

# Trainers' Manual



## Gender Mainstreaming in Planning and Development Training Programme

Gender Mainstreaming in Planning and Development Training Programme



Ministry of Women and Children Affairs

Assisted by



Policy Leadership & Advocacy for Gender Equality Phase II (PLAGE II) Project

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National Academy for Planning and Development  
Ministry of Planning

and



Ministry of Women and Children Affairs

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# **Gender Mainstreaming in Planning and Development Training Programme**

*Compiled by*

National Academy for Planning and Development (NAPD)  
Ministry of Planning

*Edited by*

Policy Leadership and Advocacy for Gender Equality Phase II Project (PLAGE II)  
Ministry of Women and Children Affairs  
Government of the People's Republic of Bangladesh



National Academy for Planning and Development  
Ministry of Planning

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**Trainers' Manual on "Gender Mainstreaming in Planning and  
Development Training Programme."**

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The Ministry of Women and Children Affairs (MOWCA) has the mandate to facilitate and monitor implementation the commitments of the Government of the People's Republic of Bangladesh towards gender equality. It is particularly focusing on the national and international policies Second National Strategy for Accelerated Poverty Reduction (NSAPR II), the Millennium Development Goals (MDGs), the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the National Action Plan for the Advancement of Women (NAP). The Policy Leadership and Advocacy for Gender Equality (PLAGE II), a project of MOWCA supported by Canadian International Development Agency (CIDA) is a governance initiative to strengthen MOWCA and partner ministries/divisions/agencies' institutional capacity to address gender issues, which includes facilitation to development of Government systems and procedures for gender equality and gender mainstreaming.

This Trainer's Manual on "Preparation of Gender Responsive Development Project Proposal (DPP) & Technical Project Proposal (TPP)" is one of such initiative for building the capacity of the National Academy for Planning and Development (NADP) to provide training to concerned government officers for designing and reviewing DPPs/TPPs in a gender responsive manner. Already through a two-day course this training has been integrated into the three-month Foundation Course of NADP for the participants of the Economic Cadre Services of GOB and will also be integrated into other relevant Training Curricula of NADP training programmes.

I would like to convey my gratitude and thanks to NADP Officers, for their collaborative action in developing this manual. My special thanks to Dr. M. A. Kamal, Director General of NADP for his sincere support and guidance.

I strongly believe that this manual is a positive step towards ensuring designing and implementation of gender responsive development projects and programs which will eventually contribute towards gender equality in this country.

**Md. Reaz Ahmad**

Joint Secretary (Development and Planning)

Ministry of Women and Children Affairs and

Project Director, Policy Leadership and Advocacy for Gender Equality Phase II

(PLAGE II) Project.



National Academy for Planning and Development (NAPD) is mandated to prepare the officials of government and non-government organizations to face the challenges of the 21st century. Globalization, Technological Changes and Growing Expectations of the people are the critical issues of national life. The focus area of NAPD is to impart training to the target clients devoted to working with the people. It will help them towards self managing, in the face of changes, operations, resources and service excellence. As a result, the practitioners who are involved in governance, leadership and public administration will be immensely benefited.

The Government of the People's Republic of Bangladesh is committed to establish gender equality in this country. Therefore, the implementation of gender responsive projects and programs is the demand of the time to fulfill the national and international policy commitments of the government (NSAPR II, NAP, MDG and CEDAW) with regard to gender equality.

I am really pleased to introduce the Trainer's Manual on "Gender Mainstreaming in Planning and Development Training Programmes" which has been designed in collaboration with Policy Leadership and Advocacy for Gender Equality Project Phase II (PLAGE II). It is a project of Ministry of Women and Children Affairs. The main purpose of the manual is to equip the faculty members of NAPD and the resource persons to strengthen their capacity to provide training on analyzing gender differential needs and to address them when designing and reviewing projects and programmes

This manual widely covers the theoretical base of gender concepts, the key gender issues, the government policy commitments on gender equality and gender based analysis. It specifically includes practical exercises on preparation of gender responsive budget, design and review of Technical Assistance Project Pro-forma/Development Project Pro-forma. Through these exercises the participants will be familiarized on the use of the "Gender Responsive Guidelines for Design and Review of Development Projects". These guidelines were developed by Ministry of Women and Children Affairs (MOWCA), and PLAGE-II and approved by ECNEC, Planning Division, Ministry of Planning.

This manual surface session plans step by step methodologies, training materials and equipments, pre-post test questionnaires and evaluation format. An accompanying CD containing relevant power point presentations will facilitate faculty members/resource persons to conduct sessions as the modules are so designed.

This manual was piloted through a 'three-day TOT course' conducted for the faculty members and resource persons of NAPD with technical support of PLAGE II.

I wish to express my sincere thanks to Mr. Habibullah Md. Mahfuzur Rahman, Additional Director General, NAPD, for his leadership and guidance in developing this manual.

I gratefully extend my appreciation to the NAPD and PLAGE II team for their sincere and laborious efforts in designing and printing this valuable training manual.

I believe that this manual will definitely supplement the required training opportunities extended by NAPD to government and non-government organizations in building human capital for implementing their respective mandates in the direction of gender equality in Bangladesh.

December 2010

**Dr. M. A. Kamal Ph.D**

Director General

NAPD

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## Acronyms

BCI	Budget Circular 1
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CIDA	Canadian International Development Agency
DPP	Development Project Proposals
ECNEC	Executive Committee of the National Economic Council
ECOSOC	United Nations Economic and Social Council
FY	Fiscal Year
GAD	Gender and Development
GBA	Gender Based Analysis
GOB	Government of Bangladesh
GRB	Gender Responsive Budgeting
GRP	Gender Responsive Planning
GRPP	Gender Responsive Project Planning
KPI	Key Performance Indicators
MBF	Ministry Budget Framework
MDGs	Millennium Development Goals
MOED	Ministry of Education
MOF	Ministry of Finance
MOHFW	Ministry of Health and Family Welfare
MOP	Ministry of Planning
MOWCA	Ministry of Women and Children Affairs
MTBF	Medium Term Budget Framework
NAP	National Action Plan for the Advancement of Women
NAPD	National Academy for Planning and Development
NCWCD	National Council for Women and Children Development
NGO	Non-Governmental Organization
NSAPR II	National Strategy for Accelerated Poverty Reduction II
OHP	Over-Head Projector
OPPP	Outline Participatory Perspective Plan
PFA	Beijing Platform for Action
P&G	Poverty and Gender
PGN	Practical Gender Needs



PLAGE II	Policy Leadership and Advocacy for Gender Equality Project, Phase II
PRSP	Poverty Reduction Strategy Paper
SDGs	South Asian Development Goals
SGI	Strategic Gender Interests
TOT	Training of Trainers
TPP	Technical Project Proposals
UDHR	Universal Declaration of Human Rights
UNDAF	United Nations Development Assistance Framework
UP	Union Parishad
VAW	Violence Against Women
WID	Women in Development
WID-FP	Women in Development Focal Point

# Introduction to the Trainers' Manual on "Gender Mainstreaming in Planning and Development Training Programme."

The Manual for training on "Gender Mainstreaming in Planning and Development Training Programme," has been prepared as a guide to achieve the objectives of the training course. The manual consists of topics, methodologies and materials to be followed and used in the training sessions. This Manual includes title of each session, topic wise learning objectives, session plan, step by step guide for the facilitators, slides and handouts relevant to each topic/sessions, Pre and Post Test Questionnaires and a Course Evaluation format.

## Overall Objective of the Manual:

The overall objective of the training manual is to strengthen the capacity of the faculty members and resource persons of NAPD and to guide them to provide training on use of "Gender Responsive Guidelines for Design and Review of Development Projects"

## Specific Objectives:

The manual will help the faculty members and resource persons to gain conceptual clarity, enhance knowledge, develop skills on application of the "Gender Responsive Guideline for Design and Review of Development Projects" and provide training step by step on the following issues:

- Key Gender Concepts, Gender Equity and Equality, Gender Mainstreaming
- Conceptual aspects of Gender Based Analysis and its importance during projects/program design and review
- Government's Gender Equality Policy commitments;
- Gender Responsive Budget and 'BCI Standards' used for assessing impact of strategic objectives of the Ministres on Women's Advancement;
- Use of "Gender Responsive Guideline for Design and Review of Development Projects" to design and review the government projects/programs (DPP/TPP); and
- How to apply the "Gender Responsive Guideline" into prioritized sectors during design and review of DPP/TPP.

## Sessions and Topics:

Session I:	Concepts: Sex and Gender, Gender Role, Gender Needs and Benefits of Gender Equality in the Poverty Reduction
Session II:	Gender Equity and Equality

**Session III:** Gender Based Analysis

**Session IV:** Gender Mainstreaming and Men's Involvement in the process towards Gender Equality

**Session V:** Government's Policy Commitments for Gender Equality

**Session VI:** Gender Responsive Budget (GRB) and Budget Circular - 1 Standards on Women's Advancement and their Relevance to Project/Program Design/Review.

**Session VII:** Presentation on the "Gender Responsive Guidelines for Design and Review of Development Projects"  
A. Project/Program Design,  
B. Project/Program Review

**Session VIII:** Exercise on use of the "Gender Responsive Guidelines for Design and Review of Development Projects".  
A. Group Work  
B. Presentation in the plenary

### **Session Plan:**

**Session:** Separate numbers have been used for each session, so that the relevant topics can be identified easily.

**Objectives:** The learning objectives of each session, that is, the expected knowledge, skill and attitude of the participants at the end of the session have been clearly defined. These objectives will guide the facilitators in conducting the session.

**Duration:** The total time required and breakdown of total time for conducting each session has been suggested. This will help the facilitator in preparing plans for conducting the session.

**Session Guide / Process:** The activities of each session have been divided into several steps. The responsibilities of the Facilitators and participants have been clearly stated. In order to achieve the objectives of each session, the sequence of activities to be undertaken by the facilitator and the participants have been described step by step. This will serve as a guide for the facilitator to conduct the sessions effectively.

**Methodology:** Methodologies prescribed in this manual is Participatory Mutual Training and Learning (PMTL) approach that provides scope of active participation, two way communication and lots of interaction in the total training program. This approach consists of open discussion, small group exercise and presentation through plenary, questions-answers session, role-play, and video presentation. From this variety of methodologies the facilitator may adopt methods according to his/her interest and requirement that will help in achieving the sessions' learning objectives. However, it is recommended that there should be scope for practical demonstration through review of some selected TPP & DPP through group exercise depending on the duration of training event of NAPD. The facilitator may also use PowerPoint/slide presentation or transparency during lectures and discussions.

**Training Equipment:** Flipchart, Poster, Whiteboard, Marker, Multimedia / Slide Projector, OHP may be used as required by each session. The facilitator may use equipment according to her/his choice, but should take into consideration the feasibility and effectiveness of learning.

**Material:** Following materials are suggested so that the Facilitator can select, use and supply material/s appropriate for each session.

- Booklet on "Gender Responsive Guidelines for Design and Review of Development Projects", published by Ministry of Women and Children Affairs, Government of the People's Republic of Bangladesh (July 2009) and endorsed by Planning Division, Planning Commission
- Handouts as appropriate for the sessions (Some are included in the manual). However, facilitators/resource persons can provide additional material (with updated information if necessary) that may be appropriate for the sessions.
- Selected sections of "Methods of designing, processing, approval and revision of the Government Development Projects" published by Planning Division, Ministry of Planning, Government of the People's Republic of Bangladesh, May, 2008
- Budget Circular – 1, Published by Budget Wing, Finance Division, Ministry of Finance, Government of the People's Republic of Bangladesh (the latest edition)
- Booklet on "Gender Glossary" published by Ministry of Women and Children Affairs and PLAGGE II, 2007

**Training Aids:** At the end of each session, relevant training aids i.e. slides and handouts have been included as guideline / reference for conducting the session or use and distribution during the session. Materials have been numbered in line with that of the relevant session so that the Facilitator can identify them easily, e.g. for Session I, Training Aids may be numbered as 1A, 1B, 1C..... and so on. A soft copy of the training aids is also included with this manual.

### **Pre and Post Tests (Learning):**

Pre and Post Tests are important to assess effectiveness of the training course for building capacity to design and review gender responsive development project proposals (DPP) / technical project proposals (TPP). A sample questionnaire has been provided as **Annex A** in the manual, which will help in assessing participants' conceptual clarity on key gender issues, knowledge on international and national policy commitments of the Government of Bangladesh, their understanding of gender responsive planning and budgeting before and after the training. The questionnaire may be used directly or may be adapted according to the need of the training course.

### **Training Evaluation (Feedback):**

A course evaluation will be done at the end of the training course to know the feedback of the participants on the contents, duration, session plans, methodologies, material and equipment, facilitation, logistic support and any other issues raised by the participants. Course evaluation findings may be taken into consideration, if required, for further improvement of this training course in the

future. A sample of the Evaluation Format has been provided as **Annex B** in the manual, that may be used directly or may be reviewed or further developed according to the need of the course conducted. Facilitator(s) can use a simple evaluation form to obtain feedback from the participants at the end of each session and/or each day.

### **Flexibility of Using this Manual:**

- The manual has been prepared to be used as a guide for designing the training course and facilitating the sessions as per requirement.
- Suggested schedule for 1 day and 2 days course duration is provided as **Annex C** that may be used or adapted as per need. The facilitator may need to adjust session hours accordingly.
- Since the manual has been designed for integration in existing regular NAPPD courses, some flexibility may be maintained regarding the topics. All the topics presented in this manual may not be included in all the training events. The course director/coordinator will select topics and design this training course according to the duration allocated in the various regular courses of NAPPD. However, it is recommended that the sessions VII and VIII on "Presentation and Exercise of Gender Responsive Guidelines for Designing and Review of Development Project" are included and special attention given on duration of group exercise and presentation in the plenary in order to ensure achievement of these two sessions learning objectives.
- The proposed methods, processes, duration, material etc. may be modified on the basis of the nature of training course, background and level of the participants, skills and expectations of the participants. New objectives may be added with the given ones in these manual and new steps and topics may be adopted accordingly.
- The time allotted to the various steps in a session may be changed keeping the total time for the session unchanged. Again the total time for the different sessions may be changed according to need.
- The reading material and training aids included in the manual may require to be updated in keeping with the changing/ emerging needs, and may have to be revised, modified and changed accordingly.
- The change may be done only as and when required, for development and enrichment of the manual, without affecting its quality.

**Training Course on "Gender Mainstreaming in Planning and Development Training Programme."**

**Tentative Schedule**

**Duration: 3 days**

**Day -1**

<b>Session</b>	<b>Time</b>	<b>Content/Topic</b>	<b>Facilitator</b>
	09:00	Registration	
Opening	09:30-10:00 (30 minutes)	Opening Remarks  Introduction of the Participants	Course Director /Coordinator
<b>10: 00 -10:30 MORNING TEA BREAK</b>			
	10:30-11:00 (30 minutes)	Pre-test	
Session-I	11:00-01:00 (2 hrs)	Concepts: Sex and Gender, Gender Role, Gender Needs and Benefits of Gender Equality on Poverty Reduction	
<b>01:00-02 :00 PRAYER AND LUNCH</b>			
Session-II	02:00-04:00 (2 hrs)	Gender Equity and Equality	
	04:00-04:30	Evaluation and summary of Day- 1	Course Management
<b>04:30 TEA AND REFRESHMENT</b>			

**Training Course on "Gender Mainstreaming in Planning and Development Training Programme."**

**Tentative Schedule**

**Duration: 3 days**

**Day-2**

<b>Session</b>	<b>Time</b>	<b>Content/Topic</b>	<b>Facilitator</b>
	09:00-09:15	<b>Recap on Day-1</b>	
Session-III	09:15-10:45 (1 hr.30 minutes)	Gender Based Analysis	
	<b>10:45 -11:15</b>	<b>MORNING TEA BREAK</b>	
Session -IV	11:15-12:45 (1 hr. 30 minutes)	Gender Mainstreaming and Men's Involvement in process towards Gender Equality	
	<b>12:45-01:45</b>	<b>PRAYER AND LUNCH</b>	
Session-V	01:45-03:45 (2 hrs)	Government's Gender Equality Policy Commitments	
Session VI	03:45-04:45 (2 hrs 30 minutes and continue next day)	Gender Responsive Budget and BCI standards on Women's Advancement and their relevance to project/programme design/review	
	04:45-05:00	Evaluation and Summary of Day 2	
	<b>05:00</b>	<b>TEA AND REFRESHMENT</b>	

**Training Course on "Gender Mainstreaming in Planning and Development Training Programme."**

**Tentative Schedule**

**Duration: 3 days**

**Day-3**

Session	Time	Content/Topic	Facilitator
	09:00-09:15	<b>Recap on Day-2</b>	
Session-VI	09:15-10:45 (contd. from previous day)	Gender Responsive Budget and BCI standards on Women's Advancement and their relevance to project/program design/review	
<b>MORNING TEA BREAK</b>			
Session VII	10:45-12:15 (1 hr.30 minutes)	Presentation on the Gender Responsive Guidelines for Design and Review of Development Projects A. Project/Program Design B. Project/Program Review	
Session VIII	12:15-01:15 (3 hrs –contd. after lunch)	Application of the Gender Responsive Guidelines for Design and Review of DPP/TPP A. Group Work B. Presentation in the Plenary	
<b>PRAYER AND LUNCH</b>			
Session VIII	02:15-04:15 (contd.)	Continued	
	04:15-04:45 (30 minutes)	Post Test	
	04:45-05:00	Evaluation of the program	
Closing	05:00-05:30	Closing	
<b>CLOSING TEA</b>			





## Concepts: Sex and Gender, Gender Role, Gender Needs and Benefits of Gender Equality in Poverty Reduction

**Objectives: At the end of the session the participants will:**

- Be able to clearly articulate the concepts of gender and sex and difference between the two
- Have a common understanding on Gender role and Gender Practical Needs and Gender Strategic Interests
- Be able to clearly articulate the Gender Dimension of Poverty
- Be able to clearly articulate the benefits of Gender Equality in the Poverty Reduction Plan, Action or Strategy.

**Total Time:** 2 hours.

Process	Time	Methods	Materials
<p><b>Step -1 Introduction</b></p> <p>The facilitator will exchange greetings with the participants and start the session by informing the participants about the session’s objectives, time frame and the methodologies to be used.</p> <p><i>Ref: Slide 1 on Session 1 Objectives</i></p> <p>The Facilitator will start the discussion about ‘Sex and Gender’. The discussion may start with requesting the participants “whether anyone of them would like to explain the concept of ‘Gender’ and how it differs from the term ‘Sex’?. The facilitator will apply brainstorming method. The points made by the participants will be written down on the board / flipchart. Facilitator will relate this issue to the participants’ personal and professional life by asking stimulating questions (e.g. sharing household work, division of labor at office).</p>	10 mins.	Self-introduction, Briefing / Presentation Brainstorming Discussion	Multimedia projector/OHP Slides / Transparencies Flipchart / Whiteboard Marker-pen

Process	Time	Methods	Materials
<p><b>Step-2</b></p> <p>The Facilitator will project and explain the difference between sex and gender and summarize the discussion by saying that sex is defined as biological, refers to physical features and it remains the same everywhere. <i>Sex generally cannot be changed. On the other hand, gender is defined as attitudes, behavioral patterns, gender roles and responsibilities, and it varies from culture to culture and from one time to another, because it is determined by the society but gender roles can be changed. Example: A few decades back, the only professions accessible to Bangladeshi women were related to their traditional role of caring for the young and the sick such as teaching and nursing. Nowadays, women are working in non-traditional professions such as engineering, the police service, defense etc.</i> This example indicated that the roles assigned to women, and consequently socially acceptable professions for women, have changed over the past few decades.</p> <p><b>Ref. Slide 1A on Sex and Gender</b></p> <p>Thus the sex role and gender role are different. Sex role is imposed on people by nature, while gender roles are constructed by the society. Division of labor to be explained to support gender role and explanation of women's multiple roles: production (wage and economic activity) in addition of reproduction (giving birth, caring children, housework)</p> <p><b>Ref. Slide 1B on Gender Role</b></p>	<p>20 mins.</p>	<p>PowerPoint / Transparency Presentation  Discussion</p>	<p>Multimedia projector / OHP  Slides / Transparencies on Concepts of Sex and Gender, Gender Role and Needs</p>
<p><b>Steps-3</b></p> <p>The facilitator will generate discussion on Practical Gender Needs and Strategic Gender Interests through referring to previous discussion on gender roles. He/She will say that the needs and interests of women and men arise from existing gender roles and gender relations characterized as practical and strategic. The facilitator will show power point presentation on the difference between Practical Gender Needs and Strategic Gender Interests and providing conceptual clarity by giving practical example to the participants.</p> <p><b>Ref. Slide 1C on Gender Needs</b></p>	<p>30 mins</p>	<p>PowerPoint / Transparency Presentation  Discussion</p>	<p>Multimedia projector / OHP  Slides / Transparencies on Practical Gender Needs and Strategic Gender's Interest</p>

Process	Time	Methods	Materials
<p><b>Step-4</b>            First, facilitator will generate discussions on the gender dimension of poverty in relation to the poverty reduction strategy of the govt of Bangladesh. The facilitator will show one power point presentation on gender dimension of poverty so that it could be linked to next presentation on the benefits of gender equality on the national development.</p> <p><b>Ref. Slide 1D on Gender Dimension of Poverty</b></p> <p>The Facilitator will show another power point presentation on "Gender Equality and Benefits on National Development Towards Poverty Reduction". After getting a clear understanding about the difference between Gender and Sex and gender dimension of poverty it would help the participants to relate the gender equality results with national goals e.g. sustainable development towards poverty reduction. It will also help them to design and review TPP/DPP in a gender responsive way.</p> <p><b>Ref. Slide 1E on Gender Equality and Benefits on National Development</b></p> <p><b>Step-5 Learning points</b></p> <p>The Facilitator will ask the participants about the difference between sex and gender</p> <p>It is expected that by the end of the session, the participants will be able to recognize that :</p> <ul style="list-style-type: none"> <li>→ Sex is biological, refers to physical features and it remains the same everywhere.</li> <li>→ Gender roles are not natural roles; they are constructed by the society. Boys and girls are systematically taught to be different from each other right from the childhood.</li> <li>→ Socialization into gender roles begins in early life. This includes being different in terms of our appearance and how we dress, behavior and emotions we express, activities and roles and responsibilities, which we demonstrate.</li> <li>→ Gender roles are learned and therefore can be de-learned. This is why it is changeable.</li> <li>→ Gender needs are derived from existing gender division of labor.</li> <li>→ Gender dimension of poverty in relation to the challenges faced by women.</li> <li>→ Gender equality leads to benefits of national changes towards sustainable development of the society for men and women, boys and girls.</li> </ul>	<p>30 mins.</p>	<p>Power Point / Transparency Presentation  Discussion</p>	<p>Multimedia projector / OHP  Slides / Transparencies on Gender Dimension of Poverty and Gender Equality and Benefits</p>
<p>The Facilitator will ask the participants about the difference between sex and gender</p> <p>It is expected that by the end of the session, the participants will be able to recognize that :</p> <ul style="list-style-type: none"> <li>→ Sex is biological, refers to physical features and it remains the same everywhere.</li> <li>→ Gender roles are not natural roles; they are constructed by the society. Boys and girls are systematically taught to be different from each other right from the childhood.</li> <li>→ Socialization into gender roles begins in early life. This includes being different in terms of our appearance and how we dress, behavior and emotions we express, activities and roles and responsibilities, which we demonstrate.</li> <li>→ Gender roles are learned and therefore can be de-learned. This is why it is changeable.</li> <li>→ Gender needs are derived from existing gender division of labor.</li> <li>→ Gender dimension of poverty in relation to the challenges faced by women.</li> <li>→ Gender equality leads to benefits of national changes towards sustainable development of the society for men and women, boys and girls.</li> </ul>	<p>20 mins.</p>	<p>Question - Answer</p>	

Process	Time	Methods	Materials
<p><b>Step-6 Conclusion</b> The facilitator will summarize the learning points through presenting the key points and to differentiate the gender roles that bring inequity.</p> <p>The facilitator will conclude the session through thanking the participants for their active participation and encourage them to share / apply their lesson at their respective organizations /departments and to consider the issues during the formulation and reviewing of TPP/DPP.</p>	10 mins.	Power Point / Transparency Presentation	Multimedia Projector / OHP  Slides / Transparencies on Differences Between Sex and Gender

# Session 1

## Concepts:

Sex and Gender, Gender Role, Gender Needs  
and

Benefits of Gender Equality  
in Poverty Reduction



Policy Leadership  
and Advocacy for  
Gender Equality

1

Session-1

## Objectives of Session 1

- Be able to clearly articulate the concepts of gender and sex and difference between these two
- Have a common understanding on Gender role and Gender Practical Need and Gender Strategic Interests
- Be able to clearly articulate the Gender Dimension of Poverty
- Be able to clearly articulate the benefits of Gender Equality in the poverty reduction



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Session-1

# Sex and Gender



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Session-1A

## *Difference between Sex and Gender*

### Sex

- Sex is a biological fact.
- Sex is a natural attribute that a person is born with

### Gender

- Gender is culturally and socially determined.
- Gender is created, produced, reproduced and maintained by social institutions such as families, communities, schools, and media.



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Session-1A

## *Difference between Sex and Gender*

### Sex

- Sex remains the same everywhere and all the time.

### Gender

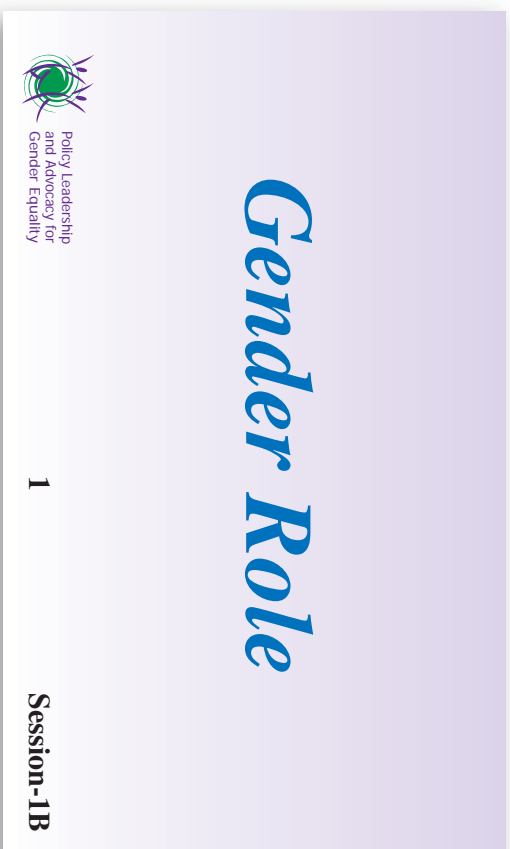
- Gender varies from culture to culture and from one period to another because it is determined by the society.




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Session-1A



**Gender Role**

  
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**Session-1B**



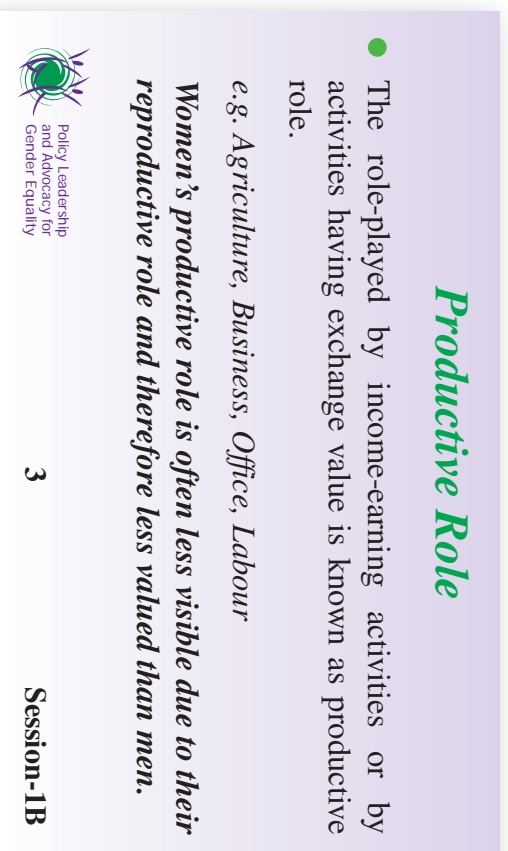
**Definition of Gender Role**

- A gender role is a theoretical construct in the social sciences and humanities that refers to a set of social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific gender.

  
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**Session-1B**



**Productive Role**

- The role-played by income-earning activities or by activities having exchange value is known as productive role.  
*e.g. Agriculture, Business, Office, Labour*

**Women's productive role is often less visible due to their reproductive role and therefore less valued than men.**

  
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**Session-1B**

## Reproductive Role

- The role that involves the care and maintenance of the household and its members but do not generate any income or has no exchange-value.

*e.g. bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care.*

**Women generally play these roles all over the world**



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## Social Role

- Collective role played selflessly at community level e.g. participation or contribution for the greater benefit of the society or community.

No exchange value or financial reward.

Seldom considered in economic analyses of communities

**Both women and men engage in community activities, but a gender division of labour prevails here**



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Session-1B

## 2 Types of Social Role

1. **Community Managing Role:** Activities without pay at a community level for the benefit of all.  
*e.g. repair roads/bridges, construct embankments, organize marriage ceremonies or death anniversaries*
2. **Community Politics Role:** decision making role without pay of any community managing activities is a community politics role,  
*e.g. participation in UP election, acting as a judge in the settlement of a dispute, decision where a school or a tube-well will be established etc.*



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Session-1B



# Gender Needs

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Session-1C

*Practical Gender Needs (PGN) and Strategic Gender Interests (SGI)*

PGN	SGI
<ul style="list-style-type: none"><li>• Tends to be immediate, short-term</li><li>• Unique to particular women</li><li>• Relate to daily needs: food, housing, income, health, children, etc.</li></ul>	<ul style="list-style-type: none"><li>• Tend to be long-term</li><li>• Common to almost all women</li><li>• Relate to disadvantaged position: subordination, lack of resources and education, vulnerability to poverty and violence, etc.</li></ul>

2

Session-1C

*Practical Gender Needs (PGN) and Strategic Gender Interests (SGI)*

PGN	SGI
<ul style="list-style-type: none"><li>• Easily identifiable by women</li><li>• Can be addressed by provision of specific inputs; food, hand pumps, clinic, etc.</li></ul>	<ul style="list-style-type: none"><li>• Basis of disadvantage and potential for change not always identifiable by women</li><li>• Can be addressed by: consciousness-raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, policy etc.</li></ul>

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Session-1C

## Practical Gender Needs (PGN) and Strategic Gender Interests (SGI)

- | PGN  | SGI  |
|--|--|
| <ul style="list-style-type: none"><li>• Tends to involve women as beneficiaries and perhaps as participants</li><li>• When addressed can improve the condition of women's lives</li><li>• Generally does not alter traditional roles and relationships</li></ul> | <ul style="list-style-type: none"><li>• Involves women as agents or enables women to become agents</li><li>• When addressed can improve the position of women in society</li><li>• Can empower women and transform relationships</li></ul> |



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Session-1C

# Gender Dimension of Poverty



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Session-1D

## Gender Dimension of Poverty

*Gender dimension of poverty in Bangladesh can be broadly considered in terms of 8 elements:*

- Economic vulnerability
- Lack of time
- Lack of Human Capacity
- Women's social vulnerability
- Violence against women
- Inadequate political participation
- Ineffective institutions
- Limited participation in the international body and labour market



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Session-1D

## *Gender Dimension of Poverty*

### *Women and men:*

- Experience poverty differently
- Have different poverty reduction priorities
- Affected differently by development interventions.



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Session-1D

## *Gender Dimension of Poverty*

- These gender differences need to be adequately captured in poverty analysis, designs and monitoring systems.



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Session-1D

## *Gender Dimension of Poverty*

- Addressing the gender dimensions of poverty and creating gender responsive interventions enhance the likelihood of success of poverty reduction strategy efforts.



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Session-1D

# Gender Equality and Benefits on National Development



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Session-1E

## Gender Equality: Benefits

*When women's fundamental rights are protected and respected:*

- Women and girls enjoy equal opportunities to education and skill development.
- Women do not face discrimination in legal and judicial framework
- Women are prevented from violence both at home & in the public place.
- Women have equal access to labor market and economic development activities and benefits.
- Women and girls enjoy freedom of mobility in the public space.



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Session-1E

## Gender Equality: Benefits

*When opportunities are created for women to participate in social, economic and political activities.*

- Women are empowered and can influence institutional changes.
- Women are included in decision-making.
- Women have access to information and technology.
- Creates harmony between men and women where both perform complementary role within households and outside.
- Women have fuller access to means of production and enjoy direct ownership over the means.



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Session-1E

**Women will overcome poverty.**

## Handouts for Session I

### Gender Concepts

#### Handout 1A : Additional information on Sex and Gender

Literally, gender means sex. Also in grammatical usage, the word is used to indicate sex, for example, masculine, feminine and neuter genders. Although in English dictionary the word "Gender" is a synonym of "Sex", the word "gender" itself has a different and wider connotation in modern development terminology and sociological perspective. Social Scientists and Development Specialists use the term "Sex"; "Gender"; "Gender Relations" to determine and analyze female – male relationship. Therefore, it is important to have conceptual clarity of **sex** and **gender** with sociological perspective.

##### What is sex?

Sex refers to the biological characteristics that define humans as female and male. It refers to physical attributes pertaining to a person's body contours, features, hormones, genes, chromosomes and reproductive organs. Sex differences between females and males are natural and remain the same regardless of time and place. In English language, the term "Sex" is used to determine female and male. The Bangla term for "Sex" is "Lingo" (লিঙ্গ).

##### What is gender?

Gender indicates social nature of a man or a woman, for example, what s/he will wear, how s/he will behave, what his or her expectation will be, etc. in contrast to those which are biologically determined. These culturally and socially determined roles, attitudes and values, define the behaviour of women and men and the relationship between them. In the traditional gender roles, women are expected to be softhearted, emotional, docile and quiet while men are expected to be tough, hard-working rationalist, etc. The word 'gender' was used by Ann Oakley and others in the 1970s to emphasize that everything women and men do, and everything expected of them, *with the exception of their sexually distinct functions (childbearing etc.)*, can change, and does change, over time and according to changing and varied social, economical, political, and cultural factors. This change can be revealed from a comparison of the roles of men and women in Europe and Bangladesh. Though women of both Europe and Bangladesh belong to the same sex, there is a distinct difference in their role, work and conduct. In Europe, a woman can easily wear a dress or choose an occupation like a man, but in Bangladesh in most cases it is hardly possible for a woman to do that due to social barriers. However, these socio-cultural characteristics, conducts and roles of men and women keep changing with the change of a society.

*A few decades back, the only professions accessible to Bangladeshi women were related to their traditional roles of caring for the young (teaching) and the sick (nursing). Nowadays, women are working in non-traditional professions such as engineering, the police service, defense, etc. This example indicates that the roles assigned to women, and consequently socially acceptable professions for women, have changed over the past few decades.*

People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour makes up gender identity, determines gender roles and responsibilities.

When we say 'girl', it indicates a definite sex; but when we say 'girly' or 'feminine', it indicates gender- something more than sex which is not physical but pertains to norms or conducts. It is important to remember that gender is not the result of sex. There is nothing in the physical characteristics of women, which can confine them in home for domestic work and makes them unfit for outside work; similarly the physical characteristics of men do not prevent them from performing domestic chores. Gender is a product of social and cultural perceptions of masculine and feminine traits, characteristics and norms.

### **Why understanding difference in sex and gender is important?**

Since the mid 1980s there has been a growing consensus that sustainable development requires an understanding of both women's and men's roles and responsibilities within the community and their relations to each other. This has come to be known as the Gender and Development (GAD) approach. GAD acknowledges that all development operations have a gender impact and do not automatically benefit men and women equally. Thus it is necessary to adopt a GAD approach for development programmes to benefit both men and women, for sustainable development and positive impacts on the society as whole. However, in societies where there is an imbalance and unequal status of women due to uneven opportunities and personal freedom compared to men, there is a need to focus on addressing women's needs.

## **Handout 1B : Gender Roles**

**Gender role** is a term used in the social sciences and humanities to denote a set of behavioral norms that accompany a given gendered in a given social group or system.

Every known human society presents individuals with a set of statuses by which members of the society identify themselves and one another. Such statuses may be assigned to an individual automatically, based on the status of his or her parents, or based on some physical characteristic (including ones that emerge through the aging process); such statuses are called "ascribed." Other statuses may be achieved based on the activities and accomplishments of an individual. Scientists used to believe that gender was universally ascribed; Gender role involves socially proscribed and prescribed behaviors, which may take the form of rules or values. Such rules and values do not determine or control an individual's behaviors absolutely. Usually they define boundaries of acceptable behavior within which there is always variation and room for individual creativity. Most researchers recognize that the concrete behavior of individuals is a consequence of both socially enforced rules and values, and individual disposition, whether genetic, unconscious, or conscious, although some researchers emphasize the objective social system, and others emphasize subjective orientations and dispositions.

**Gender Division of Labour:** Refers to the allocation of differential tasks, responsibilities and activities to women and men according to what is considered socially and culturally appropriate. It arises from socially formed attitudes or beliefs about what a woman or a man has the capacity and the responsibility to do. For instance, paid work done outside the home and in the public arena is usually attributed to men because society assigns them the role of primary breadwinner for the family. On the other hand, unpaid, domestic work done within the private domain of the home is assigned primarily to women. Men's productive work is considered more important because of the economic benefits and advantages it gives to those engaged in it and due to the social recognition given to it. On the other

hand, women's domestic work is mostly unrecognized, undervalued and either not paid or poorly paid. This lack of social recognition contributes to women's subordinate position in society in relation to men.

*Traditionally, Bangladeshi women are expected to carry out all household work, including child rearing and taking care of the family elders. Though it is time consuming, this work is not perceived as 'real work' and is unpaid. On the other hand, Bangladeshi men are usually expected to work in paid employment outside the home. This leads to a higher value being accorded to men's economic contribution, and by extension, to men themselves.*

Both men women have multiple work roles. There are **three Types of Gender Roles:**

- i) Productive Role
- ii) Reproductive Role
- iii) Social/Community Role

**Productive Role:** The role-played by income-earning activities or by activities having exchange value is known as productive role. e.g. production of goods and services for consumption and trade (farming, fishing, employment & self employment The exchange value may be in form of cash or kind.). Generally men are engaged in productive role, but women can also be involved in production activities. However, their function and responsibilities will differ according to the gender division of labour. Many productive activities of women are overshadowed by their reproductive roles. For example, rural women perform many agro-processing activities, but as these are done along with household works, these are not regarded as productive as there is no exchange value for these activities. Therefore, women productive role is often less visible and less valued than men.

**Reproductive Role:** Reproductive activities involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Also, reproductive role extends to rearing and caring of three generations- the past (grand parents, parents and parents-in-law); the present (spouse, brothers and sisters; brothers and sisters-in-law) and the future labor force (the children and the grand children). Reproductive work is crucial to human survival, yet it is seldom considered 'real work' as these activities do not generate any income or has no exchange-value and as such it is not counted in economic terms and often unrecognized. Women play these roles all over the world and in poor communities, reproductive work is for the most part manual-labour-intensive and time consuming. However if the same roles are played in exchange of money, it will be regarded as a productive role. Another reproductive role is decision making regarding contraception and reproduction which are in the hands of women/ men, but in many cultures men play a significant and recognized role in this regard. Depending on the cultural context men also take the responsibility of child rearing.

**Social/Community Role:** Collective role played selflessly at community level e.g. organizing social events and services; ceremonies and celebrations; participation in community improvement activities, groups and organizations and local political activities etc. It is participation or contribution for the greater benefit of the society or community. This type of work is seldom considered in economic analyses of communities because it has no exchange value or financial rewards. It involves considerable volunteer time and is important for the spiritual and cultural development of communities and as a vehicle for the community organization and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here. These roles are mainly of two types:

**Community Managing Role:** is undertaking of activities without pay or remuneration at a community level in a given area for the benefit of all. For example, a few or all persons in a village can repair roads and old bridges, construct embankments, organize marriage ceremonies or death anniversaries. Both men and women can play these roles.

**Community Politics Role:** Any decision-making activity undertaken without pay or remuneration for the benefit of community in a given locality is called community politics role, for example, participation in UP election, acting as a judge in the settlement of a dispute, taking part in the decision where a school or a tube-well will be located and installed, etc.

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## Handout 1C : Gender Needs:

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**Gender Needs:** In the society, women are in a subordinate position as compared to men. This has developed two types of gender needs for women: practical gender needs and strategic gender needs. These arise from (i) gender division of labor and (ii) the resultant role of women and inequality in the right and position of women.

**Practical Gender Needs:** Practical gender needs are the concrete needs women and men have for survival and economic advancement.

Meeting practical gender needs such as food health care etc. for family and children improve the quality of women's lives and enables them to be more efficient at what they already do. If a woman has some special training which she can use to earn some money, this will definitely improve her job-performance and standard of living. So, needs relating to enhancement of facilities for improving standards of living are called practical gender needs. Meeting practical gender needs leads to an improvement in women's condition.

The practical gender needs also arise from the problems faced by women in their day to day lives in a given context. Women are at an inferior position in the society and yet they have to perform triple roles. Due to social constraints women face complexities in discharging their roles and duties and this impedes their normal development. Practical gender needs address these issues of women.

Meeting practical gender needs in development programmes may include the provision of services such as clean water, shelter and health care, as well as income generating opportunities.

*In Bangladesh, the maternal mortality rate is high at a rate of 2.75 per thousand live births. (Medium Term Budget Framework, 2007-2008 to 2009-10, MoF). In response to women's practical need for safe childbirth, the government introduced a free pre-natal care service in the government health facilities such as Thana Health Complexes and District Hospitals. There have been a number of initiatives to make these health service centers 'women friendly'.*

**Strategic Gender Interests :** Refers to addressing inequality in gender division of labour, legal inequalities, culturally determined subordination of women in society in the social and political spheres refer to addressing the strategic gender interests are addressed through actions that challenge disparities between men and women in society and change existing gender roles and relations, and



seek to bring greater equality between men and women. Meeting women's strategic gender interests will result in the improvement of gender relations and women's position in medium and long terms. Achievement of strategic interests entails fundamental changes in attitudes, beliefs, and norms, as well as removing biases in institutional as well as legal measures. Examples of actions that address strategic interests include: a) improving access to productive assets through measures such as providing women with legal status in terms of land ownership; enabling women to participate in decision-making within their home, community, local government and Parliament; c) promoting employment opportunities for women; d) legal measures for protection against domestic violence and e) encouraging campaigns to change attitudes, beliefs and norms concerning the status of women and men. Advancing strategic gender interests leads to improvement of women's position in life.

*The practice of giving dowry as prerequisite to marriage remains a widespread practice in Bangladesh, particularly at the village level. This practice has resulted, among other things, in violence committed, generally, by the husbands of women whose families fail to fulfil the dowry requirements. Dowry devalues women and contributes to their subordinate position as it carries an underlying assumption that women have limited or no productive capacity and therefore no ability to contribute to their future family's affairs. The Government of Bangladesh enacted the Dowry Prohibition Act as an effort to protect women from dowry-related violence and to raise women's status. As well, this legal measure is aimed at changing attitudes, beliefs and norms arising in relation to dowry.*

Practical needs and strategic interests are complementary.

### **Condition and Position**

**Condition** refers to women's visible or material state.

**Position** refers to women's social, political and economic standing relative to men.

*If a Bangladeshi woman was asked to describe her life, she would probably describe her condition through the kind of work she does, what her family's immediate needs are, such as clean water, food, health services and education for her children, and where she lives.*

*Her position, on the other hand, is characterized by the disparities in wages and employment between women and men; participation in political activities; economic, political and social status in society; vulnerability to poverty and violence; and so on.*

## **Handout 1D : Gender Dimension of Poverty**

Women's social subordination makes them more vulnerable to poverty. Poverty of women has different dimensions and has been generated through various processes. The poverty of women is due to possession of inadequate asset and resources, human capacity and constraints for access to labour market and resources like bank credit, free mobility, as well as burdened with non-paid family-work, rearing and caring activities. In addition, women suffer from economic, social, political vulnerabilities, domination and less access in the decision making process in the family and in the society. They have less opportunity than men in making personal decisions regarding education, marriage, child bearing, family expenditure pattern, and have limited access to labour market and income generating

activities. The negative consequences of early marriage are multiple, including loss of education, employment opportunities, decision-making power, and leading to early childbirth. The rates of maternal and infant mortality are high among adolescent mothers.

The female-headed households usually earn less income since poor women have low earning capacity and their wages are lower than male wages. Women are more susceptible to becoming poor when they lose the male earning member of the family because of abandonment, divorce, or death. As they have weak social and legal protection, they are often subject to violence i.e. physical and sexual assaults, including acid throwing and trafficking.

Women experience poverty differently than men and are affected differently by development interventions. These gender differences need to be adequately captured in poverty analysis, designs and monitoring systems. Addressing the gender dimensions of poverty and creating gender responsive interventions enhance the likelihood of success of poverty reduction strategy efforts. In addition, reforms of some laws, rules and regulations, policies and the institutional mechanism are needed to make governance gender sensitive.

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## **Handout 1E : Gender Equality and Benefits of National Development**

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When women's fundamental rights are protected and respected, women and girls will be able to enjoy equal opportunities to education and skill development. They will have equal access to labor market and economic development activities and benefits. Violence against women and girls both at home, community, workplace and in the public places will be prevented and they will have security, enjoy freedom of mobility in the public space. They will not face discrimination in seeking legal-aid services.

When opportunities are created for women to participate in social, economic and political activities women will be empowered and can influence institutional changes. They will be included and actively participate in decision-making process. Women will be able to contribute to production and national economic growth and will have access and control over resources. Women will have access to information and technology. This will result in creating harmony between men and women where both will perform complementary role within households and outside and have mutual respect for each other.



## Gender Equity and Equality

**Objectives: At the end of the session the participants will be able to:**

- Define the concept of gender equity and gender equality and understand the difference.

**Total Time:** 2 hours.

Process	Time	Methods	Materials
<p><b>Step-1 Introduction</b></p> <p>The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions' objectives, time frame and the methodologies to be used."</p> <p><i>Ref: Slide 2 on Session II Objectives</i></p> <p>The Facilitator will start the discussion by telling them that it is a mutual training and learning exercise for better understanding on gender equity and equality from the perspective of gender responsive project planning and how to use the concept into designing and reviewing of TPP/DPP.</p>	10 mins.	Self-introduction, Briefing / Presentation Discussion	Multimedia projector/ OHP Slides / Transparencies Flipchart / Whiteboard Marker-pen
<p><b>Step-2</b></p> <p>The Facilitator will give some ideas about the concept of gender equity and gender equality by providing practical examples. Such as "Women's University in Chittagong". Next the facilitator will ask them to provide their comments whether the separate University for women is still needed or not.</p> <p>Facilitator will also give example of the reserve seats for the women in the Parliament, quota system for women teachers in the education institutions particularly in the primary school etc. <u>Girls stipend programme</u> undertaken by the Govt. of Bangladesh for encouraging girl students, Govt. Initiative to make <u>Women Friendly Hospitals</u> to encourage women patients to seek health services, specific physical structure in public buildings e.g. ramp to ensure easy access for physically challenged people in wheelchair etc. Apart from the example of Gender equity measures taken by GoB so far, the facilitator will clarify the idea of Gender equality by providing constitutional reference e.g. <i>Article 28</i></p>	10 mins.	Plenary	

Process	Time	Methods	Materials
<p>of the Bangladesh Constitution provides that “the state shall not discriminate against any citizen on ground only of religion, race, caste, sex or place of birth”. In addition, it provides that: “women shall have equal rights with men in all spheres of the state of public life.” These examples will help the participants to open-up their thinking process towards equal access for women and men and special measures for women - whether it is needed or not. Through these discussions, the facilitator will lead the participants towards gender equality and gender equity concept.</p>			
<p><b>Step-3</b>  <b>Group Exercise:</b> The Facilitator will divide the participants into 4 groups of equal or near equal numbers as possible by counting 1, 2, 3, 4. Same type of question will be provided for each of the two groups. Each group will be asked to develop their own logic against the statements they will be assigned to analyse and take a position toward the statement, develop a strong justification and present to the group.</p> <p>The Facilitator will write the following questions for each group on the flip chart / white board to clarify the assignment</p> <p><b>For group 1 and 3 - Equal access and opportunity to public services (e.g. Health, Education, Legal Aid, and Transport etc.) is enough for women in relation to men to ensure equal rights. (Provide at least three strong justifications)</b></p> <p><b>For group 2 and 4 - Special measures in public services (e.g. Health, Education, Legal Aid, Transport etc) are needed for women in relation to men to ensure their equal access and rights. (Provide at least three strong justifications)</b></p> <p>From this group exercise, it is expected that the participants will be able to relate equity to equality and rights, and participants’ understanding of equity measures, and their awareness on government’s equity measures will be enhanced.</p> <p>The facilitator will allocate time i.e. 15 minutes for group discussion and 5 minutes for each group for presentation in the plenary session.</p> <p>The facilitator will ask the groups to select a member in their respective group who will make the presentation on behalf of the group.</p>	20 mins.	<p>Briefing on the exercise</p> <p>Small group discussion and exercise</p>	<p>Flipchart / whiteboard</p> <p>Marker-pen</p> <p>Each group is provided with a poster paper and Marker-pen to write down the answers.</p>

Process	Time	Methods	Materials
<p><b>Step-4</b> After the group members have completed discussion in the plenary session, they will write down their logics on the flip paper according to statements/questions assigned to them. The member selected by respective groups will make the presentation. It is suggested to avoid any kind of discussion until all the 4 groups have presented. The Facilitator will then ask questions to induce intensive discussion and to facilitate the participants' understanding on what they have learned through the exercise.</p>	20 mins.	Group Exercise Presentation	Flipchart / Whiteboard Poster paper on which respective groups have written down the answers
<p><b>Step-5</b> The Facilitator will move into the main question linking the exercise to "gender equity," and "gender equality" concepts. Facilitator will show transparency/slides on the concept "gender equity," and "gender equality" and linking to the group presentation. <b>Ref. Slides 24 on "Gender Equality" and "Gender Equity"</b> Next, the Facilitator will show the participants another transparency / slide on the constitutional provision of Bangladesh for "Gender Equality" and "Gender Equity" and facilitate discussions on "gender equality," and "gender equity" concepts in relation to the constitutional provision. <b>Ref. Slides 2B on the relevant article of the Constitution of Bangladesh</b></p>	20 mins.	Question / Answer Power Point / Transparency presentation Open discussion	Multimedia projector / OHP Slides/ Transparencies on Gender Equality and Gender Equity
<p>Ask the participants how they will relate this discussion with their organizational and professional aspects. <b>Step-6 Learning points</b> The Facilitator will ask the participants the following questions: i) What is the importance of "gender equality" and "gender equity" that you have learned from this exercise regarding the utility of the concepts? It is expected that, at the end of the session the participants will be able to relate the following issues: → It helps improve understanding of the equal rights, opportunities/access to resources between women and men.</p>	30 mins.	Question Answer Session	

Process	Time	Methods	Materials
<p>→ It promotes greater appreciation of women's contributions and special needs considering their triple role.</p> <p>→ It strengthens commitment towards achieving gender equality through practicing equity provisions for a limited period.</p> <p>i) How does this exercise help to address gender issues in the planning?</p> <p>It is expected that, at the end of the session the participants will be able to relate the following issues:</p> <p>→ We are aware about the "historical deprivation of women" and "different socialization process that creates discrimination between women and men".</p> <p>→ This exercise has enhanced our knowledge to look through gender perspective for developing project objectives and strategies for women and men responding their differential needs differently, and to ensure that any kind of gender disparity is reduced.</p> <p>→ It has helped us to understand that taking special measures for women are not like creating special favour to them; it is justice towards women to reduce gender disparity between women and men.</p> <p>→ Through this exercise we have learned that "Equity" is required to reach the goal "Gender Equality".</p> <p><b>Step-7 Conclusion</b>                      The facilitator will summarize the learning points through presenting the key points that "gender equity" is necessary to achieve "gender equality".</p> <p>The facilitator will conclude the session through thanking the participants for their active participation and encourage them to share / apply their learning at their respective organizations /departments and in their work as well.</p>	<p>10 mins.</p>	<p>Power Point / Transparency Presentation</p>	<p>Multimedia/ / projector / OHP</p> <p>Slides / Transparencies on Gender Equality and Gender Equity</p>

# Session 2

## *Gender Equity and Equality*



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Session-2

### *Objectives of Session 2*

- Define the concept of gender equity and gender equality
- Understand the relevance of gender equity and gender equality concept in Gender Responsive Project Planning (GRPP)



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Session-2

# Gender Equity and Gender Equality



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Session-2A

## Gender Equity

**Gender Equity** is the process of being fair to women and men.

**Gender Equity** calls for those who are in disadvantaged positions to have a fair share of the benefits of development as well as the substantive responsibilities in society.



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## Gender Equity

This means giving to those who have less on the basis of needs, and introducing special measures and interventions to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

**Equity leads to equality.**



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### *Example 1*

*In Bangladesh, few women are found in decision making positions in the private or public sectors. To increase the number of women in the public sector, GOB introduced a quota system of reserved positions for women. This gender equity initiative created an enhanced opportunity for women to participate in decision making process in the public services. This was a special measure to address historical and social disadvantages that women officials have faced in the public sector.*



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### *Example 2*

*In Bangladesh, special measures such as recruitment of female doctors, privacy (e.g. partitions/curtains) in waiting rooms and examination rooms have been maintained in government hospitals and health care centers. This gender equity initiative has encouraged women to seek public health services.*



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### *Example 3*

*In Bangladesh, the public buses have reserved seats for female passengers. This equity measure has been able to address the problem/harassment that women faced while traveling in public transport and reduce restriction/limitations in moving from one place to another.*



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## Gender Equality

Opportunity for men and women to reach their full potential as human beings in the development process should be equally accorded to both women and men.



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Session-2A

## Gender Equality

*It refers to women and men having the equal:*

**Right:** social, economic, political and legal (e.g., right to own land, manage property, conduct business, travel);

**Access to Resources:** command over productive resources including education, land, information and financial resources;



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Session-2A

## Gender Equality

*It refers to women and men having the equal:*

**Voice:** power to influence resource allocation and investment decisions at home, in communities, and at the national level.



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## Bangladesh Constitution

### Gender Equality

#### Article 28. Discrimination on grounds of religion, etc.

- (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth.
- (2) Women shall have equal rights with men in all spheres of the State and of public life.
- (3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.



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Source: Constitution of Bangladesh  
1  
Session-2B

## Bangladesh Constitution

### Gender Equality

#### Article 29. Equality of opportunity in public employment.

- (1) There shall be equality of opportunity for all citizens in respect of employment or office in the service of the Republic.
- (2) No citizen shall, on grounds only of religion, race, caste, sex or place of birth, be ineligible for, or discriminated against in respect of, any employment or office in the service of the Republic.



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Source: Constitution of Bangladesh  
2  
Session-2B

## Bangladesh Constitution

### Gender Equality

#### Article 28. Discrimination on grounds of religion, etc.

- (4) Nothing in this article shall prevent the State from making special provision in favour of women or children or for the advancement of any backward section of citizens.

#### Article 29. Equality of opportunity in public employment.

- (3) Nothing in this article shall prevent the State from -
  - (a) making special provision in favour of any backward section of citizens for the purpose of securing their adequate representation in the service of the Republic;



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Source: Constitution of Bangladesh  
3  
Session-2B

## *Bangladesh Constitution*

### **Gender Equality**

#### **Article 29. Equality of opportunity in public employment.**

- (b) giving effect to any law which makes provision for reserving appointments relating to any religious or denominational institution to persons of that religion or denomination;
- (c) reserving for members of one sex any class of employment or office on the ground that it is considered by its nature to be unsuited to members of the opposite sex.



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*Source: Constitution of Bangladesh*

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**Session-2B**

## Handouts for Session II

### Gender Equity and Gender Equality

#### Handout 2A : Gender Equity and Gender Equality

**Gender Equity** is the process of being fair to women and men. Gender equity calls for those who are in disadvantaged positions to have a fair share of the benefits of development as well as the substantive responsibilities in society.

*In Bangladesh, few women are found in decision making positions in the private or public sector. To increase the number of women in the public sector, GoB introduced a quota system of reserved positions for women. This gender equity initiative created an enhanced opportunity for women to participate in decision making processes in the public service. This was a special measure by GoB that addressed the historical and social disadvantages that women officials have faced in the public sector.*

**Gender Equality** means that women and men have equal conditions/opportunities for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results.

*Article 28 of the Bangladesh Constitution provides that: "The State shall not discriminate against any citizen on ground of religion, race, caste, sex or place of birth." In addition, the fundamental law of the land stipulates that: "Women shall have equal rights with men in all spheres of the state and of public life."*

Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions, interests and talents; share responsibility for the home and children and are completely free from coercion, intimidation and gender-based violence both at work and at home.

Originally, it was believed that equality could be achieved by giving women and men the same opportunities, on the assumption that this would bring sameness of results. However, **same** treatment was found not necessarily to yield **equal** results. Today, the concept of equality acknowledges that different treatment of women and men may sometimes be required to achieve sameness of results, because of different life conditions or to compensate for past discrimination.

#### Handout 2B : Constitution of Bangladesh

##### **Article 10 - Participation of women in national life**

Steps shall be taken to ensure participation of women in all spheres of national life.

##### **Article 17 - Free and compulsory education**

The State shall adopt effective measures for the purpose of -

- (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law ;
- (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law.

#### **Article 18 - Public health and morality**

- (1) The State shall regard the raising of the level of nutrition and the improvement of public health as moving its primary duties, and in particular shall adopt effective measures to prevent the consumption, except for medical purposes or for such other purposes as may be prescribed by law, of alcoholic and other intoxicating drinks and drugs which are injurious to health.
- (2) The State shall adopt effective measures to prevent prostitution and gambling.

#### **Article 19 - Equality of opportunity**

- (1) The State shall endeavour to ensure equality of opportunity to all citizens.

#### **Article 27-Equality before law**

All citizens are equal before law and are entitled to equal protection of law.

#### **Article 28 - Discrimination on grounds of religion, etc**

- (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex or place of birth.
- (2) Women shall have equal rights with men in all spheres of the State and of public life.
- (3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.
- (4) Nothing in this article shall prevent the State from making special provision in favour of women or children or for the advancement of any backward section of citizens.

#### **Article 29 - Equality of opportunity in public employment**

- (1) There shall be equality of opportunity for all citizens in respect of employment or office in the service of the Republic.
- (2) No citizen shall, on grounds only of religion, race, caste, sex or place of birth, be ineligible for, or discriminated against in respect of, any employment or office in the service of the Republic.
- (3) Nothing in this article shall prevent the State from -
  - (a) making special provision in favour of any backward section of citizens for the purpose of securing their adequate representation in the service of the Republic;
  - (b) giving effect to any law which makes provision for reserving appointments relating to any religious or denominational institution to persons of that religion or denomination; reserving for members of one sex any class of employment or office on the ground that it is considered by its nature to be unsuited to members of the opposite sex.

*Source: CONSTITUTION OF THE PEOPLE'S REPUBLIC OF BANGLADESH, 4th November 1972*



## Gender Based Analysis

**Objectives: At the end of the session the participants will be able to:**

- Understand the importance of gender-based analysis (GBA) for project and program designing/planning and reviewing

**Total Time:** 1 hours 30 minutes.

Process	Time	Methods	Materials
<p><b>Step 1 Introduction</b></p> <p>The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions’ objectives, time frame and the methodologies to be used.”</p> <p><i>Ref. Slide 3 on Session III Objectives</i></p>	10 mins.	Self Introduction Briefing / Presentation	Multimedia Projector/ OHP Slides/ Transparencies
<p><b>Step 2</b></p> <p>The Facilitator will start the session by referring to the sessions already conducted on concept of Gender, and will request participants to briefly share their understanding on Sex and Gender. The Facilitator will sum up the findings collected from the participants and briefly present the key differences. Facilitator may use an example such as male-female birth ratio as sex disaggregated data /statistics; and the statistic of ownership of land by male and female, which is gender related data which speaks about land rights of men and women.</p> <p>The Facilitator will share his/her views on gender as a ‘subject/concept’ and gender as a ‘word’ by telling that, generally we use gender as a ‘word’ what we learned from our English Grammar Book, that is biological determinant of human being (the birth ratio); and gender as a ‘subject /concept’ we refer as the analytical tool to assess the identity, roles, responsibilities, authorities and rights of women/girls and men/boys in a particular society in a particular period of time (e.g. land rights of men and women).</p>	10 mins.	Review	Flip Chart / Whiteboard Marker pen
<p><b>Step 3</b></p> <p>The Facilitator will ask participants, why this gender issue has become a development issue, why the knowledge on gender issue is important for all of us? It is important to know because our government is committed to achieve gender equality. We need knowledge on gender equality issue to make GBA of any statistics or information which will be needed in project or program design and review that will bring impact on human being.</p>	15 mins.	Interaction and Presentation	Flip Chart / Whiteboard Marker

Process	Time	Methods	Materials
<p><b>Step: 4</b></p> <p>The Facilitator will inform the participants that, conceptual understanding on GBA enhances the analytical skills to work for gender equality issue. This analytical skill will assist/guide for systematically integrating gender considerations or concerns into policy/program/project formulation, planning, budgeting, implementation and monitoring towards achieving gender equality.</p> <p>The Facilitator will explain that, <b>Gender Based Analysis (GBA)</b> is a process that assesses the differential impacts of proposed and/or existing policies (for example NSAPR/PRSP, NAP, MDGs), programs and projects (ministry specific programs and projects) and legislations on women and men.</p> <p><i>Ref. Slide 34 on Gender-Based Analysis</i></p>	15 mins.	Presentation	Flip Chart / Whiteboard Marker-pen; Poster paper
<p><b>Step: 5</b></p> <p>The Facilitator will use PowerPoint Presentation to explain the conceptual aspects of GBA for planning and budgeting which will include following sequential steps</p> <ul style="list-style-type: none"> <li>◆ <b>It questions basic assumptions and values</b> about biological and social differences; the Facilitator will give one example about <b>basic assumptions</b> and one example on <b>values</b> embedded in the society about women/girls and men/boys.</li> <li>◆ <b>It addresses stereotyping and discrimination;</b> the Facilitator will ask the participants what they mean by the term <b>stereotyping and discrimination</b> and ask them how those affect women and men, is it same or different than each other! After receiving participants' views, the Facilitator will sum-up those and explain one example of <b>stereotyping</b> and one of <b>discrimination</b> and affects of those in women's and men's lives</li> </ul> <p><i>Ref. Slide 34 on Gender-Based Analysis</i></p> <p>The facilitator may provide the following Example</p> <p><i>Example: In Bangladesh, traditionally the women in the family are expected to carry out household work, rear children and take care of the family and elders. Though this kind of work is time consuming, it is not considered as</i></p>	20 mins.	Power Point Presentation and Questions Answer interactions	Multimedia/ OHP Slides/ Transparencies on Gender Based Analysis



Process	Time	Methods	Materials
<p><i>"real work" and is unpaid. On the other hand, Bangladeshi men are expected to work outside and earn money, which gives a higher value to his economic contribution and by extension to men themselves. This stereotyping role often leads to discrimination such as parents are prompted to encourage their sons to be more educated compared to their daughters. They see their son/s as future earning member of the family and their daughter/s to be married off to another family.</i></p> <p>Then the Facilitator will explain how GBA can help in showing the way to Gender Equality. GBA:</p> <ul style="list-style-type: none"> <li>◆ <b>Suggests</b> remedies to existing inequalities between women / girls and men / boys;</li> <li>◆ <b>Provides</b> evidence for responsive, sensitive and sound decisions;</li> <li>◆ <b>Leads</b> to provide equal access to project/programme outcomes (benefits, services etc.). It improves position for women / girls and men / boys in the society. It opens the prospects of building a society where women/girls and men/boys would get the opportunity to enjoy and to contribute towards the results of development interventions.</li> </ul> <p>At this point if required, the facilitator will refer to the conceptual aspects of <u>position</u> and <u>condition</u> which have already been covered in the conceptual clarity part of the training course.</p> <p><b>Step 6 Learning points</b></p> <p>The facilitator will review on the conceptual aspects of GBA. It is expected that the participants will be able to relate that GBA is:</p> <ul style="list-style-type: none"> <li>→ A systematic approach to gender inclusion in the development of policies, programs and legislation.</li> <li>→ A tool for gender equality to assist in systematically integrating gender considerations into policy, planning and decision-making process and involving both women and men in the process.</li> <li>→ A part of an approach known as mainstreaming. It is an attempt to take gender equality issues into the mainstream of society.</li> <li>→ An opportunity to question basic assumptions and values of women and men as determined in a society and how it may address existing stereotyping and discrimination on women and men's life to achieve gender equality.</li> </ul>	10 mins.		

Process	Time	Methods	Materials
<p><b>Step 7 Conclusion</b></p> <p>The facilitator will thank the participants for their valuable inputs and participation during the session and will conclude the session by saying that, the fact that Bangladesh Government has several obligations to fulfill its national and international policy commitments to achieve gender equality in Bangladesh, therefore it is imperative to sequentially incorporate gender analysis in development projects and programs to address gender concerns. It leads to achievement of GOB's strategic objective as outlined in NSAPR to mainstreaming gender and gender equality.</p> <p>S/he will share at this point that the national and international policy commitments will be discussed in the next session.</p> <p>The Facilitator will conclude the session with thanks to all.</p>	10 mins.		

## *Session 3*

# Gender Based Analysis



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Session-3

## *Objectives of Session 3*

- Understand the importance of Gender Based Analysis for project and program designing/planning and reviewing



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Session-3

# Gender Based Analysis



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Session-3A

## *What is Gender Based Analysis (GBA)?*

- GBA is an analytical tool to examining the differences between the roles that women and men play in society, the different levels of power they hold, their differing needs, constraints and opportunities and the impact of these differences on their lives.
- For example: inequity between men and women on access to information, access to public services and social exclusion has an impact on their lives.



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Session-3A

## *What is Gender Based Analysis (GBA)?*

- GBA is a useful tool to identify gender gaps (difference between men and women access), to assess the differential impact of proposed and / or existing policies (PRSP), programs (Ministry specific programs and projects) and legislation on women and men.



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Session-3A

### Why GBA for Planning and Budgeting

- To better understand the gender dimension of poverty
- To help find the best strategies and solutions to address practical gender needs (PGN) and strategic gender interest (SGI) ([ref. session 1](#))
- To promote gender equality through GOB policy and services
- To expose women's full participation in social, political and economic dimensions



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Session-3A

### Why GBA for Planning and Budgeting

- It questions basic *Assumptions* and *Values* about biological and social differences;
- It addresses *Stereotype* and *Discrimination*;
- It suggests *Remedies* to existing inequalities between women & men and girls & boys;



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Session-3A

### Why GBA for Planning and Budgeting

- It provides *Evidence* for Sensitive, Responsive and Sound decision;
- It leads to *Improved Position* for women & men and girls & boys;
- Considering *gender gap* into policy, planning, budgeting, monitoring and decision making pave the way to *gender equality*.



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Session-3A

## Handouts for Session III

### Gender Based Analysis

#### Handout 3 : Additional information on Gender Based Analysis

##### Assumptions and Values:

*GBA is based on the following assumptions and values:*<sup>1</sup>

- Constructive partnerships are needed between women and men.
- Every action, policy, program, project and socio-economic trend affects women and men differently.
- Gender equality does not mean that women become the same as men.
- Women must participate equally as agents of change in economic, social and political processes.
- Specific measures must be designed to eliminate gender inequalities.
- Women's empowerment is a key to success in this process.
- Men and boys can also be negatively affected by actions, policies, programs, projects and socio-economic trends.

##### Example:

*Amina was a 15 year old girl who suffered from obstructive labour for three days. She was attended to only by a traditional birth attendant. Her mother-in-law did not allow her to be taken to the Thana Health Complex because a male doctor would perform the delivery of the child. When Amina was about to die, her father-in-law and husband were convinced by the neighbours to take her to the Thana Health Complex three kilometres away. On the way, Amina bled profusely, had a still-birth and died before reaching her destination.*

To analyze this situation from a gender perspective, the following issues can be considered:

- **Access to resources:** Neither Amina nor her mother-in-law had access to information on the signs of unsafe delivery or to the medical resources of the Health Centre. Appropriate transport for women in labour was not available.
- **Level of power:** Amina did not have the right to decide about her marriage – she was married at the age of 13 and became pregnant before her body reached sufficient maturity for safe delivery. Amina did not have the right to decide to consult a doctor on family planning, pre-natal care, or the delivery of her child.
- **Constraints and opportunities:** the family held traditional beliefs that prevented them from taking Amina to hospital where she might be treated by a male doctor.
- **Practical needs:** Amina's practical need for safe childbirth was not met due to her lack of access to resources and lack of decision making power.

1. *An Integrated Approach to Gender-based Analysis, 2007 edition, Status of Women Canada*



## Gender Mainstreaming and Men's Involvement in the process towards Gender Equality

**Objectives: At the end of the session participants will be able to :**

- Develop a common understanding on gender mainstreaming process, its role in effort to achieve gender equality
- Understand the importance of men's responsibility and involvement for achieving gender equality

**Total Time:** 1 hour 30 minutes

Process	Time	Methods	Materials
<p><b>Step 1 Introduction</b> The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions' objectives, time frame and the methodologies to be used.”</p> <p><i>Ref: Slide 4 on Session IV Objectives</i></p> <p>The facilitator will start the discussion by asking the participants examples of where GOB mainstreams gender.</p> <p>This can be done by using a brainstorming method or, if time permits a group work can be carried out by dividing the participants in three groups. Possible answers: GRP, GRB,</p>	10 mins.	Self-introduction, Briefing / Presentation	Multimedia Projector / OHP Slides / Transparencies
<p><b>Step 2</b> After receiving feedback either from brainstorming session or from group work, the facilitator will analyze with the group if these examples are relevant to demonstrate GOB gender mainstreaming process.</p>	10 mins.	Open discussion, Question - Answer session.	Flipchart / Whiteboard Marker-pen
<p><b>Step 3</b> The facilitator will explain that Gender Mainstreaming is a process of assessing the implication of women and men of any planned actions including law, policies, project/programme in any area and at any levels. To mainstream Gender, a GBA is conducted to identify the differential needs and rights of women and men and this also creates opportunities for both to participate equally in the development Programme -</p> <p><i>Then the Facilitator will refer to previous session on GBA which is the backbone of gender mainstreaming. The quality of GBA influence the quality of gender mainstreaming.</i></p>	20 mins.	Transparency /	Transparency / Slide show on Gender Mainstreaming definitional aspect

Process	Time	Methods	Materials
<p><i>If differential needs between men and women are not or wrongly identified, subsequent strategies and actions to reduce the gap between men and women access to resources and equal right cannot be addressed.</i></p> <p>Gender mainstreaming does not call for separate projects and programs for women only. Gender mainstreaming process requires that the differential needs and aspirations of both women and men should be assessed and incorporated in program design throughout the whole project cycle. Adequate budget provisions to address gender issues should be reflected in the program document. Monitoring indicators for assessing progress of activities from gender perspectives should be ensured. Gender Mainstreaming requires opening up the opportunities for women and removal of constraints that limit their participation and access to and control over the resources and benefits.</p> <p><b>Ref: Slide 4 A on Gender Mainstreaming</b></p>	30 mins.	Brainstorming	Transparency / Slide show on Men's Involvement
<p><b>Step-4</b></p> <p>Here the Facilitator will request the participants to recall the previous session on "sex and gender, where the benefits/consequences of gender equality have been discussed. S/he would link between benefits /consequences of gender equality and role of men in the gender mainstreaming strategy by referring to previous session.</p> <p>The Facilitator will ask the participants through brainstorming: <i>Why involve men in programme?</i> Facilitator may provide example of VAW project or Income Generation Activities related projects, as men's involvement or support is very important here to reduce VAW or in crease economic empowerment of women respectively.</p> <p><i>If participants have any questions, the facilitator will mention that there will be scopes for further clarification in session 7 during discussion about gender neutral projects.</i></p> <p>The facilitator will explain the importance of men's involvement in Gender mainstreaming in both practical and strategic aspects. As the people who dominate decision-making and hold most power in government systems, their commitment to ensuring that mainstream policies, plans, programme, projects and budgets integrate measures/allocations to close gender gaps and address gender inequalities and ensures that the majority of development efforts address the needs of both women and men, so that gender equality efforts are not marginalized and starved for funding.</p> <p><b>Ref: Slide 4 B on Men's involvement in achieving Gender equality</b></p>			



Process	Time	Methods	Materials
<p><b>Step 5 Learning points</b></p> <p>The Facilitator will ask the participants, about their understanding of :</p> <ul style="list-style-type: none"> <li>● Gender Mainstreaming</li> <li>● Link between gender mainstreaming and GBA</li> </ul> <p><b>It is expected that at the end of the session the participants will be able to relate the following issues :</b></p> <ul style="list-style-type: none"> <li>● Understand 'gender mainstreaming' concept.</li> <li>→ Importance of GBA to implement gender mainstreaming efficiently</li> <li>→ Importance of link between gender mainstreaming and GBA</li> <li>● Importance of gender mainstreaming for designing and reviewing DPP/TPP</li> <li>→ to ensure equitable project/programs: men and women equal access and control over resources and power.</li> <li>→ to enhance partnership between men and women,</li> <li>→ to reduce VAW and</li> <li>→ to change mindset of power and privileges for men.</li> </ul>	<p>10 mins.</p>		
<p><b>Step 6 Conclusion</b></p> <p>The facilitator will summarize the learning points through presenting the key points of "Gender mainstreaming" as necessary to design DPP/TPP.</p> <p>The facilitator will conclude the session through thanking the participants for their active cooperation and encourage them to share / apply their learning in their respective organizations /departments while designing and reviewing DPP/TPP.</p>	<p>10 mins.</p>	<p>Transparency/ Slide Presentation,</p>	<p>Transparencies / Slides on key points of Gender Mainstreaming</p>

# Session 4

## *Gender Mainstreaming and men's involvement in process toward Gender Equality*



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Session-4

## *Objectives of Session 4*

- Level of understanding on men's responsibility for/involvement in achieving gender equality
- Develop a common understanding on gender mainstreaming process, its role in effort to achieve gender equality



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Session-4

# Gender Mainstreaming



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Session-4A

## *Gender Mainstreaming is :*

- A process for integrating the concerns and experiences of women as well as men in design, implementation, monitoring and evaluation of policies and of assessing the implication of women and men of any planned actions including law, policies, project/ programmes in any area and at any levels.



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Session-4A

## *Gender Mainstreaming is not :*

- A women only issue
- Just about improving access or of balancing the statistics
- About only women taking action
- About only women benefiting from it
- About stopping or replacing gender specific policies and projects targeted at either women or men.



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Session-4A

## *Gender Mainstreaming means:*

- A pro-active process designed to tackle inequalities that discriminate against either sex
- Representing a further step in the search for equality



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Session-4A

## *Gender Mainstreaming means:*

*Designing, Implementing and Monitoring Gender responsive projects/programs and preparing Gender responsive budget that:*

- Recognize the differences exist in men's and women's lives and therefore our needs, experiences and priorities are different
- Take in consideration Practical Gender Needs (PGN) and Strategic Gender Interest (SGI)



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## *Gender Mainstreaming :*

- Involves a willingness to establish a balanced distribution of responsibilities between women and men
- Needs determined political action and support with clear indicators and targets
- Will not happen overnight, it is a continuous process



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Session-4A

### *Gender Mainstreaming aims at :*

- A Long-lasting changes in society, transforming parental roles, family structures, and the organization of work, time and even institutional practices
- At reshaping the mainstream rather than adding activities for women at the margins.



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Session-4A

### *Gender Mainstreaming aims at :*

- A partnership between women and men to ensure both participate fully in society's development and benefit equally from society's resources. More attention to men and their role in creating a more equal society
- Responding to the root causes of inequality and putting remedial action in place



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### *Gender Mainstreaming covers :*

- Policy design
- Decision-making
- Access to resources
- Procedures and practices
- Methodology
- Implementation
- Monitoring and evaluation



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Session-4A

## How Gender Mainstreaming is done?

### By conducting Gender Based Analysis:

- Identifying and address gender gaps.
- Asking the right questions to see where limited resources should be best diverted



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Session-4A

## How Gender Mainstreaming is done?

### Next sessions you will be introduced to GOB tools for Gender Based Analysis:

- Gender Responsive Guidelines for Design and Review of Development Projects
- Budget Circular-1: Standard on Women's Advancement and their Relevance to Project/Program Design/Review



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Session-4A

## Men's Involvement in Achieving Gender Equality



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Session-4B

## *Men's involvement in achieving Gender Equality*

- Gender Equality is acknowledgement of differences between women and men and providing equal opportunities and chances to both women and men taking in consideration these differences.



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Session-4B

## *Men's involvement in achieving Gender Equality*

- With a growing gender equality movement, it is possible that the next generation of young men and women will grow up in a society where mutual respect and support, and shared sense of responsibilities will exist.



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Session-4B

## *Men's involvement in achieving Gender Equality*

- To create broad consensus on men's involvement on gender issues it is important that men recognize that Gender Equality is also an aim that will benefit to both men and women.
- To change the mindset of those men who believe in / work on preserving of men's power and privilege and oppressing women.



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Session-4B

## *Benefits of Men's involvement in achieving Gender Equality*

### *Men's involvement :*

- Brings insight into the social, cultural and political issues that influence existing gender orders (in the organization, institution)
- Strengthen partnership between women and men, and between men and other men who are not in positions of influence and power



Policy Leadership  
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Session-4B

## *Benefits of Men's involvement in achieving Gender Equality*

### *Men's involvement :*

- Contribute to develop strategies for eliminating violence against women
- Helps mobilize resources so that women may have easy access and control.
- Impact positively on the lives of women and men in the workplace, community and family.



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Session-4B



## Handouts for Session IV

# Gender Mainstreaming and Men's Involvement

## Handout 4A: Additional Information on Gender Mainstreaming

### Definition of Gender Mainstreaming

The concept of bringing gender issues into the mainstream of society was clearly established as a global strategy for promoting gender equality in the Platform for Action adopted at the United Nations Fourth World Conference on Women, held in Beijing (China) in 1995. It highlighted the necessity to ensure that gender equality is a primary goal in all area(s) of social and economic development.

In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follows:

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality."

*As a follow-up to commitments made in the framework of the 1995 Beijing Platform for Action, GOB developed a National Action Plan (NAP) for the Advancement of Women. Action Plans were developed by fifteen ministries/divisions, identifying critical interventions for mainstreaming gender in the public sector. The following actions were suggested, among others, in the NAP, for strengthening gender mainstreaming within the Ministry of Planning and the Planning Commission:*

- *develop a coordinated and consistent women's development approach for integrating women's needs and interests into plans and projects;*
- *provide guidance to sectoral ministries in order to mainstream women's development in the preparation of project proposals;*
- *facilitate monitoring of resources earmarked for women;*
- *develop gender disaggregated data to allow planners to assess women's situation in any particular sector and to compare it with that of men in order to take informed decisions on policies and programmes;*
- *ensure incorporation of women's concerns, needs and interests in sectoral plans and projects;*
- *create awareness about gender, the need for women's empowerment and its relation with overall development of the country .*

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1. *Gender Glossary - by Policy Leadership and Advocacy for Gender Equality (PLAGE II), Ministry of Women and Children Affairs 2007*

## **Transformation by Mainstreaming**

A gender mainstreaming strategy is a strategy for transforming society and its institutions so they can work towards gender equality. It is not about doing different things but doing things differently, much of which is simply good development practice and contributes to better development results. Mainstreaming is not about adding a "woman's component" or even a "gender equality component" into an existing activity. It goes beyond increasing women's participation; it means bringing the experience, knowledge, and interests of women and men to bear on the development agenda.

Mainstreaming may include gender-specific interventions and affirmative action, whenever women or men are in a particularly disadvantageous position. These interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. These temporary measures are necessary to combat the direct and indirect consequences of past discrimination. It may require changes in goals and strategies.. The goal of mainstreaming gender equality is thus the transformation of unequal social and institutional structures into equal and just structures for both men and women. It ensures that initiatives not only respond to gender differences but seek to reduce gender inequality.

Gender mainstreaming is a pro-active process designed to tackle inequalities which discriminate against either females and males and represents a further step in the search for equality. It means designing, implementing and monitoring Gender responsive projects/programs and preparing Gender responsive budgets. It focuses on policy design, decision-making status, access to resources, procedures and practices, methodology, implementation and monitoring and evaluation.

Gender Mainstreaming is done by conducting a gender-based analysis (GBA). This analysis consists in asking is the right questions to identify gender gaps, to see where resources should be best allocated to address these gaps.

Gender mainstreaming within government can take numerous forms. Some of the more frequent activities consist of:

- strengthening political will for addressing gender inequality;
- increasing the number of women in decision making positions with government and the public sector;
- incorporating gender concerns into the government planning and budgetary processes;
- engendering the planning cycles of sectoral ministries and capacity building programmes;
- integrating gender concerns in the Ministries' human resource management and development policies and practices; and
- building linkages and collaboration between Government and NGOs for advancing the gender equality agenda.

## **Handout 4B: Men's Involvement in Achieving Gender Equality**

As heads of state and government ministers, as leaders of religious and faith-based institutions, as judges, as heads of armies and other agencies of force, as village heads, or indeed as husbands and fathers, men often wield enormous power over many aspects of women's lives. They often control access to resources such as lands and households, finances, information and services.

Ideas about manhood are deeply ingrained. From an early age, boys may be socialized into gender roles designed to keep men in power and in control. Many grow up to believe that dominant behaviour towards girls and women is part of being a man. Risk-taking and aggressive sexual behaviour on the part of young men are often applauded by peers and condoned by society. These stereotypes result in harm to both women and men, and erode possibilities of establishing satisfying, mutually respectful relationships.

Effective programmes also recognize that gender roles and relations are dependent on social contexts in which cultural, religious, economic, political and social circumstances are intertwined. They are based on the idea that gender relations are not static and can be changed.

In this context, it is clear that men need to be involved if gender equality is to be achieved. Many men welcome the idea of mutually satisfying relationships built on trust and communication. Therefore it is important to increase men's sense of ownership over new initiatives that promote gender equity, equality and women's empowerment and the importance of non violence against women. It recognizes men's reproductive and sexual health needs, including young men and economically deprived or displaced.

Involvement and discussions on issues surrounding masculinity, relationships and sexuality can contribute to the deconstruction of negative, high-risk and sometimes harmful attitudes of men towards women. It builds confidence, trust and quality partnerships between men and women towards a positive impact on women and respect for them in the workplace, community and family.



## Government's Policy Commitments for Gender Equality

**Objectives: At the end of the session the participants will:**

- Get acquainted with the different national and international Gender Equality commitments of the Government of Bangladesh and importance of translating these policies into project planning and reviewing.

**Total Time:** 2 hours

Process	Time	Methods	Materials
<p><b>Step 1</b></p> <p>The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions' objectives, time frame and the methodologies to be used.”</p> <p><i>Ref: Slide 5 on Session V Objectives</i></p>	10 mins.	Self Introduction Briefing/ Presentation	Multimedia Projector OHP Slides / Transparencies Flipchart/ Whiteboard Marker-pen
<p><b>Step 2</b></p> <p>Before starting the main contents of the Policy documents, the facilitator will emphasize the importance of knowing about Bangladesh Government's gender equality policy commitments and link with the participant's own working area.</p> <p>The Facilitator will inform the participants that conceptual clarity on Sex, and Gender, Gender mainstreaming and Gender equality; and Empowerment of Women will be discussed as these terms would be referred several times during the deliberation of national and international policy documents.</p> <p>Then facilitator could ask some questions to the participants to assess their level of understanding and then explain, according to need, through slides with practical example.</p>	15 mins.	Short presentation with the interaction of participants	Multimedia / OHP Slides
<p><b>Step 3</b></p> <p>The Facilitator will ask the participants to talk about different GE national and international policy documents. For example- name of the document(s) and year(s) of approval/endorsement / ratifications by GOB.</p> <p>The Facilitator will write down the findings of the brain storming exercise in the flip chart. Then s/he will discuss those for further clarity if needed; and conclude brain storming findings and start the step.</p>	10 mins.	Brain - storming	Flip Chart / Whiteboard Board Marker, Marker -pen;

Process	Time	Methods	Materials
<p><b>Step 4</b></p> <p>If participants missed any information related to policy documents, which often would be the case, then facilitator will present the international and national policy instruments on GE-issues by using PowerPoint Presentation, sequentially.</p> <p>The facilitator will first start with international policy instruments and explain how these international policy instruments influenced national policy instruments.</p> <p>The participants will be informed that Bangladesh has international and national policy commitments towards gender equality issues. The international policy documents have influenced the Government of Bangladesh for taking necessary measures to implement the international policy commitments at national level. The facilitator will also distribute the international policy documents to the participants. Then s/he presents and explains the documents in following manner:</p> <p><b>Ref: Slide 5 A on GOB Policy Commitments</b></p> <p>i) First: Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) will be discussed. CEDAW has 30 Articles and out of them 16 Articles are centered around on equality and dignity of women in all aspects of life. Bangladesh has become a signatory of the CEDAW in 1984. Initially, Bangladesh made four reservations on CEDAW Articles; and in 2000, out of 4, two reservations were withdrawn. (Photocopy of CEDAW document, with indication of reservations by GOB to be distributed to the participants for further study/reading material).</p> <p>ii) Second: the facilitator will discuss the <i>Beijing Platform For Action (PFA)</i>. The Facilitator will present that Bangladesh also became a signatory of the Beijing Platform for Action (PFA, 1995) without any reservations. It has twelve critical 'Concerns' related to discrimination and women's human rights violation. The PFA declaration demanded that all signatory countries will address the "12 Concerns" as outlined in the PFA for women's advancement leading to gender equality. (Provide photocopy of PFA 12 Concerns to the participants, which are self explanatory, for further study/reading material). At this point the facilitator will make link of influencing international policy commitment to adopt national commitment and will give the example of National Women Policy and the National Action Plan for Women's Advancement which were adopted in 1997 and 1998, respectively to implement the PFA.</p>	<p>20 mins.</p>	<p>Power Point Presentation</p>	<p>Multi -media Slides on Policy Documents</p> <p>Photocopies of all related national and international policy documents.</p>

Process	Time	Methods	Materials
<p>(If participants ask any questions or clarifications, the facilitator will address those).</p> <p>iii) Third: the Facilitator will focus on another important international commitment signed by GOB - the <i>Millennium Development Goals (MDGs, 2000)</i>. The MDG has 8 Goals and out of them, 3 Goals are directly linked with women's direct involvement and rests 4 Goals have influence on women's lives indirectly. The Facilitators will give a brief about the 8 goals and the discussion will be centered from gender mainstreaming and gender equality perspectives. (Provide photocopy of the 8 Goals of MDGs)</p> <p>At this point the facilitator will refer using some practical examples from the documents about how CEDAW, PFA and MDGs have influenced National Strategy for Accelerated Poverty Reduction (NSAPR).</p> <p>Inform the participants about the availability of many other important international documents on different sectoral and social issues; for examples -- Health -ICPD, Governance issue, Environment, Climate Change etc.</p> <p><b>Step 5</b></p> <p>The Facilitator will start the discussion on National Policy Documents. This will include a presentation on the <i>Bangladesh Constitution</i>- the first national state instrument for people of Bangladesh irrespective of class, race, sex and religion and gender equity and gender equality issues.</p> <p>Then the Facilitator will start the discussion from the perspective of women's advancement, equity and equality. The Facilitator will mention one or two provisions from the <i>Constitution (articles 27, 28 and 29 of Fundamental Rights Chapter.)</i> which is directly connected with the life of women, distressed and disadvantaged group of population.</p> <p>The facilitator will tell the participants that, the <i>Constitution of Bangladesh</i> has kept the provision for equality of women and men. It also authorized the government to enact laws and create provisions for positive discrimination (the equity approach) in favor of women for ensuring equality and justice towards women. The participants will be informed that, the <i>Constitution of Bangladesh</i> was enacted much before the above international policy documents and guaranteed equality of men and women (<i>Article 28</i>). It has also kept special provisions for progress of less developed segment of the population of the country including women and children (<i>Article 29</i>).</p>	15 mins.	Presentation, Discussi on and Clarifications	Multi -media Relevant Slides on Bangladesh Constitution

Process	Time	Methods	Materials
<p>The Facilitator will conclude the presentation by ighlighting the Constitutional provisions related to, “all citizens are equal in the eye of the law” and special measures will be taken for the population who are in disadvantageous situation.</p> <p>The Facilitator will say, before the Beijing declaration of PFA, Government has formed the National Council for Women's Development (NCWD, 1995), formulated National Women's Policy (1997) developed the National Action Plan for Women's Advancement (NAP 1998), and lastly, the National Strategy for Accelerated Poverty Reduction (PRSP –I in 2005 and PRSP- II in 2008). The Facilitator will also mention that the Government is in the process of preparation of Sixth Five Year Plan and Outline of Participatory Perspective Plan (OPPP) which will guide the gender responsive development agenda in the coming years. All these national policy / plans/ strategies are based on CEDAW, PFA and MDGs.</p>			
<p><b>Step 6</b></p> <p>The facilitator will present sequentially the National Women Policy, the National Action Plan and the NSAPR. (Provide participants the photocopy of relevant parts of the Bangladesh Constitution, National Women Policy, NAP and NSAPR).</p>	15 mins.	Presentation Discussion	Handouts
<p><b>Step 7</b></p> <p>Then s/he will speak on some important parts of NAP i.e. for 13 Ministries 14 Action Plans and a Chapter titled “General” for all the Ministries. At this point refer to the WID Focal Points mechanism to coordinate the implementation status of the NAP and the NAP reporting Format. The WID Focal Points mechanism was introduced in 1990, where the Ministry of Women and Children Affairs (MOWCA) plays the coordinating and monitoring role.</p>	15mins.	Presentation Discussion	Handouts
<p><b>Step 8</b></p> <p>Now the facilitator will speak on the importance of translating these policies in to projects and programs that are being prepared to address the GOB's policy commitments on GE issues as outlined in the National and International policies and strategies.</p> <p>The Facilitator will emphasize by saying that, it should be noted here that, the Ministries and its agencies will prepare Technical Project Proposals (TPP) and Development Project</p>	10 mins.	Presentation Discussion	

Process	Time	Methods	Materials
<p>Proposals (DPP) following the government approved Formats for TPP/DPP. In July 2009, the Ministry of Planning/Planning Commission approved and circulated the "Gender Responsive Guidelines for Design and Review", prepared with the Ministry of Women and Children Affairs which would guide all GOB institutions on how to address the concerns related to gender issues while they prepare any DPP/TPP. For all the government agencies it has been made mandatory to follow these gender responsive planning guidelines while preparing DPP/TPP.</p> <p>The Facilitator will also mention that this will be discussed in details in another session with practical exercises if required.</p>			
<p><b>Step 9 Conclusion</b></p> <p>The Facilitator will conclude the session and thank the participants for their valuable inputs and participation during the session.</p>	10 mins.		



# Session 5

## Government's Policy Commitments for Gender Equality



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Session-5

### *Objectives of Session 5*

- Get acquainted with the different national and international Gender Equality commitments of the Government of Bangladesh and importance of translating these policies into project planning and reviewing.



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Session-5

# Government's Policy Commitments for Gender Equality



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Session-5A

## *The International Policy Documents*

- Human Rights Declaration in 1948
- Convention on Elimination of All forms of Discrimination Against Women (CEDAW, 1979).
- Ratification of CEDAW by Bangladesh (1984);
- Withdrawn Reserved Articles of CEDAW, (2000);
- Platform for Action (PEA, 1995)
- Millennium Development Goals (MDGs, 2000)



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Session-5A

## *The National Policy Documents*

- Bangladesh Constitution
- National Policy for the Advancement of Women (March 1997, May 2004 +)
- National Action Plan (NAP) for Women's Advancement (1998)
- National Strategy for Accelerated Poverty Reduction /PRSP-1 (Unlocking the Potentials October, 2005) and the 2nd PRSP (2009-2011) Steps Towards Change.



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Session-5A

## Handouts for Session V

# Government's Policy Commitments for Gender Equality

## Universal Declaration of Human Rights (UDHR) 1948

The **Universal Declaration of Human Rights (UDHR)** is a declaration adopted by the United Nations General Assembly on 10 December 1948 at the Palais de Chaillot in Paris. The Declaration has been translated into at least 375 languages and dialects.[1] The Declaration arose directly from the experience of the Second World War and represents the first global expression of rights to which all human beings are entitled. It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws. The International Bill of Human Rights consists of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights and its two Optional Protocols. In 1966 the General Assembly adopted the two detailed Covenants, which complete the International Bill of Human Rights.

Source/Link: <http://www.udhr.org/udhr/default.htm>

<http://www.un.org/en/documents/udhr/index.shtml>

<http://www.un.org/events/humanrights/udhr60/>

## Convention on Elimination of All Forms of Discrimination Against Women (CEDAW, 1979)

Convention on Elimination of All Forms of Discrimination Against Women was adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election -- as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

The Convention is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. It affirms women's rights to acquire, change or retain their nationality and the nationality of their children. States parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

Source/Link: <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>  
[http://en.wikipedia.org/wiki/Convention\\_on\\_the\\_Elimination\\_of\\_All\\_Forms\\_of\\_Discrimination\\_Against\\_Women](http://en.wikipedia.org/wiki/Convention_on_the_Elimination_of_All_Forms_of_Discrimination_Against_Women)  
<http://www.unifem-essasia.org/projects/Cedaw/cedawconvention.html>

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## **Beijing Declaration and Platform for Action, Fourth World Conference on Women, 15 September 1995**

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The United Nations convened the Fourth World Conference on Women on 4-15 September 1995 in Beijing, China. Delegates had prepared a Declaration and Platform for Action that aimed at achieving greater equality and opportunity for women. The three previous World Conferences were in Mexico City (International Women's Year, 1975), Copenhagen (1980) and Nairobi (1985).

The official name of the Conference was "The Fourth World Conference on Women: Action for Equality, Development and Peace". 189 governments and more than 5,000 representatives from 2,100 non-governmental organizations participated in the Conference.

The principal themes were the advancement and empowerment of women in relation to women's human rights, women and poverty, women and decision-making, the girl-child, violence against women and other areas of concern. The resulting documents of the Conference are The Beijing Declaration and Platform for Action.

The overriding message of the Fourth World Conference on Women was that the issues addressed in the Platform for Action are global and universal. Deeply entrenched attitudes and practices perpetuate inequality and discrimination against women, in public and private life, in all parts of the world. Accordingly, implementation requires changes in values, attitudes, practices and priorities at all levels. The Conference signaled a clear commitment to international norms and standards of equality between men and women; that measures to protect and promote the human rights of women and girl-children as an integral part of universal human rights must underlie all action; and that institutions at all levels The Conference signaled a clear commitment to international norms and standards of equality between men and women; that measures to protect and promote the human rights of women and girl-children as an integral part of universal human rights must underlie all action; and that institutions at all levels must be reoriented to expedite implementation. Governments and the UN agreed to promote the "gender mainstreaming" in policies and programmes.

Source/Link: [http://en.wikipedia.org/wiki/Fourth\\_World\\_Conference\\_on\\_Women](http://en.wikipedia.org/wiki/Fourth_World_Conference_on_Women)  
<http://www1.umn.edu/humants/instree/e5dplw.htm>  
<http://www.un.org/womenwatch/daw/beijing/platform/>  
<http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>

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## Millennium Development Goals

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Adopted by world leaders in the year 2000 and set to be achieved by 2015, the Millennium Development Goals (MDGs) provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. The declaration was adopted by 189 nations and signed by 147 heads of state. The MDGs also provide a framework for the entire international community to work together towards a common end – making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

The eight MDGs break down into **21 quantifiable targets** that are measured by **60 indicators**.

- Goal 1: Eradicate extreme poverty and hunger
- Goal 2: Achieve universal primary education
- Goal 3: Promote gender equality and empower women
- Goal 4: Reduce child mortality
- Goal 5: Improve maternal health
- Goal 6: Combat HIV/AIDS, malaria and other diseases
- Goal 7: Ensure environmental sustainability
- Goal 8: Develop a Global Partnership for Development

Source/Link: <http://www.undp.org/mdg/basics.shtml>  
<http://www.un.org/millenniumgoals/>

**Summit on the Millennium Development Goals 20-22 September 2010**  
[http://www.un.org/en/mdg/summit2010/MDGs\\_and\\_Bangladesh](http://www.un.org/en/mdg/summit2010/MDGs_and_Bangladesh)  
<http://www.undp.org.bd/mdgs.php>

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## Bangladesh Constitution

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The **Constitution of Bangladesh** (Bangla: বাংলাদেশের সংবিধান *Bangladesh Shongbhidhan*) is the supreme law of Bangladesh. It declares Bangladesh as a secular democratic republic where sovereignty belongs to the people;[1] and lays down the framework defining fundamental principles of the state and spells out the fundamental rights of citizens. Passed by the Constituent Assembly of Bangladesh on November 4, 1972, it came into effect from December 16, 1972, the day commemorated as Victory Day in the country, marking the defeat of the Pakistan Army in the Bangladesh Liberation War. The constitution declares Bangladesh to be a unitary, independent and sovereign Republic, founded on a struggle for national liberation, which will be known as the People's Republic of Bangladesh. It *pledges nationalism, democracy, socialism and secularity* as the fundamental principles defining the Republic and declares the pursuit of a society that ensures its citizens- *the rule of law, fundamental human rights and freedoms* as well as *equality and justice, political, economic and social*. [2][3][4]

When enacted in 1972, the Constitution of Bangladesh was hailed by international jurists and legal historians and as one of the most progressive and democratic constitutions in modern history and one that inspired progressive political aspirations among third world countries and populations struggling for self-determination. However, amendments during socialist one party and military rule in Bangladesh, radically altered the secular and liberal democratic nature of the constitution. In August, 2005, the Bangladesh High Court passed a landmark judgment that declared constitutional amendments during military rule as illegal and unconstitutional, and hence nullified. After several legal protests, the Bangladesh Supreme Court, in January, 2010, ultimately announced that the historic verdict of the High

Court will be upheld.<sup>[51]</sup> The judgment of Bangladesh's highest courts paved way for the return of the original nature of the constitution, which defines Bangladesh as a secular democracy.<sup>[61]</sup>

Source/Link: [http://en.wikipedia.org/wiki/Constitution\\_of\\_Bangladesh](http://en.wikipedia.org/wiki/Constitution_of_Bangladesh)

<http://www1.umn.edu/humanrts/research/bangladesh-constitution.pdf>

<http://economictimes.indiatimes.com/news/politics/nation/Secularism-to-be-restored-in-Bangladesh-constitution/articleshow/6773779.cms>

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### **National Action Plan (NAP) for Women's Advancement (1998)**

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The Government of Bangladesh has endorsed, without reservation, the Platform for Action (PFA) of the Fourth World Conference on Women that took place in Beijing in September 1995. The PFA recommends that states prepare, before the end of the year 1996, national plans of action towards implementation of the PFA. In accordance with its obligation, Government of Bangladesh formulated a National Action Plan (NAP) for Women's Advancement through various GO-NGO/CSO consultative process. The Ministry of Women and Children Affairs (MOWCA) has been designated as the catalyst to facilitate and monitor progress towards advancement and development of women and elimination of all forms of discrimination against women. Therefore, as the nodal ministry, MOWCA is responsible for follow-up and implementation of PFA.

NAP outlines clear, extensive and well-spelled-out implementation mechanism in the context of mainstreaming gender approach. It emphasizes the strategy of mainstreaming of women's development into government policies and programmes. All ministries have the responsibility to take an active role in implementing the NAP within their own spheres and coordinate their activities with those of other ministries towards the same end.

Source/Link: <http://www.unescap.org/esid/gad/Events/EGMBeijingPlatformDec2002/PFAMonitoring.pdf>

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### **Steps Towards Change - National Strategy for Accelerated Poverty Reduction (NSAPR II) Revised (FY 2009-2011)**

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Following completion of the Fifth Five Year Plan in 2002, the Government of Bangladesh changed its development strategy and adopted Poverty Reduction Strategy Paper (PRSP) in an attempt to reduce poverty on a fast track basis. The second PRSP titled 'Steps Towards Change: National Strategy for Accelerated Poverty Reduction (NSAPR II) (FY 2009-11)' has been revised in the light of the government's development vision 2021 and Election Manifesto. It embodies policies as well as strategies for achieving accelerated poverty reduction during FY 2009-11. The document also emphasizes on protection of the vulnerable people, regional balance, fundamental human rights, good governance and effective public service delivery. The firm commitment of the government to the Millennium Development Goals (MDGs), the South Asian Development Goals (SDGs) and other international agreements relevant to economic and social development was taken into due consideration during formulating the strategies.

The NSAPR II will be replaced by the Sixth Five Year Plan of the Government of Bangladesh to be published in 2011.

Source/Link: <http://www.plancomm.gov.bd/about.asphttp://www.lcgbangladesh.org/prsp/docs/PRSS%20Bangladesh%202010%20final.pdf>

## National Policy for the Advancement of Women (NPAW) 2011

The National Policy for the Advancement of Women (NPAW) is Government commitment to ensure equal opportunity and equal rights of the women of Bangladesh in all spheres of life and to eliminate all forms of discriminations against women. The first NPAW 1997 was formulated through a series of consultations in participation of GO-NGO/CSO representatives including women leaders and other concerned people of the society. The NPAW was subsequently revised in 2004 and 2008 respectively. Thereafter, to reinforce increased opportunity for the advancement and empowerment of women, the NPAW was again reviewed and finally approved by the government on 10 March, 2011. The Policy is divided into three parts.

**The first part** focuses on the CEDAW and women's rights as depicted in the Bangladesh Constitution; presents GOB policy initiatives taken and implemented for women with regard to law, human resource, politics and administration, poverty eradication, organizational and institutional sustainability; support service and coordination through government and non-government programs; resource mobilization & funding; and role & responsibility of the MOWCA.

**The second part** specifies the objectives of the policy and emphasizes on the following issues to ensure women's advancement:

- Ensuring women's right and fundamental freedom
- Development of girl child
- Elimination of violence against women
- Women's condition in armed conflicts
- Education and training
- Sports and culture
- Ensure women's active and equal participation in national economy
- Poverty eradication
- Women's economic empowerment
- Women's job opportunities
- Gender responsive budget & gender disaggregated database-Support services
- Women and technology
- Food security for women
- Women in agriculture
- Women's political empowerment
- Women's administrative empowerment
- Health and nutrition
- Housing and shelter
- Women and environment
- Protection of women and children in pre-disaster, during disaster and post-disaster periods
- Special programs for the underprivileged women of the ethnic communities
- Special programs for physically challenged women
- Women and the media
- Women in especially disadvantaged/destitute situation.

**The third part** states Institutional Arrangements and Strategies. Institutional Mechanisms for Women's Development at national level include: National Council for Women and Children Development (NCWCD); Parliamentary Standing Committee; Women Development Implementation and Evaluation Committee (WDIEC); and WID Focal Points. At District and Upazilla levels, the progress on women's development related programmes being implemented by various GOB agencies and NGOs, will be reviewed and coordinated by District and Upazilla level Women Affairs Officers. At the grassroots level women will be organized to make them self-reliant by establishing linkages with the registered NGOs, banks etc. In addition, NPAW underscores the needs of women's development through: (i) Research, (ii) Training Institutes, (iii) Preparation of work plan and strategy, (iv) Financial support; (v) Cooperation between GO and NGOs; and (vi) Women's empowerment & international cooperation.

For more information: [Website of Ministry of Women and Children Affairs: http://www.mowca.gov.bd/](http://www.mowca.gov.bd/)



## Gender Responsive Budget-Budget Circular -1: Standards on Women’s Advancement and their relevance to Project/Program Design/Review.

**Objectives: At the end of the sessions the participants will be able to:**

- Get a clear understanding on BC-1 and relationship between 14 Impacts Measuring Standards and gender responsive planning (section 2 – Note: columns 1 and 2);
- Understand how the impact measuring 14 Standards for women’s advancement and gender responsive planning is applied during design or review of projects/programs

*Note: This session may require to be taken in two consecutive days. The first day will focus on learning and next day will focus on demonstrating the lessons learned.*

**Total Time:** 2 hour 30 minutes

Process	Time	Methods	Materials
<p><b>Step 1</b></p> <p>The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions’ objectives, time frame and the methodologies to be used.”</p> <p><i>Ref. Slide 6 on Session VI Objectives</i></p> <p>The facilitator may advise the participants that the following topics are technical and directly related to their work and the previous sessions will help them to understand the following sessions and apply it in there work.</p>	10 mins.	Self-introduction, Briefing / Presentation	Multimedia Projector / OHP Slides / Transparencies
<p><b>Step 2</b></p> <p>The Facilitator will check with the participants by asking what they know about MTBF process in general and BC-1 in particular. For example- what is MTBF, why it has been introduced and relations with poverty and gender equality issue etc.</p> <p>The facilitator will write down the findings of the brain storming exercise in the flip chart. Next S/he will discuss those for further clarity if needed; and provide some clear statements on those three areas.</p> <p><i>Ref. Slide 64 on BC-1-MTBF (Slide # 1-8)</i></p> <p>The facilitator will offer thanks to the participants for their active participation.</p>	10 mins.	Brain storming session	White board , Board Marker or Flip Chart, Art liner



Process	Time	Methods	Materials
<p><b>Step 3</b></p> <p>Before starting the main contents of the 14 Standards from BC1 for women's advancement, the facilitator will emphasize the importance of knowing the 14 Standards related to impact measurement and its application into the project/program design and review from gender perspectives. The facilitator will mention that the 14 standards is a GBA tool for preparing Gender responsive budget.</p> <p><b>Ref. Slide 6B on 14 Standards</b></p> <p>At the beginning of the session each participant will be provided a Copy of BC-1 and at least 5 nos. filled in BC-1 (previous year/current year) by the participating Ministries (The facilitator will present the key contents using two slides. One on Ministry and the other one on Department/Agency of the Budget Circular 1 related to project/program design and review, which would cover:</p> <ul style="list-style-type: none"> <li>- <b>Part-1</b> Planning for budget framework for the Ministry; and</li> <li>- <b>Part-2</b> Planning for Budget framework for the Department/Agency.</li> </ul> <p>Then s/he will discuss <i>Section 1</i> of Part 1.</p> <p>This will cover Ministry specific Mission Statement and Major Functions, not more than 8 items, considering Ministry specific Allocation of Business (AOB) and other related sectoral policy.</p> <p>Next s/he will discuss <i>Section 2</i> of Part 1.</p> <p>This will cover ministry specific 'Strategic Objectives and Activities to be performed by agencies and ministry'. These Strategic Objectives will be in compliance with the Strategic Objectives as outlined in the Ministry specific Policy Matrix of NSAPR/PRSP.</p> <p>Then the facilitator will make a link with the preparation of Section 1 and Section 2 of Part 1 of BC-1 and possibility of using Gender Responsive Planning Guidelines to design and review project/program from gender perspectives.</p> <p>The facilitator will use all examples from the filled in BC-1. This will give an opportunity to the participants to assess their own work from gender perspectives and identify the gaps, if any.</p> <p>At this point the facilitator will present the concept of Gender Responsive Budget and its application during project/program designing and reviewing. The five steps which are a. Country specific Situation Analysis of men and women, b. Policy/Plan/Strategy to address the existing Situation, c. Project/Program and Budget allocation, d. Monitoring the expenditure and e. Assess the Impact. These will be explained by the facilitator through slides.</p> <p><b>Ref. Slide 6A on Budget Circular 1 (Slide # 9 - 12)</b></p>	<p>10 mins.</p>	<p>Discussion</p>	<p>Multimedia Slides on 14 Standards</p>
<p>At the beginning of the session each participant will be provided a Copy of BC-1 and at least 5 nos. filled in BC-1 (previous year/current year) by the participating Ministries (The facilitator will present the key contents using two slides. One on Ministry and the other one on Department/Agency of the Budget Circular 1 related to project/program design and review, which would cover:</p> <ul style="list-style-type: none"> <li>- <b>Part-1</b> Planning for budget framework for the Ministry; and</li> <li>- <b>Part-2</b> Planning for Budget framework for the Department/Agency.</li> </ul> <p>Then s/he will discuss <i>Section 1</i> of Part 1.</p> <p>This will cover Ministry specific Mission Statement and Major Functions, not more than 8 items, considering Ministry specific Allocation of Business (AOB) and other related sectoral policy.</p> <p>Next s/he will discuss <i>Section 2</i> of Part 1.</p> <p>This will cover ministry specific 'Strategic Objectives and Activities to be performed by agencies and ministry'. These Strategic Objectives will be in compliance with the Strategic Objectives as outlined in the Ministry specific Policy Matrix of NSAPR/PRSP.</p> <p>Then the facilitator will make a link with the preparation of Section 1 and Section 2 of Part 1 of BC-1 and possibility of using Gender Responsive Planning Guidelines to design and review project/program from gender perspectives.</p> <p>The facilitator will use all examples from the filled in BC-1. This will give an opportunity to the participants to assess their own work from gender perspectives and identify the gaps, if any.</p> <p>At this point the facilitator will present the concept of Gender Responsive Budget and its application during project/program designing and reviewing. The five steps which are a. Country specific Situation Analysis of men and women, b. Policy/Plan/Strategy to address the existing Situation, c. Project/Program and Budget allocation, d. Monitoring the expenditure and e. Assess the Impact. These will be explained by the facilitator through slides.</p> <p><b>Ref. Slide 6A on Budget Circular 1 (Slide # 9 - 12)</b></p>	<p>15 mins.</p>	<p>Power Point Presentation using interaction between participants and facilitator.</p>	<p>Multimedia Slides on Gender Responsive Budgeting</p> <p>- Copy of BC-1</p> <p>- At least 5 nos. Filled in BC-1 of the previous year/current year by the Ministries</p>

Process	Time	Methods	Materials
<p><b>Step 5</b></p> <p>The facilitator will introduce <i>Section 3</i> of Part 1 related to Poverty and Women's Advancement issues (gender issue). The facilitator will link this part to the previous session on Gender-based analysis and will refer to gender gap to be identified through the 14 Standards as outlined in BC-1.</p> <p><b>Ref. Slide 64 on Budget Circular 1 (Slide # 13 - 15)</b></p> <p>This discussion will emphasize on the issue of planning the appropriate gender responsive activities related to women's advancement to achieve the Strategic Objectives as mentioned in the Section 2 (column 1) of Part 1 of BC-1. During the discussion the facilitator will use examples from relevant contents of the Gender Responsive Planning Guidelines for TPP/DPP and will emphasize the need for gender responsive activities (Column 2 of section 2 of Part 1) while preparing or reviewing TPP/DPP.</p> <p>To make analytical interpretations the facilitator will use a filled in format of Section 2 (column 1 &amp; 2) of Part 1 by any ministry.</p> <p>After the analytical interpretations of the 14 Standards, the facilitator will divide the participants in groups (not more than 4 groups) to conduct a group work exercise, with the help of other co-facilitators/officials. The guideline for the group exercise will be explained by the facilitator which will include:</p> <ul style="list-style-type: none"> <li>- Each group will work with a specific ministry filled in BC-1, supplied by the facilitator on the spot.</li> <li>- Main task will be to identify link between set activities and the 14 measuring Standards related to women's advancement.</li> <li>- Participants may find more than one activity to be linked with one impact measuring Standard related to women's advancement.</li> <li>- For plenary presentation, participants will write in the flip chart first the number of impact measuring 'Standard' as outlined in the BC-1 and under each Standard number, participants will write down specific activities in short that complies with the Standard. During the presentation participants will mention the narration of full activities</li> </ul> <p><b>Step 6</b></p> <p>After 30 minutes' group exercise, groups representatives will present group work findings in the plenary session and respond to the questions raised by other groups</p> <p>Group representative will run the session; the facilitator will take important note for her or his summing up the group presentation. Each group will use 5-7 minutes for group presentation with question-answer part; and 5 minutes for facilitator to sum up the findings.</p>	<p>15 mins. +45 mins. for exercise</p>	<p>Presentation by the facilitator and interactions with participants</p> <p>Group exercise</p>	<p>Multimedia Slides on <i>Section 3</i> of Part-1 BC-1</p> <p>Filled in <i>Section 2</i> of Part 1 of BC-1 by ministries</p>
<p><b>Step 6</b></p> <p>After 30 minutes' group exercise, groups representatives will present group work findings in the plenary session and respond to the questions raised by other groups</p> <p>Group representative will run the session; the facilitator will take important note for her or his summing up the group presentation. Each group will use 5-7 minutes for group presentation with question-answer part; and 5 minutes for facilitator to sum up the findings.</p>	<p>30 mins.</p>	<p>Participants will run the Plenary Session and the facilitator will sum up. Question and Answer</p>	<p>Flipchart, coloured Marker pen</p>

Process	Time	Methods	Materials
<p>After group findings presentations and question answer session, the facilitator will point out some important findings of the group presentations and will emphasize on the effort of gender responsive budgeting to achieve gender equality.</p> <p><b>Step 7 Conclusion</b>                      At the end of the session the main facilitator will review focusing on the link of gender responsive planning which cover from 'Situation analysis part to impact on women by the project/program, of the TPP format; and will conclude the session by thanking the participants for their active participation.</p>	15 mins.		

# Session 6

## Gender Responsive Budget

### Budget Circular-1:

#### Standard on Women's

#### Advancement and their Relevance to Project/Program Design/Review



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Session-6

## Objectives of the Session 6

- Get a clear understanding on BC-1 and relationship between 14 Impact Measuring Standards and gender responsive planning (section 2 : columns 1 and 2);
- Understand how the impact measuring 14 Standards for women's advancement and gender responsive planning is applied during design or review of projects/programs



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Session-6

# Budget Circular 1:

*Standard on Women's Advancement and their Relevance to Project/Program Design and Review*



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Session-6A

## *Short Introduction of Medium Term Budget Framework (MTBF)*

- A medium term budget framework is the budget planning for 3 to 5 years
- Linking policy priorities to resource allocations; and resource allocation to performance
- Emphasizing the efficient use of limited public resources (both development and non-development)
- A top-down resource envelop and a bottom-up estimation of expenditure plan



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Session-6A

## *The Objectives of MTBF*

- Operationalize the NSAPR II and Ministry specific policy documents/Action Plans
- Enhance line Ministries' capacity to translate policies into projects/programmes planning and reviewing
- Delegate more responsibility and authority to line Ministries for Budget Setting and Budget Execution



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Session-6A

## Continuation...

- Establish links between the Budgetary Allocation and Performance of the Ministries/Agencies
- Prepare Realistic Expenditure plan for concerned Ministries/ Agencies on the basis of available resources in the medium term, i.e. over a three to five years period
- Address Poverty Reduction and Women's Advancement (Gender issues) through targeted allocation of Budget



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Session-6A

## MTBF Consists of Two Parts

*Part-A : to be filled in by the Ministry / Division, and it includes:*

- **Section-1:** Mission Statement and Major Functions of the Ministry/Division
- **Section-2:** Medium Term Strategic Objectives and Key Activities (inline with NSAPR Matrixes)
- **Section-3:** Poverty and Gender Reporting



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## Continuation...

- **Section-4:** Priority Spending Areas/Programmes
- Form-1: Key Performance Indicators (KPI) of the Ministry/Division
- Form-2: Preliminary Revenue Estimates and Projections
- Form-3: Expenditure Ceilings for Departments and Agencies



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## Continuation...

*Part-B to be filled in by Department / Agency and it includes:*

- **Section-5.1:** Recent achievements and Future Plans of the Departments/Agencies under the Ministry
- **Section-5.2:** Key Activities, Outputs related to the Activity, and Related Strategic Objectives
- **Section-5.3:** Output Indicators and Targets



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## Continuation...

- **Section-5.4:** Forward Budget Estimates
- **Section-5.5:** List of Programmes/Projects of the Department/Agency
- **Form-4:** Preliminary Expenditure Estimates and Projections for the Departments/Agencies under the Ministry



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Session-6A

## Gender Responsive Budget (GRB)

### What is Gender Responsiveness?

- Gender Responsiveness is the consistent and systematic attention given to the differences between women/girls and men/boys in society, with a view to addressing socially constructed constraints to gender equality.



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## Gender Responsive Budget

- GRB is a **process/approach** aimed at **mainstreaming** the gender dimensions/concerns into all stages of the budget cycle.
- The Gender-based analysis (made through the BC-1) also aims at analyzing the **differential impact** of public expenditure as well as revenue policy on women/girls and men/boys respectively.
- Gender responsive budgeting is addressing the Gender gaps through Gender-based analysis (BC-1).



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## Gender Responsiveness through BC-1: Project Planning and Reviewing

### Five Steps in Gender Responsive Budgeting

1. GRB demands **Situation Analysis** of women/girls and men/boys in the Sector;
2. It refers to **Country's Policy, Strategy, Action Plan**;
3. It checks whether **money is allocated** to implement the policy, strategy and plans;



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## Continuation of GRB Steps

4. It checks whether money is **spent as allocated**;
5. It checks **to whom** the money reaches; and checks whether money **changes gender patterns** in the society.

**GRB deals with Needs and Rights, Budget & Impact.**



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### *Why Women Advancement in BC-1*

- GOB has an obligation and Commitment to achieve gender equality in Bangladesh
- Bangladesh is putting a strong emphasis on both Poverty and Gender in the MTBF process, because these are at the Center of present NSAPR II
- Analyzing the Government Budget in relation to Impact on women and men, girls and boys (Gender Based Analysis)



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### *Poverty and Gender Reporting in MTBF (Sec -3 of BC-1)*

- Impact of Strategic Objectives on Poverty Reduction (considering 12 Standards) and Women's Advancement /Gender (considering 14 Standards as mentioned in BC-1)
- Budget Allocation for Poverty Reduction and Women's Advancement



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### *Form 4 of BC-1*

- Calculate percentage against each allocation indicating what portion of the total allocation is expected to have direct benefit for the reduction of Poverty (on the basis of 12 Standards as mentioned in BC-1); and on Gender: women advancement (on the basis of 14 Standards).



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# 14 Standards

*Used for BC-1*

*Assessing impact of strategic objectives of Ministries on Women's Advancement*



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*What necessary measures/steps undertaken or opportunities created?*

1. Access to health care and improved nutrition
2. Access to public properties and services
3. Access to education and training
4. Reduce daily working hours of women
5. Women's participation in labour market and income generating activities



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Session-6B

*What necessary measures/steps undertaken or opportunities created? Contd..*

6. Enhance social safety for women and reduce probable vulnerability and risk
7. Women's empowerment
8. Women's participation in various forums
9. Ensure safety and free movement for women
10. Monitoring and evaluation



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Session-6B

## *What necessary measures/steps undertaken or opportunities created? Contd..*

11. Increase social status of women
12. Access to law and justice for women
13. Information Technology for women
14. Reduce violence and oppression



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**Session-6B**

## Handouts for Session VI

### Gender Responsive Budget

#### Handout 6A: Additional information on Gender Responsive Budget

Gender Responsiveness is the consistent and systematic attention given to the differences between women/girls and men/boys in society, with a view to addressing socially constructed constraints to gender equality.

**Gender Responsive Budget (GRB)** is a process/approach that aims at mainstreaming the gender dimensions into all stages of the budget cycle. GRB facilitates gender analysis in the formulation of government budgets and the allocation of resources. Gender budgets are not separate budgets for women or for men. They are attempts to breakdown or disaggregate the government's budget according to its impacts on women and men.

**Gender-based analysis** (made through the BC-1) aims at analyzing the differential impact. A budget is responsive when the gender differential gaps are addressed in budgeting through Gender-based analysis (BC-1).

The purpose of assessing the gender impact of budgets is three-fold and interrelated. One is to raise awareness and understanding of gender issues in budgets and policies. A second is to foster the accountability of governments for their gender equality commitments. A third is to ultimately revise budgets and policies in the light of the assessments and to thus increase accountability.

#### Medium-Term Budgetary Framework (MTBF)

The Medium Term Budgetary Framework (MTBF) was introduced in 2005-2006 as a part of the budget reforms initiated by the government, to help improve the efficiency and effectiveness of public expenditure and ensure the attainment of strategic goals and objectives of the Government.

#### Difference between the Traditional Budgetary System and MTBF

Traditional Budgetary System	Medium Term Budget Framework
Budget is formulated for only one year.	MTBF provides estimates for three years. But only first years' estimate is placed to Parliament for approval.
Non-development budget (which covers items such as salaries) and development budget (which covers 'projects') are prepared separately. This results in duplication in public expenditure planning.	The development budget and non-development budget are prepared together. As the budget is prepared within a maximum limit given by MOF (single ceiling, both for Non-development and development), duplication and lack of coordination can be avoided.

Traditional Budgetary System	Medium Term Budget Framework
There is very limited opportunity for the line ministries to prioritize activities and prepare budget and expenditure plans.	MTBF delegates more responsibility and authority to the line ministries so that they can prepare their budget, determine priorities and plan expenditures according to their needs.
Detailed information on the expected results from the allocated fund is not provided in the budget. Therefore it is difficult to review whether the targeted output is achieved.	It indicates the expected outputs from the money allocated to the concerned ministries/agencies. This provides an opportunity to know whether the target is achieved.
Traditional budget may not have direct linkage with policies.	MTBF strengthens the linkage between the annual budget and the medium term policy, e.g. NSAPR.

Under the MTBF, the budget preparation process is completed in three phases: (i) Strategic Phase (ii) Estimating Phase and (iii) Budget Approval Phase. These three phases of the budget preparation are divided into several steps.

As a first step under the strategic Phase, it is necessary to prepare/update a Ministry Budget Frameworks (MBF) in accordance with the guidelines contained in the Budget Circular-1 and forwarded to the Finance Division and Planning Commission, which in turn will finalize the Budget Framework for each of the MTBF Ministries in consultation with the concerned Ministry/Division.

*Source: Medium Term Budgetary Framework 2005-06 to 2007-08, Ministry of Finance, Finance Division Government of Bangladesh*

Under the MTBF process, Ministries/Agencies are required to show how budget allocations will help with poverty reduction and women's advancement. The BC-1 explains how the ministries are contributing in respect of poverty reduction and gender (P&G) in section 3 and 4 of their submission of budget to the Ministry of Finance.

## The Budget Circular-1

Each year, the Ministry of Finance issues a budget circular that instructs ministries on how to draw up their budget submissions. Under the MTBF, the budget circular is issued in several parts. Budget Circular-1 (BC-1) contains the relevant procedures for preparation of the Ministry Budget and is issued in the last quarter of every year.

**Part-A** includes mainly the mission statement, major functions; medium term strategic objectives and key activities; reporting on poverty reduction and women's advancement; priority spending areas; and key performance indicators of the concerned ministry.

**Part-B** includes planned activities and outputs; recent achievements and future plans; activities and outputs, and related strategic objectives; forward budget estimates for the next FY and subsequent two years; and list of projects of the departments/agencies under the ministry.

Following table summarizes Sections and Forms included in Part-A and Part-B of MBF.

MBF – Part A (to be prepared by Ministries/Divisions)	MBF – Part B (to be prepared by Departments/Agencies)
<b>Section-1:</b> Mission Statement and Major Functions of the Ministry/Division and other Institution	<b>Section-5.1:</b> Recent achievements of the Departments/Agencies under Ministry/Division and other Institution
<b>Section-2:</b> Medium Term Strategic Objectives and Key Activities of the Ministry/Division and other Institution	<b>Section-5.2:</b> Key Activities, Expected Outputs related to the Activity, and Strategic Objectives
<b>Section-3:</b> Poverty and Gender Reporting	<b>Section-5.3:</b> Output Indicators and Targets
<b>Section-4:</b> Priority Spending Areas/Programmes	<b>Section-5.4:</b> Budget Estimates and Projections
<b>Form-1:</b> Key Performance Indicators (KPI) of the Ministry/Division and other Institutions	<b>Section-5.5:</b> List of Operating Units/ Projects/ Programmes
<b>Form-2:</b> Preliminary Revenue Estimates and Projections	<b>Form-4:</b> Preliminary Expenditure Estimates and Projections for the Departments/Agencies
<b>Form-3:</b> Expenditure Ceilings for Departments and Agencies	

*Source: BC-1, 2008-2009, issued by MoF, Budget Wings, dated 30-09-2008*

## Poverty and Gender (P&G) Section of the BC-1: Poverty and Gender Reporting in MTBF

The strategic goals, objectives and policies reflected in the policy documents of the Government of Bangladesh are geared towards poverty reduction. Poverty and gender issues are closely inter-related as the women are the worst sufferers of the poverty. So Ministry of Finance has included a specific section in the Budget Circular-1, Part A (Section-3) on the impact of the Budget on the Poverty and Women's Advancement. This Section 3 asks the concerned Ministry/Divisions to evaluate how achieving each strategy of the Ministry/Division and other institutions will directly help reducing poverty and furthering women's advancement. Column 9 and 10 of Form 4 in Part B respectively indicate impact of project and programmes/activities on poverty reduction and women advancement. Ministries/Divisions will assign a percentage to each of the new projects/programmes indicating what portion of the total allocation (expenditure) is expected to have direct benefit of the poor and women. Detailed instruction for completing the poverty and gender information is given in Annex -5.

The BC-1 specifies two places in which ministries must address poverty and gender issues in their budget submissions. The first place relates to the ministry budget. The second place relates to the budgets of the departments and agencies that are part of the ministry.

## Handout 6B: Standards used for BC-1

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**Form 4 of BC-1:** Calculate percentage against each allocation indicating what portion of the total allocation is expected to have direct benefit for the reduction of Poverty (on the basis of 12 Standards as mentioned in BC-1); and on Gender: women advancement (on the basis of 14 Standards).

### *Standards used for assessing impact of strategic objectives of MTBF Ministries on Poverty Reduction (12 Standards)*

**1. Employment/ income generating activities:**

What opportunities for employment/income generating activities will be created for the poor people? How?

**2. Monitoring and evaluation system:**

Whether monitoring and evaluation systems for the poverty reduction programmes of the government are in existence? If monitoring and evaluation systems are there, what steps have been undertaken to strengthen them? If monitoring and evaluation system is not there will achieving strategic objective introduce monitoring and evaluation? If so,how?

**3. Access to public properties and services:**

Whether opportunities to receive public properties (e.g., khas land, wetland, social afforestation etc) and services (e.g., education, health, electricity, pure water, sanitation etc,) in favour of poor will increase? If increases, how?

**4. Improve access to information and technology/development of information technology:**

Whether access to information and technology in respect of agriculture, fisheries and non-agricultural activities will improve or whether necessary steps have been undertaken to accelerate the development of technology (including ICT) and their dissemination and extension among poor? If so,how?

**5. Human skill development:**

Whether necessary steps/programmes have been undertaken for skill development of the people involved particularly in non-formal economic activities? If so,how?

**6. Preparation and development of law and policies:**

Whether necessary steps have been undertaken for the development of law and policies in order to facilitate social safety net, social insurance and access to labour market for the poor? If so,how?

**7. Provide/develop health, nutrition and education:**

Whether any programme has been undertaken for the development of health, nutrition and education of the poor people? If so,how?

**8. Training:**

Is there any programme to provide necessary training to the poor people or if so how that has been undertaken?

**9. Access to pure water and sanitary latrine:**

Have necessary steps/programmes been undertaken for the poor to receive pure water and sanitary latrine? If so, what are they or how the poor people are going to have these facilities?

**10. Increasing awareness:**

Have necessary steps/programmes been undertaken to create awareness among poor people to get access to their due rights and services they are entitled to and above all to increase their social awareness? How/what are the procedures?

**11. Information Technology training for the poor:**

Have any steps/programmes been undertaken for the poor to get necessary training on information technology and to increase its utilization? If so how?

**12. Poor's empowerment:**

Whether steps have been undertaken to develop/encourage poor's empowerment process through ensuring their participation in decision-making in the society and workplace and through increased participation in political framework? How those steps have been undertaken?

*Standards/Criteria used for assessing impact of strategic objectives of Ministries on Women's Advancement (14 Standards):*

**1. Access to health care and improved nutrition:**

Weather specific actions are being taken to address effectively women's reproductive and general health needs? Also weather activities will improve nutritional status of women particularly pregnant and lactating women: if so how?

**2. Access to public properties and services:**

Whether access to public properties (e.g., khas land, wetland, social afforestation etc.) and services (e.g., education, health, electricity, pure water, etc.) are being expanded? If so, how?

**3. Access to education and training:**

Have opportunities to access education and training been created or expanded for girls/women? If so, how?

**4. Reduce daily working hours of women:**

Have any steps/programmes been undertaken to reduce daily working hours of women? If so what are those or how those can reduce working hours?

**5. Women's participation in labour market and income generating activities:**

Have necessary steps been undertaken to increase access and to make it easier for women to enter into labour market and undertake income generating activities? How those have been undertaken?

**6. Enhance social safety for women and reduce probable vulnerability and risk:**

Have necessary steps been undertaken to increase social safety and to reduce probable risk and vulnerability or what necessary steps will help to increase social safety for women and/or reduce probable vulnerability and risks of women particularly because of natural calamities?



## **7. Women's empowerment:**

Whether steps have been undertaken to develop/encourage Women's empowerment process through ensuring participation in decision-making in the family, society and workplace and through increased participation in political framework? How those steps have been undertaken?

## **8. Women's participation in various forums:**

Have necessary steps/programmes been undertaken in order to bring/include gender related issues at national and international forums or how those issues have been undertaken?

## **9. Ensure safety and free movement for women:**

Have necessary steps been undertaken to ensure free movement for women at public places and to ensure safety in family, at public places as well as in the society? If so, how those steps have been undertaken?

## **10. Monitoring and evaluation:**

Have necessary measures/steps been undertaken in order to strengthen monitoring and evaluation system pertaining to gender equality issues? If so, how/in what process?

## **11. Increase social status of women:**

Have necessary measures/steps been undertaken in order to raise social status of women (for example reduction in childhood/early marriage and dowry etc.)? If so, how?

## **12. Access to law and justice for women:**

Have measures/steps been undertaken to create/expand opportunities in favour of women to access law and justice? How those steps have been undertaken?

## **13. Information Technology for women:**

Whether necessary opportunities have been created for women to access and utilize training on information technology or how access and utilization of these trainings will be ensured?

## **14. Reduce violence and oppression:**

What steps/measures have been undertaken to reduce violence and oppression against women or how violence/oppression against women can be reduced within the family and in the public space?

### **Related Links:**

Finance Division, Ministry of Finance, Bangladesh website: [www.mof.gov.bd](http://www.mof.gov.bd)

- 1) **Medium-Term Budgetary Framework (MTBF) 2010-11 to 2012-13**  
[http://www.mof.gov.bd/en/index.php?option=com\\_content&view=article&id=58&Itemid=1](http://www.mof.gov.bd/en/index.php?option=com_content&view=article&id=58&Itemid=1)
- 2) **Gender Budgeting Report (Ten Ministry/Division)**  
Ministry of Agriculture; Disaster Management and Relief Division; Ministry of Education; Ministry of Environment and Forest; Ministry of Fisheries and Animal Resources; Ministry of Health and Family Welfare; Ministry of Land Rural Development and Co-operatives Division; Ministry of Social Welfare; Ministry of Water Resources  
[http://www.mof.gov.bd/en/budget/10\\_11/genbudget/english.pdf](http://www.mof.gov.bd/en/budget/10_11/genbudget/english.pdf)
- 3) **Budget Circular (BC – 1), November, 2010**  
[http://www.mof.gov.bd/en/budget/bcc/2011/bcc\\_bn\\_11\\_12.pdf](http://www.mof.gov.bd/en/budget/bcc/2011/bcc_bn_11_12.pdf)



## Presentation on “Gender Responsive Guidelines for Design and Review of Development Projects”

### A. Project /Program Design

### B. Project/Program Review

**Objectives: At the end of the session the participants will :**

- Be able to develop a common understanding on “*Gender Responsive Guidelines for Design and Review of Development Projects*” prepared by Ministry of Women and Children Affairs, July 2009 and endorsed by Ministry of Planning.
- Get acquainted with the “*Gender Responsive Guidelines for Design and Review of Development Projects*” which is to be used in concurrence with the Guideline “*Methods of designing, processing, approval and revision of the Government Development Projects*” published by Planning Division, Ministry of Planning, Government of the Peoples Republic of Bangladesh, May, 2008.

Process	Time	Methods	Materials /Equipments
<p><b>Step 1</b> The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions’ objectives, time frame and the methodologies to be used.”</p> <p><b>Ref. Slide 7 on Session VII Objectives</b></p> <p>The Facilitator will then tell that for facilitating this session, the participants will require two documents :                      (i) “<i>Methods of designing, processing, approval and revision of the Government Development Projects</i>” and                      (ii) “<i>Gender Responsive Guidelines for Design and Review of Development Projects</i>”, which are already supplied to them in their bags/folders.</p>	15 mins.	Self-introduction, Briefing / Presentation	Multimedia Projector / OHP Slides / Transparencies Flipchart / Whiteboard Marker-pen
<p><b>Step 2</b> Before discussing the above mentioned two documents, the Facilitator will start the session with conceptual aspects of projects and programs. S/he will tell the participants that projects are the instruments for implementing the objectives of the medium term plans. The Medium term plans are formulated incorporating the national and the international commitments.</p>	10 mins.	Presentation and Discussion	Multimedia / OHP Slides / Transparencies on differences between Project and Program

Process	Time	Methods	Materials /Equipments
<p>S/he will then distinguish between the term “project” and “program” A programme is a portfolio comprised of multiple projects, which have medium term duration and specific outputs. Programs address issues on a long term basis. A project is a temporary entity established to deliver specific outputs in line with predetermined time, cost and quality constraints. S/he will then ask them to cite any example of project and programme in Bangladesh. (Example: Family Planning Programme of Ministry of Health and Family Welfare and Stipend programme for girl students of Ministry of Education. PLAGÉ II is a project of Ministry of Women and Children Affairs (MOWCA). Another example of a project is “Multisectoral project of Violence against Women”</p> <p><b>Ref: Slide 74 on Some Definitions (Slides on Project and Program)</b></p> <p>Almost all societal problems and project responses involve gender gaps (some level of inequality between women and men, girls and boys).The NSAPR, MTBF/BC-1 and GOB policies mandate that programs and projects should contribute to reducing gender gaps and advancing women .This requires that all projects should be <b>gender responsive</b> i.e. identify and adhere to gender differences and inequalities. For that reason before introducing you to “Gender Responsive Guidelines for Design and Review of Development Projects” we want to differentiate three types of projects. This understanding will help you to identify and design a gender responsive project and review a project with gender lens.</p>			
<p><b>Step 3</b> The facilitator will then define that the Women-focused projects are those projects which targeted to women only. However <b>Women- Targeted/Focused Projects</b> may or may not address <b>gender issues</b>. For example, project distributing oral contraceptives and conducting litigation is a women-focused project but it has nothing to do with gender. However, Women- focused project like primary and secondary school stipend programs recognized the existence of inequality in participation education of boys and girls and taken positive steps to reduce it. This is a women-focused project but also a gender project for reducing existing gender gaps through encouraging participation of girls in education program</p>	10 mins.	Presentation Brainstorming Discussion	Multimedia / OHP Slides / Transparencies on 3 types of project  Flip Chart Marker

Process	Time	Methods	Materials /Equipments
<p><b>Gender-Responsive Projects</b> are those which identify difference in needs and aspirations of and the existence of inequality between women and men and girls and boys. Recognizing those, the project aims at providing equal benefit to reducing inequality of women and men and boys and girls and advancement of women through its strategies and allocation of resources. So Gender-responsive projects are where concerns of both women and men and girls and boys are explicitly dealt with from situation analysis, objective setting, resource allocation, implementation and monitoring.</p> <p>A Project may be termed as <b>Gender-Neutral</b> if projects interventions do create or address any gender differences or inequalities. Again Gender- Neutral project are those where project benefits can not be separated out by women and men and girls and boys. However, almost all societal problems and project responses involve Gender Gaps and as such there is hardly any project which is gender neutral. For example, the <u>electricity project</u> may be cited as Gender –Neutral project from the implementation point of view but benefit may affect different target group and therefore is a gender project. The facilitator can show the slides on these definitions.</p> <p>The Facilitator will ask the participants whether the definitions are clear to them or not, if not will just clarify for their understanding.</p> <p><b>Ref. Slide 74 on Some Definitions (Slides on Women-Focused Project, Gender-Responsive Project, Gender-Neutral Project)</b></p> <p><b>Step 4</b> The facilitator will then ask the participants to take out the following two documents: (i) "Methods of designing , processing , approval and revision of the Government Development Projects" and (ii) "Gender Responsive Guidelines for Design and Review of Development Projects", which are already supplied to them in their bags/folders.</p> <p><b>Note to Facilitator:</b> During slide presentation for clearly relating to the presentation and the two documents, the Facilitator will tell the participants that the text in green relates to the document (i) and the text in purple relates to the document (ii).</p> <p>S/he then draws the attention of the participants to item 23(III) page 26 of the document (i) mentioned above and tell them that to answer properly this item requires that the project has to be prepared in a gender responsive way.</p>	10 mins.	Question /Answer Presentation Discussion	Multimedia / OHP Slides / Transparencies on gender responsive Guideline i) Manual on "Gender Responsive Guidelines for Design and Review of Development Projects", published by MOWCA, 2009

Process	Time	Methods	Materials /Equipments
<p>S/he then refers to Annex B, Page Number 21 of the document (ii) cited above where 14 standards of Medium Term Budgetary Framework (MTBF) on Women Advancement has been mentioned. The 14 standards and MTBF were already discussed in session 6. S/he will mention that for getting funds from the Ministry of Finance, the budget should be gender responsive. The Ministry measures this responsiveness with the appropriateness of the response related to the 14 Standards. In other words, if GBA identify and address the gaps between men and women.</p> <p>S/he then mentions that if the project is prepared following the Gender Responsive Guidelines it will be easy for the Ministries to respond appropriately item 23 (III) of DPP of document (i) cited above and 14 standards of MTBF in Annex B of document (ii) cited above. In this way the facilitator will establish the needs for preparation of project in a gender responsive manner.</p> <p>At this point the Facilitator will ask the participants whether they have questions/queries and if they have any s/he will try to answer satisfactorily</p> <p><b>Ref. Slide 7B on Gender Responsive Guidelines for Design and Review of Development Projects – Why do we need Gender Responsive DPP/TPP</b></p>			<p>ii) Selected portions of the Manual on "Methods of designing, processing, approval and revision of the Government Development Projects" published by Planning Division, Ministry of Planning, May 2008.</p>
<p><b>Step 5</b></p> <p>The Facilitator will then make presentation on the "Gender Responsive Guidelines for Design and review of Development Projects. " which is a tool for GBA for project/ program design/rtview.</p> <p><b>Ref. Slide 7B on Gender Responsive Guidelines for Design and Review of Development Projects – 1. Background, 2. Objectives, 3. Strategy, 4. Component, 5. Monitoring, Reporting and Evaluation</b></p> <p>The first item is the Background: Situation Analysis and Rationale. S/he will refer it item and page number in TPP/DPP where it is located. S/he mentions that this is the place where analysis should be made about the situation of men and women and girls and boys. Through this situation analysis the objectives should be framed in a gender responsive manner through sex disaggregated data.</p> <p>The second item is the Objectives. It should be mentioned here if gender equality is implicit or explicit in the objectives (Page 10). Now here s/he should distinguish two terms "explicit" and "implicit" objectives and give reasons why explicit objective can take into account gender concerns for better understanding of the terms to work on.</p>	30 mins.	Presentation / Question / Answer Discussion	Multimedia / OHP Slides / Transparencies on Guidelines for the Design of gender responsive TPP/DPP

Process	Time	Methods	Materials /Equipments
<p><i>Explicit objective</i> is that objective which clearly specifies what will be achieved for women and men by the project. In <i>implicit objective</i> benefits of women and men are not separated out.</p> <p>S/He will mention that a gender- responsive project will set priorities, targets and outputs/outcomes separately for men women and men.</p> <p>S/He will also emphasize the need for providing sex-disaggregated costs, procurement plan.</p> <p>S/He should mention the importance of setting the gender responsive monitoring indicators so that monitoring and evaluation can be made in a gender responsive manner during and after the project.</p>			
<p><b>Step 6 Learning points</b></p> <p>The Facilitator will ask questions to assess the understanding of the participants.</p> <p>It is expected that by the end of the session, the participants will be able to comprehend the importance of the <i>Gender Responsive Guidelines for Design, Review of Development Projects for DPP/TPP</i> design and review and gain knowledge regarding its application in line with the "Methods of Designing, Processing, Approval and revision of the Government Development Projects" published by Planning Division, MOP, May 2008.</p>	10 mins.	Question / Answer Discussion	
<p><b>Step 7 Conclusion</b></p> <p>At the end of the session the Facilitator will summarize the discussions held and will conclude the session by thanking the participants for their active participation.</p>	05 mins.		

## Session 7

### Presentation on "Gender Responsive Guidelines for Design and Review of Development Projects"?

- A. Project/Program Design ?
- B. Project/Program Review



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Session-7

## Objectives of Session 7

- Develop a common understanding on "Gender Responsive Guidelines for Design and Review of Development Projects" prepared by Ministry of Women and Children Affairs, July 2009 and endorsed by Ministry of Planning.



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Session-7

## Objectives – contd..

- Get acquainted with the "Gender Responsive Guidelines for Design and Review of Development Projects" which is to be used in concurrence with the Guideline "Methods of designing, processing, approval and revision of the Government Development Projects" published by Planning Division, Ministry of Planning, Government of the Peoples Republic of Bangladesh, May, 2008.



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Session-7

# Some Definitions



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## *Project and Program*

- **Project** addresses medium term problems and program deals with solving long term problems.
- A **project** is a temporary entity established to deliver specific outputs in line with predetermined time, cost and quality constraints.



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## *Project and Program*

- A **program** is a portfolio comprised of multiple projects. Simply, a program consists of a number of projects and/or sub-program



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## *Women-Focused Project*

- Women-Focused Projects are those projects which are targeted to women only. However Women-targeted/focused Projects may or may not address gender issues.



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## *Gender-Responsive Project*

- Gender-Responsive Projects are those which identifies difference in needs and aspirations of and the existence of inequality between women and men and girls and boys for reducing existing gender gaps. Recognizing those , the project aims at providing equal benefit to reducing inequality of women and men and boys and girls and advancement of women through its strategies and allocation of resources.



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## *Gender-Neutral Project*

- A Project may be termed as **Gender-Neutral** if projects interventions do not create or address any gender differences or inequalities. Again Gender-Neutral project are those where project benefits can not be separated out by women and men and girls and boys.



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### *Why do we need Gender Responsive DPP/TPP*

- **DPP Item 23 (iii) (Pg. 26)** requires answering how the project will have affect/impact on Women and Children (Addressing Gender Gaps)
- MTBF requires the ministry to answer, how and to what extent the project meets one or more of the 14 criteria (**Gender Responsive Guideline Annex B – Pg. 21-24**)

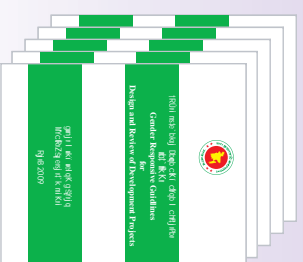
 **Session-7B**

### *Why do we need Gender Responsive DPP/TPP – Contd.*

- If the project is designed in a gender responsive manner, the project can answer satisfactorily to the item **23 (iii) of DPP** and 14 MTBF criteria (**Gender Responsive Guideline : Annex B – Pg. 22**)
- This Guideline document is a planning tool for assisting planners to design projects/programs in a gender responsive manner

 **Session-7B**

## Guideline for the Design of Gender Responsive DPP/TPP



## 1. Background: Situation Analysis and Rationale: Page 9

- **DPP Item 14 - Part B (Pg. 26) - Project Details**
  - Background
  - Objectives
  - Priority
  - Rationale
  - Linkages
  - Targets and - Outputs/Outcomes
- **TPP Item 17 - Part B (Pg. 65) - Situation Analysis**

## Provide the following information, including sex-disaggregated data as possible on: Page 9

- Size of the target population affected by the project issues
- Gender issues relating to the project including constraints faced by women (with respect to access to resources and participation in decision-making)
- Women's/girls' particular and differential needs to be addressed by the project (e.g. for accessible and free services, girl-friendly schools, information, space for meetings, skill development)
- If the project is for the second phase lessons learned on the above issues should be highlighted.

## 2. Objectives: Overall and Specific: Page 9

- **DPP Item 3 (Pg. 23) –**  
Objective of the Project
- **TPP Item 18 (Pg. 65) –**  
Objectives: Overall and Specific.



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### *Provide the following information, including sex-disaggregated data as possible on: Page 9*

#### **Explicitly Stated Objective (Pg. 10)**

In the overall objective statements of projects targeted to communities at large, indicate what benefits will be gained by both women and men, and particularly by poor section of the population.

#### **Implicitly Stated Objective (Pg. 10)**

If gender equality is implicit in the objectives, ensure that any gender gaps are identified (in the situation analysis) and addressed explicitly in one or more sub-objectives or outcomes/outputs

#### **Women-Focused Project Objective (Pg. 10)**

Objectives of women-focused projects should indicate how gender gaps (identified in the situation analysis) will be reduced and how women's position as well as condition will be improved.



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## 3. Strategy: Page 10

- **TPP Item 19 (Pg. 65) :**  
Link to planning documents, development partners' country program priorities, and PRSP, MDG, UNDAF as far as possible.  
Contribute Project outcomes and outputs to: achieving the gender equality goals and priority actions of NSAPR/PRSP, as listed in: Gender Responsive Guideline.....
  - (Pg. 15): Annex A –NSAPR/PRSP Policy Agenda
  - (Pg.21): Annex B - BC1 Standards of MTBF



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#### ***4. Component - wise Annual Phasing and Procurement Plan: Page 11***

- DPP Item 9 (Pg. 24)
- DPP Item 11 b (Pg.25) - Annexure III a, b, c, (Pg. 31 – 32)
- DPP Item 12 (Pg. 25) - Annexure IV (Pg. 33)
- TPP Item12 (Pg. 64) - Annexure 1 (Pg. 68)



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**Session-7B**

#### ***Gender responsiveness of cost items: Page 11***

- Allocation of fund to support women-focused activities and its adequacy
- Allocation for supporting reduction of gender gap and its adequacy
- Allocation for gender equality including capacity building and its adequacy



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**Session-7B**



## *Background: Situation Analysis and Rationale*

- Item 14 of DPP: Background, Objectives, Priority, Rationale, Linkages, Targets, and Outputs/ Outcomes
- Item 17 of TPP: Situation Analysis



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Session-7C

## *Has the following information, including sex-disaggregated data, been provided?*

- Number of women/men and girls/boys targeted in the project addressing their problems/situation in which they live; and their roles, involvement and the benefit in the project.
- Specific impact of the project issues on both women and men, girls and boys are identified



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Session-7C

## *Has the following information, including sex-disaggregated data, been provided?*

- Gender inequalities related to the project situation and barriers faced by women / girls are given
- Women's particular needs and constraints; project intentions to reduce gender gaps, and result in equal benefit for women/men and/or girls/boys are addressed



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Session-7C

### *Objectives: Overall and Specific?*

- Item no.3 of DPP: objective of the project
- Item no. 18 of TPP: Objectives: Overall and Specific.



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### *Nature of Stated Objectives*

- Do the objectives indicate what benefits and results will be gained by women and men, girls and boys? (Explicit or implicit?)
- Are objectives required and included focus on women's advancement and reducing gender gaps?



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### *Strategies*

- Item 19 of TPP: link to planning documents, development partners' country program priorities, and PRSP, MDG, UNDAF as far as possible.



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*Do the outcomes and outputs contribute to any of the key NSAPR goals for women's advancement? :(Annex-A)*

- social advancement
- economic advancement
- political advancement
- fulfillment of women's legal and other rights



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*Do the outcomes and outputs contribute to any of the BCI Standard of MTBF? :(Annex-5B)*

- Find which of the 14 Standards of Women Advancement and Rights are Addressed



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*Component-wise Annual Phasing and Procurement Plan*

- Item 9 & 11 -Annexure III (a,) (b,) (c), item 12 annexure IV of DPP
- Item no. 12:Annexure 1 of TPP



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## *Gender Responsiveness of Cost Items*

- Are there components (for which adequate inputs and allocation are provided) in the project to implement gender equality activities?
- Is it clear what proportion of the allocation will contribute to benefiting women and reducing gender gaps?



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Session-7C

## *Monitoring, Reporting and Evaluation*

- Item 10 (log frame and considering Item 23 of DPP)
- Item 22 of TPP



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Session-7C

## *Identification of Monitoring Indicators*

- Have gender-equality performance indicators (for project outcomes and outputs) been identified.



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Session-7C

## Handouts for Session VII

# Gender Responsive Planning

## Handout 7A: Some Definitions

### What is planning?

Planning is a process of consistent and articulated thinking about the activities and resources required to create a desired economic and social development of a country. It combines forecasting of developments with the preparation of scenarios of how to react to them. Planning is a process for accomplishing purpose. It is blue print of economic growth and a road map of development. It helps in deciding objectives both in quantitative and qualitative terms. It is setting of goals on the basis of objectives and keeping in view the resources.

### Gender Responsive Planning:

Gender Responsive Planning requires entire planning cycle to be gender responsive for bringing about gender equality. Making long term and medium term planning gender responsive, requires conscious reflection of gender equality issues in policies, strategies and resource allocations in macro issues and also sectoral issues. As stated above, the projects and programs are among the instruments through which goals and objectives of the GOB long term and medium term are materialized. They are gender responsive when women and men's differential needs are consciously considered in their objectives, strategies and resource allocations.

### Project:

Projects address specific problems and contribute to attain objective of GOB plan. This is a temporary entity established to deliver specific outputs in line with predetermined time and resources (human, supplies and capital). Normally a project is completed with a medium term plan.

### Program:

Simply, a program consists of a number of projects and/or sub-program. A program aims at a problem that requires long term (beyond a medium term plan) intervention for achieving desired results.

**Women Focused Projects:** Women-focused projects are those projects which are targeted to women only. However Women-focused projects may or may not address gender issues.

**Gender-responsive Projects/Programs:** identify difference in needs and aspirations of and the existence of inequality between women and men and girls and boys for reducing existing gender gaps through its strategies and allocation of resources.

## Handout 7B: Gender Responsive Guidelines for Design and Review of Development Projects

The Technical Project Proposal (TPP) and Development Project Proposal (DPP) are the instruments through which the National Strategy for Accelerated Poverty Reduction (NSAPR II) and international commitments like Millennium Development Goals (MDG), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and Beijing Platform for Action (PFA) is implemented.

In order to obtain resources for implementation of their projects/programs, Ministries under the Medium Term Budgetary Framework (MTBF) are required to indicate how these will have impact on poverty and women's advancement and rights in their responses to the Budget Circular (BC-1) issued by the Ministry of Finance. This task will be much easier for the Ministries if the initial design of projects indicates clearly the expected impact on poverty and women's advancement and rights. **With this end in view, the "Gender Responsive Guideline for Design, Review of Development Projects" have been prepared to assist the officials who design the government projects/programs.**

**The guidelines suggest where and how women's advancement and rights should be included in the different sections of the TPP and DPP.**

The Guidelines include two annexes. Annex A is on NSAPR II Gender Equality Goals and Priority Actions and Annex B is on MTBF Standards as per guidelines provided by the MOF for providing response on Poverty and Gender in the section - 3 and Annex-5B of the Budget Circular-1. **It is to be mentioned here that all the issues of NSAPR II shown in Annex A and Standards for Annex B may not be relevant for every project and program.**

For example, an education project will draw upon those issues relevant to it from Annex A and Annex B mentioned in the guideline. These guidelines are providing a method of linking the process for drawing relevant Issues and Standards of NSAPR and MTBF in designing projects/programs.





## Exercise on the use of the “Gender Responsive Guideline for Design and Review of Development Projects”

**Objectives: At the end of the session the participants will be able to:**

- Understand how to **design /review** their own DPP/TPP in a gender responsive way using “*Gender Responsive Guidelines for Design and Review of Development Projects*” in line with the “*Methods of designing, processing, approval and revision of the Government Development Projects*”;
- Analyze gender responsiveness in DPP/TPP;
- Identify/diagnose some approaches specific to selected sectors to make the project gender responsive;
- Apply their knowledge into designing/reviewing their own sector wise DPP/TPP in a more gender responsive way.

**Total Time:** 3 hours

Process	Time	Methods	Materials /Equipments
<p><b>Step 1</b> The Facilitator will exchange greetings with the participants and start the session by briefing about the sessions’ objectives, time frame and the methodologies to be used.”</p> <p><i>Ref. Slide 8 on Session VIII Objectives</i></p> <p><b>(In this session more than one facilitator will be needed).</b></p> <p>The participants will be divided into 4 to 5 groups according to their Ministry specific sectors. The facilitator will write the names according to the groups on the flip chart.</p>	15 mins.	Dividing the participants into groups	Multimedia Projector / OHP Slides/ Transparencies Flipchart/ Whiteboard Marker-pen
<p><b>Step 2</b> The groups which are formed according to the Ministry specific areas will be asked to sit group wise, select one team leader /facilitator among them and give a group name.</p> <p>The responsibility of the team leader will be to lead/facilitate the group discussion and present the group work in the plenary.</p> <p>The groups will also be instructed to use flip chart papers or PowerPoint (if laptop is available) to present the group works. (Comfortable sitting spaces for the group work must be arranged before hand).</p>	15 mins.	Group work instruction Group discussion	Flip Chart or VIPP Board and cards Permanent Marker

Process	Time	Methods	Materials /Equipments
<p><b>Step 3</b> Each group will be asked to select one already approved DPP/TPP and review that using the review part page 12 of the "Gender Responsive Guidelines for Design and Review of Development Projects". The approved DPP/TPP can be collected by the Facilitators from ECNEC/Planning Commission or Ministries or the participants can be asked to bring their Ministry specific DPP/TPP.</p> <p>As there will not be enough time during the training programme to design a new DPP/TPP, the groups will be asked only to review one approved project. They will also be asked to write a short description on if they were asked to prepare/design a new DPP/TPP on the subject they were working, what were the changes need to be made. (During the training courses if time permits, if the training course is for a longer period the participants will be given the assignment to design a DPP/TPP using these guidelines).</p>	1 hour	Group Exercise	Poster paper/ Flip Chart Markers (4 colors x 4 nos. each)
<p><b>Step 4</b> During the group work the Facilitators will guide the participants so that they are able to follow the instructions to do the exercise. Remind them about time frame for group work.</p>			
<p><b>Step 5</b> After the group work is done the Facilitator will call the groups to sit in their original places. The group leaders will be invited one by one to present the group work.</p> <p>During one group's presentation the members of the other groups will be encouraged to comment and provide suggestions on how to make the DPP/TPP more gender responsive.</p> <p>If there is a need for any clarification the presenter and other members of that group or the facilitator/s will answer those questions.</p>	1 hour (10/15 mins. x 4/5 groups)	Plenary presentation	
<p><b>Step 6 Conclusion</b> The Facilitator will end the session by summarizing the discussions held.</p>	30 mins.	Summing up	

#### Instructions for Group Exercise

- Participants will be divided into 4 groups
- 2 groups will work on **designing** TPP/DPP
- 2 groups will work on **reviewing** TPP/DPP
- **Design groups** will mainly consist of participants from departments and some participation from ministries.
- **Review groups** will mainly consist of participants from Planning Commission and some participation from ministries.
- Each group will select their team leader for facilitation in the group work and plenary presentation.
- They will write their findings on flip charts for the presentation in the plenary.
- 1 hour for the group work and 10 minutes for the presentation.
- 10/15 minutes for question-answer / discussion for each presentation.

# Session 8

## *Exercise on the use of the "Gender Responsive Guidelines for Design and Review of Development Projects"*



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Session-8

## *Objectives of Session 8*

- Understand how to **design/review** their own DPP/TTP in a gender responsive way using "Gender Responsive Guidelines for Design and Review of Development Projects" in line with the "Methods of designing, processing, approval and revision of the Government Development Projects";



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## *Objectives – contd..*

- Analyze gender responsiveness in DPP/TTP;
- Identify / diagnose some approaches specific to selected sectors to make the project gender sensitive;
- Apply their knowledge into designing/reviewing their own sector wise DPP/TTP in a more gender responsive way.



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## Instruction for Group Exercise

### Use of the "Gender Responsive Guidelines for Design and Review of Development Projects"



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Session-8A

### *Guidelines for Group Exercise DPP/TPP Design*

- **Design groups** will assess the specific sections of the assigned projects by using GRP design tool.
- **Design Group 1 & 2** will work on **Items 1-3**  
(1. Situation Analysis, 2. Objectives & 3. Strategy) of the design tool.
- **Design Group 3 & 4** will work on **Items 4-5**  
(4. Component-wise Annual Phasing and Procurement Plan & 5. Monitoring, Reporting & Evaluation) of the design tool.



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### *Guidelines for Group Exercise DPP/TPP Review*

- **Review groups** will review the specific sections of the assigned projects by using the GRP review tool.
- **Review Group 1 & 2** will work on **Items 1-3**  
(1. Situation Analysis, 2. Objectives & 3. Strategy) of the review tool (page 12, 13, 14)
- **Review Group 3 & 4** will work on **Items 4-5**  
(4. Component-wise Annual Phasing and Procurement Plan & 5. Monitoring, Reporting & Evaluation) of the review tool (page 14)



Policy Leadership  
and Advocacy for  
Gender Equality

3

Session-8A

## Sample Questionnaire

Name of Course:

### Pre – Test

Total Marks: 100

Total Time: 30 Minutes

Date: -----

2 x 10 = 20

Tick the correct answer

	YES	NO
1. Gender is only Women's Issue		
2. Improved Condition of a woman not necessarily changes her Position		
3. Gender Mainstreaming is not a Strategy		
4. National Strategy for Accelerated Poverty Reduction II (FY 2009-2011 is "Unlocking the Potentials"		
5. Bangladesh has reservation in Article 13 A of CEDAW.		
6. The Beijing Platform for Action was declared in 1996		
7. A medium term budget framework is the budget planning for 5 years		
8. GRB is an approach aimed at mainstreaming the gender dimensions/concerns into all stages of the budget cycle.		
9. Project addresses long term problems		
10. A program is a portfolio comprised of multiple projects		



1. What are the basic differences between "Gender" and "Sex"?
2. Mention one outcome of men's involvement in mainstreaming gender.

3. What are the National and International Policy Commitments of the Bangladesh Government for Gender Mainstreaming and Gender Equality?

National:

International:

4. Provide some examples of the Bangladesh Government for achieving Gender Equality through Equity measures

5. Which Articles in Bangladesh Constitution refer to gender equity and gender equality?

6. Why is gender an issue in the development policies?

7. When preparing a TPP/DPP what are the Gender issues we have to include while writing the Background?

Situational Analysis:

Rationale:

8. What are the issues focused in the 14 Standards of BC-1 used for assessing impact of strategic objectives of Ministry on Women's Advancement?

## Sample Questionnaire

Name of Course:

### Post – Test

Total Marks: 100

Total Time: 30 Minutes

Date: -----

2 x 10 = 20

Tick the correct answer

	YES	NO
1. Gender is only Women's Issue	<input type="checkbox"/>	<input type="checkbox"/>
2. Improved Condition of a woman not necessarily changes her Position	<input type="checkbox"/>	<input type="checkbox"/>
3. Gender Mainstreaming is not a Strategy	<input type="checkbox"/>	<input type="checkbox"/>
4. National Strategy for Accelerated Poverty Reduction II (FY 2009-2011 is "Unlocking the Potentials"	<input type="checkbox"/>	<input type="checkbox"/>
5. Bangladesh has reservation in Article 13 A of CEDAW.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Beijing Platform for Action was declared in 1996	<input type="checkbox"/>	<input type="checkbox"/>
7. A medium term budget framework is the budget planning for 5 years	<input type="checkbox"/>	<input type="checkbox"/>
8. GRB is an approach aimed at mainstreaming the gender dimensions/concerns into all stages of the budget cycle.	<input type="checkbox"/>	<input type="checkbox"/>
9. Project addresses long term problems	<input type="checkbox"/>	<input type="checkbox"/>
10. A program is a portfolio comprised of multiple projects	<input type="checkbox"/>	<input type="checkbox"/>

10 x 8 = 80

1. What are the basic differences between "Gender" and "Sex"?
2. Mention one outcome of men's involvement in mainstreaming gender.

3. What are the National and International Policy Commitments of the Bangladesh Government for Gender Mainstreaming and Gender Equality?

National:

International:

4. Provide some examples of the Bangladesh Government for achieving Gender Equality through Equity measures

5. Which Articles in Bangladesh Constitution refer to gender equity and gender equality?
  
  
  
  
  
  
  
  
  
  
6. Why is gender an issue in the development policies?
  
  
  
  
  
  
  
  
  
  
7. When preparing a TPP/DPP what are the Gender issues we have to include while writing the Background?  
Situational Analysis:  
  
Rationale:
  
  
  
  
  
  
  
  
  
  
8. What are the issues focused in the 14 Standards of BC-1 used for assessing impact of strategic objectives of Ministry on Women's Advancement?

## National Academy for Planning and Development (NAPD)

### Evaluation Sheet (Sample)

**Name of the Course:** "Training on Gender Concepts and Gender Responsive TPP/DPP Design and Review for the Officers of Ministry of Education"

**Date:** 29-30 October, 2010

**Duration:** 2days

**Course Objectives:**

- (i) To develop a common understanding on the key gender concepts;
- (ii) To better clarity on BC-1 Gender Criteria; and
- (iii) To strengthen skills on gender responsive guidelines for Design and Review of TPP/DPPP

(Higher mark represents the higher grade)  
(Please tick)

**Overall Programme Evaluation**

1. How would you rate the overall programme of this Training	1	2	3	4	5
2. How would you rate relevancy of this training to do a better job for your organization?	1	2	3	4	5
3. How would you rate the quality of the materials?	1	2	3	4	5
4. How would you rate overall methodology of the program?	1	2	3	4	5
5. How would you rate overall management, logistics of this program?	1	2	3	4	5

**Session wise Evaluation**

**Session I: Concepts: Sex and Gender, Gender Role, Gender Needs Benefits of Gender Equalities on Poverty Reduction**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

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**Session II: Gender Equity and Equality**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

**Session III: Gender-Based Analysis**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

**Session IV: Gender Mainstreaming and Men's involvement in process towards Gender Equality**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

**Session V: Government's Gender Equality Policy Commitments**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

**Session VI: Gender Responsive Budget and Budget Circular – 1(BCI) standards on women's advancement and their relevance to project/programme design/review**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

**Session VII: Presentation on the "Gender Responsive Guidelines for Design and Review of Development Projects"**

**A. Project/Programme Design B. Project/Programme Review**

1. Relevance of information disseminated during session	1	2	3	4	5
2. Methodology of session conducted	1	2	3	4	5
3. Steps of the session plan	1	2	3	4	5
4. Supporting materials/slides	1	2	3	4	5
5. Overall conceptual clarity	1	2	3	4	5

6. Duration of the session	Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_



**Session VIII: Group Exercise on use of "Gender Responsive Guidelines for Design and Review of Development Projects"**

1. New ideas and approach picked during the exercise 

1	2	3	4	5
1	2	3	4	5
2. Relevance to my job 

1	2	3	4	5
1	2	3	4	5
3. Helped in enhancing / developing my skills 

1	2	3	4	5
1	2	3	4	5
4. Useful in applying training techniques 

1	2	3	4	5
1	2	3	4	5

6. Duration of the session

Too long	Too short	Appropriate
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Any other Suggestions and Comments: \_\_\_\_\_

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Many thanks for your time and participation.

*NAPD Team*

**Training Course on "Gender Mainstreaming in Planning and Development Training Programme."**

**Tentative Schedule**

**Duration: 1 day**

Session	Time	Content/Topic	Facilitator
	09:00	Registration	
Opening	09:30-10:00 (30 minutes)	Opening Remarks	Course Director /Coordinator
		Introduction of the Participants	
<b>MORNING TEA BREAK</b>			
Session-I	10:30-11:15 (45 minutes)	Concepts: Sex and Gender, Gender Role, Gender Needs; Benefits of Gender Equalities on Poverty Reduction, Gender Equity and Equality	
Session-II	11:15-12:00 (45 minutes)	Gender Based Analysis Gender Mainstreaming and Men's Involvement in the process towards Gender Equality	
Session-III	12:00-01:00 (1 hour)	Gender Responsive Budget and BCI standards on women's advancement and their relevance to project/programme, design/review	
<b>01:00-02 :00 PRAYER AND LUNCH</b>			
Session- IV	02:00-03:00 (1 hour)	Presentation on the Gender Responsive Guidelines for Design and Review of Development Projects A. Project/Programme Design B. Project/Programme Review	
Session-V	03:00-04:30 (1 hr:30 minutes)	Application of the Gender Responsive Guidelines for Design and Review of DPP/TPP A. Group Work B. Presentation in the Plenary	
Closing	04:30-05:00	Concluding Remarks	
<b>CLOSING TEA</b>			

**Training Course on "Gender Mainstreaming in Planning and Development Training Programme."**

**Tentative Schedule**

**Duration: 2 days**

**Day-1**

Session	Time	Content/Topic	Facilitator
	09:00	Registration	
Opening	09:30-10:00 (30 minutes)	Opening Remarks	Course Director /Coordinator
		Introduction of the Participants	
<b>10:00-10:30 MORNING TEA BREAK</b>			
	10:30-11:00 (30 minutes)	Pre – Test	
Session-I	11:00-12:00 (1 hour)	Concepts: Sex and Gender, Gender Role, Gender Needs; Benefits of Gender Equalities on Poverty Reduction	
Session-II	12:00-01:00 (1 hour)	Gender Equity and Equality	
<b>01:00-02:00 PRAYER AND LUNCH</b>			
Session-III	02:00-03:00 (1 hour)	Gender Based Analysis	
Session- IV	03:00-04:00 (1 hour)	Gender Mainstreaming and Men's Involvement in the process towards Gender Equality	
Session-V	04:00-04:45 (45 minutes)	Government's Policy Commitments on Gender Equality	
	04:45-05:00 (15 minutes)	Summary of Day-1	Course Management
<b>05:00 TEA AND REFRESHMENT</b>			

ing Course on "Gender Mainstreaming in Planning and Development Training Programme."

**Tentative Schedule**

**Duration: 2 days**

**Day-2**

Session	Time	Content/Topic	Facilitator
	09:30-09:45	Recap of Day-1	Course Management
Session-VI	09:45-10:30	Gender Responsive Budget and BCI standards on women's advancement and their relevance to project/programme, design/review	
<b>10:30-11:00 MORNING TEA BREAK</b>			
Session-VII	11:00-12:30	Presentation on the Gender Responsive Guidelines for Design and Review of Development Projects A. Project/Programme Design B. Project/Programme Review	
Session-VIII	12:30-01:00	Application of Gender Responsive Guidelines for Design and Review of TPP / DPP <b>Group Work</b>	
<b>01:00-02 :00 PRAYER AND LUNCH</b>			
Session-VIII Continues	02:00-03:00	Application of Gender Responsive Guidelines for Design and Review of TPP / DPP <b>Group Work Continues</b>	
	03:00-04:00	Presentation of the Group Work	
	04:00-04:30	Post-Test	
	04:30-04:35	Course Evaluation by Participants	
<b>Closing</b>	04:35-05:00	Concluding Remarks	
<b>CLOSING TEA</b>			



জেডার সংবেদনশীল উন্নয়ন প্রকল্প প্রণয়ন ও পর্যালোচনা  
নির্দেশিকা

**Gender Responsive Guidelines  
for  
Design and Review of Development Projects**

মহিলা ও শিশু বিষয়ক মন্ত্রণালয়  
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার


জুলাই ২০০৯

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার  
পরিকল্পনা মন্ত্রণালয়  
পরিকল্পনা বিভাগ  
এনইসি-একনেক ও সময়য় অনুবিভাগ

নং-পরি/এনইসি-একনেক/সময়য়-২/পরিপত্র/মতামত/২২/২০০৭/১৭৯

তারিখঃ ০৭ আষাঢ়, ১৪১৬  
২২ জুলাই, ২০০৯

দেশের সার্বিক উন্নয়ন কর্মকাণ্ডে জেডারকে মূল শ্রোতধারায় সম্পৃক্তকরণের লক্ষ্যে মহিলা ও শিশু বিষয়ক মন্ত্রণালয় জেডার সংবেদনশীল উন্নয়ন প্রকল্প প্রণয়ন ও পর্যালোচনা নির্দেশিকা (Gender Responsive Guidelines for Design and Review of Development Projects) প্রণয়ন করেছে। পরিকল্পনা বিভাগ কর্তৃক জারীকৃত 'সরকারি খাতে উন্নয়ন প্রকল্প প্রণয়ন, প্রক্রিয়াকরণ, অনুমোদন ও সংশোধন পদ্ধতি (মে, ২০০৮)' অনুযায়ী বিদ্যমান প্রকল্প দলিল (ডিপিপি/টিপিপি)-এর ছক পূরণের সময় মহিলা ও শিশু বিষয়ক মন্ত্রণালয় কর্তৃক প্রণীত উক্ত নির্দেশিকা অনুসরণপূর্বক প্রয়োজনীয় তথ্য সংযোজনের জন্য আদিষ্ট হয়ে অনুরোধ করা হলো।

  
২২.০৭.০৯  
(স্বঃ আবদুর রব)  
যুগ্ম-প্রধান

বিতরণঃ

- ১। সচিব (সকল) ..... মন্ত্রণালয়/বিভাগ, ঢাকা।
- ২। সদস্য (সকল) ..... বিভাগ, পরিকল্পনা কমিশন, ঢাকা।

জেডার সংবেদনশীল উন্নয়ন প্রকল্প অণয়ন ও পর্যালোচনা  
নির্দেশিকা

**Gender Responsive Guidelines  
for  
Design and Review of Development Projects**

মহিলা ও শিশু বিষয়ক মন্ত্রণালয়  
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার

জুলাই ২০০৯

## সূচিপত্র

Introduction ----- সূচনা	৭
Guidelines for the Design of Gender Responsive TPPs / DPPs ----- জেভার সংবেদনশীল প্রকল্প প্রণয়ন নির্দেশিকা	৯
Guidelines for Review of Gender Responsiveness of TPPs / DPPs ----- কারণরী প্রকল্প (TPP) ও বিনিয়োগ প্রকল্প (DPP) জেভার সংবেদনশীলভাবে পর্যালোচনা করার গাইড	১২
Annex-A : NSAPR/PRSP Gender Equality Goals and Priority Actions ----- সংযোজনী ক : দারিদ্র বিমোচন কৌশলপত্র (২০০৮-১১)-এর জেভার সমতা অর্জন বিষয়ক লক্ষ্যসমূহ ও অগ্রাধিকার কার্যক্রম	১৫
Annex-B : Detailed Guidelines for Completing Poverty and ----- Gender Related Tables and Forms সংযোজনী-খ : দারিদ্র ও জেভার সংক্রান্ত ছক এবং ফরম পূরণ সংক্রান্ত বিস্তারিত নির্দেশিকা	২১
Guidelines to Fill-In Columns 9 and 10 of Form 4 ----- (Grading the Impacts on Women's Advancement) ফরম ৪ এর কলাম ৯ এবং ১০ পূরণ নির্দেশিকা (নারীর অগ্রগতির প্রভাব যাচাই এর প্রক্রিয়া)	২৫



## Introduction

The Technical Project Proforma/Proposal (TPP) and Development Project Proforma/ Proposal (DPP) are the instruments through which the National Strategy for Accelerated Poverty Reduction (NSAPR II) and international commitments like Millennium Development Goals (MDG), Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and Beijing Platform for Action (PFA) are implemented. In order to obtain resources for implementation of their projects/programs, Ministers under the Medium Term Budgetary Framework (MTBF) are required to indicate how these will have impact on poverty and women's advancement and rights in their responses to the Budget Circular (BC-1) issued by the Ministry of Finance. This task will be much easier for the Ministries if the initial design of projects indicates clearly the expected impact on poverty and women's advancement and rights. With this end in view, these guidelines for designing gender-responsive projects and programs have been prepared to assist the officials who design the government projects/programs. The guidelines suggest where and how women's advancement and rights should be included in the different sections of the TPP and DPP.

## সূচনা

কারিগরি সহায়তা প্রকল্প ছক/প্রস্তাব (TPP) এবং উন্নয়ন প্রকল্প ছক/প্রস্তাবের (DPP) মাধ্যমে দারিদ্র হ্রাসকরণ সংক্রান্ত জাতীয় কৌশলপত্র (NSAPR) এবং সরকারের বিধািষিত আন্তর্জাতিক অঙ্গীকারসমূহ যেমন, সহস্রাব্দের উন্নয়ন লক্ষ্য (Millennium Development Goal [MDG]), নারীর প্রতি সকল প্রকার বৈষম্য বিলোপ সংক্রান্ত আন্তর্জাতিক কনভেনশন (CEDAW) এবং বৈজিং প্যাটফর্ম যব এ্যাকশন বাস্তবায়ন করা হয় । অর্ধ মন্ত্রণালয় যখন বাজেট সার্কুলার (BC1) জারী করে তখন মন্ত্রণালয়গুলো এই বাজেট সার্কুলারের প্রতি সাড়া দিয়ে তাদের গৃহীত প্রকল্প ও কর্মসূচী বাস্তবায়নের জন্যে অর্ধ সংস্থান ও সম্পদ আহরণ করার ক্ষেত্রে মধ্যমেয়াদী বাজেট কাঠামোর অধীনে কিভাবে এসব প্রকল্প দারিদ্র নিরসন ও নারীর অগ্রগতি, অধিকারের বিষয়সমূহকে প্রভাবিত করবে, সেটা স্পষ্ট করে দৃশ্যমান করতে হবে । মন্ত্রণালয়ের জন্যে এ কাজটা খুব অনায়াসসাধ্য হবে- যদি প্রকল্পের প্রাথমিক প্রণয়নে (Design) সুস্পষ্টভাবে দারিদ্র এবং নারীর অগ্রগতি এবং অধিকারের উপর প্রভাবশিত প্রভাব প্রতিভাত হয় । এই নিরিখে যে সকল কর্মকর্তা সরকারের প্রকল্প প্রস্তাবনা তৈরী করেন, তাদেরকে জেস্তর সংবেদনশীল (Gender Responsive) প্রকল্প/ কর্মসূচী তৈরীর ক্ষেত্রে সহায়তা করার উদ্দেশ্যে এই নির্দেশিকা তৈরী করা হয়েছে । এই নির্দেশিকায় দিকনির্দেশনা দেয়া হয়েছে যে টিপিপি ও ডিপিপির বিভিন্ন অংশে (Section) কোথায় কীভাবে নারীর উন্নয়ন ও অধিকারের বিষয়গুলো অন্তর্ভুক্ত করতে হবে ।

The Guidelines include two annexes. Annex A is on NSAPR II Gender Equality Goals and Priority Actions and Annex B is on MTBF Standards as per guidelines provided by the MOF for providing response on Poverty and Gender in the section - 3 and Annex-5B of the Budget Circular-1. It is to be mentioned here that all the issues of NSAPR II shown in Annex A and Standards for Annex B may not be relevant for every project and program. For example, an education project will draw upon those issues relevant to it from Annex A and Annex B mentioned in the guideline. These guidelines are providing a method of linking the process for drawing relevant issues and Standards of NSAPR and MTBF in designing projects/programs.

এই নির্দেশিকায় দুটো সংযোজনী রয়েছে। সংযোজনী-ক হচ্ছে- জাতীয় দারিদ্র বিমোচন কৌশলপত্রে (NSAPR/PRSP) বর্ণিত জেডার সমতা অর্জন বিষয়ক লক্ষ্যসমূহ এবং অগ্রাধিকার কার্যক্রমসমূহ Gender Equality Goals and Priority Actions সংক্রান্ত। আর সংযোজনী-খ হচ্ছে অর্থ মন্ত্রণালয় প্রদত্ত মধ্যমোয়াদী বাজেট কাঠামো (MTBF) এর বাজেট সার্কুলার-১ এর সংযোজনী ৫-খ ও সেকশন-৩ এ বর্ণিত দারিদ্র বিমোচন ও জেডার বিষয়ে সংবেদনশীলতার মানদণ্ড সম্পর্কিত।

এখানে উল্লেখ্য যে, সংযোজনী-ক-তে বর্ণিত দারিদ্র বিমোচন সংক্রান্ত কৌশলপত্রের সকল বিষয় এবং সংযোজনী-খ এর জন্যে উল্লেখিত মানদণ্ডসমূহ সকল প্রকল্প ও কর্মসূচির জন্যে প্রাসঙ্গিক নাও হতে পারে। উদাহরণস্বরূপ, সংযোজনী-ক এবং খ এর নির্দেশাবলী থেকে একটি শিক্ষা বিষয়ক প্রকল্প শিক্ষার সাথে সম্পর্কিত বিষয়গুলোই ধারণ করবে। এই নির্দেশিকা প্রকল্প/কর্মসূচি কার্যক্রম প্রণয়নকালে দারিদ্র নিরসন কৌশলপত্রে বর্ণিত ইস্যুসমূহ এবং মধ্যমোয়াদী বাজেটে বর্ণিত প্রাসঙ্গিক মানদণ্ডসমূহের মধ্যে যোগসূত্র স্থাপনের একটি প্রক্রিয়া প্রদান করেছে।

## GUIDELINES FOR THE DESIGN OF GENDER RESPONSIVE TPPs/DPPs

### †RÜvi mste`bkij çKÍ çŸqb wbt`RKv

1. Background: Situation Analysis and Rationale (Item 14 of DPP: Background, Objectives, Priority, Rationale, Linkages, Targets, and Outputs/Outcomes) and (Item 17 of TPP: Situation Analysis) (In formulating this item care may be taken to consider Annex B on Standards of BC1of MTBF)
  1. **পটভূমি :** অবস্থা বিশ্লেষণ, যৌক্তিকতা (উন্নয়ন প্রকল্প প্রস্তাবনার আইটেম ১৪: পটভূমি, লক্ষ্য, অগ্রাধিকার, যৌক্তিকতা, অন্যান্য প্রকল্পের সাথে সম্পর্ক, লক্ষ্যমাত্রা এবং অর্জন/ফলাফল) এবং (টিপিপি-এর আইটেম ১৭: অবস্থা বিশ্লেষণ) (এই আইটেম প্রস্তুতকালে সংযোজনী-খ-তে বর্ণিত মধ্যমোয়াদী বাজেট কার্টামোর বিসি-১-এর মানদণ্ডসমূহ যাতে বিবেচনা করা হয়, সৌদিকে নজর রাখতে হবে।)
  - Provide the following information, including sex-disaggregated data as possible, in the description and analysis of the problems/issues that the project will address and the rationale for the project:
    - প্রকল্পের বর্ণনায় সময়স্যা/হিস্যসমূহের বিশ্লেষণে এবং যৌক্তিকতা প্রদর্শনে যেতোটা সম্ভব জেভার বিভাজিত উপাত্ত যুক্ত করে নিম্নে বর্ণিত বিষয়সমূহ সম্পর্কে তথ্য দিন।
    - Target population affected by the project issues (describe who makes up the target population, where they are located, etc. and indicate/estimate what proportion of this target population is comprised of women/girls)
    - প্রকল্পের বিভিন্ন ইস্যুর সাথে সংশ্লিষ্ট উদ্দিষ্ট জনগোষ্ঠী (কোরা এই উদ্দিষ্ট জনগোষ্ঠী, তাদের অবস্থান এবং উদ্দিষ্ট জনগোষ্ঠীর ভিত্তর নারী-পুরুষের আনুপাতিক হার)
    - Gender issues relating to the project including constraints faced by women (with respect to access to resources and participation in decision-making)
    - নারীরা যে সব প্রতিবন্ধকতার মুখোমুখি হন সে সকল বিষয়সহ প্রকল্পের সাথে সম্পর্কিত জেভার ইস্যুসমূহ (সম্পর্কিত প্রবেশাধিকার/অভিগম্যতা এবং সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় অংশগ্রহণ সংক্রান্ত।)
    - Women's/girls' particular and differential needs to be addressed by the project (e.g. for accessible and free services, girl-friendly schools, information, space for meetings, skill development)
    - নারী/বালিকা/কন্যা শিশুদের সুলিপিষ্ট ও তিন্ন তিন্ন চাহিদা ভিত্তিক প্রকল্প বিবেচনা করে; (যেমন : বিনামূল্যে সেবা ক্ষেত্রে অভিগম্যতা, বালিকা বাসাব স্থুল, তথ্য প্রাপ্তি, সতা আয়োজনের স্থান, দক্ষতা উন্নয়ন)
    - If the project is for the second phase lessons learned on the above issues should be highlighted.
    - যদি প্রকল্পটি দ্বিতীয় পর্যায়ের জন্য হয়, তবে প্রথম পর্যায়ের শিক্ষালব্ধ জ্ঞান ও অভিজ্ঞতা এখানে তুলে ধরতে হবে।
2. **Objectives (Item no.3 of DPP: objective of the project) and (Item no. 18 of TPP: Objectives: Overall and Specific).**

(In formulating objectives, care may be taken to consider Annex B on Standard of BC-1 of MTBF)

  2. প্রকল্পের কার্যক্রমের উদ্দেশ্য (উন্নয়ন প্রকল্পের আইটেম-৩: প্রকল্পের উদ্দেশ্য) এবং (কারিগরী প্রকল্পের আইটেম-১৮: উদ্দেশ্য- সার্বিক উদ্দেশ্য, সুলিপিষ্ট লক্ষ্য); (প্রকল্পের উদ্দেশ্য ও লক্ষ্য প্রস্তুতকালীন সময়ে পরিশিষ্ট 'খ'তে বর্ণিত মধ্যমোয়াদী বাজেট কার্টামোর বিসি-১ ফর্মে বর্ণিত মানদণ্ড সমূহের প্রতি নজর দেয়া বাঞ্ছনীয়)

- In the overall objective statements of projects targeted to communities at large, indicate what benefits will be gained by both women and men, and particularly by poor section of the population.

This should be stated explicitly, especially when the situational analysis suggest that gender gaps exist and special measures will have to be taken to overcome barriers faced by women.)

- যে সব প্রকল্প বৃহত্তর জনগোষ্ঠীর জন্য প্রণীত, সে সব প্রকল্পের সার্বিক উদ্দেশ্য বিশেষণের সময় নারী ও পুরুষ উভয়েই-বিশেষ করে দারিদ্র জনগোষ্ঠী কিভাবে উপকৃত হবে, তা বর্ণনা করতে হবে।

এই বিষয়টি প্রকল্পের লক্ষ্যের মধ্যে স্পষ্টভাবে প্রতিভাত হতে হবে, বিশেষ করে যে সব প্রকল্পের পরিস্থিতি বিশেষণে এটা প্রতীয়মান হয় যে, জেভার বৈষম্য রয়েছে এবং নারীরা যে সব বাধা মোকাবেলা করছে, সেগুলো অতিক্রমের জন্য বিশেষ পদক্ষেপ গ্রহণ করা প্রয়োজন।

- If gender equality is implicit in the objectives, ensure that any gender gaps are identified (in the situation analysis) and addressed explicitly in one or more sub-objectives or outputs/outcomes.
- যদি নারী-পুরুষের সমতার বিষয়টি প্রকল্পের উদ্দেশ্যের মধ্যে অস্পষ্টভাবে নিহিত থাকে, তাহলে এটা নিশ্চিতভাবে চিহ্নিত করতে হবে যে, যে কোনো জেভার বৈষম্য যা পরিস্থিতি বিশেষণের সময় উল্লেখ করা হয়েছে, স্পষ্টভাবে এক বা একাধিক Sub-objectives কিংবা আউটকাম/আউটপুটে অন্তর্ভুক্ত করতে হবে।

(e.g. *The objective of providing a hospital for the community does not explicitly refer to gender equality implications. However, a sub-objective/outcome could be that the hospital is women-friendly as a result of forming a women's committee and undertaking a number of actions*)

যেমন, কমিউনিটির জন্য হাসপাতাল তৈরী করার উদ্দেশ্যের ভিতর জেভার সমতা অর্জনের বিষয়টি স্পষ্টভাবে উল্লেখ করা হয়নি। সেক্ষেত্রে একটি *Sub objective* হতে পারে যে, হাসপাতালটিকে নারী বান্ধব করা। এই লক্ষ্যে নারীদের নিয়ে কমিটি গঠণ ও বিভিন্ন কর্মসূচী হাতে নেয়া যেতে পারে।

- Objectives of women-focused projects should indicate how gender gaps (identified in the situation analysis) will be reduced and how women's position (i.e., social, political and economic standing relative to men) as well as condition (i.e. material state) will be improved.

- নারীকেন্দ্রিক প্রকল্পসমূহের উদ্দেশ্য/লক্ষ্য বর্ণনার ক্ষেত্রে স্পষ্ট ইঙ্গিত থাকতে হবে যে কিভাবে জেভার বৈষম্য (পরিস্থিতি বিশেষণের সময় যা নিরূপিত) কমিয়ে আনা যায় এবং কিভাবে এই বৈষম্য কমিয়ে নারীর অবস্থান (উদাহরণস্বরূপ, পুরুষের তুলনায় নারীর সামাজিক, রাজনৈতিক এবং অর্থনৈতিক অবস্থান বিশেষণে) ও অবস্থা (উদাহরণস্বরূপ বৈষয়িক অবস্থা) উন্নীত করা যায়।

(e.g. *Economic security of households and decision-making role of women will increase as a result of women's increased micro-enterprise skills and market opportunities*)

D`nni Y : নারীদের মাইক্রো-এন্টারপ্রাইজ পরিচালনার দক্ষতা যদি ক্রমাগতভাবে বাড়িয়ে তোলা যায় এবং বাজার সুবিধা ও সুযোগ সম্প্রসারণ করা হয় তাহলে পরিবারের অর্থনৈতিক নিরাপত্তা এবং সিদ্ধান্ত গ্রহণে প্রক্রিয়ার নারীদের অংশগ্রহণে প্রাধান্য পাবে এবং তাদের গুরুত্ব অনেকগুণ বেড়ে যাবে।

3. **Strategy (Item 19 of TPP: link to planning documents, development partners' country program priorities, and NSAPR II, MDG, UNDAF as far as possible. In filling up item 19 of TPP and item 24 of DPP, following may be taken into consideration: Annex-A - NSAPR/PRSP policy agenda and Annex-B BC-1 Standards of MTBF.**

TKj] : কারিগরী প্রকল্প প্রস্তাবনা আইটেম নং ১৯: পরিকল্পনা দলিল, উন্নয়ন সংযোগীদের বাংলাদেশের জন্য প্রণীত কর্মসূচির অগ্রাধিকার, দারিদ্র বিমোচন কৌশলপত্র, সহস্রাব্দের লক্ষ্য, ইউএনডিএফ, এসব বিষয়ের সাথে যতদূর সম্ভব মিল রাখার প্রয়াস নিতে হবে। কারিগরী প্রস্তাবনার ১৯ নং আইটেম ও উন্নয়ন প্রস্তাবনার ২৪ নং আইটেম পূরণ করার সময় নিম্নের বিষয়গুলো বিবেচনায় আনতে হবে : দারিদ্র নিরসন কৌশল পত্রের সংযোজনী ক তে বর্ণিত নীতিমালা এবং সংযোজনী 'খ' তে দেয়া মধ্যমোন্নয়ন বাজেট কাঠামোর বিসি-১ এর মানদণ্ড সমূহ বিবেচনা করতে হবে।

**Describe how the project outcomes and outputs will contribute to:**

প্রকল্পের অর্জন ও ফলাফল নিম্নোক্ত বিষয়ের উপর কতটুকু প্রভাব রাখবে তার বর্ণনা:

achieving the gender equality goals and priority actions of NSAPR/PRSP, as listed in Annex-A, and MTBF Standards in Annex-B

জৈবের সমতা অর্জনের লক্ষ্যে প্রণীত দারিদ্র বিমোচন কৌশলপত্রের অগ্রাধিকার কর্মক্রম যা সংযোজনী-ক এবং মধ্যমোন্নয়ন বাজেট কাঠামোর জৈবের মানদণ্ড যা সংযোজনী-খ তে বর্ণিত।

#### 4. Component-wise Annual Phasing and Procurement Plan (Item 9 & 11 -Annexure II (a), (b), (c) , item 12 annexure IV of DPP and Item no.12:Annexure 1 of TPP )

Ensure that the cost items are also gender responsive.

- খাতওয়ারী বার্ষিক ব্যয় ও পর্যায় ভিত্তিক বার্ষিক বাস্তবায়ন ও সংগ্রহ/ক্রয় পরিকল্পনা (বিনিয়োগ প্রকল্পের আইটেম ৯ ও ১১ এর সংযোজনী ও কে), (খ), (গ) এবং আইটেম ১২ এর সংযোজনী (ঘ) এবং কারিগরী প্রকল্পের আইটেম ১২ এর সংযোজনী-১)। ব্যয়খাতগুলো যাতে জৈবের সংবেদনশীল হয় সেটা নিশ্চিত করা প্রয়োজন।
- Allocation of fund to support women-focused activities and its adequacy
- নারী কেন্দ্রিক প্রকল্পের কর্মকাণ্ডকে সহায়তা দেয়ার জন্য পর্যাপ্ত অনুদান বরাদ্দ।
- Allocation for supporting reduction of gender gap and its adequacy
- জৈবের বৈষম্য কমিয়ে আনার জন্য পর্যাপ্ত অর্থ বরাদ্দ।
- জৈবের সমতা অর্জন এবং সক্ষমতা বৃদ্ধি সংক্রান্ত কার্যক্রমের জন্য পর্যাপ্ত ব্যয় বরাদ্দ করা।

#### 5. Monitoring, Reporting and Evaluation (Item 10 ( Log frame and considering Item 23 of DPP) and Item 22 of TPP )

Specify how progress and achievements on gender equality will be monitored.

- পর্যবেক্ষণ, রিপোর্টিং ও মূল্যায়ন (আইটেম নং ১০ (লগ-ফ্রেম ও ডিপিপি আইটেম ২৩) এবং কারিগরী সহায়তা প্রস্তাবনার (ডিপিপি) আইটেম ২২)। কিভাবে জৈবের সমতা অর্জনের অগ্রগতি ও সাফল্য পরিবেক্ষণ করা হবে তা সুনির্দিষ্ট করতে হবে।
- Identify gender-equality performance indicators (for project outcomes and outputs)
- জৈবের সমতা অর্জনের সূচক চিহ্নিত করা (প্রকল্পের অর্জন ও ফলাফল)
- Describe how these indicators will be systematically monitored and reported on, and applied in evaluations
- কীভাবে এ সকল সূচক নিয়ে পদ্ধতিগতভাবে নিরন্তর পরিবেক্ষণ ও প্রতিবেদন তৈরী করা হবে এবং এগুলোকে কীভাবে মূল্যায়নের সময় ব্যবহার করা হবে তার বর্ণনা।
- Specify that all data on project activities and results will be sex-disaggregated
- প্রকল্পের কর্মকাণ্ড ও ফলাফলের উপাত্ত লিঙ্গ বিভাজিত হওয়ার বিষয়টি সুনির্দিষ্ট করা।

## GUIDELINES FOR REVIEW OF GENDER RESPONSIVENESS OF TPPs / DPPs

প্রকল্প পর্যালোচনায় জেতার সংবেদনশীলতা নিরূপণ নির্দেশিকা

1. **Background: Situation Analysis and Rationale (Item 14 of DPP: Background, Objectives, Priority, Rationale, Linkages, Targets, and Outputs/Outcomes) and (Item 17 of TPP: Situation Analysis)**

পরিস্থিতি : সমস্যা-সংক্রিয়, তথ্যসংক্রিয়, ডেপ্তার চর্চাবি 14 ভাগ আর্টিকুল; এবং চুক্তি, দীর্ঘ, আধুনিক, তথ্যসংক্রিয়। অব্যবস্থাপিত চুক্তি। মূল, তথ্যমূল, জি। গুলি। Ges ANDUCI/AUDUKig Ges (Kuii Mi x cKi cF webv AvBtlug 17; bs t ciii wZ weKd Y)।

Has the following information, including sex-disaggregated data, been provided?

নিচের তথ্য, including sex-disaggregated data, been provided?

Indicators of Gender Responsiveness জেতার সংবেদনশীলতা	Yes হ্যাঁ	No না	Comments / more information needed বিস্তারিত / অতিরিক্ত তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>Numbers of women/men and girls/boys targeted in the project addressing their problems/situation in which they live; and the nature of their roles, involvement in and the benefit from the project.</li> </ul>			
<ul style="list-style-type: none"> <li>Specific impact of the project issues on both women and men, girls and boys are addressed</li> </ul>			
<ul style="list-style-type: none"> <li>Gender inequalities related to the project situation and barriers faced by women / girls are identified and analyzed.</li> </ul>			
<ul style="list-style-type: none"> <li>Women's particular needs and constraints; project intentions to reduce gender gaps, and result in equal benefit for women/men and/or girls/boys are addressed</li> </ul>			

## 2. Objectives (Item no.3 of DPP: objective of the project) and (Item no. 18 of TPP: Objectives: Overall and Specific)

প্রকল্পের কার্যক্রমের উদ্দেশ্য (উন্নয়ন প্রকল্প প্রস্তাবনার আইটেম-৩ : প্রকল্পের উদ্দেশ্য) এবং (টিপিপি'র আইটেম ১৮ উদ্দেশ্য- সার্বিক উদ্দেশ্য, সুনির্দিষ্ট উদ্দেশ্য)

Indicators of Gender Responsiveness জেন্ডার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>Do the objectives indicate what benefits and results will be gained by women and men, girls and boys? (Explicit or implicit?) প্রকল্প হতে কি কি সুবিধা ও ফলাফল নারী-পুরুষ ও ছেলেমেয়ে লাভ করবে তা প্রকল্পের উদ্দেশ্যে সুস্পষ্টভাবে নির্দেশ করা হয়েছে কি? (সুস্পষ্টভাবে প্রতিলিখিত, নাকি অন্তর্নিহিত)।</li> </ul>			
<ul style="list-style-type: none"> <li>Are objectives focus on women's advancement and reducing gender gaps? উদ্দেশ্যসমূহে নারীর অগ্রগতি এবং জেন্ডার বৈষম্য দূরীকরণের উপর যথেষ্ট আলোকপাত করা হয়েছে কি?</li> </ul>			

## 3. Strategy (Item 19 of TPP: link to planning documents, development partners' country program priorities, and PRSP, MDG, UNDAF as far as possible). (There is no strategy in the DPP but Item 24 of DPP in Part B are relevant to the same issues stated above.) In filling up item 19 of TPP and item 24 of DPP, following may be taken in to consideration: Annex-A - NSAPR/PRSP policy agenda and Annex-5B MTBF Criteria.

- কৌশল : (কারিগরি প্রস্তাবনা আইটেম নং- ১৯ : যতদূর সম্ভব পরিকল্পনা দলিল, উন্নয়ন সহযোগীদের বাঙলাদেশের জন্য প্রণীত অগ্রাধিকার কার্যক্রম, দারিদ্র বিমোচন কৌশলপত্র, সহস্রাব্দের উন্নয়ন লক্ষ্য; এবং ইউএনডিএফ এর বিষয়ের সাথে যতদূর সম্ভব যোগসূত্র স্থাপনের প্রয়াস নিতে হবে। (DPP-তে এ সংক্রান্ত কোনো কৌশল নেই কিন্তু DPP-এর Part-B-তে আইটেম-২৪ এ বর্ণিত একই বিষয়ের জন্য প্রাসঙ্গিক) কারিগরি সহায়তা প্রকল্পের ১৯ নং আইটেম ও বিনিয়োগ প্রকল্পের ২৪ নং আইটেম পূরণ করার সময় দারিদ্র নিরসন কৌশলপত্রের সংযোজনী 'ক' তে বর্ণিত নীতিমালা এবং সংযোজনী-৫ 'খ' তে দেয়া মধ্যমোয়ারী বাজেট কাঠামো এর মানদণ্ড সমূহ বিবেচনা করতে হবে।  
প্রকল্পের আউটপুট ও ফলাফল নিম্নোক্ত বিষয়ে কতটুকু প্রভাব রাখবে তার বর্ণনা।

Indicators of Gender Responsiveness জেন্ডার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>Do the outcomes and outputs contribute to any of the key NSAPR goals for womens advancement and rights?: (Annex-A) প্রকল্পের আউটপুট/ ফলাফল কি দারিদ্র নিরসন কৌশলপত্রের অন্তর্গত নারীর অগ্রাধা ও অধিকার অর্জনের জন্য প্রণীত কৌশলগত লক্ষ্যের কোন একটির উপর প্রভাব রাখবে? (সংযোজনী 'ক')</li> </ul>			<ul style="list-style-type: none"> <li>social advancement</li> <li>সামাজিক অগ্রগতি</li> </ul>

Indicators of Gender Responsiveness জেতার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>- economic advancement</li> <li>- অর্থনৈতিক অগ্রগতি</li> <li>- political advancement</li> <li>- রাজনৈতিক অগ্রগতি</li> <li>- fulfillment of women's legal and other rights</li> <li>- নারীর আইনী ও অন্যান্য অধিকার পরিপূরণ</li> </ul> <p>Do the outcomes and outputs contribute to any of the BC1 Standards of MTBF? : (Annex-5B)</p> <p>এক্সপ্লের আউটপুট/ফলাফল কি যথায়োয়াদী বাজেট কাঠামোর বিসি-১ এর কোনো একটি মানদণ্ড অর্জনে প্রভাব রাখবে? (সংযোজনী "খ")</p>			

**4. Component -wise Annual Phasing and Procurement Plan (Item 9 & 11 -Annexure III(a) (b) (c), item 12 annexure IV of DPP and Item no. 12:Annexure 1 of TPP)**

৪. খাতওয়ারী বার্ষিক ব্যয় ও বার্ষিক ক্রয় পরিকল্পনা (বিনিয়োগ এক্সপ্লের আইটেম ৯ ও ১১ এর সংযোজনী (ক), (খ), (গ) এবং আইটেম ১২ এর সংযোজনী ঘ) এবং কারিগরী এক্সপ্লের আইটেম ১২ এর সংযোজনী (১)।

Indicators of Gender Responsiveness জেতার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>▪ Are there adequate inputs and allocation in the project to implement gender equality activities?</li> <li>▪ জেতার সমতা সংক্রান্ত কার্যক্রম বাস্তবায়নের জন্য এই এক্সপ্লের সুনির্দিষ্ট কোনো অংশ (Component) আছে কিনা, যার জন্য পর্যাপ্ত অর্থ বরাদ্দ ও সহায়তা কার্যক্রম রয়েছে।</li> <li>▪ Is it clear what proportion of the allocation will contribute to benefiting women and reducing gender gaps?</li> <li>▪ এটা কি স্পষ্ট যে, এক্সপ্লের জন্য বরাদ্দকৃত অর্থের কতখানি নারীদের উপকারে ও জেতার বৈষম্য দূরীকরণে অবদান রাখছে?</li> </ul>			

**5. Monitoring, Reporting and Evaluation (Item 10 (log frame and considering Item 23 of DPP) and Item 22 of TPP)**

৫. পরিবীক্ষণ, রিপোর্টিং ও মূল্যায়ণ (আইটেম ১০ নং লগ-ফ্রেম ও আইটেম ২৩ এবং কারিগরী সহায়তা এক্সপ্লের আইটেম ২২।

Indicators of Gender Responsiveness জেতার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
<ul style="list-style-type: none"> <li>▪ Have gender-equality performance Indicators (for project outcomes and outputs) been identified?</li> <li>▪ জেতার সমতা অর্জনের সূচকসমূহ চিহ্নিত করা হয়েছে কিনা (এক্সপ্লের অর্জন ও ফলাফল পরিমাপ করার জন্য)।</li> </ul>			



## Annex- A: NSAPR/PRSP Gender Equality Goals and Priority Actions

সংযোজনী ক : দারিদ্র বিমোচন কৌশলপত্র (২০০৮-১১)-এর নীতিমালার লক্ষ্য ও অগ্রাধিকার কার্যক্রম

The points shown below under each of the issues of NSAPR/PRSP may not be applicable for all projects/programs. These have been given for ready reference to the project/program designers to draw on the relevant issues and points.

NSAPR/PRSP-এর প্রতিটি প্রতিপাদ্য বিষয়ের অধীনে নিম্নে যে সকল ইস্যুসমূহ দেয়া হয়েছে সেগুলো সকল ধরনের প্রকল্প/কার্যক্রমের জন্য প্রযোজ্য নাও হতে পারে। এগুলো প্রকল্প পরিকল্পনাকারীদের তাৎক্ষণিক রেফারেন্স-এর জন্য দেয়া হয়েছে, যাতে প্রকল্প তৈরীর সময় প্রাসঙ্গিক বিষয় ও ইস্যুগুলো খুঁজে বেড়াতে না হয়।

- a. Social Advancement - Will outcomes and outputs (and components / activities) contribute to the social advancement of women through improvements or increases in any of the following areas?
  - K) **mygwwRK AwwwwZ** : নিম্নে বর্ণিত নারীর সামাজিক উন্নয়নের বিভিন্ন ক্ষেত্রে প্রকল্পের কর্মসূচি, আউটপুট বা ফলাফল (এবং প্রকল্পের উপাদান ও কার্যকলাপ) কোনো ভূমিকা রাখবে কি?
    - Ensure access to health services, coverage and insurance for reducing risks faced in pregnancy, childbirth, and old age for women(budgetary allocation for economic, external and health risk management for female with special focus on socially excluded women)  
স্বাস্থ্য সেবায় অভিজ্ঞম্যতা তৈরি করা, গর্ভধারণ, সন্তান প্রসবকালীন ঝুঁকি হ্রাস ও বৃদ্ধ বয়সের নিরাপত্তাহীনতা মোকাবেলা করার ক্ষেত্রে স্বাস্থ্যসেবা, বীমা ও তার আওতা বৃদ্ধি। সামাজিকভাবে বঞ্চিত নারীদের উপর বিশেষ নজর দিয়ে অর্থনৈতিক ও স্বাস্থ্য ঝুঁকি কমানোর জন্য বিশেষ বাজেট বরাদ্দ দেয়া।
      - ✓ gender equality in health service(ensuring women's health rights throughout their life cycle)  
জীবনব্যাপী নারীদের স্বাস্থ্য অধিকার নিশ্চিতকরণের মধ্য দিয়ে স্বাস্থ্যসেবায় জেস্তার সমতা প্রতিষ্ঠা।
      - ✓ reproductive and general health (including infant, children and adolescent's health)  
প্রজনন স্বাস্থ্য ও সাধারণ স্বাস্থ্য (শিশু, বালিকা ও কিশোর-কিশোরী)
      - ✓ nutrition and food safety  
পুষ্টি ও খাদ্য নিরাপত্তা
      - ✓ vulnerability to and treatment of HIV/AIDS  
এইচআইভি/ এইডস এর ঝুঁকি মোকাবেলা ও তার চিকিৎসা
    - gender parity in education  
শিক্ষার ক্ষেত্রে জেস্তার সমতা
      - ✓ educational and skill services and levels achieved (increased rates of enrolment and completion of primary and secondary education, vocational training and non- formal education)

- ✓ শিক্ষা ও দক্ষতা অর্জন সংক্রান্ত সেবার মান উন্নত করা ( প্রাথমিক ও মাধ্যমিক পর্যায়ে কারিগরি প্রশিক্ষণ ও উপানুষ্ঠানিক শিক্ষার ক্ষেত্রে ভর্তি ও শিক্ষা পূর্ণ করার হার উন্নীত)
- ✓ gender balance in formulation of curriculum
  - পাঠ্যক্রম প্রণয়নে জেন্ডার সমতা রক্ষা করা ।
- eliminating all forms of violence against women ( including domestic violence)
  - নারীর প্রতি সকল ধরনের সহিংসতা দূরীকরণ (পারিবারিক সহিংসতাসহ)
- eliminating all forms of exploitation: legal and socio-cultural discriminations against women
  - নারীর প্রতি সকল ধরনের শোষণ এবং আইনগত ও সামাজিক-সাংস্কৃতিক বৈষম্য দূরীকরণ
  - ✓ awareness, protection, responsive services, justice, legislation and prevention of violence
    - সচেতনতা, নিরাপত্তা বিধান, সংবেদনশীল সেবা, ন্যায় বিচার, আইন প্রণয়ন ও সহিংসতা রোধ
  - ✓ attention to gender issues and positive portrayal of women in the media
    - মিডিয়াতে নারীর ইতিবাচক ভাবমূর্তি ও জেন্ডার ইস্যুর প্রতিফলনে মনোযোগী হওয়া
- access to social safety net programs (birth and marriage registration, legal aid, social protection for socially excluded women and children, support to destitute, garment workers)
  - সামাজিক নিরাপত্তামূলক কর্মসূচিতে নারীদের অভিগম্যতা (জন্ম ও বিবাহ রেজিস্ট্রেশন, আইনী সহায়তা, সামাজিকভাবে বঞ্চিত নারী ও শিশুদের সামাজিক নিরাপত্তা, দুঃস্থ নারী ও পোষাক শিল্পে নিয়োজিত নারীদের সহায়তা)
- Ensuring safe and affordable shelter and housing for women at risk and vulnerable women (housing facilities for single women and female headed households, homes for elderly poor women, facilities for women with disability, hostels for working women)
  - দুঃস্থ ও নিরাপত্তাহীন নারীদের জন্য নিরাপদ ও স্বল্প খরচে থাকার উপযোগী আশ্রয়কেন্দ্র ও আবাসনের ব্যবস্থা করা (নারী প্রধান পরিবার, একাকী নারী ও বৃদ্ধ দরিদ্র নারীদের জন্য আবাসন, প্রতিবন্ধী নারীর জন্য সুযোগ-সুবিধা, কর্মজীবী মহিলাদের জন্য হোস্টেল)
- other areas of social advancement
  - নারীর সামাজিক উন্নয়নের অন্যান্য ক্ষেত্রসমূহ বিবেচনা করা ।

**b. Economic Advancement – Will outcomes and outputs (and components / activities) contribute to the economic advancement of women through improvements or increases in any of the following areas:**

- L) **A\_BWZI AWWWZ:** নারীর অর্থনৈতিক অগ্রগতি অর্জনের জন্য বর্ণিত নিম্নের যেকোন একটি বিষয়/হিস্যসমূহে এই প্রকল্পটি ভূমিকা রাখতে পারবে কি? (প্রকল্পের অর্জন, উদ্ভূত ফল ও কর্মসূচির মাধ্যমে) :
- Ensuring women's full participation in mainstream economic activities(including agriculture, industry)
    - ✓ অর্থনীতির মূলধারায় নারীর পরিপূর্ণ অংশগ্রহণ নিশ্চিতকরণ (কৃষি ও শিল্প সহ)
    - ✓ Enforce equal pay for equal work
      - সমান কাজের জন্য সমান পারিশ্রমিক নিশ্চিত করা ।
    - ✓ Ensure marketable skills for garment workers
      - পোশাক খাতের শ্রমিকের জন্য বাজারভিত্তিক দক্ষতা অর্জন নিশ্চিত করা ।
    - ✓ Ensure safe & secure working environment for women (maternity leave, childcare center, contributory provident fund, code of conduct, life and disability insurance for female worker, support and protection for women migrant workers etc.)
      - মহিলাদের জন্য নিরাপদ কর্মপরিবেশ তৈরী করা (মাতৃত্বকালীন ছুটি, দিবা যত্ন কেন্দ্র, কনট্রিবিউটারি প্রভিডেন্ট ফান্ড, আচরণবিধি, মহিলা শ্রমিকদের জন্য জীবন বীমা ও প্রতিবন্ধী বীমা, অভিবাসী মহিলা শ্রমিকদের সহায়তা ও নিরাপত্তা)
    - ✓ Ensure women access and entry into foreign employment
      - নারীর জন্য বৈদেশিক কর্মসংস্থানের সুযোগ প্রাপ্তি নিশ্চিত করা ।
  - Ensuring women's access to technology (Provide women training with on e-commerce, e-business, ICT and create job banks for women) (establish ICT center)
    - নারীর জন্য প্রযুক্তি অভিগম্যতা নিশ্চিতকরণ (মহিলাদের জন্য আইসিটি, ই-কমার্স, ই-বিজনেস সংক্রান্ত প্রশিক্ষণ এবং কর্মসংস্থান ব্যাংকের ব্যবস্থা) (আইসিটি সেন্টার প্রতিষ্ঠা করা) ।
  - Eliminating all social discriminations against women in all economic activities
    - অর্থনৈতিক সকল কর্মকাণ্ডে নারীর প্রতি বিরাজমান সকল বৈষম্য দূর করা ।
  - Ensuring women's easy access to finance and credit for full participation in mainstream economic activities (introduce soft loan, banking facilities to garment workers, allocate budgetary funds for providing small-scale loans to women, provide one-stop service with credit, market information, legal services, and technology for micro-credit borrowers and women entrepreneur etc.)

অধিনীতির মূলধারায় পূর্ণ অংশগ্রহণের উদ্দেশ্যে নারীদের জন্য অর্থায়ন ও ঋণের সুযোগ প্রাপ্তি নিশ্চিত করা (সহজ শর্তে ঋণের প্রবর্তন করা, পোষাক শিল্পে নিয়োজিত মহিলা শ্রমিকদের ব্যাংকে সুবিধা প্রদান, মহিলাদের ক্ষুদ্র ব্যবসার জন্য বাজেট বরাদ্দ করা, নারীদের ঋণের জন্য ওয়ানস্টপ সেবা প্রদান, বিপণন তথ্য প্রদান, আইনী সহায়তা প্রদান, ক্ষুদ্র ঋণ গ্রহীতা ও মহিলা উদ্যোক্তাদের জন্য প্রযুক্তিগত সেবার ব্যবস্থা করা।

- ✓ other areas of economic advancement
- নারীর অর্থনৈতিক অগ্রগতির অন্যান্য ক্ষেত্রসমূহ বিবেচনা করা।

**c. Political Advancement – Will outcomes and outputs (and components / activities) contribute to the political advancement of women through improvements or increases in any of the following areas:**

M) **বিষয়বস্তু : প্রকল্প/ কর্মসূচির আউটপুট/ ফলাফল (এর উপাদান ও কর্মকাণ্ড) নারীর রাজনৈতিক অগ্রগতিতে কোনো ভূমিকা রাখবে কি?**

- ✓ proportionate participation of women in governance and government as elected representatives(national and local level), as political party members and civil society leaders
- শাসন ব্যবস্থা ও সরকারে নির্বাচিত প্রতিনিধি হিসাবে নারীর অংশগ্রহণ (জাতীয় ও স্থানীয় সরকার পর্যায়ে), রাজনৈতিক দলের সদস্য ও সূচীল সমাজের নেতৃত্বে নারীর আনুপাতিক হারে অংশগ্রহণ নিশ্চিত করতে হবে।
- ✓ capacity of women to perform political duties and influence decisions (national and local level)
- জাতীয় ও স্থানীয় পর্যায়ে রাজনৈতিক দায়-দায়িত্ব ও সিদ্ধান্ত গ্রহণের উপর প্রভাব বিস্তার করার জন্য নারীর সক্ষমতা বৃদ্ধি করা।
- ✓ awareness and responsiveness of politicians, parliamentarians, government administrators, institutions and political parties on gender issues
- জেন্ডার ইস্যুর উপর রাজনীতিবিদ, সাংসদ, সরকারী কর্মকর্তা, প্রতিষ্ঠানসমূহ এবং রাজনৈতিক দলের সচেতনতা ও সংবেদনশীলতা বৃদ্ধি করা।
- ✓ proportionate participation of women in international forums
- আন্তর্জাতিক ফোরামে আনুপাতিক হারে নারীর অংশগ্রহণ নিশ্চিত করা।
- ✓ other areas of political advancement
- নারীর রাজনৈতিক অগ্রগতির অন্যান্য ক্ষেত্র বিবেচনায় রাখা।

**d. Legal Advancement** – Will outcomes and outputs (and components / activities) contribute to the legal advancement of women through improvements or increases in any of the following areas:

N) **bvi xi AvBbx AWAK'vi cH'Zov** : নিম্নোবর্ণিত কোনো একটি ক্ষেত্রে কাজ করার মাধ্যমে প্রকল্প/ কর্মসূচির আউটপুট/ ফলাফল (এর উপাদান ও কর্মকান্ড) নারীর আইনী অধিকার প্রতিষ্ঠায় কোনো ভূমিকা রাখবে কি?

➤ Putting policy and legal framework in place toward achieving equal rights for women

নারীর সমঅধিকারের জন্য নীতিমালা ও আইনী কাঠামো প্রস্তুত করা

✓ Implement National Women's Policy

নারী নীতির পুনর্বিহাজ ও বাস্তবায়ন

✓ enforcement of existing laws that are relevant to the rights and protection of women (including inheritance, ownership of assets, child-guardianship, uniform family code)

নারীর অধিকার ও নিরাপত্তা সংরক্ষণের সাথে সম্পর্কিত বিদ্যমান আইন যথাযথভাবে প্রয়োগ (উত্তরাধিকার, সম্পদের মালিকানা, সন্তানের অভিভাবকত্ব, সার্বজনীন ফ্যামিলি কোড)

✓ gender awareness and responsiveness of legal institutions, magistrates, judges, lawyers, and police (including state obligations under CEDAW)

আইনী প্রতিষ্ঠান, ম্যাজিস্ট্রেট, বিচারক, আইনজীবী, পুলিশ (সিডো সনদে রাষ্ট্রের দায়বদ্ধতাসহ) এর জেডার সচেতনতা ও সংবেদনশীলতা বৃদ্ধি করা।

✓ women and men's awareness of women's legal rights and women's access to rights through the formal legal/judicial system, traditional conflict resolution mechanisms and legal aid services

নারীদের আইনগত অধিকার সম্পর্কে নারী ও পুরুষ উভয়ের সচেতনতা বৃদ্ধি এবং রাষ্ট্রীয় আইনী/বিচার ব্যবস্থা, প্রচলিত বিরোধ মীমাংসার পদ্ধতি এবং আইনী সহায়তার ক্ষেত্রে নারীর সহজ প্রবেশাধিকার।

✓ appointments of more women judges and police officers and measures to make violence against women including domestic violence, acid throwing, etc. punishable offences

অধিক হারে মহিলা বিচারক ও পুলিশ কর্মকর্তা নিয়োগ এবং পারিবারিক সহিংসতা, এসিড নিক্ষেপ ইত্যাদিসহ নারীর প্রতি যে কোনো ধরনের সহিংসতাকে শাস্তিযোগ্য অপরাধ হিসাবে গণ্য করার লক্ষ্যে পদক্ষেপ গ্রহণ করা।

- ✓ the promotion and enforcement of sexual harassment laws or codes of conduct and implementation of existing laws
- যৌন হয়রানী বিষয়ক আইন ও আচরণ বিধির প্রচার, প্রমোগ এবং বিদ্যমান আইনের যথাযথ প্রয়োগ।
- ✓ effective advocacy and campaigns for the enactment of the Dowry Prohibition Act and laws to end early marriages and domestic abuse
- যৌতুক বিরোধী আইন এবং বাধ্যবিবাহ সংক্রান্ত আইন সম্পর্কে সচেতনতা বৃদ্ধি ও প্রচার কার্যক্রম গ্রহণ করা
- other areas of legal advancement
- নারীর আইনগত অধিকার প্রতিষ্ঠার অন্যান্য ক্ষেত্রসমূহ বিবেচনা করা।

**e. Gender mainstreaming in policy, programme and projects**

0) নীতিমালা, কর্মসূচী ও প্রকল্পে জেডার সম্পৃক্তকরণ :

- ✓ strengthen institutions for coordination and monitoring on women's advancement issues
- নারী উন্নয়নের ইস্যুসমূহ সমন্বয় ও পরিবীক্ষণের জন্য সংশ্লিষ্ট প্রতিষ্ঠানসমূহকে শক্তিশালী করা
- ✓ strengthen capacity for gender responsive budgeting (GRB) and gender responsive planning(GRP) (sex disaggregated data base, guideline tools)
- জেডার সংবেদনশীল বাজেট ও জেডার সংবেদনশীল পরিকল্পনা তৈরী করার সক্ষমতার ক্ষেত্রসমূহ শক্তিশালী করা (লিঙ্গ বিভাজিত তথ্য-উপাত্ত ও জেডার সংবেদনশীল পরিকল্পনা পদ্ধতি)
- ✓ integration of gender training within regular curriculum of training institutes
- প্রশিক্ষণ প্রতিষ্ঠানের নিয়মিত প্রশিক্ষণ কারিকুলামে জেডার প্রশিক্ষণ অন্তর্ভুক্ত করা
- ✓ GOB-NGO/CSOs linkages on women's advancement
- নারীর উন্নয়নে সরকার/ এনজিও/ সুশীল সমাজের সংযোগ বৃদ্ধি করা
- ✓ integration of gender concern in all national policies, programme and projects of all ministries
- জাতীয় নীতিমালা, বিভিন্ন মন্ত্রণালয়ের কর্মসূচী ও প্রকল্পে জেডার ইস্যুর বিবেচনাসমূহ অন্তর্ভুক্ত করা।

## **Annex-B:**

### **Detailed Guidelines for Completing Poverty and Gender related Tables and Forms**

#### সংসারাজনী-খ

দাৰিদ্র ৩ জেসার সংক্রান্ত ছক এবং ফৰম পূৰণ সংক্রান্ত বিশদগোৱিত নিৰ্দেশিকা

Briefly describe (not more than in 50 words) the impacts of ministry's strategic objectives on poverty reduction and women's advancement in line with the following issues/factors:

দীৰ্ঘতঃ মেলগম্‌হনী চীভ জী তী তী লী মী মী মী Ges bix Dbqthi Dci gšyji tqi tkškj mZ Dti tk'i cftemga mstñtfc eyth Kitz nte (50 Ktai Awak bq)

- Linkage with the poverty and women's advancement strategies of PRSP/NSAPP (example: Policy matrix of NSAPP);
- মী মী মী mb tkškj cti (GbGmGcAvi) emz মী মী মী mb l brix Dbqb mšukz tkškj mghni (D`vni Y : GbGmGcAvi Gi cij im g wlk ) mst\_ thwlnf;

- Where available easily, number and percentage ratio of poor people, especially, number of poor women who are directly benefited from achieving the strategies;

- মী মী মী Rbthwōi msl`v l kZKiv Abpuz, wtkl Z `mí`'bixi msl`v hri v GB tkškj mgr mdj fite Amz nji cēññfite DCKZ nte;

- Whether the above stated impacts are short term (example: one time benefit under the social safety net programme) or long term (example: efficiency enhancement, training, micro credit, public investment through which poor people/ women will be benefited).

- Dctiv`3 cftemga `f tgvw` (D`vni Y : mgywRK mbicEi tedx KgñmPi Avl Ziq GKkij xb mpear) bmk `mñfvgw` (D`vni Y : ñZv ewx, ckkñy, ñi`F Y, mi Kwí wendqwl, hvi gva`tg `mí`'Rbthwōv/bvixngvr DCKZ nte|)

**NOTE:**

1. BBS uses Basic Needs Method to define poverty. According to this method, section of people who remains below the minimum basic need (intake of 2122 K. Cal/per head/per day) is called poor.

`mí`'i msAv mbic`tyi Rb`eisi`f` K cmi msl`wb ejiti v **Basic Needs Method** e`enii Kti\_`fK | GB **Basic Needs Method** Abhñq Rbthwōi th Ask bb`Zg tgvñ K Pmñ`v c`tyi **Need** (2122 K. K`fj vi v/cñZ Rth cñZ`b) mgyi bñf Z`f`i tk` mí`'wñmte Avl`wqZ Kiv nq|

2. Human poverty is determined through Human Development Index (HDI). Education, health and nutrition are considered to determine HDI. Improving education, health and nutrition reduce human poverty.

gybe `mí`' (Human Poverty) gybe DbqbmPK (HDI) Div wban Y Kiv nq| GB mPK wban Y Kitz kññy, `f`', cñb BZ`w` tk wēfēpv Kiv nq| kññy, `f`' l cñb BZ`w` cñbi dfj gybe `mí`' nwm nq|

The standards to verify the impacts of strategic objectives of the Ministry on women advancement are described below. The more the reflection of these standards through strategic objectives, stronger the impact of that strategic objective on poverty reduction and women advancement. It needs to be mentioned that all standards may not be applicable to all Ministries; the Ministries are therefore requested to complete section-3 using the applicable standards only. If a medium term strategic objective does not have a direct impact on poverty reduction and/or women's advancement, that also needs to be mentioned.

দারিদ্র নিরসন এবং নারী উন্নয়নের উপর মন্ত্রণালয়ের কৌশলগত উদ্দেশ্যসমূহের প্রভাব যাচাইয়ের মানদণ্ডসমূহ নিম্নে বর্ণিত হলো। এ সকল মানদণ্ড কৌশলগত লক্ষ্যের মাধ্যমে যত বেশী প্রতিফলিত হবে, নারীর অগ্রযাত্রা ও দারিদ্র হ্রাসে এর প্রভাব তত বেশী শক্তিশালী হবে। উল্লেখ্য, সকল মানদণ্ড সকল মন্ত্রণালয়ের জন্য প্রযোজ্য নাও হতে পারে। প্রযোজ্য মানদণ্ডসমূহ ব্যবহার করে বাজেট কার্টামোর অংশ-৩ পূরণ করার জন্য মন্ত্রণালয়সমূহকে অনুরোধ করা হলো। যদি দারিদ্র নিরসন অথবা/নারী উন্নয়নের উপর কোনো মধ্যমোয়াদি কৌশলের প্রত্যক্ষ প্রভাব নাই বলে প্রতীয়মান হয়, তবে তাও উল্লেখ করতে হবে।

### **(B). Standards used for assessing impact of strategic objectives of Ministry on women advancement:**

(L) বিবি ডব্লিউ ডি গ্লেজি টি টিকি এম ডি কিংগনি সিবি এনবিবিগি গিউ উম্গন :

#### **1. Access to health care and improved nutrition:**

Whether specific actions are being taken to address effectively women's reproductive and general health needs? Also whether activities will improve nutritional status of women particularly pregnant and lactating women: if so how?

১। '৩' তিমেব সিউবি। সিউ ডিউবি : নারীর প্রজনন এবং সাধারণ স্বাস্থ্য সুরক্ষায় সুরক্ষিত এবং কার্যকর পদক্ষেপ গ্রহণ করা হয়েছে কিনা? এছাড়াও গৃহীত ব্যবস্থাগুলির দ্বারা মহিলাদের বিশেষত গর্ভবতী এবং স্তন্যদানকারী মায়াদের পুষ্টির উন্নতিসাধন হবে কিনা? হলে তা কিভাবে হয়েছে?

#### **2. Access to public properties and services:**

Whether access to public properties (e.g., khas land, wetland, social afforestation etc.) and services (e.g., education, health, electricity, pure water, etc.) are being expanded? If so how?

২। মিউইলি মশু'। তিমেব জিবি : নারীর অনুকূলে সরকারি সম্পদ (যেমন: খাসজমি, জলাশয় ও সামাজিক বনাঞ্চল) ও সেবা (যেমন: শিক্ষা, স্বাস্থ্য, বিদ্যুৎ, বিশুদ্ধ পানি ইত্যাদি) প্রাপ্তির সুযোগ সম্প্রসারিত হয়েছে কিনা? হলে তা কিভাবে হয়েছে?

#### **3. Access to education and training:**

Have opportunities to access education and training been created or expanded for girls/women? If so how?

৩। উকশিবি। সিউকশিবি সিউবি : নারী/বালিকাদের জন্য শিক্ষা ও প্রশিক্ষণ প্রাপ্তির সুযোগ সৃষ্টি হয়েছে কিনা বা সুযোগ সম্প্রসারিত হয়েছে কিনা? হলে তা কিভাবে হয়েছে?

#### **4. Reduce daily working hours of women:**

Have any steps/programmes been undertaken to reduce daily working hours of women? If so what are those or how those can reduce working hours?

৪। বিবি খি ' ' উক কিউউবি এম : নারীর দৈনিক সার্বিক কর্মসম্পাদনা হ্রাস করার ক্ষেত্রে কোনো পদক্ষেপ/কার্যক্রম নেয়া হয়েছে কিনা? হলে তা কি এবং কিভাবে কর্মসম্পাদনা হ্রাস করতে পারে?



## 5. Women's participation in labour market and income generating activities:

Have necessary steps been undertaken to increase access and to make it easier for women to enter into labour market and undertake income generating activities? How those have been undertaken?

৫। Kṭṭṭ ẽwRvi Ges Avq ẽw×gĵ K Kgṭvũfẽ bvi xi ASKṂṂY : শ্রম বাজার এবং আয় বৃদ্ধিমূলক কর্মকাণ্ডে নারীর অংশগ্রহণ বৃদ্ধি ও প্রবেশ সহজীকরণের লক্ষ্যে প্রয়োজনীয় ব্যবস্থা নেয়া হয়েছে কিনা এবং হয়ে থাকলে কিভাবে তা নেয়া হয়েছে?

## 6. Enhance social safety for women and reduce probable vulnerability and risk:

Have necessary steps been undertaken to increase social safety and to reduce probable risk and vulnerability or what necessary steps will help to increase social safety for women and/or reduce probable vulnerability and risks of women particularly because of natural calamities?

৬। bvi xi mṭgṂRK Ṃdi vCÈv ẽw×Ki Y Ges mṂe" AmṂvqZ I SĀK ṂṂṂ Kiv : নারীর সামাজিক নিরাপত্তা বৃদ্ধিকরণ এবং সম্ভাব্য অসহায়ত্ব ও ঝুঁকি হ্রাস করার লক্ষ্যে প্রয়োজনীয় পদক্ষেপ নেয়া হয়েছে কিনা অথবা কি কি পদক্ষেপ নেয়ার ফলে নারীর সামাজিক নিরাপত্তা বৃদ্ধি পাবে এবং বিশেষত প্রাকৃতিক দুর্যোগের কারণে তাদের সম্ভাব্য অসহায়ত্ব ও ঝুঁকি হ্রাস পাবে?

## 7. Women's empowerment:

Whether steps have been undertaken to develop/encourage Women's empowerment process through ensuring participation in decision-making in the family, society and workplace and through increased participation in political framework? How those steps have been undertaken?

৭। bvi xi ṅṂZvqṭ : পরিবারে, সমাজে এবং কর্মক্ষেত্রে বিভিন্ন সিদ্ধান্ত গ্রহণে এবং রাজনৈতিক কাঠামোতে নারীর অংশগ্রহণ বৃদ্ধির মাধ্যমে নারীর ক্ষমতায়ন প্রক্রিয়া উন্নয়ন/উৎসাহিত করার পদক্ষেপ নেয়া হয়েছে কিনা, নেয়া হলে কিভাবে নেয়া হয়েছে?

## 8. Women's participation in various forums:

Have necessary steps/programmes been undertaken in order to bring/include gender related issues at national and international forums or how those issues have been undertaken?

৮। ṂewfṂṂṂṂṂ vṭg bvi xi ASKṂṂY : জাতীয় ও আন্তর্জাতিক ফোরাম সমূহে নারী সম্পর্কিত বিষয়সমূহ উত্থাপন/অন্তর্ভুক্ত করণের জন্য প্রয়োজনীয় পদক্ষেপ/কার্যক্রম নেয়া হয়েছে কিনা বা নেয়া হয়ে থাকলে কিভাবে তা নেয়া হয়েছে?

## 9. Ensure safety and free movement for women:

Have necessary steps been undertaken to ensure free movement for women at public places and to ensure safety in family, at public places as well as in the society? If so, how those steps have been undertaken?

৯। bvi xi Ṃdi vCÈv I Aevia Pj vṭdiv ṂṂṂṂZ Kiv : পাবলিক স্পেস সমূহে নারীর অবাধ চলাফেরা নিশ্চিত করা এবং পরিবারে ও সমাজে (পাবলিক স্পেসসমূহ) নারীর নিরাপত্তা বিধান নিশ্চিতকরণের জন্য প্রয়োজনীয় পদক্ষেপ নেয়া হয়েছে কিনা বা নেয়া হয়ে থাকলে কিভাবে তা নেয়া হয়েছে?

## 10. Monitoring and evaluation:

Have necessary measures/steps been undertaken in order to strengthen monitoring and evaluation system pertaining to gender equality issues? If so, how/in what process?

১০। চিইএশ্য I গ্জ "ব্য় : নারী-পুরুষ সমতা সংক্রান্ত বিষয়সমূহের ক্ষেত্রে পরিবীক্ষণ ও মূল্যায়ন জেড়দার করার জন্য প্রয়োজনীয় ব্যবস্থা/পদক্ষেপ নেয়া হয়েছে কিনা? নেয়া হলে কিভাবে/কি প্রক্রিয়ায় নেয়া হয়েছে?

## 11. Increase social status of women:

Have necessary measures/steps been undertaken in order to raise social status of women (for example reduction in childhood/early marriage and dowry etc.)? If so, how?

১১। বিবিখি ম্বয়ুৱৱক গ্হি<sup>৩</sup> V এখ : নারীর সামাজিক মর্যাদা বৃদ্ধিকল্পে প্রয়োজনীয় ব্যবস্থা/পদক্ষেপ নেয়া হয়েছে কিনা (উদাহরণস্বরূপ, বাল্য বিবাহ ও রৌতুক থাা হ্রাস পাওয়া ইত্যাদি)? হলে কিভাবে নেয়া হয়েছে?

## 12. Access to law and justice for women:

Have measures/steps been undertaken to create/expand opportunities in favour of women to access law and justice? How those steps have been undertaken?

১২। বিবিখি AৱBb I ৱেPvi চমিB : আইনী সহায়তা ও বিচার প্রাপ্তিতে নারীর অনুকলে সুযোগ সৃষ্টি বা সুযোগ সম্প্রসারণের জন্য ব্যবস্থা/পদক্ষেপ নেয়া হয়েছে কিনা? হলে কিভাবে এই পদক্ষেপ নেয়া হয়েছে?

## 13. Information Technology for women :

Whether necessary opportunities have been created for women to access and utilize training on information technology or how access and utilization of these trainings will be ensured?

১৩। Z\_ " চি<sup>৩</sup> i 1111 বিবিখি চকি<sup>৩</sup>শ্য : তথ্য প্রযুক্তির ক্ষেত্রে নারীর প্রশিক্ষণ প্রাপ্তি এবং তা ব্যবহারের জন্য প্রয়োজনীয় সুযোগ সৃষ্টি হয়েছে কিনা বা কিভাবে এই প্রশিক্ষণ প্রাপ্তি ও তা'র ব্যবহার নিশ্চিত হবে?

## 14. Reduce violence and oppression:

What steps/measures have been undertaken to reduce violence and oppression against women or how violence/oppression against women can be reduced within the family and in the public space?

১৪। মমসমZv I ৱbহ<sup>৩</sup>Zb নম : নারীর উপর সহিংসতা ও নিৰ্যাতন হ্রাসকল্পে কি পদক্ষেপ/ব্যবস্থা নেয়া হয়েছে বা কিভাবে পারিবারিক ও পাবলিক স্পেসসমূহে নারীর উপর সহিংসতা/নিৰ্যাতন হ্রাস করা হবে?

## Guidelines to fill-in column 9 and 10 of Form 4 (Grading the Impacts on Women's Advancement)

Columns 9 and 10 of Form 4 in part B respectively indicate impact of projects and programmes/ activities on poverty reduction and women advancement. Directorates and agencies will prepare estimated and projected probable expenditures of all their projects/activities using form 4. Ministries/Divisions will assign a percentage to each of their new projects/programmes indicating what portion of the total allocation (expenditure) is expected to have direct benefit for the poor (on the basis of twelve criteria mentioned above) and women (on the basis of fourteen criteria mentioned before). If there is no direct benefit for poor or women please indicate zero in the relevant column. If they are totally targeted to either poor or for women they will be assigned 100 percent in the relevant column. Other projects and programmes need to have a percentage between 1-99 percent.

### dig 4 Gi KJvg 9 Ges 10 ciY wdt` RKKv (bvi xi AMWwZi cfi ve hVP/B Gi tMwM/s)

বাজেট কাঠামোর দ্বিতীয় অঙ্গের ফরম-৪ এর ৯ ও ১০ নং কলামে যথাক্রমে দারিদ্র নিরসন এবং নারী উন্নয়নের উপর গৃহীত কর্মসূচি/প্রকল্পসমূহের প্রভাব নির্দেশ করে। ফরম ৪ ব্যবহার করে অধিদপ্তর/সংস্থসমূহ তাদের সকল প্রকল্প ও কার্যক্রমসমূহের জন্য সম্ভাব্য ব্যয়ের আঁকলন তৈরী করবে। মন্ত্রণালয়/বিভাগ এবং অধিদপ্তর/সংস্থসমূহ প্রতিটি নতুন প্রকল্প/কর্মসূচিতে সরাসরি দারিদ্র নিরসন (পূর্বে বর্ণিত ১৪ টি মানদণ্ডের ভিত্তিতে) এবং নারী উন্নয়নে (উপরে বর্ণিত ১৪ টি মানদণ্ডের ভিত্তিতে) মোট প্রকল্প ব্যয়ের কত শতাংশ ব্যবহার করা হবে তা উল্লেখ করতে হবে। দারিদ্র নিরসন এবং নারী উন্নয়নে কোনো প্রকল্প/কর্মসূচির যদি সরাসরি কোনো প্রভাব না থাকে সেক্ষেত্রে সংশ্লিষ্ট কলামে দয়া করে '০' নির্দেশ করুন। কিন্তু যদি তা সম্পূর্ণরূপে দারিদ্র নিরসন এবং নারী উন্নয়নে লক্ষ্যভিত্তিক হয়ে থাকে তবে সংশ্লিষ্ট কলামে '১০০' প্রদান করতে হবে। অন্যান্য প্রকল্প/কর্মসূচির ক্ষেত্রে দারিদ্র নিরসন এবং নারী উন্নয়নে বরাদ্দের ভিত্তিতে ১-৯৯% এর মধ্যে যেটি যুক্তিসূক্ত তা প্রদান করতে হবে। দারিদ্র নিরসন এবং নারী উন্নয়নের উপর প্রকল্প/কর্মসূচির প্রভাবের মাত্রা (Degree) নির্দেশ করার ক্ষেত্রে নিম্নোক্ত বিষয়সমূহ (Factors) বিবেচনা করতে হবে :

Percent of expenditure/ allocation will have direct benefit on Poverty Reduction/ Women's Advancement দারিদ্র নিরসন/নারী উন্নয়নের উপর মোট প্রকল্প ব্যয়ের কত শতাংশ (%) ব্যবহার হবে	Factors to be considered/Qualitative Guidelines cftvei gwI v (Degree) wdt` R Ki vi t`jH we t eP` we l qmgn
The benefit is zero '0'	Projects/Programmes which do not improve poor or women on the basis of 12 and 14 criteria mentioned earlier. উপরে বর্ণিত দারিদ্র নিরসন ও নারী উন্নয়নের ১২ এবং ১৪ টি মানদণ্ডের ভিত্তিতে যে সকল প্রকল্প/কর্মসূচি দারিদ্র জনগোষ্ঠী/নারীর সামাজিক কল্যাণে প্রত্যক্ষ কোনো প্রভাব ফেলবে না।

<p><b>Percent of expenditure/ allocation will have direct benefit on Poverty Reduction/ Women's Advancement</b> দারিদ্র নিরসন/নারী উন্নয়নের উপর মোট প্রকল্প ব্যয়ের কত শতাংশ (%) ব্যবহার হবে</p>	<p><b>Factors to be considered/Qualitative Guidelines</b> চিফ্রৈ গুঁব (Degree) াদাঁ R Kivi tññi weţep' weł qmgn</p>
<p>The benefit is between <b>1-33 percent</b> 01-33'</p>	<p>Percent assigned to project can be between 1-33 if on the basis of poverty reduction and women's advancement criteria project is expected to have low level of benefit for poor and women. উপরে বর্ণিত দারিদ্র নিরসন ও নারী উন্নয়নের মানদণ্ডসমূহের ভিত্তিতে যে সকল প্রকল্প/ কর্মসূচিসমূহ দারিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে ন্যূনতম/স্বল্প প্রভাব ফেলে সে সব প্রকল্পের ১-৩৩ শতাংশের মধ্যে থাকবে।</p>
<p>The benefit is between <b>34-66 percent</b> 034-66'</p>	<p>Percent assigned to project can be between 34-66 if on the basis of poverty reduction and women's advancement criteria project is expected to have medium level of benefit for poor and women. উপরে বর্ণিত দারিদ্র নিরসন ও নারী উন্নয়নের মানদণ্ডসমূহের ভিত্তিতে যে সকল প্রকল্প/ কর্মসূচিসমূহ দারিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে মধ্যম প্রভাব ফেলে, সেগুলোকে ৩৪-৬৬ শতাংশ প্রদান করতে হবে।</p>
<p>The benefit is between <b>67-99 percent</b> 067-99' 67-99:</p>	<p>Percent assigned to project can be between 67-99 if on the basis of poverty reduction and women's advancement criteria project is expected to have high level of benefit for poor and women. উপরে বর্ণিত দারিদ্র নিরসন ও নারী উন্নয়নের মানদণ্ডসমূহের ভিত্তিতে যে সকল প্রকল্প/ কর্মসূচী দারিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে তাৎপর্যপূর্ণ ও টেকসই প্রভাব ফেলে, সেগুলোকে ৬৭-৯৯ শতাংশ প্রদান করতে হবে।</p>
<p>The benefit is <b>100 percent</b> 0100'</p>	<p>Projects/Programmes which have the specific aim of poverty reduction/promoting women's advancement. Women/different categories of poor people are explicitly named as beneficiaries. প্রকল্প/কর্মসূচি সমূহ যেগুলোর দারিদ্র ছাড়া/ নারীর উন্নয়ন ত্বরাণ্বিত করার সুনির্দিষ্ট লক্ষ্য রয়েছে এবং নারী সমাজ/ বিভিন্ন দারিদ্র জনগোষ্ঠী প্রকল্প/ কর্মসূচির উপকারভোগী হিসাবে সুস্পষ্টভাবে চিহ্নিত।</p>