may be a lot of debate and repositioning of the circles until consensus is reached. Finally, be sure to discuss and compare the Venn Diagrams produced by the different groups of participants. If one group has given a certain stakeholder a large circle and another has given it a small circle, find out why. How is that stakeholder relating differently?

- **Materials**

Flip chart paper, markers, sticky paper (in several colours at least three) or already cut circles of different sizes and colours, and scissors.

Notes to the Trainers/facilitators:

- *In general, it is important to understand in what ways the various participants are familiar or unfamiliar with the stakeholders and their roles, rights and responsibilities and to help clarify their knowledge, assumptions, and questions.*

- *It is also important to understand, if certain groups are less familiar with the stakeholders, their roles and responsibilities. Use the questions below to deepen the discussions.*

- *Finally, be sure to discuss and compare the Venn Diagrams produced by the different groups of participants. Note whether one group has included fewer stakeholders in its diagram. It is important that the participants get as broad a picture as possible.*

Some Examples of Questions to Ask While Facilitating Tool: Venn Diagram

- *Who are the stakeholders involved in the public policy process?*
- *What are the roles and responsibilities of these different stakeholders? What is the role of, for example, media/political parties/MPs/ ministries/NGOs/citizens/civil society etc.*
- *What are the possible pull factors for cooperation between different stakeholders? Where partnerships can be built?*
- *Is the communication between different stakeholders direct or indirect and how this could impact the public policy making?*

Time needed: 45 minutes

The biggest challenge when looking at whatever group of people (target group, beneficiaries, community, disabled) that policy would target is to break it into men and women. Men and women, with their needs, interest and concerns should be at the centre of any planned action, including legislation, policies, programmes or projects, in all areas and at all levels in cooperation.

PART IV: MAINSTREAMING GENDER INTO POLICY-MAKING PROCESS AND POLICIES

By now we are familiar with gender concepts and policy process. Moving further this Part will focus on how policies can be designed, monitored and evaluated using gender glasses. It also provides tools for mainstreaming gender in policies, and policy-making process in general.

At the end of this Part, the readers should be able to:

- *understand how to mainstream gender in the policy cycle,*
- *analyse and evaluate policies, laws and similar using the gender glasses, and propose improvements and/or changes to address and remove gender inequalities and/or establish new policies.*

Gender mainstreaming has been already mentioned few times and we learnt that mainstreaming a gender perspective into policies, programmes and projects requires that both women's and men's needs, interests, priorities and concerns are taken into consideration at all stages of the policy cycle.

There are different definitions of gender mainstreaming. Several are mentioned below to show different takes on the concept.

The United Nation defines gender mainstreaming as" … **a strategy** for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated."

The Council of Europe similarly defines gender mainstreaming as "**the (re)organisation, improvement, evolution and evaluation of decision-making processes**, with the aim of incorporating the perspective of gender equality in all areas and at all levels, by the actors generally involved in policy implementation."

Gender mainstreaming involves the **integration of a gender perspective** into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination. (EIGE/EU).

As you can see all three definitions above put focus on integrating an explicit gender dimension into policy – or are promoting as so-called gender planning approach[13].

The so-called gender impact assessment approach to gender analysis on the other hand, defines gender mainstreaming as the public policy concept of **assessing the different implications for**

---

[13] The European Commission defines gender planning as 'an active approach to planning which takes gender as a key variable or criterion and which seeks to incorporate an explicit gender dimension into policy or action' .

men and women of any planned policy action, including legislation and programmes, in all areas and levels.

The challenge that we are facing is how to "translate" the gender perspective in the preparation, planning, implementation, monitoring and evaluation of public policies, regulatory measures and budget and/or assessment of its impacts on men and women.

Consequently, gender mainstreaming should be seen as an approach to policy-making that implies making men's and women's concerns, needs, priorities and experiences[14] an integral dimension of the design, implementation, monitoring of policies, programmes and projects in all political, economic and social spheres as well as assessing the implications for men and women of any planned action, including legislation, policies, programmes or projects, in all areas and at all levels in cooperation with different stakeholders including men and women that would be impacted and affected by this process.

Box XVIII: Defining gender mainstreaming exercise

- *Ask participants to define gender mainstreaming, in their own words.*
- *Ask them to write their definition down on the paper.*
- *Discuss different components of gender mainstreaming, a tool, and cross cutting policy approach, a concept, a strategy towards realisation of gender equality and a tool to combat discrimination.*

Box XIX:

Gender mainstreaming is:

- a strategy that aims to strengthen the equality of women and men in society, by integrating the gender dimension into the content of public policies.

- an approach to policy-making that considers both women's and men's interests and concerns and assesses the different implications for men and women of any planned policy action, including legislation and programmes, in all areas and at all levels.

- a cross-cutting approach, meaning it applies to all policy areas (e.g., employment, social affairs, finance, health, mobility, justice, etc.).

---

[14]The concept of gender mainstreaming was first introduced at the 1985 UN Nairobi World Conference on Women. It was established as a strategy in international gender equality policy through the Beijing Platform for Action, adopted at the 1995 Fourth United Nations World Conference on Women in Beijing, and subsequently adopted as a tool to promote gender equality at all levels.

> - a structural preventive approach that applies to all phases of the 'political cycle' (preparation, decision, implementation, evaluation) and concerns all stakeholders involved in policy definition, implementation, and evaluation.
>
> - an approach to development of national legislation in accordance with the international standards promoting gender equality and combating discrimination.

What are benefits of gender mainstreaming?

The systematic consideration of the gender dimension in the definition, implementation, monitoring and implementation of policies is also part of the principle of 'good governance' or 'good administration' which includes a high level of transparency and objectivity in the management of public affairs.

Gender mainstreaming is largely based on the development of government assessment capabilities both in terms of the situations they wish to act against (gender analysis capacity), as well as in terms of the policies they wish to implement or have implemented. Gender mainstreaming contributes to the effectiveness and efficiency of policies. In order to reach this goal, inclusion of the CSOs is critical.

Gender mainstreaming in the policy cycle

Reflecting back on the policy cycle it can be noted that it all starts with an issue identification, i.e., a problem or a "bad" law. If, we want to mainstream gender in the policies we need to integrate gender perspective in the preparation, planning, implementation, monitoring and evaluation of public policies, regulatory measures and budget throughout the whole policy cycle.

Following the stages of the policy cycle several steps should be taken with the view to mainstreaming gender in the policy (see Box XX).

> **Box XX: Gender in policy cycle**
>
> 1. Problem identification: Identify gender inequality.
> 2. Policy analysis: Define gender equality objectives.
> 3. Strategy and Policy Development: Make plan of action to eliminate gender inequalities.
> 4. Implement plan of action: Implement the plan of action taking into account gender perspective.
> 5. Monitor results and make evaluation: Monitoring and evaluation from gender perspective.

1. Identifying gender inequality

The starting point to define the precise policy needs (i.e., who is the target of proposed policy – men, women or both? Who will benefit from it? Who may lose?) to be addressed by the public intervention in a specific policy area (i.e., employment, housing, security, etc).

You have to assess **in which way** and **to what extent the policy is gender relevant** and needs specific interventions to address gender gaps and differences and whether they challenge existing division of tasks, responsibilities and resources among men and women.

We start with gathering any information that is useful to analyse the situation of women and men in the respective policy domain. Then, try to answer the following questions:

- In which ways does the policy/law/measure affect and impact the everyday lives of women and men in general or specific groups of women and men?
- Does it reduce, maintain or increase gender inequalities between men and women?
- Are there any gender differences and/or gaps in the policy sector (with regard to rights, participation/representation, access to and use of resources, values and norms that affect gender-specific behaviour)?

Different methods can be used in this phase: from gender statistics, gender analysis, gender stakeholders' consultation and gender impact assessment (see Box XIX). It is important that CSOs as policy advocates have knowledge on how to conduct gender analysis to be able to contribute to policy making process.

The CSOs should also check the work of other organisation in the policy area it is exploring (e.g., different studies, programme or project reports, evaluations from previous policies). Data and information which they will collect are contributing to understanding the reality, helping to design a better policy or programme. Taking in the consideration also consultation with different stakeholders (e.g., gender activists, women's organisations, other civil society organisations, talk to men and women, etc) in order to validate findings with the view to improving the policy proposal is crucial for good results.

2. Defining gender equality objective

Always take into account the findings from your analysis. Define gender-sensitive and gender-specific policy goals based on these findings. Define gender equality objectives. Below are a few examples that can be used for your gender analysis when assessing the representation of women in different policy sectors developing a sort of gender check list. For example:

- Identify gender gaps among professionals (wages, access to hierarchical positions) in the main institutions in a given sector.

- Identify the role of women in decision-making at the local and national levels in the sector.
- Consider the governance of an institution through a gender lens, to assess whether selection, appraisal, promotion, and evaluation practices may reflect gender stereotypes that disadvantage both women employees and women managers.

3. Making plan of action

The process of planning the implementation of policies or programmes from a gender perspective is called a gender plan It involves defining gender policy objectives (i.e., equal careers opportunities for men and women, equality of men and women with regards to political representation and participation) and appropriate approaches and interventions to achieve them.

Plan specific actions to be conducted in order to achieve the goals and measures established in your policy. During planning, do not forget to establish specific gender sensitive indicators (gender-sensitive indicators allow for the measurement of changes in the relations between women and men in a certain policy area, programme or activity) which will be helpful for monitoring. Compare the effect of the policy or programme on women and men over the timeframe of its implementation.

Remember, it is also important to define the appropriate moments to monitor and evaluate the policy. Do not forget to formalise gender-related requirements. In practical terms, the following requirements may be included:

- A specific section about gender-related concerns in the grant application: mapping of the situation of women and men in the concerned area; elaboration of gender-specific objectives in line with the latest findings and with the objectives of the call; and explanation on how these objectives would be achieved.
- The application of user-centred and/or participatory methodologies which take into account a gender dimension by directly involving a fair share of women in the process and by looking at how gender inequalities/differences are structuring the domains and the contexts of a particular policy area.

These aspects are to be included in the evaluation criteria policies and checked during its implementation. Transparency should be insured throughout the whole process. The CSOs should make their plan, monitoring and evaluation reports publicly available. This will build confidence between the CSOs and the target group(s) of the prosed policy or programme. One should not forget networking and building alliances while preparing for implementation of the action plan.

Implementation of the action-plan

In the implementation phase you should ensure that all stakeholders are aware about the relevant gender objectives and plans. If needed, set up briefings and capacity building initiatives according to the needs.

Gender equality training – as part of capacity building initiatives - to raise capacity on how to integrate a gender equality dimension in the policy area will usually be needed for all actors who are expected to contribute: other NGOs, policy makers, MPs, researchers, monitoring and evaluation experts, programme committee members, etc. It is also important that support measures are put in place, so that during implementation, difficulties can be overcome, and further guidance is available. Support can take various forms, such as:

- Sharing experiences, lessons and good practices about gender in a certain policy area with colleagues. You may want to consider setting up an informal working/support group on the issue of gender equality in the policy sector.
- Offering the possibility to consult gender (mainstreaming) experts.

Visibility of the CSOs work is very important when advocating for a policy change or amendment. Publications, communications, press releases, podcasts might be issued during the design, implementation and evaluation of the specific policy or programme using traditional and social media. It is important to give a special visibility to gender issues and avoid the use of sexist language and stereotypical or discriminatory images. When organising events and conferences, one should think carefully about the list of speakers: Is there a good balance between women and men speakers? Are women experts given sufficient attention?

4. Monitoring of results and preparation of evaluation

Policy implementation needs to be monitored, and preferably by various stakeholders including CSOs. Relevant indicators therefore have to be set and specific monitoring activities planned and implemented. You will need to collect data and information based on the indicators you have defined, in order to verify whether your goals and measures are being achieved.

Gender-sensitive monitoring allows for gender gaps and difficulties to be identified and redressed as soon as possible, while changes that are necessary to accomplish what has been planned can still be introduced. Consider conducting gender-specific monitoring, i.e., monitoring that has the approach towards realising gender equality as its main focus.

According to the monitoring timeline you defined in the planning stage, follow up to ensure everything is taking place as planned cross-checking it against the indicators defined in the planning phase. Consider corrective actions in case obstacles, that can be immediately redressed, are identified in the process.

Ensure that the implementation of activities related to gender is followed up and reported upon. Reporting on monitoring results contributes to the learning on what works best, which is of great importance.

Monitoring of course also promotes accountability: hold those responsible for the implementation of actions accountable. Consider proposing sanctions, if needed.

In addition to monitoring, an evaluation should take place either on-going or ex post. It should take into account information and data collected and collated in the course of the policy as well as other knowledge and sources. Gender-sensitive evaluation includes questions and methods (gender analysis) which integrate a gender equality perspective. You want to know for example, to what extent the policy achieved its objectives in particular in terms of the benefits achieved by men and women or to what extent it has attended the needs of men and women.

Consider conducting a gender-specific evaluation, focussing on the approach towards realising gender equality that has been followed. Such evaluation will significantly contribute to understanding what works well and where the difficulties are, allowing for the gender mainstreaming approach to be fine-tuned in future actions.

The CSOs should make the evaluation publicly accessible and strategically disseminate its results to promote its learning potential. The findings, the lessons learnt and recommendations from the evaluation will be very useful when redesigning the next framework of your policy or programme and may even feed into the work of other policy areas.

In general, there is little evidence of participation by CSOs in the design of gender impact assessment models and their implementation, where stakeholder consultation is foreseen as an integral part of the impact assessment procedure.

Box XXI: Tools for gender mainstreaming

Gender analysis provides the necessary data and information to integrate a gender perspective into policies, programmes and projects.

Gender impact assessment has been defined as an **ex-ante evaluation** ("before the event)" analysis or assessment of a law, policy or programme that makes it possible to identify, in a preventative way, the likelihood of a given decision having negative consequences for the state of equality between women and men.

Gender audit is a tool to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets. Gender audits help government/organisations/political parties/institutions to identify and understand gender patterns within their composition, structures, processes, organisational culture and management of human resources, **and in the design and delivery of policies and services.** It establishes a baseline against which progress can be measured over time, identifying critical gender gaps and challenges, and making recommendations of how they can be addressed through improvements and innovations.

When applied to policies, programmes, projects or services, a gender audit starts by exploring **to what extent gender equality is mainstreamed in high-level policy objectives and**

---

priorities, and further assesses **to what extent policy intentions are actually carried out in specific initiatives** (e.g., programmes, projects, services). At the planning level, a gender audit analyses whether there is gender-specific objectives or if gender is mainstreamed in the general objectives of the policy in order to guarantee that they contribute to close gender gaps, ensure that women and men benefit equally or in accordance with their gender needs and that inequalities are not perpetuated. Similarly, a gender audit goes on to analyse how gender is mainstreamed into the implementation phase of the policy, programme or project. Finally, a gender audit of the monitoring and evaluation phase investigates whether targets and indicators include a gender perspective both in terms of sex-disaggregated data and progress towards gender equality.

Gender budgeting is an application of gender mainstreaming in the budgetary process. It involves conducting a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process, and restructuring revenues and expenditures in order to promote gender equality. In short, gender budgeting is a strategy and a process with the long-term aim of achieving gender equality goals.

Gender awareness-raising is about raising ability to view society from the perspective of gender roles and understand how this has affected women's needs in comparison to the needs of men.

Gender evaluation is a method of gender mainstreaming integrates gender equality concerns into the evaluation objectives, evaluation methodology, approaches and use.

Gender statistics and indicators are important tools to promote gender equality and implement a gender mainstreaming approach. They integrate a gender perspective in the collection, analysis and presentation of statistical data.

Below is a case study that will enable us to look closer at the CSOs taking a proactive approach in changing the Electoral Code to create new opportunities for higher participation of women in the political life.

Box XXII: Case Study: The Coalition of the NGOs changes the Electoral Law creating opportunities for higher participation of women in politics in Bosnia and Herzegovina

The first gender quota in Bosnia and Herzegovina was established back in 1997 with the support of the OSCE. It obliged all political parties to have at least three women at the top of the candidates list among the first 10 candidates. This quota made it easier for women to claim their place in the political domain as thanks to it 26% of the seats were won by women in 1998 election.

This positive change would not be possible without the commitment of the NGOs and some other stakeholders to promote gender equality. Thirteen NGOs that have formed a Coalition have encouraged women to participate in elections as voters and candidates. Their efforts have resulted in an increase from 2% to 25% women MPs in the House of Representatives in the

Parliamentary Assembly. 15 women-politicians (MPs) joined the NGOs' campaign.

How did the process evolve? After identifying the "gender inequality" in elections and electoral processes, the 13 NGOs formed a Coalition of NGOs (a network) joining the forces and funds. They analysed the problem of low women's participation in politics and its causes, and based on it developed a strategy/action plan that among others included opening a dialogue with 15 women-politicians (MPs) to seek their support and build alliance. They also made a budget.

The campaign's slogan was "There Are More of Us". The slogan was very well chosen as it implied that there are many more women ready to get into politics.

Once again, in 2000, when the model of open lists (seats are assigned to candidates starting with those with the highest number of preferences) was introduced in the electoral law that again made it harder for women to get support to become candidates the NGOs organized themselves. At that time there were only 2 women in the House of Representatives of the Parliament of BiH (4, 76%).

Again, the Coalition of NGOs was established and started, together with women politicians a campaign to get more women in politics. The Coalition organized face to face meetings over all the country with women encouraging them to participate in elections, to avoid family voting and any kind of men's influence under the slogan "If we are together and voting with our hand, we will be winners".

At one of these meetings was present also Ms Dervoz, a member of the House of Representatives of the Parliament of Bosnia and Herzegovina. During the break, several people discussed with her the gender issues in Bosnia and Herzegovina and mentioned the possibility to increase electoral quota to 40% for less present gender. Ms Dervoz very much supported this idea, and together with other women parliamentarians promoted it.

Same year women MPs from different political parties across the political spectrum, in the House of Representatives of the Parliament of Bosnia and Herzegovina established the so-called Women's Club as a non-formal group. This step has provoked very strong reaction by some male politicians in Bosnia and Herzegovina.

Questions:

1. *What was the gender issue that the NGOs address?*
2. *Who were the stakeholders? What role have the NGO played?*
3. *What approach was taken and what methods were used to raise awareness of the target group, public and decision-makers?*
4. *Was the approach gender sensitive?*
5. *How would you design and implement a similar action in Armenia?*

Developed by Gaon (2021) based on E.Miftari: Women's political participation in Bosnia and Herzegovina, 2015)

The exercise bellow will allow the CSOs to reflect on the proposal for intervention and analyse it using gender glasses as well as keeping in mind the advocacy component of the policy cycle.

Box XXIII: Case Study: Equality for all in the employment sector (developed by Verbole, 2021 based on a project proposal)

The (targeted) state policy in the employment sector has direct impact on the socio-economic development of the country and ultimately on increasing the quality of life of its society. The government of Armenia has initiated reforms in the Labour Code which will enter into force in July 2021.

The Consortium "C" composed of 4 NGOs would like to improve the RA Labour Code to contribute to protection of labour rights. For this purpose, the Consortium had drafted an advocacy project that would result in development of evidence based/data driven recommendations to be submitted to the RA Ministry of Labour and Social Affairs. Below is more information about the project.

Project beneficiaries: The project beneficiaries include Armenia's entire working age population, and the target (policy maker to whom advocacy message is addressed because it has the best opportunity to make policy change) is the Ministry of Labour and Social Affairs (MOLSA).

Project background and justification: Employment reforms have been implemented in Armenia since its independence. The 2004 Labour Code guarantees legal equality in labour relations, and prohibits discrimination on a number of grounds including gender, nationality, age, etc.
The lack of effective mechanisms for the protection of workers' rights in the workplace is one of the many shortcomings, along with discrimination, corruption, protectionism, judicial bias, and social inequality. The gender pay gap in all economic sectors of Armenia is about 36%, while the same indicator in the world is 23%.

The 2019 study on employment discrimination on the grounds of gender, age and disability confirmed discrimination in the employment sector. The study also revealed that gender discrimination in the employment sector exists and is manifested in hiring, firing and professional growth processes. Discrimination against people with disabilities was mainly manifested in the process of hiring. Finally, study reported cases of age discrimination mainly against young people, when hiring, and elderly, when firing.

*The Labour Code until 2019 did not include an anti-discrimination norm, i.e., it did not stipulate the prohibition of discrimination on any characteristics. In the absence of legal regulation and governmental and non-governmental control, when hiring and exercising labour rights, an employer was free to dictate any terms not conditioned by business **characteristics, including those of explicit gender and age features. The absence of a government control agency and the weakness of trade unions made employers free to place workers into an economic dependence. Then in 2019, the Labour Code was supplemented by** Article 3.1, which defined the concept of discrimination and included a statement on prohibition of discrimination under the Labour Law. At the same time, the Code prohibits to establish any condition deemed basis for discrimination in announcements of acceptance for work (tenders) and in the process of exercising employment relationships, other than those of business characteristics, professional preparedness, and*

qualification. Compliance with these legislative requirements in the law enforcement practice is subject to review through individual complaints and judicial practice.

In 2020, the COVID - 19 pandemic additionally impacted situation in the labour market, adding to labour rights violations. It not only contributed to an increased number of unregistered employees and "hidden" salaries, but also showed the real value of a worker for the employer. Job cuts recorded during the coronavirus are only a part of labour rights violations. In 2019, the Office of Human Rights Defender (Ombudsman) received 519 complaints concerning instances of labour rights violations, in the first four months of 2020, the number of file complaints is over 220. However, the official statistics remain "silent" of this phenomenon.

Armenia's legislation provides guarantees for the protection of the right to work, yet there is room for improvement. To claim one's labour right one needs to go to the court, which is time consuming, costly, and often ineffective. On the other hand, the level of awareness about regulations of labour relations among workers remains very low. A worker in Armenia does not consider the awareness of one's rights as a criterion of well-being; however, faced with problems motivates citizens to demonstrate consistency to win their rights.

Project activities:

Research: *Research into labour rights is envisaged to study the protection of these rights, the frequency of occurrence and the type of violations conditioned by different factors including the pandemic. At the same time, the research will identify level of awareness of employees of their rights and mechanisms of protection thereof, as well as look to what extent the employees are consistent in protecting their violated rights (including collective), in order to understand also the reasons for not seeking protection. The research will include a combination of qualitative and quantitative sociological methods, as well as analysis of legislation, application of various information gathering methods in carrying out surveys among employers and employees, as well as monitoring of the public and private sectors. It is expected that the in-depth research will allow for making evidence-based conclusions and developing policy reform recommendations.*

Advocacy: *With the support of an experienced media organization, the Consortium intends to communicate with the public and other stakeholders. In particular, meetings will be held with public and private sector institutions, the Healthcare and Labour Inspectorate (HLI), the NA Standing Committee on Health Care and Social Affairs (SC HCaSA), CSOs, as well as end beneficiaries - ordinary citizens and unemployed persons. The results of the research will be submitted, the main problems will be identified, and opinions of the above-mentioned parties will be considered for incorporating them in the recommendations. The coverage of all these meetings will convey the significance the issue to the public and inform about the planned activities, and thanks to the public resonance enable the project to fulfil more robust and targeted works in the future, thereby contributing to the improvement of the sector. It is planned at this stage to hold seminars with CSOs in all regions (marzes) and the capital to raise awareness and legal consciousness, as well as to develop CSO capacities in this area, enabling them to continue their activities and provide advisory services to their beneficiaries, thereby transferring knowledge to regions and cites where respective CSO operate. Throughout the project, the Consortium will promote the project activities and results in the media using various media tools, including its website and social networks. The wide awareness campaign, in turn, aims to raise public*

awareness of labour rights, encourage the use of protection mechanisms, prevent instances of potential violations, as well as inform about the ongoing reforms and the role and significance of each citizen. The project foresees also active work and meetings with the concerned responsible agency – the MoLSA. It is planned to submit to it the research paper, conclusions and recommendations Meetings will be held also with the HLI, the SC HCaSA to establish cooperation with these bodies. To ensure the impact on decision-makers, the project will deploy various advocacy tools, hold meetings and send official letters, conduct negotiations and so on. The project initiator has already established collaborative relations with the SC HCaSA and the HLI on the issue. Project initiator is also a member of the Public Council under the HLI and already actively cooperates with the MoLSA.

Project's implementation:

The project will be implemented by a Consortium of 4 organizations, where one will act as the leading partner. The lead partner will be responsible for targeted work with government agencies and for bringing recommendations on the legislative agenda. Having a positive past track record of effective advocacy campaigns lead partner hopes to use all its capacities, knowledge, skills and contacts to perform the planned works and ultimately to implement reforms in the employment sector.

Research Company (RC) M, a member of the Consortium, will conduct independent research of the issue in question and data analysis on labour rights in the employment sector; study the protection of these rights, the frequency of occurrence and the type of violations conditioned by different factors including the pandemic. At the same time, the RC will identify awareness of employees of their rights and mechanisms of protection thereof, as well as look to what extent the employees are consistent in protecting their violated rights (including collective), in order to understand also the reasons of not seeking protection.

The Centre D, another member of the Consortium, will take care of the next phase of the project – the development of recommendations on data-driven policy reform, based on the result of analysis of data and facts. In this and advocacy phases, the leading partner also intends to involve subject-matter individual experts, to draft narrowly specialized conclusions, recommendations, legislative changes, and to take steps aimed at incorporation thereof in the general policy – the Labour Code.

The other component - advocacy activities with decision-makers, communication with the public and other stakeholders - will be implemented with the support of the "Y" partner which has experience in media and advocacy. For example, meetings with state and private sector institutions, the Healthcare Labour Inspectorate, the NA Standing Committee on Health Care and Social Affairs, CSOs, as well as end beneficiaries – ordinary civil servants and unemployed persons will be conducted by Y. The coverage of all these meetings will convey the importance of the issue to the large layers of the public and inform about the planned activities, and thanks to the public resonance enable the project to fulfil more robust and targeted works in the future, thereby contributing to the improvement of the sector. Seminars with CSOs will be organized in all regions and in Yerevan, for the purpose of raising awareness and legal consciousness, and strengthening CSO capacities in this area.

Questions:
- *What socio-economic issue is being addressed by the proposed advocacy project? How was it identified and by whom?*
- *Is the proposed intervention gender sensitive, does it take into consideration the gender perspective? If yes, please explain why you think so. If, not please explains why you think so.*
- *Identify the stakeholders and their role in the process? Are any stakeholders missing? If yes, why do you think so? If not, why do you think so?*
- *Identify how the proposal has taken into consideration engendered policy cycle.*
- *How would you mainstream gender in the proposed advocacy project through all the project stages – identification of the issues, data collection and analysis, etc.?*
- *What should in your opinion the reform in the Labour Law encompasses? (participants should be familiar with the Labour Law and the proposed changes).*
- *Which advocacy tools are foreseen? List advantages and disadvantages of each of the identified tools.*
- *Identify the potential gender inequalities issues in the employment sector in Armenia? How does the project proposal address them?*
- *Please discuss how would you carry out gender analysis of the employment sector? What kind data would you be looking for and how would you collect them? What question would should be asked?*
- *Develop and advocacy plan for gender mainstreaming in the employment sector.*

In *Annexes VI and VII* there are two additional case studies that were developed for the purpose of this Module; one dealing looking at training as a gender mainstreaming tool used for increasing awareness of gender equality issues and ways to engage women as the key stakeholders in advocacy campaign and at the same time empower them to get elected in the positions where they can influence gender policies. The other one looks at the gender inequalities in rural areas and how gender can be mainstreamed with the view to facilitating rural women's participation in public life.

Box XXIV: Exercise

Exercise:

Discuss with the participants the following statements:

- *Governments should establish **mechanisms** to accelerate women's equal participation and equitable representation at all levels of the political process and public life in each community and society and enable women to articulate their concerns and needs and ensure the full and equal participation of women in decision-making processes in all spheres of life. Governments and civil society should take actions to eliminate attitudes and practices that discriminate against and subordinate girls and women and that reinforce gender inequality.*

From words and paper to practice: Gender budgeting

A budget is the transformation of government's priorities and political commitments into practical measures.

Gender budgeting is the use of analytical tools, as a routine part of the budget process, so that the budget is more effective at helping to meet gender equality goals.

Gender budgeting is a strategy to achieve equality between women and men by focusing on how public resources are collected and spent. It is an approach to budgeting that can improve it, when fiscal policies and administrative procedures are structured to address gender inequality.

The Council of Europe defines gender budgeting as a '*gender-based assessment of budgets incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality*'.

The purpose of gender budgeting is threefold:

1. to promote accountability and transparency in fiscal planning;

2. to increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation;

3. to advance gender equality and women's rights.

Gender budgeting can be applied to any type of budget system at all levels of government.

Gender budgeting at central government level

Introducing gender budgeting at central government level is important because budgetary decisions on both revenue and expenditure are made at this level. For practical examples on how gender budgeting has been integrated at central government level.

Gender budgeting at regional and local government levels.

Regional and local governments' proximity to people's everyday lives means there is potential to respond more directly to women's and men's needs when it comes to public policy and service delivery. At these levels, there is great potential to use participatory gender budgeting approaches involving the local population.

Understanding the budget process can have considerable ability to frame government-wide policymaking.

Three core elements are important for effective approach to gender budgeting; a strong strategic framework, effective tools of implementation and a supportive enabling environment.

---

1. *A strong strategic framework*

Gender budgeting requires political commitment, strong leadership and clarity of roles and responsibilities of different actors across government so that a whole-of-government approach is in place. This approach is also most effective where actions are guided by a national gender equality strategy that outlines overarching gender goals. Goals may also be linked to an indicator framework which helps track progress.

2. *Effective tools for implementation*

In order to successfully implement gender budgeting, countries should select an approach that builds their budgeting system. A more correct approach to gender budgeting is the incorporation a gender perspective at all of the different stages of the budget process as:

• Gender impact assessments: Analysis of the gender impact of existing and/or new budget measures.

• Gender dimension in performance setting: Identifying gender equality indicators and objectives as part of the performance budgeting framework.

• Gender budget statement: A summary of how budget measures are intended to support gender equality priorities.

• Gender budget tagging: Tracking how programmes and activities support gender equality objectives, helping to quantify financial flows.

• Gender perspective in evaluation and performance audit: Identifying whether gender goals relating to different policies and programmes were achieved.

• Gender perspective in spending review: Ensuring spending reprioritisation has a positive impact on gender equality goals. The introduction of these tools is not an end in itself. Information gathered through their implementation can support analysis and more informed budget decisions, helping governments ensure the coherence of budget decisions with strategic priorities.

3. *Supportive and enabling environment*

Gender budgeting will be most effective where there is a supportive enabling environment. This includes systematic collection of gender-disaggregated data, training and capacity development for government staff. Engaging and consulting citizens and experts, for example, through structured engagement with civil society or setting up an expert/consultative group to advice on gender budgeting, can become important to inform ongoing gender budgeting efforts and ensure it remains open to a broad range of inputs and viewpoints, especially critical viewpoints. Equally important is for gender budgeting to be subject to oversight by accountability institutions such as parliament and the supreme audit institution, so that the government is held to account publicly for its implementation.

Enabling factors for gender budgeting

Effective implementation of gender budgeting requires political commitment matched with a technical capacity for gender mainstreaming. Engaged leadership is of particular importance to ensure that gender equality is integrated into the planning and budgeting processes and that public budget revenues and expenditures benefit women and men equally.

Key enabling factors for gender budgeting includes:

- political will and political leadership;

- high-level commitment of public administrative institutions;

- improved technical capacity for gender budgeting of civil servants;

- civil society involvement

In order to put in place an effective implementation of gender budgeting, some particular elements should be present:

- analysis of budgets and policies from a gender perspective;

- linking gender budgeting to overall gender equality objectives;

- restructuring budgets and amending policies from a gender perspective;

- monitoring and evaluation of achievements;

- transparency of the budget process;

- participation in the budget process (who is who in the budget process)

Gender budgeting approaches

The most important approaches used in different gender budgeting initiatives are:

- gender mainstreaming into the whole process of public finance management;

- categorising budget programmes and gender analysis requirements;

- linking gender budgeting and participatory budgeting;

- tracking financial allocations to promote women's rights and gender equality;

- applying standard gender budgeting tools such as: gender aware policy and budget appraisal, gender disaggregated public expenditure and revenue incidence analysis, and gender responsive beneficiary needs assessments;

- combining gender budgeting with impact assessments.

There are several important principles underlying budget process.

- *Accountability.* An important part of gender budgeting is analysis of the impact of budgets on women and men. It is an important part of monitoring how the budget is working towards meeting gender equality goals in a country. Applying gender budgeting will therefore make governments accountable for their gender policy commitments. Here civil society and the media play a crucial role in monitoring and holding the government accountable for their budgets.

- *Transparency.* If applied in a systematic manner, gender budgeting can contribute to increasing participation in the budget process and thereby also increase transparency. Increased participation in the budget process can be achieved by establishing a practice of public consultation and participation in budget preparation, or of public participation in monitoring the budget.

- Ef*fectiveness.* Gender budget analysis contributes to improved information on the potentially different situations and needs of women and men, as well as on distributional effects and the impact of resources on women and men. Thus, gender budgeting provides the basis for better and more evidence-based decision-making. This in turn contributes to ensuring that public funds are being used more effectively.

Gender equality is not just a fundamental human right: achieving gender equality also brings socioeconomic benefits. Several studies have shown that reducing gender inequality has many positive effects and leads to higher growth rates, healthier children, improved labour productivity and a more responsive government. Gender responsive budgets, and related policies, will contribute towards achieving gender equality and will simultaneously improve the population's welfare and lead to more sustainable and inclusive growth and employment.

Box XXV: Case study: gender-sensitive budgeting

Budgets are generally considered to have no tangible impact on the specific situation of women and men, thus, to be gender neutral. However, as women continue to have less economic, social and political power than men, the ways governments pursue to increase their income for example often bear a different impact on women and men.

Gender budgeting is part of the gender mainstreaming. It means preparing budgets or analysing them from a gender perspective. It aims at dealing with budgetary gender inequality issues, including gender hierarchies and the discrepancies between women's and men's salaries.

The gender-sensitive budget, then reflects the commitments of a government with regard to addressing women's and men's needs, interest and concerns, and achieving gender equality. With gender budgeting gender-based differences can be reduces through a proportional sharing of costs and advantages between women and men, and through a better integration of the priorities of women and girls.

Already when designing and later on implementing the government's level of commitment to address both men's and women's needs to be checked. Budget monitoring is crucial towards achieving the gender equality targets and for enacting viable contributions towards reaching equality among women and men. Same goes with regard to following the drafting of proposals, promoting and improving the gender balance.

From a budget perspective, the gender-sensitive budget requires a coordinated approach, based on the full cooperation among the key decision-making actors, starting with the line ministries (Ministry of Finance, Ministry of Interior, Ministry of Labour, Social Affairs and Equal Opportunities) and ending with the Parliament.

A gender-sensitive budget analysis estimates the level and the impact of public expenditure on men and women. It assesses government programs, ways of fostering policies and programs in terms of the inclusion of a gender perspective into the policies and the respective implementation mechanisms.

In Austria, for example the budgetary principle of promoting gender equality was incorporated in the Constitution in 2009. In 2013, for the first the medium-term political outcome objectives aiming at gender equality by Ministries and other public bodies were showed in the annual Federal Budget Act - a key government document. The objectives are result oriented being measurable through yearly monitored and evaluated key indicators which address identified gender gaps. Progress made in gender equality is yearly reported to the Parliament for discussion and political control. (OECD).

OECD identifies three phases in gender responsive budgeting:
1. *Awareness*
2. *Accountability*

3. Change in government budget and policies.

Five step approach to integrate gender into budgeting process (Bundler and Hewitt, 2003):
1. *Analysing the situation of men and women and boys and girls*
2. *Assessing gender responsiveness of policies*
3. *Assessing budget allocations*
4. *Monitoring spending and service delivery*
5. *Assessing outcomes.*

Need to pay attention also to legislation guidelines for various ministries, gender sensitive language, resources, staff and auditing procedures.

Questions
How to identify priorities in a gender-sensitive budget?
How to identify the impact of the public expenditures on the disposable income of women, compared to the men?

At the end of this Module, we would like to underline that what is the most important is that gender mainstreaming in policies does not require only integrating a gender perspective into the content of the different policies, programmes, projects, norms and standards, but also addressing the issue of representation of women and men in the various processes, including decision-making, leading towards equitable outcomes promoting and accelerating the achievement of gender equality. And this is when one wants to discuss the whole of government strategic plans for gender equality, women in leadership, gender quota, gender budgeting and similar.

References:

Armenia Country Gender Equality Brief (2019) UNWomen https://eca.unwomen.org/en/digital-library/publications/2020/05/armenia-country-gender-equality-brief

Assessment of the legislative process in the Republic of Armenia. OSCE/ODIHR (2014) https://www.osce.org/odihr/126128

Baseline study for Armenia local government program (2000) USAID https://www.urban.org/research/publication/baseline-study-armenia-local-government-program

Country Governance Risk Assessment Armenia (2019) Asian Development Bank (ADB) https://www.adb.org/sites/default/files/project-documents/49156/49156-001-tacr-en_0.pdf

Curry, J. Tempelman, D. and Verbole, A. (2008) Fostering User-Producer Linkages in Gender-Disaggregated Data for Agricultural and Rural Development: The Experiences of FAO. Statistical Commission and UN Economic Commission for Europe. UNECE Work Session on Gender Statistics, Geneva, 18-20 October 2008, Working Paper No. 38

Decent work country programme of the Republic of Armenia for 2019 – 2023. ILO https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---program/documents/genericdocument/wcms_724816.pdf

Disaster Risk Finance Country Note: Armenia (2017) World Bank. http://documents1.worldbank.org/curated/en/316831526641378244/pdf/Armenia-Disaster-Risk-Finance-Country-Note.pdf

Excerpt from the p r o t o c o l of the RA government session 11 february 2010, no 5 on the approval of the Gender Policy Concept Paper (2010) https://www.legislationline.org/download/id/3374/file/Armenia_2010%20Gender-Concept-Paper_Engl.pdf

Gender, agriculture and rural development in Armenia. Country gender assessment (2017) FAO, Country gender assessment series http://un.am/up/library/Gender_Agriculture_and_Rural_Development_in_Armenia_Eng.pdf

Gender Equality Glossary (2016) Council of Europe. https://edoc.coe.int/en/gender-equality/6947-gender-equality-glossary.html

Gender Equality Glossary and Thesaurus. EIGE. https://eige.europa.eu/thesaurus/browse

GenderTerm. UNWomen. https://www.unwomen.org/en/digital-library/genderterm

Glossary on gender issues. FAO. http://www.fao.org/fileadmin/user_upload/faoterm/PDF/Gender_glossary-e.pdf

Gender in Local Government: A Sourcebook for Trainers (2008) UNHABITAT https://unhabitat.org/gender-in-local-government-%E2%80%93-a-sourcebook-for-trainers

Legal dictionary. https://legaldictionary.net/public-policy/

Participatory advocacy: a toolkit for VSO staff, volunteers and partners (2007)
https://namati.org/resources/participatory-advocacy-toolkit-for-vso-staff-volunteers-partners/

Principles of Adult Learning & Instructional Systems Design Adult Learning
https://www.nhi.fhwa.dot.gov/downloads/freebies/172/pr%20pre-
course%20reading%20assignment.pdf

Republic of Armenia Review of the Implementation of the Beijing Declaration and Platform for
Action Beijing+25
https://asiapacificgender.org/sites/default/files/documents/Armenia%20(English).pdf

SEAGA (FAO, 2002; 2013) https://rmportal.net/library/content/tools/biodiversity-conservation-
tools/putting-conservation-in-context-cd/gender-issues/socio-economic-and-gender-analysis-
seaga-publications

Templer, R. The policy cycle.
http://sector.rec.org/SPP_CEU_Presentations/Robert%20Templer%20_he%20Policy%20Cycles.
pdf

USAID/ARMENIA GENDER ANALYSIS REPORT (2019)
https://rutaaidis.files.wordpress.com/2019/10/usaid-armenia-gender-analysis-report.pdf

Verbole, A. (2020) Participation of women in political life at the local level in Greece:
Preliminary Study. Council of Europe, Centre for Expertise for Good Governance, Strasbourg

Verbole, A. and Igor D. Gaon (2018) Gender Representation in Media throughout the Electoral
Cycle: The Cases of Albania, Bosnia and Herzegovina and Slovenia. Paper presented at the
Gender Differentiation in Media Industries International Conference, Ljubljana, Slovenia June
14–15, 2018

Why are gender statistics important?
https://www.unescap.org/sites/default/files/Why%20are%20gender%20statistics%20important.pd
f

2019-2021 National Action Plan of The Republic of Armenia on the United Nations Security
Council Resolution 1325 on Women, Peace and Security and Timetable for its Implementation
https://www.mfa.am/filemanager/un_brochure/brochure_eng_WEB.pdf