



GENDER MAINSTREAMING

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an introduction ...

Transnational Cooperation
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Why Gender Mainstreaming?

- „gender“ vs. „sex“ – gender as a social category leads to gender-specific roles
 - Gender-specific roles are neither neutral nor equal → gender-specific structures of inequality
- The objective is equality of women and men in society - creation of equal opportunities**
- Gender Mainstreaming is the strategy to achieve this objective**



Who „does“ Gender Mainstreaming? (1)

- GM applies on the social structures
 - GM does not focus on the „discriminated women“, but on the „discriminating structures“ – those have to be changed. All members of society have to take responsibility therein.
- ➔ **GM addresses both genders**
- ➔ **„Mainstreaming gender“: GM is not an additional measure on the edge of male society, but the re-organisation and re-orientation of „mainstream“ policy towards equality**



Who „does“ Gender Mainstreaming? (2)

- European Commission calls for a gender equality perspective in all fields and levels of policy: GM as a „cross-section issue“

→ GM is the (re)organisation, improvement, [...] of policy processes, so that a gender equality perspective is incorporated in all policies, at all levels and at all stages, by the actors normally involved in policy-making.“
(Council of Europe 1998)



Which social structures? (1)

- Genderspecific roles and role expectations are shaped by society and culture.
E.g. genderspecific division of labor
- GM means to challenge „natural“ attributions and thus open up new chances and alternative ways of living for both genders.**



Which social structures? (2)

- GM means to look for genderspecific inequalities first.
- Where do they come from, and which mechanisms contribute to their perpetuation?

→ GM needs willingness and attention to take a close look, to challenge, to analyse, to rethink, ...



Facts and figures

A EUROPEAN QUIZ from a gender perspective



Women have a distinct higher **life expectancy**.
How many years do women live longer than men?

A 1.2 years

B 3.8 years

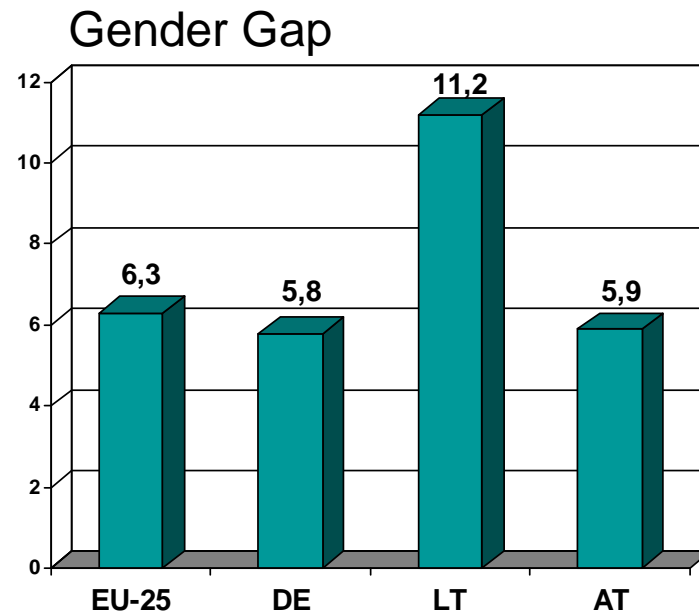
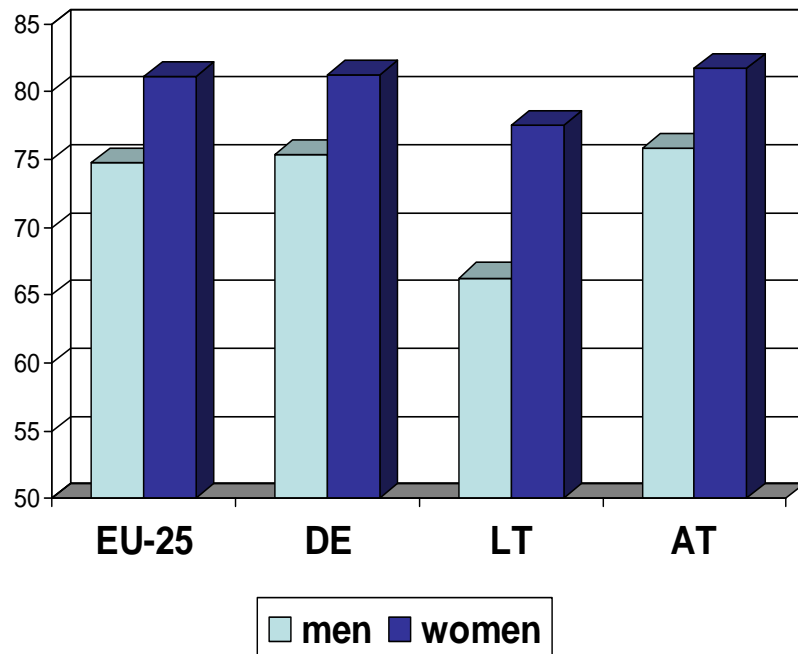
C 6.3 years

D 7.6 years



Life expectancy

At birth, men/women expect to live for ... years, 2003





Young boys tend to leave school earlier than girls. The percentage of **male early school leavers** is higher than female. How much higher?

A 6,9 percentage points

B 4,9 percentage points

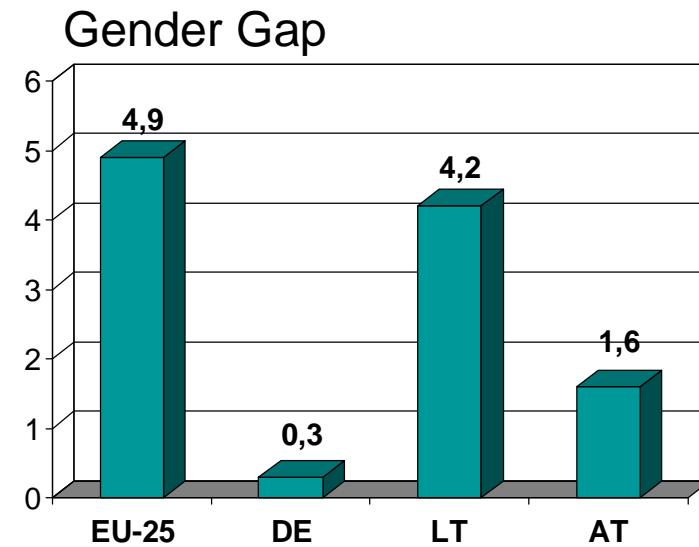
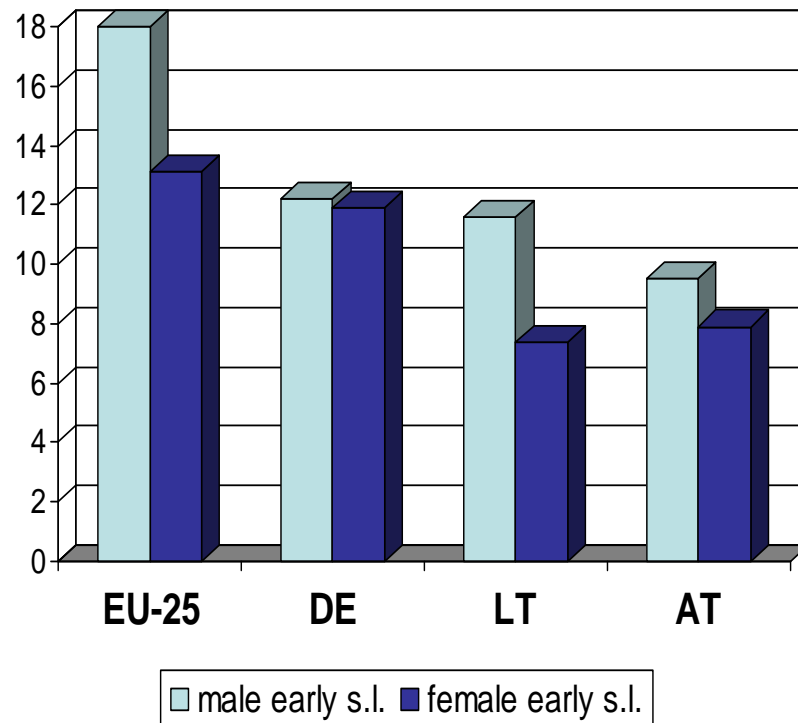
C 0,3 percentage points

D 9,0 percentage points



Early school leavers

Percentage of men/women in the age group 18-24 with at most lower secondary education and not in further education or training (2004)



Source: EUROSTAT



More young men tend to work than young women, i.e. the **activity rate** among young men is higher than among young women. How much higher?

A 4 percentage points

B 8 percentage points

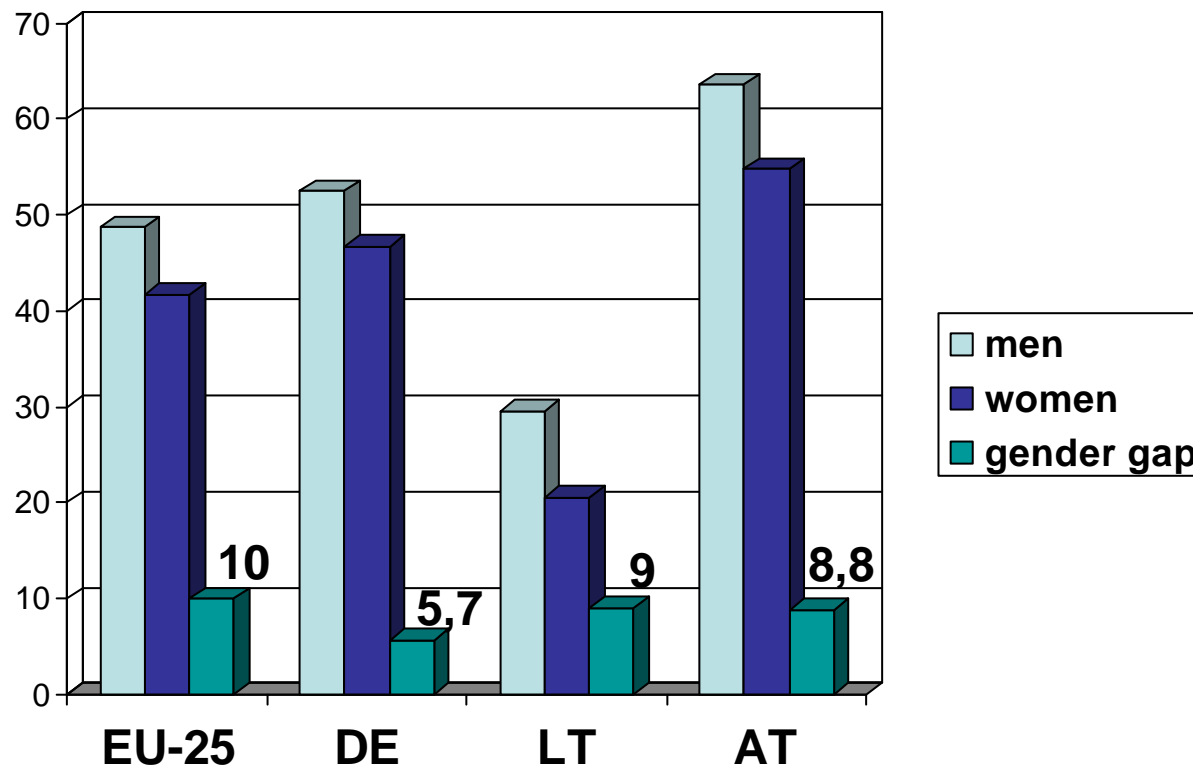
C 10 percentage points

D 15 percentage points



Activity rates

In the age group 15-24 (yearly average 2005)



Source: EUROSTAT



Looking at the distribution of **(first-time)marriages** over age groups: in the group aged 16-24, do more girls or more boys get married?

A many more girls

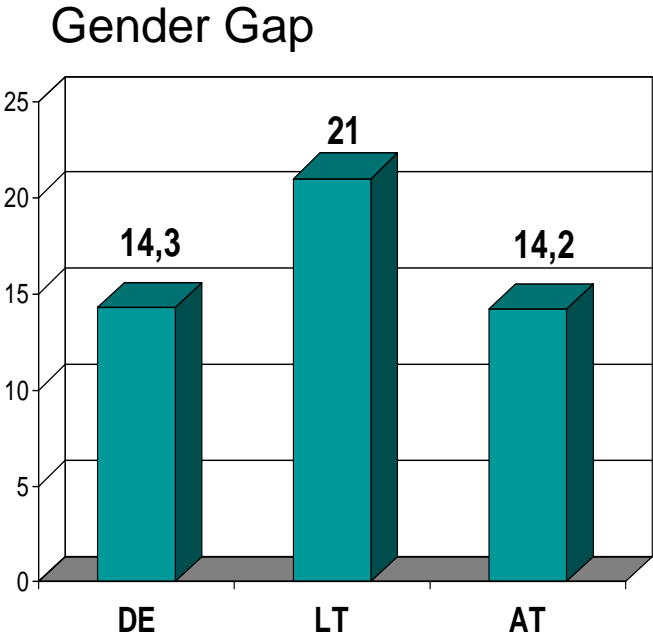
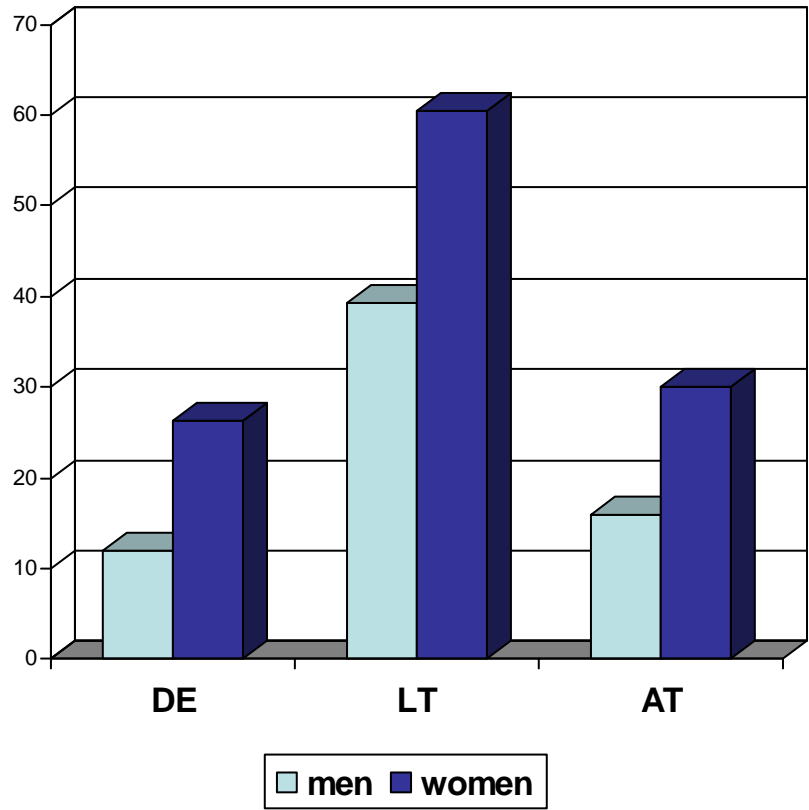
B many more boys

C slightly more girls

D slightly more boys



First time marriages in the age group 16-24 as percentage of all first time marriages of men/women in 2004



Source: EUROSTAT



GENDER MAINSTREAMING

applying GENDER MAINSTREAMING in projects

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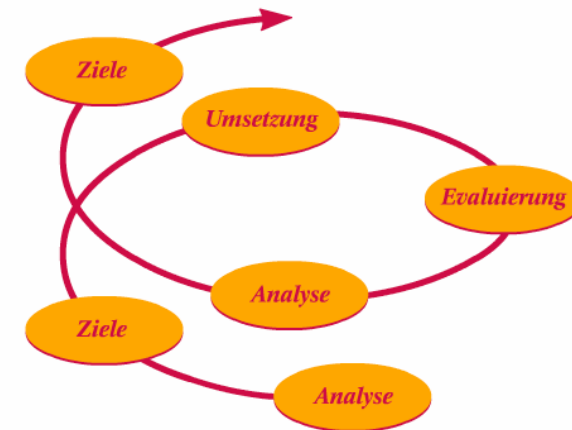
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Application of GM – 4 core elements

- Gender analysis
- Definition of equality-objectives
- Verification of application
- Evaluation



2 aspects:

- Regarding participants: equality in chances to participate in the project for men and women
- Regarding structure: impacts of the project on structural level, contribution to equal opportunities in society



1. Gender analysis

Noting and analysing gender-relevant aspects

- **Actual situation:** Which gender-specific inequalities do exist?
- **Reasons and influences:** Where do these inequalities come from and which mechanism keep them up?
- **Consequences:** What does this mean for the TG?

Gender Knowledge, methods of Analysis e.g. „3R“



2. Definition of equality-objectives

Define and frame objectives and operational goals

- **Quantitative aspects:** quoten of women and men participating in the project
- **Qualitative aspects:** affects of the project – what do women and men gain from the project?

Committment, obligations



3. Verification of application

Analyse and shape activities and decisions regarding their possible gender-specific effects and the implementation of gender-equality

e.g.:

- **Structures:** organisation of the project
- **Processes:** performance of the project
- **Products:** PR, documentation



4. Evaluation

Gender-differentiating analysis within general evaluation and regarding equality-objectives

- **Check:** Do we achieve the gender-objectives?
- **Support:** What support is needed to achieve gender-objectives?
e.g. use gender-differentiating analysis of the participants' contentment, success, drop-out, following activities, ...



Method of gender analysis: 3R

- **Representation:** quantitative aspect: number of women and men
- **Ressources:** qualitative aspect: distribution of ressources like money, time, space, support, offers, benefits,... needs and requirements, ...
- **Realities:** qualitative aspect: why is the situation the way it is? Gender-roles, expectations, norms and values, ...



Internet ressources

- European commission: gender equality
http://ec.europa.eu/employment_social/gender_equality/index_de.html
- Koordinationsstelle GM for esf <http://www.gem.or.at/de/index.htm>
- Gender Mainstreaming Portal of the german government
<http://www.gender-mainstreaming.net/>
- International Labour Organisation: information base e.quality@work
<http://www.ilo.org/public/english/employment/gems/eeo/index.htm>

... all include further link-lists