

# Understanding Mainstreaming

A practical guide toward mainstreaming gender and disability

National Advisory Council on Innovation



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### How to use the guide

What is the aim of the guide?

To create an understanding of gender, disability and mainstreaming

To provide practical tools for immediate implementation

This booklet provides hands-on information about mainstreaming gender and disability as a strategy to ensure that it occurs throughout the entire science, technology and innovation (STI) sector, and in all aspects of NACI's day-to-day work, whether it be the work of the Council, the Executive Committee, the Secretariat, or one of the National Advisory Committees. The concept of gender and disability mainstreaming is unpacked within the specific framework of science, mathematics, innovation and technology, and against the backdrop of the national objectives of the improvement of the quality of life of South Africans, the promotion of sustainable economic growth and international competitiveness. Practical mainstreaming tools are provided to enable immediate implementation.

Get a good understanding of what gender and disability are

Have a clear understanding of mainstreaming as a strategy

Get a good overview of the mainstreaming tools provided

Use the guiding questions of the mainstreaming tools throughout a project/process cycle

Generate the information (a) directly with the intended end beneficiaries of a project/ process, or (b) indirectly as project team and/or secretariat

Ensure that the information generated is taken into account throughout a project/process

Integrate the lessons learned into subsequent projects/processes Read additional information about disability, gender and mainstreaming









### What is meant by 'gender' and 'disability'?

"Gender", as understood by South Africa's National Policy Framework for Women's Empowerment and Gender Equality<sup>1</sup> and UN Women<sup>2</sup> (the United Nations Entity for Gender Equality and the Empowerment of Women), refers to the social attributes and opportunities associated with being either male or female and the relationships between women and men (and girls and boys). These attributes, opportunities and relationships are socially constructed and are socialised learned behaviour. They are, therefore, context and time specific and changeable. Gender determines what is expected, allowed and valued in a woman or man in a given context. In most societies there are differences and inequalities between women and men with regard to responsibilities assigned, activities undertaken, access to and control over resources, and decision-making opportunities. Gender is distinguished from sex, which is biologically determined.

The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol<sup>3</sup> (that was signed and ratified by South Africa in 2007) states that "persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others". Similarly, according to the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities<sup>4</sup>, the term "disability" refers to various different functional limitations that occur in any population in any country of the world as a result of physical, intellectual or sensory impairments, medical conditions or mental illnesses. Such impairments, conditions or illnesses may be permanent or transitory in nature. The South African Employment Equity Act No 55 of 1998 defines disability as "people with disabilities", meaning people who have a long-term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in, employment.

#### Cross-cutting issues

Although the focus of this booklet is on gender and disability, it is acknowledged that both are part of a broader socio-cultural context, and are impacted by various other cross-cutting issues such as class, race, poverty, ethnicity, age, geographical location (i.e. the urban/rural divide), religion and culture. Neither gender nor disability is removed from the broader context determined by the aforementioned factors, and our lived experience as women and men, living with a disability or as non-disabled persons, is inevitably shaped by our socio-economic class and level of income, our race and ethnicity, how old we are, where we live, our religion and our culture. Neither disability nor gender is, therefore, one-dimensional or simplistic. They are complex and layered, and our workplace approaches and change processes should reflect this.

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# Gender and disability in the context of science, mathematics, innovation and technology

#### A history of exclusion

Through the ages women have pursued science as high priestesses and philosophers, as scholars in monasteries, in courts and in family observatories. The Enlightenment, including the formation of the first professional academies and associations for scientists, destroyed the established spaces for educated and active women of the 17th and 18th centuries. The Reformation led to the decline of convent schools where girls were taught maths and science by nuns, and the professional organisations and academies that developed did not offer membership to women. Similarly, astronomy and biology changed from craft guilds where women participated actively, to the universities and professional academies where women were not allowed. Eventually the institutionalisation of science into science academies, learned societies and universities led to the exclusion of women. This continued long into the 20th century: the University of Cambridge did not grant degrees to women until 1947, the Royal Society (the world's oldest scientific academy established in 1660) accepted its first female Fellows in 1945, and the French Académie des Sciences not until 1979.

Initially, the medical model was the dominant paradigm for assessing people with disabilities, and their position and status in society were defined in terms of their medical condition rather than their abilities (e.g. medical care, limited assistive devices, disability grants and sheltered workshops). Towards the beginning of the 1970s the international focus of organisations such as the United Nations started to shift from a welfare perspective to one of social welfare, and eventually developed as the social model with a focus on the *abilities* of people with disabilities rather than their differences or disabilities. It reinforces aspects such as full participation, inclusion, acceptance as part of mainstream society, and broader systemic and attitude changes in society. The social model reflects the important paradigm shift from dependency to independence, dignity, self-reliance and acknowledgement of people's capacities and abilities through an enabling environment.

This allowed the concept of human rights for persons with disabilities to be accepted internationally. Various international commitments to enhance the position of people with disabilities followed throughout the 1980s, culminating in the 1990s in an emphasis on the need for a "society for all", which advocated the participation of all citizens, including persons with disabilities, in every sphere of society. The first decade of the new millennium saw the negotiation and adoption of the Convention on the Rights of Persons with Disabilities and Optional Protocol, adopted in 2006 by the United National General Assembly. (A year later, South Africa ratified and signed the Convention.)





#### The reality of disability in South Africa

Out of 43,3 million South Africans in 1999, 1,5 million were reported to have disabilities, of which approximately 30,4% had movement disabilities and 24.5% had sight impairments. In 2001, 81,4% of people with disabilities were younger than 65 years. In 2006, the employment rate of people with disabilities was 12,4%, compared to 41,1% for the overall non-disabled population. It is significant that the statutory provisions, stipulating since 1996 that at least 2% of the government workforce should consist of people with disabilities, have not yet been met, this despite the fact that 4% of traineeships have to be allocated to people with disabilities according to the National Skills Strategy.

#### The power of bias

Although most scientists believe that they are objective and fair, often unconscious gendered attitudes and stereotypes affect how they evaluate people and their work. A substantial amount of research and studies of decision-making situations in real life demonstrate that most people – both men and women – hold unintentional gender biases when assessing women's and men's abilities.

Gender bias in research is a systematically erroneous, gender-dependent approach related to a social construct which incorrectly regards women and men as similar and/or different. Most of the gender bias is found in the context of discovery (development of hypotheses), but it is also present in the context of justification (methodological process and publication).

There is persistent gender inequality in academia and scientific research, including a gendered division of labour and the continuing minority status of women in research and academic careers. The vertical gendered division of labour shows that the higher one goes up the ladder of an academic or scientific career, the fewer women are found at each level. The horizontal division of labour shows that in many disciplines there are significant gender patterns. But instead of trying to "fix women," we need to bring about change at an institutional level so as to improve how we define, assess, evaluate and reward excellence in scientific research, awareness of the effects of unintentional stereotyping and prejudged perceptions, gender balance in decision-making positions, work-life balance, and women scientists' empowerment.9

The same argument applies to people with disabilities: the medical model seeks to "fix people with disabilities" instead of removing obstructive societal and organisational barriers to their equality. The knowledge and attitudes of non-disabled people are important environmental factors, affecting all areas of service provision and social life for people with disabilities. Raising awareness and challenging negative attitudes are important steps towards creating more accessible environments for persons with





disabilities. Disability is generally associated with incapacity, and often negative imagery and language, stereotypes and stigma persist for people with disabilities. This has an adverse effect on children and adults with disabilities, leading to negative consequences such as low self-esteem and reduced participation.<sup>10</sup>

#### The impact of poverty

In the developing world, poverty is the leading cause of unequal access to secondary education, which restricts young women's access to university. Women and girls still lag behind men and boys in access to basic education, and science learning in particular. Two thirds of all illiterate adults in the world are women.<sup>11</sup> Twice as many of the poorest girls miss out on secondary school, as compared to boys. Cultural obstacles still play a significant role via unhelpful gender stereotypes differentiating between what is expected of boys and girls. Boys get education and training because they must provide for the family, and girls are brought up to become wives, mothers and housekeepers.

Once a woman scientist does manage to overcome these obstacles, new barriers emerge. This phase often coincides with a woman's childbearing years, and causes a difficult choice between conforming to work expectations in order to advance in her career, and focusing on personal relationships and family responsibilities. Another obstacle is gender discrimination in various aspects of science careers and employment, such as recruitment and appointment processes, peer review processes in publications, grant award and funding selection, competition for fellowships and job promotions.<sup>12</sup>

Similarly, disability is a development issue because of its direct link to poverty: disability may increase the risk of poverty, and poverty may increase the risk of disability. People with disabilities and their families are more likely to experience economic and social disadvantage than those without a disability. On the one hand, poverty may lead to the onset of health conditions associated with disability, such as low birth weight or malnutrition, to a lack of clean water or adequate sanitation, unsafe working and living conditions, and injuries. On the other hand, poverty may increase the likelihood that a person with an existing health condition will become disabled. The onset of disability may lead to the worsening of social and economic well-being and poverty in various ways, for example, children with disabilities are less likely to attend school, people with disabilities are more likely to be unemployed and generally earn less, and people with disabilities may have extra costs resulting from their disability (such as costs associated with medical care or assistive devices).<sup>13</sup>









#### The South African challenge

To a large extent Africa's capacity to compete on the global market depends on its ability to use STI to transform resources into value-added goods, processes and services. Far fewer women than men pursue science studies in higher education institutions, and the ability to retain them is hindered by various barriers to entry and various forms of discrimination. The few African women in science also face unique challenges. The result is that there are very few women scientists, with even fewer in leadership positions. In 2011, South Africa had some 35 000 engineers of whom only 3 000 were women, and of the 32 000 registered doctors, 6 000 were women.

The findings of an international gender benchmarking study in 2013 which focused on STI and included South Africa, clearly showed that women have more opportunities available to them than ever before, but their participation in the STI workforce remains low. Although 45% of university enrolments in science and engineering are women, only 16% actually work in these fields. So, despite an enabling policy environment and more women enrolling for STI study, no corresponding increase in the STI workforce, and especially in women leadership in South Africa, has been recorded. The South African data show that women's parity in STI is linked to multiple empowerment factors such as representation in the labour force, larger roles in government and politics, access to economic, productive and technological resources, quality healthcare and financial resources. The overall findings show that women have greater parity in countries with government policies that support childcare, equal pay, and gender mainstreaming. <sup>16</sup>

Undoubtedly the concerns of people with disabilities could be addressed within the context of science, mathematics, innovation, technology and engineering when considering issues such as:

- accessibility or infrastructural access, i.e. the physical environment, including transportation, access to information and communication (including technologies and systems) and environmental access,
- assistive devices, i.e. any device and/or ergonomic solution capable of reducing the social effects or barriers experienced by people with disabilities, such as equipment, tools, products and consumables that support independent living,
- reasonable accommodation, i.e. necessary and appropriate modifications and adjustments to ensure that persons with disabilities are able to enjoy or exercise on an equal basis with others all human rights and fundamental freedoms, and
- universal design, i.e. the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible, without the need for adaptation or specialised design. It includes assistive devices and technologies for particular groups of persons with disabilities where these are needed.<sup>17</sup>





### What is gender and disability mainstreaming?

Gender and disability mainstreaming is not synonymous with employment equity. It is not about simply reaching certain demographic targets in order to satisfy minimum requirements or legislation. Rather, it is about the integration of gender and disability concerns into an organisation's analysis, planning, performance, policy, legislation, monitoring and assessment. It is a broad strategy for making the concerns and experiences of women and men – people with disabilities and people without disabilities – an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres, so that men and women benefit equally and inequality is not perpetuated. The ultimate goal of mainstreaming is inclusion. It involves ensuring that a gender and disability perspective and gender and disability inclusion become central to all activities: policy development, research, advocacy, dialogue, advice, legislation, resource allocation, planning, implementation and monitoring of programmes and projects.

Gender and disability mainstreaming:

- Is an implementation strategy, a means to an end, i.e. the achievement of equity, equality, non-discrimination and empowerment.
- Implies that gender and disability are entirely taken care of as part of day-to-day functions. Doing so requires an assessment of all aspects (e.g. conceptualisation, design, implementation, monitoring and evaluation, etc.) of any planned action (e.g. policies, legislation, resource allocation/budgets, analyses, planning, performance, programmes, projects, research, advocacy/dialogue, etc.) for its impact on women and men, both people with disabilities and people without disabilities.
- Attempts to bring what is marginal (i.e. women's voices, gender concerns and the concerns of people with disabilities) into the core business and key decision-making processes.

#### Equity, equality and equality of outcome

The story of the fox and the crane illustrates it well:

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.







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Both friends had an equal opportunity for nourishment, but each time one of them could not take advantage of this opportunity. The challenge is always to identify barriers to the opportunities that exist, and to custom design the interventions that will lead to equality of outcome.

- **Equity** is the appropriate and fair allocation of resources in a given context. It refers to doing whatever is necessary to ensure *equality of outcome*. Measures (such as targeted quotas, affirmative action, etc.) must be available to compensate for historical and social disadvantages that prevented people with disabilities and women from otherwise operating on a level playing field. *Equity leads to equality*.
- Equality means women and men people with disabilities and people without disabilities have equal conditions for realising their human rights and potential, are able to contribute equally to development efforts, and benefit equally from the results. It entails that the underlying causes of discrimination are systematically identified and removed in order to ensure equal opportunities and a society based on non-discrimination. Working towards equality does not necessarily imply treating people in exactly the same way, hence the role of equity measures such as specific employment targets.
- Equality of outcome (or substantive equality) refers to the insight that equality of opportunity (i.e. that men and women should have an equal opportunity to succeed in life) may not be enough to redress historical disadvantages. Because of their different position in society, some women, for example women with disabilities, may not be able to take advantage of equal opportunities to the same extent. "Equal" treatment therefore does not mean "the same" treatment.

#### Where does mainstreaming come from?

Mainstreaming first and foremost developed as "gender mainstreaming", a concept that entered development literature since the United Nations Third World Conference on Women held in Nairobi in 1985, following criticism of the then existing form of development policy and the resulting demand for stronger integration of women (including women with disabilities) into the main stream.

"Women should be an integral part of the process of defining aims and shaping development ... Organizational and other means which enable women to contribute their interests and preferences into the evaluation and selection of alternative development goals should be identified. This would include specific measures which are conceived in such a way that the autonomy of women is enhanced so that they bring women into the mainstream of the development process on the same basis as men." (United Nations Third World Conference on Women conference report)

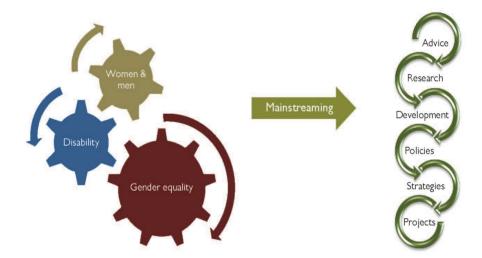






The concept soon became part of standard development vocabulary used routinely in projects and documents. Since the basic principles, tools and techniques of gender mainstreaming also apply to disability, the use of the term "mainstreaming" with reference to disability has increased since the late 1990s, also in South Africa.

# What does mainstreaming mean in the context of the STI sector?



Mainstreaming is an implementation strategy (with accompanying tools and techniques) to ensure that the priorities, needs and concerns of both men and women, including women and men with disabilities, and gender equality concerns are addressed throughout the day-to-day work of NACI, as well as the broader STI sector, via advice, research, development, policies, strategies, projects, etc.



Think about whatever work is currently lying on your desk: a research proposal, an implementation plan, a project report, research findings, a briefing for a cabinet minister, a concept paper, or anything else. Does it make mention of women or address any gender-related aspects? Does it reflect the concerns of people with disabilities? Does it assume that men or "the male viewpoint" automatically represents the views of women, or that the interests of people with disabilities do not need specific attention? Does it assume that there is no difference between the priorities, needs and concerns of women versus men, or people with disabilities versus ablebodied people?



If this is the case, then the way in which you work is gender and disability blind, i.e. how you work fails to recognise that gender and disability are essential determinants of outcomes impacting on all work aspects. A gender and disability blind approach assumes that what you do does not lead to unequal (even if unintended) outcomes for women and men, including women and men with disabilities.

Using mainstreaming tools and checklists will ensure that how you work is gender and disability sensitive, i.e. your work will acknowledge and highlight existing gender and disability differences, issues and inequalities, and incorporate these into future strategies and actions.



#### Checklist for gender and disability sensitivity

- Are you cognisant of gender and disability equality as an issue in your work?
- ✓ Is the culture in your workplace gender and disability sensitive?
- In what ways does your work have the effect of discriminating against women and people with disabilities – even if it is unintended?
- In what ways does your work have the effect of disadvantaging women and people with disabilities - even if it is unintended?
- In what ways does your work have the effect of excluding participation by women and people with disabilities - even if it is unintended?
- Does your work methodology allow direct participation by women and people with disabilities?
- Do you address aspects of men and women's empowerment in your work, including women and men with disabilities?
- Does your work methodology allow equal and balanced opportunity for women and men to participate, including women and men with disabilities?
- ✓ Does your work methodology allow equal opportunity for women and men, including women and men with disabilities, to influence decision-making?
- Does your work methodology allow women and people with disabilities to directly influence decision-making?
- Does your work methodology somehow exclude women and people with disabilities from decision-making - even if it is unintended?
- ✓ How does your work impact on gender and disability disparity?
- Does your work address poverty and take cognisance of the "feminisation of poverty" and the direct link between poverty and disability?
- In what ways does your work contribute to unjust, exploitative power relations between men and women, including men and women with disabilities - even if it is unintended?







Implementing gender and disability mainstreaming as a strategy requires that the STI sector looks at the world differently. You need to look at the core of your work and ask: How can I ensure that what I do will move women, gender concerns and the concerns of people with disabilities from the margins to the centre of my work, and how can I ensure that what I do will impact positively on women and people with disabilities in order to improve their position in society?

When STI organisations look at the world through "mainstreaming" glasses, what do they see? What does your sector's engagement with stakeholders and the broader public look like from the point of view of women, or with reference to gender aspects, or with regard to people with disabilities? And what does your organisation's employee practices look like from the point of view of women, or with reference to gender aspects, or with regard to people with disabilities?

# What are the implications of 'gender and disability blindness'?

Gender and disability blindness is the failure to recognise that gender and disability are essential causes of outcomes impacting on all aspects of an organisation's work. Gender and disability blind work methodologies assume that a process does not have unequal (even if unintended) outcomes for women and men, including women and men with disabilities. Gender blindness wrongly assumes that women and men will be impacted similarly, and therefore does not attempt to include a gender-specific perspective. Similarly, disability blindness wrongly assumes that people with disabilities and people without disabilities will be impacted similarly, and therefore does not attempt to include a disability-specific perspective.

#### It means:

- In patriarchal worldview predominates in the workplace.
- Women and people with disabilities are excluded from decision-making.
- Women and people with disabilities are excluded from the dominant, mainstream activities of an organisation.
- Women, gender concerns and people with disabilities are pushed out to the edges and thus become marginalised.
- Gender and disability-related aspects are not part of the day-to-day ideas, attitudes or activities of an organisation.
- Women and people with disabilities are without equitable access to resources.



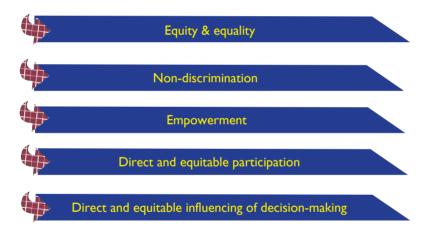
- the organisation. Women and people with disabilities are unable to equally influence decision-making.

Women and people with disabilities are unable to equally influence what is valued by

- Women and people with disabilities are unable to equally shape the development directions of an organisation.
- Women and people with disabilities are without real opportunities in an organisation.

## What are the goals of gender and disability mainstreaming?

Gender and disability mainstreaming aims to achieve the following:



In other words, in looking at the work of the STI sector, are gender and disability equity and equality evident in how the organisation gives effect to its mandate? Does it strive towards non-discrimination, or are there vestiges of gender or disability discrimination, even if it is unintentional? Are women's empowerment and the empowerment of people with disabilities obvious in the STI sector's work methodology, and is the direct and equitable participation of women and people with disabilities evident in processes? Do women and people with disabilities have the ability to directly and equitably influence decision-making, or are decision-making structures male dominated and male and ablebodied biased?



# Two supporting pillars for gender and disability mainstreaming

Gender and disability mainstreaming rests on two equally important pillars that support the implementation of the strategy: the human rights-based approach and people-centred development. Both pillars are pivitol developmental concepts that support the idea of mainstreaming as a development strategy: a crucial methodology for ensuring women's full and equitable inclusion in development initiatives, as well as that of people with disabilities.

#### Human rights-based approach

- It makes a direct link between poverty, the need for development and the broader human rights system.
- It understands poverty and underdevelopment as the results of, inter alia, disempowerment and social exclusion that refer to wider deprivation than just inadequate material resources. It includes aspects of deprivation which prevent particular groups of people (such as women and people with disabilities) from participation and decision-making.
- It examines the actors and processes that perpetuate exclusion, inequality and exploitative power relations.
- It moves away from viewing women, gender issues and people with disabilities as "problems" that must be solved.
- It recognises that the strategic interests of women and people with disabilities need to be addressed (e.g. promoting empowerment, participation and decision-making, and preventing subordination, unequal power relations, etc.).
- It leads to more sustainable outcomes by analysing and addressing inequalities, discriminatory practices and unjust power relations which often underlie development problems.

#### People-centred development

- It refers, broadly speaking, to the fact that people must be at the centre of development.
- It touches on the notion of developmental government as government committed to working with citizens also women and people with disabilities to find sustainable ways to meet their social, economic and material needs and improve the quality of their lives.
- It acknowledges that "the problem" is not the integration of women, gender concerns and people with disabilities in development efforts, but the social processes and institutions that result in inequalities between different groups of people.
- It recognises "gender" and "disability" as societal and development challenges rather than the concern of only women and people with disabilities.
- It recognises that there are political as well as technical aspects that must be taken into account in addressing inequalities.
- It recognises that it is not only a matter of "adding women and people with disabilities" to existing processes and programmes, but of reshaping how organisations work.







# Why is gender and disability mainstreaming important?

There are various reasons why mainstreaming is important.

- It makes gender and disability concerns visible in the mainstream of society.
- It puts a focus on structures that may, unknowingly, contribute to or sustain discrimination and inequality.
- It ensures that gender and disability concerns are integrated into the core of an organisation (e.g. in day-to-day work, strategies, structures, systems and culture).
- It puts women and people with disabilities (their specific needs and experiences), as well as gender concerns at the heart of policy-making.
- It leads to better governance through better informed policy-making and greater transparency and openness.
- It takes gender and disability diversity into account.

# What does an enabling environment for gender and disability mainstreaming look like?

An "enabling environment" contains a set of factors that will make it possible for mainstreaming to be implemented successfully. If some or most factors are absent, then the implementation of mainstreaming will be more difficult, unsuccessful or outright impossible.

Ideally, what should the organisational environment of STI organisations look like to ensure the successful implementation of gender and disability mainstreaming? What characterises the enabling environment that STI organisations should strive to establish so as to ensure the successful implementation of mainstreaming as a strategy?







The following factors are critical:



Political buy-in and commitment & senior management's support



Gender and disability concerns part of performance measurement



Organisational structures, mechanisms and processes that can support a work approach that is sensitive to gender and disability



Supportive organisational culture



Adequate resource allocation to enable implementation



Adequate internal capacity & gender- and disability-based knowledge and skills



External partners & networks to provide support and additional capacity

### The use of mainstreaming tools

Many tools are available for gender and disability analysis and mainstreaming. Broadly speaking, they are all aimed at the following:



To improve the quality of life of all women and men - equitably and equally



To improve the output of an organisation so that it reflects the concerns of women, people with disabilities and gender equality





To enable the integration of gender and disability into day-to-day praxis, i.e. ensuring gender and disability sensitive work methodologies

To generate better information (data), taking women, gender concerns and people with disabilities into account



# When to use mainstreaming tools

Ideally, mainstreaming tools should be used right from the beginning of a project/process, during conceptualisation, design or planning. They should then continue to be used through implementation, monitoring and as part of evaluation. They are more powerful when used from the beginning of a planned project/process, since they can then directly influence the way in which the project/process unfolds.

Five interrelated mainstreaming tools are outlined below:

Tool	Information to be generated
Broad-based Gender and     Disability Assessment	
(a) Access to and control over resources	Who has access to resources and who controls the use of resources?
(b) Influencing factors	Which factors have an impact and should be taken into account?
(c) Practical needs vs. strategic interests	What are the immediate perceived necessities that must be met, and how can imbalances of power be transformed?
(d) Differential impact	What will be the impact of the project/process?
(e) Stakeholder participation	Which capacities and vulnerabilities should be taken into account?
2. Empowerment Assessment	What does empowerment and equality mean in practice?
Gender and Disability Sensitive     Evaluation Framework	How to evaluate a project/process taking gender and disability into account
Gender and Disability Sensitive     Policy / Legislation / Strategy     Checklist	How to develop policies, legislation or strategies taking gender and disability into account
5. Gender and Disability Sensitive Project Cycle Checklist	How to go through a typical project/process cycle taking gender and disability into account

### Broad-based gender and disability assessment<sup>19</sup>

The Broad-based Gender and Disability Assessment tool covers five interrelated elements:

- (a) Access to and control over resources
- (b) Influencing factors
- (c) Practical needs vs. strategic interests
- (d) Differential impact
- (e) Stakeholder participation





The Broad-based Gender and Disability Assessment tool will generate valuable information about women and men, including men and women with disabilities, that should be taken into account as part of any project or process.

#### (a) Access to and control over resources<sup>20</sup>

"Access to" resources means someone is able to access the potential use of a resource, but it says nothing about whether they have "control over" it. Whoever controls a resource and its benefits is ultimately able to make decisions about its use.

- What is the status quo with regard to decision-making by women as compared to men, and non-disabled people as compared to people with disabilities?
- ☑ Do women and men, including men and women with disabilities, have equal access to resources?
- ☑ Do women and men, including men and women with disabilities, have equal control over resources?
- Who uses, owns or controls the identified resources men or women, with or without disabilities?
- Who is excluded from the use, ownership or control of the identified resources women or men, people with disabilities?
- How can the information generated be used to enhance the project/process?
- What must be done to counteract any negative findings so that they do not negatively impact on the project/process?

#### Examples of access to resources

Women have access to fewer resources than men, for example agricultural inputs, credit, information, technology, and training/extension. A lack of extension services that specifically target women farmers is a major barrier in the agricultural sector. Women often feel uncomfortable interacting with male extension workers, and male extension workers will sometimes overlook female farmers. A lack of female extension workers means that an understanding of women's perspectives, concerns and abilities is often missing from agricultural knowledge exchanges. Also, women are traditionally more home-bound in rural areas, which means they often have fewer opportunities to





actively participate in extension activities. In Ghana, for example, women are nearly 40% less likely to apply fertiliser than men; in India, women-headed households with land are 25% less likely to receive an extension visit; in Kenya, women are three times less likely to obtain formal credit. Gender issues in agriculture can only be addressed adequately if the content and format are tailored to provide information, access and services that consider women's and men's differing interests and needs. <sup>21</sup>

For people with disabilities access is, most of the time, a huge challenge. The issue of access to resources immediately raises questions of, inter alia, physical access and access to communication and information (visual and auditory access). This means access to buildings, public spaces and any other place a person might need to go to for work, play, education, business, services, etc. Physical access includes things like accessible routes, curb ramps, parking and passenger loading zones, elevators, signage, entrances and restroom accommodations. Signs, public address systems, the Internet, telephones and many other communication media are oriented toward people who can hear, see and use their hands easily.<sup>22</sup>

#### (b) Influencing factors<sup>23</sup>

There are various influencing factors that impact on women and people with disabilities and that determine: (I) which opportunities and constraints affect them and how they affect opportunities and constraints, and (2) opportunities for and constraints to increasing the involvement of women and people with disabilities in a project/process.

- Which factors influence women and people with disabilities in this project/process?
- Are the specific influencing factors that were identified "constraints" (i.e. factors that limit or restrict), or are they "opportunities" (i.e. factors that could be used positively)?
- How can the influencing factors that are opportunities be used to enhance the project/process?
- What must be done to counteract the influencing factors that are constraints so that they do not negatively impact on the ability of women and people with disabilities to participate in the project/process at hand?







#### (c) Practical needs vs. strategic interests<sup>24</sup>

Practical needs are immediate perceived necessities, often related to inadequacies in living conditions. They are related to women and men's (including people with disabilities) "condition", i.e. the material circumstances in which they live. Practical needs are usually met without challenging the existing subordinate position of women or people with disabilities in society.

If strategic interests were met it would enable women and people with disabilities to transform existing imbalances of power. Addressing strategic interests contributes to greater equality and challenges the subordinate position of women and people with disabilities in society. It is linked to status and "position", i.e. the relative social and economic standing of women compared to men, and non-disabled people compared to people with disabilities. Strategic interests look to the long term and work to improve people's relative positions in society. Included are activities that empower women and people with disabilities to have more opportunities, greater access to resources, and equal participation in decision-making.

- Thinking about the project/process at hand, what are the immediate perceived necessities, i.e. practical needs, of women and people with disabilities?
- What can be built into the project/process to help address the practical needs of women and people with disabilities?
- Thinking about the project/process at hand, does addressing the concerns of women and people with disabilities transform existing imbalances of power (i.e. address strategic interests)?
- Does addressing the concerns of women and people with disabilities contribute to greater equality and challenging their subordinate position in society (i.e. addressing strategic interests)?
- What can be built into the project/process to help address the strategic interests of women and people with disabilities?
- How can the information generated be used to enhance the project/process?
- What must be done to counteract any negative findings so that they do not negatively impact on the project/process?





#### An example of addressing women's strategic interests<sup>25</sup>

The Gender Innovation Lab shows how interventions focused on the practical needs of women in agriculture can also display effects on household labour decisions, education, or women's voices within a household, i.e. strategic interests that will affect women's subordinate position in society. By providing vouchers and information to students in Kenya, women were directed into lucrative trades that are traditionally dominated by men. In Rwanda, improved land tenure security resulted in women owners increasing their investments by 18% – twice the level that men achieved. And in Uganda, a skills and health training programme for adolescent girls resulted in 30% lower fertility, a 30% increase in the likelihood of girls working, and a 75% lower chance that they would be forced to have sex against their will.

#### (d) Differential impact<sup>26</sup>

Looking at differential impact allows a comparison between the current situation and the expected results from the proposed project/process. It analyses the different impacts of the project on women and men (including men and women with disabilities) and consequent changes. It provides an opportunity to analyse (I) whether the changes for women and men are desirable and consistent with the goals of the project/process, (2) how the project affects women as compared to men, and non-disabled people as compared to people with disabilities and (3) any unexpected results for men or women (including men and women with disabilities).

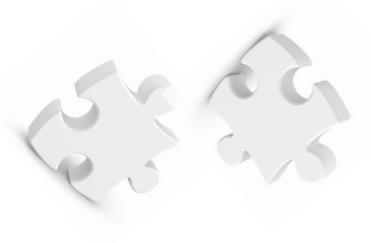
- What is the differential impact of the project/process on women and men (including men and women with disabilities) in terms of differences in:
  (1) rights, (2) participation, (3) resources, (4) norms and values, (5) labour, (6) time, and (7) culture?
- How can the project/process contribute to: (1) the elimination of existing inequalities between men and women, and non-disabled people and people with disabilities, (2) the promotion of gender equality, (3) the level of participation of women compared to men, and non-disabled people compared to people with disabilities and (4) the equitable distribution of resources, benefits, tasks and responsibilities between men and women, including men and women with disabilities?
- ☑ How can the information generated be used to enhance the project/process?
- What must be done to counteract any negative findings so that they do not negatively impact on the project/process?



#### Examples of acknowledging differential impact

The 2013 European Commission report *Gendered Innovations: How Gender Analysis Contributes to Research* presents numerous case studies which demonstrate that differences between the needs, behaviours and attitudes of women as compared to men really matter, and that accounting for them in research makes them relevant to the whole of society. For example: the diagnosis of heart disease mostly rests on research carried out on men, and consequently women's symptoms are often misdiagnosed; car safety tests are based mostly on male standards; the toxic effects of chemicals in the environment on reproductive health have been studied predominantly in men. Furthermore, innovative assistive technologies can be developed from a better knowledge of how elderly women as well as men interact with their local environments; studying sex differences in animal models could lead to new post-traumatic brain injury treatments; understanding sex differences in cell-based research will improve clinical guidelines for stem cell therapies. <sup>27</sup>

The 2011 Tohoku-oki earthquake and tsunami that devastated coastal communities in Japan provide a practical example of a differential impact on people with disabilities compared to the rest of the population. Research points to access as a contributor to how and to what extent people with disabilities received resources and services following the disaster. That is, the ability of evacuees to acquire and utilise information, material resources or services was based both on the physical location of the individual or group (including the type of shelter they were evacuated to) and the social standpoint or circumstances of the individual or group within that physical location. How people with disabilities were affected was very different to non-disabled people. Where limitations were present, they often led to additional disparities between people with disabilities and non-disabled people.<sup>28</sup>











The degree to which women and people with disabilities can actively participate as stakeholders in a project/process is influenced by two important factors: their capacities and vulnerabilities. Vulnerabilities are factors that weaken the ability of women and people with disabilities to cope with challenges. Capacities are their existing strengths that they bring to a project/process. Analysing capacities and vulnerabilities highlights what a project/process needs to take into account in order to be gender and disability sensitive.

- What are the physical or material factors, whether they be vulnerabilities or capacities, that could affect the way in which women and men, including men and women with disabilities, participate?
- What are the social or organisational factors, whether they be vulnerabilities or capacities, that could affect the way in which women and men, including men and women with disabilities, participate?
- What are the motivational or attitudinal factors, whether they be vulnerabilities or capacities, that could affect the way in which women and men, including men and women with disabilities, participate?
- ✓ How can the information generated be used to enhance the project/process?
- What must be done to counteract any negative findings so that they do not negatively impact on the project/process?







The Empowerment Assessment tool indicates what empowerment and equality mean in practice, and to what extent a project/process supports empowerment and equality. The assessment covers five levels of equality and empowerment:

#### Conscientisation

There is an understanding of gender differences and differences between non-disabled people and people with disabilities, an awareness that gender roles are learned behaviour and can be changed, and a belief that the division of labour should be fair and agreeable.

#### Control

Women and men, including men and women with disabilities, have equal control over decision-making and the distribution of benefits associated with a projectoress.



#### **Equal participation**

There is equal participation and decision-making between women and men in all aspects of a project.



There is equal participation and decision-making between women and men, including men and women with disabilities, in all aspects of a project.

#### Welfare

Material welfare is addressed (i.e. practical needs), as well as access to resources (but not control over it). Strategic interests are not addressed.

#### Welfare

- ☑ To what extent does a project/process address the material welfare of both women and men, including men and women with disabilities, i.e. their practical needs are met?
- ☑ To what extent do both men and women, including men and women with disabilities, have access to resources associated with the project/process?

#### Access<sup>31</sup>

☑ To what extent do men and women, including men and women with disabilities, have equitable access to the factors of production related to the project/process?

#### Conscientisation

- ☑ To what extent is there a conscious understanding of gender differences and the impact thereof on the project/process?
- To what extent is there an awareness that gender roles are learned behaviour that can change?









- ☑ To what extent is there a conscious understanding of differences between non-disabled people and people with disabilities, and the impact thereof on the project/process?
- To what extent is there an awareness of the impact of stereotypical gender roles and stereotypes of people with disabilities on the project/process?
- ☑ To what extent is there a belief that the division of labour associated with the project/process should be fair and agreeable?
- To what extent are there efforts to increase the conscientisation of men and women associated with the project/process to understand the above-mentioned?

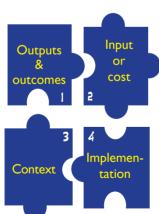
#### **Equal participation**

☑ To what extent is there equitable participation and decision-making between men and women, and non-disabled people and people with disabilities, in all aspects of the project/process?

#### **Control**

- ☑ To what extent do women and men, including men and women with disabilities, have equitable control over the decision-making processes associated with the project/process?
- ☑ To what extent do men and women, including women and men with disabilities, have equitable control over the distribution of benefits associated with the project/process?

# Gender and Disability Sensitive Evaluation Framework<sup>32</sup>



The Gender and Disability Sensitive Evaluation Framework aims to provide a framework that includes gender and disability as part of any evaluation process.

#### Input or cost

Evaluating what it cost to plan and implement gender and disability mainstreaming, and to achieve the desired outputs.

- What resources (e.g. funding, staffing, organisational support, expertise, etc.) were available to ensure that gender and disability were included in the project/ process?
- ✓ Were the resources available sufficient to mainstream gender and disability into the project/process?







Evaluating contextual information to modify plans and/or explain problems and examine the impact of changes on implementation.

- What about women or men as (a) stakeholders and (b) as organisational staff hindered or helped to achieve the goals of gender and disability mainstreaming in the project?
- Which contextual factors had the greatest influence on successes achieved in mainstreaming gender and disability into the project/process?
- Which contextual factors had the greatest influence on stumbling blocks for mainstreaming gender and disability into the project/process?
- What values were embedded in the project/process and the larger institution (organisational culture included), and what were the implications for the mainstreaming of women and disability into the project/process?
- ☑ To what extent did women and people with disabilities who had a stake in the outcomes of the project/process evaluation have the opportunity to participate in its outcomes, as compared to men or non-disabled people?

#### **Implementation**

Evaluating the core activities undertaken to achieve the gender and disability mainstreaming goals and intended outcomes.

- On what basis was it decided that it was necessary to take gender and disability into account in the project/process?
- ✓ Were there organisational constraints or special circumstances that had to be taken into account?
- ☑ What were the critical components or activities of the process to take gender and disability into account in the project/process?
- ✓ Were the techniques or methods used adequate to achieve the inclusion of gender and disability in the project/process?
- Were the goals and objectives of the inclusion of gender and disability achieved as planned?
- ☑ What are the strengths of the gender and disability mainstreaming process?
- ☑ What are the recommendations to improve it?
- ☑ How did women and men, including men and women with disabilities, participate in the process to include them in the project?









#### **Outputs & outcomes**

Evaluating the quality and impact of gender and disability mainstreaming in terms of the achievement of objectives.

- What were the critical outcomes that the project/process tried to achieve by including gender and disability?
- ☑ How did the project/process measure whether or not these outcomes had been achieved?
- What impact did the process of including gender and disability have on (a) the project/process, (b) the organisation and (c) the women and men, including men and women with disabilities, that were involved?
- What have been the overall benefits to women, as compared to men, of the inclusion of gender in the project/process?
- What have been the overall benefits to people with disabilities, as compared to non-disabled people, of the inclusion of disability in the project/process?
- Was collaboration between internal and external project stakeholders strengthened or weakened as a result of the inclusion of gender and disability in the project/process?

# Gender and Disability Sensitive Policy/Legislation/ Strategy (PLS) Checklist<sup>33</sup>

The PLS Checklist outlines key questions that should provide a good indication of the extent to which gender and disability concerns are integrated into the common aspects of a typical policy, legislation or strategy process.

- ☑ In investigating the context of the policy/legislation/strategy, are both gender and disability taken into account?
- How does the planned actions regarding the policy/legislation/strategy impact on women, as compared to men, and people with disabilities compared to non-disabled people?
- ☑ Does the proposed methodology to develop the policy/legislation/strategy take disability and gender into account?
- Are gender and disability taken into account in the identification, definition and analyses of the problems and challenges that the policy/legislation/strategy must address?
- ✓ Are disability and gender taken into account in the consideration of the scope and importance of the policy/legislation/strategy?
- Are gender and disability taken into account in defining the desired outcomes of the policy/legislation/strategy?

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- ✓ Are disability and gender taken into account in developing the broad policy/ legislation/strategy answers?
- ✓ Are gender and disability taken into account in identifying the groups concerned with the policy/legislation/strategy?
- ✓ Are disability and gender taken into account when deciding which problems or challenges the policy/legislation/strategy should address?
- Are gender and disability taken into account in considering the political scope of problems or challenges that the policy/legislation/strategy should address?
- ✓ Are disability and gender concerns detected and analysed?
- Are gender and disability taken into account when the broad goals and policy lines are defined and prioritised?
- ✓ Are disability and gender taken into account through concrete actions?
- ☑ In assessing the effects and usefulness of the policy/legislation/strategy, are gender and disability taken into account?
- Are disability and gender a constant thread throughout the entire policy/legislation/ strategy process?

### Gender and Disability Sensitive Project Cycle Checklist<sup>34</sup>

The Gender and Disability Sensitive Project Cycle Checklist provides specific questions related to a typical project cycle that should provide a clear indication of the extent to which gender and disability concerns are integrated into a project.

#### I. Conceptualisation

- Does the situational analysis specifically take gender and disability into account?
- Is the inclusion of gender and disability into the project being considered with regard to budget and actions?
- ☑ Is there a list of particular needs specific to women and men, including men and women with disabillities, that could be addressed via the project?
- Are project directions identified to address the aforementioned?
- Is there a clear understanding of the material conditions (i.e. the practical needs) of women and men, inlcuding men and women with disabilities, that could be addressed via the project?
- ✓ Is there a clear understanding of the factors contributing to the subordination of women and people with disabilities in society, as well as their lack of access to resources, that could be addressed via the project?
- Is there a common understanding regarding the gaps, constraints and challenges faced by women and men, including men and women with disabilities, that could be addressed via the project?









- Are there comprehensive consultations (internal and external), also with women and people with disabilities?
- Has a needs assessment which takes gender and disability into account been undertaken?
- Are the views of women and men, including men and women with disabilities, reflected in the project plans?
- ☑ Is the budget and resource plan gender and disability sensitive?
- Are there clear gender and disability equity and equality goals for the project?

#### 3. Design

- ☑ Do the project terms of reference take gender and disability considerations into account?
- ☑ Are there strategic objectives for addressing gender and disability?
- Do project staff have a clear understanding of gender and disability equity and equality so that gender and disability concerns may be addressed via the project?
- ✓ Are the project data disaggregated according to gender and disability?
- Are the project staff trained in gender and disability considerations so that the project will take these matters into account?
- ☑ Does the project have access to gender and disability advisory skills?
- ☑ Is the project review taking gender and disability into account?
- Is there an appraisal of the gender and disability equity and equality components of the project?
- ☑ Is the role of women and people with disabilities clarified in terms of project participation?







- Are there efforts to raise awareness and sensitise people with reference to gender, disability and mainstreaming as part of project implementation?
- ☑ Is there agreement on actions required for institutionalising gender and disability considerations by means of the project?
- ☑ Is there an information system that can deal with gender and disability specific needs?
- ☑ Is there a clear tracking system to monitor implementation?
- ☑ Is there a code of conduct according to which gender and disability will be dealt with throughout the entire project?

#### 5. Evaluation

- Are internal and external feedback sessions with reference to gender and disability conducted as part of project evaluation?
- ☑ Does the appraisal report (covering the accomplishments, gaps, challenges and constraints) take gender and disability into account?
- ☑ Does the way forward detail strategies for addressing aspects of gender and disability that emerged during the project?









There are numerous online resources dealing with gender in relation to science, mathematics, engineering, technology and innovation. With regard to disability, however, far fewer online resources are available. Some additional resources that provide interesting, relevant and practical information that could enhance the implementation of gender and disability mainstreaming are the following:

South African Women in Science and Engineering (SA WISE) http://web.uct.ac.za/org/sawise

SA WISE is an association for everyone who supports the idea of strengthening the role of women in science and engineering in South Africa.

Women in Innovation and Technology (WIT) http://www.wit-sa.org

WIT strives to promote women's skills and create a sustainable network of members focused on the advancement of women in non-traditional industries and roles.

South African Women in Engineering (SAWomEng) http://www.sawomeng.org.za

SAWomEng provides a platform for the advocacy, advancement and education of women entering the engineering industry.

Women in Engineering and the Built Environment (WiEBE), University of Johannesburg http://www.wiebe.co.za

WiEBE was initiated in 2006 in response to the lack of a national, coherent programme that supports both students and professional women in science, engineering and technology in South Africa.

Organisation for Women in Science for the Developing World (WSD) http://owsd.ictp.it

WSD is the first international forum for women scientists from the developing and developed worlds with the objective of strengthening their role in the development process and promoting their representation in scientific and technological leadership. The South African chapter is The Academy of Science of South Africa (ASSAF), http://www.assaf.co.za.









http://www.genderinscience.org

genSET is a project aiming to improve the excellence of European science through inclusion of the gender dimension in research and science. It is a forum for sustainable dialogue between European science leaders, science stakeholder institutions, gender experts, and science strategy decision-makers, to help implement effective overall gender strategies.

# Women in Global Science and Technology (WISAT) http://wisat.org

WISAT is an international non-profit organisation which promotes women's development of science, technology and innovation.

#### Gendered Innovations

#### http://genderedinnovations.stanford.edu

Gendered Innovations use sex and gender analysis as a resource to create new knowledge and technology. The peer-reviewed Gendered Innovations project (a) develops practical methods of sex and gender analysis for scientists and engineers, and (b) provides case studies as concrete illustrations of how sex and gender analysis leads to innovation.

#### IBM Web Adaptation Technology

#### http://www-03.ibm.com/able/news/nbdc.html

Despite standards for Web accessibility, many Web pages remain difficult to use. IBM Web Adaptation Technology is a method for making Web pages accessible without requiring the use of assistive technologies.

#### Beit Issie Shapiro http://en.beitissie.org.il

Beit Issie Shapiro is Israel's leading special needs organisation furthering the rights, opportunities and services for people with intellectual or physical disabilities. It has a strong focus on innovation such as pioneering the use of iPads for children with disabilities, with a particular focus on providing them with the unprecedented ability to communicate.

#### Cape Peninsula University of Technology (CPUT)

http://www.cput.ac.za/newsroom/news/article/2414/wdc-2014-to-showcase-cput-innovation and http://www.bizcommunity.com/Article/196/485/89947.html

NGO Nicky's Drive, CPUT and the Disabled People Inclusion Institute partnered to produce the first ever locally engineered prototype car using joystick engineering. The car is set to make driving more accessible for persons with disabilities in South Africa.









UNSDN provides a global platform for sharing knowledge, experiences and best practices in social development from around the world. It includes a specific focus on social innovation with regard to people with disabilities and women.

# USA Federal Communications Commission (FCC) http://www.broadband.gov

The mission of the FCC Accessibility and Innovation Initiative is to promote collaborative problem-solving among stakeholders to ensure that people with disabilities reap the full benefits of communications technology.

### Shonaquip Mobility and Seating Solutions http://impumelelo.org.za/awards-programme/our-winners/shonaquip-mobility-and-seating-solutions

Shonaquip has dramatically changed the face of government-issued wheelchairs in South Africa since 1992. It continues to be innovative: wheelchairs are redesigned to be flat-packed for export purposes; over time the wheelchairs have been adapted to the South African terrain; new seating solution packs will become available to improve the possibility of adapting existing chairs to be more appropriate to the users.

#### **Endnotes**

- I Online at http://www.info.gov.za/otherdocs/2000/gender.pdf
- 2 Online at http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm
- 3 Online at http://www.un.org/disabilities/default.asp?navid=12&pid=150
- 4 Online at http://www.un.org/esa/socdev/enable/dissre00.htm
- 5 genSET Consensus Seminars. The Gender Dimension in Science. Briefing Notes 1. How can European science benefit from integrated action on gender? Online at
  - $http://www.genderinscience.org/index.php/downloads/cat\_view/10-genset-project-publications$
- 6 United Nations Enable. History of disability and the United Nations. Online at http://www.un.org/disabilities/default.asp?id=121
- 7 South African Human Rights Commission. Submission to the United Nations High Commissioner for Human Rights. Human Rights of Persons with Disabilities Human Rights Council Resolution 16/15 (31 August 2011). Online at http://www.ohchr.org/Documents/Issues/Disability/PoliticalParticipation/NHRIs/ResponseNHRISouthAfrica.doc
- 8 World Health Organisation & The World Bank. World Report on Disability (2011). Online at http://whqlibdoc.who.int/publications/2011/9789240685215 eng.pdf

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- 9 Ibid
- 10 World Health Organisation & The World Bank. World Report on Disability (2011). Online at http://whqlibdoc.who.int/publications/2011/9789240685215 eng.pdf
- 11 USAID Briefing Paper (2012). Gender Mainstreaming for ICT in Agriculture. Online at https://communities.usaidallnet.gov/ictforag/file/332/download/547
- 12 SciDevNet. Jeanne Therese H. Andres (2011). Overcoming gender barriers in science: Facts and figures. Online at http://www.scidev.net/global/education/feature/overcoming-gender-barriers-in-science-facts-and-figures-1.html
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- 16 Wisat (Women in Global Science & Technology). New Gender Benchmarking Study: South Africa Ranks Low on Women Participating in STI. Online at http://wisat.org/home/new-gender-benchmarking-study-south-africa-ranks-low-on-women-participating-in-sti/
- 17 Department of Social Development. *Policy on Disability*. Online at http://d2zmx6mlqh7g3a.cloudfront.net/cdn/farfuture/\_dNEIRGUOZ8gUv-PiV5ea2ZL6rHGADTLnRSeigJiUp8/mtime:1381177251/files/docs/090317disabilitypolicy.pdf
- 18 Online at http://www.genderkompetenz.info/eng/gender-competence-2003-2010/Gender%20 Mainstreaming/Bases/history/international
- 19 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from a number of analytical gender tools: the Harvard Analytical Framework, People-Oriented Planning, the Moser Framework, the Gender Analysis Matrix (GAM) Framework and the Capacities and Vulnerabilities Analysis Framework.
- 20 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Harvard Analytical Framework and People-Oriented Planning.
- 21 USAID Briefing Paper, Gender Mainstreaming for ICT in Agriculture (2012). Online at https://communities.usaidallnet.gov/ictforag/file/332/download/547
- 22 Community Tool Box (University of Kansas). Online at http://ctb.ku.edu/en/table-of-contents/implement/phsyical-social-environment/housing-accessibility-disabilities/main
- 23 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Harvard Analytical Framework and People-Oriented Planning.









- 24 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Moser Framework.
- 25 Online at http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/20 I3/03/08/000356161\_20130308153107/Rendered/PDF/758390BRI0Gend00Box374351B00P UBLIC0.pdf
- 26 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Gender Analysis Matrix (GAM) Framework, and various other sources.
- 27 Online at http://ec.europa.eu/research/science-society/document\_library/pdf\_06/gendered\_innovations.pdf
- 28 Rochelle Brittingham & Tricia Wachtendorf (2013). The Effect of Situated Access on People with Disabilities: An Examination of Sheltering and Temporary Housing after the 2011 Japan Earthquake and Tsunami. Online at http://earthquakespectra.org/doi/abs/10.1193/1.4000116
- 29 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Capacities and Vulnerabilities Analysis Framework.
- 30 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from the Women's Empowerment or Longwe Framework.
- 31 According to the Food and Agricultural Organisation, equalising access to productive resources for women farmers (e.g. fertilisers, extension, technology and credit) could increase agricultural output in developing countries by 2,5% 4% and result in 100 to 150 million fewer hungry people globally. (Online at http://wisat.org/home/understanding-gender-implications-sti/).
- 32 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from various sources.
- 33 The tool was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from various sources.
- 34 The checklist was adapted by the Unit for Human Rights Mainstreaming & Capacity Building (Stellenbosch University) from South Africa's National Policy Framework for Women's Empowerment and Gender Equality.

















