



GENDER MAINSTREAMING REPORT
TRANSNATIONAL COOPERATION
WITHIN TRANSNATIONAL PARTNERSHIP
INTEGRATED WAYS

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I. Introduction

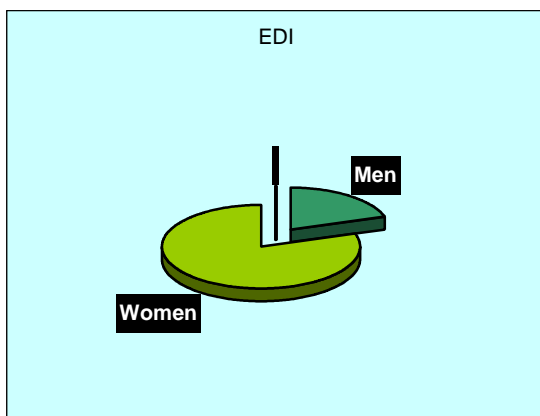
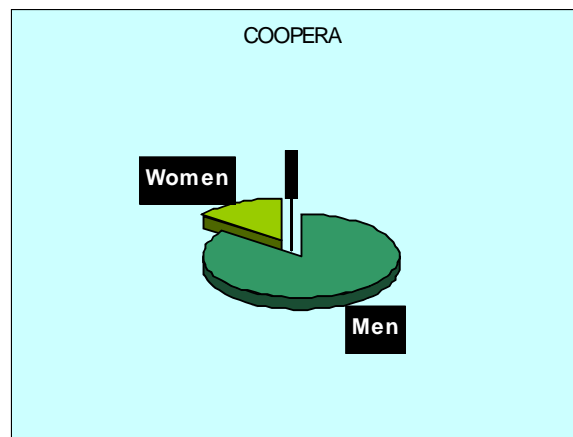
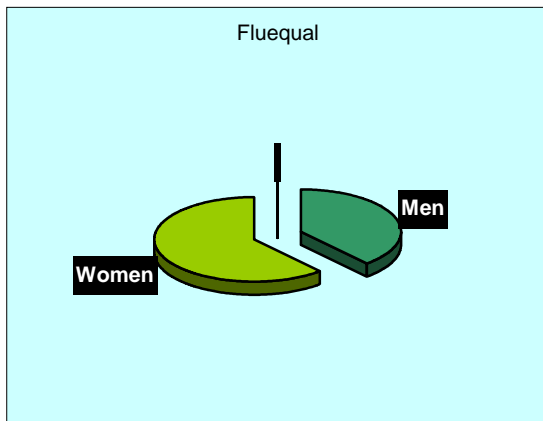
This report was prepared within the transnational partnership “Integrated ways” composed of three partnerships: Fluequal (Austria, 9 partners), Coopera (Italy, 4 partners) and EDI (Poland, 10 partners). The cooperation between those partners started in the late months of 2005 and led to creating a transnational partnership in early 2006 and cooperation lasted until 30th June 2007.

As gender mainstreaming is one of the priorities of Community Initiative EQUAL projects, transnational partners decided to contribute information about how gender mainstreaming is included in their national projects. Gender mainstreaming questionnaire was prepared by EDI and fulfilled by transnational partners. Questions concerned mostly projects attitude towards beneficiaries of the projects, taking into account that all three DPs’ activities included courses and meetings of various kinds – language courses, lectures, vocational training etc. This report sums up the answers given in the questionnaire.

II. Questions

Question 1

Administration of the project – what is a percentage of man and woman working in your project?



Question 2

Did you ask the participants before whether they want the activities in the project directed to man and woman separately or together? If yes – what were the answers?

Among all three partners only EDI had conducted a formal questionnaire among beneficiaries of the project before it had started. Its aim was to learn about general preferences and expectations of future participants of the project. As a result – majority of people who fulfilled the questionnaire claimed they preferred separate lectures or language courses.

In Austrian project participants were asked about their preferences whenever it was possible. The answers differed – some participants preferred separate classes, some preferred common classes.

In Italian project, the participants were not asked about whether they would prefer separate classes/courses, because number of female participants was very low from the beginning.

Question 3

While planning the activities, did you construct them so women and men can both participate in the project and take care of the family?

In Fluequal, child care was offered for all the projects measures. COOPERA chose the time and duration of the lessons and meetings so both men and women could participate in them. EDI somehow combined those two methods and provided baby sitting for the time of the courses (baby sitters were volunteers and also people specially hired to do that) and also planned the hours of the courses and lectures so they would be suitable for woman taking care of the children.

Question 4

Do you have any special programme for children in the project?

None of the national partnerships included special programme for kids – it naturally derives from the rules concerning target group of EQUAL programmes and nature of Theme 5 focusing on integration on labour market that the participants are adults. It is, however, impossible not to notice, that adults involved in the projects do most often have children and you need to foresee how to make the participants combine courses with family life duties. That is why Austrian and Polish DPs planned child care for the time of the courses, financed from EQUAL sources. Additionally in EDI,

within the legal assistance module, there was always someone from the project who talked to children who came with their parents seeking legal advice. There were also some special events (kid's day, Santa Claus' visit, football match, visits to the cinema).

Question 5

While planning the activities did you analyze the cultural/religious structure of the target group to see what could be the problems with participation of women or men?

All three DPs analyzed the cultural/religious structure of the target group of their national projects to see what problems with participation of men and woman might be caused in the future because of the nature of those structures. As a result, in the questionnaire mentioned in Question 2 EDI also asked whether the participants would prefer separate or common classes/lectures. The changes in some activities were also introduced based on the observations of participants' behavior.

Question 6

Do you think that the cultural background of the participants in your project affects their participation in the project? Did it cause any problems in your project?

All three partners claimed that the cultural background can affect the participation of the beneficiaries, especially women, in the projects.

In Austria some women were not allowed or did not want to take part in classes when there were men. Some of them also did not want to perform certain jobs in public service employment when the men were present or when they would have to deal with situations viewed certainly in their religion (eg when they would have to deal with pork meat). Austrian DP claimed that it was obvious from the beginning so any refusal of participation was not a problem.

In Italian project women participated in small amount of activities within COOPERA- some of them took part in screening (of qualifications) and almost none took part in lessons or other activities.

In EDI, even though classes were separated and there were special groups for men and women, some women found it difficult to participate in the courses, some of them were also not allowed to participate by their families. That situation could not certainly be solved by projects' administration or partners because that would mean

the need to interfere into family structure, which was neither the role of the projects' staff, nor they had any right to do so and it would not be viewed well by the participants in general. Also, when additional events in information about Poland module were organized it had to be checked beforehand whether participants would not have any objections against them.

This problem concerned mostly language lessons or lectures about Poland, it was minor in legal assistance module.

Question 7

In your project the activities are directed to man and woman on the same conditions? Is the participation open for both sexes?

In Fluequal, COOPERA and EDI men and women had equal access to the activities in the projects and the conditions for participation were the same for everyone.

Question 8

If the access to the activities is equal – who do you see more willing to participate in them – man or woman?

Austrian DP and Polish DP claimed that the willingness is equal in both genders and it is hard to say who wants to participate in activities more. In Fluequal, however, in cases when there were only few places for participants, some wives offered to withdraw their registration so the husband could attend the classes. In case of vocational training the interest of some (note: only few) women was less compared with men. In EDI it was hard to say who wanted to participate more in the classes, but it could be said that it was more difficult to show women that they would need those information. However, women were more precise when it came to learning the language (probably they were additionally motivated by children who learn language faster and often spoke Polish better than their parents).

Italian DP, on the other hand, claimed that men are more interested in the classes.

Question 9

Do you have special activities that involve only woman or only man?

None of the partners had activities that would be offered only for one gender without having the same activity for another gender as well. Austrian DP, however,

had special language classes and workshops only for women and Polish DP had separate courses and lectures for women and some topics especially interesting for women were added to the courses provided for them.

Question 10

Did you apply any measures to improve woman's presence in the activities of the project?

Fluequal made it sometimes easier for women to access the courses – when there were only few places they had some preferential conditions of participation for women. They also offered a child care for the time of courses. They chose specific topics and interests of women for the design of workshops (eg. workshops "women's health", "assertiveness for women")

EDI offered child care and extra activities for children. Italian DP claimed they had no special measures to improve women's presence in the project's activities.

Question 11

What were the problems connected with participation of women or men in the project? Do you see any ways of solving them in the future?

Austrian and Italian Dp claimed there were no problems. According to EDI, they did not observe any problems that could be described as dominating ones. There were some minor problems though (eg. men did not want women to participate in the classes)

Question 12

Does your project have a system of monitoring the implementation of gender mainstreaming priorities?

Fluequal conducts a quantitative and qualitative monitoring – they measure the percentage of men and women participating in activities and certain modules, as well as in a project in general. They also have a system of reporting all activities performed to achieve an equal participation of men and women.

EDI has mostly a quantitative monitoring - measuring how many men and women participate in the project. Analysis of these numbers helps to observe how the

amount of participants changes with impact of certain factors (eg. there are less male participants in spring and summer time because they leave the centre daily to work, most often illegally)

COOPERA claims they do not conduct any monitoring concerning gender mainstreaming.

II. Summary

As it is presented in the answers of the partners, all three DPs had implemented gender mainstreaming priorities into their national projects. The implementation's extent differs, however, and in each project different steps were taken and different measures were used. In spite of differences, Fluequal's and EDI's actions within gender mainstreaming monitoring and implementation do have some similarities.