



FEDERAL TVET AGENCY

***BASIC AGRICULTURAL PRODUCTION AND NATURAL
RESOURCES CONSERVATION***

LEVEL I

Learning Guide #1

UNIT OF COMPETENCE: Support Gender Mainstreaming and HIV/AIDS Initiatives.

MODULE TITLE: Supporting Gender Mainstreaming and HIV/AIDS Initiatives.

LG Code: AGR BAN1 M 16 LO1 LG1

TTLM Code: AGR BAN1 TTLM16 0919V1

LO2: Perform gender and HIV mainstreaming

Sep, 2019

Bahir Dar

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ✓ Create conducive situation.
- ✓ . Initiate Involvement of community.
- ✓ Arrange and conduct awareness creation program
- ✓ Prepare checklist

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to:**

- Create Conducive situation with consideration of cultural diverse community based on organizational guidelines.
- Initiate Involvement of community is based on organizational guidelines.
- arrange and conduct Awareness creation program is through involvement of community leaders based on work place procedures
- prepare Checklist is based on guidelines as directed by supervisor
- evaluate Effectiveness of awareness raising based on checklist

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below 3 to 6.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -6, 9, 12 and 14** respectively.
5. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” **in page -15.**
6. Do the “LAP test” **in page – 16** (if you are ready).

Information Sheet-1	Create conducive situation.
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1.1.Introduction to the module

Definition of terms and gender related concepts

- **Sex** - *biologically defined *unchanging *determined by birth *universal
- **Gender** –the role and responsibility of women and men that are created in our families, our societies and our cultures.
- **Gender socialization** is the process of learning what is considered appropriate behavior for male and females in a given culture.
- **Gender role-** is practices and activities carried out by men and women which lead to socially constructed division of labor.
- **Gender division of labor-** is the result of how society divides work among men and women according to what is considered suitable or appropriate.-*reproductive *productive *community work.
- **Gender identity-** is the way one perceives one’s male or female being .It is psychologically and culturally determined.
- **Gender mainstreaming-** is an approach used to include women’s and men’s needs and experiences into the design, implementation, monitoring and evaluation of policies and programs in all political, economic, religious and societal spheres so that women and men benefit equally, and inequality is not perpetuated.

The Difference between Gender and Sex

Sex	Gender
✚ Fact of human biology	✚ The result of social construction
✚ What we born with	✚ Happens post birth
✚ Is being born as men or female	✚ Is the relations between men and women
✚ Universal /constant across different cultures and societies.	✚ Differ from culture to culture
✚ Unchanged/permanent, constant or static across time)	✚ Change over time due to social, economic or political change
✚ Naturally /biologically determined	✚ Learned(result of socialization)
✚ Agent is nature	✚ Agents are parents, teachers ,peers, school, media, language, religion, play art and music etc.

The Difference between Gender and Sex

1.2 Gender Equality and Gender Equity

Gender equity means fairness of treatment for women and men, according to their respective needs including equal treatment in terms of: rights, benefits, obligations and opportunities. It means that equality of outcome/results. It takes into account the different situation of women and men/ girls and boys come into. E.g. Affirmative action

Equity leads to equality

Gender equality refers to having the same status, right and opportunities for women and men. It does not mean “sameness” of women and men, but that women and men must have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. De jure equality (formal equality) refers to equality under the law. De facto equality refers to equality in practice.

1.3 Elements to be considered in the situation analysis

Effective programming for women and girls must be based on understanding the local cultural and social contexts of the AIDS epidemic in the country, and adapting HIV strategies and programs accordingly. Recognizing the unique nature of every country context, the following are key elements in conducting a gender analysis of women and girls' vulnerability to HIV/AIDS. These considerations are important whether the local epidemic is concentrated or generalized.

1. Harmful gender norms and practices:

Gender norms refer to learned and evolving beliefs and customs in a society that define what is “socially acceptable” in terms of roles, behavior’s and status for both men and women. In many places, gender norms related to masculinity allow men to have more sexual partners than women, and encourage older men to have sexual relations with much younger women.

Norms related to early marriage and femininity prevents women and girls from having control over their own bodies and a say in sexual and reproductive decisions. This can prevent women and girls from accessing HIV information and services and from negotiating safer sex with their partners. In some places, traditional practices such as "widow inheritance" and "dry sex" can increase women's vulnerability to and risk of HIV.

2. Violence against women:

Violence (physical, sexual and emotional) increases their vulnerability to HIV in several ways: forced sex can contribute to HIV transmission due to tears and lacerations resulting from the use of force; violence or fear of violence can prevent women from asking their partners to use condoms or refusing unwanted sex, and from learning and/or sharing their HIV status if the results turn out positive. Some women living with HIV may also experience violence as a consequence of disclosing their status.

3. Barriers in access to services:

Women and girls face many barriers in accessing HIV/AIDS information and services, including:

- ✚ Limited mobility and autonomy in making health decisions;
- ✚ Prioritization of health needs of male family members and children over their own;
- ✚ Lack of access to economic resources;
- ✚ Child-care and care giving responsibilities; and,
- ✚ A culture of silence related to sexual and reproductive health, including HIV/AIDS.

4. Burden of care:

Women assume the major share of care giving in the family including for those living with and affected by HIV. This is often unpaid, unsupported and is based on the assumption that this is a role that women "naturally" fill. The heavy burden of care can affect the caregiver's and family's health and nutrition.

5. Stigma and discrimination:

Women living with HIV may be blamed for bringing HIV into the family, and for being immoral and breaking sexual norms. They may also face particular stigmas related to pregnancy and childbirth - for example, to be held responsible for infecting their children. Negative consequences of HIV disclosure for women include abandonment by their partners and violence. Some women may also be tested and their results disclosed without their consent, which could further contribute to stigma and discrimination against them.

6. Lack of economic security:

In many countries, women do not have property and inheritance rights, and lack access to and control over other economic resources (e.g. land ownership, assets, employment, and household assets). Many women, especially those living with HIV, lose their homes, inheritance, possessions, livelihoods and even their children when their partners die. This forces many women to adopt survival strategies that increase their chances of contracting HIV.

7. Lack of education for girls:

Attending primary school makes young people significantly less likely to contract HIV. When young people stay in school through secondary level, the education's protective effect against HIV is even more pronounced. This is especially true for girls, who, with each additional year of education, gain greater independence, are better equipped to make decisions affecting their sexual lives, and have higher income earning potential – all of which help them stay safe from HIV. Schools also provide an opportunity to teach comprehensive, age appropriate life-skills based HIV/AIDS education that addresses gender norms, sexual decision-making and gender-based violence.

Self-Check 2	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. define gender, sex and gender mainstreaming?(5pts)

Note: Satisfactory rating – 2.5 points Unsatisfactory - below 2.5 points

You can ask you teacher for the copy of the correct answers

2.1 Unemployment and gender

In April 2006 the overall unemployment rate was 16.7 percent. Unemployment is more a problem to women than men. The unemployment rate among men and women are 11.5 percent and 22.1 percent respectively. Most unemployed women are reported to have no previous work experience, while more than three-fifth of unemployed men had previous work experience.

3.2 The Role of UN Organizations and NGOs in Improving Women Status

United Nations (UN) Organizations

The UN organizations such as UNDP, UNICEF, WFP and African Center for Women, Economic Commission for Africa play immense role in improving women's status in Ethiopia. The major focus of the UN organizations in improving women's status, include:

- Poverty reduction,
- Promotion of equal rights of women and children,
- Provide food aid for vulnerable women and children,
- Mainstream gender,
- Support the implementation of the UN resolutions,
- Conventions concerning gender equality,
- Advocacy and policy analysis for gender mainstreaming women support,
- Mainstream gender issues in all operation, and provide access to food,
- Information dissemination on gender.

Bi-lateral organizations such as Canadian International Development Agency (CIDA) also play important roles in mainstreaming gender, governance and democracy, integration of women as full beneficiaries all CIDA funded projects.

3.3 Non-Governmental Organizations

The NGOs currently working on improving women's status in Ethiopia include Action Aid Ethiopia, Agency for Co-operation and Research in development (ACORD), Care International

in Ethiopia, Catholic Relief Service (CRS), Cheshire Foundation Ethiopia (CFE), Christian Children's Fund Inc. (CCF), Concern, Ethiopian Evangelical Church Mekane Yesus (EECMY), Save the Children Fund/UK (SCF/UK), SOS Sahle International/UK (SOS SAHEL), World Vision International/Ethiopia (WVI/E), etc.

The major activities of the NGOs in improving the status of women include:

- Ensure social Justice,
- Integrate gender issues training, stopping violence against women,
- Construction of stoves,
- MCH and family planning,
- Rural water development, Hand dug wells, pond construction, spring capping and protection,
- Income generation schemes,
- Integrated water, health and sanitation, and
- Saving schemes.

Self-Check 2	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Writ NGOs work in gender issues ? (2pts).

Note: Satisfactory rating – 17.5 points Unsatisfactory - below 17.5 points

You can ask you teacher for the copy of the correct answers

3.1. Gender-responsive programming

Specifically, in order to integrate or mainstream gender into HIV/AIDS programs and reduce

- Vulnerability to HIV,
- Programs must take into account the specific needs of men, women, girls and boys with respect to both biological/sex differences and,
- Sociocultural gender differences

Programs should also promote both gender equality and health equity and should be grounded in a rights-based approach. This requires challenging harmful sociocultural norms and stereotypes related to masculinity and femininity. Another concept critical to gender-responsive HIV/AIDS programming is that of sexuality. Taboos related to sexuality exacerbate the spread of HIV/AIDS, and gender influences sexuality and HIV risk in several ways.

Gender-related beliefs, customs and practices vary in the lives of women and men, and within and between cultures. Gender roles are often unequal and hierarchical. Women generally do not have equal access to resources such as money, power and influence, relative to men. In most societies, what is defined as “**masculine**” is more highly valued than what is defined as “**feminine**”. This gives rise to gender inequalities.

The following examples show how gender inequalities affect HIV/AIDS programs.

- ✚ Women may not have the power to negotiate condom use with their partners. Risk reduction counseling that does not empower women may be less effective than HIV/AIDS programs that provide skills to negotiate safer sex.
- ✚ Women are often fearful that abandonment or violence would occur if they disclosed their HIV status to their partners, and this is a barrier to HIV testing.
- ✚ In many societies, women need permission from partners and families to seek health care, which reduces their access to health services, including those for HIV.

3.2. Practical versus strategic needs

To plan programs and services from a gender perspective an important distinction is made between practical and strategic needs.

The **practical needs** of women are those that correspond to their immediate, perceived necessities.

For example, practical needs arise out of women's responsibility for the health and well-being of their families.

- Providing good quality,
- Easily accessible health-care services, and
- Ensuring easy access to clean water would be considered as meeting women's practical needs.

Likewise, HIV/AIDS services that are easily accessible, confidential, clean, and have well trained staff would be considered as meeting women's practical needs.

The **strategic needs** of women are those that are related to their position as subordinate to men in society. These needs relate to the gender division of labor, power and control, and include issues such as legal rights, violence, equal wages and women's control over their bodies.

Therefore, programs, policies or services that meet women's strategic interests go a step further than those that only respond to women's practical needs. In addition to meeting women's basic necessities, such programs and services also seek to challenge and transform existing harmful gender roles and stereotypes and women's subordination to men.

For example, beyond providing male and female condoms to women, HIV/AIDS programs and services considered as meeting women's strategic needs would also teach skill:

- To negotiate safe sex,
- Make women aware of their rights and risks related to HIV, and
- Would involve and support men to take responsibility for safer sex.

While it is important that women’s practical needs be met, this alone will not transform their situation. Therefore, actions to also address their strategic needs are equally important if they are to have lasting benefits.

Practical needs vs. Strategic needs

Practical needs	Strategic needs
<ul style="list-style-type: none"> ✚ Tend to be immediate ,short term ✚ Specific to certain women: food, housing, income, children’s health, etc. ✚ Easily identifiable by women ✚ Can be satisfied by accurate/precise elements: food, hand pumps, clinics <p>The satisfaction of practical needs</p> <ul style="list-style-type: none"> ✚ Tend to make the women beneficiaries and sometimes participants ✚ Can improve women’s living conditions ✚ Generally, does not change the traditional roles and social relations 	<ul style="list-style-type: none"> ✚ Tend to be long term ✚ Common for all women ✚ Are related to a subordinate position: lack of resources and of education and training, vulnerability to poverty to poverty and violence, etc. ✚ The foundation that explains the subordination as well as the potential for change is not always easily identifiable by women ✚ Can be satisfied by confidence building, improved self-confidence political mobilization, strengthen of women’s organizations, etc. <p>The satisfaction of strategic needs</p> <ul style="list-style-type: none"> ✚ Tend to make the women agent of change or empower them to become agents. ✚ Can improve the situation the women has in the society ✚ Can give more power to women and transform the social relations

Table The difference between Practical and Strategic Needs

3.3. Principles for gender-responsive programming

The principles for gender-responsive programming are based on a quality-of-care framework, which places the client at the center of programming and service delivery.

This framework emphasizes:

- The importance of technical standards,
- Positive attitudes on the part of health-care providers, and
- Increase the client access to information about services.

It is applicable to public and private sector programs in clinical as well as community-based settings. The framework specifies that provision of good quality care needs to take into account the specific needs of women and men, and promote and respect the human rights of clients.

For example, it is important to consider how gender norms affect women's lives and health, and how providers' own attitudes towards gender equality can affect their interactions with their female clients. Likewise, health programs must enable staff to promote and protect their clients' rights to informed consent, informed choice, respectful and non-discriminatory treatment, and confidentiality, as well as to sexual and reproductive health.

3.4. Core principles for HIV/AIDS programming

HIV/AIDS programs and services must be governed by the following core principles:

Non-Discrimination: Treat all clients fairly, regardless of age, sex, sexual orientation, gender identity, ethnicity, religion, class, occupation and mode of transmission.

Informed Choice: Enable clients to make well-considered, voluntary decisions by providing a full range of information and options related to their health care.

Informed Consent: Provide sufficient information about medical procedures and tests to ensure that these are understood, and respect the individual's autonomy in making fully informed decisions.

Confidentiality: Ensure that all medical records and information are kept confidential. Only health-care professionals with a direct role in the management of clients' or patients' cases should have access to such records, on a need-to-know basis.

Respect for All: Each program stakeholder and beneficiary must be treated with respect and dignity.

Access for All: Make services accessible to as many people as possible with regard to availability, affordability and acceptability.

Working in Partnership: Build partnerships between government and civil society, and among all social sectors, both public and private.

Linking Prevention, Treatment and Care: Build comprehensive programmes by linking HIV prevention, treatment and care services, as well as other related health services needed by clients.

Meaningful Participation and Inclusion of People Living With HIV and Other Affected

Groups: Actively involve people living with HIV in all aspects of the design, planning and delivery of programs.

Promoting the Rights of Individuals and Groups: Promote, respect and enforce the human rights of clients or patients, including:

- The right to adequate health information, and
- Reproductive rights.

Fostering Accountability: Foster the accountability of all staff, including: Program managers and decision makers, for the achievement of gender-related goals and objectives.

Empowering Communities: Contribute to the creation of an enabling environment for clients by empowering individuals and communities through outreach and community education about HIV/AIDS and related gender inequalities. Vulnerable Groups of Females and Males at the Center of HIV/AIDS Programs

- | | |
|--|--|
| ❖ Commercial sex workers and their clients | ❖ Prison population |
| ❖ Health workers | ❖ Sexually-transmitted infections (STI) clinic attendees |
| ❖ Injecting drug users | ❖ Teachers |
| ❖ Long distance drivers | ❖ Tourism workers |
| ❖ Migratory workers | ❖ Uniformed personnel |
| ❖ Males who have sex with males (MSM) | ❖ Young girls and boys |
| ❖ Orphans and vulnerable children | ❖ Disabled women and men |
| ❖ Pregnant women | |

3.5. Addressing gender inequalities in overall program design and service delivery

The following broad program components, and the specific actions suggested within each of these components, will assist in creating a supportive environment for the integration of gender across all types of HIV/AIDS programs. They apply to programs for HIV testing and counseling, HIV treatment and care, and home based care.

- Integrate gender analysis and gender-responsive actions into programmer design.
- Build the capacity of program staff to respond to gender inequalities.
- Reduce barriers to access to HIV/AIDS services.
- Promote women’s participation.
- Develop gender-sensitive monitoring and evaluation.
- Advocate for gender-responsive health policies.

Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention Core principles for HIV/AIDS programming? (5pts)

Note: Satisfactory rating – 2.5 points Unsatisfactory - below 2.5 points

You can ask you teacher for the copy of the correct answers

1. Use checklists to identify interventions that address female and male vulnerability

The HIV/AIDS epidemic is driven by a complex mix of factors, including

- Poverty,
- Cultural norms,
- Sexual norms,
- Violence,
- Legal frameworks and
- Physiological factors

In a given context, different groups may be more or less vulnerable or at risk than others. Many HIV/AIDS programs target “vulnerable and at-risk groups,” often without necessarily differentiating between males and females within such groups. In determining what gender-sensitive policies and strategies to adopt and which interventions to implement, it is important to pinpoint exactly which risk or vulnerability factors are at play and for which group of men or women?

A gender-sensitive HIV/AIDS intervention is one that targets different groups of vulnerable and at-risk groups of males and females with specific interventions that address their needs, as well as those of partners and others with whom they interact. The following three checklists contain examples of interventions that address the different risk and vulnerability factors affecting females, males, and adolescents, respectively:

Checklist of appropriate interventions to address female vulnerabilities & risk factors

1. Reducing Poverty and Economic Dependency

- Improve women’s access to education and training in the long-term and paid employment in the short term, for example, programs to retain girls caring for HIV-positive parents in school.
- Alter inheritance and property laws/customs that impede women from gaining access to property and resources, particularly after the death of the husband,

- Include income generating/livelihood activities for HIV-positive women in HIV/AIDS projects,
- Help commercial sex workers (CSWs) to demand 100 percent condom use from all clients and assist them to transition into other income-generating activities,
- Incorporate social and economic support for people living with HIV/AIDS (PLWHA), including home-based care,

2. Addressing the Negative Effects of Cultural Norms

- Focus on reducing the stigma associated with HIV/AIDS at national, regional and local levels and involve the media.
- Develop locally appropriate and culturally sensitive Mother-to-Child-Transmission (MTCT) prevention communication strategies that address denial, stigma, fear, gender roles and victimization,
- Encourage influential members of the government and community to speak up about AIDS and provide active leadership,
- Incorporate social and economic support for PLWHA, including home-based care, in HIV/AIDS projects, e.g., provide incentives for males to participate in care giving,
- Offer financial, social support and training and education opportunities to female AIDS orphans to prevent a recurring cycle of poverty and infection,

3. Changing Sexual Norms

- Provide sex education to both girls and boys, starting at an early age, before they become sexually active,
- Educate adults, adolescents, and children about gender relationships, negotiating safe sex, and the rights of both men and women to request condom use, or to say “no” to unwanted or unsafe sex,
- Provide training to educators, health care professionals, and government and community leaders about HIV/AIDS,
- All training should include a section on how gender norms and gender inequalities create different vulnerabilities for men and women.
- Make condoms accessible to all, including young girls, in ways that do not stigmatize users for sexual activity. Make female condoms more available, accessible and affordable.
- Encourage open discussion of sex, focusing on educators, parents, health care professionals, and government/community leaders.

4. Reducing Violence against Women

- Train Voluntary Counseling and Testing (VCT) counselors to ask questions about partner violence and develop safe disclosure plans for individual clients. For example, AIDS counselors should know how to refer clients who fear partner violence to support services.
- Develop and test community-based interventions that raise awareness and change norms about violence. Encourage the development of an ethic of responsibility among men and women for the health and well-being of their sexual partners and children as the foundation of efforts to prevent both violence and HIV transmission.
- Commission studies that examine the prevalence of violence against women and its relation to HIV/AIDS transmission.
- Encourage community groups/organizations that deal with violence against women to join HIV/AIDS projects, and support the formation of such groups.
- Enact and enforce laws that punish perpetrators of violence against women and help women leave risky and violent relationships. Governments need to enforce international conventions and national laws designed to protect women from violence.
- Train authorities to be more sensitive to issues regarding violence against women.

5. Improving Laws, Law Enforcement, and Legal Access

- Implement legal literacy programs and legal aid services to promote and enforce women's rights under customary and statutory law.
- Enact and enforce laws that protect women from violence.
- Improve legislation governing inheritance and property, so that women have property rights regardless of their marital status.
- Train judges, police and other legal and judicial system personnel to be more sensitive to issues regarding sexual violence against women.
- Enact and enforce laws that allow adolescents to participate in VCT programs.

6. Addressing Physiological Factors

- Make both female and male condoms accessible to all, including young girls, in ways that do not stigmatize them for sexual activity.

- Educate women about HIV/AIDS and other STDs, including how to negotiate safe sex, and encourage them to seek testing/treatment.
- Test and treat women for STDs in ways that avoid disclosure or embarrassment.

7. Ending Female Genital Mutilation

- Enlist community organizations/leaders in the fight against FGM. This is especially important because many people who favor the practice view the fight against it as “Westernization,” or as imposed by the international community.
- Educate communities about the dangers of FGM.
- Encourage alternative roles and offer alternative income and livelihood possibilities for traditional cutters.
- Support legislation that prohibits FGM.

Self-Check 2	Written Test
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Name: _____ Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention factors driven The HIV/AIDS epidemic? (5pts)

Note: Satisfactory rating – 2.5 points Unsatisfactory - below 2.5 points

You can ask you teacher for the copy of the correct answers

5.1. Activities to be considered

Addressing gender inequalities in HIV/AIDS programming can be done in at least two ways:

1. through specific interventions that promote gender equality in sectors such as health, education, and legal affairs; or,
2. By integrating gender into standard HIV/AIDS interventions such as PMTCT, HIV testing and counseling, and health systems strengthen.

Where countries already have national HIV/AIDS strategies or plans that specifically address gender inequalities and/or national plans or strategies to address gender inequalities more broadly, these should be taken into account in program design. The following are essential elements for gender-responsive programming:

1. Collect and use sex and age disaggregated data for all key epidemiological and program indicators in order to shape programming and facilitate better monitoring and evaluation of the impact of programs on women and girls. Conduct gender analysis of the underlying factors driving the epidemic as described above. These are a minimum requirement for sound evidence-based gender responsive HIV/AIDS programming.

2. Build capacity for understanding and addressing links between gender inequalities and HIV/AIDS at various levels (regional, national, sub-national) targeting various stakeholders (e.g. civil society, CCMs, various line ministries responsible for HIV/AIDS programming, HIV program managers and health care providers). Establish linkages among various Ministries and with civil society organizations working in areas such as education, poverty reduction, violence prevention, and legal reform;

3. Meaningfully involve women's groups, young people, people living with HIV, especially women living with HIV, and people with gender expertise in the program design, project implementation and in decision-making bodies such as CCMs;

4. Specify activities, costs and indicators for those elements of the programs that specifically address gender inequalities, matching these to the issues identified through a gender analysis of the epidemic;

5. Include operations research to identify gender-responsive approaches to programming that are most effective; and,

6. Specific activities to address gender inequalities, which could include the following (this is not an exhaustive list, but provides examples of interventions or efforts that promote gender equality): *Gender-responsive strategies in standard HIV/AIDS interventions:*

1. Providing skills to women and girls to negotiate safe sex (e.g. condom promotion efforts that emphasize safe sex skills among target groups including sex workers, young women) (*linked to prevention SDA*);
2. behavior change communication strategies that target harmful gender norms and practices (e.g. mass media or community outreach campaigns that target practice of older men seeking sexual relationships with young girls) (*linked to prevention SDA*);
3. strategies that expand access to HIV/AIDS treatment and care for women living with HIV (e.g. those that are not typically reached through maternal and child health services including single women, migrant women, sex workers, and young women (*linked to treatment SDA*);
4. HIV testing and counseling strategies that address women's fear of violence and other negative consequences in disclosure support through safety planning, mediated disclosure and couple counseling and testing;
5. PMTCT programs that include strategies to increase male involvement, offer reproductive choices to women living with HIV and provide comprehensive treatment, care and support for the mother (*linked to prevention and treatment SDA*).;
6. supporting women in their caregiving role (e.g. community support for women care providers, efforts to involve men in providing care to AIDS affected households) (*linked to care SDA*);
7. reducing barriers faced by women in accessing HIV/AIDS services (e.g. lowering or eliminating user fees, addressing stigma and discrimination in health care settings) (*linked to health systems strengthening SDA*);



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LEVEL I

Learning Guide #2

UNIT OF COMPETENCE: Support Gender Mainstreaming and HIV/AIDS Initiatives.

MODULE TITLE: Supporting Gender Mainstreaming and HIV/AIDS Initiatives.

LG Code: AGR BAN1 M 16 LO2 LG2

TTLM Code: AGR BAN1 TTLM16 0919V1

LO2: Perform gender and HIV mainstreaming

Sep, 2019

Bahir Dar

Instruction Sheet	Learning Guide #2
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ✓ Prepare gender and HIV mainstreaming
- ✓ Assist mainstreaming evaluation and monitoring activities
- ✓ Record results of evaluation
- ✓ Distribute results to appropriate bodies.

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to:**

- prepare and provided Support to the supervisor in preparation of checklist formats to evaluate and monitor the progress of gender and HIV mainstreaming in accordance to the existing policy
- Assist mainstreaming evaluation and monitoring activities
- Record Results of evaluation according to organization’s recording and documentation guidelines.
- distribute results to appropriate bodies in line with the organization’s procedures

Learning Instructions:

7. Read the specific objectives of this Learning Guide.
8. Follow the instructions described below 3 to 6.
9. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
10. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -6, 9, 12 and 14** respectively.
11. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” **in page -15.**
12. Do the “LAP test” **in page – 16** (if you are ready).

Information Sheet-1	Prepare gender and HIV mainstreaming
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1.1. Gender Mainstreaming

The term gender mainstreaming is defined as the process of assessing the implications of any planned action , including legislation, policies or programs/projects, in any area and at all levels for both women and men. Gender mainstreaming implies that **gender is not a separate set of issues**; it is an element of all issues at all levels. Gender mainstreaming is a strategy for achieving gender equality. So that women and men benefit equally and inequality is not perpetuated.

1.2. Importance of Gender Mainstreaming

- It recognizes that gender equality issues exist at all levels and in all sectors;
- It recognizes that gender equality can be achieved by addressing the relationship between women and men;
- It makes the social problem of gender inequality;
- It makes full use of human resources, by recognizing women and men with similar capacities and opportunities;
- Promoting gender equality is a promotion of fundamental human rights and the principles and values of human rights and democracy; and
- It makes possible to gain a better understanding and addressing the needs and interests of different groups of women as well as those of different groups of men.

Who is responsible for Gender mainstreaming?

All including Government, NGO's, community leader, Religious leaders and others must take responsibility for understanding the different roles, responsibilities experiences, and inequalities between women and men in relation to the issue being addressed.

1.3. Principles of Gender Mainstreaming

A. Sense of Ownership

- ✓ The use of communities' potential for change,
- ✓ Encouraging and enhancing community's participation,
- ✓ Respecting and use community's values,

B. Multi-Sectoralism:-Gender inequality affecting individuals, families and nationwide development and all sectors.

C. Focus on Results:-this assures the success of social mobilization

D. Creating Common Sense of Urgency:-Including the achievement of the country's overall development strategy could be made possible as the community develops high feeling of urgency and concern on GE campaign.

E. Promoting equality and protecting Discrimination:-Must be provided with equal rights and privileges to the community and institutions services.

1.4. Types of gender mainstreaming

A) Internal mainstreaming

- An organization mainstreams *gender sensitivity* in all structures which govern the working of the organization itself.
- Gender mainstreaming at the work place is the process tries to eliminate discriminations on the basis of gender. *E.g. -Provide both men and women equal opportunities.*

B) External mainstreaming

- Strategies or programmes that are developed should be in line with the priorities and objectives of the national action framework.
- Where in an organization all its programmes and their components integrate gender analysis. *E.g. -Working with other sectors which are operates on gender.*

1.5. Ten Steps for Mainstreaming Gender into the Policy Making Process

STEP 1 A Mainstreaming Approach to Stakeholders: Who Are the Decision Makers?

Step 1 concerns the people/ Stakeholder group involved in the policy-making process:

- Development partners with a gender equality mandate
- Government, NGOs or CBOs with gender expertise
- Male and female representatives of private sector interests
- Academics or researchers from university Gender Studies Departments
- Politicians who support gender issues

If strong gender imbalance exists among stakeholders (for example, less than 30 percent of one sex), you should take measures to involve more of the underrepresented gender – be it men or women

Stakeholders with gender expertise will help you identify entry points for gender mainstreaming

STEP 2 Mainstreaming a Gender Agenda: What Is the Issue?

During Step 2, you should first identify your main development problem or the subject of your project or policy-making initiative. For example, the subject of your policy-making initiative might be increasing the supply of potable water to rural communities.

STEP 3 Moving Towards Gender Equality: What Is the Goal?

Corrective goals- those goals that correct the gender-blindness of policies and projects

Transformative goals- those goals that integrate a broader commitment to enhancing gender equality through the policy or project.

STEP 4 Mapping the Situation: What Information Do We Have?

Identify what information you have or do not have by mapping exercise in relation to the policy you are addressing in order to know where gaps in your current information base exist.

STEP 5 Refining the Issue: Research and Analysis

During Step 5, you will need to conduct research that will fill in these gaps. This means you need to undertake gender analysis. This phase involves:

- Specifying the research question(s)
- Designing and undertaking the research
- Evaluating and drawing conclusions from the research

STEP 6 Deciding on a Course of Action: Designing Policy Interventions and Budgets

Choosing the “correct” course for policy or project intervention involves balancing a number of crucial considerations, including:

Efficiency – How can I balance desired outcomes with limited resources?

Effectiveness – How much of the situation will I be able to influence through policy intervention, and to what degree?

Gender equality – How and to what extent can I address social and historical disparities between men and women?

STEP 7 Advocacy Strategies: Gender Matters!

Developing advocacy strategies will help you to gain moral and financial support for your gender mainstreaming. Advocacy strategies for promoting gender equality in all projects and policies generally fall into one of the following six categories: *Justice and Equality, Credibility and Accountability, Efficiency and Sustainability (the “macro” dimension), Quality of Life (the “micro” dimension), Alliances and Chain Reaction*

STEP 8 Monitoring: Keeping a (Gender-Sensitive) Eye on Things

Monitoring is about the collection, recording, analysis, reporting and use of information about the implementation of policy/program/project. It is the regular periodic measurement of progress towards policy, program or project objectives.

Tools for monitoring: *Primary sources* (e.g. Interviews, Observation, Questionnaires, Focus group discussion, Stakeholder discussions, *Secondary sources* (e.g. national or local statistical reports), *Participatory techniques* (e.g. social mapping, timelines/time chart, Venn diagram)

STEP 9 Evaluations: How Did We Do?

Evaluation is defined as “periodic assessment of the relevance, performance, efficiency, and impact (both expected and unexpected) of the project in relation to stated objectives.

Four levels of evaluation include

1. Evaluation of **inputs** (How equitably were inputs allocated for men and women, in terms of resources)
2. Evaluation of **outputs** (Have objectives been met?)
3. Evaluation of **outcomes** (To what extent has the development goal been achieved?)
4. Evaluation of **process** (How were outputs and outcomes delivered?)

Difference between Monitoring and evaluation

- ⇒ The **scope** of evaluation is broader than monitoring. Monitoring is at the micro implementation level, whereas evaluation is at the macro implementation level
- ⇒ **Timing:** Evaluations are carried out less frequently than monitoring, e.g. mid-term and completion evaluations, whereas monitoring is an ongoing management activity.

STEP 10 En-Gendering Communications

Communication with other stakeholders - from civil society to your superiors – is necessary at all stages and all levels. In every case, the way in which you communicate (both pro-actively and reactively) will influence the success of your project or policy.

1.6. Gender monitoring and evaluation

Gender responsive monitoring: a systematic ongoing approach to checking if interventions are on track to achieving their goals specifically designed to reveal the differences in experience and impact on men and women.

Monitoring is an important tool that helps to:

- Measure the progress of policies, programs and projects on the target group.

- Assess whether the targets have actually been met.
- Account for resource use (were resources used efficiently & effectively for the purposes intended?).
- Improve project performance during implementation by allowing for corrective action to be taken so that policy/program/project goals are achieved effectively and efficiently.

Tools for monitoring

There are a range of tools that can be used for monitoring, such as:

- Interviews
- Observations
- Questionnaires
- Random or purposive surveys
- Reports
- Focus groups
- Stakeholder discussions
- Expert panels
- Critical reference groups
- Secondary sources (e.g. national or local statistical reports)
- Participatory techniques (e.g. mapping, timelines)

When selecting tools for monitoring, it is important to consider what is already available, how appropriate these tools are, and what needs to be included to improve the existing level of information or knowledge to enable sound judgments to be made about progress.

Successful monitoring:

- (i) provides feedback during the process of implementation;
- (ii) requires collection of readily available information and minimal processing and analysis of it;
- (iii) focuses on the current status of indicators;
- (iv) Places appropriate emphasis on project outputs and impacts as well as inputs.

B/ Evaluation

Evaluation is defined as “periodic assessment of the relevance, performance, efficiency, and impact (both expected and unexpected) of the project in relation to stated objectives.”

Monitoring and evaluation helps to evaluate how women, men, families and communities benefit from the project/ programme or which unexpected effects/impacts came out of the project.

Objectives of evaluation:

- (i) Determines whether the project objectives set in terms of expected outputs, outcomes and impact are being, or will be, met;
- (ii) Establishes causality and focuses on the links between inputs and outputs and between Outputs and impacts;
- (iii) improves the project by sharing the evaluation results while there is still time to make adjustments to the project;
- (iv) contributes the lessons from evaluation to future rural development projects;
- (v) Identifies clearly the external factors that influence project outcomes as well as the true contribution of the project to the development objective.

Gender dynamics need to be emphasized in planning, implementation and M&E; women farmers in male-headed households are not involved in mainstream development activities mostly because the implementers are men and the assumption is that information, inputs and training given to the male household head will filter down to all members of the HH. For the most part, this does not happen so a specific strategy is needed to reach the women in MHH and to measure progress.

Self-Check 5	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Define the word gender mainstreaming and gender analysis
2. Compare quantitative gender analysis and qualitative gender analysis
3. Discuss the four different components of Harvard Analytical Framework
4. Mention the use of participatory approaches in the client-oriented extension planning project
5. Explain the ten steps for mainstreaming gender into the policy making process.

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

You can ask your teacher for the copy of the correct answers.



FEDERAL TVET AGENCY

***BASIC AGRICULTURAL PRODUCTION AND NATURAL
RESOURCES CONSERVATION***

LEVEL I

Learning Guide #3

UNIT OF COMPETENCE: Support Gender Mainstreaming and HIV/AIDS Initiatives.

MODULE TITLE: Supporting Gender Mainstreaming and HIV/AIDS Initiatives.

LG Code: AGR BAN1 M 16 LO2 LG2

TTLM Code: AGR BAN1 TTLM16 0919V1

LO3 Reduce gender gaps

Sep, 2019

Bahir Dar

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ✓ Assess culture of the community
- ✓ recognize and report Priority in gender gaps
- ✓ Provide methods of minimizing gender gaps.
- ✓ Raising awareness workplace information

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to:**

- Assessed and information is organize to Culture of the community identify gender gaps based on pre-set guidelines of the organization
- recognize and report Priority in gender gaps
- Direct and provide Assistance in development of *Methods of minimizing gender gaps* based on workplace procedures as by supervisor.
- Raise Awareness on gender gaps based on *workplace information*.
- Involve Communities in minimizing the gender gaps based on their background.

Learning Instructions:

13. Read the specific objectives of this Learning Guide.
14. Follow the instructions described below 3 to 6.
15. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
16. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -6, 9, 12 and 14** respectively.
17. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” **in page -15.**
18. Do the “LAP test” **in page – 16** (if you are ready).

Information Sheet-1	Assess culture of the community
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3.1 gender and culture

Gender can be defined as a set of characteristics, roles, and behavior patterns that distinguish women from men socially and culturally and relations of power between them. These characteristics, roles, behavior patterns and power relations are dynamic; they vary over time and between different cultural groups because of the constant shifting and variation of cultural and subjective meanings of gender.

The difference in power relations between men and women results in different gender roles, social roles and socially appropriate characteristics and behaviors. All are culture-specific.

1. Identified action,
2. locus,
3. visualization and power,
4. among other things,
5. As components in the identification of different roles of men and women.

Action refers to sexual division of labor. Actions are generally categorized into three:

1. **Productive:** Productive activities are those accomplished for income generation through production of goods and services.
2. **Reproductive:** Reproductive activities include child bearing and nursing, as well as activities performed for maintenance of the family, such as fetching water, cooking, collecting firewood, etc.,
3. **Community activities:** community activities are those performed for the welfare of the general community, such as attending meetings.

In most cultures, reproductive activities are defined to be roles of women, whereas productive and community activities are heavily dominated by men.

Locus shows the environment in which men and women operate.

- ❖ It is important in identifying gender gaps, particularly working at home or away from home.
- ❖ This is usually connected to freedom of movement and whether one has access to better income generating employment or not.

- ❖ In most societies women are the ones who are mostly working at home in the maintenance of the household or very close to home, doing both household activities and small-scale production and trading.
- ❖ By contrast, it is invariably the men who work mostly away from home and are employed in better paying jobs.
- ❖ As a result, the place of work of men and women, in such context, is strongly associated with the level of autonomy and economic empowerment they have.

Visualization is recognizing and being recognized due to certain activities and rewarded materially and also by privilege.

- ❖ Power is the ability to make decisions and force others to do what the power holder prescribes.
- ❖ The deeply-rooted patriarchal culture prevalent in most societies attributes power to men both at home and community level.
- ❖ Such persistent attribution of roles to either sex is referred to as gender stereotyping.

Gender stereotyping, and thereby gender inequality, The Inequality of

- opportunity,
- Right and responsibility,
- Role, and
- Access to and control over resources –

Is the result of socialization; gender roles are not necessarily determined by sex status.

Socialization is defined as “the process by which individuals acquire knowledge, skills and dispositions that enable them to participate as more or less effective members of a group and the society”.

The socially constructed division of labour results in different rewards, statuses, opportunities and roles.

Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular. Indicators of the socioeconomic marginalization of women in the country are:

- Lack of access to productive resources such as land;
- Lack of access to education,
- Employment opportunities,
- Basic health services and protection of basic human rights;
- Low decision making;
- Violence and harmful traditional practices

Such gender gap between men and women in socio-economic indicators has negative impact on the overall development of the country in general and on demographic and health outcomes of individuals in particular.

Gender differences in power, roles and rights affect health, fertility control, survival and nutrition through women's access to health care, lower control over their bodies and sexuality, and restrictions in material and non-material resources.

Self-Check 1	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention indicator of the socioeconomic marginalization of women in the country?(5pts)

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

You can ask your teacher for the copy of the correct answers.

2.1. Gender Gap

Gender disparity or gap refers to a specific difference in economic, political, social and cultural status of men and women. Gender disparity developed from child hood during which mother's train their daughters toward becoming good wives, cooks, housekeepers, mothers etc and fathers takes the son out of plowing, cattle rearing, outdoor games etc Gender socialization is the process of learning what is considered appropriate behavior for males and females in a given culture.

2.2. Types of gender gap

Pay Gap

When we think about the gender gap, one of the things that probably immediately come to mind is the pay gap, which refers to the difference in wages and salaries between men and women. On average, women make about 80 percent of what men do. There are also racial disparities — white women and Asian American women, on average, make more than Hispanic, African American, or Native American women.

It's not just pay that's unequal, though. It's also the type of jobs that women do. According to researchers at Stanford, only about 2% of executives at major corporations are women. And, at 48% of Fortune 1000 companies — the largest 1000 companies in the US ranked by revenue — there aren't any women executives at all.

The gender labour force participation gap

Between 1992 and 2015, the difference in overall labour force participation rates has narrowed from 21% to 12%. This is primarily due to increases in activity rates for women, rather than reductions in the activity rates of men. The trend is consistent across different age cohorts (the slight widening of the gap for those aged 65 and over in recent years is because more men than women are self-employed).

Education

One bit of good news is in education. In the past, women were much less likely to obtain higher education than men. But recently, that has been changing. We now see women surpassing men in terms of educational attainment. In fact, about 57% of college students are now women. But this picture is a little bit more complicated. On average, boys still score higher in math than girls do on standardized tests.

Political Power

The political sphere shows inequality between men and women diminishing in some ways. For example, the United Nations reports that, globally, the number of women who hold political office has doubled compared to twenty years ago. But there are still disparities. In the U.S., women make up only 20% of congress. But even though the number of female leaders has doubled, women still only make up 22% of parliament members.

Women in the Global Economy

Women also have less access to formal financial tools, like bank accounts — the United Nations found that 55% of men have a formal bank account while only 47% of women do. In terms of work, only about 24% of senior management roles across the globe are held by women — in fact, women are much more likely to work in low-paying jobs in the informal sector. Sometimes there are legal obstacles, as well. The UN reports that in some countries, women are legally prevented from accepting some kinds of jobs, and in some places, a husband can deny his wife the opportunity to work.

1.2 Causes of the Gender Gap

There are a number of different explanations for the persistence of the gender gap and, in general, they fall into two broad categories: structural explanations and merit-based explanations.

Some explanations focus on individual choices. For example, some suggest that women choose not to work in as demanding careers as men. Women choose to stay home with children, which explain the gap in career outcomes. These explanations focus on individual merit, or what we

might call **meritocratic explanations**. This perspective assumes that we will be rewarded for the effort we put in regardless of factors like social class, gender, or race. It assumes a level playing field and if we aren't successful, it's because we haven't worked hard enough.

But other explanations focus on broader forces. These are known as **structural** explanations, and they focus on things like institutional and cultural factors. One explanation is **gender discrimination**: women are paid less and have fewer opportunities than men because of outright sexism. Stereotypes about women's abilities also play a role in these explanations.

Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention types of gender gap?(5pts)

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

You can ask your teacher for the copy of the correct answers.

Information Sheet-3	Provide methods of minimizing gender gaps
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3.1. Address Gender and Gender Related Problems

3.1.1. Enhancing Women Empowerment

Outsiders cannot empower women (*“the major forces to solve women’s problems are women themselves” Ethiopian Women Development and Change Package (2006)*): only women can

empower themselves to make choices or to speak out on their own behalf. That means empowerment must come from power within i.e. no one can empower anyone else. However, institutions can support processes that increase women's self-confidence, develop their self-reliance, and help them set their own agendas.

There are four types of women empowerment such as:-

A. Self-empowerment: - it is about brings self-confidence and self –respect based on power within the individual. Women self -empowerment will lead to the empowerment of their peers, their family, the community/society, and the nation at large.

B. Social empowerment: - It raises women’s ability to participate in public life, in local decision making bodies, in leadership positions and the ability of influencing and the implementation of cultural practices.

C. Economic empowerment: - ability of women to participate as producer, consumer, entrepreneur and employee in the economy. It brings self-esteem in the society.

D. Political empowerment: - participation of women in politics as a voter, member of a political party and as pressure group.

Strategies to enhance women empowerment

1. Economic aspects

- Promote women’s participation in the formulation of economic policies.
- Enhance rural women’s equal access to and control over productive resources
- Reduce women’s workload by supplying labor and time saving technologies.

According to UN and other similar statistics women are:

- Covering 66% of the world’s working hour
- Earning 10% of the world’s total income; why?

2. Environment aspect

- Ensure adequate housing conditions and access to potable water.

3. Education aspect

- Promoting equal access in education and training for women and girls
- Support needy female students to enter and continue their education;
- Increase pastoralist and agro-pastoralist girls’ access to education; and
- Increase girls' access to natural science and hard skills in TVET program

4. Reproductive rights, health and HIV/AIDS aspects

- Eliminate harmful traditional practices to women's health;
- Improve maternal health care services; and
- Implement gender-sensitive HIV/AIDS prevention
- Promote male involvement in reproductive rights and health activities.

5. *Women's human right aspects*

- Carry out systematic training and awareness campaigns on national laws, policies as well as international laws on gender equality
- Achieve strict enforcement of all laws;

6. *Political and decision-making aspects*

- Build women's and girls' capacity in leadership, managerial skills and in exercising their rights; and,
- Initiate specific measures to increase gender-balanced representation within the political and public sphere.

3.1.2. Achieving Gender Equality

Because the causes of gender inequality are deep-rooted and complex, we should not assume that achieving **full** equality between men and women in a short-term or even medium-term goal. This is a long-term process that should be judged according to the progress it continues to make. Progress will require addressing all of the factors that contribute to inequalities.

Key Strategies for Achieving Gender Equality

1. Rebuilding our norms, values, and attitudes: Increased awareness and education about the costs of gender equality will gradually lead to a shift in norms and values. Hence, we will need to change our attitudes about what is appropriate for men and for women to do.

2. Reviewing and amending laws and policies: Laws and policies should be force people or institutions to change their practices or their negative attitudes they have towards the achievement of gender equality.

3. Transforming our institutions and institutional practices: If we change the structures and the systems or change our institutional practices, it will be easier for us to get rid of hidden discrimination and barriers.

4. Breaking down the gendered/sexual division of labor: One of the key factors to creating a more equal society entails moving away from our current attitudes and practices that delimit "women's work" and "men's work".

Only once the gender division of labor becomes less rigid will we be able to see substantial and sustainable progress towards gender equality

Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention Strategies to enhance women empowerment?(5pts)

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

You can ask your teacher for the copy of the correct answers.



FEDERAL TVET AGENCY

***BASIC AGRICULTURAL PRODUCTION AND NATURAL
RESOURCES CONSERVATION***

LEVEL I

Learning Guide #4

UNIT OF COMPETENCE: Support Gender Mainstreaming and HIV/AIDS Initiatives.

MODULE TITLE: Supporting Gender Mainstreaming and HIV/AIDS Initiatives.

LG Code: AGR BAN1 M 16 LO2 LG2

TTLM Code: AGR BAN1 TTLM16 0919V1

LO4: Support utilization of gender related opportunities

Sep, 2019

Bahir Dar

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics:

- ✓ Assess culture of the community
- ✓ recognize and report Priority in gender gaps

- ✓ Provide methods of minimizing gender gaps.
- ✓ Raising awareness workplace information

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, **upon completion of this Learning Guide, you will be able to:**

- Assessed and information is organize to Culture of the community identify gender gaps based on pre-set guidelines of the organization
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- Direct and provide Assistance in development of *Methods of minimizing gender gaps* based on workplace procedures as by supervisor.
- Raise Awareness on gender gaps based on *workplace information*.
- Involve Communities in minimizing the gender gaps based on their background.

Learning Instructions:

19. Read the specific objectives of this Learning Guide.
20. Follow the instructions described below 3 to 6.
21. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4”.
22. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4” **in page -6, 9, 12 and 14** respectively.
23. If you earned a satisfactory evaluation from the “Self-check” proceed to “Operation Sheet 1, Operation Sheet 2 and Operation Sheet 3 ” **in page -15.**
24. Do the “LAP test” **in page – 16** (if you are ready).

Information Sheet-1	List relationship between gender- related needs and existing policies
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1.1 Evolution of Gender and Development in the Case of Ethiopia

1950’s

- In Ethiopia the major programs were focused to some Practical Gender Needs connected to women's reproductive roles such as maternity health service, orphan schools and skill training such as knitting, sewing, etc...

1960's

- Activities tend to focus on women's capacity to earn income especially through small-scale income generating activities.
- During this period school of social work in AAU, different NGOs like Ethiopia Family Planning and Young Women Christian Association (YWCA) were established.

Mid 70's

- Programs on advocacy and awareness creation against women's operations were constantly given to the public through the mass media and at regular meetings in 'Kebele' and governmental institutions.

In the 80's

- Revolutionary Women's Association (REWA) was set up. The association involved more in politics and advocacy than in development. However some income generating activities were set up to satisfy practical gender needs.

In the 90's,

- The major program in Ethiopia was the establishment of Women's Affairs Office within the prime minister's office and women focal offices in the regions and ministries.
- In 1993 the Council of Ministers approved the first women's policy. The Women's Affairs Office is in charge of implementing the national women's policy and for monitoring its implementation. The women's policy emphasizes improving the socio-economic role of women.

4.2 Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Based on UDHR and other international protocols, the 1979 United Nations convention on the Elimination of all forms of Discrimination against Women (CEDAW) was adopted. The convention on the Elimination of All forms of Discrimination against Women (CEDAW) enshrined the special needs-based rights of women. It has the standing of international women rights legislation for women calling for the equality between women and men in all areas of life.

It is a formal legal statement of goals and majors for national and international action on a wide range of issues related to women's lives. As an International Bill of rights for women, CEDAW defines what constitutes discrimination against women and sets up agenda for national action to end such discrimination. The convention which has been ratified by 100 countries states clearly and unequivocally that "Discrimination against women violates the principle of equality of rights and respect for human dignity".

The convention on the Elimination of All forms of Discrimination against Women (CEDAW) states that "Discrimination against women shall mean distinction, exclusion, or restriction made on the basis of sex which has purpose of impairing or nullifying recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field". Hence, CEDAW deals with human rights of women and commits states to incorporate the principles of equality of men and women in their legal system, in political participation, in economic, social, and cultural matters. It also requires state to abolish all discriminatory laws and adopt those that prohibit discrimination against women.

3.1.3. Beijing Platform for Action (BPA)

The government of the world reaffirmed their commitment in 1995 to "the equal right inherent and human dignity of all women and men" in the Beijing declaration of Platform for Action. At the United Nation fourth world conference for women in Beijing 1995, both development corporation members and their partner countries made commitments to gender equality and women's empowerment. The Beijing declaration is based on principles of human rights and social justice. It clearly recognized that gender equality and women's empowerment are essentials for addressing the central concern of poverty and security, and for achieving sustainable people centered development.

In the fourth world conference of Beijing, 1995 members of the conference were representative of women all over the world (including Ethiopia) from both governmental and non-governmental bodies. The aim of the conference was to evaluate the progress in the status of women over the past quarter century before 1995 i.e.1970-1995.

The mission statement of the Platform for Action and the Beijing declaration clearly states that:

However, not only does responsibility for the implementation of the Platform for Action lie with the governments and the global community, heavy responsibility also lies with the United Nations Organizations to follow –up the implementation and monitoring of Beijing Platform for Action.

The approach of the end of the tenth anniversary of the implementation of the Beijing Platform for Action ends a decade full of challenges for the implementation of the twelve critical areas of concern that the world committed itself to .

The twelve areas of concern of the Beijing Platform for Action are:

1. **Poverty:** studies have shown that women and especially rural women are more impoverished than their men counterpart. They constitute 70% of the world poor .This is because of absence of economic opportunities due to their lower position in the gender relationship. Example lack of land ownership and inheritance , education etc
2. **Education and Training:** Almost 2/3 of all illiterate people in the world are women the majority being from rural areas. Moreover, dropout rates among girls are much higher than among boys due to problems including preference of boys' education at household level.
3. **Health care:** mortality rates of women are high due to inadequate attention given to reproductive health. Example, in Ethiopia, 8% of every mother dies due to a cause related to pregnancy.
4. **Violence:** Violence of women could be domestic (at home) or outside (at school, on the road and work place so on.) It includes beating, rape, sexual abuse or harassment causing physical or psychological damage on women .The members of the conference noted that violence is a global problem yet no preventive laws exist to protect women and even if laws exist, there is reluctance from the part of authorities to enforce them.
5. **The effect of war on women:** Women are affected in many ways during war. Women are left to maintain families when economic and social life is disrupt. Women are also victims of disappearance and rape as a weapon of war. Moreover, 75% of the world's 23 million refugees are women and children... showing devastated position women face.

6. ***Inequality in economic structure and (access to resources):*** Though women do produce food and contribute significantly to economic life everywhere, they are excluded from economic decision-making. In most societies, they lack equal access to and control over various means of production (land, capital, technology.) Moreover, their work is underpaid and undervalued.
7. ***Inequality in sharing power and decision making:*** Not enough women participate fully as top level diplomats or leadership position, though there has been noticeable progress over the years. Yet, to attain the goals of equality and development they passed some recommendations in order to create rooms for women at top level.
8. ***Women focused institution:*** Though national institutions like ministers (which analyses needs and problems) and women research units have been created in some countries, for the advancement of women, they suffer from the lack of financial and human resources to perform adequately.
9. ***Human rights of women:*** Women may have rights guaranteed by law, but do not exercise them because they might not be aware of them and because government bodies fail to promote and protect those rights.
10. ***Women and media:*** Although, more women work in the media, few make policy decisions. Still, in most countries, mass media provides a distorted picture of women – their role and contribution to communities and countries.
11. ***Women and Environment:*** In most developing countries, women are responsible for fetching water and fuel and also management of household consumption. Yet, they are mostly absent from decision-making, environmental policies do not take in to account the close links between women’s daily lives and the quality and sustainability of the environment.
12. ***The girl child:*** In many societies of the world, girls are often treated as inferior to boys. Girls are subjected to detrimental customary practices as Genital Mutilation (FGM) and early marriage.

3.1.4. Millennium Development Goals (MDGs)

In September 2000 GC, at the United Nations Millennium summit in New York, MDGs were adopted by 189 nation –and signed by 147 heads of state and governments with an initiative to

make a firm commitment to achieve eight goals set by the United Nations and respond to world's main development challenges, all leading to halving world poverty by 2015. The MDGs **third goal** has set a roadmap for countries to develop a framework to take appropriate measures to **promote gender equality and empower women**. While women represent a large portion of the third world's labor force, they still remain disadvantaged in securing decent paid labor. Socio-cultural attitudes, lack of a sound legislative framework for gender equality, unfair labor distribution and inequality in labor markets are all factors that contribute to gender inequality; and all can be resolved with the implementation of gender mainstreaming. The UN millennium project suggested that gender equality encompasses three main dimensions. These are:

- **Capabilities:** these include basic human abilities in education, health and nutrition.
- **Access to resources and opportunities:** includes access to economic assets, such as land and infrastructure; resources, such as income and employment; and political opportunities such as representation in political bodies.
- **Security:** encompasses reduced vulnerability to violence and conflict.

In addition to general commitment to gender equality and women's empowerment at the UN Millennium Declaration and the World Summit, it is confirmed by all member countries that gender equality and mainstreaming will play a key role to achieve all the MDGs by 2015. These dimensions contribute to women's individual wellbeing to be able to have a better understanding of their rights and make wise choices and decision in all areas of life.

The report indicated that women started to slowly increase political participation in some regions. In parts of Asia and Africa, women made significant progress in political participation and securing seats in the parliaments.

3.2. National Laws, Policies, and Strategies in relation to gender

Since its establishment in 1991, The Transitional Government of Ethiopia (TGE) had taken several initiatives to promote the status of women. Hence several laws and policies, including the 1993 National Policy on Ethiopian Women, were enacted in order to address poverty, gender inequality, capacity building and improvement of the socio-economic and political status of the citizens.

The Federal Democratic Republic of Ethiopia demonstrated its unequivocal commitment to gender issues by creating conducive legal, administrative and policy environment in the country. The most important gender and development measures taken by the government include the issuance of: The National Policy on Women (1993), the Constitution of Ethiopia (1995), the Revised Family Law (2000) and the Revised Criminal Code (2005), Ethiopian Women Development and Change Package (2005) and the National Action Plan (NAP-EG). To curb the economic and social problems of the country, the Ethiopian government has formulated various economic and social policies that served as bases for the formulation of sector development program and enhance the participation of women in political, economic and social developments of the country.

3.2.1 The Constitution of the Federal Democratic Republic of Ethiopia (FDRE)

The 1995 constitution of the federal Democratic Republic of Ethiopia (FDRE) reaffirmed the commitment to gender equality by recognizing major international conventions and instruments which have been ratified by Ethiopia.

Apart from endorsing the National Policy for Ethiopian Women (NPEW, 1993) ratifying the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) and the Beijing Platform for Action, the government has created supportive constitutional provisions to establish women's equality with men. Indeed, the Government has incorporated the provisions contained in the United Nations Conventions and Declarations ratified so far, as well as other international legal instruments into the Ethiopian Federal Democratic Republic Constitution (EFDRC) adopted in 1995. More specifically, Articles 25, 34, 35 and 89/7 of the Constitution affirm gender equality in all spheres and protect the fundamental rights of women and their interest. For instance, Article 35 of the Constitution grants women equal rights with men in the political, social, economic and cultural spheres and provide them with affirmative action to redress the historical inequality suffered by women.

3.2. 2. Family Law and Criminal (Penal) Code

A. The family law of Ethiopia

Changes have been taken place in federal and regional family laws and revised age at marriage, divorce, procedures and equality during and after marriage, custody of children and rights to

matrimonial properties. These laws have ensured equal rights for women. The revised Family Law of Ethiopia contains most important women and child rights protection issues.

The Law raised the marriage age for girls from 15 to 18, making it equals with that of boys and validates marriages concluded by consent. The Family law also gave women right to use and control land.

B. Criminal (Penal) Code

The Penal Code has been revised to ensure safeguards for women and to penalize perpetrators. For the first time harmful traditional practices such as FGM, abduction, early marriage, rape, harassments are punishable by law. The revised Criminal code increased number of years of imprisonment of criminals of rape and abduction. However the enforcement of the laws has been very low.

3.2.3 Labor Law

The revised Federal Civil Servants proclamation No. 515/2007 ensured women's constitutional rights to affirmative action concerning recruitment, promotion and deployment and creation of sexual violence free working environment. So, the Ethiopian labor law explicitly stated that there is equal employment opportunity for all citizens of the country irrespective of sex.

3.2.4 Gender related Policies and Strategies

3.2.4.1 The National Policy on Ethiopian Women (NPEW)

The National Policy on Ethiopian Women (1993) was formulated to ensure that women participate in and benefit from all political, social and economic spheres on equal basis with men enable them to have access to social services, provide them with the means to decrease their workload, and gradually eradicate traditional practices inflicted on women/girls. In addition to this, the policy shows the establishment of women's machineries at different levels to coordinate gender activities and to implement the objectives of National Policy on Ethiopian Women (NPWE). Women's Affairs Departments in different sectors and Women's Affairs Bureaus in the Regions have been established to mainstream gender in their respective sectors and bureaus.

The Women's Affairs Office, which was setup at the Prime Minister's Office, has now evolved into a full-fledged Ministry of Women's Affairs with its own budget, human and material

resources. A minister, who is a member of the council of ministers and playing a vital role in promoting gender issues, leads it while the women's machineries are accountable to their respective ministries and regional governments; they have working relationships with the Ministry of Women's Affairs. The women's affairs departments and bureaus share their quarterly and annual progress reports, while the ministry provides capacity support to them. The annual forums are held to share experiences and map out future directions for gender activities in Ethiopia.

3.2.4.2. Plan for Accelerated and Sustained Development to End Poverty (PASDEP)

Unleashing the potential of Ethiopian women who constitute about half of the population is central to the PASDEP strategy. This involves liberating women from low-productivity tasks, and increasing their participation in the work force and social and political processes of the country. Measures to achieve this include the major push to increase girl's and women's education, to improve access to water supply and sanitation, to focus on services related to mothers and women's health, and to adapt agricultural programs and technical and vocational training to the needs of women, all of which are largely covered in the sectoral elements of the strategy . In addition, safeguarding rights such as access to land, credit, and other productive resources are central to the strategy, as is protecting women from the multiple forms of other deprivations, such as longer working days, and violence and discrimination against women, which are still widespread in the country. Measures to address these issues are also central to the PASDEP strategy.

Incorporating the objectives of the NAP-GE as its integral part, the PASDEP is planned to reduce poverty and to ensure gender equality which is one of the major causes of poverty. In order to address the widespread and devastating poverty that confronts its people, Ethiopia has been implementing a poverty reduction strategy (PRSP). Currently, the government has formulated the second phase of the PRSP program called the Plan for Accelerated and sustained Development to End Poverty (PASDEP) which is going to be implemented for five years starting from 2007. The PASDEP is an overruling framework for all policies and programs in the country. The PASDEP is envisaged to address not only nationally set development priorities but

also the internationally set goals declared to address poverty like the Millennium Development Goals /MDGs/.

Self-Check 2	Written Test
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Name: _____

Date: _____

Directions: Answer all the questions listed below. Illustrations may be necessary to aid some explanations/answers.

1. Mention gender related policies?(5pts)

Note: Satisfactory rating - 25 points and above Unsatisfactory - below 25points

You can ask your teacher for the copy of the correct answers.

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