



How do the general ideas of gender mainstreaming and processes for establishing a gender management system outlined in the *GMS Handbook* apply in different sectors? The GMS sector manuals are the guides to sector-specific issues and approaches that relate the general information to particular contexts.

This unit will help you to:

- identify the manual most relevant to your work
- find your way around the manual
- find and record what is relevant and useful
- relate what you learn to your own needs and plan further action
- identify other sources of information and help

### Which manual?

The published sector-specific manuals are:

- A *Finance*
- B *Public Service*
- C *Education*
- D *Trade and Industry*
- E *Agriculture and Rural Development*
- F *Information and Communications*
- G *Legal and Constitutional Affairs*
- H *Science and Technology*

Identify from this list the one most relevant to your work. If more than one seems relevant, choose the main one for now. You can look at linkages and overlaps between sectors later.

The sector manuals are on the CD-ROM included with the Toolkit or you may have the published manual. As with the *GMS Handbook*, it is a good idea to print out or obtain an extra copy so that you can mark it up as a working copy.

### What's in the manuals?

The sector manuals:

- are reference manuals
- set the context and theoretical framework for gender mainstreaming in each sector
- aim to help people use a gender management system (GMS) to mainstream gender in each sector
- suggest mechanisms and tools
- give recommendations for action in each sector

The manuals were written by experts in the particular sectors and do not approach the issues in exactly the same way. They all cover broadly the same ground, but the content in each is organised differently and the focus and the sequence of chapters may be different.

<b>Sector</b>	<b>Focus of manual</b>
Finance	Changing role of finance ministries
Public service	Shift from regulation to performance appraisal
Education	Seen as an agent of socialisation
Trade and industry	Need to look at private sector as well as ministries, plus links to national development
Agriculture and rural development	Relates to search for new model of rural development: sustainable rural livelihoods
Information and communication	Overview of 'mediascape'
Legal and constitutional affairs	Human rights-based approach
Science and technology	Framework of 'science for whom', 'science by whom' and global stewardship

The first task is to find out what is in your manual and where. This calls on the same strategies for active reading and making sense of the information available as in the previous unit. This orientation will help you make better practical use of the manual.

Key points for active reading:

- define your task before you start
- underline or highlight as you read
- make notes as appropriate
- stop to look back if you get lost
- monitor your progress
- change your approach as necessary
- experiment if you need to, until you are sure you are making the best use of the time you spend reading

The grid on the next page lists the main content areas for the manuals. Scan your manual to see where these topics occur. Points to bear in mind for this exercise:

- Sometimes the executive summary will be useful, if it is organised by chapters (some of the summaries provide an overview not closely tied to the sequence of the manual).
- You may find it helpful to annotate the executive summary or contents list.
- Sometimes these topics will form the chapter headings; other times they may need to be sought within chapters.
- General sections about gender mainstreaming, the GMS (structures, processes and mechanisms), conceptual background and the enabling environment tend to be shortened versions of the *GMS Handbook* and similar in content in all the sector manuals, though the material may crop up in different chapters.



## ACTIVITY

Content	Where is this covered? (chapter/pages)
Sector context	
Mandates/international agreements	
About the GMS	
Recommendations	
Mechanisms/tools	
Case studies	
Sources of further information	
Glossary	

### What are the sector-specific issues?

Once you have oriented yourself, the next step is to read the manual more carefully to identify the issues specific to the sector. If the material is new to you, you may need to set aside extra time for this (more than the hour allotted for the unit).

Questions to ask as you read through the relevant manual for your sector:

- Is this manual just about the ministry and government organisations or about the wider sector? (e.g. *Finance* largely relates to finance ministries, but *Science and Technology* looks at a wide framework of science and technology themes.)
- What approach does the manual take to the sector (e.g. what are the theoretical frameworks and main contextual features)? (e.g. *Agriculture and Rural Development* looks at gender in relation to the search for a new model of rural development and 'sustainable rural livelihoods'; *Legal and Constitutional Affairs* adopts a human rights-based approach.)
- What are the particular characteristics of this sector? (e.g. *Public Service* – the particular ethos of public service management.)
- What are the mandates particularly relevant to your sector (e.g. are there specific recommendations/action points as well as general ones)?
- What are the key areas where gender mainstreaming can happen (e.g. points of entry and barriers)?
- What are the main recommendations for action?
- What are the main suggested mechanisms/tools for action?
- In your view, what are the gaps? What would you like to know that's not here (e.g. information about the sector, about tools or about how to turn this into action)?
- Does the manual contain any material specific to your particular country (or region)? This material is likely to be found in case studies or examples of tools. Sometimes the references will include studies or experiences from specific countries or regions.

- What possible linkages are there with other sectors (e.g. common ground between finance and trade and industry; education and information and communications; agriculture and rural development and science and technology)?

## Gender issues in sectors

This overview shows some of the key gender issues in sectors that are discussed in the manuals. It gives points of entry (or contexts for action) for gender mainstreaming work in that sector and also identifies some possible barriers. There are, of course, issues common to all sectors – such as international mandates and policy agreements, the Millennium Development Goals (MDGs), Poverty Reduction Strategy Papers (PRSPs) and Sector Wide Approaches (SWAPs).

### A Finance

#### Points of entry

- ongoing macroeconomic management, including annual budget cycle, fiscal deficit, external and internal debt, and balance of payments
- structural reforms to improve efficiency of resource use and support poverty reduction, particularly in approaches to deregulation, liberalisation and privatisation
- the specific context of credit liberalisation and the provision of micro-credit
- the framework of PRSPs and SWAPs

#### Barriers

- lack of clarity about the finance ministry's work and its changing role as a result of globalisation and economic liberalisation, and recently in the context of PSRPs
- lack of clear understanding of how gender is linked to that role
- non-conducive institutional structures and ethos of finance ministries
- a weak understanding of the attitudes prevalent among those who work in finance ministries, and how these have been changing over time
- lack of capacity among women's organisations to engage effectively in macroeconomic policy debate

### B Public Service

#### Points of entry

- management of public service personnel (public service commission, central personnel office and line departments are between them responsible for appointments and promotions, setting terms and conditions of employment, discipline and staff training)
- policy issues such as:
  - pay discrimination
  - adequate gender balance in decision-making roles
  - equitable conditions of employment
  - equitable disciplinary measures
  - sexual harassment
  - gender-awareness training at all levels
  - equity in the availability of all training options
  - partnerships with NGOs and the academic community
  - incentives for good performance and sanctions for practising gender discrimination
- adoption of a broad-based, multi-pronged equal employment opportunities policy to address these issues



### **Barriers**

- fears that moves to gender equality may conflict with the traditional values of neutrality, selection by merit, and probity and integrity
- various types of bureaucratic and institutional resistance

### **C Education**

#### **Points of entry**

- analysing educational institutions, which are agents of socialisation, from a gender perspective
- integrating gender into education policies and plans, addressing issues such as:
  - literacy
  - enrolment
  - access to education
  - attainment
  - legal and administrative frameworks
  - the organisation of schools and classrooms
  - increasing the numbers of women managers, policy makers and decision makers
  - teacher training
  - curriculum development
  - textbook stereotyping
  - male underachievement in some areas

#### **Barriers**

- women are the majority of the human resources in this sector in most developing countries, especially at the level of classroom teachers, but there are typically more men at the level of policy-making and senior management

### **D Trade and Industry**

#### **Points of entry**

- addressing gender imbalances in staffing of trade ministries and related bodies
- incentives offered by trade ministries to encourage private sector businesses and parastatal enterprises to take up gender equality as a priority issue and to increase recruitment of women into management level posts
- legal, administrative and policy issues such as:
  - constitutional and legal aspects of commercial operations
  - property rights, licensing and company registration
  - access to credit and financing
  - trade-related human resource development, including equal access to training

#### **Barriers**

- traditional perceptions of women's capacity, which hamper their access to trade and management training, entrepreneurial development, credit and finance
- women's lack of technical skills, experience and financial resources to enter into the business environment and management roles
- family obligations of women that are often not shared equally by men

- inadequate numbers of qualified women candidates
- dearth of trade-related training opportunities

## **E Agriculture and Rural Development**

### **Points of entry**

- addressing norm of unwaged work for women, men and children in the context of gender roles and responsibilities, access to and control of resources and counting unwaged work in national accounts
- large proportion of women in subsistence farming, market vending and informal trading
- issues relating to global and regional free trade agreements, such as restructuring the agricultural sector and the impact of such restructuring on men and women
- need for advances in land tenure, access to credit and technology, and the equal participation of women and men in policy-making and planning processes

### **Barriers**

- recent threats to advances from such factors as structural adjustment programmes, the drive to commercialise agriculture and the retreat of government from rural development in many countries (women's role may revert to being unrecognised, and gender-blind policies and programmes fail to address their needs)
- assumptions in the underlying design of development schemes and projects about roles and responsibilities of men and women
- the feminisation of agriculture, growing hand in hand with the feminisation of poverty
- recent changes that undermine the ability of many women to use and conserve increasingly scarce resources in a sustainable way

## **F Information and Communications**

### **Points of entry**

- governmental information service to serve as the GMS's state-level media on gender affairs
- raising the gender-awareness of writers, reporters and editors in such areas as:
  - Language: examining current conventions, using non-sexist language to avoid perpetuating questionable attitudes and assumptions, and substituting more precise usages
  - Stereotyping: avoiding stereotypical labels for women in positions of influence, or describing them in terms of their physical appearance, while male colleagues are described in terms of achievements
  - Story selection: questions to ask: Who gets coverage? From what angle? Through what lens? Are stories helping to advance women's place in society or are they angled in ways that uphold traditional inequalities? Are women's concerns being separated from those of society in general?

### **Barriers**

- stereotyping that underplays the achievements of women – many stories about women are never told because they are not given importance, or because there is no effort to find out what women are doing or what their views are
- entrenched patterns of employment, access and policy- and decision-making



## **G Legal and Constitutional Affairs**

### **Points of entry**

- a rights-based approach affirming the legitimacy of women's claims, using international guarantees of women's human rights, e.g. the United Nations Charter, the International Bill of Rights and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- gender audit of law and legal institutions for each state, in relation to government structures, judiciary and law-enforcement agencies
- education and training for the judiciary and law-enforcement personnel
- stakeholder involvement – to change people's lives, not just the formal legal structures and law on the books
- constitutional reform and legislative and customary law reform, examining the substance of the law on public life, nationality laws, labour laws, health and reproductive rights, violence against women and family law
- action to further implement the Beijing Platform for Action, covering international agreements, national legislation, taking a holistic approach to violence against women, gender mainstreaming and working with civil society

### **Barriers**

- existing discriminatory laws, including legislation and customary laws
- discriminatory societal structures that have come to be seen as 'natural'

## **H Science and Technology**

### **Points of entry**

- basic education for all, with particular emphasis on scientific and technical literacy
- equal opportunity to acquire advanced training in science and technology, and to pursue careers
- gender equity within institutions, including policy- and decision-making bodies, and mainstreaming in ministries and departments responsible for science and technology
- research priorities and new technologies to take account of needs and aspirations of women and men
- equal access to scientific and technological information and knowledge
- recognition of local knowledge systems and their gendered nature as complementary to modern science and technology
- systematic and comprehensive collection of sex-disaggregated data – on participation rates and differential impacts
- appreciation of gender dimensions across the range of activities identified above to provide fresh way of viewing and formulating public policy

### **Barriers**

- The 'leaky pipeline', i.e. the attrition rate of women involved in science and technology, from school right through to reaching the top decision-making positions
- The fact that science and technology and the rising tide of new research are not gender-neutral in their impact
- Failure to recognise the gender dimensions of ethical and social issues of science and technology

## Practical applications

Which parts of your selected manual are most useful to you and your task? Go through the manual bookmarking or making notes of relevant sections and how you might use them. For example, there may be:

- recommendations from mandates you can use as back-up to make your case
- supporting arguments/evidence relating to the needs of the sector
- key mechanisms and tools identified, with examples (e.g. of gender analysis) that relate to your task
- recommendations that link to your area of work

This unit finishes with two activities to continue your work on gender mainstreaming in your sector.

## Planning further action

Plan out your objectives and timeframe for further background reading and research, focused on your sector manual.

### ACTIVITY

**Which** sections do you need to study in more depth?

**Why?** What do you hope to achieve by doing this?

**How** long will it take you?

**When** will you do it?

**Who** will help you?





## Other sources of information

Look for other sources of information about gender mainstreaming – for example, background reading, websites, local resources or networking contacts.

The GMS Trainer's Guide, which is part of the Toolkit, contains training resources relating to each sector that include briefings and handouts on the issues.

You may also find it useful to look at the manuals for related sectors.

List here possible sources to follow up.

### ACTIVITY

## Checklist

- Identify the manual most relevant to your work.
- Find your way around the manual.
- Find and record what is relevant and useful.
- Relate what you learn to your own needs and plan further action.
- Identify other sources of help and information.





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