

GENDER MAINSTREAMING: Workshop for returning experts





Centrum für internationale Migration und Entwicklung
eine Arbeitsgemeinschaft aus giz und 

REPORT ONLINE TAYLOR-MADE GENDER TRAINING (GIZ Project Ref.: 81272763)

Gender Mainstreaming in International Cooperation

Online Training, July and August 2021



Consulting BV

Report submitted by the team of trainers of OQ Consulting

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Disclaimer

The content of this report is the sole responsibility of OQ Consulting and can in no way be taken to reflect the views of the GIZ.

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Introduction

Following the Invitation letter of GIZ from 12.07.2021, OQ Consulting submitted an offer for the service of “Workshop for returning experts”. Soon after the approval we contacted GIZ Nepal and agreed with the coordinator of the workshop Mr. Saurav Koirala from GIZ Nepal. He immediately took action and contacted the interested returning experts. Within one week after approval of the project, the organisational conditions for the workshop were established.

OQ developed a tailor-made training, based on a training programme previously agreed with GIZ-Nepal. Every session had a theoretical and a practical part. For the practical exercises and working group, the team tried to use to the extent possible, examples and projects shared by some of the participants.

Ms Pasma Dahal, GIZ Senior coordinator, opened and closed the course welcoming, and congratulating the participants. We thank Ms Pasma Dahal for her commitment, her presence throughout the entire course, which was an extra stimulus for the returning experts to enhance their motivation for the course.

We also thank Mr. Saurav Koirala for the pleasant cooperation and for his efficient online logistic support in organising and setting the training virtual space in MS Teams.

The group of participants was very committed to the training, with a good level of engagement in the online discussions in the subgroups. It was a great pleasure working with GIZ-Nepal.

Thanks to GIZ for the opportunity to provide this tailored training. The following pages give a more detailed description about the deliveries and evaluation results of the training.

Team of Trainers of OQ Consulting
Thera van OSCH
Ana STEFANOVIC
Margherita Sofia ZAMBELLI

General information on the training

Training	Gender Mainstreaming in international cooperation
Date	23, 24, 30, 31 July and 6 and 7 August 2021
Place	Online
Trainer(s)	Ana Stefanovic, OQ Consulting Margherita Sofia Zambelli, OQ Consulting Thera van Osch, OQ Consulting
Objectives of the training	<ul style="list-style-type: none"> To build knowledge on basic concepts, strategies and tools for gender mainstreaming in international cooperation To improve skills for gender mainstreaming, particularly in project cycle management.
Participants registered	21 participants (10 women and 11 men). See annex 1.
Number of actual participants in sessions	15-20 during each online session, depending on internet connection and other factors
Training materials and home work	After each module participants received the training materials and home work related to their work
Duration of the course	For the participants the total duration of the course, inclusive home-work was 18-20 hours.
Final exam	The final exam was a multiple choice to test the knowledge obtained. All participants passed the exam successfully.
Certification	Participants received a certificate after having passed the exam successfully

The overall **evaluation mark was 4,42** as shown at page 11, table 1, (3rd column) on a scale of 1 to 5.


1 = unsatisfactory

2 = less than satisfactory

3 = satisfactory

4 = good

5 = very good



4,42
 Overall mark

Training programme

The training took place online over a period of three weeks between the end of July and beginning of August 2021.

Three Modules made up the course, each module 4 hours long, broken up into two sessions of two hours each. The modules were delivered on the following days:

- **Module 1. Basics of Gender Mainstreaming on 23 and 24 July 2021**
- **Module 2. Strategies to promote gender equality on 30 and 31 July 2021**
- **Module 3. Gender Mainstreaming in Project Cycle Management on 6 and 7 August 2021.**

The modules were implemented from 17:30 – 19:30 in Nepal, corresponding with 13.45 to 15.45 CET on the days mentioned. The training programme was fully implemented. At the end of each session or presentation the floor was opened up for questions. Participants have also received all the materials shared during the six sessions, as well as further reading material. Annex 2 provides a list of materials provided.

Module 1: The Basics of Gender Mainstreaming

The first session of Module 1 opened with an exercise for participants to brainstorm why they felt gender equality was important. An online application (Mentimeter) was used to display the answers.

Why is gender equality important to you?



Subsequently, the participants introduced themselves and gave their answer in plenary.

Module 1 then began with testing participants knowledge on the main concepts relating to gender mainstreaming through an online multiple-choice quiz, completed by 9 participants.

After the test Margherita and Thera went through the PPT on “The basics of Gender Mainstreaming” and presented each of the concepts, through which participants could further check and strengthen their knowledge.

At the end of the first session of Module 1 participants were sent an e-book on Gender Equality in International Partnerships. As homework participants were requested to review the e-book, in particular reading the chapters I and II as preparation for the second session of Module 1.

The second session of Module 1 began with a short recap of the day before. Participants were then separated into four groups, and given an exercise to explore their own life, family and community with a gender lens and answer the following questions:

- How different was the life of your grandparents compared to your life now?
- What gender issues do you perceive? How did they change over time? (e.g. work, income, property, decision power, violence, harmful practices, etc.)
- Which shifts did you perceive? Is there less or more gender equality and social inclusion? How so?

Following group discussions, each group reported back in plenary with the help of an appointed group rapporteur.

The main presentation of the 2nd session of Module 1 was done by Ana and Thera. They shared with participants the history of gender mainstreaming over the years, and the main international legal and policy instruments in place. The presentation also covered the gender policy of GIZ, and the legal and policy framework for gender equality in Nepal.

As homework participants were asked to find the relevance of Sustainable Development Goal 5 for their work. They were requested to review the SDG5 target and indicators, choose one that is most relevant for their work, consider the measures that should be taken to achieve this indicator in their work and what they can do as individuals, what their unit (direct colleagues) can do, and what the top management should do to achieve this SDG-5 at the work place. Answers were submitted to OQ in writing and supported development of case studies for Module 2.

OQ also shared some materials for further reading on legal and policy frameworks at the international and national level in Nepal for participants that wanted to go in-depth, such as the CEDAW report of NEPAL, a gender analysis of the ADB, and information on the gender impact of COVID-19 in Nepal.

Quotes from participants:

What was good:

“Examples from countries how they have incorporated gender equality, break out rooms for discussion on the changes in gender perspective from older generation to present generation.”

“The relevance to my workplace and the interactive participation was very good.”

“The trainers knew what they were talking about and were able to deliver that to the participants as well.”

**Evaluation results Module 1
(Table 4, page 14)**

Module 2: Strategies to promote Gender Equality

Following a quick summary of Module 1, Margherita, Ana and Thera presented eleven different strategies to promote gender mainstreaming. After the presentation the participants were divided into three groups so that they could work together on exercises on strategic thinking. The groups were given a tool on gender strategies and five different scenarios. They were asked to identify maximum three main strategies that would be most appropriate to address each scenario as well as three main target groups.

Session two of Module 2 opened up with a presentation of the findings of the previous exercise by each of the three groups and OQ experts discussed which were the most appropriate strategies and why.

The second session of Module 2 was used to allow participants to work on strategies and tools on two specific issues:

- Gender-proofing job-description and recruitment processes
- Mainstreaming gender in the energy sector.

Participants were asked for their preference so they could choose the group/ topic that was most relevant to their work. The groups were quite equally distributed.

In the first group on Gender-proofing HR recruitment processes, the group was asked to review a set of statements about what a gender-proofed organization looks like and consider an organization that they work for or have worked for in the past through these questions. The results were used to assess whether the organization that the participant was thinking of was Gender-negative/ gender-blind, Gender-neutral, Gender-sensitive, Gender positive or Gender transformative. The group also briefly discussed what it means to gender-proof job-descriptions and recruitment processes and how this could be done as well as their experience with recruitment processes in Nepal.

The second group explored policy frameworks for Energy and Gender internationally and in Nepal. The group discussed the importance of gender in sector programmes and key gender issues in the energy sector as well as strategies to mainstream gender. Members of the group noted that women were still a minority among staff and at decision making levels in the energy sector. There was also discussion about how the choice of technology could influence gender relations. Decentralised green energy systems (such as solar energy) were seen as an opportunity for women's empowerment through local ownership, capacity building for green energy, community development and local decision making, which would have gender transformative potential. The advantages and disadvantages of biogas and hydropower were also discussed. When group work was finished a rapporteur from each group reported and shared the groups work in plenary.

As homework and to support preparation of Module 3, participants were asked to share by email a project description with objectives, activities and targets, and if available one logframe with indicators.

Quotes from participants:

What was good:

"Reality based exercises"

"I liked the interactive part at the end of session."

"Providing reading materials and case study that is relevant to Nepal as well."

"Get to know new things."

"Trainers are very dedicated"

Evaluation results Module 2
(Table 4, p. 14)

Module 3: Gender Mainstreaming in Project Cycle Management

Following a brief introduction to the session, participants were once again asked to use the Mentimeter to put forward three words they most remembered from the previous two modules. Gender mainstreaming and gender transformation were the most selected by the participants.

What do you remember from the past modules?



In the presentation Margherita explained gender mainstreaming as it relates to policies, programmes and projects. She presented on the project approach and cycle of operations. Ana then spoke of the importance, objectives and contents of a gender analysis. Keeping participants engaged, they were then requested to send in chat their views on why gender indicators were important. Ana then gave definitions of gender indicators and how they can be used.

Following the presentation, the participants were again divided into two groups, for group work to apply two tools to assess two different projects that were received from participants as part of homework from module 2. Each group was given one project – one was on the building of a road in a rural area and the other a hydroelectric project. Ahead of Module 3 participants had received these project descriptions via email, and had also been provided with the **e-book on Gender Mainstreaming in Project Cycle Management which contains 17 tools** to support participants to integrate the gender perspective in their future work.

For the group exercise participants were given the opportunity to apply two tools which are used in the project design phase:

- the Roadmap for gender-sensitive project planning,
- the Gender Equality Screening Checklist.

As part of the exercise, participants were given time to acquaint themselves with the first tool, to better understand the steps to be taken to design a gender-sensitive project that contributes to the implementation of

the national gender policy. Then they got to apply the second tool to the project description assigned to them, by going through the Gender Equality Screening checklist and answering the questions about the project.

Participants were then asked to decide if the project was a) gender blind; b) gender neutral; c) gender sensitive; d) gender positive; or e) gender transformative and to propose any recommendations to improve the gender perspective in the project. An elected rapporteur presented the discussion and findings of each group in plenary to close the first session of Module 3.

In the last session of the course, or second session of Module 3, participants were first offered a reminder of the previous session. The work then continued to discuss the logical framework (logframe) approach to project planning, discuss how it is done, and share with participants how the logframe can be gender mainstreamed. Participants were also given information on Gender Equality Marker (G-Marker) from the OECD.

Participants were then split into two groups and given the opportunity to **apply the G-marker to two different logframes**. Participants were requested to follow the stream-diagram of the G-marker to check if gender was targeted in the design or in the indicators of the logframe. They were asked in the groups to assess if the logframe in question was a G-0, G-1, or G-2 project. In the case of a G-0 project, give a recommendation on how to make it a G-1 project. The groups then reported the outcomes of their discussion in plenary.

The final part of Module 3 Thera and Margherita presented on issues to address during the implementation phase, as well as during monitoring and evaluation phases to ensure gender considerations are addressed throughout the project cycle management. Participants were offered some resources and links for further reading and reference, especially on Nepal, in addition to the tools already provided to them in the e-book.

Some great quotes from the final evaluation

“Training has contributed to the broad goal of SDG-5. Also, has enlightened and motivated me with new ideas and reinforced their sense of resilience.”

“Although it’s a slow process but this kind of trainings can bring positive changes in the Nepalese society.”

“It was professional and tasks were focused to help us better understand, and analyse gender topics.”

Final evaluation results,
Table 5, page 16

Exams

At the end of the course participants were sent a multiple-choice exam with ten questions to test their knowledge on the three modules. By then all the participants had received all the materials used during the course and were able to have this as reference. Participants with eight correct answers or more were considered to have passed the test with honour, while those who had less than 6 correct answers would be given another chance to attempt the test.

The results of the exams were excellent. Twenty participants passed the exam with honours, only one participant had 6 correct answers. More than half of the participants had 10 correct answers.

Once completed, participants were provided individual certificates from OQ and GIZ Nepal.

A sample of the Certificate is included in Annex 4.

Evaluation of the Course

At the end of each module the participants were provided with the opportunity to give feedback and evaluate the course content and delivery, as a tool to improve the course and to tailor it more to the needs of the participants. By the end of module three, according to the evaluations' result, on average the distribution of participants has been 8 women and 10 men. The survey was based on the standard evaluation sheet that is used for OQ Consulting trainings (see Annex 3), where participants could mark the performance of different aspects of the training on a scale from 1 (unsatisfactory) to 5 (very good). The evaluation was anonymous and administered through SurveyMonkey.

Figure 1 shows the average assessment scores of the evaluation sheets completed by the participants after finishing each Module. The evaluation of Module 1 only refers to the training sessions 1 and 2. The evaluation of Module 2 refers to the training sessions 3 and 4. The evaluation sheets submitted after finishing Module 3 refer to the entire course, including sessions 5 and 6.

Table 1 (next page) summarizes the results of the participant's assessments (scale: 1 unsatisfactory, 5 very good).

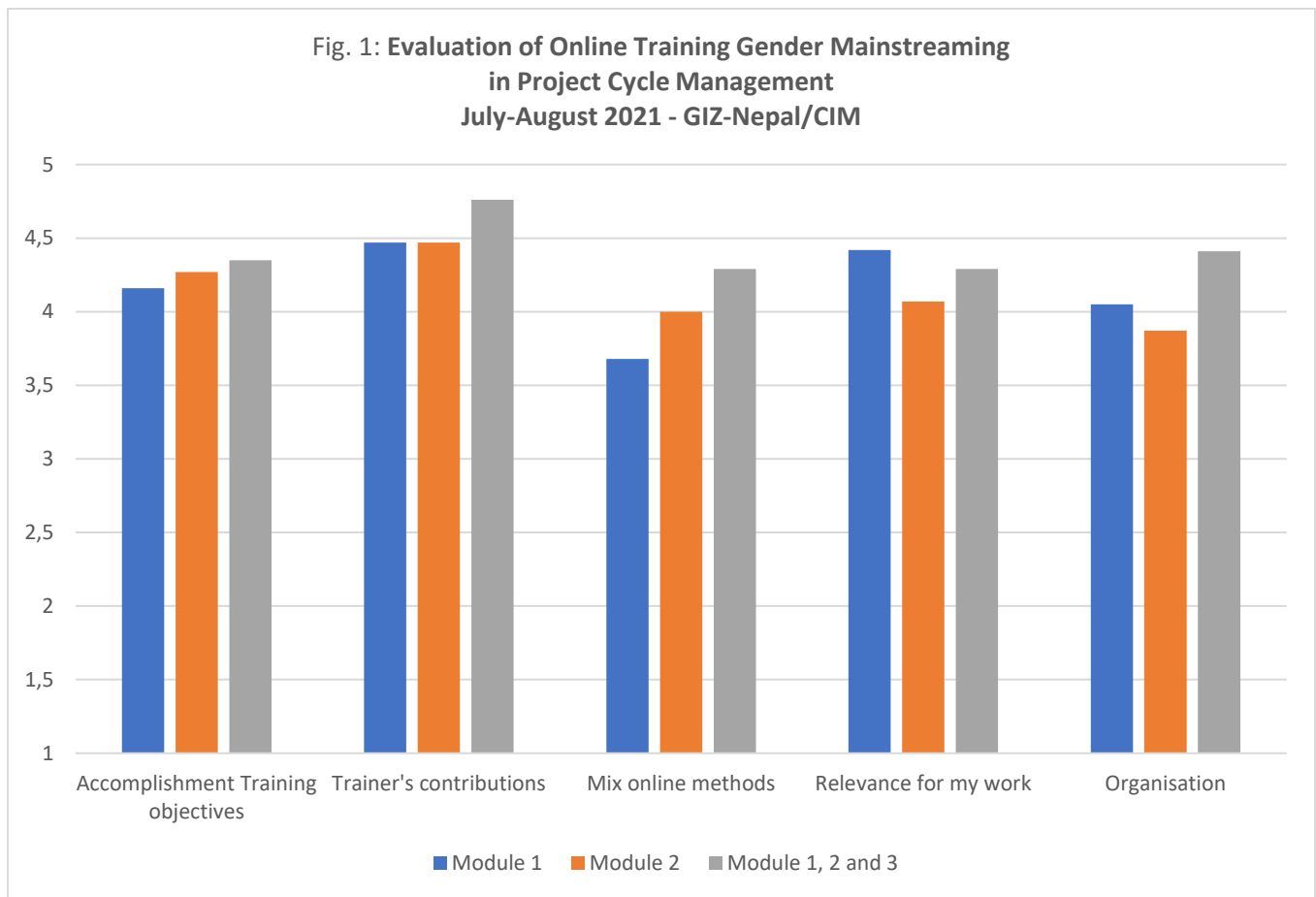


Table 1: Evaluation results on Module 1 and 2, and overall evaluation after week 3

Questions of the Evaluation Sheet			Overall evaluation WEEK 3
	Module 1 WEEK 1	Module 2 WEEK 2	
The accomplishment of the training objectives was:			
very good	21.05%	26.67%	35.29%
good	73.68%	73.33%	64.71%
satisfactory	5.26%	0.00%	0.00%
less than satisfactory	0.00%	0.00%	0.00%
unsatisfactory	0.00%	0.00%	0.00%
Average score	4,16	4,27	4,35
The trainers' contributions were			
very good	52.63%	46.67%	76.47%
good	42.11%	53.33%	23.53%
satisfactory	5.26%	0.00%	0.00%
less than satisfactory	0.00%	0.00%	0.00%
unsatisfactory	0.00%	0.00%	0.00%
Average score	4,47	4,47	4,76
The mix of online training methods were			
very good	0.00%	26.67%	35.29%
good	73.68%	46.67%	58.82%
satisfactory	21.05%	26.67%	5.88%
less than satisfactory	5.26%	0.00%	0.00%
unsatisfactory	0.00%	0.00%	0.00%
Average score	3,68	4,00	4,29
The relevance of the training to my work is			
very good	52.63%	26.67%	35.29%
good	36.84%	53.33%	58.82%
satisfactory	10.53%	20.00%	5.88%
less than satisfactory	0.00%	0.00%	0.00%
unsatisfactory	0.00%	0.00%	0.00%
Average score	4,42	4,07	4,29
The organisation of the online training is			
very good	21.05%	6.67%	47.06%
good	68.42%	73.33%	47.06%
satisfactory	5.26%	20.00%	5.88%
less than satisfactory	5.26%	0.00%	0.00%
unsatisfactory	0.00%	0.00%	0.00%
Average score	4,05	3,87	4,41
Average score of the above questions	4,16	4,14	4,42

The majority of the participants was satisfied with the duration of the training. After Module 2 (about strategies), there were quite a lot of participants who assessed the sessions too short. This module was quite interactive with exercises on strategic thinking in their own work situation. Overall, at the end of the training, none of the participants considered the course as too long. The large majority considered it about right.

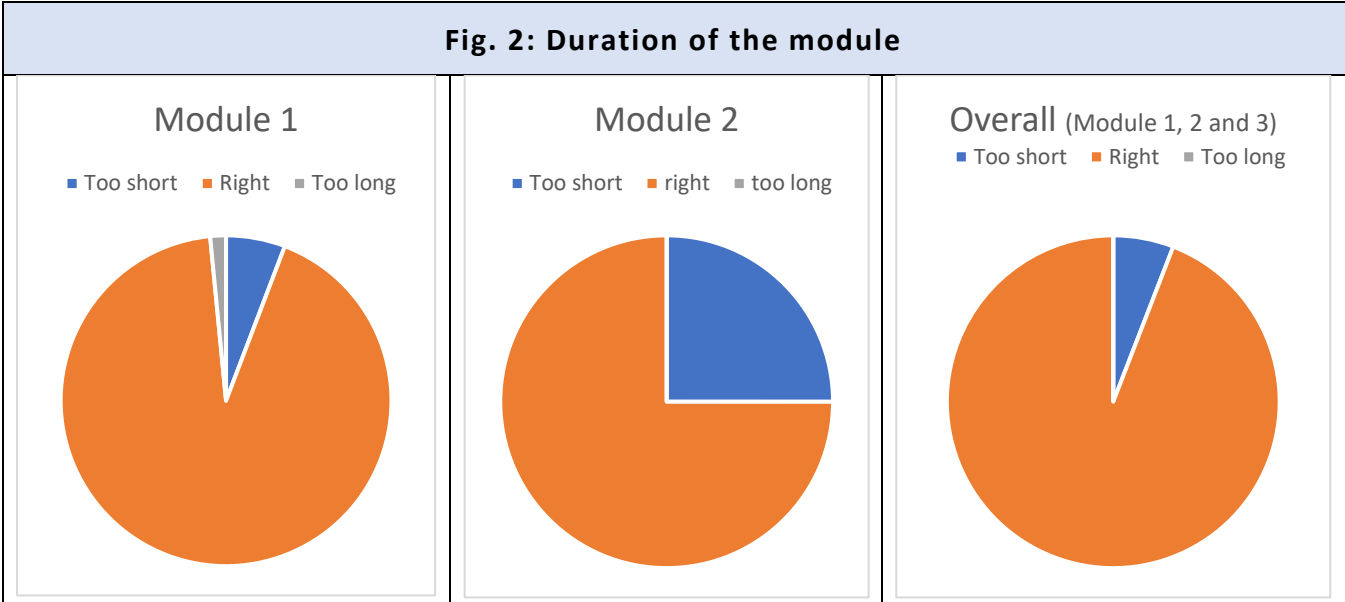


Table 2: Assessment of the duration of the online course gender mainstreaming in PCM

The duration of the module was:	Week 1	Week 2	Week 3
Too short	5.26%	20.00%	5.88%
Right	84.21%	80.00%	94.12%
Too long	10.53%	0.00%	0.00%

The evaluation sheet had some open questions on what was good, and what could be approved. The following three tables show the answers of the participants. Overall, the participants appreciated the participatory approach, the examples, the interactive part of the training, and the group activities to share experiences. They also expressed appreciation for the trainers, the topic, the relevance of the course for their work.

Table 3: Overview of feedback to open question: What was good?

What was good?	
Week 1: Module 1	Week 2: Module 2
The way the training has been delivered with different scenarios and how the participants have been able to participate actively	The concepts and materials
Examples from countries how they have incorporated gender equality, break out room for discussion on the changes in gender perspective from older generation to present generation.	Reality based exercises
Teaching methods of gender training is absolutely good.	Presentation was good
Group discussion and participation	I liked the interactive part at the end of session.
Overall, it was good and informative. But I'm not used to online training so I'm not very impressed by the course training.	The discussions
The Relevance to my workplace and the interactive participants was very good	Providing reading materials and case study that is relevant to Nepal as well.
Trainers	Expert
Country specific topics with examples	grouping and discussion
Online training, interactive sessions	Management
I got to know specific about the topic the module covered.	Presentation, exercises/tasks
Expert	get to know new things
topic, presenter, organiser,	interactive participation
Clear presentation and presenters, precise homework-not too long not too short	Content of the training looks fine.
The content covered in 2 hours and also the relevancy	Focusing all the major issues
The trainers knew what they were talking about and were able to deliver that to the participants as well.	Trainers are very dedicated
Content and presentation	
Everyone's participation	
Interaction with other participants was good.	
Commitment towards the good cause	

Table 4: Overview of feedback to open question: What could be improved?

What could be improved?	
Week 1: Module 1	Week 2: Module 2
Overall, everything is good.	Everything is good
It could be more interactive. Eg: Addition of survey, asking questions to participants on their understanding through tools like mentimeter	General experience sharing on gender based biases could be included more
Everything looks perfect so far.	Time can be increased
More examples and practical to our society	small session could be productive than long presentation
Little bit on organisation and make it more interactive.	Time management
The physical training with more creative ideas (games, small class project works) to involve everyone would be great	WhatsApp group with all the participants would have been easier to communicate and network.
More interactive	
Adding more relevant examples from Nepal rather than other countries.	More examples
no comments	more interaction would be nice
I would like to know details about mainstreaming Gender factor in our project in specific way with a case study.	Internet connection from the trainee part
Experience sharing	More examples, exercises/tasks
Time frame, volume of participant	discussion duration can be increased
Group activities, discussions, experience sharing	more examples on implementation of tools and strategies
So far everything seems fine.	Well covered so far...
Since I don't have much idea about the topic I am unable to tell what could be improved but once the whole training session is over, maybe I can give some input.	Problems in Nepali society should be addressed as well. That would be amazing.
More examples and experience sharing	Nothing much for this module
Every aspect is good and well organized.	
The theory session could be shortened. It would be worthwhile for the organisers to know their audience beforehand so as to understand what level of theory they need to be provided with.	
so far all good for me	

Table 5: Overview of feedback to open questions over the 3 Modules

FINAL EVALUATION OF THE 3 MODULES
<p>What was good of the overall training?</p> <ul style="list-style-type: none"> • The method of delivery and effort from the resource person despite the virtual nature of the training. The shared documents are also extremely helpful • I liked group sessions and interaction. • In general, the topic and the trainers! • Participatory approach, interactive sessions, • The content covered in short time span. Also, the relevance of the subject matter • get to know about new term in new area, new people and its implementation in required field • The tools shared was practical • Training has contributed to the broad goal of SDG-5. Also, has enlightened and motivated me with new ideas and reinforced their sense of resilience. • although it's a slow process but this kind of trainings can bring positive changes in the Nepalese society • explanation with examples and sending related materials in addition. • It was professional and tasks were focused to help us better understand, and analyze gender topics. • Interaction • Discussion and trainees' participation • Trainers and the topic covered • Again, the trainers and the content. I did not know much about the gender lenses. Now I feel at least I know something and when needed I can search online more effectively.
<p>What could be improved?</p> <ul style="list-style-type: none"> • Since the sessions occurred during Friday and Saturday, it was difficult for me personally to attend the sessions actively and properly because of different professional and personal commitments. • Presentations could be made short. • Actually, I am so happy to say, there is nothing much to improve. • More modules, more time • Everything was good • more participation of participants, and time duration should be increased • Time for interactions could be made longer • Time-Duration (short while discussing case studies) during group discussion could be improved. • more discussion between participants could bring out more ideas • Timing and more experiences sharing • A physical training would be perfect as you get more immersed into the topic and there would be more open discussions and questions. Everything else was great! Thank you very much!!! • Time slots • Plenary Management, Group division beforehand • It was great overall. • I mean, it has been an amazing 3 weeks. There is nothing much I could add. However, if there were some before and after the session it would have been way better as it would be more like an assessment for the trainer and for us as well. But again, it is just an idea. The sessions were very effective in general.

Annex 1: Participants of the training

Name	Education Background	Designation	M/F
Sojan Prajapati	M.Sc. In Power Engineering	Research Assistant	M
Uendra Aryal	M.Sc. Landscape Ecology and	Assistant Forest Officer	M
Mandira Lamichhane	PhD in interdisciplinary studi	Research and Social Development Advis	F
Prashant Kharel	M.Sc. In Sustainable Mobilitie	Civil Engineer	M
Dipesh Suwal	M.Sc. ESPACE	Survey Officer	M
Sanjeev Raut	Msc. In Photogrammetry	Survey Officer	M
Nibesh Shrestha	Environmental Engineer	Research and Development(Water reso	M
Swastika Shrestha	Masters in International Heal	Research Officer	F
Sharmila Shrestha	Urban Management	Urban Planner	F
Kushal Sharma	Mechanical Engineering	Design Engineer	M
Sheila Dangol	MSc. Water resources and en	Project Coordinator	F
Prashansa Shrestha	MSc. in Renewable Energy En	Business Development Manager	F
Rumi Singh Maharjan	Master of Arts in Architecture	Architect	F
Prakash Sitikhu	Natural Hazards and Risks in S	Senior Engineer	M
Suresh Shrestha	M.Sc. Photogrammetry and G	Survey Officer	M
Deena Shrestha	M.Sc. Environmental Science	Program Officer	F
Sadhana Shrestha	M.Sc. Economics and Finance	Program Assistant	F
Sushmita Timilsina	M.Sc. Geodesy and Geoinforn	Instructor/Survey Officer	F
Ravi Khanal	Governance and Regulation	Project Manager	M
Pasma Dahal Jha		GIZ CIM Coordinator	F
Saurav Koirala		GIZ CIM Coordinator	M
		M	11
		F	10

Annex 2: List of materials provided to the participants

Module 1:

PPT:

Basics of Gender Mainstreaming; What is it, and why is it important?

PPT:

Legal and Policy Frameworks for Gender Mainstreaming; From gender blindness to gender Mainstreaming

E-book:

Van Osch, Thera, 2021: Gender Mainstreaming in International Partnership; A practical Guide for Stakeholders. World House Wetten (OQ Consulting – School of Caring Economics), Germany.

Instruction for homework:

Applying SDG5 in your work

Background information on legal and policy commitments on gender equality in Nepal.

Module 2:

PPT:

Strategies to promote gender equality

Instructions for exercises:

Task sheet strategic thinking

Tool on strategies to promote gender equality

Tool for gender proofing job-descriptions and recruitment

Tool on Gender and Energy

Module 3:

PPT:

Gender mainstreaming in project cycle management

E-Book:

Van Osch, Thera, 2021: Gender Mainstreaming in Project Cycle Management; A practical Guide for Stakeholders. World House, Wetten (OQ Consulting), Germany

Evaluation and Exam:

Link to anonymous final evaluation sheet

Word doc with multiple choice questions

Annex 3: Evaluation sheet



Training Evaluation Sheet Online Training on Gender Mainstreaming GIZ-Nepal

Module 1, 23 and 24 July 2021

Basics on gender mainstreaming: Concepts, rationale, legal and policy frameworks

Please take some time to provide us with feedback on the delivery of this training course.

1) *Rapid assessment*

Evaluation criteria	5 Very good	4 Good	3 Satisfactory	2 Less than satis- factory	1 Unsatis- factory
1. Accomplishment of training objectives					
2. Trainers' Contribution					
3. Mix of online training methods used					
4. Relevance of the training to my work					
5. Overall organisation					

Please go on at next page

II) Detailed comments

What was good?

What could be improved?

Do you think the duration of the Module was? *(Tick the appropriate case)*

About right:

Too long:

Too short:

Reasons (if any):

Male Female

THANK YOU!

Annex 4: Sample of Certificate



Centre for International Migration and Development
a joint operation of GIZ and the German Federal Employment Agency



Consulting BV

Certificate

“Name Participant”

has successfully completed the online course ‘Gender Mainstreaming in Project Cycle Management’ and passed the final examination with honours.

This online course is designed for experts from Nepal who returned to their home country after having studied in Germany for at least two years. It is part of the GIZ Programme Migration and Diaspora (PMD). The gender training course aims at providing returning experts with the essential knowledge and necessary skills to promote gender equality, women’s rights and gender mainstreaming in projects and activities.

Gender Mainstreaming in Project Cycle Management

Contents:

Module 1: Basics of Gender Mainstreaming	Module 2: Gender Equality Strategies	Module 3: Gender Mainstreaming in Project Cycle Management
23 Jul 2021: Concepts about gender and gender mainstreaming	30 Jul 2021: Strategies to promote gender equality and inclusiveness	06 Aug 2021: Policies, programmes projects and designing a gender-sensitive project
24 Jul 2021: The rationale and legal and policy frameworks for gender mainstreaming	31 Jul 2021: Exercises on strategic thinking	07 Aug 2021: Tools and exercises for gender mainstreaming in project cycle management

19 August 2021



Pasma Dahal
Senior Coordinator Programme Migration & Diaspora (PMD)
Centrum für internationale Migration und Entwicklung (CIM)



Thera van Osch
Trainer OQ Consulting BV, Netherlands



Ana Stefanovic
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जर्मन सहयोग
DEUTSCHE ZUSAMMENARBEIT



giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Designed by Jos Carpio, Amsterdam.