



Units 3-8 have been about getting to grips with knowledge – about the GMS, about sectors and about key GMS mechanisms and processes. They have been about understanding concepts and approaches, looking at practices and finding out where data and information are and how to access them. The units have also been about what's involved in change management and gender training. But turning knowledge into action – to establish a GMS, to work as a gender focal point or to manage change – involves specific skills and attitudes. This unit builds on the learning about change management, capacity building, facilitation and training in Units 7 and 8 to help you:

- identify the skills and attitudes required to put knowledge about gender mainstreaming into practice
- assess your own strengths and weaknesses in terms of skills
- identify sources of further training and development

First – without looking at the next page – brainstorm the skills you think someone needs to apply knowledge about gender mainstreaming. Try and come up with at least five skills.

1
2
3
4
5

### ACTIVITY

At a workshop held in Vancouver in May 2002, a group working on the development of this Toolkit came up with the list on the next page. It is almost an A-Z of skills (starting with A and ending with Z, but with a few gaps in-between). Look down the list and tick those skills you have experience of.

## ACTIVITY

### Skills A – Z

- access information
- advocacy
- build partnerships
- capacity building
- chair meetings
- communicate well
- contract others
- deal with resistance
- draw on allies
- draw on other people's skills
- draw others into the process
- facilitation
- find and brief gender trainers
- gender analysis
- gender planning
- identify and use best practices
- influence + influence upwards
- leadership
- lobbying
- manage change
- marketing
- networking
- package materials
- package oneself
- process management
- process skills
- project management
- public speaking/presentations
- put together materials (briefings, handouts, etc)
- recognise both women's and men's needs
- relate to bureaucracy
- relate to senior management
- set priorities
- strategic planning
- think strategically
- time management
- use audio-visual equipment
- use information and communication technologies (ICTs)
- work collaboratively
- zoom in on problems

You can probably think of others.

Some key skills are networking, advocacy and lobbying. These are looked at in the next sections, which give practical tips for using them effectively.

## Networking

Networking is fundamental to effective gender mainstreaming. It is essential for gender advocates to work collaboratively with others both inside and outside their organisation. Networking provides both personal and professional support.



### Gender working parties

- When there is recognition that gender is an issue
- Involve a range of staff in developing strategies
- Individual members represent the interests of different departments
- Possible tasks: developing a gender mainstreaming policy or training strategy; implementation and monitoring of a gender policy

### Focal point networks

- Usually co-ordinated by the national women's machinery
- Link together staff from different ministries and departments
- A forum for developing strategies, building capacity and providing personal and professional support

### Informal support networks

- Valuable in the early days of trying to mainstream gender within an organisation
- Staff involved form an informal support network of like-minded people
- People participate as individuals, not as organisational representatives
- Members choose to be part of the network and trust each other
- Informal networks provide much needed personal support and an environment to brainstorm ideas, reflect on experiences and recover from disasters!

### Donor gender networks

- Co-ordinate the work of different donors to avoid duplication
- Share approaches to mainstreaming gender and local information

### Formal internal networks

- Networks recognised by the organisation(s) involved
- People attend in their professional capacity and report back

# NETWORKS

### Electronic networks

- A number of gender and development e-mail networks exist
- A useful opportunity to share experiences
- But access restricted to those who have the necessary resources

### Advocacy networks

- In the context of National Policy Frameworks, individual staff and organisations have limited power *on their own* to influence the agenda, so networking is essential

### Internal with external

- Focal staff within government and development organisations need to communicate with constituents outside the organisation, e.g. women's organisations, gender equality advocates and research centres
- This enriches the knowledge available internally, broadens the influence of outside organisations, provides moral support to internal advocates and can increase their leverage

### External pressure groups

- Effective mainstreaming requires sustained pressure by women, women's movements and their allies
- Otherwise mainstreaming is prey to changes in personnel and interests
- Women need collectively to develop approaches to influence decision-making

## Tips for effective networks

- *Think through the membership* – what each member will contribute and gain; what will make the group work.
- *Clarify the need and goal* – agree on the direction for the group.
- *Provide good leadership* – committed, facilitative and inclusive.
- *Communicate with members* – regular meetings, good agendas and minutes.
- *Run effective and efficient meetings* – a sense of progress towards the goal, members' views to be heard and consensus on decisions.
- *Have a clear, realistic and agreed action plan* – bearing in mind members' resources, time, opportunities, skills, knowledge and influence.
- *Aim for concrete results* – modest expectations and tangible progress are more motivating than ambitious goals with no clear strategy.

## Advocacy and lobbying

Advocacy means pleading for, or supporting a cause, while lobbying involves campaigning for policy and legislative change.

The role of **gender advocates** is to persuade those in power to take gender equality and women's empowerment seriously. Gender advocates can be men or women, and individuals or organisations. They may undertake this responsibility as part of their designated role or from choice.

<b>Government-based advocates...</b>	<b>Civil society-based advocates...</b>	<b>Donor-based advocates...</b>
<p>...are often constrained in their room for manoeuvre</p> <p>...but are able to participate in or have access to internal government processes</p>	<p>...are often freer to express their views</p> <p>...but their influence over government decision-making will depend on factors such as the government's acceptance of gender equality as a goal and the presence of internal gender advocates with a similar agenda</p>	<p>...are often in a powerful position to influence the planning agenda in the context of donor-funded projects</p> <p>...but gender mainstreaming is a complex process of negotiation involving multiple stakeholders, who all need to work to identify strategic entry points</p>



## Advocacy and lobbying tips

<p><b>1 Identify your allies</b></p> <ul style="list-style-type: none"> <li>internally</li> <li>externally</li> </ul>	<p><b>2 Strategise collectively</b></p> <ul style="list-style-type: none"> <li>SWOT analysis (identify strengths, weaknesses, obstacles and threats)</li> <li>identify the aim, objectives and activities</li> </ul>
<p><b>3 Inform yourselves about gender issues affecting beneficiary groups</b></p> <ul style="list-style-type: none"> <li>existing information/secondary sources</li> <li>new research</li> <li>participatory consultation process</li> </ul>	<p><b>4 Inform yourselves about the processes/organisations you are aiming to influence</b></p> <ul style="list-style-type: none"> <li>what is the organisational mission/vision?</li> <li>who holds the power?</li> <li>who influences decisions and how?</li> <li>what are the decision-making points and processes?</li> <li>what is their current approach to gender issues?</li> </ul>
<p><b>5 Identify your 'entry points'/ points of leverage</b> <i>Why should they take any notice of what you say?</i></p> <ul style="list-style-type: none"> <li>policy commitments?</li> <li>links to their organisational vision/mission?</li> <li>allies in influential positions?</li> <li>votes?</li> <li>new research findings?</li> <li>donor conditionality?</li> </ul>	<p><b>6 Target your messages and resources</b></p> <ul style="list-style-type: none"> <li>make choices/co-ordinate efforts</li> <li>focus on arguments likely to appeal to your target organisation – think like they think</li> <li>focus on the solution not the problem</li> <li>focus on what's achievable</li> <li>make practical suggestions</li> </ul>
<p><b>7 Build your support base</b></p> <ul style="list-style-type: none"> <li>networking</li> <li>strategic alliances</li> <li>media campaigns</li> </ul>	<p><b>8 Build capacity</b></p> <ul style="list-style-type: none"> <li>participatory policy development</li> <li>training and guidelines</li> <li>systems and procedures</li> <li>review processes</li> <li>staff accountability</li> </ul>

(Based on Derbyshire, 2002 and a PowerPoint presentation prepared by Helen Derbyshire.)

Now think about whom you could network with and why.

## ACTIVITY

List the names of people you think could be most useful and helpful as contacts:

## Putting skills into practice

The next activity will get you thinking about applying particular skills to the gender mainstreaming processes and tasks looked at in earlier units. For each of the following tasks, identify from the list of Skills A-Z earlier in this unit at least three skills you think you would need for a successful outcome.

## ACTIVITY

Task	Skills needed
Carrying out a stakeholder analysis	
Developing a gender action policy/plan	
Doing a gender impact assessment of a policy proposal	
Doing a gender-sensitive consultation	
Doing a gender audit of a ministry's programme	
Organising a gender training for senior management	



## How do you rate yourself?

This activity asks you to reflect on your own skill level and identify your own skills development needs. Here's the A-Z of skills again, but this time grouped under headings. Look at the skills and rate yourself for each on a rising scale of 1-3

- 1 = I can't do this
- 2 = I can do this, but need to improve
- 3 = I can do this well

		1	2	3
<b>People</b>	build partnerships			
	capacity building			
	chair meetings			
	communicate well			
	contract others			
	deal with resistance			
	draw others into process			
	draw on allies			
	draw on other people's skills			
	facilitation			
	influence + influence upwards			
	leadership			
	lobbying			
	manage change			
	networking			
	relate to bureaucracy			
relate to senior management				
recognise both women's and men's needs				
work collaboratively				
<b>Information/ practical</b>	access information			
	find and brief gender trainers			
	identify and use best practices			
	marketing			
	package materials			
	put together materials (briefings, handouts, etc)			
use audio-visual and ICT equipment				
<b>Self- management</b>	package oneself			
	public speaking/presentations			
	time management			
	zoom in on problems			
<b>Project management and gender- specific skills</b>	gender analysis			
	gender planning			
	process management			
	process skills			
	project management			
	set priorities			
	strategic planning			
	think strategically			

### ACTIVITY

From this self-assessment, highlight on the list five skills you need to improve as a priority.

## Developing your skills

Now think about how you can improve these five skills. Where can you get further training and development?

- formal training
- informal training (working alongside someone, observing)
- guidance from manager
- help from peers/networks
- reading and self study (e.g. management and training materials)
- other?

Make notes about:

where you can get further training and development

who will be involved

action you need to take to set things in motion

### ACTIVITY

## What kind of person?

Finally, what kind of person does all this add up to? What about their attitudes and values, as well as their knowledge and skills? If you were writing a job advertisement for a gender focal point, what qualities would you list in the person specification? Or what sort of person would you hope for as a colleague? The Vancouver workshop mentioned above came up with the attitudes and values in the box on the next page. Add more of your own.



## ACTIVITY

**“We want someone who is ...”**

adaptable

brave

daring

sensitive

forward looking

aware of policy/decision-making environment

open

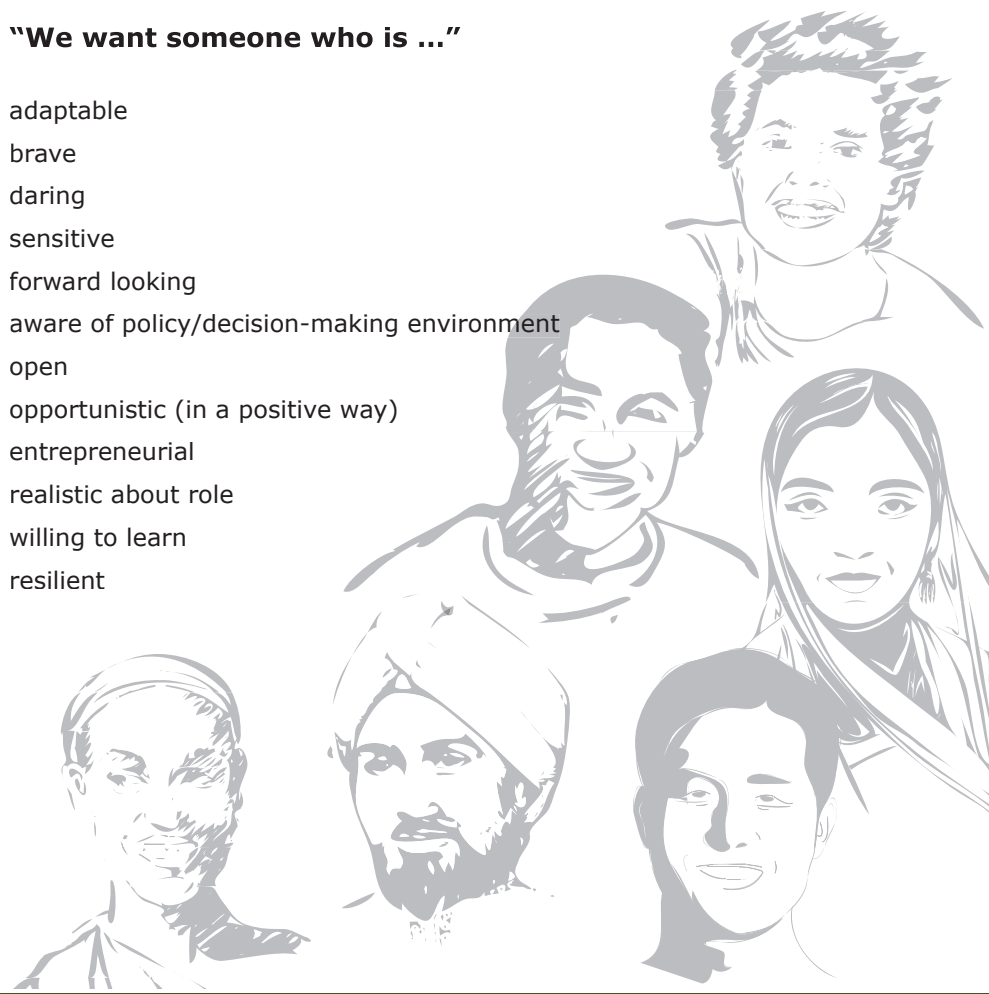
opportunistic (in a positive way)

entrepreneurial

realistic about role

willing to learn

resilient



### Checklist

- Identify the skills and attitudes required to put knowledge about gender mainstreaming into practice.
- Assess your own strengths and weaknesses in terms of skills.
- Identify sources of further training and development.





***Use this page to make notes.***