Gender Mainstreaming in Education

Trainers' Manual

Gender Mainstreaming in Education

National Academy for Educational Managment
Ministry of Education

and

Ministry of Women and Children Affairs

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Ministry of Education
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June 2011

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FOREWORD

The Ministry of Women and Children Affairs (MOWCA) has the mandate to facilitate, coordinate and monitor implementation of the Gender Equality Policy Commitments of the Government of Bangladesh. The Ministry particularly focuses on the national and international policy commitments, such as the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Millennium Development Goals (MDGs), Beijing Platform for Action (PFA); and the National Action Plan for the Advancement of Women (NAP), National Strategy for Accelerated Poverty Reduction-2 (NSAPR II) and the National Policy for Women's Advancement 2011. The Policy Leadership and Advocacy for Gender Equality Phase-II (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. This includes facilitation towards enriching Government systems and procedures for gender equality and women's empowerment.

This Trainers' Manual on "Gender Mainstreaming in Education" is one of such initiatives for building the capacity of the National Academy for Educational Management (NAEM). The Manual will be available for training institutions under the Ministry of Education, which can be used by their trainers to impart effective training on gender responsive planning and management.

I would like to convey my gratitude and thanks to NAEM Officers for their collaborative action in developing this manual. My special thanks to Professor Shamsur Rahman, Director General of NAEM for his sincere support and guidance.

I believe that this manual is a positive step towards mainstreaming gender in planning and management process in the education sector, which will contribute to create an enabling environment towards achieving gender equality in Bangladesh.

(Md. Reaz Ahmed)
Joint Secretary (Development and Planning)
Ministry of Women and Children Affairs
Project Director, PLAGE II

PREFACE

National Academy for Educational Management (NAEM) is mandated to ensure quality management of education at all levels of post primary education. NAEM follows a two-fold approach to ensure quality education. These are: provide professional and technical support to the education sector for improving institutional capacity on Education Management and Administration; and promote increased efficiency and effectiveness on the management and administration of the post-primary education sub-sector. The Academy aims at developing as a center of excellence in the field of educational administration and management training in Bangladesh. In this process gender mainstreaming is a tool to achieve gender responsive quality management in the education sector. The process will immensely benefit all stakeholders related to NAEM including faculty members as well as participants of NAEM's various training programmes.

The Government of Bangladesh is working towards achieving gender equality relentlessly. Hence, gender mainstreaming in the education sector will contribute to fulfill the gender equality policy commitments at national and international levels.

I am indeed pleased to introduce the Trainers' Manual on "Gender Mainstreaming in Education" 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 enhance the capacity of the faculty members of NAEM and the resource persons to provide training on "Analyzing Gender Differential Needs" and to address them while designing and reviewing education related projects and programmes.

This manual widely covers gender concepts; government's gender equality policy commitments; gender mainstreaming and gender based analysis; gender responsive, design and review of Development Project Proforma and Technical Assistance Project (DPP/TPP).

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

.I wish to express my sincere thanks to Prof. Shaikh Ekramul Kabir, Director (Training & Implementation Division), Md. Salimuzzaman, Deputy Director, NAEM, for their leadership and guidance in developing this manual.

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

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

(Professor Shamsur Rahman)
Director General
NAEM
May 2011

Table of Contents

Introduction to the Trainers' Manual on "Gender Mainstreaming in Education Training Program"

ACRONYMS

BC1	Budget Circular 1
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CIDA	Canadian International Development Agency
DPP	Development Project Proposal
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
GNP	Gross National Product
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
MPO	Monthly Pay Order
MTBF	Medium Term Budgetary Framework
NAP	National Action Plan for the Advancement of Women
NAEM	National Academy for Educational Management
NCWCD	National Council for Women and Children Development
NGO	Non-Governmental Organization
NSAPR II	National Strategy for Accelerated Poverty Reduction
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
SFYP	Sixth Five Year Plan
SGI	Strategic Gender Interests
TOT	Training of Trainers
TPP	Technical Project Proposal
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	Union Parishad
VAW	Violence Against Women
VIPP	Visualization in Participatory Planning
WID	Women in Development
WID-FP	Women in Development Focal Point

INTRODUCTION

The Trainers' Manual "Gender Mainstreaming in Education" has been prepared as a guide to facilitate gender mainstreaming process in education sector in Bangladesh. The manual consists of contents, methodologies and materials to be followed and used in training sessions. This manual includes topic wise learning objectives, session plan, step by step guide for the trainers/facilitators, slides and handouts relevant to each topic/session, pre and post-test questionnaires and a course evaluation format.

This customized training manual has been produced by the faculty members of NAEM in association of Policy Leadership and Advocacy for Gender Equality Project, Phase II (PLAGE II) to promote gender responsive educational management. The manual has been designed for a two-day course. The first day focuses on theory and the second on practical demonstration on the use of the gender responsive tools and guidelines to mainstream gender in projects and programs in education sector. The contents of day two will also be integrated in the existing Foundation Training Course (FTC) module (# 14) on NAEM on development planning and poverty alleviation. The training manual can be utilized for integrating gender issues into other training courses of NAEM. The Participants will be able to act as effective trainers for conducting training courses which NAEM provides in its regular courses.

Overall Objective of the TOT Manual

The overall objective is to strengthen the capacity of training institutions under Ministry of Education for delivering effective training on gender responsive planning and management in the education sector. This training course offers an excellent opportunity for developing sectoral as well as individual capacity in terms of gender responsive educational management including analyzing, planning, budgeting and monitoring from gender perspective.

Specific Objectives:

Specific objectives of the manual are to assist the faculty members/resource persons to gain conceptual clarity to be able to:

❚ Articulate key Gender Concepts, Gender Equity and Equality, Gender Mainstreaming;

❚ Explain Government's Gender Equality Policy Commitments;

❚ Apply Gender Based Analysis and explain its importance in projects/program design and review;

❚ Understand Gender Responsive Budget and 'BC1 Standards' used for assessing impact of strategic objectives of the Ministry on Women's Advancement;

❚ Apply "Gender Responsive Guidelines for Design and Review of Development Projects" to design and review gender responsive DPP/TPP.

Duration of the Course: 2 days

Course Timing: From 9.30 to 4.30

Language: Bangla & English

Number of participants: 20 - 25

Sessions and Topics

Session I   Gender Concepts

Session II   Gender Equity and Equality in Education

Session III   Government's Policy Commitments towards Gender Equality in Education

Session IV   Gender Mainstreaming and Men's Involvement

Session V   Gender Based Analysis

Session VI   Gender Responsive Budgeting

Session VII   Gender Responsive Planning

SESSION PLAN

Session:

Separate numbers have been assigned to each session, so that the relevant topics can be identified easily.

Objectives/Learning points:

Objectives and learning points are described at the beginning of each session. It explains the expected knowledge, skills and attitude of the participants at the end of the session. These objectives will guide the facilitators in conducting the session.

Duration:

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

Session Guide / Process:

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. The responsibilities of the facilitators and participants have been clearly stated. 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 a method 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 TPPs & DPPs through group exercise depending on the duration of training event. The facilitator may also use PowerPoint/slide presentation or transparency during lectures and discussions.

Training Equipment:

Flipchart, Flip Paper, 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.

Materials:

Following materials are suggested so that the facilitator can select and supply appropriate material/s for each session.

- Handouts as appropriate for the sessions are included in the manual. However, facilitators/resource persons can provide additional material (the updated information) that may be appropriate for the sessions;

- Booklet "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;

- 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 PLAGE II, 2011.

Training Aids:

At the end of each session, necessary training aids (slides, handouts, instruction for group exercise, case study etc.) 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 1, Training Aids may be numbered as 1A, 1B, 1C .and so on.

Training Evaluation:

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 equipments, facilitation, logistic support and any other issues raised by the participants. Course evaluation's feedback 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 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.

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 in the manual which will help in assessing participants' conceptual clarity on key gender issues, knowledge on international and national gender equality policy commitments of the Government of Bangladesh, their understanding of gender responsive planning and budgeting. The questionnaire may be used directly or may be adapted according to the need of the training course.

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.

∎ Since the manual has been customized for integration in existing regular NAEM courses/existing foundation 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 NAEM. However, it is recommended that the sessions VII on "Gender Responsive Guidelines for Designing and Review of Development Project" are to be included and special attention be given on duration of group exercise and presentation in the plenary in order to ensure achievement of the session learning objectives.

∎ The proposed methods, processes, duration, material etc. may be modified on the basis of the nature of training course, background, level, skills and expectations of the participants. New objectives may be added with the given ones in these manuals 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. Similarly the time for different sessions may be changed.

∎ The reading material and training aids included in the manual have to be updated in keeping with the changing/ emerging needs. These have to be revised, modified and changed accordingly.

∎ The change should be done only as and when required, for development and enrichment of the manual, without affecting its quality.

SESSION I

Topic: Gender Concepts

Objectives:

The participants will be able to:

❚ articulate the concepts of gender and sex and difference between the two;

❚ describe differential gender roles;

❚ explain importance of education from gender perspective;

❚ articulate the Gender Dimension of Poverty and benefits of Gender Equality in the Poverty Reduction Plan, Action or Strategy.

Key Questions/ Learning Points: At the end of the session the participants will be able to answer the following questions -

1. What is Gender and Sex?

2. What is the difference between Gender and Sex?

3. What is the Gender role?

4. What is Gender need?

Total Time: 1 hour 30 mins.

Process	Strategies	Time	Materials
Step-1 Introduction The facilitator will greet and welcome the participants into the session. S/he will start with self introduction which would include job experience and expertise of the facilitator. Then s/he will ask participants to make self introduction.The facilitator will start the session by informing the participants about the session's objectives, time frame and the methodologies to be used. *Slide 1 on Session 1 Objectives* The facilitator will start the discussion about 'Sex and Gender'. The discussion may start by saying you may have heard people talking about sex, gender. Whether anyone of you 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. The 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).	Self-introduction, Briefing/ Presentation Brainstorming Discussion	5 mins.	Multimedia projector Slides/ Transparencies Flipchart / Whiteboard Marker-pen

Process	Strategies	Time	Materials
Step-2 Difference sex and gender 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. *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 and 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.* This example indicated that the roles assigned to women, and consequently socially acceptable professions for women, have changed over the past few decades. *Ref. Slide 1 A on Gender and Sex, Handouts*	PowerPoint / Transparency Presentation Discussion	15 mins.	Multimedia/ projector / OHP Slides / Transparencies on concepts of sex and gender
Step-3 Definition gender roles *The facilitator will explain differential gender roles of men and women as prescribed by the society. The facilitators will also provide explanation on women's multiple roles and role of gender division of labor in perpetuating women's subordination in the society. It would be explained that sex roles are contrasted with gender roles, since sex roles refer to biological function for which a necessary qualification is to belong to one particular sex category. Sex role is imposed on people by nature, while gender roles are constructed by the society.* *For example, pregnancy is a female role because only members of the female sex may bear children.* *Ref. Slide 1B on Gender Role, Handouts*	PowerPoint / Transparency Presentation Discussion	10 mins.	Multimedia/ projector / OHP Slides / Transparencies on gender role
Step-4 Definition practical gender needs and strategic gender interests The facilitator will generate discussion on practical gender needs (PGN) and strategic gender interests (SGI) through referring. The 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 PowerPoint presentation on the difference between PGN and SGI and give concrete example to the participants. **Examples:** **PGN:** Practical need is related to food, nutrition **SGN:** related to women's status in relation to men *Ref. Slide 1C on Gender Needs*	PowerPoint / Transparency Presentation	10 mins.	Multimedia / OHP projector slides on Practical Gender Needs and Strategic Gender Interests

Process	Strategies	Time	Materials
Steps-5 Identifying Practical Gender Needs and Strategic Gender Interests in education The facilitator will give participants one minute to think about an example of PGN or SGI related to the education sector and will ask them to write down on a VIPP card. The facilitator will give some examples of the areas which the participants may consider to identify the needs. These may include: curriculum, girls status in school, distance of school from home etc. After collecting the VIPP card, the facilitator will stick those cards in the VIPP board in two columns, of which all cards related to PGN will be kept under one column and the rest under another column. After completing the exercise, the facilitator will ask which of the needs/interests PGN are and which are SGI. After listening 5/6 answers, the facilitator will stick PGN and SGI on top of the two columns as headings. At the end, the facilitator will show PowerPoint presentation on the Practical Gender Needs and Strategic Gender Interests in education. *Ref. Slide 1C on Gender Needs* The facilitator will remind the participants that PGN do not challenge the women's subordinate position in society, although rising out of them. PGN are a response to an immediate necessity, such as food, identified within a specific context. On the other hand, meeting SGI help women to achieve greater equality. It also leads to changing women traditional roles, challenges women's subordinate position. This contributes to women emancipation and empowerment. PGN and SGI can be described as prerequisites for each other, and the emancipation of females in the education sector can be achieved through the process of addressing particular needs at appropriate times in order to achieve further objectives.	Group work, Poster presentation, Discussion.	20 mins.	Poster paper, permanent marker, tape
Step-6 First, facilitator will generate discussions on the gender dimension of poverty in relation to the poverty reduction strategy of the government of Bangladesh. The facilitator will show one PowerPoint 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. *Ref. Slide 1D on Gender Dimension of Poverty* The Facilitator will show another PowerPoint presentation on "Gender Equality and Benefits on National Development". After getting a clear understanding about the difference between Gender and Sex and Gender, this	PowerPoint / Transparency Presentation Discussion	10 mins.	Multimedia / OHP Slides on gender dimension of poverty Slides on Gender equality and benefits

Process	Strategies	Time	Materials
PowerPoint presentation 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. *Ref. Slide 1E on Gender Equality and Benefits on National Development*			
Step-7 Learning points: It is expected that by the end of the session, the participants will be able to recognize that : F Sex is biological, refers to physical features and it remains the same everywhere. F 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. F Socialization into gender roles begins in early life. This includes being different in terms of our appearance (clothing), behavior and expressed emotions, activities, roles and responsibilities. Gender roles are learned and therefore can be de-learned. This is why it is changeable. F PGN are derived from existing gender division of labor F Gender equality leads to benefits of national changes towards sustainable development of the society for men and women, boys and girls. F Gender dimension of poverty in relation to the challenges faced by women F Gender equality leads to benefits of national changes towards sustainable development of the society for men and women, boys and girls.	Question - Answer	15 mins.	
Step-8: Conclusion The facilitator will summarize the learning points through presenting the key points and to differentiate the gender roles that bring inequity. 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.	PowerPoint / Transparency Presentation	5 mins.	Multimedia / projector / OHP Slides / Transparencies on differences between sex and gender

Session 1

Gender Concepts:
Sex and Gender, Gender Role, Gender Needs

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1

1

Objectives of Session 1

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

▮ articulate the concepts of gender and sex and difference between the two.

▮ describe differential gender roles.

▮ analyze gender dimension of poverty.

▮ explain importance of education from gender perspective.

▮ articulate the gender dimension of poverty and benefits of gender equality in the poverty reduction plan, action or strategy.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1

2

Sex and Gender

Session 1A

1

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.

Session 1A

2

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.

Session 1A

3

Gender Role

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1B

1

Definition of Gender Role

▌ A gender role 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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1B

2

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1B

3

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.

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 rewards seldom considered in economic analyses of communities.

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

Two 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 Political Role:** decision making role without pay of any community managing activities is a community political 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.

Gender Needs

Session 1C

1

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

PGN

1. Tends to be immediate, short-term.

2. Unique to particular women.

3. Relate to daily needs: food, housing, income, health, children, etc.

SGI

1. Tend to be long-term

2. Common to almost all women

3. Relate to disadvantaged position: subordination, lack of resources and education, causing vulnerability to poverty and violence, etc.

Session 1C

2

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

PGN

4. Easily identifiable by women.

5. Can be a addressed by provision of specific inputs; food, hand pumps, clinic, etc.

SGI

4. Basis of disadvantage and potential for change not always identifiable by women.

5. Can be addressed by; consciousness-raising, increasing self-confidence, education, strengthening women's organizations, political mobilization, policy etc.

Session 1C

3

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

PGN

6. Tends to involve women as beneficiaries and perhaps as participants.
7. When addressed, can improve the condition of women's lives.
8. Generally does not alter traditional roles and relationships.

SGI

6. Involves women as agents or enables women to become agents.
7. When addressed can improve the position of women in society.
8. Can empower women and transform relationships.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1C

4

PGN and SGI in Education

Practical Gender Needs Issues

▮ Distance from home to school.

▮ Access to female teachers.

▮ Household chores reduced for girls.

Strategic Gender Interests Issues

▮ Access to Education.

▮ Women's status at school.

▮ Non-traditional course available for women.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1C

5

Gender Dimension of Poverty

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

1

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1D

2

Gender Dimension of Poverty

Women and men:

- Experience poverty differently

- Are ffected differently by development interventions

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

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1D

3

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1D

4

Gender Equality and Benefits on National Development

Session 1E

1

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.

Session 1E

2

Gender Equality: Benefits

When opportunities are created for women to participating 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.
- It 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 them.

Session 1E

3

Gender Equality: Benefits

Women will overcome poverty.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 1E

4

Gender Concepts

Handout 1.1: Gender Concepts

Gender and Sex

The word gender and sex is used interchangeably. In English dictionary, the word "Gender" is a synonym of "Sex". The word gender is now being used sociologically or as a conceptual category, and it has been given a very specific meaning. Gender has been defined as 'a concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learned, are changeable over time and have wide variations both within and between cultures. Neither women nor men, however, are homogeneous groups, as all individuals are also distinguished by their belonging to other social categories such as class, age, and ethnicity. The main difference between the two terms is as follows:

Sex	Gender
Sex is natural.	Gender is socio-cultural and made by human being.
Sex is **biological**. It refers to visible differences in genitalia and related differences in procreative function.	Gender is **socio-cultural** and it refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities and so on.
Sex is constant, it remains the same everywhere.	Gender is variable; it changes from time to time, culture-to-culture, even family-to-family.

Why understanding difference in sex and gender is important?

The distinction between sex and gender was introduced to deal with the general tendency to attribute women's subordination to their anatomy. For ages, it was believed that the different characteristics, roles and status accorded to women and men in society, are determined by biology (i.e. sex), that they are natural, and therefore not changeable. The concept of gender enables us to state that sex is one thing and gender is another. As Ann Oakley, who was one of the scholars to use this concept, said that gender has no biological origin, that the connections between sex and gender are not really 'natural' at all. But every culture has its ways of valuing girls and boys and assigning them different roles, responsibilities and attributes. Each society slowly transforms a male or female into a man or a woman, into masculine and feminine, with different qualities, behaviour patterns, roles, responsibilities, rights and expectations. Hence, those who believe that anatomy of men and women determine their destiny; they perpetuate gender inequality as that is natural to them. In contrast, those who consider that gender inequality is made by human being, they tend to work as change agent towards gender equality.

Handout 1.2 Gender Roles

Gender roles are described as being 'socially constructed', which means that they are shaped by a multiplicity of social, economic, political, cultural and other factors, and will change with changes in these formative influences. For example, if many of the male adults in a society are absent for war or for work for a long period of time the roles of women will inevitably change. They will take on more responsibilities as household heads and as bread-winners, but whether these changes will be permanent or will receive social or legal validation also varies from circumstance to circumstance.

Changes in gender roles can be spontaneous or can result from planned policies and interventions, such as development programs. As development programs create changes (in one or several dimensions), they inevitably impact upon gender roles and relationships, whether or not that is their stated objective. A programme which results in enhanced education and literacy for women will create changes in the way they perceive their role in the private and public spheres. Experience and research shows that enhancing girls' education has a positive effect on the health and well-being of their families when they become mothers. Enhanced education can also create demands for a more active economic or political role for women which must be met.

This implies that men need to become aware of the mutual advantages that such a transformation can entail, that they are actively involved in the process, that they are ready to take up new and different roles and responsibilities, such as sharing of family care, and that they need to make attitudinal changes relative to sexual and reproductive matters.

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 and women have multiple work roles. There are three types of Gender Roles:

i)   Productive Role

ii)   Reproductive Role

iii)   Social/Community Role

Productive Role : is defined as income-earning activities or by activities having exchange value 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 activites, but women can also be involved. However, their function and responsibilities

will differ according to the gender division of labour. Many productive activities conducted by 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 involve 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- grand parents, parents and parents-in-law; spouse, brothers and sisters, brothers and sisters-in-law; 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 women 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 analysis 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.

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.

Women's triple role: Women's triple role refers to the reproductive, productive and community managing role. The way these forms are valued affects the way women and men set priorities in planning programs or projects. The taking or not taking into consideration of these forms can make or brake women's chances of taking advantage of development opportunities. (Moser, C. O., 1993).

In Bangladesh women are engaged in productive, reproductive and community roles. The'r economic contribution of women is substantial but largely unacknowledged. Reproductive work is considered as only women's activity. On the other hand, men are involved with very few reproductive activities. Women's and men's respective gender roles are not only different, but are also unequal in weight, power and value.

Handout 1.3 Gender Needs

Terms related to Gender Needs: The terms Condition and Position often refer to the gender needs.

Condition

Condition is a material state in terms of nutritional level, basic needs, and can be improved by providing food, health services and education.

> **Example:** *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.*

Position

Position is status in society. This refers to social, political and economic standing. To change women's position, the existing norms, structure and power relations between men and women have to be changed.

> *Women's position, is characterized by the disparities in wages and employment compare to men; participation in political activities; economic, political and social status in society; vulnerability to poverty and violence; and so on.*

The roles of men and women in societies and institutions are generally different. Thus, their needs vary accordingly. Two types of needs are usually identified: These are: **practical gender needs and strategic gender interests.**

Practical gender needs (PGN) arise from the actual conditions that women and men experience because of the gender roles assigned to them in society. They are often related to women as mothers, homemakers and providers of basic needs, and are concerned with inadequacies in living and working conditions, such as food, water, shelter, income, health care. For women and men in the lower socioeconomic strata, these needs are often linked to survival strategies. PGN i.e. needs for items which would improve lives within existing roles. Addressing these needs alone only perpetuates the factors which keep women in a disadvantaged position in society. It does not promote gender equality.

> **Example:** *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, Move). 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 (SGI) are the needs to overcome the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic and political context in which they are formulated. Usually they concern equality issues such as enabling women to have equal access to job opportunities and training, equal pay for work of equal value, rights to land and other capital assets, prevention of sexual harassment at work and domestic violence, and freedom of choice over childbearing. Addressing them entails a slow

transformation of the traditional customs and conventions of a society. Meeting SGI enables women to take on new roles and to become empowered (e.g. increased access to education and information, benefit of legislative changes, have representation in decision-making bodies). 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 SGI leads to improvement of women's position in life.

The practice of giving dowry as a 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 fulfill 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.

PGN and SGI are complementary.

Handout 1.4 Gender Needs in Education

Gender in education emerged as an important element in the discourse on education and development. Strong associations between female education and economic development have been noted as well as desirable effects on social welfare aspects, e.g. the high correlation between the enrolment rate of girls in primary schools and GNP per capita, as well as life expectancy, infant mortality rate and total fertility rates. Also, education is considered as a tool to emancipate women from their subordinate status. However, this emancipation in education can be achieved through the process of addressing practical as well as strategic gender interests. A framework practical as well as strategic gender interests has mentioned below:

Examples of women's needs in Education

	PGN	SGI
School	- Distance from home to school - Timetable - Curriculum and quality of education - Access to female teachers	- Access to Education - Women's status at school - Choice of course available for women: access to non-traditional sector for women
Community/Family	- Economic capacity - Household chores reduced for girls	- Women's status in the community - Women's status in the family

Handout 1.5 Gender Dimensions 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 assets 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 more limited access to labour market and income generating activities. The negative consequences of early marriage are multiple, including lack 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. They 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.

Handout 1.6 Gender Equality and Benefits of National Development

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, and 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.

SESSION II

Topic: Gender Equity and Equality in Education

Objectives:

The participants will be able to:

▌ Articulate the concept of gender equity and gender equality and understand the difference.

▌ Describe gender equity and gender equality measures in education undertaken by the government of Bangladesh.

▌ Analyze the importance of gender equality and equity measures in education.

Key Questions/ Learning Points: End of the session the participants will be able to answer the following -

1. Definition of gender equity and gender equality.

2. Key properties of gender equality and equity.

3. What are the gender equality and equity measures undertaken by the government?

4. Importance of gender equality in education.

Total Time: 1 hour

Process	Strategies	Time	Materials
Step-1:Introduction 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. *Ref. Slide 2 on Session 2 Objectives* The facilitator will start the discussion by telling them that it is a mutual training and learning exercise in developing 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.	Self-introduction, Briefing / Presentation Discussion	10 mins.	Multimedia projector Slides/ Transparencies on program Flipchart / Whiteboard Marker-pen
Step-2: Gender equity and equality The facilitator will request participants to briefly share their understanding on gender equality. Then he/she will sum up the findings based on the PowerPoint presentation. Then, the facilitator will show transparency/slides on the concept "gender equity," and "gender equality" : *Ref. Slides 2A on "Gender Equality" and "Gender Equity"*	Question / Answer PowerPoint / Transparency presentation	15 mins.	Multimedia projector /OHP Slides/ Transparencies on Gender Equality and Gender Equity

Process	Strategies	Time	Materials
Step-3: Gender Equality and Equity Issues in Education The facilitator will distribute two colour cards and request the participants to write down education specific gender equality and equity measures taken by GOB in education sector by using two different colour cards. Then the facilitator sticks the cards in the VIPP board and read out all examples and will ask whether there is any lack in clarity related to these two important gender issues. The facilitator will ask the participants to provide justifications to gender equality and gender equity measures undertaken by the government. From this 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. The facilitator will write down the justifications of gender equality and equity measures. *Ref. Slide 2B Gender Equality in Education* With the views of the participants, the facilitator will present the following: **Importance of gender equity in education:** ▌ facilitates reduction of disparity in education by undertaking special measures for women; ▌ initiates gender responsive budget to achieve equality in education; ▌ brings a better gender balance among staff ; ▌ undertakes special measures to stop eve teasing to ensure girls' education; ▌ ensure enrolment of girls through female stipend program. **Importance of gender equality in education:** ▌ increase women's labor force participation rates and earnings; ▌ men and women know and exercise reproductive rights; ▌ reduce infant and child mortality rates; ▌ maternal mortality rates; ▌ protect against HIV/AIDS infection; ▌ create intergenerational education benefits. The facilitator will explain that gender equity measures encourage and promote gender equality.	Question / Answer Open discussion	20 mins.	VIPP card, Poster paper, permanent marker
Step-4:Understanding education as a right of both men and women The facilitator will write down on the board 'education is a right, not a privilege.' and request the participants to explain their views on these. After listening to the participants, the facilitator will explain why it is a right that	Question / Answer Open discussion	20 mins.	VIPP card, Poster paper, permanent marker

Process	Strategies	Time	Materials

the need for gender equality. The facilitator will summarize the following points:
 	
❚ The right to education has been universally recognised since the Universal Declaration of Human Rights in 1948 as:
 	
   F Education is a fundamental human right and essential for the exercise of all other human rights;
 	
   F Human rights are those basic standards, which if not exercised, people cannot live in dignity;
 	
   F Education is a birth right and should not depend on individual need.			

Step-5: Learning points At the end of the session, the participants will have learned the following points: ❚ Men and women both have right to education; ❚ Gender equity measures in education undertaken by the government and others helped in reducing gender inequality in education; ❚ "Historical deprivation of women" and "different socialization process creates discrimination between women and men"; ❚ Taking gender equity/special measures for women are not like creating special favour to them; it is justice towards women to reduce gender gaps in education; ❚ "Equity" measures help to reach Gender Equality.	Question Answer Session	10 mins.	
Step-6: Conclusion The facilitator will summarize the learning points through presenting the key points that "gender equity" is necessary to achieve "gender equality". The facilitator will conclude the session through thanking the participants for their active cooperation and encourage them to share / apply their learning at their respective organizations /departments and in their work as well.	PowerPoint / Transparency Presentation	5 mins.	Multimedia / projector / OHP Slides / Transparencies on gender equality and gender equity

Session 2

Gender Equity and Equality in Education

Session 2

1

Objectives of Session 2

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

∎ Articulate the concept of gender equity and gender equality and understand the difference.

∎ Describe gender equity and gender equality measures in education undertaken by the government of Bangladesh.

∎ Analyze the importance of gender equality and equity in education.

Session 2

2

Gender Equity and Equality

Session 2A

1

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 substantive responsibilities in the society.

Session 2A

2

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.

Session 2A

3

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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Session 2A

4

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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Equality Project, Phase II

Session 2A

5

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 their restriction/limitations in moving from one place to another.

Policy Leadership and
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Session 2A

6

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.

Session 2A

7

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.

Session 2A

8

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.

Session 2A

9

Gender Equity and Equality In Education

Session 2B

1

Gender Equality In Education

Importance:

- increase women's labor force participation rates and earnings
- men and women know and exercise reproductive rights
- reduce infant and child mortality rates
- maternal mortality rates
- protect against HIV/AIDS infection
- create intergenerational education benefits.

Session 2B

2

Gender Equality In Education

Importance of Equity = means to reach equality

- facilitates reduction of disparities in education by undertaking special measures for women.
- initiates gender responsive budget to achieve equality in education.
- brings a better gender balance among staff.
- undertakes special measures to stop eve teasing to ensure girls' education.
- ensure enrolment of girls through female stipend program.

Session 2B

3

Education is a Right to Women-Men

- Education is a right, not a privilege.
- The right to education has been universally recognised.
- Education is a fundamental human right and essential for the exercise of all other human rights.
- Human rights are those basic standards, which if not exercised, people cannot live in dignity.
- Education is a birth right and should not be depends on individual need.

Policy Leadership and
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Session 2B

4

Handouts for Session 2

Gender Equity and Equality in Education

Handout 2.1: 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 substantive responsibilities in society.

> *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 sectors, 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*

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 achieve personal ambitions, interests and develop 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 2.2: Gender Equality Issues in the Education Sector

The right to education has been universally recognised since the Universal Declaration of Human Rights in 1948. Education is a fundamental human right and essential for the exercise of all other human rights. Education is a birth right and should not depend on individual needs. The education system is important for the transmission not only of knowledge, skills and information but also of societal values relating, inter alia, to gender equality. In many countries and regions, girls still lag behind boys in terms of educational enrolment and achievement, and even where this gap may have been closed in quantitative terms, qualitative differences remain as a result of girls and boys being

'streamed' into different disciplines at secondary or tertiary levels. Normally girls are encouraged to pursue studies in so-called 'soft' areas in arts subjects rather than to take on subjects considered more 'scientific' or 'technical', such as engineering. In this way the education system often acts as a vehicle for the transmission of traditional stereotypes which are then reflected in gender-based occupational segregation of the economy.

It is important to highlight that improvements in the education system alone will be insufficient to eliminate the range of gender inequalities in a given country or enhance women's economic participation without accompanying changes in the 'enabling environment'. Structural causes of inequality, some of them legally based, and attitudes embedded in institutions and society at large must also be tackled. In several countries in the Middle East, for example, girls are represented in equal or more than equal numbers at some or all levels of the educational system, yet participate very little in the paid economy, largely because of stereotypes which militate against them working outside the home.

On the other hand, the benefits of enhanced education for girls and women go far beyond improving their economic potential. It has been well documented that improving access to education for women and girls has positive effects on the health and well-being of their families later in life.

The Bangladesh government has placed a strong emphasis on promoting education in particular for the girl child, in the context, inter alia, of the international commitments to the MDGs. MDG 2 is to ensure that all boys and girls complete a full course of primary schooling. The target for this Goal is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. MDG 3 is to promote gender equality and empower women. The main target of this goal is to eliminate gender disparity in primary and secondary education, preferably by 2005 and at all levels by 2015. The focus on education as the target for MDG 3 is justified by the evidence that investing in girls' education yields high returns, both material and non-material, at individual, family and societal levels, as stated above.

SESSION III

Topic: Government's Policy Commitments for Gender Equality in Education

Objectives:

The participants will be able to:

▮ Describe different national and international Gender Equality commitments of the Government of Bangladesh;

▮ Articulate and analyze GOB commitments for Gender Equality in Education;

▮ Analyze the importance of translating gender responsive education policy commitments into project planning and reviewing.

Key Questions/ Learning Points: End of the session the participants will be able to answer the following -

1. What are the key gender specific policy commitments of the government?
2. What are the key gender specific policy commitments of the government in education?
3. Why it is important to translate gender responsive education policy commitments into project planning and reviewing?
4. Why gender equality is important in education?

Total Time: 1 hour 15 mins.

Process	Strategies	Time	Materials
Step 1: Introduction 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. *Ref: Slide 3 on Session 3 Objectives*	Short Briefing Presentation	5 mins.	Multimedia projector
Step 2: 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. The facilitator will ask participants to briefly share their understanding on gender equality and equality commitments in the Constitution of Bangladesh. After listening to 4/5 participants, the facilitator will start discussions on the Bangladesh Constitution - the first national state instrument for people of Bangladesh irrespective of class, race, sex and religion and gender equity and gender equality issues. Next, the facilitator will show transparency/slides on "gender equality," and "gender equity" commitments in	Presentation, Discussion and Clarifications.	10 mins.	Multi-media Relevant Slides on Bangladesh Constitution

Process	Strategies	Time	Materials
relation to the constitutional provision. During the presentation the facilitator will emphasize on the following: F The Constitution of Bangladesh has a provision for equality of women and men. F It also authorizes 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. F It has also keeps special provisions for progress of less developed segment of the population of the country including women and children (Article 29). The facilitator will conclude the presentation by highlighting 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. *Ref: Slide 3 A on GOB Policy Commitments for GE in education.*			
Step: 3 The participants will be informed that the session will focus on the most discussed national and international policy documents of Bangladesh to understand gender related policy commitments. S/he will present and explains the documents in following manner: *Ref: Slide 3 A on GOB Policy Commitments for GE in education.* **i) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):** it 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). **ii) Beijing Platform For Action (PFA):** 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). **iii) The Millennium Development Goals (MDGs, 2000):** 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.	Presentation Discussion	20 mins.	Handouts

Process	Strategies	Time	Materials
iv) National Women Policy 2011 and National Action Plan: The facilitator will present sequentially the National Women Policy and the National Action Plan. The facilitator will also refer to session's handouts: national and international policy documents on CEDAW, BPFA MDGs, National Women Policy and National Action Plan For Women's Advancement to the participants.			

Step-4: Gender equality and equity issues in the Education related to International and National Policies
 	
The facilitator will make link on how gender specific international policy have influenced all thematic issues-range from poverty to education. Next, the facilitator will introduce UNESCO Agenda for Gender Equality and ask the participants about their understanding on this. After receiving participants' views, the facilitator will link UNESCO agenda, CEDAW and PFA through slides/presentation. The facilitator will discuss following learning points:
 	
▌ UNESCO plays a major role in advocating and affirming women's rights, and gender rights more broadly, through its work in education.
 	
▌ UNESCO is responsible above all for the implementation of CEDAW's Article 10 which deals with ensuring women equal rights with men in the field of education, including physical education and sport.
 	
▌ Since BPFA in 1995, UNESCO has followed a three-pronged approach for women's empowerment and gender equality, which consists of :
  F mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities;
  F promoting the participation of women at all levels and fields of activity, giving particular attention to women's own priorities and perspectives in redefining both the goals and means of development; and
  F developing specific programmes and activities for the benefit of girls and women, particularly those that promote equality, endogenous capacity-building and full citizenship.
 	
Ref: Slide 3 B on UNESCO Agenda for gender equality
	Presentation Discussion	20 mins.	Handouts

Step-5: Gender equity and gender equality commitments in Education Policy The facilitator will ask participants to briefly share their understanding on gender equity and gender equality commitments in the education policy of Bangladesh. After	Individual reading Exercise Open discussion	10 mins.	Flipchart / Whiteboard

Process	Strategies	Time	Materials
listening to 4/5 participants, the facilitator will distribute/ refer to handout on 'Gender Equality and Equity issues in Bangladesh Education Policy' and will give five minutes to read out the handout. Then the facilitator will ask the participants to share their findings/reactions on GOB's gender equality commitment in Education Policy. The facilitator will write down the views of the participants on a poster paper and, after this exercise, the facilitator will read out the highlights of the gender equality commitments of the government. *Ref: Slide 3 B GOB Policy Commitment in Education*			Poster paper on which the facilitator will write down the views of the participants.
Step: 6 The facilitator will mention that the policy commitments have to be translated into the education programs/ projects of the government. She/he will emphasize on the government approved formats for the Technical Project Proposals (TPP) and Development Project Proposals (DPP). In July 2009, the Ministry of Planning/Planning Commission approved and circulated the "Gender Responsive Guidelines for Design and Review TPP/DPP", prepared with the Ministry of Women and Children Affairs, which guide all GOB institutions to address the concerns related to gender issues while they prepare TPP/DPPs. This is mandatory for all the government agencies to follow these gender responsive planning guidelines while preparing TPP/DPP. The facilitator will also mention that this will be discussed in details in another session with practical exercises.	Presentation Discussion	5 mins.	
Step 7: The facilitator will conclude the session with some on the spot session evaluation and thank the participants for their valuable inputs and participation during the session.		5 mins.	

Session 3

Government's Policy Commitments for Gender Equality in Education

Objectives of Session 3

At the end of the session, the participants will:

∎ Describe different national and international Gender Equality commitments of the Government of Bangladesh.

∎ Articulate and analyze GOB Gender Equality commitments in Education.

∎ Analyze importance of translating gender responsive education policy commitments into project planning and reviewing.

Government's Policy Commitments for Gender Equality in Education

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 (PFA, 1995)
- Millennium Development Goals (MDGs, 2000)
- UNESCO Agenda for Gender Equality

The National Policy Documents

- Bangladesh Constitution
- 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.
- National Education Policy (2010)
- National Policy for the Advancement of Women (March 2011)

Bangladesh Constitution Fundamental Rights

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 3A

4

Bangladesh Constitution Fundamental Rights

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 3A

5

Bangladesh Constitution Fundamental Rights

Gender Equity

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 3A

6

Bangladesh Constitution Fundamental Rights

Gender Equity

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 3A

7

Bangladesh Constitution Fundamental Rights

Gender Equality in Education

Article 17

(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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 3A

8

Government's Policy Commitments for Gender Equality in Education

Session 3B

1

Gender Equality Related Objectives in Education Policy

- To eradicate gender disparity and ensure women's empowerment and participation in a balanced social advancement
- To foster awareness and confidence among women
- To motivate women at all levels to acquire skills
- To ensure women's participation in poverty alleviation and socio-economic development programs
- To change women's existing subordinate position and to empower them to take strong steps to ensure equal rights.

Session 3B

2

UNESCO Agenda for Gender Equality

- Advocate and affirming women's rights, and gender rights more broadly, through its work in education.
- Mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities.
- Promoting the participation of women at all levels.
- Developing specific programmes and activities for the benefit of girls and women.

Session 3B

3

Handouts for Session 3

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 the 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://www.unifem-eseasia.org/projects/Cedaw/cedawconvention.html

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

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 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://www1.umn.edu/humanrts/instree/e5dplw.htm

http://www.un.org/womenwatch/daw/beijing/platform/

http://www.un.org/womenwatch/daw/beijing/platform/declar.htm

Millennium Development Goals

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.undp.org.bd/mdgs.php

Bangladesh Constitution

The Constitution of Bangladesh (Bangla:evsjv‡`‡ki msweavb *Bangladesh Shongbidhan*) is the supreme law of Bangladesh. It declares Bangladesh as a secular democratic republic where sovereignty belongs to the people; and lays down the framework defining fundamental political 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.*

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.[5] 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.[6]

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.

41. Freedom of religion

No person attending any educational institution shall be required to receive religious instruction, or to take part in or to attend any religious ceremony or worship, if that instruction, ceremony or worship relates to a religion other than his own.

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

Source/Link: 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.cm   s

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

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 processes. 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/EGMBeijingPlatform Dec2002/

 PFAMonitoring.pdf

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

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 poverty reduction strategy framework of NSAPR II (revised) consists of five strategic blocks and five supporting strategies. The strategic blocks are: (i) macroeconomic environment for pro-poor growth; (ii) critical areas for pro-poor growth; (iii) essential infrastructure for pro-poor growth; (iv)social protection for the vulnerable; and (v) human development. The supporting strategies comprise: (i) ensuring participation, social inclusion, and empowerment; (ii) promoting good governance; (iii) ensuring efficient delivery of public services; (iv)caring for environment and tackling climate change; and (v) enhancing productivity and efficiency through science and technology. The critical concern of the strategy is to achieve higher growth as well as equity and poverty reduction simultaneously.

In this context, the focus is on agriculture and rural life, expansion of social safety nets for the ultra poor and targeted approach towards employment generation.

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

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/

National Education Policy, 2010

The government approved the National Education Policy in 2010 with the aim of establishing a unified schooling system in Bangladesh. The directives, as noted in the Constitution of the People's Republic of Bangladesh, have been taken into consideration in the formulation of National Education Policy 2010. Following the road map of the constitution the one of the key objectives of the Policy is eradicating gender disparity and emphasized on women's education to ensure women's comprehensive development and empowerment and participation in a balanced social advancement.

Objectives of women's education are:

▮ to foster awareness and confidence among women and to strengthen women's outlook in favour of demanding equal rights;

- to motivate women at all levels to acquire skills in order to participate in the affairs of running the country;
- to ensure women's participation in poverty alleviation and socio-economic development programs;
- to strengthen them in a way that they can play their roles in the socio-economic development of the country through self-employment or being employed in various positions;
- to change their existing subordinate position and to empower them to take strong steps to ensure equal rights and to resist dowry as well as violence against women.

Strategies

- There will be special allocation for women's education in the budget. A special fund will to be mobilized to promote women's education at all levels.
- Steps will be taken to minimize the dropout rate of girl students and to find ways to get them back in mainstream education.
- Attention will be given to create opportunities for women for education of part-time, vocational, non-formal and technical nature.
- Raise awareness among people and undertake positive opportunities for women's education to increase women's participation in higher/professional education.
- The curriculum of the primary level will reflect a positive and progressive image of women. It will include the issue of equal rights.
- The course contents at primary and second levels will include in larger volume the biographies of great women and pieces written by women.
- The secondary level curriculum of last two years will include gender studies and issues of reproductive health.
- All students, irrespective of their sex, must have equal liberty to choose their courses of studies at the secondary level and equal importance will be attached to all subjects.
- Commuting to schools will be made safe for the girls so that they do not encounter any difficulty. Necessary transport will be arranged and where necessary, safe girls' hostel will be established.
- Girls will be encouraged to study science and professional subjects.
- If necessary, more polytechnics for women will be established. Women's enrollment in the proposed upazila level technical schools will be encouraged.
- Special stipends will be provided for the poor and meritorious girl students to pursue higher education and undertake research. Provision will be made for interest free/ low-interest bank loans at soft terms for women's education.
- Women's participation must be ensured at all levels of policy and decision-making, namely, in matters of primary, secondary and higher education.
- The regulations for punishment relating to sexual harassment and repression on women must be strictly followed in the educational institutions.
- The 8-year long primary education will be ensured for all children of the country, regardless of sex, socio-economic conditions and ethnicity by 2018 through the implementation of appropriate methods.
- Equally qualified female teachers will enjoy priority particularly in primary and secondary education.

▌ To provide facilities so that boys and girls throughout the country can get equal opportunities to contribute to the field of sports;

▌ Female guardians' participation will be increased at the Teacher-parent committees.

Source: National Education Policy, Ministry of Education, Bangladesh http:// www.unescodhaka. org/ publications/books/english-version-of-the-national-education-policy-2011

UNESCO Agenda for Gender Equality

▌ UNESCO plays a major role in advocating and affirming women's rights, and gender rights more broadly, through its work in education;

▌ UNESCO is responsible for the implementation of CEDAW's Article 10 which deals with ensuring women equal rights with men in the field of education, including physical education and sport;

▌ Since Beijing UNESCO follows a three-pronged approach to women's empowerment and gender equality consists of :

  ꜰ mainstreaming a gender perspective in all policy-planning, programming, implementation and evaluation activities;

  ꜰ promoting the participation of women at all levels and fields of activity, giving particular attention to women's own priorities and perspectives in redefining both the goals and means of development; and

  ꜰ developing specific programmes and activities for the benefit of girls and women, particularly those that promote equality, endogenous capacity-building and full citizenship.

▌ to encourage and enhance the efficiency of women to participate in the decision making process of the country;

▌ to ensure women's participation in socio-economic development and poverty reduction of the country;

▌ to contribute in socio-economic development by engaging in different field of activities or self employment;

▌ to create firm attitude and confidence among the women to eradicate dowry, violence against women and to ensure equal rights.

Source: http://unesdoc.unesco.org/images/0012/001211/121145e.pdf

SESSION IV

Topic: Gender Mainstreaming and Men's Involvement

Objectives:

The participants will be able to:

▌ Articulate gender mainstreaming process in education;

▌ Define role of gender mainstreaming in achieving gender equality in education;

▌ Analyze men's responsibility and involvement in achieving gender equality

Key Questions/ Learning Points: End of the session the participants will be able to answer the following questions -

1. What is gender mainstreaming?

2. What is the process of gender mainstreaming?

3. Why men should be involved in gender mainstreaming process?

4. How to mainstream gender in education?

Total Time: 1 hour 30 mins.

Process	Strategies	Time	Materials
Step 1: Introduction 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. *Ref: Slide 4 on Session 4 Objectives* The facilitator will ask the participants how to achieve gender equality? How to translate policy commitments into the education programs and projects of the government and TPP/DPP formulation. After listening to participants, the facilitator will mention that gender mainstreaming is a process that responds to these questions. Then will ask whether any of the participants are aware of the term. *Ref. Slides 4A on "Gender Mainstreaming"* Next, the facilitator will explain the concept on Gender Mainstreaming through presentation of slides and will follow the learning points mentioned below: ▌ Mainstreaming is a process rather than a goal; ▌ The goal of gender mainstreaming is gender equality; ▌ Gender mainstreaming is "the process of assessing the implications for women and men for any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making Women's and men's concerns and experiences an	Self-introduction, Briefing / Presentation Brainstorming or Group Work	20 mins.	Flip Chart / Whiteboard Marker-pen; Poster paper OHP

Process	Strategies	Time	Materials
integral dimension in 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 is to achieve gender equality" (ECOSOC, 1997); ▌ Gender mainstreaming does not call for separate projects and programs for women only; ▌ Gender mainstreaming is a process that addresses the differential needs and aspirations of both women and men that 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. *Ref: Slide 4 A on Gender Mainstreaming*	Self-introduction, Briefing / Presentation Brainstorming or Group Work	20 mins.	Flip Chart / Whiteboard Marker-pen; Poster paper OHP
Step 2: The facilitator will explain the process of gender mainstreaming through slides. The facilitator will explain the following key issues in gender mainstreaming process: ▌ **Statistics disaggregated by sex** and qualitative information on the situation of women and men must be obtained for the target group in question (for example boys and girls in school). ▌ **Gender based analysis is** part of gender mainstreaming process and should be conducted with regard to the division of labour, access to and control over material and non-material resources, culture, attitudes and stereotypes affecting the lives of men and women. Gender based analysis of a programme or project concept should reveals whether gender equality objectives are articulated in the initial idea, whether or not the planned activities will contribute to or challenge existing inequalities, and whether there are any gender issues that have not been addressed. While doing gender based analysis, planners obtain information about the needs that are specific to men and women in the given community. They then determine whether these needs are practical or strategic in nature. The next session will be on gender based analysis	Transparency /	20 mins.	Transparency / Slide show on Gender Mainstreaming Process

Process	Strategies	Time	Materials
▌ **A gender responsive monitoring and evaluation system:** should also be in place from the design phase onwards, including the establishment of indicators to measure the extent to which gender equality objectives are met and changes in gender relations achieved. ▌ **Women-specific actions:** gender mainstreaming process does not process preclude the need for specific actions for women but aims at redressing serious inequalities between women and men. It is important that specific actions in favour of women do not create a backlash from men and that ways are found to ensure the support of the persons who are not subject of specific treatment. ▌ **Resource allocation from gender perspective:** gender mainstreaming requires financial resources to be implemented. Cost may vary depending of the programme, the sector and the level of effort required to address gender gaps. This is important that planners and managers acknowledge that funds needs to be available to support the mainstreaming process. Gender Responsive Budgeting integrates the gender perspective in budget and expenditures are tracked to assess the level of response to gender equality targets. It is designed to mainstream the gender dimension into all stages of the budget cycle: planning, preparing, approving, executing, monitoring, analysing and auditing budgets in a gender responsive way. *Ref: Slide 4 A on Gender Mainstreaming*			
Step 3: Men's Involvement The facilitator will ask the participants through brain storming: why involving men in programme? After receiving participants' views, the facilitator will summarize: As people who dominate decision-making and hold most power in government systems are men, their commitment to mainstream gender dimension in policies, plans, programme/projects and to integrate measures/allocations in budget to close gender gaps and address gender inequalities ensures that the majority of development efforts address the needs of both women and men. Therefore, gender equality efforts are not marginalized and starved for funding. *Ref: Slide 4 B on Men's involvement in achieving gender equality*	Presentation, Discussion and Clarifications. PowerPoint Presentation	10 mins.	Multi-media Relevant Slides on Men's role in gender mainstreaming

Process	Strategies	Time	Materials
Step 4: Gender Mainstreaming in Education The facilitator will ask the participants about gender mainstreaming in education. How, are they mainstreaming gender in education? After listening to participant's views the facilitator will summarize gender mainstreaming process in education: Gender mainstreaming will follow similar process as mentioned. However, the multiple dimensions of gender equality in education may be considered while mainstreaming gender in projects and programmes and intervene accordingly. These dimensions are: ▌ **Equality of access:** means that girls and boys are offered equitable opportunities to gain admission to formal, non-formal, or alternative approaches to basic education. ▌ **Equality in the learning process:** means that girls and boys receive equitable treatment and attention and have equal opportunities to learn. Example: girls and boys are exposed to the same curricula. ▌ **Equality of educational outcomes:** means that girls and boys enjoy equal opportunities to achieve success in education. Example: the length of school careers should not differ based on their sex. ▌ **Equality of external results:** occurs when the status of men and women, their access to goods and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal. *Ref: Slide 4 c on Gender Mainstreaming in Education*	Presentation, Discussion and Clarifications.	20 mins.	Multi-media Relevant Slides on Gender Mainstreaming in Education
Step 5: Learning points: The facilitator will explain the following : ▌ Gender mainstreaming is "the process of assessing the implications for women and men for any planned action, including legislation, policies or projects/programmes, budgeting in any area and at all levels. ▌ Gender mainstreaming process includes statistics disaggregated by sex and qualitative information, gender based analysis to identify gender needs and gender gaps, gender/women specific actions to address and reduce these gaps, monitoring and evaluation and resource allocation from a gender perspective. ▌ Generic process of gender mainstreaming is equally applicable to gender mainstreaming in education. However, different dimensions of gender equality in education must be considered while mainstreaming gender in educational projects.	Question / Answer	20 mins.	

Process	Strategies	Time	Materials
Step 6: Conclusion The facilitator will summarize the learning points through presenting the key points of "gender mainstreaming" as necessary to design TPP/DPP. ▌ To ensure equitable project/programs: men and women equal access and control over resources and power; ▌ To enhance partnership between men and women and ▌ To change mindset of power and privileges for men. 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 TPP/DPP.	Transparency Presentation,	10 mins.	Transparencies/ Slides on key points of gender mainstreaming

Session 4

Gender Mainstreaming and Men's Involvement

Session 4

1

Objectives of Session 4

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

▪ Articulate gender mainstreaming process in education;
▪ Define role of gender mainstreaming in achieving gender equality in education;
▪ Analyze men's responsibility and involvement in achieving gender equality.

Session 4

2

Gender Mainstreaming

Session 4A

1

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 on women and men of any planned actions including law, policies, project/ programmes in any area and at any levels.

Session 4A

2

Gender Mainstreaming is not:

▌ A women issue only.
▌ 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.

Session 4A

3

Gender Mainstreaming:

- Is a pro-active process designed to tackle inequalities which can and do discriminate against either sex.

- Represents a further step in search for equality.

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 4A

4

Gender Mainstreaming means:

Designing, implementing and monitoring gender responsive projects/ programs and preparing Gender responsive budgets which:

- Recognize that 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 Interests (SGI).

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 4A

5

Gender Mainstreaming

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

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 4A

6

Gender Mainstreaming aims at :

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

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 4A

7

Gender Mainstreaming aims at:

∎ A partnership between women and men to ensure both to 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 measures in place.

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Advocacy for Gender
Equality Project, Phase II

Session 4A

8

How Gender Mainstreaming is done?

Gender Mainstreaming covers :
∎ Policy design
∎ Decision-making
∎ Access to resources
∎ Procedures and practices
∎ Methodology
∎ Implementation
∎ Monitoring and evaluation

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Session 4A

9

How Gender Mainstreaming is done?

■ By conducting Gender Based Analysis and asking the right questions to see where resources should be best diverted.

■ Identifying and address gender gaps.

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Session 4A

10

How Gender Mainstreaming is done?

Next sessions you will be introduced to gender based analysis and the related GOB tools:

■ 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

11

Men's Involvement in Achieving Gender Equality

Session 4B

1

Men's Involvement in Achieving Gender Equality

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

Session 4B

2

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, support and shared sense of responsibilities will exist.

Session 4B

3

Men's Involvement in Achieving Gender Equality

▌ To create broad consensus on men's involvement in adressing gender issues, it is important that men recognize that Gender Equality also benefit to them.

▌ To change the mindset of those men who believe in / work on preserving of men's power and privilege and oppressing women.

Policy Leadership and
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Equality Project, Phase II

Session 4B

4

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 and
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Equality Project, Phase II

Session 4B

5

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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 4B

6

Gender Mainstreaming in Education

Session 4C

1

Gender Mainstreaming in Education

Follow same process and consider most particularly :

▪ **Equality of access:** girls and boys are offered equitable opportunities to gain admission to education.

▪ **Equality in the learning process :**girls and boys receive equitable treatment and attention to have equal opportunities to learn.

Session 4C

2

Gender Mainstreaming in Education

Equality of educational outcomes: fair chances for achievement should not differ based on their sex.

Equality of external results: occurs when the status of men and women, and benefit from economic, social, cultural, and political activities are equal.

Session 4C

3

Gender Mainstreaming and Men's Involvement

The term "mainstreaming" emerged in the early 1980s when in the midst of the United Nations Decade for Women, the international women's movement was concerned that the women specific programme strategies had not achieved significant results. 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.

Definition of Gender Mainstreaming

Gender mainstreaming is putting gender equality perspective in all development policies, strategies and interventions, at all levels and at all stages by the actors normally involved therein. 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."

Approaches and strategies to mainstreaming gender equality

Gender mainstreaming is a pro-active process designed to tackle inequalities which discriminate against either females, 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. In the past, development programs tended to focus exclusively on women and had little success in enhancing women's positions in society, improving their livelihoods or increasing gender equality it is now recognised that women and men have to be involved in setting goals, and elaborating strategies and plans so that development objectives are gender-sensitive. In this way the priorities and needs of both sexes are addressed and taken into account and results in effective, long-lasting and sustainable equitable development and a positive impact in terms of meeting poverty reduction goals.

In order to mainstream gender equality in development projects/programmes and related activities a number of steps are essential:

- Statistics disaggregated by sex and qualitative information on the situation of women and men must be obtained for the population in question.

- A gender based analysis should be conducted with regard to the division of labour, access to and control over material and non-material resources, the legal basis for gender equality/inequality; political commitments with respect to gender equality; and the culture, attitudes and stereotypes which affect all preceding issues. Gender based analysis of a program or project concept should reveal whether gender equality objectives are articulated in the initial idea, whether or not the planned activities will contribute to or challenge existing inequalities, and whether there are any gender issues that have not been addressed. During the identification and formulation phases, gender based analysis contributes to the identification of entry points for actions that will be needed in order to meet gender equality objectives.

- A gender-responsive monitoring and evaluation system should also be in place from the design phase onwards, including the establishment of indicators to measure the extent to which gender equality objectives are met and changes in gender relations achieved.

- Women-specific actions. The gender mainstreaming process does not preclude the need for specific actions for women and aims at redressing inequalities between women and men. Specific actions, like mainstreaming actions, need to be determined on the basis of a comprehensive gender based analysis, and must also be time-bound. It is important that specific actions in favour of women do not create a backlash from men, and that ways are found to ensure the support of the persons who are not the subject of specific treatment. People who oppose specific actions for women often maintain that it is demeaning to give them special treatment, and even that it is contrary to human rights. However, specific actions benefit to critical mass of the disadvantaged group whereby their voice can be heard.

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 c oncerns into the government planning and budgetary processes;
- engendering the planning c ycles 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.

Gender mainstreaming in education: the formal provision of universal access does not ensure that groups which have been historically excluded, such as girls from nomadic groups, will actually be able to enjoy their full right to education. Gender mainstreaming, as a process for achieving gender equality, is more proactive analysing gender inequalities and would result in adjustments to planned interventions to ensure that the diverse conditions of the intended users are accommodated. The education system would promote equity of access to girls from nomadic groups or from rural communities by establishing flexible hours, instituting mobile schooling, improving student transport arrangements and so forth.

Gender Mainstreaming in Bangladesh

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 Plan was 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[1] .

Handout 4.2: 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 behavior towards girls and women is part of being a man. Risk-taking and aggressive sexual behavior 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.

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

SESSION V

Topic: Gender Based Analysis

Objectives:

The participants will be able to:

▌ understand the importance of gender based analysis for project and program designing/ planning

▌ analyze society and institutions by using gender based analysis tools

▌ apply gender based analysis tools for project and program designing/planning and in education

Key Questions/ Learning Points: **At the end of the session the participants will be able to answer the following questions -**

1. What is gender based analysis?
2. Why gender based analysis is important?
3. How to apply gender based analysis for project and program designing/planning and reviewing?

Total Time: 1 hour 15 mins.

Process	Strategies	Time	Materials
Step 1: Introduction 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.	Briefing / Presentation	10 mins.	Multimedia
Step 2: Definition of gender based analysis The facilitator will ask the participants to discuss in pair what kind of information is needed in order to ensure that policy/program/project will benefit to both men and women? After listening to the views of the participants the facilitator will refer back to the gender mainstreaming session and briefly explain that gender based analysis is the first and most critical step towards gender mainstreaming in planning, programming and budgeting. Next, the facilitator will ask about participants' understanding of the concept of gender based analysis. After listening to the participants, the facilitator will share the definition/concept of gender based analysis through presentation of slides. *Ref. Slide 5 on Session 5 Objectives* The facilitator will summarize with the following points: ▌ Gender based analysis is a useful tool to identify gender gaps (difference between men and women access), to assess the differential impact of proposed and or	Transparency	15 mins.	Transparency / Slide show on Definition of Gender Analysis

Process	Strategies	Time	Materials
existing policies (e.g education policy) and programs (e.g. PEDP II), and legislation on men and women.· Gender based analysis is an analytical tool to examine 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.	Briefing / Presentation	10 mins.	Multimedia
Step 3: Gender based analysis process The facilitator will ask whether any of the participants have made gender based analysis before. If anybody has done so, then s/he will request him/her to share experience of doing so. After listening to the participants, the facilitator will share the gender based analysis in brief: Gender based analysis is a tool to identify a core set of issues in a specific context : ❚ Women's and men's roles. ❚ Access to and control over resources and opportunities, and their systems of distribution (condition) ❚ Access to and participation in decision making processes (position) ❚ Factors that shape gender roles, gender division of work, needs, power and constraints (for instance stereotyping and discrimination).	Transparency PowerPoint presentation	10 mins.	Transparency / Slide show on Definition of Gender Analysis Process
Step 4: Why gender based analysis is important in planning and budgeting The facilitator will ask the participants why we need gender based analysis in planning and budgeting. After listening to the participants, s/he will summarize with the following points. Gender based analysis is important : ❚ To better understand the gender dimension of poverty, education, health and other issues; ❚ To ensures that the different needs of both women and men are met and find the best strategies and solutions to address PGN - SGI; ❚ To promote gender equality through GOB policy, plan, program/project and budget; ❚ To expose women's full participation in social, political and economic dimensions; ❚ To question basic assumptions and values about biological and social differences which would help to address stereotypes and discrimination;	Question-Answer	10 mins.	Flip Chart /Whiteboard Marker-pen

Process	Strategies	Time	Materials
▮ To suggest remedies to existing inequalities between women & men and girls & boys; ▮ To provide evidence for sensitive, responsive and sound decision; ▮ To lead to improved position for women & men and girls & boys; ▮ To understand social processes and responding with informed and equitable options; ▮ To facilitate sound development intervention; ▮ To show different effects that policies and programs may have on women and men. *Ref. Slide 5 A on gender based analysis*	Briefing / PowerPoint Presentation	10 mins.	Multimedia
Step: 5 Gender based analysis: checklist in Education The facilitator will ask the participants what are gender issues in education that they would like to consider while doing gender based analysis. The facilitator will ask the participants to share their views and s/he will write down on a flip chart. If any important point is missing, the facilitator will add to the suggested check list of the participants on gender issues in education: **Example:** **1. Level of access and level of attainment of girls/women:** ▮ Participation rates at the various levels of education for girls compare with boys, women with men; ▮ Access and participation rates to school for girls and boys in various social groups; ▮ Dropout rates girls/boys. **2. Men and Women in Decision Making:** ▮ Number/proportion of female teachers at the various educational levels; ▮ Women's involvement in school management. **3. Factors that influence access to educational opportunities:** ▮ Social attitudes: to promote female access to education, an analysis of social attitudes toward education and the values attached to the education of males and females; ▮ Textbooks and curriculum improvement should aim to remove gender stereotypes in the content and images of textbooks. **4. Gender Needs/Interests:** ▮ Availability of facilities (separate dormitories, toilet facilities, special financial incentives to ensure female retention etc.) needed to improve girls' access to schools. **5. Capacity Building:** ▮ Training of female teachers	Question/ Answer	15 mins.	Flip chart white board Marker pen

Process	Strategies	Time	Materials
Step 6: Learning points: In conclusion, the facilitator will bring the learning points of the session initially by asking views from the participants. Finally, the facilitator will write the lessons of this session on the flip chart. **Gender based analysis :** F Is a useful tool to identify gender gaps, to assess the differential impact of proposed and or existing policies, projects and programs and legislation on men and women. F Examines the differences, commonalties and interactions between women and men through collection and analysis of sex-disaggregated information. F Shows the different effects that policies and programs may have on women and men because of their situations. Such information can inform and improve policies and programs F It is 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.	Question Answer	10 mins.	
Step 7: Conclusion 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 GoB has several obligations to fulfill its national and international policy commitments to achieve gender equality, therefore it is imperative to sequentially incorporate gender based analysis in development projects and programs to address gender concerns. It leads to achievement of GoB's strategic objective to mainstreaming gender and gender equality. The facilitator will conclude the session with thanks to all.	Oral Presentation	5 mins.	

Session 5

Gender Based Analysis

Session 5

1

Objectives of Session 5

▪ understand the importance of gender based analysis for project and program designing/ planning.

▪ analyze society and institutions by using gender based analysis tools.

▪ apply gender based analysis tools for project and program designing/ planning and in education.

Session 5

2

What is Gender Based Analysis

- Gender based analysis 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 of their lives.

Policy Leadership and
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Equality Project, Phase II

Session 5A

1

What is Gender Based Analysis

Gender based analysis 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 legislations on women and men.

Policy Leadership and
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Equality Project, Phase II

Session 5A

2

Why Gender Based Analysis for Planning and Budgeting

- To better understand the gender dimension of poverty.
- To help identifying the best strategies and solutions to address PGN and SGI (Re: session 1).
- To promote gender equality through GOB policy and services.
- To expose women's full participation in social, political and economic dimensions.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 5A

3

Why Gender Based Analysis for Planning and Budgeting

∎ It questions basic **Assumptions** and **Values** about biological and social differences;

∎ It addresses **Stereotypes** and **Discrimination;**

∎ It suggests **Remedies** to existing inequalities between women & men and girls & boys;

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 5A

4

Why Gender Based Analysis for Planning and Budgeting

∎ It provides **evidence** for sensitive, responsive and sound decisions;

∎ It leads to **improved position** for women & men and girls & boys;

∎ Considering **gender gaps** into policy, planning, budgeting, monitoring and decision making pave the way to **gender equality**.

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Equality Project, Phase II

Session 5A

5

Handouts for Session 5

Gender Based Analysis

Gender based analysis is an analytical tool to identify and examine the differences in the conditions, needs, participation rates, access to resources and development activities, control of assets, decision making powers, constraints and opportunities between women and men and the impact of these differences on their lives. This assesses the differential impact of proposed and or existing policies (education policy), planning (SFYP) and programs, the Second Primary Education Development Programme (PEDP II), legislation and budget on men and women. Gender based analysis ensures that development benefits and resources are effectively and equitably targeted to both women and men and to successfully anticipate and avoid any negative impacts development may have on men and women.

Importance of Gender based analysis:

▮ To better understand the gender dimension of poverty, education, health and other issues;

▮ T o ensures that the different needs of both women and men are met and find the best strategies and solutions to address practical gender needs (PGN) and strategic gender interest (SGI);

▮ T o promote gender equality through GOB policy, plan, program/project and budget;

▮ T o expose women's full participation in social, political and economic dimensions;

▮ T o suggest remedies to existing inequalities between women & men and girls & boys;

▮ T o provide evidence for sensitive, responsive and sound decision;

▮ T o lead to improved position for women & men and girls & boys;

▮ It f acilitates sound development intervention through the process of collecting necessary information and data;

▮ The analysis shows the different effects that policies and programs may have on women and men because of their situations. Such information can inform and improve policies and programs.

Assumptions and Values of Gender based analysis:

Gender based analysis is based on the following assumptions and values:

▮ Constructi ve partnerships are needed between women and men.

▮ Ev ery action, policy, program, project and socio-economic trend affects women and men differently.

▮ Gender equality does not mean that w omen become the same as men.

▮ W omen must participate equally as agents of change in economic, social and political processes.

▮ Specif ic measures must be designed to eliminate gender inequalities.

▮ W omen's empowerment is a key to success in this process.

▮ Men and bo ys can also be negatively affected by actions, policies, programs, projects and socio-economic trends.

Gender based analysis process

This is conducted through a variety of tools mentioned below:

▮ Prepare a checklist/ qualitative and quantitative indicators to ask questions about the differences between men's and women's needs, activities, roles in decision making, access to and control over resources and access to development benefits needs, and needs.

- Based on the checklist, collect, analyze and process sex-disaggregated information and examines the differences, commonalties and interactions between women and men.
- Study the linkages of these and other factors in the larger social, economic, political and environmental context. Because men and women both perform different roles, they may have different experiences, knowledge, talents and needs. Gender analysis explores these differences so policies, programs and projects can identify and meet the different needs of men and women.
- Understand the experience of men and women from their own point of view.
- Draw from women's and men's behaviour and personal accounts an understanding of the social contexts of gender relations.
- Gender based analysis addresses a core set of issues, which are:
  - Women's and men's roles
  - Access to and control over resources and opportunities, and their systems of distribution
  - Access to and participation in decision making processes (position)
  - Men's and women's practical and strategic needs and interests;
  - Identify factors that shape gender roles, gender division of work, needs, power and constraints. In this regard, it examines/questions basic assumptions and values about biological and social differences which facilitate to address stereotype and discrimination;
- Document the differences in gender roles, activities, needs, and opportunities in a given context.
- While doing gender based analysis, clear understanding is required that the analysis does not treat women as a homogeneous group or gender attributes as immutable.

Gender based analysis in Education

A thorough gender based analysis is a critical starting point for any intervention in education sector that aims to be gender responsive. It facilitates the gathering of qualitative and quantitative data to determine gender bias and discrimination against women and girls that refrains their empowerment. Gender based analysis in education will consider the generic tools and techniques of analysis mentioned above. The key issues to focus on include:

- Participation rates at the various levels of education for girls compare with boys, women with men;
- The broader social and economic f actors that influence access to educational opportunities.
- Access and participation to school for girls and bo ys in various social groups;
- Dropout rates girls/boys;
- Number/proportion of female teachers at the v arious educational levels;
- W omen's involvement in school management;
- Support services such as counseling and health service to address inter-sectoral factors that affect girls participation in education;
- Opportunities for training and scholarship for bo ys and girls;
- A wareness of existing education and training opportunities for girls in all available programs;
- T raining, recruitment and retention of female teachers;
- W omen's free time in the targeted population to participate in training;
- Of fered at time when women with family responsibilities or jobs are able/unable to attend;
- Courses or training sessions held in locations that are accessible to w omen as well as men, considering cultural norms and women's mobility?
- Contrib ution of training to improve women's productive capacity and increase their marketable skills and income earning potential;
- A vailability of facilities (separate dormitories, toilet facilities, special financial incentives to ensure female retention rates, etc) needed to improve girls' access to schools;
- Quality and rele vance of teaching/training;
- Child care services needed to f acilitate women's participation (non-formal education);

Topic: Gender Responsive Budgeting

Objectives:

The participants will be able to:

▮ Describe the concept of gender responsive budgeting (GRB);

▮ Describe the 14 Impacts Measuring Standards on Women's Advancement as per BC-1;

▮ Link the 14 Standards and gender responsive planning;

▮ Apply the 14 Standards for women's advancement and gender responsive planning during design or review of projects/programs regarding education.

Key Questions/ Learning Points: **End of the session the participants will be able to answer the following -**

1. What is GRB?

2. What are the Impact Measuring 14 Standards for Women's Advancement as per BC-1?

3. Mention the relationship between the 14 Impacts Measuring Standards and gender responsive planning (GRP)?

4. How the 14 standards for Women's Advancement are applied in design or review of projects programs in education?

Total Time: 1 hour 15 mins.

Process	Strategies	Time	Materials
Step 1: Introduction 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. *Ref. Slide 6 on Session 6 Objectives* The facilitator may advise the participants that the session is technical and directly related to their work and the previous sessions will help them to understand this session and apply it in there work.	Self-introduction, Briefing / Presentation Discussion	5 mins.	Flip chart with written Objectives and methodology, Slide Show
Step 2: Medium Term Budget Framework (MTBF) 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: After listening to the participants s/he will discuss those for further clarity if needed through slide show. Key issues have mentioned below:	Brain storming session	10 mins.	White board, Board Marker or Flip Chart, Art liner

Process	Strategies	Time	Materials
❚ Reason of introducing MTBF: It focuses on results rather than on inputs and activities and is in line with Poverty Reduction Strategy Program (PRSP). ❚ MTBF: a government budget is prepared within a medium-term context and includes estimated projections of revenues, financing and expenditures for the next fiscal year and two subsequent years. MTBF approach a strategic phase to budget planning is undertaken before the detailed annual budget estimate is prepared. ❚ Key contents of MTBF: ꟻ **Part-1** Planning for budget framework for the Ministry; and ꟻ **Part-2** Planning for budget framework for the Department/Agency.	PowerPoint/ Tranparency Presentation	5 mins.	White Board Marker or Flip Chart, Artliner Multimedia Projector/ OHP

Ref: Slide 6A on BC-1- MTBF (Slide #1-8)

At this point the facilitator will present the concept of Gender Responsive Budgeting and MTBF relations with poverty and gender equality issues and its application during project/program designing and reviewing. These will be explained by the facilitator through slides. Key issues are mentioned below:

❚ Gender and MTBF: Gender issues are embedded in rolling out MTBF process. In 2011-2012 Budget, all ministries have formulated their budget under MTBF.

❚ The five steps in gender responsive budgeting are: a) 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) Assessing the Impact.

❚ To assist Ministries' reporting capacities, specific poverty and gender formats and guidelines have been developed by Finance Division.

❚ Section 3 (Part-A of BC-1) ministry is to consider how their strategies impact on poverty and gender.

❚ Form 4 (Part-B of BC-1) asks the Ministries to consider the extent of poverty and gender impacts of their programs and projects. This enables the Ministries to assess performance with respect to the delivery of the NSAPR's poverty and gender objectives and highlights the linkages between policies, strategies and budgetary process.

Ref: Slide 6A on BC-1- MTBF (slides 9-15)

Process	Strategies	Time	Materials
Step 3: Before starting the main contents of the 14 Standards from BC1 for women's advancement, the facilitator will explain that s/he will emphasize the importance of The 14 standards are the gender based analysis in budgeting process. Related to impact measurement and their applications into the project/program design and review from gender perspectives and make a presentation on 14 standards. S/he will summarize with the following points: ▌ Raise awareness and understanding of gender issues in budgets and policies. ▌ Foster the accountability of government for its gender equality commitments. ▌ Revise budgets and policies in the light of the assessments and thus increase accountability. ▌ Assess performance with respect to the delivery of the NSAPR/SFYP poverty and gender objectives and highlight the linkages between policies, strategies and budgetary process. *Ref: Slide 6B on 14 Standards*	Discussion PowerPoint/ Tranparency Presentation	10 mins.	White board , Board Marker Copy of BC-1 Multimedia Projector/ OHP
Step 4: Budgeting in Education sector The facilitator will briefly discuss Ministry of Education specific Mission Statement and Major Functions, and Strategic Objectives and Activities to be performed by agencies and ministry through questions and answers. These Strategic Objectives will be in compliance with the Strategic Objectives as outlined in the Ministry specific Policy Matrix of NSPR. 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.	Interaction between participants and facilitator.	10 mins.	
Step 5: BC1 The facilitator will introduce Section 3 of Part 1 related to Poverty and Women's Advancement issues (gender issue) under Ministry of Education and discuss *areas of impact assessment of budget in education* 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. *Ref. Slide 6C on Areas of Impact Assessment of Budget In Education*	Presentation by the facilitator and interactions with participants	20 mins.	Multimedia Slides
Step 6: Conclusion At the end of the session the facilitator will conclude by saying that 14 standards are essential in gender responsive budgeting and all ministries are responsible to report on their initiatives in relation to gender responsive budgeting.		10 mins.	

Session 6

Gender Responsive Budgeting

Objectives of Session 6

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

- Describe the concept of gender responsive budgeting (GRB).
- Describe the 14 Standards on women's advancement as per BC-1.
- Link the 14 Standards and gender responsive planning.
- Apply the 14 Standards for women's advancement and gender responsive planning during design or review of projects/programs regarding education.

Budget Circular 1:

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

The Objectives of MTBF

- Operationalize the PRSP 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.

Introduction of Medium Term Budgetary Framework (MTBF)

- A medium term budgetary framework is planned for 3 to 5 years.
- Link policy priorities to resource allocations; and resource allocation to performance.
- Emphasize 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.

Introduction MTBF (Continued...)

- 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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MTBF Part A

Part-A : to be filled in by the Ministry / Division includes:
- Section-1: **Mission Statement and Major Functions of the Ministry/Division.**
- Section-2: **Medium Term Strategic Objectives and Key Activities (in line with NSAPR Matrixes).**
- Section-3: **Poverty and Gender Reporting.**

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MTBF Part A (Continued...)

- 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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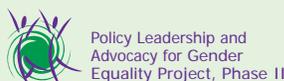
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MTBF Part B (Continued...)

∎ Part-B to be filled in by Department / Agency 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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MTBF Part B (Continued...)

∎ 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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Gender Responsive Budgeting (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 Budgeting (GRB)

■ GRB is a process/approach that aimed at mainstreaming the gender dimensions 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 on women/girls and men/boys respectively.

■ GRB 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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Gender Responsiveness through BC-1: Project Planning and Reviewing

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 is commited to achieve gender equality in Bangladesh.
- GOB is putting a strong emphasis on both poverty reduction and gender equality in the MTBF process, because these are at the center of NSAPR II and SFYP.
- 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's Advancement (on the basis of the 14 Standards).

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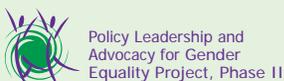
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14 Impact Measuring Standards

Used for BC-1

Assessing impact of strategic objectives of Ministry on Women's Advancement

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1

What are the 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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2

What are the necessary measures/steps undertaken or opportunities created? (Continued...)

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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3

What are the necessary measures/steps undertaken or opportunities created? (Continued...)

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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4

Areas of Impact Assessment of Budget in Education

Session 6C

1

Areas of Impact Assessment of Budget in Education

1. Improve the **quality** of secondary education
2. Expand **access** to secondary education
3. Ensure **gender parity** in secondary education and increase participation of women in technical, vocational, higher and professional education
4. Increase **enrolment, attendance and completion** rates of students from poor families
5. **Expand the scope** of technical and vocational education for adolescents, youths, men and women and make arrangements for technical and vocational education for post VI and VII grades and equivalents

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2

Areas of Impact Assessment of Budget in Education

6. Create employment opportunities for degree holders in technical and vocational education through demand based and time befitting education system
7. Establish greater balance between humanities, social faculties and general science, applied, technical and business education by increasing the rate of admission of male and female students in professional degree courses
8. Strengthen the role of universities in the expansion of merit and increase of internal efficiency in case of higher education at Government and non-Government sectors
9. Strengthen education systemtechnical and vocational education for post VI and VII grades   (Source : MOF)

Session 6C

3

Gender Responsive Budgeting

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 Budgeting (GRB) is a process/approach that aims at mainstreaming the gender dimensions into all stages of the budget cycle. GRB facilitates gender analysis in preparation of government budgets and the allocation of resources. GRB does not mean separate budgets for women or for men, but 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 from results of 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 government for it 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

The Medium Term Budgetary Framework (MTBF) was introduced in 2005-2006, as a part of the budget reforms initiated by GOB, 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 Budgetary 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.
There is very limited opportunity for the line ministries to prioritize activities and prepare budget and expenditure plans.	MTBF delegates more responsibilities and authority to the line ministries so that they can prepare their budget, determine priorities and plan expenditures according to their needs.

Traditional Budgetary System	Medium Term Budgetary Framework
Detailed information on the expected results from the allocated funds is not provided in the budget. Therefore, it is difficult to review whether the targeted outputs are 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, SFYP.

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)
Section-1: Mission Statement and Major Functions of the Ministry/Division and other Institution **Section-2:** Medium Term Strategic Objectives and Key Activities of the Ministry/Division and other Institution	**Section-5.1:** Recent achievements of the Departments/Agencies under Ministry/Division and other Institution **Section-5.2:** Key Activities, Expected Outputs related to the Activity, and Strategic Objectives

MBF - Part A (to be prepared by Ministries/Divisions)	MBF - Part B (to be prepared by Departments/Agencies)
Section-3: Poverty and Gender Reporting **Section-4:** Priority Spending Areas/ Programmes **Form-1:** Key Performance Indicators (KPI) of the Ministry/Division and other Institutions **Form-2:** Preliminary Revenue Estimates and Projections **Form-3:** Expenditure Ceilings for Departments and Agencies	**Section-5.3:** Output Indicators and Targets **Section-5.4:** Budget Estimates and Projections **Section-5.5:** List of Operating Units/Projects/Programmes **Form-4:** Preliminary Expenditure Estimates and Projections for the Departments/Agencies

Source: BC-1, 2008-2009, issued by MoF, Budget Wing, 30-09-2008

Handout 6.2: 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 GOB are geared towards poverty reduction. Poverty and gender issues are closely inter-related as the women are the worst sufferers of the poverty. 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 requests the concerned Ministry/Division 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's 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 instructions for completing the poverty and gender information are given in Annex -5. of the BC-1

Annex-5

Detailed Guidelines for Completing Poverty and Gender related Tables and Forms

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:

▌ Linkage with the poverty and women's advancement strategies of PRSP/NSAPR (example: Policy matrix of NSAPR);

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

▌ 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).

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.

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.

The standards to verify the impacts of strategic objectives of the Ministry on poverty reduction and women's advancement are described below. More reflection of these standards through strategic objectives, will strengthen the impact of that strategic objective on poverty reduction and women's 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.

(A) 12. Standards used for assessing impact of strategic objectives of Ministry on poverty reduction (description hereafter)

(B) 14. Standards used for assessing impact of strategic objectives of Ministry on women advancement (description hereafter)

Guidelines to fill-in column 9 and 10 of Form 4
(Grading the Impacts on Poverty Reduction and 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's advancement. Directorates and agencies will prepare estimated and projected probable expenditure, 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 12 standards mentioned above) and women (on the basis of 14 standards mentioned before). If there is no direct benefit for poor or women, indicate zero in the relevant column. If they are totally targeted to either poor or women, they will be assigned 100% in the relevant column. Other projects and programmes need to have a percentage between 1-99 percent.

Percent of expenditure/ allocation will have direct benefit on Poverty Reduction/ Women's Advancement	Factors to be considered/Qualitative Guidelines
The benefit is *zero*	Projects/Programmes which do not improve poor or women on the basis of 12 and 14 standards as mentioned earlier.
The benefit is between *1-33 percent*	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.
The benefit is between *34-66 percent*	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.
The benefit is between *67-99 percent*	67-99: 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.
The benefit is *100 percent*	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.

Key Performance Indicators (KPI) for the Ministry/Division = example

▮ Column 1: Identify k ey performance indicators (KPI) for the ministry/division. Describe the KPI (outcome or higher level output) against which progress towards attainment of the strategic objectives can be assessed. Limit the number of KPIs between 6 and 9.

▮ Column 2: Specify the Related Strate gic Objectives mentioned at Section 2.

▮ Column 3: Specify and describe the unit of measurement for the indicator .

▮ Column 4 and 5: Specify the actual v alue of the indicator in 2007/08 and the existing target value for 2008/09.

▮ Columns 6-9: Specify the re vised target value for 2007/08 and medium-term target values for 2009/10 - 2011/12.

Indicator	Related Strategic Objectives	Unit of Measurement	Actual 2007/08	Target 2008/09	Revised Target 2008/09	Medium-Term Target		
						2009/10	2010/11	2011/12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Indicator 1:								
Indicator 2:								
Indicator 3:								
Indicator 4:								
Indicator 5:								

▋ *KPIs should be consistent with the outcome indicator s identified in the NSAPR and/or ministry/ sector policy documents.*

▋ *K ey Performance Indicators (KPI) should meet the **SMART** criteria:*

- **F** *Specific - the indicator is clearly defined.*
- **F** *Measurable - information and data are available.*
- **F** *Achievable - the indicator targets are realistically set.*
- **F** *Relevant - the indicator is relevant to the objective.*
- **F** *Time bound - there is a clear timeframe for achieving the target.*

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 parts of the ministry.

Standards used for BC-1

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's 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 exist? If monitoring and evaluation systems are there, what steps have been undertaken to strengthen them? If monitoring and evaluation systems are not there, how will strategic objective introduce monitoring and evaluation be achieved?

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 Ministry 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)

1) **Medium-T erm 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

2) **Gender Budgeting Report (T en Ministry/Division)**
   Ministry of   Agriculture; Disaster Management and Relief Division; Ministry of Education; Ministry of En   vironment and Forest; Ministry of Fisheries and Animal Resources; Ministry of Health and F   amily 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

3) **Budget Cir cular (BC - 1), November, 2010**
   http://www   .mof.gov.bd/en/budget/bcc/2011/bcc_bn_11_12.pdf

Handout 6.3: Gender Responsive Budgeting in Education

Section-3: Impact of the Strategic Objectives on Poverty Reduction and Women Areas of Gender Impact Assessment

3.1. Improve the quality of secondary education

Participation of female students in higher education will be enhanced as a result of increase in the pass rate. This will have far-reaching impact on women's development including better opportunities for self employment.

3.2 Expand access to secondary education

Expansion of opportunities to access secondary education will increase the rate of female with education; male-female ratio will be 50:50. This will increase participation of women in the labour market and other income generating activities.

3.3 Ensure gender parity in secondary education and increase participation of women in technical, vocational, higher and professional education

The effective implementation of gender parity policy in secondary education will expedite women's empowerment and advancement .

3.4 Increase enrolment, attendance and completion rates of students from poor families

Through stipends/financial assistance every year, 27 lakh female students get opportunity to obtain education. This will assist their involvement in income generating activities and enhance women's status in society.

3.5 Expand the scope of technical and vocational education for adolescents, youths, men and women and make arrangements for technical and vocational education for post VI and VII grades and equivalents

Opportunities for practical and life oriented vocational and technical education for women will be created. This will result in employment opportunities for young girls and women and will enhance their income and security at family and society level.

3.6 Creation of employment opportunities for degree holders in technical and vocational education through demand based and time befitting education system

The provision of technical, vocational and professional education for women will enhance their skill and efficiency. 20% of existing women (5% in each year) will be able to participate in productive activities by the year 2011.

3.7 Establish greater balance between humanities, social faculties and general science, applied, technical and business education by increasing the rate of admission of male and female students in professional degree courses

As a result of ensuring pro-women professional degree course admission policy, participation of the women in professional areas, their income and social status will improve.

3.8 Strengthen the role of universities in the expansion of merit and increase of internal efficiency in case of higher education at Government and non-Government sector.

3.9 Strengthen education system

As a result of ensuring good governance in education management, the probability of achieving gender equality in different education related areas will increase.

Note: The Ministry will ensure the following while preparing forecast on Impact of Strategic Objectives on Poverty Reduction and Women's Advancement of BC-1:

▌ Describe separately ho w the strategic objective and its associated activities relate and contribute to the Government's wider objectives of poverty reduction and women's advancement.

▌ F ollow the detailed instructions for completing the poverty and gender information given in Annex-5

Women's Advancement Related Spending

The final MBF document will include here a table generated from the RCGP database identifying the poverty and gender related expenditure allocations within the ministry/division's Budget.

Section-4: Priority Spending Areas/ Programmes

Priority Spending Areas/Programmes: May include activities related to priority spending. Example: 2011 MBF for the Education Ministry included the following as priority spending area.

Provision of stipends for girls at secondary and higher secondary levels:

As it will be possible to increase the rate of women education, reduce drop out rate amongst female students and ensure gender parity through provision of female stipends.

SESSION VII

Topic: Gender Responsive Planning

Objectives:

The participants will be able to:

▮　　Describe "Gender Responsive Guidelines for Design and Review of Development Projects" and

▮ Use these Guidelines, apply knowledge, skills while formulating and reviewing a DPP/TPP in education.

Key Questions/ Learning Points: **End of the session the participants will be able to answer the following question -**

How to design and review DPP/TPP in education sector from a gender perspective?

Total Time: 3 hours 30 mins.

Process	Strategies	Time	Materials
Step-1: Introduction 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. *Ref. Slide 7 on Session 7 Objectives*	Self-introduction, Briefing / Presentation	5 mins.	Multimedia Slides on the Objectives of this session
Step -2 Definitions The facilitator will start the session with conceptual aspects of planning, gender responsive planning and projects/ 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. 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.	PowerPoint Presentation	5 mins.	Multimedia Slides on the Objectives of this session

Process	Strategies	Time	Materials
S/he will then ask them to cite any example of project and programme in Bangladesh. If required she will provide following example of projects: ▌ Family Planning Programme of Ministry of Health and Family Welfare· Stipend programme for girl students of Ministry of Education. ▌ PLAGE II is a project of Ministry of Women and Children Affairs (MOWCA). ▌ "Multisectoral project of Violence against Women" *Ref. Slide 7A on Some Definitions (Slides on Project and Program)* Almost all societal problems involve gender gaps (some level of inequality between women and men, girls and boys) that require being addressed by projects/programs. Programs and projects should contribute to reducing gender gaps and advancing women as formulated in GOB policies including SFYP. This requires that all projects should be **gender responsive** i.e. identify and address gender 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.	Self-introduction, Briefing / Presentation	5 mins.	Multimedia Slides on the Objectives of this session
Step - 3 Types of projects The facilitator will then define and explain different types of women and gender specific projects as mentioned below: ▌ **Women- targeted/focused Projects** are those projects which are targeted to women only, which may or may not address gender issues. **Example:** a girl's school/college/hostel construction project is a Women-focused project. ▌ **Gender-responsive Projects** are those which identify difference in needs and aspirations and the existence of inequality between women and men and girls and boys. Recognizing those, the project aims at providing equal benefits to reducing inequality of women and men and boys and girls and advancement of women through its strategies and allocation of resources. **Example:** construction of an educational institution building (school/college/university) project that addresses gender differential needs such as separate toilets, common room etc. for girls and boys is a **Gender-responsive project.** ▌ **Gender-neutral** 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. **Example,** the project for renovation	Brainstorming Discussion Presentation PowerPoint Presentation	20 mins.	Multimedia / OHP Slides / Transparencies on 3 types of project Flip Chart Flip Chart Papers Marker

Process	Strategies	Time	Materials
of electrical infrastructure for a cottage industry may be cited as Gender-neutral project from the implementation point of view. The facilitator can show the slides on these definitions and will ask the participants whether the definitions are clear to them or not, if not will just clarify for their understanding. *Ref. Slide 7A on Some Definitions (Slides on Women-Focused Project, Gender-Responsive Project, Gender-Neutral Project)*			
Step -4 Introduction to Gender Responsive Guidelines The facilitator will ask the participants to take out the 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 Project",* which are already supplied to them in their bags/folders. The facilitator will then draw attention of the participants to item 23(III) page 26 of the guidelines and tell them to answer properly. This item requires that the project has to be prepared in a gender responsive way. S/he then refers to Annex B, Page Number 21 MOF the document (ii) cited above where 14 standards of Medium Term Budgetary Framework (MTBF) on Women's Advancement are described. These 14 standards and MTBF were already discussed in session 6. S/he will mention that for getting funds from the MOF 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 the gender based analysis identify and address the gaps between men and women. S/he mentions that if the project is prepared following the Gender Responsiveness (addressing the gaps), it will be easy for the Ministries to response 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. At this point the facilitator will ask the participants whether they have any questions/queries. *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*	Question /Answer PowerPoint Presentation Discussion	15 mins.	Multimedia / OHP Slides

Process	Strategies	Time	Materials
Step-5 Description of the Gender Responsive Guidelines The Facilitator will continue with the PowerPoint presentation on the "Gender Responsive Guidelines for Designing of a Development Project" and explain different sections of the guideline and how gender issues would be integrated in projects/programs. *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* **Note to Facilitator:** 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). ▌ 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. ▌ The second item is the Objectives. It is mentioned in the Guidelines that 'the objectives should be stated explicitly, especially when the situational analysis specifies situation of men and women and girls and boys and their differential needs (Page 10). It is also mentioned here when gender equality is said to be implicit in the objectives … (Page 10). At this point s/he should distinguish the 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. *Explicit objective* is that objective which clearly specifies what will be achieved for women and men by the project. In *implicit objective* benefits of women and men are not separated out. ▌ S/he will mention that a gender- responsive project will set priorities, targets and outputs/outcomes separately for men women and men. ▌ S/he will also emphasize the need for providing sex-disaggregated costs, procurement plan. ▌ 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.	Presentation Question / Answer Discussion	30 mins.	Multimedia / OHP Slides

Process	Strategies	Time	Materials
Step- 6 Group Exercise Participants will be divided into 4 groups. It would be helpful if at least one planning personnel is included in each group if possible. Each group will be asked to select one team leader /facilitator among them and give a group name. The responsibility of the team leader will be to lead/facilitate the group discussion and present the group work in the plenary. 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). *Note to Facilitator: Prior to this session the facilitator will need to collect a number of already approved DPP/TPP from ECNEC/Planning Commission or Ministries or the participants may be asked to bring their specific DPP/TPP.* The facilitator will provide the following instructions for group work: ▌ Each group will be asked to select a DPP/TPP and review it with gender perspective. ▌ They will write their findings on flip charts for the presentation in the plenary. ▌ 1 hour will be allocated for the group w ork. ▌ 5 minutes (each group) for the presentation ▌ 10 minutes for question- answer/discussion for each presentation. ***Ref. Slides 7C on Guideline for Group Exercise*** At the end of the presentation the facilitator will make a PowerPoint presentation on designing education projects from gender perspective ***Slides 7D on Designing Gender responsive Project/Program in Education Sector***	Presentation Question / Answer Discussion	2 hours	Multimedia / OHP Slides / Transparencies on Guidelines for the Design of gender responsive TPPs/DPPs
Step-7: Learning points: The Facilitator will ask questions to assess the understanding of the participants on the following learning points : ▌ Transforming policy into plan and implementation of plan through projects and programs with gender responsiveness is important to create women's access to resource allocation, to meet gender needs/interests in education sector. ▌ Provide sex disaggregated qualitative and quantitative information while conducting situation analysis, formulating objectives and strategies, designing components and monitoring and evaluation indicators;	Question / Answer Discussion	10 mins.	Multimedia Slides / on DPP and TPP

Process	Strategies	Time	Materials
▮ Integrate gender issues while designing development projects by using the "Gender Responsive Guidelines for Design and Review of Development Projects for DPP/TPP" in all sections of the following: ꜰ Background ꜰ Objecti ves, ꜰ Strate gy, ꜰ Component, ꜰ Monitoring, Reporting and Ev aluation	Presentation Question / Answer Discussion	2 hours	Multimedia / OHP Slides / Transparencies on Guidelines for the Design of gender responsive TPPs/DPPs
Step-7: Conclusion 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.		05 mins.	

Session 7

Gender Responsive Planning

Session 7

1

Objectives of Session 7

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

∎ Describe "Gender Responsive Guidelines for Design and Review of Development Projects" and

∎ Use these Guidelines, apply knowledge, skills while formulating and reviewing a DPP/TPP in education.

Session 7

2

Some Definitions

Session 7A

1

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.

Session 7A

2

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

Session 7A

3

Women-focused Project

∎ Women-focused projects are those projects which target women only. They may or may not address gender issues.

Session 7A

4

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.

Session 7A

5

Gender-Neutral Project

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

Session 7A

6

Gender Responsive Guidelines for Design and Review of Development Project

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 7B

1

Why do we need Gender Responsive TPP/DPP

▪ **DPP Item 23 (iii) (Pg. 26)** requires answering how the project will have effect/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)**

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 7B

2

Why do we need Gender Responsive TPP/DPP – 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)**

▪ These Guidelines are planning tool for assisting planners to design projects/programs in a gender responsive manner

Policy Leadership and Advocacy for Gender Equality Project, Phase II

Session 7B

3

Guidelines for the Design of Gender Responsive TPPS/DPPS
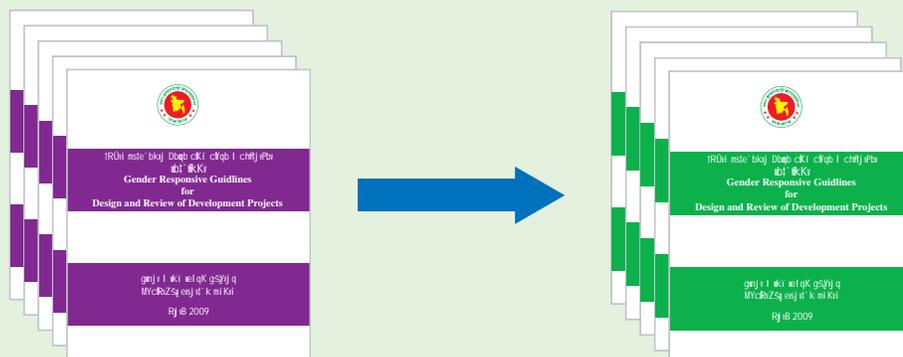
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1. Background: Situation Analysis and Rationale: Page 9

- **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: Pg 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, the lessons learned on the above issues should be highlighted.

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2. Objectives: Overall and Specific: Pg 9

- **DPP Item 3 (Pg. 23)** –
  Objective of the Project

- **TPP Item 18 (Pg. 65)** –
  Objectives: Overall and Specific.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

7

Explicitly Stated Objective: Page 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: Page 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: Page 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.

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

8

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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:
  - Guidelines (Pg. 15): Annex A –NSAPR/PRSP Policy Agenda
  - Guidelines (Pg.21): Annex B - BC1 Standards of MTBF

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

9

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)

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

10

Gender responsiveness of cost items: Pg 11

- Allocation of funds 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

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

11

5. Monitoring, Reporting and Evaluation: Page 11

- DPP Item 10 (Pg. 25) - Log frame and considering
DPP Item 23 (Pg. 26)

- TPP Item 22 (Pg. 26)

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

12

Identification of Monitoring Indicators: Page 11

- Identify gender- equality performance indicators (for project outcomes and outputs)
- Describe how these indicators will be systematically monitored and reported on, and applied in evaluations
- Specify that all data on project activities and results will be sex-disaggregated

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7B

13

Gender Responsive Guidelines for Design and Review of Development Project

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Gender Responsive Guidlines
for
Design and Review of Development Projects

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Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

1

Background: Situation Analysis and Rationale

▪ Item 14 of DPP: Background, Objectives, Priority, Rationale, Linkages, Targets, and Outputs/Outcomes

▪ Item 17 of TPP: Situation Analysis

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

2

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

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

3

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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Objectives: Overall and Specific

- Item no.3 of DPP: objective of the project

- Item no. 18 of TPP: Objectives: Overall and Specific.

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?

Strategies

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

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

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

Do the outcomes and outputs contribute to any of the BC1 Standard of MTBF? :(Annex-5B)

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

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

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

10

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?

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

11

Monitoring, Reporting and Evaluation

■ Item 10 (log frame and considering Item 23 of DPP)

■ Item 22 of TPP

Policy Leadership and
Advocacy for Gender
Equality Project, Phase II

Session 7C

12

Identification of monitoring indicators

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

Session 7C

13

Design Education DPP/TPP from Gender Perspective

Session 7D

1

Design Education Projects from Gender Perspective

- All DPP/TPP include: five essential components, which are:
  1. Background, 2. Objectives, 3. Strategy, 4. Component,
  5. Monitoring, Reporting and Evaluation.
- Different DPP/TPP will include different information under each component to fulfill objectives.

Session 7D

2

Design Education Projects from Gender Perspective

Background: Situation Analysis and Rationale

- summarize gender specific information on men-women, boys-girls situation regarding education sex disaggregated quantitative and qualitative information and analysis on
- girls/women's situation to access to education and training been created strategies to achieve parity issues on both

Session 7D

3

Design Education Projects from Gender Perspective

Objectives:

▪ Clearly articulate gender constraints and issues to be addressed by the project;

▪ Project goal and objective on gender equality are linked to the specific MDGs and targets on eliminating gender inequalities in education by 2015.

Session 7D

4

Design Education Projects from Gender Perspective

Strategy

In the context of Bangladesh the education project, strategies include the following (set as common example/ongoing initiative) to achieve NSAPRII, MDG, UNDAF priorities.

Session 7D

5

Design Education Projects from Gender Perspective

Component:

▪ This section will explain about the allocation of funds:

- to support women-focused activities and its adequacy;

- to reduce gender gap and its adequacy.

Session 7D

6

Monitoring, Reporting and Evaluation Indicators

Indicators

▪ Specify how progress and achievement on gender equality will be monitored.

▪ Gender equality performance indicators are identified and described and

▪ Data will be sex-disaggregated.

Examples

▪ Number of enrolled students, sex-disaggregated;

▪ Number of dropouts, sex-disaggregated.

Design Education Projects from Gender Perspective

Example of Project in Education Sector: A project to reduce dropouts among ethnic minority children

▪ **Background:** situation of adibashi boys and girls and project rationale;

▪ **Objectives:** reduce dropouts among adibashi children;

▪ **Strategies:** access to female teacher from ethnic minority community;

▪ **Components:** training of female teachers, curriculum development in mother language and stipend program for female students of ethnic minority communities;

▪ **Monitoring indicators:** number of boys and girls completing high school (sex disaggregated data).

Gender Responsive Planning

Handout 7.1: Some Definitions

What is planning?

National and Sectoral plans:

The term planning refers to the process of implementing the policy, often concluding into a plan. If policy is about what to do, then planning is about how to do it, the organization of implementation is about what is actually done (Moser, 1993). The policy makes social and political decisions in order to allocate resources for the needs and interests of the society (Moser, 1993). The planning process denotes how these resources will be allocated, who will be the beneficiaries of these process. The process of administrative action to implement a plan is delivered into a project/program. It is blue print of Economic growth and a road map of development.

Project and Program 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 in line with GOB policies. It combines forecasting of developments with the preparation of scenarios of how to react to them. Planning is a process for accomplishing purpose. 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 (GRP):

The goal of gender responsive planning is the emancipation of women from subordination, and their achievement of equality, equity and empowerment (Moser, 1993). GRP process is also a response to implement gender/women policy (and commitments) of the government and others. Hence, planning process requires gender responsiveness to achieve gender equality and women's empowerment goal. Long term and medium term gender responsive planning requires conscious reflection of gender equality issues in policies, strategies and projects/programs to allocate resources and fulfill needs and interests both at macro and sectoral level. As stated above, the projects and programs are the key 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 project/program objectives, strategies to allocate resources.

Project

Generally a project is used to describe a series of activity, which has a beginning and an end. Project is an integral part of development planning, which addresses specific problems and contributes to attain objectives of a plan of the government and others. Whatever the type or size may be, all projects must have one or more objectives or target outcomes that require investment in terms of human and financial capital. Generally, a project is completed with a medium term plan.

Program

Generally, a program consists of a number of projects and/or sub-program. A program addresses long term problem (beyond a medium term plan) to achieve goals.

Women- targeted/focused Projects are those projects which target women only and may or may not address gender issues.

Gender- responsive Projects 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. GRP 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.

Gender- neutral Projects are those where project benefits can not be separated out by women and men and girls and boys.

Handout 7.1: Gender Responsive Guidelines for Design and Review of Development Project

The Technical Project Proposal (TPP) and Development Project Proposal (DPP) are the instruments through which the National Strategy for Accelerated Poverty Reduction (NSAPR II)/ SFYP 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), National Women Policy, and National Education Policy are implemented. In order to obtain resources for implementation of 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 MOF. 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 Guidelines for Design and Review of Development Project"* 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 the 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 noted 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 guidelines. The guidelines are providing a method of linking the process for drawing relevant issues and standards of NSAPR and MTBF in designing projects/programs.

Design Education Projects from Gender Perspective

A DPP/TPP of GOB irrespective of sectors (i.e education sector, health sector) includes five essential components, which are: 1. Background, 2. Objectives, 3. Strategy, 4. Component, 5. Monitoring, Reporting and Evaluation. All the components should be prepared in a gender responsive manner following the guidelines prepared by Ministry of Women and Children Affairs. The following provides some generic examples for gender responsive planning in education sector. However, specific DPP/TPP will generally not cover all issues mentioned below. In particular, strategies, components and monitoring indicators could be different, based on specific issues addressed in the project/program and set out objectives.

The following has outlined generic example for the gender responsive planning particularly applicable in macro context:

1. Background: Background information will include sex disaggregated quantitative and qualitative information and analysis on girls/women's situation to access to education and training and strategies undertaken to achieve parity. Basically this will summarize gender specific information on men-women, boys-girls situation regarding education, project objectives, priorities, linkages, targets.

2. Objectives: Objectives are explicit and clearly articulate gender constraints and issues to be addressed by the project. The project goal and objectives on gender equality are linked to the specific MDGs and targets on eliminating gender inequalities in education by 2015;

3. Strategy: In the context of Bangladesh the education project strategies will be in line with the Education Policy 2010 and should include the following (set as common example/ongoing initiative) to achieve NSAPR II, MDG, UNDAF priorities:

▌ Reduced gender gap in secondary education. Example: stipends and exemption of tuition fees for girls in rural areas, expansion of opportunities to access Secondary Education to increase the rate of female education; male-female ratio 50:50, increase participation of women in the labour market and other income generating activities.

▌ Reduced gender gap at vocational and higher education. Example: Set up women's Polytechnic Institutes to attract girls into technical education, establishment of International University for Women in Chittagong to facilitate increased access to higher education, promote sports activities among young women and provide computer-training programmes to women, special stipend programmes for women's education at the higher secondary and university levels in science and technical and vocational education, awareness programme to improve the appreciation and understanding of women's rights and men's family responsibilities.

▌ Quality education for boys and girls. Example: the Secondary Education Sector Developments Programmes (SESDP), extension of all stipend projects and the expanded coverage of students. Establishment of a Non-government Teachers' Registration and Certification Agency (NTRCA) The aim is to have all teachers certified and registered as qualified for teaching by this authority, School-based assessment (SBA) and Schools' Performance Based Management System (SPBMS).

The new projects may include innovative and new approaches to reduce gender gaps in education as well as ensure quality education for boys and girls. The above examples have been included from the ongoing initiatives.

4. Component: This section will explain about the allocation of funds to support women-focused activities and its adequacy, allocation for supporting reduction of gender gaps and its adequacy, allocation for gender equality including capacity building and its adequacy. Example: stipend program for female students to increase female enrollment rate, reduce drop-out rate, increase participation in labor market and in economic activities, percentage of female teacher as Monthly Pay Order (MPO) listed teachers, allocation for education and training for female students.

5. Monitoring, Reporting and Evaluation: This section specifies how progress and achievement on gender equality will be monitored. Gender equality performance indicators are identified and described and the data will be sex-disaggregated.

Example: Indicators in Education

Secondary and Higher Secondary Education

1. Male-female students at secondary level
2. Male-female students at higher secondary education level
3. Student enrolment at secondary level (6th-10th grade)
4. Student enrolment at higher secondary level
5. Drop out at secondary level (6th-10th grade)

Technical and Vocational Education

Male-female student enrolment

Higher Education

Enrolment in professional degree course

Sample Questionnaire

Pre/Post Test

Name of Course: Gender Mainstreaming in Education Sector

Date: _____

Tick the appropriate case below
   -Pre Test ☐
   -Post Test ☐

Total Marks: 100
Total Time: 30 Mins.

Marks: 2 x 10 = 20

Tick the correct answer

		YES	NO
1	More women are suffering of poverty than men in Bangladesh		
2	Men cannot be involved in solution to address women's issues		
3	Improved living condition of women does not necessarily changes their position		
4	Gender mainstreaming is a process to be used only for projects targeting women		
5	Bangladesh has reservation in Article 13 A of Convention of Elimination of Discrimination Against Women		
6	The Beijing Platform for Actions has not been signed by the government of Bangladesh		
7	A medium term budget framework (MTBF) is the budget planning for 5 years		
8	Gender Responsive Budgeting is an approach that aims 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		

Marks: 10 x 8 = 80

1. What are the basic dif ferences between "Gender" and "Sex"

2. Explain the benef its of men's involvement in mainstreaming gender.

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

    National:

    International:

4. Pro vide some examples of the Bangladesh Government Equity Measures for achieving Gender Equality   .

5.   Is Bangladesh Constitution refers to gender equity and gender equality? Gi ve examples.

6. Wh y gender issues need to be considered in the development policies?

7. When preparing a   Technical Project Proposal (TPP), in which part the gender issues will be described?

8. Describes the 14 Standards of BC-1 used for assessing impact of Ministry's strate gic objectives on   Women's Advancement?

Evaluation Sheet

Name of the Course: Gender Mainstreaming in Education

Date: **Duration:** 2 days

Course Objectives:

- Articulate key Gender Concepts, Gender Equity and Equality, Gender Mainstreaming
- Explain Government's Gender Equality Policy commitments;
- Apply Gender Based Analysis and explain its importance in projects/program design and review
- Understand Gender Responsive Budget and 'BC1 Standards' used for assessing impact of strategic objectives of the Ministry on women's advancement;
- Apply "Gender Responsive Guidelines for Design and Review of Development Project" to design and review gender responsive DPP/TPP

(Higher mark represents the higher grade)

Overall Programme Evaluation   **(Please tick)**

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: *Gender Concepts:*

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

Any other Suggestions and Comments: _____

_____

_____

Session II: *Gender Equity and Equality in Education*

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

Any other Suggestions and Comments: _____

_____

_____

Session III: *Government's Policy Commitments for 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

Any other Suggestions and Comments: _____

_____

_____

Session IV: *Gender Mainstreaming and Men's Involvement*

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

Any other Suggestions and Comments: _____
_____
_____

Session V: *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

Any other Suggestions and Comments: _____
_____
_____

Session VI: *Gender Responsive Budgeting*

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

Any other Suggestions and Comments: _____
_____
_____

Session VII: *Gender Responsive Planning*

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

Suggestions and comments for future trainings. We are committed to provide relevant and quality training courses. To do so, your feedback, ideas and comments will help us to meet this commitment. Therefore, we will be grateful if you take few additional minutes to share them with us.

_____

_____

_____

_____

Many thanks for your time and participation.

জেন্ডার 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 সমন্বয় অনুবিভাগ

নং-পবি/এনইসি-একনেক/সমন্বয়-২/পরিপত্র/মতামত/২২/২০০৭/১৭৯

তারিখঃ ০৭ শ্রাবণ, ১৪১৬
২২ জুলাই, ২০০৯

দেশের সার্বিক উন্নয়ন কর্মকান্ডে জেন্ডারকে মূল স্রোতধারায় সম্পৃক্তকরণের লক্ষ্যে মহিলা ও শিশু বিষয়ক মন্ত্রণালয় জেন্ডার 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।

২২.০৭.০৭
(মোঃ আবদুর রব)
যুগ্ম-প্রধান

বিতরণঃ

১। সচিব (সকল) .... মন্ত্রণালয়/বিভাগ, ঢাকা।

২। সদস্য (সকল) ....বিভাগ, পরিকল্পনা কমিশন, ঢাকা।

জেন্ডার 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

সূচিপত্র

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, 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, 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 দারিদ্র্যহ্রাসকরণ সংক্রান্ত জাতীয় কৌশলপত্র (NSAPR) এবং সরকারের বিঘোষিত আন্তর্জাতিক অঙ্গীকারসমূহ যেমন, সহস্রাব্দের উন্নয়ন লক্ষ্য (Millennium Development Goal [MDG]), নারীর প্রতি সকল প্রকার বৈষম্য বিলোপ সংক্রান্ত আন্তর্জাতিক কনভেনশন (CEDAW) এবং বেইজিং পাটফরম ফর এ্যাকশন বাস্তবায়ন করা হয়। অর্থ মন্ত্রণালয় যখন বাজেট সার্কুলার (BC1) জারী করে তখন মন্ত্রণালয়গুলো এই বাজেট সার্কুলারের প্রতি সাড়া দিয়ে তাদের গৃহীত প্রকল্প ও কর্মসূচী বাস্তবায়নের জন্যে অর্থ 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 প্রত্যাশিত প্রভাব প্রতিভাত হয়। এই নিরিখে যে সকল কর্মকর্তা সরকারের প্রকল্প প্রস্তাবনা তৈরী করেন, তাদেরকে জেন্ডার 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 জেন্ডার সমতা অর্জন বিষয়ক লক্ষ্যসমূহ এবং অগ্রাধিকার কার্যক্রমসমূহ Gender Equality Goals and Priority Actions সংক্রান্ত। আর সংযোজনী-খ হচ্ছে অর্থ মন্ত্রণালয় প্রদত্ত মধ্যমেয়াদী বাজেট কাঠামো (MTBF) এর বাজেট সার্কুলার-১ এর সংযোজনী ৫-খ ও সেকশন-৩ এ বর্ণিত দারিদ্র বিমোচন ও জেন্ডার বিষয়ে সংবেদনশীলতার মানদণ্ড সম্পর্কিত।

এখানে উলেখ্য যে, সংযোজনী-ক-তে বর্ণিত দারিদ্র বিমোচন সংক্রান্ত কৌশলপত্রের সকল বিষয় এবং সংযোজনী-খ এর জন্যে উলেখিত 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/কর্মসূচী কার্যক্রম প্রণয়নকালে দারিদ্র নিরসন কৌশলপত্রে বর্ণিত ইস্যুসমূহ এবং মধ্যমেয়াদী বাজেটে বর্ণিত প্রাসঙ্গিক মানদণ্ডসমূহের মধ্যে যোগসূত্র স্থাপনের একটি প্রক্রিয়া প্রদান করেছে।

GUIDELINES FOR THE DESIGN OF GENDER RESPONSIVE TPPs/DPPs
†RÛvi ms‡e`bkxj c‹ Kí c‹qb �delb‡`¤KKv

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 বিশেষণ, যৌক্তিকতা (উন্নয়ন প্রকল্প প্রস্তাবনার আইটেম ১৪: পটভূমি, লক্ষ্য, অগ্রাধিকার, যৌক্তিকতা, অন্যান্য প্রকল্পের সাথে সম্পর্ক, লক্ষ্যমাত্রা এবং অর্জন/ফলাফল) এবং (টিপিপি-এর আইটেম ১৭: অবস্থা বিশেষণ) (এই আইটেম প্রস্তুতকালে সংযোজনী-খ-তে বর্ণিত মধ্যমেয়াদী বাজেট কাঠামোর বিসি-১-এর মানদণ্ডসমূহ যাতে বিবেচনা করা হয়, সেদিকে 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 সমস্যা/ইস্যুসমূহের বিশেষণে এবং যৌক্তিকতা প্রদর্শনে যতোটা সম্ভব জেন্ডার 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 উদ্দীষ্ট জনগোষ্ঠী (কারা এই উদ্দীষ্ট জনগোষ্ঠী, তাদের অবস্থান এবং উদ্দীষ্ট জনগোষ্ঠীর ভিতর 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 জেন্ডার ইস্যুসমূহ (সম্পদে 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 সুনির্দিষ্ট ও ভিন্ন ভিন্ন চাহিদা ভিত্তিক প্রকল্প বিবেচনা করে; (যেমন : বিনামূল্যে সেবা ক্ষেত্রে অভিগম্যতা, বালিকা বান্ধব স্কুল, তথ্য প্রাপ্তি, সভা 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 (I*tem 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)

২. প্রকল্পের কার্যক্রমের উদ্দেশ্য (উন্নয়ন প্রকল্পের আইটেম-৩: প্রকল্পের উদ্দেশ্য) এবং (কারিগরী প্রকল্পের আইটেম-১৮: উদ্দেশ্য- সার্বিক উদ্দেশ্য, সুনির্দিষ্ট লক্ষ্য); (প্রকল্পের উদ্দেশ্য ও লক্ষ্য প্রস্তুতকালীন সময়ে পরিশিষ্ট 'খ'তে বর্ণিত মধ্যমেয়াদী বাজেট কাঠামোর 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 <u>stated explicitly</u>, 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 দরিদ্র 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, জেন্ডার বৈষম্য রয়েছে এবং নারীরা যে সব বাধা মোকাবেলা করছে, সেগুলো অতিক্রমের জন্য বিশেষ পদক্ষেপ গ্রহণ করা প্রয়োজন ।

- If gender equality is <u>implicit</u> 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 জেন্ডার বৈষম্য যা পরিস্থিতি বিশেষণের সময় উল্লেখ করা হয়েছে, সুস্পষ্টভাবে 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 জেন্ডার সমতা অর্জনের বিষয়টি সুস্পষ্টভাবে 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 প্রকল্পসমুহের উদ্দেশ্য/লক্ষ্য বর্ণনার ক্ষেত্রে সুস্পষ্ট ইঙ্গিত থাকতে হবে যে কিভাবে জেন্ডার বৈষম্য (পরিস্থিতি বিশেষণের সময় যা নির্ণপিত) কমিয়ে আনা যায় এবং কিভাবে এই বৈষম্য কমিয়ে নারীর অবস্থান (উদাহরণস্বরূপ, পুরুষের তুলনায় নারীর সামাজিক, রাজনৈতিক এবং অর্থনৈতিক অবস্থান বিশেষণ) 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`uiY : নারীদের মাইক্রো-এন্টারপ্রাইজ পরিচালনার দক্ষতা যদি ক্রমাগতভাবে বাড়িয়ে তোলা যায় এবং বাজার সুবিধা ও সুযোগ সম্প্রসারণ করা হয় তাহলে পরিবারের অর্থনৈতিক নিরাপত্তা এবং সিদ্ধান্ত গ্রহণ প্রক্রিয়ায় নারীদের অংশগ্রহণ 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.**

iKÖj : কারিগরী প্রকল্প প্রস্তাবনা আইটেম নং ১৯: পরিকল্পনা দলিল, উন্নয়ন সহযোগীদের বাংলাদেশের জন্য প্রণীত কর্মসূচির অগ্রাধিকার, দারিদ্র্য বিমোচন কৌশলপত্র, সহস্রাব্দের লক্ষ্য, ইউএনডিএফ, এসব বিষয়ের সাথে যতদূর সম্ভব মিল রাখার প্রয়াস নিতে হবে। কারিগরি 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 মধ্যমেয়াদী 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

জেন্ডার সমতা অর্জনের লক্ষ্যে প্রণীত দারিদ্র বিমোচন কৌশলপত্রের অগ্রাধিকার কার্যক্রম যা সংযোজনী-ক এবং মধ্যমেয়াদী বাজেট কাঠামোর জেন্ডার মানদণ্ড যা সংযোজনী-খ তে বর্ণিত।

4. Component -wise Annual Phasing and Procurement Plan (Item 9 & 11 -Annexure II I(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.

৪. খাতওয়ারী বার্ষিক ব্যয় ও পর্যায় ভিত্তিক বার্ষিক বাস্তবায়ন ও সংগ্রহ/ক্রয় পরিকল্পনা (বিনিয়োগ প্রকল্পের আইটেম ৯ ও ১১ এর সংযোজনী ও (ক), (খ), (গ) এবং আইটেম ১২ এর সংযোজনী (ঘ) এবং কারিগরী প্রকল্পের আইটেম ১২ এর সংযোজনী-১)। ব্যয়খাতগুলো যাতে জেন্ডার 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

▪ জেন্ডার বৈষম্য কমিয়ে আনার জন্য পর্যাপ্ত অর্থ বরাদ্দ।

▪ Allocation for gender equality including capacity building and its adequacy

▪ জেন্ডার 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.

৫. পরিবীক্ষণ, রিপোর্টিং ও মূল্যায়ন (আইটেম নং ১০ (লগ-ফ্রেম ও ডিপিপির আইটেম ২৩) এবং কারিগরী সহায়তা প্রস্তাবনার (টিপিপি) আইটেম ২২)। কি ভাবে জেন্ডার সমতা অর্জনের অগ্রগতি ও সাফল্য পরিবীক্ষণ করা হবে তা সুনির্দিষ্ট করতে হবে।

▪ Identify gender- equality performance indicators (for project outcomes and outputs)

▪ জেন্ডার 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 পরিবীক্ষণ 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
cŘí chﬁjvPbvq †RÛvi ms‡e`bkxj Zv wbifcb wbt`ﬂkKv

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)**

    cUfﬁg : cuﬁwiZ wﬂtkIY, ﬁhŠﬂKZv, Dbqb cŘí cÖvebu 14 bs A\B1Ug; eW2 cUfﬁg, Dﬂĺk¨, AMﬀaKui, ﬁhŠﬂKZvI Ab¨b¨ cŘ‡íi mt_ ﬁhWhﬁî, j¶ﬁgﬃïvGes A\DUcWA\DUKg Ges (KuiMixcŘí cÖvebv A\B1Ug 17; bst cuﬁwiZ wﬂtkIY)|

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

wb‡geV2 wﬂ‡qi Dci yj½cﬂf`K / wefuRZ cuimsL¨b cÖb Kivn‡q‡0 wK?

Indicators of Gender Responsiveness †RÛvi ms‡e`bkxj	Yes mPK	No bv	Comments / more information needed gš–e¨ / AwaK Z_¨ cﬂqvRb
▪ 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.			
▪ cŘ‡íi Dwĺ ó Rb‡Môx ﬁhgb buxcý'I Ges †0‡j- ‡g‡qi mgmﬁv I cuﬁwiZ w‡ePbv K‡i cŘí cÖqb Kiv n‡q‡0| cŘ‡íi Zuﬂi fwgKv, Ask MﬂY I cﬀﬂ m‡hvMmgvi eYﬂv|			
▪ Specific impact of the project issues on both women and men, girls and boys are addressed			
▪ buxcý'I Ges †0‡j-‡g‡q Dfﬁqi Dci cŘ‡íi Bﬁygﬁni mjwﬁ® cÖe eYﬂv|			
▪ Gender inequalities related to the project situation and barriers faced by women / girls are identified and analyzed.			
▪ cŘ‡íi cuﬁtek-cuﬁwiZi AwﬁﬂK buﬁx'tgtqiv ﬁh me cﬂZeÜKZv I †RÛvi ˆelﬁg¨i gﬁLgﬁb nq Zv wﬂﬃýZ Ges wﬂtkIY Kiv|			
▪ 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			
▪ buﬁxi wﬂtkI Puﬂ`v I cﬂZeÜKZv; †RÛvi- ˆelﬁg¨ `ýKi‡Y cŘ‡íi Awfcﬂﬁ, cŘí t_tK buxcý'I I †0‡j-‡g‡q mgbfﬁte DcKﬁZ.nI qui wﬂq wbﬂZ Kiv|			

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
▪ 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 প্রতিফলিত, নাকি অন্তর্নিহিত)।			
▪ Are objectives focus on women's advancement and reducing gender gaps? উদ্দেশ্যসমূহে নারীর অগ্রগতি এবং জেন্ডার বৈষম্য দূরীকরণের উপর যথেষ্ট আলোকপাত করা হয়েছে কি?			

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.**

3. কৌশল : (কারিগরী প্রস্তাবনা আইটেম নং- ১৯ : যতদূর সম্ভব পরিকল্পনা দলিল, উন্নয়ন সহযোগীদের বাংলাদেশের 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) কারিগরী সহায়তা প্রকল্পের ১৯ নং আইটেম ও বিনিয়োগ 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 মধ্যমেয়াদী 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
▪ 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 অগ্রযাত্রা ও অধিকার অর্জনের জন্য প্রণীত কৌশলগত লক্ষ্যের কোন একটির উপর প্রভাব রাখবে? (সংযোজনী 'ক') - social advancement - সামাজিক অগ্রগতি			

Indicators of Gender Responsiveness জেন্ডার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
- economic advancement - অর্থনৈতিক অগ্রগতি - political advancement - রাজনৈতিক অগ্রগতি - fulfillment of women's legal and other rights - নারীর আইনী ও অন্যান্য অধিকার পরিপূরণ ▪ Do the outcomes and outputs contribute to any of the BC1 Standards of MTBF? : (Annex-5B) প্রকল্পের আউটপুট/ফলাফল কি মধ্যমেয়াদী বাজেট কাঠমোর বিসি-১ এর কোনো একটি মানদণ্ড অর্জনে প্রভাব রাখবে? (সংযোজনী 'খ")			

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 প্রকল্পের আইটেম ৯ ও ১১ এর সংযোজনী (ক), (খ), (গ) এবং আইটেম ১২ এর সংযোজনী ঘ) এবং কারিগরী প্রকল্পের আইটেম ১২ এর সংযোজনী (১)।

Indicators of Gender Responsiveness জেন্ডার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
▪ Are there adequate inputs and allocation in the project to implement gender equality activities? ▪ জেন্ডার সমতা সংক্রান্ত কার্যক্রম বাস্তবায়নের জন্য এই প্রকল্পে সুনির্দিষ্ট কোনো অংশ (Component) আছে কিনা, যার জন্য পর্যাপ্ত অর্থ বরাদ্দ ও সহায়তা কার্যক্রম রয়েছে। ▪ Is it clear what proportion of the allocation will contribute to benefiting women and reducing gender gaps? ▪ এটা কি স্পষ্ট যে, প্রকল্পের জন্য বরাদ্দকৃত অর্থের কতখানি নারীদের উপকারে ও জেন্ডার বৈষম্য দূরীকরণে অবদান রাখছে?			

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

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

Indicators of Gender Responsiveness জেন্ডার সংবেদনশীল	Yes সূচক	No না	Comments / more information needed মন্তব্য/ অধিক তথ্য প্রয়োজন
▪ Have gender-equality performance Indicators (for project outcomes and outputs) been identified? ▪ জেন্ডার সমতা অর্জনের সূচকসমূহ চিহ্নিত করা হয়েছে কিনা (প্রকল্পের অর্জন ও ফলাফল পরিমাপ করার জন্য)।			

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) mguRK AMÌhZ : 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 অভিগম্যতা 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 জেন্ডার 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 জেন্ডার 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 শোষন 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, দু:স্থ 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, কর্মজীবি 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_DwZi AMÖwZ: নারীর অর্থনৈতিক অগ্রগতি অর্জনের জন্য বর্ণিত নিম্নের যেকোন একটি বিষয়/ইস্যুসমূহে এই প্রকল্পটি ভূমিকা রাখতে পারবে কি? (প্রকল্পের অর্জন, উদ্ভূত ফল ও কর্মসূচীর মাধ্যমে) :

➢ Ensuring women's full participation in mainstream economic activities(including agriculture, industry)

অর্থনীতির মুলধারায় নারীর পরিপূর্ণ অশংগ্রহণ নিশ্চিতকরণ (কৃষি ও শিল্প সহ)

  ✓ Enforce equal pay for equal work

  সমান কাজের জন্য সমান পারিশ্রমিক নিশ্চিত করা ।

  ✓ Ensure marketable skills for garment workers

  পোষাক 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, কন্ট্রিবিউটারি 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 কর্মকান্ডে 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.)

অর্থনীতির মূলধারায় পূর্ণ অংশগ্রহণের উদ্দেশ্যে নারীদের জন্য অর্থায়ন ও ঋণের সুযোগ প্রাপ্তি নিশ্চিত করা (সহজ শর্তে ঋণের প্রবর্তন করা, পোষাক শিল্পে নিয়োজিত মহিলা শ্রমিকদের ব্যাংক 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) bᵤxi iᵣR%ᵤZK AMᵢMᵢZ : প্রকল্প/ কর্মসূচীর আউটপুট/ ফলাফল (এর উপাদান ও কর্মকান্ড) 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 সুশীল 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) **bvixi AvBbxAwKvi cÖÖôv:** নিম্নেবর্ণিত কোনো একটি ক্ষেত্রে কাজ করার মাধ্যমে প্রকল্প/ কর্মসূচীর আউটপুট/ ফলাফল (এর উপাদান ও কর্মকাণ্ড) 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 পুনর্বহাল 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, আইনজীবি, পুলিশ (সিডো সনদে রাষ্ট্রের দায়বদ্ধতাসহ) এর জেন্ডার 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, প্রয়োগ 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 বাল্যবিবাহ 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**

ট) নীতিমালা, কর্মসূচী ও প্রকল্পে জেন্ডার 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)

জেন্ডার সংবেদনশীল বাজেট ও জেন্ডার সংবেদনশীল পরিকল্পনা তৈরী করার সক্ষমতার ক্ষেত্রসমূহ শক্তিশালী করা (লিঙ্গ বিভাজিত তথ্য-উপাত্ত ও জেন্ডার সংবেদনশীল পরিকল্পনা পদ্ধতি)

✓ integration of gender training within regular curriculum of training institutes

প্রশিক্ষণ প্রতিষ্ঠানের নিয়মিত প্রশিক্ষণ কারিকুলামে জেন্ডার 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 জেন্ডার ইস্যুর বিবেচ্যসমূহ অন্তর্ভুক্ত করা ।

Annex-B:
Detailed Guidelines for Completing Poverty and
Gender related Tables and Forms

msthvRbxL
দারিদ্র ও জেন্ডার সংক্রান্ত ছক এবং ফরম পূরণ সংক্রান্ত বিস্তারিত নির্দেশিকা

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:

নিম্নোক্ত বিষয়সমূহের প্রতি লক্ষ্য রেখে দারিদ্র নিরসন এবং নারী উন্নয়নের উপর মন্ত্রণালয়ের কৌশলগত উদ্দেশ্যের প্রভাবসমূহ সংক্ষেপে বর্ণনা করতে হবে (৫০ শব্দের অধিক নয়)

- Linkage with the poverty and women's advancement strategies of PRSP/NSAPR (example: Policy matrix of NSAPR);

- দারিদ্র নিরসন কৌশলপত্রে (এনএসএপিআর) বর্ণিত দারিদ্র নিরসন ও নারী উন্নয়ন সম্পর্কিত কৌশলসমূহের (উদাহরণ : এনএসএপিআর এর পলিসি ম্যাট্রিক্স) সাথে যোগসূত্র;

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

- দরিদ্র জনগোষ্ঠীর সংখ্যা ও শতকরা অনুপাত, বিশেষত দরিদ্র নারীর সংখ্যা যারা এই কৌশলসমূহ সফলভাবে অর্জিত হলে প্রত্যক্ষভাবে উপকৃত হবে;

- 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).

- উপরোক্ত প্রভাবসমূহ স্বল্প মেয়াদি (উদাহরণ : সামাজিক নিরাপত্তা বেষ্টনী কর্মসূচির আওতায় এককালীন সুবিধা) নাকি দীর্ঘমেয়াদি (উদাহরণ : দক্ষতা বৃদ্ধি, প্রশিক্ষণ, ক্ষুদ্রঋণ, সরকারি বিনিয়োগ, যার মাধ্যমে দরিদ্র জনগোষ্ঠী/নারীসমাজ উপকৃত হবে ।)

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.

   দারিদ্র্যের সংজ্ঞা নিরূপণের জন্য বাংলাদেশ পরিসংখ্যান ব্যুরো **Basic Needs Method** ব্যবহার করে থাকে । এই **Basic Needs Method** অনুযায়ী জনগোষ্ঠীর যে অংশ নূন্যতম মৌলিক চাহিদা পূরণের **Need** (২১২২ কি. ক্যালোরী/প্রতি জনে প্রতিদিন) সীমার নীচে তাদেরকে দরিদ্র হিসাবে আখ্যায়িত করা হয় ।

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.

   মানব দারিদ্র (**Human Poverty**) মানব উন্নয়নসূচক (**HDI**) দ্বারা নির্ধারণ করা হয় । এই সূচক নির্ধারণ করতে শিক্ষা, স্বাস্থ্য, পুষ্টি ইত্যাদিকে বিবেচনা করা হয় । শিক্ষা, স্বাস্থ্য ও পুষ্টি ইত্যাদি প্রাপ্তির ফলে মানব দারিদ্র হ্রাস হয় ।

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.

দারিদ্র্য 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 দারিদ্র্য হ্রাসে এর প্রভাব তত বেশী শক্তিশালী হবে । উল্লেখ্য, সকল মানদণ্ড সকল মন্ত্রণালয়ের জন্য প্রযোজ্য নাও হতে পারে । প্রযোজ্য মানদণ্ডসমূহ ব্যবহার করে বাজেট কাঠামোর অংশ-৩ পূরণ করার জন্য মন্ত্রণালয়সমূহকে অনুরোধ করা হলো । যদি দারিদ্র্য নিরসন অথবা/ নারী উন্নয়নের উপর কোনো মধ্যমেয়াদি 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) buixDbqঞ্চbi Dci gšÝ‍vj‡qi �shKšk‍jMZ D‡Ïk¨ng‡ni c‖‍ve hPvB‡qi gub`Ûngn :

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 weather activities will improve nutritional status of women particularly pregnant and lactating women: if so how?

   ১। **¯^v¯’¨ †mev c‖‍ÕB I cyói Dbœb :** নারীর প্রজনন এবং সাধারণ স্বাস্থ্য সুরক্ষায় সুনির্দিষ্ট এবং কার্যকর পদক্ষেপ গ্রহণ করা হয়েছে কিনা? এছাড়াও গৃহীত ব্যবস্থাদির দ্বারা মহিলাদের বিশেষত গর্ভবতী এবং স্তন্যদানকারী মায়েদের 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। **miKvi m¤ú` I †mev jvf :** নারীর অনুকূলে সরকারি সম্পদ (যেমন: খাসজমি, জলাশয় ও সামাজিক বনায়ন) 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। **wk¶v I c‖wk¶Y c‖‍ÕB :** 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। **buxi ˆ`wbK Kg©N›Uv n‍v‍m:** নারীর দৈনিক সার্বিক কর্মঘণ্টা হ্রাস করার ক্ষেত্রে কোনো পদক্ষেপ/কার্যক্রম নেয়া হয়েছে কিনা? হলে তা কি এবং কিভাবে কর্মঘণ্টা 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। *kg¤ evRvi Ges Avq e„×gxjK Kg©Kv‡Ê bvixi AskMÖnY* : 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। *bvixi mvgvwRK wbivcËv e„w×KiY Ges m¤¢ve¨ Amnvq‡Z¡ I SuywK n«vmKiv*: 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। *bvixi ¶gZvqb* : 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। *wewfbœ dviv‡g bvixi AskMÖnY* : 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। *bvixi wbivcËv I Aevna PjvPj wbwðZ Kiv*: পাবলিক স্পেস সমূহে নারীর অবাধ চলাফেরা নিশ্চিত করা এবং পরিবারে ও সমাজে (পাবলিক ক্ষেত্রসমূহ) 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 ৷ *cwiexjfjY I gj¨uqY* : নারী-পুরুষ সমতা সংক্রান্ত বিষয়সমূহের ক্ষেত্রে পরিবীক্ষণ ও মূল্যায়ন জোড়দার 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 ৷ *buixi mguRK ghP v eys :* নারীর সামাজিক মর্যাদা বৃদ্ধিকল্পে প্রয়োজনীয় ব্যবস্থা/পদক্ষেপ নেয়া হয়েছে কিনা (উদাহারণস্বরূপ, বাল্য বিবাহ ও যৌতুক প্রথা 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 ৷ *buixi AvBb I wePvi cÖÕ* : 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 ৷ *Z_¨ cÖhy³i t¶ÎÎ buixi cÖk¶Y* : 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 ৷ *mvsmZv I wbh©Zb num*: নারীর উপর সহিংসতা ও নির্যাতন হ্রাসকল্পে কি পদক্ষেপ/ব্যবস্থা নেয়া হয়েছে বা কিভাবে পারিবারিক ও পাবলিক স্পেসসমূহে নারীর উপর সহিংসতা/নির্যাতন 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 Kj vg 9 Ges 10 ciY vb‡`©kKv
(bvixi AMMwZi cÖ‡ve hvPvB Gi †MÖW15)

বাজেট কাঠামোর দ্বিতীয় ভাগের 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/সংস্থাসমূহ তাদের সকল প্রকল্প ও কার্যক্রমসমূহের জন্য সম্ভাব্য ব্যয়ের প্রাক্কলন তৈরী করবে। মন্ত্রণালয়/বিভাগ এবং অধিদপ্তর/সংস্থাসমূহ 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 উলেখ করতে হবে। দ্রারিদ্র নিরসন এবং নারী উন্নয়নে কোনো প্রকল্প/কর্মসূচির যদি সরাসরি কোনো প্রভাব না থাকে সেক্ষেত্রে সংশিষ্ট কলামে দয়া করে '০' নির্দেশ করুন। কিন্তু যদি তা সম্পূর্ণরূপে দারিদ্র নিরসন এবং নারী উন্নয়নে লক্ষ্যভিত্তিক হয়ে থাকে তবে সংশিষ্ট কলামে '১০০' প্রদান করতে হবে। অন্যান্য প্রকল্প/কর্মসূচির ক্ষেত্রে দারিদ্র নিরসন এবং নারী উন্নয়নে বরাদ্দের ভিত্তিতে ১-৯৯% এর মধ্যে যেটি যুক্তিযুক্ত 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 cÖ‡Pvi gvÎv (Degree) wb‡`©k Kivi †¶‡Î we‡eP¨ welqmgn
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 দরিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষ কোনো প্রভাব ফেলবে না।

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 *cÖ‡Íei gvÎv (Degree) ‡h¸‡jv we ãviaxq wbf©i‡hvM¨ welq¸‡jv*
The benefit is between **1-33 percent** *Ô1-33'*	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/ কর্মসূচীসমূহ দরিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে ন্যুনতম/স্বল্প প্রভাব ফেলে সে সব প্রকল্পের ১–৩৩ শতাংশের মধ্যে থাকবে।
The benefit is between **34-66 percent** *Ô34-66'*	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/ কর্মসূচীসমূহ দরিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে মধ্যম প্রভাব ফেলে, সেগুলোকে ৩৪-৬৬ শতাংশ প্রদান করতে হবে।
The benefit is between **67-99 percent** *Ô67-99'*67-99:	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 দরিদ্র জনগোষ্ঠী/নারীর সামগ্রিক কল্যাণে প্রত্যক্ষভাবে তাৎপর্যপূর্ণ ও টেকসই প্রভাব ফেলে, সেগুলোকে ৬৭-৯৯ শতাংশ প্রদান করতে হবে।
The benefit is **100 percent** *Ô100'*	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 হ্রাস/ নারীর উন্নয়ন ত্বরান্বিত করার সুনির্দিষ্ট লক্ষ্য রয়েছে এবং নারী সমাজ/ বিভিন্ন দরিদ্র জনগোষ্ঠী প্রকল্প/ কর্মসূচির উপকারভোগী হিসাবে সুস্পষ্টভাবে চিহ্নিত।