GENDER MAINSTREAMING
an introduction ...

Transnational Cooperation
Dresden meeting, June 2006
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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 in 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

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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

Source: EUROSTAT
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
applying
GENDER MAINSTREAMING
in projects

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

Commitment, 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 resources 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

... all include further link-lists