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# **TRAINING MANUAL ON GENDER MAINSTREAMING AND SUSTAINABLE DEVELOPMENT GOALS**

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With support from the Kingdom of Netherlands  
Implemented by Women Environmental Programme (WEP)



Koninkrijk der Nederlanden



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SEPTEMBER, 2017



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**Published by**  
**Women Environmental Programme (WEP)**  
Abuja – Nigeria  
www.wepnigeria.net  
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## ACRONYM

<b>CEDAW</b>	<b>CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN</b>
<b>CSOs</b>	<b>CIVIL SOCIETY ORGANIZATIONS</b>
<b>ECOWAS</b>	<b>ECONOMY COMMUNITY OF WEST AFRICAN STATES</b>
<b>ESC</b>	<b>ECONOMIC SOCIAL AND CULTURAL</b>
<b>GA</b>	<b>GENDER AWARE</b>
<b>GAPA</b>	<b>GENDER AWARE POLICY APPRAISALS</b>
<b>GRB</b>	<b>GENDER RESPONSIVE BUDGETING</b>
<b>GRPS</b>	<b>GENDER RESPONSIVENESS, PUBLIC SERVICES</b>
<b>HRBA</b>	<b>HUMAN RIGHTS BASED APPROACH</b>
<b>MDGs</b>	<b>MILLENNIUM DEVELOPMENT GOALS</b>
<b>PPT</b>	<b>POWER POINT</b>
<b>SDGs</b>	<b>SUSTAINABLE DEVELOPMENT GOALS</b>
<b>SNA</b>	<b>SYSTEM OF NATIONAL ACCOUNTS</b>
<b>UDHR</b>	<b>UNIVERSAL DECLARATION ON HUMAN RIGHTS</b>
<b>UN</b>	<b>UNITED NATIONS</b>
<b>WEP</b>	<b>WOMEN ENVIRONMENTAL PROGRAMME</b>

## ACKNOWLEDGMENT

This manual is produced with the funding support from the Kingdom of the Netherlands through its Accountability Fund for the support to implement the project “Ensuring Effective Implementation of Programmes, Policies and Legislations, that Contributes towards achieving Gender Equality in Nigeria in 2030”.

The training materials were produced by tireless Consultant, Ms Ene Obi, for the training of legislatures, executives and other stakeholders on gender equality and Sustainable Development Goals.

The Governments of Benue and Zamfara States provided the enabling environment for the successful trainings of the Legislators, Ministries, Departments and Agencies (MDAs) and other critical stakeholders in which we are deeply appreciative.

Finally, we appreciate the WEP team who provided support and made incisive inputs towards the finalization of this manual.



**Overall course aim**

To enable participants gain practical knowledge and skills that will guide them in mainstreaming gender in SDGs by providing practical examples and case studies. Similarly, the training will provide guide on developing gender-responsive legislations, policies and programmes and show how this is linked to the attainment of all the SDGs.

Through the training, participants will appreciate the importance of gender responsiveness, building strategic partnerships, action planning, support supervision, documentation and reported issues related to the SDGs.

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**Participants**

Participants are drawn from the state executive, ministries and the legislature. This includes legislators, legislative aids, permanent secretaries, relevant staff and staff of WEP

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**Duration**

2 days

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**Number of participants**

At least 20 participants and a maximum of 30 in any one session

## COURSE DESCRIPTION

Women Environmental Programme (WEP) in collaboration with The Kingdom of Netherlands agreed to implement a project on: "Ensuring Effective Implementation of Programmes, Policies and Legislations, that Contribute Towards Achieving Gender Equality in Nigeria by 2030." As part of the implementation of the project, WEP has designed this new short training manual to capacitate government officials, civil society organization, the legislature, the legislative aids and staff to improve skills, knowledge and tools on how to work towards ensuring gender responsiveness in the Sustainable Development Goals (SDGs).

WEP believes that the public services have the transformative potential to create more equal society to counter social and economic inequalities. Gender responsiveness is a major source of inequality and a major barrier to the poor and especially women enjoying their rights. This is also to further introduce the SDGs for participants to have a better understanding of the context.

The course will use human rights standards and approaches to guide analysis on governance and service quality towards gender equality with the years working experience. WEP is committed to gender equity and fairness which this capacity building course will try to fulfill.

Module 1 is an introduction to the concepts of gender, to improve participants understanding of the key areas. This will include an overview of gender concepts, the perspectives of fundamental human rights and women's rights, the legal and policy frameworks in the states and Nigeria. This will help participants to have a clear conceptual understanding and clarity of gender and women's rights as human rights from their different perspectives. It is also very important to link human rights with the issues of service delivery. This module will only mention SDGs as a commitment, since it will be fully addressed in module 3.

Module 2 provides an opportunity for participants to further their understanding of gender, through gender responsive budget as one of the key approaches to analyzing the issues of gender and SDGs. It will increase participants' knowledge on the fundamentals of budget when they are introduced to household budgets and its linkages to the public budget. It will also enhance their skills on using gender lens through budget analysis and implementation of public service delivery.

Module 3 is particularly focused on the SDGs, which has come about by the agreement of the world leaders for which Nigeria is a party. Participants will have a clear understanding of each of the goals, and the linkages to the work they do in delivering public services at different levels, to meet the goals. The aim is making participants explore their contexts and note that SDGs cannot be achieved unless the micro connects to the macro. This will include a clear understanding of the indicators for SDGs, linking to relevant laws, policies, gaps and opportunities for advocacy and engagement with the CSOs and government.



## COURSE STRUCTURE

<p><b>Module 1.</b></p> <p><b>Objective:</b> By the end of the module, participants should be able to articulate the issues of gender, gender mainstreaming/ gender integration and women's rights clearly.</p>	<p><b>Module Title: Understanding Gender Equality and Women's Rights</b></p> <p><b>Session 1:</b> Understanding the key concepts of Gender</p> <p><b>Session 2:</b> Human Rights and Women's Rights</p> <p><b>Session 3:</b> Legal and Institutional frameworks for Gender Responsive Public Service Delivery</p>
<p><b>Module 2.</b></p> <p><b>Objective:</b> By the end of the module participants should have enhanced understanding and skills about budgets and Gender Responsive budgeting and its linkages to public service provision</p>	<p><b>Module 2: Gender Responsive Budgeting</b></p> <p><b>Session 1:</b> Introduction to Household and Public Budgets</p> <p><b>Session 2:</b> Gender Responsive Budgeting</p>
<p><b>Module 3.</b></p> <p><b>Objective:</b> By the end of the module, participants should be able to appreciate Gender Responsiveness, Public Services (GRPS) contribution to creating transformational change and assess qualifiers and indicators for GRPS</p>	<p><b>Modules 3: The Sustainable Development Goals and Gender Mainstreaming</b></p> <p><b>Session 1:</b> General Overview of the Sustainable Development Goals</p> <p><b>Session 2:</b> Gender Mainstreaming and the Sustainable Development Goals</p> <p><b>Session 3:</b> Monitoring and Reporting of Changes in Policies and Laws on SDGs towards Gender Equality</p>
<p><b>Overall learning objective:</b> To enable participants, improve capacity for the implementation of programmes, policies and legislations, that contribute towards achieving gender equality in Nigeria by 2030</p>	
<p><b>Training Methodology:</b> The methodology to be used will include brainstorming, plenary presentations by facilitators, group works, peer groups, walk and talk, plenary presentation by groups, case studies, experience sharing, self-reflections and plenary reflections, videos and audio visuals. The State will identify key issues to guide their action plan at the end of the training.</p>	
<p><b>Notes are attached to each of the sessions. These notes are from the power point presentations by the Facilitator at the pre-test training and can be modified to the local content or for additional materials.</b></p>	
<p><b>Trainer qualifications:</b> Trainer should have vast experience in gender equality, gender responsive budgeting process, human rights, governance and the SDGs</p>	
<p><b>Pre-training activities</b></p> <ul style="list-style-type: none"> <li>• Logistics Information sharing with participants such as making contact with the right participants, invitation letters, confirmation of attendance and as needed</li> <li>• Contextualize the content before the training</li> <li>• Pre-training assignment to the participants on what is going on in their localities on gender equality programmes that enables them to start thinking of the opportunities and what they have been able to do</li> <li>• Prepare local examples/case studies to use during training discussions and group works</li> </ul>	
<p><b>Venue Layout:</b> It is important to have enough light and good ventilation along with room for free movement during the sessions, and during group work. This needs to be check before the training.</p>	
<p><b>Info in Course Folder:</b> The facilitators need to ensure that looking through modules 1 to 3, relevant materials that are pulled together are included in the folder at the beginning of the training and as the course progresses at the appropriate sessions. Major materials will be the SGDs, MDGs, relevant policies and as are relevant.</p>	



## MODULE 1: INTRODUCTION TO GENDER QUALITY AND WOMEN'S RIGHT

<b>DURATION</b>	<b>5 hours</b>
<b>SESSIONS</b>	<b>Session 1:</b> Understanding the key concepts of gender <b>Session 2:</b> Defining Human Rights and Women's Rights <b>Session 3:</b> Legal and Institutional frameworks for gender responsiveness in Nigeria
<b>MODULE RESUME</b>	
<p>The module has 3 sessions:</p> <p><b>Session 1:</b> Understanding the key concepts of gender <b>Session 2:</b> Defining Human Rights and Women's Rights <b>Session 3:</b> Legal and Institutional frameworks for gender responsiveness</p> <p>This module introduces the participants to the key concepts of gender and gender responsiveness in public service delivery. This includes gender mainstreaming and gender integration. It provides opportunity for participants to have a comprehensive understanding about human rights and women's human rights. Participants will improve their skills in analyzing gender issues and be motivated to promoting gender sensitive legislation, policies and effective programme implementation</p>	
<b>OVERALL OBJECTIVE OF THE MODULE</b>	
<ul style="list-style-type: none"><li>• By the end of the module, participants are able to explain the different concepts of gender, gender responsiveness, gender responsive public service provision, more aware of the state laws that are gender sensitive from a human rights perspective</li></ul>	
<b>NOTES TO FACILITATOR</b>	
<ul style="list-style-type: none"><li>• The local content is critical. The facilitators should ensure local contextualization of each session with specific examples. It is important to work with the state team or programme staff of WEP where the facilitators are not from the environment depending on the target group for the training.</li></ul>	
<b>REMARKS ON MATERIALS NEEDED IN COURSE FOLDER</b>	
SDGs, MDGs, local legislation & policy samples	



## MODULE 1: SESSION 1: UNDERSTANDING THE KEY CONCEPTS OF GENDER

<b>DURATION</b>	2 hours
<b>PREPARATION:</b>	Prepare a short Power point presentation on Understanding the key concepts of gender. Assemble all materials necessary for the different exercises
<b>MATERIALS</b>	Projector, flash cards, flipchart board, flip chart paper, coloured pencils and marker pen.
<b>SESSION RESUME</b>	
To discuss the concepts of gender and gender responsiveness of public services provision and service delivery The session will lead to conceptual clarity on the topic of gender and the people's perception of gender.	
<b>Learning objectives:</b> Participants are able to understand and explain the key concepts of gender and can connect themselves and area of work with it.	
<b>KEY DISCUSSION POINTS</b>	
<ul style="list-style-type: none"><li>• To discuss gender and other related concepts such as gender mainstreaming and integration and Gender Responsiveness, Public services,</li><li>• Gender lens in the discussion of service delivery and service provision</li></ul>	
<b>❖ FACILITATION PROCESS</b>	
<ul style="list-style-type: none"><li>• Introduce session, objective, learning outcome and process</li><li>• The session starts with unpacking the word gender and other related concepts<ul style="list-style-type: none"><li>○ Introduce gender first in a brainstorming discussion – this is very important, to have a feeler (rough baseline) about their understanding of the concept.</li><li>○ Make a short interactive presentation on gender concepts (including practical gender needs and strategic gender needs) and have exercises that are relevant to the context. Give them the opportunity to share various experiences from their contexts.</li></ul></li><li>• Group work/presentation - Ask the participants to document the public services offered at their state level and sectors. Participants share experiences on public services (highlighting the status of public services, responsiveness to women and men's needs (including that of girls and boys), what are the gaps/issues to be improved upon) from 3 thematic context specific settings through group discussions (30 Min).</li><li>• Then connect gender and service provision/service delivery concept to drive home the point</li><li>• Use a flip chart to illustrate decentralization in a public service provision</li><li>• Finalize the session with the key discussion points and wrap up</li></ul>	
<b>NOTES TO FACILITATOR</b>	
<ul style="list-style-type: none"><li>• The facilitator should be sensitive to the local context and content</li><li>• Moderate the experience sharing to encourage effective participation of participants.</li><li>• Ensure that the feedback from group presentation is well captured.</li><li>• Moderate a discussion and build consensus on key concepts and wrap up</li></ul>	



## FACILITATORS NOTES: SESSION ONE - UNDERSTANDING GENDER CONCEPTS

In a brainstorming session ask participants to define the term Gender. After getting responses from participants, give some basic definition of terms as follows:

CONCEPT	DEFINITION
<b>GENDER</b>	Socially and culturally constructed roles, responsibilities, relations and entitlements that are assigned to men and women by society. Gender is social differences that are learned and changes over time. It means, it can be deconstructed and reconstructed to favour men and women, boys and girls for equality and fairness in the pursuit of social justice.
<b>SEX</b>	Is the biological difference between the female and male, it is universal and naturally permanent (other issues are now visible, such as trans-gender).
<b>GENDER ISSUES</b>	Specific consequences of inequality exist between girls, boys, women and men
<b>GENDER RELATIONS</b>	Socially constructed definitions of rights, responsibilities, and identities of women and men in relation to another
<b>GENDER SENSITIVE</b>	Being aware of the differences between women and men's needs, roles, responsibilities and constraints
<b>GENDER BIAS</b>	Tendency to make decisions or take actions based on gender that favour one gender against another.
<b>GENDER EQUALITY</b>	Equal rights, responsibilities and opportunities for both women and men, boys and girls. No discrimination on the basis of a person's sex in allocation of responsibilities and opportunities
<b>GENDER INEQUALITY</b>	Results of different forms of discrimination in regard to benefits, responsibilities and opportunities
<b>GENDER EQUITY</b>	Equal rights, responsibilities and opportunities for both women and men, boys and girls. No discrimination on the basis of a person's sex in allocation of responsibilities and opportunities
<b>GENDER TRANSFORMATION</b>	The process of creating opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women and address power inequalities between individuals
<b>GENDER INTEGRATION</b>	Identifying and addressing gender differences during strategic planning, project design, implementation and monitoring and evaluation
<b>GENDER MAINSTREAMING</b>	The integration of the gender perspective into all policies with a view to promoting equality between women and men
<b>GENDER BLIND</b>	Ignoring or failing to address dimensions and implication for men and women, boys and girls in planning for a population
<b>GENDER NEUTRAL</b>	Having no differential positive or negative impact for gender relations or equality between women and men
<b>GENDER SENSITIVE</b>	Addressing needs and taking into account gender dimensions (in reference to women, girls, men and boys)
<b>EMPOWERMENT</b>	The process of generating and building capacities to exercise control over one's life



<b>GENDER DISCRIMINATION</b>	Predetermined treatment of an individual based on their gender –informed stereotypes
<b>GENDER DIVISION OF LABOUR</b>	Roles and responsibilities and activities assigned to women and men, boys and girls based on gender
<b>GENDER ANALYSIS</b>	The study of difference in the conditions, needs, participation, inclusion, access to control and development, assets, decision making powers, etc between girls, women, boys and men and their assigned roles
<b>GENDER AUDIT</b>	The analysis and evaluation of policies, programmes and institutions in terms of how they apply gender-related criteria
<b>TRIPPLE GENDER ROLES</b>	Reproductive, productive and community maintenance
<b>GENDER RESPONSIVE PUBLIC SERVICE</b>	These are services rendered by the government, taking into considerations the gender specific needs and focused on equality of male and female. Public service has the capacity of creating a more equal society and reducing social and economic inequalities gap
<b>PRACTICAL NEEDS</b>	The provision of immediate materials, that can meet short term needs. These are practical solutions to address immediate needs
<b>STRATEGC NEEDS</b>	This requires long term interests and planning to engage. An example is like seeking to change a position in society, over time. It needs a number of steps and planning. Another example is, increasing the participation of women in decision making and issues like improving legislation for equal rights and opportunities
<b>EFFICIENCY</b>	Activities are more effective with full involvement of women and men in their full capacities

### A Case Study 1- Mr. Moyo goes to the Doctor -

“What is your job? asked the doctor  
‘I am a farmer’ replied Mr Moyo  
‘Have you any children?’ The doctor asked  
‘God has not been good to me. Of 15 born, only 9 are alive’. Mr. Moyo answered  
‘Does your wife work?’ asked the doctor.  
• No she stays at home’ Mr. Moyo replied.  
‘I see. How does she spend her day?  
‘Well she gets up at 4am in the morning, fetches water and wood, makes the fire, cooks breakfast and cleans the home. Then she goes to the grinding mill. After that she goes to the township with the two youngest children where she sells tomatoes by the road side while she knits. She buys what she wants from the shops. Then she cooks the midday meal.’  
‘You come home at midday?’ asked the doctor  
No, no she brings the meal about 3 kilometres away.  
And after that?’  
‘She stays in the field to do the weeding and then goes to the vegetable garden to water’.  
What do you do?’ the doctor asked again  
‘I must go and discuss business and drink with the men in the village’ Mr. Moyo responded.  
‘And after that?’ The doctor further enquired  
Mr. Moyo replied ‘I go home for supper which my wife has prepared.  
Does she go to bed after supper?  
• No I do. She has things to do around the house until 9pm or 10pm’ said Mr Moyo.  
But I thought you said your wife doesn’t work?’ Asked the doctor  
‘Of course, she doesn’t work. I told you she stays at home’ Mr Moyo reiterated.”

## Case Study 2 – Story of the Fox and Crane!

### Gender Equality does not mean the same treatment

*The Fox invited the Crane to dinner. He served the food on a large flat dish, the Crane with her long, narrow beak could not eat.*

*The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his Short, wide face could not eat.*

Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

The development challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will lead to equality of outcome

## SOCIAL INSTITUTIONS

- Rules – How do things get done?
- Activities – What are the activities, who will do them, who will benefit?
- Resources – Who gets resources to do the activities? Who gets the benefits from the use of the resources?
- People – Who is in? Who is out?
- Power – Who decides? Whose interests are served

## PUBLIC SERVICE

Have group exercise on what services are, and what is provided under it thematically  
Let the group make a presentation and the facilitator summarises

## RESPONSIVE SERVICE

- Respond to the different needs of different groups, especially the needs of women, girls and marginalized groups (people with disabilities, orphans, vulnerable children, migrants, refugees, internally displaced persons, elderly people and destitute).
- Have a transformative impact on the lives of beneficiaries so that they address issues of unequal power that marginalize an individual or groups of individuals
- Builds institutional capacity including leadership that respects and safeguards institutions
- Collaborate with citizens to achieve common objectives
- Engage people in decision making, implementation, monitoring and evaluation
- Responds to people's needs and is open to people's inputs and scrutiny
- Encourages citizen meaningful participation and good governance practices (accountability and transparency, etc.)
- Discussions! Questions and Contributions! Clarifications! Summary of key points!



## MODULE 1 SESSION 2: HUMAN RIGHTS AND WOMEN'S RIGHTS

<b>DURATION</b>	1hr.30mins
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• Prepare a short presentation on the principles of human rights .</li> <li>• Familiarize yourself with human rights principles and its application in the local content</li> </ul>
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>○ The material to be used includes, DVD on Why Mrs. X Died, projector and speakers.</li> </ul>
<b>SESSION RESUME</b>	
<p>The session will enable participants use the lens of human rights in promoting gender sensitive policy and legislation and implementation of gender responsive service provision. It exposes participants to the structural inequalities and the socio-economic impact on the poor and the vulnerable groups in the society.</p>	
<b>LEARNING OBJECTIVE FOR SESSION</b>	
<ul style="list-style-type: none"> <li>• This session will introduce participants to principles of human rights and women's rights, the implication for gender responsive service provision design and implementation at the local contexts.</li> </ul>	
<b>KEY DISCUSSION POINTS</b>	
<ul style="list-style-type: none"> <li>• Principles of human rights</li> <li>• Structural inequalities and poor gender responsive public service delivery</li> <li>• Possible ways to overcome the inequalities</li> <li>• Women's rights as human right</li> </ul>	
<b>FACILITATION PROCESS</b>	
<ul style="list-style-type: none"> <li>• Introduce session, learning objective, outcome and process for the entire session</li> <li>• Introduce the basics of human rights in peer groups and facilitate discussion in plenary. This is very important to get participants view on the definition of human rights</li> <li>• Make a short presentation on the principles of human rights. Relate the principles to the local content to enable participants share their own experiences. Allow for questions, contributions, answer those seeking clarifications</li> </ul> <p>Show video or give a case study which depicts of Structural inequalities and the impact of poor public services</p> <p>Allow participants to give feedback and relate it to the local content. Allow for comments/observations (10 min)</p> <ul style="list-style-type: none"> <li>• Wrap up (10 Min)</li> </ul>	
<b>NOTES TO FACILITATOR</b>	
<ol style="list-style-type: none"> <li>1. Use very simple language in the analysis of human rights</li> <li>2. Link the previous session1 to the discussion in this session</li> <li>3. Moderate plenary discussion and highlight key lessons and emerging issues</li> <li>4. The facilitator can decide on which relevant videos that will be relevant to the local context to avoid confusing the participants</li> <li>5. Control discussions to ensure time management</li> </ol>	
<b>INFORMATION IN COURSE FOLDER</b>	
<p>The following materials can be made available:</p> <ul style="list-style-type: none"> <li>• Existing Institutional support of legal and policy framework from state, country or African context</li> <li>• The International Convention on the Elimination of all forms of Discrimination against Women</li> <li>• Protocol to the African Charter for Human and Peoples Rights on the Rights of Women in Africa</li> </ul>	



## SESSION TWO:

## HUMAN RIGHTS AND WOMEN'S HUMAN RIGHTS APPROACH TO DEVELOPMENT

### OUTLINE:

- Objectives
- Key definitions
- Generations of rights
- Human rights principles
- Statements of common understanding
- HRBA programming

### Session Objectives:

- To improve participants understanding of Human Rights, its principles and approach to development
- To provide participants with an opportunity to analyze women's rights as human rights and use gender lens in monitoring social responsibilities

### Understanding the Definition of Human Rights?

- Definition
- Who has human rights?
- "Human Rights can be defined as the rights of all individuals regardless of sex, race, colour, language, national origin, age, class or religious or political beliefs to certain fundamental freedoms" Universal Declaration on Human Rights (UDHR)
- "Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible". [www.ohchr.org](http://www.ohchr.org)
- More explanations: "Universal human rights are often expressed and guaranteed, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups." [www.ohchr.org](http://www.ohchr.org)

### Who has human rights?

- Universal Declaration on Human Rights (UDHR) may have taken off from 1948 but human rights discourse started a long time ago. It is important at this point to trace the origin of human rights which is well captured by Amnesty International. It is however, better captured at the declaration

### Charter of the United Nations & Statute of the International Court of Justice

- "We the people of the United Nations determined to save succeeding generations from the scourge of war which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights in the dignity and worth of the human person, in the *equal rights of men and women* and of nations large and small..."

### Are human rights the same everywhere?

- "All human beings are born free and equal in dignity and rights" (Article 1, UDHR)
- "Everyone has the right to freedom of opinion and expression..." (Article 19, UDHR)
- "Everyone has the right to take part in the government of his/her country, directly or through freely chosen representatives" (Article 21, UDHR)
- "All are equal before the law" (Article 7, UDHR)

This provides the facilitator the opportunity to discuss the peculiar content and context of the locality with the participants

### First generation of rights - Freedom

**Civil and Political Rights:** Political participation & access to equal opportunity in public life, freedom of speech



## Second generation of rights - Equality

**Social, Cultural & Economic Rights:** Property rights, housing, food, education, Health, Social welfare

## Third generation of rights - Fraternity

**Collective Rights/Group Rights:** Rights to Development, environmental rights and the rights to sovereignty and self determination

### Human Rights Principles

- **Universality and inalienable**
  - all are entitled, cannot be given up voluntarily or taken away - “all human beings are born free and equal in dignity and rights” (UDHR article 1)
- **Indivisibility**
  - Inherent to the dignity of every human person, have equal status as rights, cannot be ranked, a priori, in a hierarchical order
- **Indivisibility** - Some rights may require a greater investment of resources or the accomplishment of more substantial structural changes than the other. For example, some of the cultural rights may require more time than some of the civil and political rights
- **Universality**
- Women's rights sometimes are ignored e.g. where Governments consider internal family relations as private, and beyond the laws reach.
- Women always face a culture of impunity, and the failure of the rule of the law, where their HR are concerned
- **Equality and non-discrimination**
- All individuals are equal as human beings and by virtue of their inherent dignity respectively without discrimination on basis of race, color, sex, ethnicity, age ----
- **Participation and inclusion**
- Every person/peoples are entitled to active, free and meaningful participation in contribution and enjoyment of ESC and political development in which freedoms can be realized
- **Non-Discrimination** – more significant when you start looking at the system that is implementing policies and delivering services. Does that government or organisation protect the excluded, vulnerable? Are there policies that seek to protect the weak and disadvantaged, such as women despite their population within the system?
- **Accountability and rule of law** – duty to protect, fulfill and promote rights lies with States that are signatories to the human rights instruments
- **Interdependencedness and interrelatedness** - The realization of one right might depend on the other

**Pause for reflections on local laws and policies – Some efforts too on advancing women's rights**

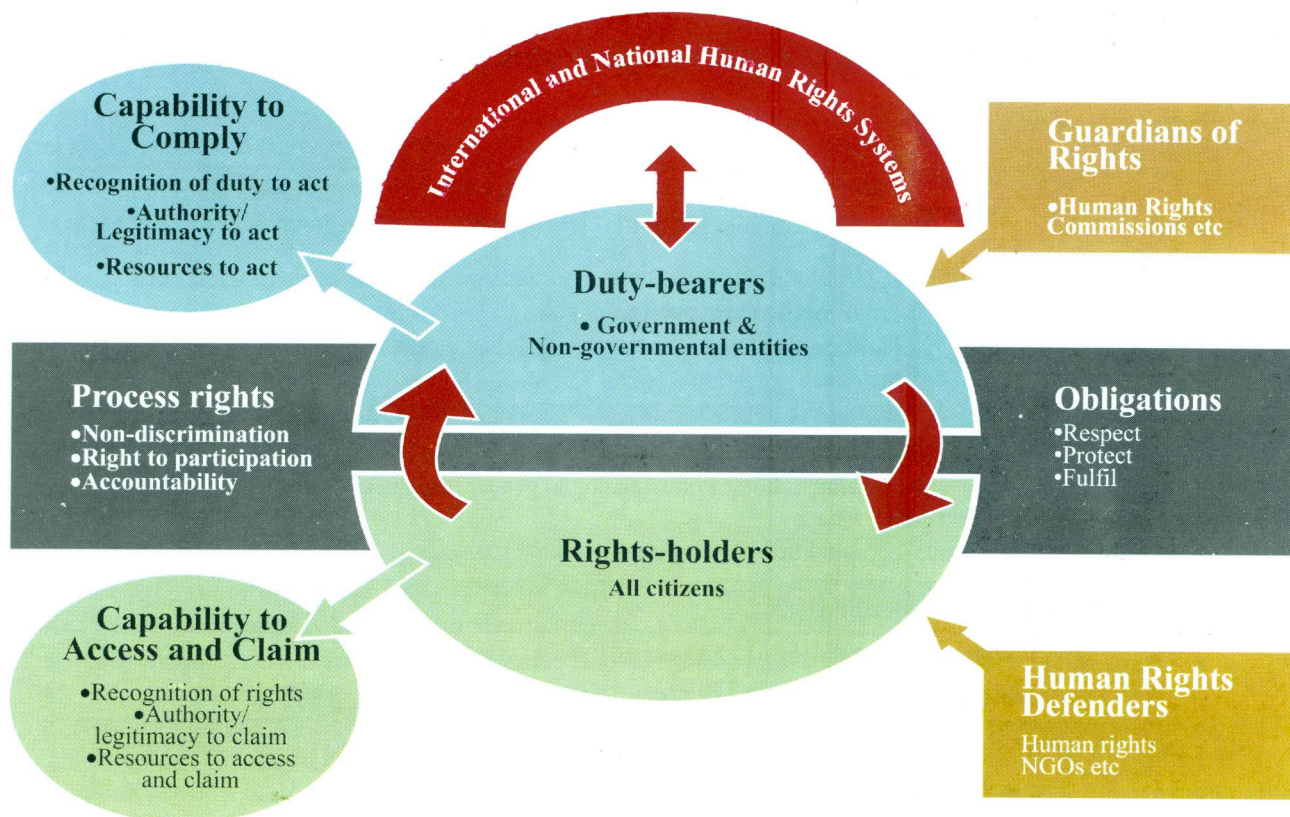
### Women's World Conference meetings

- Mexico City 1975: International Women's year
- Copenhagen 1980
- Nairobi 1985
- Beijing 1995
- 1967 Declaration on the Elimination of Discrimination against Women
- 1979 Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- 1993 Declaration on the Elimination of Violence against Women
- 1995 Beijing Platform for Action
- Maputo Protocol
- What reactions from men!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

### Common Understanding

- In a human rights approach, taking into consideration the principles of human rights, it is human rights that determines the relationships between individuals and groups that have valid claims (right holders) and the state (duty bearers) who has the obligation to promote and fulfil rights
- Strengthen the capacities of right-holders to make claims, and for duty-bearers to meet their obligations
- Poverty is a consequence of denial or violation of human rights
- Denial of rights as a consequence of unequal power relations
- How does the system cater for the vulnerable?





### Process of Securing Rights

- Organising and raising consciousness
- Addressing people's needs as rights they can claim
- Ensuring participation of women and the vulnerable people
- Paying attention to issues of power
- Deepening democracy at every level
- Holding State (and Non-State Actors) accountable
- Ensuring transparency and accountability

### Responsibilities

- A form of trustworthiness; the trait of being answerable to someone for something or being responsible for one's conduct;
- Something for which one is responsible; a duty, obligation, or burden
- "everyrightimplies a responsibility; everyopportunity, an obligation; everypossession, a duty"

### Human Rights Based Approach (HRBA) Programming

- HRBA programming is the consideration and integration of human rights principles and standards into all stages in the programming process
- It includes carrying out assessment and analysis, set objective setting, design of capacity development strategies, implementation, support supervision, monitoring and evaluation. It uses the lens of human rights through all the stages of programming and implementation.
- It requires the recognition of the rights of marginalized and vulnerable groups such as women and girls as having equal human rights; to create a deliberate plan that will lead to equal opportunities, participation, inclusion and other related principles, to promoting social justice
- It is important to do local content analysis as well as contextual analysis
- Ensuring the process respects basic human rights principles
- A human rights approach states that the process of development is as important as the outcome, and that indeed the process largely determines the type of outcomes resulting from development activities



**MODULE 1: SESSION 3:****LEGAL AND INSTITUTIONAL POLICY FRAMEWORK IN DIFFERENT COUNTRIES**

<b>DURATION</b>	2 hours
<b>PREPARATION:</b>	APPT on Legal and Institutional Frameworks (15 Min), 3 Case studies from different localities (20 min) (Prepare questions for the group work from issues raised)
<b>MATERIALS:</b>	Projector, flipchart and marker pen. Participants come to the training with Legal/policy documents of what exists in their state
<b>SESSION RESUME</b>	
<ul style="list-style-type: none"> <li>To discuss the legal and institutional frameworks relating to gender responsive public services at the local, national, regional and global levels.</li> <li>Identify the entry points, opportunities, existing gaps in policy frameworks</li> </ul>	
<b>LEARNING OBJECTIVE FOR SESSION</b>	
<ul style="list-style-type: none"> <li>Participants are able to identify the legal and institutional policy frameworks that exist, support, limit or deny responsive public service design and delivery</li> </ul>	
<b>KEY DISCUSSION POINTS</b>	
<ul style="list-style-type: none"> <li>Legal and institutional policy framework at different levels</li> <li>Entry points, opportunities, existing gaps in policy frameworks based on country specific experiences</li> </ul>	
<b>FACILITATION PROCESS</b>	
<ul style="list-style-type: none"> <li>The Facilitator, introduces the session objective, learning outcomes</li> <li>Facilitate a discussion on simple legal and institutional frameworks existing in their context. Ask how they have interacted with the frameworks in the past. In their already formed groups, to identify legal and institutional frameworks that are gender responsive entry points, opportunities, and existing gaps in policy frameworks in their different state. They should link each issue with available legal and institutional framework</li> <li>Facilitator explains the group tasks clearly; give flip charts and co-facilitator monitor group work (30 mins). The group will present in the plenary for contribution from fellow participants. There should be room for general contributions</li> <li>Facilitator wraps up with a short PPT – to connect participants to other relevant legislations, policy frameworks that may have been missed in the groups, extracts from the laws and also linking them up to the international frameworks</li> <li>Allow participants to reflect for 10 minutes on their own, to think of what they may have learned and what they would like to do from the first day. They should put them down in writing.</li> <li>Wrap up, using key points of discussion</li> </ul>	
<b>NOTES TO THE FACILITATOR</b>	
<ul style="list-style-type: none"> <li>Prepare to understand the context of the participants</li> <li>Prepare examples of legislations, policy frameworks – CEDAW, MAPUTO protocol etc.</li> <li>The trainer should take care that discussions don't take more time than allocated</li> </ul>	
<b>REMARKS ON ADDITIONAL INFO IN COURSE FOLDER</b>	
<p><i>The following hand-outs will be given:</i></p> <ul style="list-style-type: none"> <li>Use legal and institutional frameworks perhaps from the African context</li> <li>The International Convention on the Elimination of All Forms of Discrimination against Women</li> <li>Protocol to the African Charter for Human and Peoples Rights on the Rights of Women in Africa</li> </ul>	



**Legal and Institutional Framework**

- It is important to focus on areas that are related to gender equality. Some of the areas are: Education, health, agriculture, socio-economic empowerment, public sector, environment, justice, law and order sector, etc.

Focus: What laws are available and implemented to promote gender equality at the different levels:

- Education Laws/Policies and framework at District & National
- Health Laws/policies at District and national
- Agriculture Laws/Policies at various levels
- Water resources/Laws/Policies
- What are the Regional Laws and institutional framework
- International frameworks

**Historical Reflections – Legal Framework**

- ▶ **The Convention on the Nationality of Women – 1933**
- ▶ **United Nations Declaration on Human Rights (UDHR), 1945**
- ▶ **The Inter-American Convention on the Granting of Civil Rights to Women – 1948**
- ▶ **The Inter-American Convention on the Granting of Political Rights of Women – 1948**
- ▶ **Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women (Belem do Para Convention) – 1994**
- ▶ **Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) adopted in 1979 but instituted 1981, ratified by 189 states**
- ▶ **More Conventions from the United Nations.....**
- ▶ **Conventions at the African Union level**
- ▶ **National Laws: National Gender Policy**
- ▶ **State laws and Institutions**

Nations/states at the international level under the umbrella of the United Nations have been trying many strategies to address the issues of gender equality and gender responsive such as:

Millennium Development Goals:

- **To eradicate extreme poverty and**
- **To achieve universal primary education**
- **To promote gender equality**
- **To reduce child mortality**
- **To improve maternal health**
- **To combat HIV/AIDS, malaria, and other diseases**
- **To ensure environmental sustainability**
- **To develop a global partnership for development**

This has now been followed by many more goals (though hardly was the above met by any country in 2015 target of the above)

Specifically this training targets the SDG 5 as follows.

**Goal 5:** Achieve gender equality and empower all women and girls

Ensure gender equality, human rights, the rule of law, and universal access to public services. Reduce relative poverty and other inequalities that cause social exclusion. Prevent and eliminate violence and exploitation, especially for women and children.

**Target 5a.** Monitor and end discrimination and inequalities in public service delivery, the rule of law, access to justice, and participation in political and economic life on the basis of gender, ethnicity, religion, disability, national origin, and social or other status.

**Target 5b.** Reduce by half the proportion of households with incomes less than half of the national median income (relative poverty).

**Target 5c.** Prevent and eliminate violence against individuals, especially women and children.

(See Module 3 below for comprehensive details on SDGs)



**Institutions and Institutional Arrangements:** Different Human Rights institutions or organizations exist at various levels. They include governmental, intergovernmental and non-governmental organizations responsible for ensuring human rights issues are an everyday reality. Examples of these institutions are;

- ▶ United Nations: United Nations Office of the High Commissioner for Human Rights
- ▶ UN Women: **United Nations Entity for Gender Equality and the Empowerment of Women**
- ▶ African Union/different Departments; African Commission on Human and Peoples' Rights
- ▶ National Level; National Human Rights Commission

**What institutions or laws exist??????????**

#### **National/Country/Local Levels**

- ▶ **E.g. Gender – What goal will you be responding to:**
  - Federal Ministry of Woman Affairs and Social Development –National
  - State Ministry of Woman Affairs ad Social Development Dispensaries at state level

#### **Opportunities**

- ▶ Constitutional provisions in Nigeria
- ▶ Gender Equality/Policies/Guidelines
- ▶ Education Laws/Policies/Guidelines
- ▶ New laws and policies relating to Gender Equality
- ▶ Human Rights Based Approach
- ▶ Multi-ectoral approaches
- ▶ International focus on gender representation
- ▶ Sustainable Development Goals
- ▶ Maputo accord
- ▶ Abuja Declaration to improve social and economic conditions in the world poorest countries.

#### **Some Regional Bodies**

- ▶ African Union
- ▶ European Union
- ▶ Association of South East Asian Nations
- ▶ East African Community
- ▶ Economic Community of West African States
- ▶ South African Development Community
- ▶ Common Market for East and Southern Africa
- ▶ Inter-Governmental Authority for Development

#### **Regional Legal Institutional Framework**

- ✗ African Court of Human & Peoples' Right (1998)
- ✗ East African International Court of Justice
- ✗ Peace & Security Council of African Union (2002)
- ✗ Court of Justice of the African Union (2003)
- ✗ African Commission on Human & Peoples' Rights (1981) formall installed Nov. 1986
- ✗ ECOWAS Court of Justice

#### **Challenges**

- ▶ Participation in governance processes
- ▶ Multi-sectoral nature of the team to respond to gender interventions
- ▶ Quality of government and governance processes
- ▶ Decentralization
- ▶ Gender inequality initiatives
- ▶ Inadequate capacity at the demand and supply side to make a difference
- ▶ Representation in decision making levels
- ▶ Tailoring policy framework to lead local needs framework for gender equality
- ▶ Institutional boundaries –location of laws/policies –which Minstry is more important
- ▶ Implementation
- ▶ Attitude of leaders

## **Conclusion**

Improving transparency and accountability

Improve the capacity of citizens to demand for participation in governance processes

Do a specific thematic country or local reflection on policies and laws supporting gender equality. It is important and critical to have a good knowledge of the legal and institutional framework of local environment. Contextual and content analysis are an advantage. Work groups are important to achieve this. Plenary presentation is necessary, to share their knowledge and to also gain from others

It is important to note laws that may have gaps and what can be done about it to guide advocacy strategy. Going through the legal and institutional framework gives you evidence on where to focus the energy of your programming.



## MODULE 2: SESSION 1: INTRODUCTION TO HOUSEHOLD AND PUBLIC BUDGET PROCESS

<b>DURATION</b>	2 hours
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• Prepare a PPT on Public Budgeting Process</li> <li>• Familiarise with the budget process in the state.</li> <li>• Prepare instructions for group work on household budget –2 different households</li> <li>• Plenary discussion</li> </ul>
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PPT projector, flip chart papers, markers and a copy of the state budget</li> </ul>
<p><b>SESSION RESUME:</b> This session will introduce takes participants through the household and public budgeting process. It connects participants to the budget process at the household level to appreciate the public budget process</p> <p><i>Session 1:</i> Introduction to Household and Public Budgeting Process</p> <p><i>Session 2:</i> Gender Responsive Budgeting Process</p>	
<b>LEARNING OBJECTIVES FOR SESSION</b>	
<ul style="list-style-type: none"> <li>• Participants are able to clearly relate the budget process and also look at the human rights dimensions to budget priorities</li> <li>• Participants have improved skills on household and public budgeting process</li> </ul>	
<b>KEY DISCUSSION POINTS</b>	
<ul style="list-style-type: none"> <li>• Household budgeting process</li> <li>• Public budgeting process</li> <li>• Participation in the budget process</li> </ul>	
<b>FACILITATION PROCESS</b>	
<ul style="list-style-type: none"> <li>• Introduce session, learning objective, outcome and process (session map)</li> <li>• Divide participants into 2 groups with clear instructions as follows: Group 1: Draw a budget for a Minister to include his income and expenditure. Group 2: Draw a budget for a security man in a shoe factory. This exercise should take 15mins. Facilitate plenary presentation of groups to take 20 mins including comments</li> <li>• Ask participants to define what a budget really is</li> <li>• Make a presentation on public budget making process in a very interactive session with the recall from the household budget (find out from participants how they have participated in the state budget process, let them relate their experiences about opportunities and challenges within the presentation –show them a copy of the state budget).</li> <li>• Allow questions/comments/contribution and wrap up with emphasis on participation</li> </ul>	
<b>NOTES TO FACILITATOR</b>	
<ul style="list-style-type: none"> <li>• Prepare materials for group discussion and ensure facilitator and co-facilitators monitor the group work</li> <li>• Ensure that the session is highly interactive but try to keep time</li> </ul>	



## NOTES

### SESSION 2:

### UNDERSTANDING PUBLIC BUDGET MAKING AND THE BUDGET MAKING PROCESS

#### Objectives:

- Introduce participants to the concept and structure of public budget
  - Participants are able to clearly relate the budget process and also look at the human rights dimensions to budget priorities
  - Participants have improved skills on household and public budgeting process
- **What is a Public Budget?** Buzz group of 3s to discuss and give definition in a very interactive manner – They should each write their own definition for you and it should be read and pasted on the wall for others to see

#### Linking the Macro and Micro at Own Level

- Is there a relationship between Public & Household budget?
- ▣ Start the discussion by asking how many participants do annual budgets for their personal use
  - ▣ Pick the discussion from those who do even a monthly budget (which are more likely as many participants hardly do budgets except to plan and spend the next income)
  - ▣ Follow the facilitation steps for this session and draw up a budget for 2 different people who are at different income levels
  - ▣ Then, let them answer the question of what is the relationship between household and public budget
  - ▣ What do they see as challenges of monthly budget to annual personal budget
  - ▣ What do they also think can be an issue with a public budget at the different levels
- Reflection on Public Budget & Governance.... Any relationship? This is a discussion that allows the participants to really think through budgeting and the process of governance

#### Introduction

- Governance is about providing for the common good of the citizens
- How can the government meet the ever-competing needs and expectations of citizens?
- The budget is a tool which provides financial impetus to government plans and policies.

#### Definition of a Budget

“A budget is a statement of expected income and expenditure of a household/government/organization within a specific period of time.”

- *Public budgeting involves the selection of end and the selection of means to reach those ends.* (Robert Lee & Ronald Johnson)
- French word “bougette” which means little bag
- Statement of governments estimated revenue and proposed expenditure
- A financial plan showing proposed expenditures and proposed means of financing
- A budget is referred to as an action plan and a key instrument for macroeconomic management
- ***“A budget is much more than a collection of numbers. A budget is a reflection of a nation's priorities, its needs, and its promise.”*** Alexander Hamilton
- “a budget is a financial plan for the future concerning the revenues and cost of business. However, a budget is much more than just financial numbers”.
- A budget is what gives life to poverty reduction strategy, meeting the needs of people living in poverty needs to be factored into a budget

A budget is what can reflect if a government pays attention to gender responsive public services or not. It gives life to any government plan.

#### Importance of a Budget

- Reflect on the family budget!!!! Let participants discuss why it is important to prepare budget!
- It helps us decide how, when and on what we spend our money on
- It helps individuals, households, communities and government decide how and from where to get their money from



- ▶ It helps individuals, households, communities and government to plan on how to satisfy their needs
- ▶ It enables us see how different groups benefit or are disadvantaged from the way resources are distributed or allocated
- ▶ It gives people information on how government plans to spend money on goods and services.
- ▶ It shows how government uses public money to influence and control the world (private sector) of business and the lives of people

## **Functions of the Budget**

### **Traditional Functions**

- ▶ **Planning Tool:**
  - ▶ It helps us lay out what activities and programmes we intend to undertake within a specific time.
- ▶ **Political Instrument:**
  - ▶ Spells out policies, interventions and priorities of either government or an institution.
  - ▶ It involves conflicting interests, attempting to use public money (Budget) for their own interest and purpose
- ▶ **Administrative Management Tool:**
  - ▶ It funds the activities of government and its agencies
- ▶ **Social Tool:**
  - ▶ It serves as a tool to satisfy the need/welfare of the people such as health, education, transportation, etc.
- ▶ **Economic Tool:**
  - ▶ It uses the budget to promote or discourage growth of certain sections of the economy
  - ▶ The budget guides or serves as a guide in production, distribution and delivery of goods and services.
  - ▶ It helps us control access to natural and public resources
- ▶ **Legal Tool:**
  - ▶ It allows government to raise and spend money.

## **Other Dimensions of Budget**

### **Economic Dimension**

- ▶ The budget is the annual estimates of the expenditures and revenue projections of the government
- ▶ It is the fiscal representation of government developmental plans and goals
- ▶ **The economic dimension of the budget is that it is a tool through which the government seeks to strengthen the economy and make it self sufficient**
- ▶ The budget is the most important economic document and policy
- ▶ Every other economic policy or goal is dependent on the budget for its success
- ▶ The budget authorises most of government spending.

### **Political Dimension**

- ▶ The budget is seen here as a key instrument in national policy making
- ▶ It is also seen as an instrument of administrative control as it allocates money to the various governmental departments and arms
- ▶ The budget is the enabling political apparatus through which the various arms and agencies of government are energised so as to meet up with their political obligations to the people

### **Human Rights Dimension**

- ▶ Human rights connote freedom from want and fear. Its application will involve the citizens living sustainable and secured lives
- ▶ The relationship between the budget on one hand and human rights on the other stems from the fact that the budget is the instrument through which government allocates financial resources in compliance with its obligations to respect, protect and fulfill human rights
- ▶ Most functions of government are human rights related and if it is a settled fact that the government cannot spend without the requisite authorization from the budget, then the budget must and should be seen from a human rights perspective
- ▶ These rights- based dimension to the budget is propagated by civil society and human rights groups.

## Major Components of the Public Budget

- ▶ **Income (Revenue):** This refers to the funds coming into the coffers of government from various sources.
- ▶ **Expenditure:** this is the amount of money spent on goods and services aimed at meeting identified needs and goals of the budget.

A quick exercise can be done to look the revenue generation of the specific government where participants come from, then proceed

## Some Sources of Revenue and Expenditure

### Revenue:

- ▶ Exploration and sales of natural minerals: - such as crude oil
- ▶ Direct taxes: - these are income taxes such as; personal income (salaries) and company profit taxes
- ▶ Indirect taxes: - these include VAT, import and export duties
- ▶ Grants
- ▶ Loans

### Expenditure:

- ▶ Recurrent: This is an ongoing expenditure, example- personal and overhead cost (Salaries)

Capital Expenditure: This is an expenditure of fixed assets that are not easily consumed (infrastructure)

## Budget Outputs

### **Surplus budget:**

- ▶ Here budget expenditure is less than the revenue/income. In this case, there is an extra *change* which can be deployed into savings and some other ventures.

### **Deficit budget:**

- ▶ Here the expenditure exceeds the income. In this case, the account of the family or government is in *red*. This might have been due to reckless spending or unforeseen situations.

### **Balanced budget:**

- ▶ Here, the income equals the expenditure. This shows budget discipline and planning. It is however rare and depends on a lot of variables.

## Budget Cycle

- ▶ Budget Formulation, when the budget plan is put together by executive branch of government
- ▶ Enactment when the budget plan may be debated, altered, and approved by legislative
- ▶ Execution, when the policies of the budget are carried out
- ▶ Auditing And Assessment: Accounted for and Assessed

## Myths and Illusions about Budget

- ▶ Public budgeting is the exclusive preserve of the Executive
- ▶ Budgets must be formulated in secret or they can upset financial markets
- ▶ Non-government intervention can destroy the integrity of the budget envelop
- ▶ Legislators and CS have a greater interest in advancing the interests of their constituents as opposed to the interests of the country as a whole
- ▶ Government's mandate is to produce the budget internally in a closed process and have it rubber-stamped by the legislature
- ▶ Relate the process to the issues of gender – then allow questions/comments/contributions

## The Way Forward

- ▶ Demystify the budget – Economic Literacy
- ▶ Promote Participatory Budgeting
- ▶ Strengthening the capacity of Institutions: The Executive, Implementing agencies, Legislature and Civil Society to engage. Capacity building needs to be for both the demand and supply side, to get it right
- ▶ Encourage transparent and accountability in the budget process



## MODULE 2: SESSION 2: GENDER RESPONSIVE BUDGETING

	<b>ESTIMATED DURATION</b>	2 hours
	<b>PREPARATION:</b>	Prepare a PPT on gender responsive budgeting
	<b>MATERIALS:</b>	Projector. Flip chart papers, markers, flash cards
	<b>SESSION RESUME:</b> This session will build on the previous session on the concept of budgeting in a governance process to respond to the needs of its people by linking the process to human rights	
	<b>LEARNING OBJECTIVE FOR SESSION:</b> Participants should be able to explain the concept of gender responsive budget to respond to the needs of the most vulnerable, in many cases, the female population and articulate ways for inclusive process	
	<b>KEY DISCUSSION POINTS</b> <ul style="list-style-type: none"> <li>• Gender responsive budget</li> <li>• Women's rights and the importance of appropriate budgeting for achieving gender equality</li> </ul>	
	<b>FACILITATION PROCESS</b> <ul style="list-style-type: none"> <li>• Introduce the session objectives and outcomes</li> <li>• Ask participants to reflect on the previous session in a brainstorming session, what then is gender responsive budget (for 5mins)</li> <li>• Go direct to make a short presentation on gender responsive budgeting. Let the presentation be interactive, and not to wait to the end before engaging participants.</li> <li>• (If there is time) Within the presentation, conduct a group work block allocation of budget shown on the presentation slide: Divide participants into 4 groups namely: 1. Women for women 2. Women for men 3. Men for men 4. Men for women (15 mins). Have every group put their presentations on a straight line. Take participants through the group presentation with every group present why they scored low or high, and how they were able to wear the thinking cap of the opposite sex.</li> <li>• Complete the presentation and wrap up discussion. As the facilitators wraps up, there is need to link the discourse to the SDGs which is the next session</li> </ul>	
	<b>NOTES TO FACILITATOR</b>	
	<ul style="list-style-type: none"> <li>• The group exercise is important, for further understanding on gender responsive budgeting</li> <li>• Always appreciate participants</li> </ul>	

### SESSION 2: GENDER RESPONSIVE BUDGETING

#### Discussion Points:

- ▶ Gender – Basic Concepts and gender roles
- ▶ Gender Responsive Budgeting
- ▶ Why Gender Responsive Budgeting
- ▶ Gender Budgeting Tools
- ▶ Women's rights in the context of budget and gender responsive budgeting
- ▶ Why Budget is Sensitive and Important

#### Recall

- ▶ The basics concepts of gender! Gender, sex, gender equality, gender equity, gender neutral, gender sensitive, gender blind, gender audit and gender analysis among others
- ▶ Meaning and importance of the budget
- ▶ Household economics and budgets
- ▶ Budget processes and systems
- ▶ Rights and budgets

### What do you think of this case study?

- *Sao Leopoldo Government has a population of 20,000.*
- *12,000 are women & girls.*
- *About 60% of the population engages in subsistence farming but majority of the men work as junior staff of the local government headquarters.*
- *The community has no source of drinking of water. Women and girls travel 3 km to fetch water from the only stream in the community.*
- *The health centre is dilapidated and not functional. The nearest health centre is at the local government headquarters about 4 km away.*
- *70% do not have access to any form of education. Zonkwa Primary school in the neighboring community about 4km away is nearest school to the community*

*2010 Sao Leopoldo Community Budget*  
The Mayor is an indigene of Sao Leopoldo Council Government budgeted a total of 1,600,000.

### Their budget is as follows:

The Mayor is an indigene of Becom Councils Government budgeted a total of 1,600,000		
1.	Mayor's Office	300,000
2.	Becom Cultural Day Celebration	70,000
3.	Construction of befitting Prayer/Worship Centre	200,000
4.	Construction of Council Guest House	120,000
5.	Provision of Drugs to the Clinic	100,000
6.	Bicycle Loan for LGA junior staff	150,000
7.	International Exchange Visit to Malaysian on education best practices	560,000
8.	Miscellaneous	100,000

### Discussions

- ▶ Let participants discuss in a buzz groups of 3, and open the discussion for reflection on the budget, and the context of the budget
- ▶ Ask participants what they would like to see in a budget

### Gender Responsive Budgeting

- ▶ Asks one essential question, what is the impact of government budget and the programme and policies that it funds on women & men, girls & boys.
- ▶ Gender budgeting does not imply having a special separate budget for women
- ▶ "Gender budgeting is a process of desegregation of budgets by gender in order to discover the extent to which policies that have gender implications are differentially funded"
- ▶ Is not about whether an equal amount is spent on women and men, but whether the spending is adequate to women's and men's needs;
- ▶ Mainstreams gender dimension into all stages of the budget cycle

### Gender Responsive Budgeting is therefore:

- ▶ Links gender responsive policies with adequate budgetary funds
- ▶ Links policies to empower women and to fight against gender based violence with adequate budgetary funds
- ▶ Executes the budget in a way that benefits women and men, girls and boys equitably
- ▶ Monitors the impact of expenditure and revenue raising from a gender perspective
- ▶ (Re)prioritises expenditure and (re)formulates revenue raising policies in a gender equitable way by taking the different needs and priorities of women and men, girls and boys into account

### Links Between Women's Rights and Gender Responsive Budgeting

- ▶ Inequalities exist between men and women
- ▶ In recognition of unequal gender relations that put women in a subordinated position, various declarations and conventions have been adopted to redress the situation.
- ▶ GRB advances the realization of women's rights
- ▶ Gender responsive budgeting seeks to measure the gaps between policy commitments with respect to



human rights and women's rights instruments (including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the adequacy of resource allocation, and the outcomes of policies.

## **Tools for Gender Responsive Budgeting**

### **Tool 1 –**

#### **Gender Aware Policy Appraisals: (GAPA)**

- It seeks to find out how policies and programmes reflect women's and men's different needs and in what ways they are likely to increase or reduce gender inequalities

### **Tool 2:**

#### **Sex-disaggregated Public Expenditure Benefit Incidence Analyses**

- Estimates the distribution of budget resources among males and females. i.e. the extent to which men and women, girls and boys benefit from expenditure on publicly provided services

### **Tool 3:**

#### **Sex-disaggregated Beneficiary Assessment of Public Service Delivery and Budget Priorities**

- Asks the question how do public investments in infrastructure and the provision of public services address women's and men's different needs and priorities?

### **Tool 4:**

#### **Gender Aware Public Expenditure Tracking Surveys GAPETS**

- Reveals who (males/females) within the service unit benefit? It could also check whether resources for items that are especially targeted at one sex reach the units (for e.g. funds for building toilets for women and girls)

### **Tool 5:**

#### **Sex-disaggregated Analyses on Budget and Impact of time use**

- It asks the question how does expenditure impact differently on women's and men's time use
- It helps make visible women's work in the care economy which is still not reflected in the System of National Accounts (SNA).

### **Tool 6:**

#### **Sex-disaggregated Revenue Incidence Analysis**

- It asks the question how are women and men affected differently by the kind of revenues raised by government such as direct (income, corporate taxes) and indirect tax (value added tax) or user fees?

### **Tool 7:**

#### **Gender Aware Budget Statements**

- A gender budget statement is an accountability tool which a government uses to inform parliamentarians and members of civil society about what it is doing to advance gender equality

(All tools are available online)

## **What We Stand Benefit from Gender Responsive Budgeting**

- Monitoring of the achievement of policy goals
- Lens for measuring extent to which the global goals
- Enhancing economic efficiency
- Diminishes gender inequality and promotes higher growth rates. By increasing Women's productivity, for example, investment in labour-saving infrastructure
- Achieving gender equity and equality
- Alleviating poverty more effectively
- Widely acknowledged that women fare worse than men with respect to social indicators
- Achieving good governance
- The process of improving the delivery of goods and services to women, men, girls and boys in a fair, just, and responsible way has to be considered as an integral part of the definition of just governance

## **Why is Gender Sensitive and Important?**

- It is about how money is raised or generated
- It is about who gets what and on what money is spent
- It brings up the issue of whose needs are provided for and whose needs are ignored
- It is about who makes the decision about how these needs are met
- It is about planning how to satisfy people's needs
- It provides information on how a household or government plans to spend money on goods and services



## MODULE 3: SUSTAINABLE DEVELOPMENT GOALS AND GENDER MAINSTREAMING

<b>DURATION</b>	2hrs
<b>MODULE RESUME</b>	This module will introduce participants to the SDGs and have participants get a full picture of all the SDGs and link it to mainstreaming. They will also be able to pick out the gender sensitive SDGs to ensure planning towards achieving gender equality
<b>OVERALL OUTCOME FOR MODULE</b>	By the end of the module, participants improved knowledge on the SDGs and how they can contribute towards achieving gender equality by year 2030
<b>PREPARATION:</b>	<ul style="list-style-type: none"> <li>• Have SDGs on a page and print it out for every participant</li> <li>• Prepare a very short presentation on the SDGs that covers gender equality for emphasis (to include the 3 key points of discussion – overview of SDGs, Gender mainstreaming and SDGs, Monitoring and reporting of changes in policies and laws on SDGs)</li> <li>• Write the MDGs on a flip chart paper</li> </ul>
<b>MATERIALS:</b>	Flip chart, marker pens, projector and marking cards.
<b>LEARNING OUTCOMES FOR SESSION</b>	
<ul style="list-style-type: none"> <li>• Participants improved knowledge on the SDGs are able to appreciate gender mainstreaming and link the indicators within their local environment, and how it can lead to achieving gender equality</li> <li>• Participants are able to note documentation as a crucial element of the project</li> </ul>	
<b>KEY DISCUSSION POINTS</b>	
<ul style="list-style-type: none"> <li>• General Overview of the SDGs</li> <li>• Gender Mainstreaming and the SDGs</li> <li>• Monitoring and Reporting Changes in Policies/Laws on SDGs towards Gender Equality</li> </ul>	
<b>FACILITATION PROCESS</b>	
<ul style="list-style-type: none"> <li>• Introduce the module, learning outcome and process</li> <li>• Find out from participants in the plenary, how they contributed in any way to the MDGs!</li> <li>• Some of them to share the experience of their knowledge of the MDGs –allow questions to understand that process</li> <li>• Ask participants to bring out the print out on SDGs, and know from them, how far they have been involved? How are information shared on SDGs at the state level?</li> <li>• What local laws support the SDGs –reflection on the legal and institutional framework would be important here</li> <li>• Let the participants look at the SDGs and identify the SDGs that are gender sensitive</li> <li>• Proceed to make the presentation for clarity</li> <li>• Emphasizeon mainstreaming gender in SDGs</li> <li>• Address the issue of reporting changes</li> </ul> <p>Facilitate a total reflection from Module 1 to 3. Give participants 5 minutes to write down their reflections in their notebooks and briefly share what has been learned or gained before you move to evaluation of the course. Let them have the opportunity to ask questions as well.</p>	
<b>NOTES TO FACILITATOR</b>	
The facilitate should be knowledgeable on all SDGs to be able to answer questions from participants. Refer participants to the documents in the folder	



## NOTES ON MODULE 3. OVERVIEW OF SDG AND GENDER MAINSTREAMING

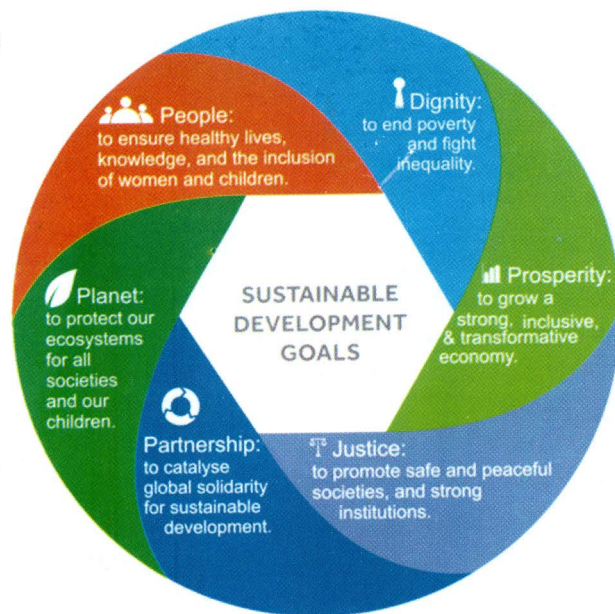
**Discussion Point:** Show video on Transition from MDGs to SDGs. Ask Participants to share what they have observed from the video. That should kick start the discussion of the SDGs

- The SDGs is a comprehensive agenda also known as the Agenda2030 which was agreed upon by Heads of States and Governments in September 2015.
- This agenda includes 17 Sustainable Development Goals (SDGs) which set out quantitative objectives across the social, economic, and environmental dimensions of sustainable development.
- The SDGs paint an inspiring vision of what the world could look like in 2030.
- The 17 goals comprise of 169 targets, which are global in nature and universally applicable, taking into account different national realities, capacities and levels of development and respecting national policies and priorities

### 3 interrelated dimensions of the SDGs

- Economic Development
- Social Inclusion
- Environmental Sustainability

### Key Themes of the SDGs



## SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD





<b>17 SUSTAINABLE DEVELOPMENT GOALS</b>	
Goal 1	End poverty in all its forms everywhere
Goal 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Achieve gender equality and empower all women and girls
Goal 6	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
Goal 10	Reduce inequality within and among countries
Goal 11	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Ensure sustainable consumption and production patterns
Goal 13	Take urgent action to combat climate change and its impacts*
Goal 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Strengthen the Means Of Implementation And Revitalize The Global Partnership For Sustainable Development

### **SDGs and Human Rights**

- The SDGs will not be achieved if we don't translate them into rights and therefore into actionable interventions with strong local impact.
- Human rights and SDGs both have a minimum standard which policies and programmes can be evaluated against. They should both be integrated at the beginning of the policy or programme design stage. Thus, linking SDGs to human rights will prevent SDGs from being merely optional and will help them to:

- (1) better address the question of the most vulnerable groups of society
- (2) include the notions of state obligations and progressive realization

### **ROLE OF STAKEHOLDERS IN SDGS' IMPLEMENTATION (DISCUSSION)**

#### **✕ Guide Questions:**

- Who is targeted by the policies, programmes and legislations?
- What guides the development and implementation of policies, programmes and legislations?
- Do you take into account adverse impacts that may affect equal participation of all groups?
- What roles do the different actors play in the development and implementation of policies, programmes and legislations?
- How do you ensure that policies, programmes and legislations are implemented as planned?

### **Mainstreaming gender in projects, programmes, policies and legislations**

**Gender mainstreaming** is the integration of gender equality and equity concerns into the analysis and formulation of policies, programs, projects and legislations.

#### **Why is gender mainstreaming necessary?**

To bridge the gap or disparity between individuals due to gender



Gender mainstreaming (especially in public policies and programmes) is not supposed to be an **OPTION**, but a matter of human rights.

In trying to mainstream gender, or analyzing gender sensitivity of policies, programmes or projects, logically analyze the needs of different people.

For example, in a workshop where you have pregnant women and men, diabetics, mothers with little children – it is logical analysis that pricks your mind, that even though the different people **need food**, they **need it differently**. These different people have **different needs, strengths and weakness**

#### **Levels of assessing gender sensitivity of projects, programmes, policies and legislations**

1. Are women involved in the same proportion like the men during the design and implementation of programmes, policies and laws – **GENDER EQUALITY**
2. Are the needs of both women and men (young and old, sound and physically challenged...) put into consideration and adequately addressed in such a way that it benefits all fairly – **GENDER EQUITY**
3. Has a platform been created to address the challenge that would exist among a particular group even if everyone is given the same opportunity? Or is there a ZEBRA crossing to make crossing easier for those who cannot cross when vehicles are still moving?



- Gender equity provides a platform to make for equal access to opportunities by different groups.
- By this it identifies and addresses a weakness or a challenge in a particular group that would have posed as an obstacle to accessing an opportunity that is provided to all.
- It is one thing to provide opportunities to women and it is another to make them assess those opportunities just like men
- Providing platforms for women to help them overcome those barriers that society has placed on them is the beginning of gender mainstreaming.

Wrap up the session by discussing with participants. The discussion should be centred on their role in the implementation and realization of the SDGs in their state. Allow each participant some time to reflection this and if possible discuss how each Ministry, Department and Agency or the Legislator can ensure the realization of the SDGs. This could be by making personal commitments as well.





## ABOUT US

*...Innovating for change...expanding boundaries*

Women Environmental Programme (WEP) is a non-governmental, non-profit, non-political, non-religion. The pollution by industries in Southern Kaduna, in Kaduna State, Nigeria, and its consequent effect on the environment and humans, especially women and children came as a serious concern to Priscilla Achakpa who stood up against these lethal activities by the industries. She was poised to fight this to a standstill as she started canvassing for support of individuals and groups. She was able to mobilize other women to join her in this cause.

This led to the formation of an environment advocacy and women's rights organization in 1997 known as Save Environment Action which is today called **Women Environmental Programme (WEP)**.

WEP has offices in: Nigeria, Togo and Burkina Faso and hope to expand to other parts of the world.

WEP has United Nations Economic and Social Council (ECOSOC) special status, Observer Status to the United Nations Environment Programme (UNEP) Governing Council/Global Ministerial Environment Forum, and United Nations Framework Convention on Climate Change (UNFCCC). With the Observer Status, WEP participates as a major group organization in contributing to the intergovernmental decision-making process in the UN-System. WEP is one of the Organizing Partners (OPs) of the Women's Major Groups and serves as the National Coordinator for Water Supply and Sanitation Collaborative Council (WSSCC) in Nigeria. WEP is also the Regional Focal Point for Global Environment Facility (GEF) Civil Society Organizations (CSOs) Network for West and Central Africa.





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