

1. Introduction

Development policies towards women shifted from Women in Development (WID) to Gender and Development (GAD) in the 1980s. It was recognised that women should not only be beneficiaries of development but also active participants in the development process. Following this trend, the fourth World Conference on Women in 1995 was an epoch event, at which women themselves expressed the problems they were facing and demonstrated just how much power they had to solve problems. Since then, nearly twenty years have passed, but the fifth World Conference on Women has not yet been organised, leaving the Beijing Declaration and the Platform for Action adopted by the fourth conference as a guideline for the advancement of women's status.

The key words from the Beijing Conference are empowerment and gender mainstreaming. Gender mainstreaming is the strategy of incorporating gender perspectives into the formulation, implementation and evaluation of every policy and project with the objective of achieving gender equality. However, approaches to mainstreaming gender vary from country to country and from organisation to organisation. Obstacles block change to systems, institutions and people's mind sets.

In order to promote gender mainstreaming, national machineries for the advancement of women, which were established in governments with the recommendation of the World Plan of Action adopted at the first World Conference on Women in 1975, play a vital role. This important position makes it imperative that the capacity of national machineries be strengthened.

The Japan International Cooperation Agency (JICA) (2009) sets "strengthening policies, institutions and organisations for realising gender equality" in its Guidelines on Gender and Development as one of the strategic objectives of development and pledges to continue assistance to improve the capacity of national machineries. In the Training and Dialogue Programme, the JICA started the Training Course on the Improvement of the Status of Women for Government Officers as early as FY1991, which has continued with a change in title to Gender Mainstreaming Policies for Government Officers in FY2002.

The Kitakyushu Forum on Asian Women (KFAW) has organised the training course on gender mainstreaming from the beginning under contract with the JICA. Between FY1991 and FY2012, a total of 206 participants from 50 countries¹ came to Kitakyushu, Japan for this training. These participants bring with them the latest information on their countries, the status of women, and policies and projects conducted for women, as well as obstacles in mainstreaming gender. They learn about gender mainstreaming during the training, and consider actions to be taken after they return to their home countries.

With such a wealth of valuable information and experiences collected by the KFAW for more than twenty years, the KFAW thinks it is important to share this information on various approaches to mainstreaming gender with people around the world who work in the same field. In compiling a report on these gender mainstreaming

¹ In this report, the term "countries" refers to "countries and regions."

experiences, the KFAW decided to conduct the first follow-up survey on the JICA's training course on gender mainstreaming,² by which the KFAW tried to find out what actions have been taken by participants of the training in their respective countries and what contributions the training has made in mainstreaming gender in various parts of the world. On the basis of the results of the survey, the KFAW will endeavour to further improve the training course in consultation with the JICA.

This report is structured as follows. After this introduction, chapter 2 provides an overview of international development entrenched in the concept of gender mainstreaming. Chapter 3 briefly explains the JICA's Training and Dialogue Programme and chapter 4 presents an outline of the JICA's training course on gender mainstreaming organised by the KFAW. Having provided the background information, the following chapters present a report on the follow-up survey. Chapter 5 explains the objective, target and methods of the survey. Chapter 6 presents the results of the survey from four aspects which include the characteristics of participants of this training, implementation of action plans, dissemination of the gender mainstreaming training, and networking. Chapter 7 attempts to identify what progress has been made in mainstreaming gender in participants' countries and looks at the challenges ahead. The last chapter considers ways to improve this training course.

² The follow-up survey was initiated and carried out by Masako Ota, Senior Researcher, Kitakyushu Forum on Asian Women under the KFAW's Research and Survey Project for FY2012 with the understanding and cooperation by the Office for Gender Equality and Poverty Reduction, Economic Infrastructure Development, the JICA and the JICA Kyushu International Centre.

2. International Movements for Gender Mainstreaming

The International Women's Year (1975) marks a milestone in gender and development. By adopting three objectives related to equality, peace and development, the international community started promoting a gender-equality approach in development. At the first World Conference on Women held in Mexico in the same year, the outcome document, the Plans of Action, urged every government to establish a national machinery for the advancement of women.

Following the international commitment to the institutionalisation of gender, the third World Conference on Women held in Nairobi in 1985 used the term, gender mainstreaming, in the Nairobi Forward-looking Strategies for the Advancement of Women for the first time in official documents. It recognised the importance of women's participation in the development process, which means effective participation in the formulation and implementation of projects.

Gender mainstreaming and empowerment were the key words in the documents adopted at the fourth World Conference on Women held in Beijing in 1995. The Platform of Action begins with the Mission Statement:

“The Platform for Action is an agenda for women's empowerment.”

In order to take actions to empower women, the last paragraph of the Beijing Declaration shows the determination, mentioning that:

“We hereby adopt and commit ourselves as Governments to implement the following Platform for Action, ensuring that a gender perspective is reflected in all our policies and programmes.”

Here, it is clear that gender mainstreaming is confirmed as a strategy to achieve gender equality through empowerment of women.

The United Nations later elaborated on the meaning of gender mainstreaming as below.

“Mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.” (Economic and Social Council, 1997)

Gender mainstreaming is the incorporation of gender perspectives into the formulation, implementation and evaluation of every policy and project with the objective of achieving gender equality. It is necessary to empower individual women in expanding their opportunities, choices and capabilities and to strengthen capacities of national machineries.

The establishment of national machineries varies from country to country. Some national machineries are full-fledged ministries devoted to women only, and others are located in ministries for children or social affairs. Yet others are placed at the higher level, for example the Office of Prime Minister. However, national machineries of

various countries face similar problems. They are often marginalised in governments with limited authority and influence, insufficient budgets, shortages of staff and experts, and lack of data.

These challenges are recognised in the Beijing Platform for Action, which lists Institutional Mechanisms for the Advancement of Women as one of the twelve critical areas of concerns and includes one chapter for institutional arrangements. Governments are expected to place national machineries at the highest possible level, and provide it with clearly defined mandates, authority, resources and staff. National machineries are expected to take such actions as policy analysis, legal reform, advocacy, monitoring, coordination and cooperation with various stakeholders.

Government officers of national machineries assume vital roles in mainstreaming gender, but often work in difficult situations. It is important to increase their capacities and provide opportunities to share experiences among those from different countries. The JICA's training course on gender mainstreaming is one such opportunity.

3. The JICA's Training and Dialogue Programme

The JICA's Training and Dialogue Programme is one of the technical cooperation schemes. The JICA invites mainly government officers of developing countries to participate in training, expecting them to play leading roles in development of their countries. More than ten thousand people come to Japan every year and acquire knowledge and skills from Japan that have been accumulated in its process of development. This chapter will provide the outline of the Training and Dialogue Programme and explain the process of implementing the Programme.

3.1. Outline of the JICA's Training and Dialogue Programme

Providing developing countries with funding is one method of development assistance. The funding can be used, for example to construct roads or schools, or purchase equipment for hospitals, which is important to meet basic needs. Another way is providing people with knowledge and skills, which is essential for the effective use of infrastructure, facilities and equipment. The JICA's main scheme of technical cooperation places an emphasis on human resource development. The JICA recognises that it is vital for developing countries to increase their capacities to solve problems on their own. This sense of self-reliance and ownership is a likely path to sustainable development.

As part of technical cooperation, the JICA conducts the Training and Dialogue Programme in Japan, partner countries or third countries. The objective is to create human resources who play leading roles in the development of their countries. The JICA offers training in a wide array of fields, such as agriculture, economic development, health, education, environment and governance, and also contracts with public-service corporations, government agencies, local public bodies, private institutions as organisers. While government officers, staff of public institutions and NGOs and others stay in Japan and learn about Japan's development experience, they experience first-hand various aspects of Japanese society, culture and people. These people are expected to utilise the knowledge, skills and experiences obtained in the development of their countries.

The Training and Dialogue Programme is divided into the following three categories.

(1) Country Focused Training and Dialogue

This training is organised in response to requests from developing countries. Participants are limited to the countries that make requests.

(2) Training and Dialogue Programme

This training is planned by the JICA. It is open to all developing countries.

(3) Training Programme for Young Leaders

This training focuses on the younger generation.

In FY 2011, 11,492 people participated in JICA training courses organised in Japan (JICA 2013). Of these, 3,890 people participated in 825 training courses under the Country Focused Training and Dialogue, and 4,728 people participated in 513 training courses under the Training and Dialogue Programme. Out of those who participated in the Training and Dialogue Programme, 40% were from Asian countries and 30% were

from African countries. Out of 513 training courses, the highest number of training courses conducted was in health (72 courses or 14.0%), while only two courses were organised for gender and development.

The number of training courses in the field of gender and development has decreased in recent years in the Training and Dialogue Programme as a whole. Ten courses were conducted in FY2008, and the number decreased to six in FY2009. One course was due to end in FY2008 which was the final year of a five-year cycle of this course, while three other courses were terminated one year before the scheduled cycle. The number of courses in gender and development further declined to four in FY2010. Out of six courses conducted in FY2009, four courses ended according to the scheduled cycle. Two new courses started in FY2010, but one of them was terminated in FY2011 despite the scheduled cycle of three years (up to FY2012). One course ended according to the scheduled cycle and one new course started in FY2011. As a result, only three training courses were organised and one of them is the Gender Mainstreaming Policies for Government Officers organised by the KFAW. In fact, this is the only course in the field of gender and development that has continued from FY1991 up to now.

3.2. Process of implementing the Training and Dialogue Programme

More than 500 courses in the Training and Dialogue Programme are conducted annually in Japan. Training courses are formulated, implemented and evaluated according to a particular schedule. This process is explained below in order to provide background information on the selection of participants for training.

(1) Formulating training courses

The JICA formulates new training courses in response to emerging needs from developing countries and prepare proposals in March and April.³

(2) Conducting a request survey (August to October)

A list of training courses is prepared after scrutinising the proposals for training courses. Embassies of Japan and JICA's overseas offices conduct a request survey by distributing the list to developing countries, in order to obtain information on their interests in particular training courses.

(3) Deciding training courses to be conducted (December)

The Ministry of Foreign Affairs, Government of Japan makes the final decision on which training courses are to be conducted on the basis of the results of the request survey. The Ministry notifies developing countries of the decision.

(4) Applying for training (two months before training is conducted)

The JICA's headquarters sends general information on specific training courses to developing countries that sent requests to participate four to six months before training courses are organised in Japan. Governments of developing countries, in turn,

³ A procedure is different for on-going courses.

disseminate the information. They send application forms of candidates for training whom they nominate to the JICA two months before training.

(5) Selecting participants for training (one month before training is conducted)

JICA's domestic offices in charge of respective training courses examine the application forms submitted by candidates and select participants.

(6) Conducting training (throughout the year)

Training courses are conducted by the JICA and various implementing organisations, such as government agencies, companies, universities and non-governmental organisations under the supervision of JICA's domestic offices.

(7) Evaluation

The JICA evaluates all training courses conducted, which is used to improve training courses.

Thus, candidates for training courses are recommended by their governments though the process of selecting candidates differs from country to country, and the JICA examines their qualifications and determines participants.

4. The KFAW and the JICA's Training Course on Gender Mainstreaming

The JICA's training course on gender mainstreaming has been organised by the Kitakyushu Forum on Asia Women (KFAW) under contract with the JICA since FY1991. This chapter will provide background information on the follow-up survey by presenting a brief history of the KFAW and its involvement in the JICA's Training and Dialogue Programme. It will also explain the characteristics of this training course with details on the process of developing action plans.

4.1. A brief history of the KFAW and its involvement in the JICA's Training and Dialogue Programme

The Kitakyushu Forum on Asia Women (KFAW) was established in October, 1990 with the Japanese Government's *Furusato Sosei Jigyo* (Hometown Creation Project) fund.⁴ The purpose of the KFAW was to improve the status of women by networking women in Asian countries as well as raising public awareness of Kitakyushu's residents on global and gender issues.

In 1993, the KFAW was recognised as a foundation by the Government of Japan and has continued with funding from the City of Kitakyushu. The KFAW's mission is making contributions to equality, development and peace in the world, which was the main objective of the United Nations Decade for Women (1976-1985). In order to realise a gender-equal world, the KFAW conducts activities with two pillars—international exchange and research, by linking the citizens of Kitakyushu city with people in Asia and other countries.

The KFAW's major activities include:

- organising conferences, seminar and workshops to disseminate information on global and gender issues;
- networking with NGOs and gender experts mainly in Asia;
- conducting research on women and gender; and
- publishing journals and newsletters.

Organising the JICA's training course on gender mainstreaming is one of the KFAW's main activities and is in perfect sync with its mission and approaches to empower women. The training provides us with opportunities to promote exchanges between overseas participants in the training and Japanese people as well as between overseas participants, and share knowledge on gender mainstreaming obtained by our research activities with the participants.

The KFAW was honoured to be contracted with the JICA Kyushu International Centre and organised the first training for ten days in March, 1992 (FY1991) under the title of Improvement of the Status of Women for Government Officers. This course lasted for eleven years and was renamed as Gender Mainstreaming Policies for Government Officers in FY2002. Over the past twenty-two years, 206 people from 50 countries have

⁴ The Japanese Government provided JPY 100 million (about USD 780,000) each to all municipalities in Japan in FY1988 for the purpose of community development.

participated in this training course.⁵ They brought the latest information on the situations of women in respective countries and shared it with people in Japan. This has provided the KFAW with great opportunities to consider together how to overcome problems that women are facing.

4.2. The JICA's training course on gender mainstreaming

The JICA's training course on gender mainstreaming aims to enhance the capacity of national machineries of developing countries in formulating, implementing and evaluating policies and projects from a gender perspective. The target of this training course includes government officers of national machineries and related government ministries, agencies and organisations with more than five years of work experience. Training seminars are currently organised once a year for four weeks between June and July. The number of participants per seminar is set at nine.

Many countries have shown great interest in the training course on gender mainstreaming. There is competition for a limited number of spaces, as more people apply than can be accepted. There were fifteen participants in FY2008, and in FY2009 two seminars were organised to accommodate fourteen participants. The following reasons are considered to be behind the success of this training.

Firstly, the training course on gender mainstreaming covers various gender issues from both a theoretic and practical perspective (see Table 1). The topics include concepts of gender and gender mainstreaming, gender statistics, domestic violence, rural women and women entrepreneurs. In mainstreaming gender in education, participants learn theories on education and gender, promotion of female education, and gender education through lectures, combined with field visits to primary schools where gender education is conducted.

Table 1. The Curriculum of the Training Course on Gender Mainstreaming Policies for Government Officers for FY2011

Area	Subject
Gender mainstreaming	Introduction to Gender Perspectives, Gender Analysis, the CEDAW, Gender Mainstreaming Policies, and Gender Mainstreaming in Japan
Public administration	Gender Equality Bureau of Cabinet Office, Ministry of Health, Labour and Welfare, and City of Kitakyushu*
Specific issues	Agriculture*, Economy*, Education*, Environment, Gender Statistics, Gender Budget, Health, Media, Peace*, Political Participation*, Urban Development, Violence, and Work-Life Balance*
Action plan	Sharing Challenges, Gender-Responsive Project Cycle Management, Development of Action Plans, and Presentations
Others	Gender Projects of JICA, Activities of KFAW and Kitakyushu Municipal Gender Equality Centre*, and Facilitator Training

Note: * indicates sessions including field visits.

⁵ The KFAW also hosted 104 participants for the Training Course on Women in Environment and Development between FY1995 and FY2008.

Secondly, this training course adopts a variety of modes of learning, such as lectures, field visits, discussions and presentations. We intend to have interactive sessions by allocating sufficient time for questions and discussions, and encourage participants, who generally have working experience on gender issues, to actively take part in the sessions. Thus, they can learn not only from Japan's experience but also experiences of other participants.

Thirdly, participants have opportunities to make three presentations, which helps to improve presentation skills. They can develop confidence in speaking to, explaining to and convincing other people of their perspectives on gender issues. Two presentations are internal (participants, gender experts and JICA staff), and one presentation is open to public. Many participants said that it was the first time for them to make presentations in English. Some of them were nervous especially at the public presentation, but they felt confident after successfully finishing presentations.⁶

Thus, the training course on gender mainstreaming is a holistic programme both for those who have little knowledge on gender issues and those who already have working experience in the field of gender.

4.3. Process of developing action plans

The Training Course on Gender Mainstreaming Policies for Government Officers was categorised as a Trainers' Training between FY2006 and FY2008, which aims to train middle-level officers and enable them to disseminate knowledge and skills obtained. The training's status was changed into a Leaders' Training in FY2009, meaning that it is capacity development for people in decision-making positions or specialised in certain fields. In the following year, the category was again changed to Solution Creation. This category of training courses is defined as having participants find solutions to problems held by organisations and societies by learning about Japan's experiences.

In response to these changes in categorisation, the curriculum has been revised every year (see Table 2).⁷ Before FY2008, participants presented what actions they would take for gender mainstreaming based on no particular format. In FY2009, the KFAW introduced a session on Gender-Responsive Project Cycle Management and a session to support development of action plans according to a format developed by the KFAW. A presentation and discussion session on action plans was organised by inviting gender experts. As well, the number of days allocated to sessions on action plans increased in FY2009 and FY2010. Since FY2010, a Project Design Matrix has been included in the format of action plans. Furthermore, participants are asked to submit reports on the progress of implementing action plans to JICA's overseas offices or Embassies of Japan in their respective countries three months after completing the training.

The following schedule is now used with improvements to the curriculum on the development of action plans.⁸

⁶ The presentation seminar is conducted in a large room which accommodates around 100 people with simultaneous interpretation.

⁷ The author has been involved in the revision of the curriculum and in charge of the sessions related to the development of action plan as a lecturer since FY2006.

⁸ This is the schedule of the training seminar for FY2011 whose duration is six weeks.

Table 2. Changes in the Curriculum of Development of Action Plans

Fiscal year	Category of training	Workshop: PCM	Workshop: Action plan	Presentation and discussion	Format
2006	Trainers' Training				no format
2007					no format
2008					no format
2009-1	Leaders' Training	2 days	half day	○	format
2009-2		3 days	half day	○	format
2010	Solution Creation	4 days	half day x 2	○	format + PDM
2011		4 days	half day x 2	○	format + PDM

(1) Presentation: Gender Mainstreaming in My Country (week 1)

Immediately after the orientation session by the JICA and the KFAW, a full day is allocated to a presentation session in which all participants make presentations. Participants are informed one month prior to the start of training to prepare PowerPoint presentations according to a particular format.⁹

There are two objectives for this presentation session. Firstly, it is important for participants to learn about each other at the start of the training seminar. They come from various parts of the world and may not know well about each other's countries. In this session, participants share information on challenges in mainstreaming gender. With this introductory session, participants open up and start communicating with their colleagues. They can utilise the time spent together in the following weeks learning about each other and discussing common challenges in mainstreaming gender.

The second objective is to increase the effectiveness of this training. By presenting challenges participants face and their purposes of taking part in this training, the reasons for their participation become clearer and they have a better idea of what they would like to bring back from the training. It is expected that participants attend sessions with a focus identifying solutions to their problems.

(2) Workshop: Sharing Challenges (week 1)

A workshop on sharing challenges is organised immediately after the above presentation session. In the presentation session, each participant explains three priority issues on mainstreaming gender in his or her country. The priority issues are often common among different countries, such as poverty and domestic violence. Of these priority issues, participants choose two to three issues. They are divided into groups depending on the issue of their interest, analyse causes of the problems by making a problem tree, and discuss solutions. Then, each group presents the results of the causes of the problems and solutions. In the latter half of this workshop, participants think about action plans and share their thoughts with other participants. Thus, this workshop provides participants with opportunities to identify challenges in mainstreaming gender they are facing in their countries and share experiences in tackling the obstacles.

⁹ See Appendix II.

(3) Deciding a topic for an action plan (week 2)

Participants submit a memo (half of A4-sized paper) which mentions a topic chosen for their action plans and activities to be conducted. Written comments are given back to participants, in order for them to make action plans which are feasible in their positions and capacities.

(4) Workshop: Gender-Responsive Project Cycle Management (week 3)

The Gender-Responsive Project Cycle Management (GR-PCM) originates from the Logical Framework Approach which was developed as a tool for managing international development projects in the late 1960s. In Japan, the Logical Framework Approach was adopted as the Project Cycle Management (PCM)¹⁰ in the 1990s and the JICA started introducing it in the implementation of projects.

When the JICA conducted the Project for Gender Mainstreaming in Cambodia, it felt the need to incorporate gender perspectives in the PCM. It developed the GR-PCM and started training on the GR-PCM in 2004. The GR-PCM is used for managing a project cycle of planning, implementing and monitoring/evaluating from gender perspectives. It is a useful tool for participants of this training course, since many of them are policy-makers. A four-day session on the GR-PCM includes topics of stakeholder analysis, problem analysis, identifying hidden gender issues, objective analysis, and the Project Design Matrix with a number of group exercises.

(5) Developing an action plan (weeks 3 and 4)

With references to the comments, participants prepare for action plans according to a particular format¹¹ which includes a simplified version of the Project Design Matrix in their free time after training sessions and on weekends.

(6) Workshop: Development of Action Plans (week 4)

Participants bring them with action plans prepared. Firstly, they are divided into groups of two, introduce their action plans and provide feedback to their partners. Secondly, one or two participants volunteer to present their action plans, followed by comments and discussions. By examining action plans together, participants can take away some hints for developing their action plans and deepen their understanding on the Project Design Matrix.

(7) Individual consultation (week 5)

Time for one session (180 minutes) is divided by the number of participants—usually fifteen minutes. Individually, a participant and a lecturer discuss his or her action plan to finalise it.

¹⁰ See FASID (2008).

¹¹ See Appendix II.

(8) Presentation: Action Plans (week 6)

Towards the end of the training seminar, a full day is set aside for presentations on action plans. Each participant has twenty minutes for presentation and twenty minutes for questions and answers. Comments are provided by colleagues, gender experts and JICA staff. In order to further improve the action plans, written comments are also given to participants at the end of the presentation session.

(9) Presentation: Country and Action Plan (week 6)

The final presentation is open to public. Participants combine the first presentation on their countries with the action plans and make ten- to fifteen-minute presentations.¹² They also respond to questions from the public.

¹² See Appendix II for the format.

5. Outline of the Follow-up Survey

The JICA's training course on gender mainstreaming started in FY1991 and has continued to date. However, there was little information on what activities participants have conducted and how this training course has contributed to gender mainstreaming in their countries. Since it is important to understand the situations after the training in order to improve the course, the KFAW decided to conduct a follow-up survey in FY2012. This chapter will explain the objective, target and methods of the follow-up survey.

5.1. Objective of the follow-up survey

The overall objective of this follow-up survey is to improve the training course on gender mainstreaming by finding out participants' activities after the training. Specifically, the KFAW wanted to know:

- (1) if action plans were implemented;
- (2) if knowledge and skills obtained during the training have been disseminated; and
- (3) if collaboration has taken place between participants.

Furthermore, it was expected that some contributions could be made on gender mainstreaming globally by disseminating information collected in this survey.

5.2. Target of the follow-up survey

A total of 198 government officers from 49 countries participated in the training course on gender mainstreaming between FY1991 and FY2011. Due to difficulties in contacting participants from the training course's early years as it is quite likely that some of them have been transferred and have retired, and no record has been kept for them except for their names, positions and affiliations. 116 participants from 40 countries between FY2000 and FY2011 were selected as the target, as shown in the following Table 3.

5.3. Methods of the follow-up survey

This follow-up survey was implemented in two phases and collected quantitative and qualitative information. First, a questionnaire survey was conducted for all 116 participants to grasp the overall picture on participants' activities. Then, on the basis of the questionnaire survey five countries were selected for visits. Each method will be elaborated below.

5.3.1. Questionnaire survey

The questionnaire survey was administered by dividing 116 participants into two groups: (a) 60 participants between FY2006 and FY2011 and (b) 56 participants between FY2000 and FY2005. Slightly different versions of the questionnaires were

Table 3. Number of Participants by Country between FY2000 and FY2011

	Country	2000 -05	2006 -11	Total		Country	2000 -05	2006 -11	Total	
Asia	Bangladesh	5	0	5	Africa	Burkina Faso	2	0	2	
	Cambodia	5	4	9		Cameroon	1	0	1	
	India	0	3	3		Ghana	3	0	3	
	Indonesia	3	1	4		Kenya	1	0	1	
	Lao	0	2	2		Malawi	0	3	3	
	Malaysia	1	0	1		Namibia	1	0	1	
	Myanmar	1	0	1		Nigeria	0	3	3	
	Nepal	4	11	15		Senegal	0	1	1	
	Pakistan	6	0	6		Tanzania	3	0	3	
	Philippines	6	0	6		Central and South Americas	Brazil	0	2	2
	Sri Lanka	3	0	3			Chile	0	2	2
	Thailand	1	0	1			Costa Rica	0	2	2
	Timor-Leste	1	1	2			Haiti	0	2	2
	Pacific	Fiji	0	2			2	Mexico	1	2
Papua New Guinea		1	1	2	Peru		1	1	2	
Samoa		1	0	1	Uruguay		1	3	4	
Middle East	Afghanistan	1	3	4	Europe		Albania	0	2	2
	Jordan	1	0	1			Bosnia and Herzegovina	0	5	5
	Palestine	0	2	2			Czech	1	0	1
				Kosovo		0	2	2		
				Tajikistan		1	0	1		

prepared for these two groups.

The major topics of the questionnaire include (1) implementation of action plans, (2) dissemination of knowledge and skills obtained, (3) contribution to gender mainstreaming, and (4) collaboration with other participants and the JICA. Topics (2), (3) and (4) are common for both groups, while questions for topic (1) were simplified for group (b). This was because participants of group (b) might not have made action plans, given that this training course was categorised as a Trainers' Training at that time.¹³

The KFAW started sending out the questionnaires by email in July, 2012, asking participants to fill in and send back the questionnaire to our email account. This method did not ensure anonymity for this survey. Years have passed since participants came to Kitakyushu, Japan for this training, and there have been a few contacts between them and the KFAW or the JICA Kyushu. Despite the sudden request, 56 participants (36 for FY2006-2011 and 20 for FY2000-2005) filled out and returned the questionnaires.

¹³ It was not possible to confirm if action plans were developed before FY2004, since no record was kept at the KFAW.

5.3.2. Country visits

Country visits focused on the participants between FY2006 and FY2011, for whom the KFAW have records on action plans. Five countries in two regions were selected on the basis of the number of participants and the responses to the questionnaire survey, especially regarding the implementation of action plans and collaboration between participants.

During the visits, we held discussions with participants as well as their supervisors and colleagues.¹⁴ Seminars were also organised in collaboration with participants, inviting government officers and staff of NGOs who work for women. During the discussions, we heard about the contributions of this training course and exchanged information and experiences on gender mainstreaming.

(1) The Balkans (5-17 November, 2012)

The first visit was made to three Balkan countries in November, 2012. Bosnia and Herzegovina dispatched the second highest number of five participants between FY2006 and FY2011, and neighbouring countries of Kosovo and Albania dispatched one participant each for FY2010 and FY2011. Another reason for this selection was that little information on gender mainstreaming for these countries is available in Japan. The JICA publishes Country Gender Profiles, but the profiles for Bosnia and Herzegovina and Kosovo have not yet been published. Furthermore, these two countries are relatively new. It was interesting to see how gender is being mainstreamed in the process of nation-building.

(2) Asia (12-21 December, 2012)

The second visit was made to two Asian countries in December, 2012. The highest number of fifteen participants came from Nepal and the second highest number of nine participants came from Cambodia between FY2000 and FY2011. In these countries, the JICA is conducting projects on gender and some of the participants are project counterparts. It was interesting to see how this training has contributed to the implementation of projects and how the effects of JICA's assistance can be maximised by combining the two schemes (project implementation and training in Japan).

¹⁴ The first country visit was made by Mr. Yasuhiro Kawazoe, Director of Training Programme Division, the JICA Kyushu as a head, Ms. Eriko Nagano, Training Programme Division, the JICA Kyushu and the author, Masako Ota, and the second country visit was made by Ms. Nagano and the author. Most of the funding for the visits was from the JICA's Follow-up Mission for the Group Training Courses on Gender Mainstreaming Policies for Government Officers.

6. Results of the Follow-up Survey on the JICA's Training Course on Gender Mainstreaming

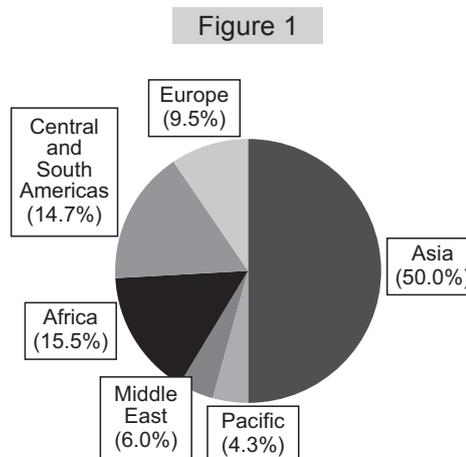
The first follow-up survey was conducted for the JICA's training course on gender mainstreaming in FY2012. On the basis of the questionnaire survey and the country visits, this chapter will report on the results of the follow-up survey. It contains (1) characteristics of participants, (2) implementation of action plans, (3) dissemination of knowledge and skills obtained, and (4) networking.

6.1. Characteristics of the participants

Candidates for this training course are required to belong to national machineries or line ministries and agencies, with more than five years of working experience. Since the training seminar is conducted in English, English proficiency is another requirement. Out of the candidates who satisfy these conditions, the JICA Kyushu selects about ten participants—in principle one participant from one country, taking account of regional and sexual balances. The characteristics of a total of 116 participants from 40 countries, who came to Kitakyushu for this training between FY2000 and FY2011, will be summarised in the following figures and tables.

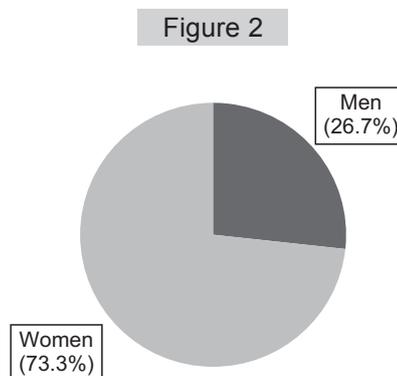
Region

Asia represents half of the total of 116 participants, followed by Africa (18) and then the Central and South Americas (17).



Sex

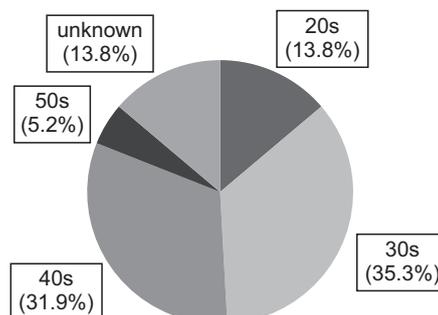
More women apply for this training than men every year. As a result, women account for 73.3% of the total number of participants. However, at least one man participated each year.



Age

Participants in their 30s and 40s represent approximately one-third each. The number of young participants in their 20s has increased in recent years. The average age of participants is 38 years old.

Figure 3

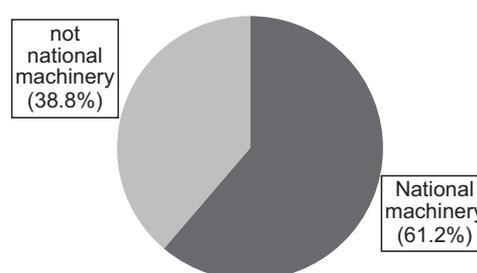


Affiliation

Participants from national machineries account for 61.2%, and others are from line ministries and agencies.

By location, 82.8% of participants belong to central governments and others belong to local governments.

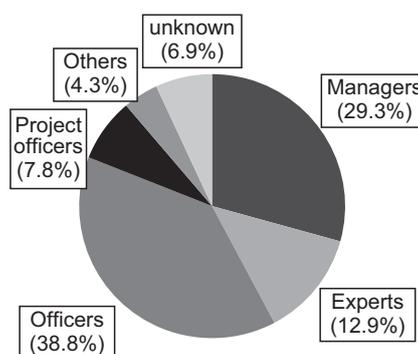
Figure 4



Job titles

Participants are divided into five groups in terms of job title. Officers account for a total of 46.6%, of which project officers represent only 7.8%. Many officers in managerial positions and experts participate in this training.

Figure 5



Notes:

- Managers include top positions and those one step below (e.g. Director and Deputy Director) of departments, divisions or sections.
- Experts include gender experts, lawyers, and specialists in public relations.
- Officers are divided into those who are involved in projects and others.
- Others are researchers and educational instructors.

Area of work

Gender mainstreaming is a cross-cutting issue. It is expected that participants engage in multiple tasks. The questionnaire survey asked participants to select their areas of work out of fifteen areas. Only three participants selected one area, while one participant selected all fifteen areas. The average number is seven.

Of the respondents, 74.5% of participants engage in capacity building, which means that they organise training seminars on gender and gender mainstreaming and they may be trainers or facilitators. More than half work on formulation, implementation and monitoring/evaluation of laws, policies and projects, as well as collaboration/networking.

Table 4. Participants' Areas of Work

Areas of work	No of participants (n=55)
Legislation	19 (34.5%)
Formulation of policies and projects	37 (67.3%)
Implementation of laws, policies and projects	36 (65.5%)
Monitoring/evaluation of laws, policies and projects	35 (63.6%)
Financing	9 (16.4%)
Data and statistics	17 (30.9%)
Institutional mechanisms	23 (41.8%)
Capacity building	41 (74.5%)
Collaboration/networking	31 (56.4%)
Education	17 (30.9%)
Health	14 (25.5%)
Economy (poverty)	18 (32.7%)
Human rights	29 (52.7%)
Violence against women	24 (43.6%)
Power and decision-making	18 (32.7%)

Summary

In this training course, many participants, whether they belong to national machineries or not, are policy-makers at the national level and engage in capacity-building and networking. A small number of officers are involved in project implementation. These results suggest the importance of the training on development of action plans and facilitation and presentation skills.

6.2. Action plans

Development of action plans was formally included in the curriculum in FY2010 when this training course was categorised as Solution Creation. At present, participants develop action plans according to the format developed by the KFAW which includes a Project Design Matrix. A format of action plans without a Project Design Matrix was introduced in FY2009, but there was neither a format nor sessions on action plans earlier. Participants for FY2006-2008 presented what they intended to do utilising the knowledge and skills obtained in this training. Bearing these differences in mind, this section will report on the situation of the implementation of action plans focusing on 60 participants for FY2006-FY2011.¹⁵

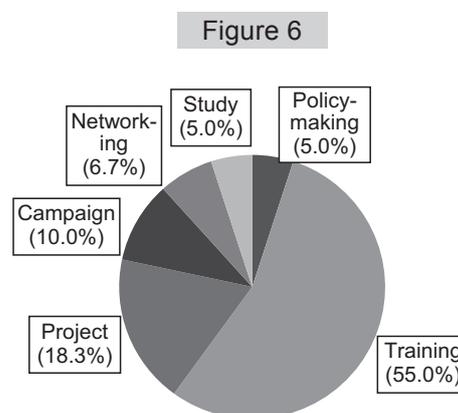
¹⁵ Participants for FY2000-2005 were excluded from the analysis, since no record for their action plans was kept.

6.2.1. Action plans developed

Participants develop action plans over the four to six weeks of training in Japan. Although there are differences in the format and the required level of action plans, an overall tendency can be shown below.

Topic

The topics participants chose for action plans reflect their areas of work. More than half of the participants chose “training” for capacity building. “Campaign” can be considered as a part of capacity building, which aims to raise awareness on gender issues. “Policy-making” and “Networking” are also topics on which many participants work. In comparison, the number of participants who intend to actually carry out projects is low.



Area

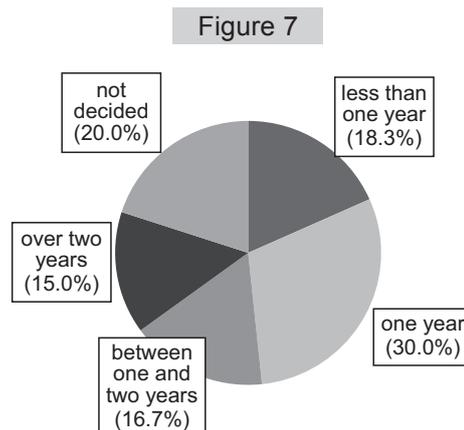
The topics of action plans are categorised into twelve critical areas of concern determined in the Beijing Platform of Action. “Institutional mechanisms for the advancement of women” ranks first, which concerns training and capacity building. The other topics chosen are areas which have attracted a great deal of attention at the global level in recent years. These include human rights, women in power and decision-making, violence, education and economy.

Table 5. Areas of Action Plans

Critical areas of concerns	No of participants (n=60)
A. Women and poverty	0 (0%)
B. Education and training of women	6 (10.0%)
C. Women and health	1 (1.7%)
D. Violence against women	6 (10.0%)
E. Women and armed conflict	0 (0%)
F. Women and the economy	4 (6.7%)
G. Women in power and decision-making	7 (11.7%)
H. Institutional mechanisms for the advancement of women	27 (45.0%)
I. Human rights of women	8 (13.3%)
J. Women and the media	0 (0%)
K. Women and the environment	0 (0%)
L. The girl child	1 (1.7%)

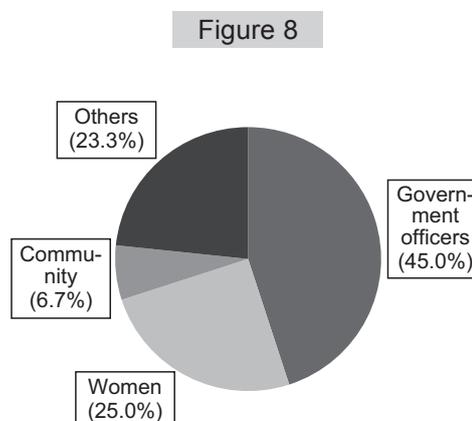
Duration

Around half of participants developed action plans with a duration of less than one year.



Target

Many participants selected government officers of their sections, departments, divisions, entire ministries, and/or local governments as targets in relation to their choice of topic (i.e., training). Action plans which target women account for only 25%. Others include teachers, politicians and NGOs, as well as more than two groups of targets.



Summary

A typical action plan developed by participants is to conduct training on gender mainstreaming targeting government officers over a period of one year. This choice reflects the characteristics of participants mentioned earlier as well as the situation of national machineries. Most of them are small in size and do not have sufficient budgets and staff. Their main responsibility is formulation of policies and projects. Actual implementers of projects tend to be other ministries, such as health and education, and local governments. Another influencing factor for these results is that participants are advised to make feasible action plans, given their positions and affiliation's capacity, and availability of budget.

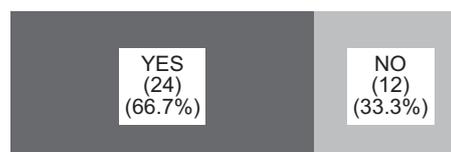
6.2.2. Implementation of action plans

Action plans developed during the training were expected to be implemented after participants returned to their home countries. The situation of implementation will be reported below.

Implementation

Out of 36 participants for FY2006-2011 who responded to the questionnaire survey, 24 participants implemented their action plans and 12 did not.

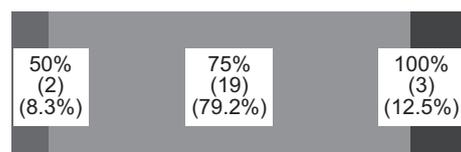
Figure 9



Evaluation

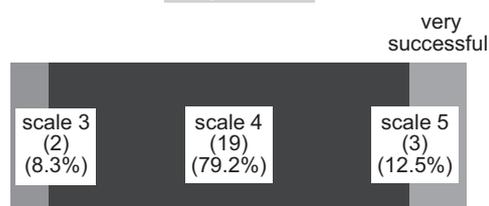
For the question to the degree of completion in the implementation of action plans, the majority of participants indicated an implementation rate of 75%. There were no responses of “less than 50%.”

Figure 10



Similarly, on a scale of 1 to 5, with 5 being “very successful,” the majority of participants selected “scale 4,” while none selected “scale 1” or “scale 2.”

Figure 11



During the country visits, we asked why participants did not indicate a 100% or “scale 5” success rate for the implementation of their action plans. Some explained that they could not conduct activities as originally planned.

“I intended to do training and awareness-raising campaign, but I could do only training.”

“The number of people who attended the training was less than I expected.”

Others wanted to do action plans in a larger scale.

“I could invite only one officer each from one ministry.”

“I wanted to do training in all villages of a selected district.”

However, according to the participants’ self-evaluation, in general the implementation of action plans appears to have gone well.

Difficulties involved in the implementation of action plans

Of the respondents, 24 participants were able to implement their action plans, but expressed that they sometimes had difficulties in implementation. Fifteen participants said that they did not face any difficulties. For those that were able to easily implement their action plans, the country visits found that many participants carried out action plans as part of projects conducted by their offices. For example, a participant organised a campaign against domestic violence when this issue was the priority of the Ministry of Women and many related activities were conducted.

Other participants who had difficulties raised a lack of budget and support, and excessive workloads as issues. Those who responded that a more detailed action plan

was needed were during the trainings in FY2007 and FY2008 when sessions on development of action plans were not included in the curriculum. The participants with difficulties, however, overcame the difficulties and were able to implement their action plans in the end. They mentioned that they tried to get funding from various sources and explained the advantage of the action plans to the higher authority of the ministry or by seeking support from colleagues.

Table 6. Difficulties Faced by Participants in the Implementation of Action Plans

	Difficulties	No of responses (n=24)
1	I did not experience difficulties in implementing the action plan.	13 (54.2%)
2	Budget was not available to implement the action plan.	6 (25.0%)
3	I was too busy with work already assigned and had little time to implement the action plan.	4 (16.7%)
4	The action plan was found to be beyond my capacity.	2 (8.3%)
4	A more detailed action plan was needed.	2 (8.3%)
4	Staff could not be mobilised to implement the action plan.	2 (8.3%)

Reasons for non-implementation of action plans

Twelve participants were not able to implement action plans. The most cited reason for non-implementation is non-availability of budget. Other reasons include lack of support, excessive workload, inappropriate choice of topics and transfer.

Table 7. Reasons for Non-implementation of Action Plans

	Reasons for non-implementation	No of responses (n=12)
1	Budget was not available to implement the action plan.	7 (58.3%)
2	Staff could not be mobilised to implement the action plan.	4 (33.3%)
3	The issue identified for the action plan was not the interest of my ministry/department/section.	3 (25.0%)
3	Permission was not granted to implement the action plan.	3 (25.0%)
3	I was too busy with work already assigned and had no time to implement the action plan.	3 (25.0%)
3	Other projects/action plans had already been adopted to solve the problem that I had intended to address.	3 (25.0%)
3	I was transferred to another section/department/ministry before I could start implementing the action plan.	3 (25.0%)
4	A more detailed action plan was needed.	2 (16.7%)
4	Support from colleagues and managerial staff was not available.	2 (16.7%)

6.2.3. Making action plans successful

An analysis of the relationships between the implementation of action plans and the characteristics of participants suggests some tendencies. Action plans are likely to be implemented among the participants with the following characteristics:

- belonging to national machineries,

- in managerial positions and experts,
- conducting training, and
- targeting government officers.

In summary, when participants have certain levels of decision-making power in national machineries and planned to conduct capacity-building or awareness-raising training, the likelihood of successful implementation is high.

On the other hand, successful implementation is unlikely among officers who planned to conduct projects, such as income generation and education for girls. Some were not even in relevant areas of work at that time. When participants intend to start projects from scratch, they have to obtain permission and find financial and human resources. This is not easy in the hierarchical structure of a government with limited resources.

On KFAW's side as well, it is important to find ways to increase the possibility that participants can successfully implement action plans, though the curriculum of the gender mainstreaming training is revised every year, in order to provide participants with more relevant and useful knowledge and skills. So, we asked participants during the country visits if they had had sufficient support to develop their action plans. All of them appreciated this exercise, saying that it was very important or very useful and they had sufficient support.¹⁶ They also said that it was useful for them not only to learn techniques of how to formulate projects but also to actually make action plans on their own. The process included identifying problems, analysing causes, thinking logically to find solutions and activities to be conducted, and expressing thoughts in a systematic way.

One participant reported an encouraging story during the country visit. Her office used to hire consultants to make annual plans. After the gender mainstreaming training in Japan, she organised a workshop on how to make action plans, including the Gender-Responsive Project Cycle Management. Now, her colleagues are making next year's plan in-house.

In conclusion, it is important for participants to choose the topics of their action plans, taking account of relevance, capacity, support and budget. Although the above responses and story assured us that the training has responded to the participants' needs, it will have to be further improved and more support extended for successful implementation of action plans.

6.3. Dissemination of the gender mainstreaming training

The number of participants of the gender mainstreaming training is, in principle, limited to less than ten per year. Given the small number, the impact of training can be limited, too. However, as this training course was categorised as a Trainers' Training in the beginning, participants are expected to disseminate what they learnt and experienced in Japan with their colleagues and others in their home countries. This section will report on the situation of dissemination.

¹⁶ However, it must be noted that the author, who supported the development of action plans during the training, asked this question, and that it is unlikely that critical comments were made.

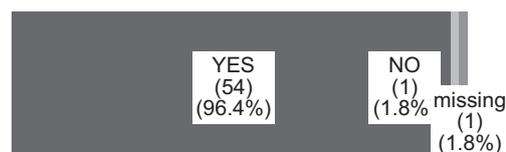
6.3.1. Utilisation of knowledge and skills obtained

Participants attended lectures, took part in workshops and made field visits during the gender mainstreaming training. Questions arise if they have been using the knowledge and skills they obtained and what subjects are useful for them. The questionnaire survey addressed these issues.

Use of knowledge and skills

All participants except for one¹⁷ responded “Yes.”

Figure 12



Useful subjects

The curriculum of the gender mainstreaming training changes every year, and therefore, the subjects participants learnt are not the same for all respondents. In this situation, the “development of action plans” is cited by the highest number of participants. The “development of action plans” was mentioned by four

Table 8. Useful Subjects in the Training

	Useful subjects	No of responses (open-end questions)
1	Development of action plans	11
2	Gender and education	6
3	Domestic violence	5
3	CEDAW	5
4	Gender statistics and gender budget	4
5	Gender and environment	3

out of 23 participants for FY2006-2009, while it was mentioned by seven out of 13 participants for FY2010-2011 when the number of sessions greatly increased for this subject. This result reconfirms the positive responses during the country visits regarding support to development of action plans.

It is easy to guess the reasons that the other five subjects were selected. “Gender statistics and gender budget” and “Domestic violence” are considered to be very important subjects in recent years. “Gender and education” has always been highly appreciated by participants, because they visit a kindergarten and a primary school in Kitakyushu city and observe gender education. Many developing countries have not introduced gender education at schools or in the process of introducing it. The experience of the visits is impressive and the subject is new for most participants.

“Gender and environment” is also a new subject. Kitakyushu city has a history of action by women’s groups who were united against environmental pollution in the 1960s. With their efforts and in collaboration with the municipal government, factories and experts in environment, Kitakyushu city overcame severe air pollution. This movement is referred to as “We Want Our Blue Skies Back” and women’s role in this is widely recognised.

Ten participants wrote that all subjects were useful, and some of them went on to

¹⁷ This respondent indicated that she had been transferred.

mention specific subjects. One comment shows exactly what this gender mainstreaming training intends to provide.

“I would like to mention that this training was efficient not only in knowing the techniques of making action plans, but also in deepening our understanding of participants who represented their countries, as well as Japan. This enriched our experience and knowledge on gender mainstreaming methods and how it is implemented in various ways.”

6.3.2. Sharing knowledge and skills obtained

In disseminating the knowledge and skills obtained in the gender mainstreaming training, participants are encouraged to organise meetings and present what they learnt and experienced in Japan when they return to their countries. The questionnaire survey asked if they had such meetings.

Organising a meeting

Forty-five participants said that they had organised meetings and eleven participants said that they had not. Of the latter, however, eight participants said that they have shared information and experience informally in their daily work.

The reasons for not organising meetings include the following.

- I was transferred (5).
- Support from colleagues and senior staff was not available (3).
- Colleagues and senior staff were not interested (2).

One participant responded that he had not fully understood the contents of the training. This indicates that the KFAW must make further efforts to ensure that all participants have sufficient understanding of the purpose and contents of the training.

When?

The majority of participants organised meetings to share experiences in Japan within one month after they returned.

Figure 13

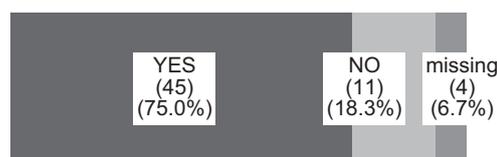
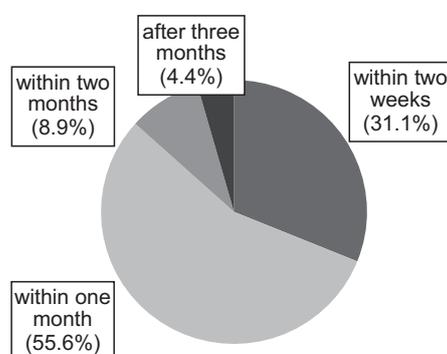
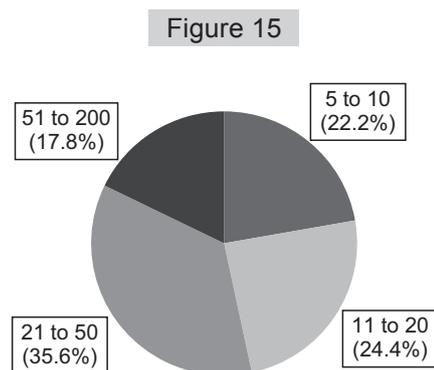


Figure 14



How many people?

The size of the meetings varies from small with immediate colleagues to extended sessions in which people outside the government, such as NGOs and media, were invited.



What topics?

Many participants use the term, “experience” in responses to this question. During the country visits too, many participants talked about their memories of staying in Japan beside the training seminar. The memories concern Japanese society, people, culture, and in particular, work culture. Below are a few comments.

“I was impressed by the way Japanese people work. They are punctual, well-prepared and well-organised. We are trying to follow the same, but it is difficult.”

“I saw priority seats for the elderly and pregnant women in trains and buses for the first time.”

“My colleagues and I went shopping and got lost. We asked a man to help us find the way back to the JICA Kyushu. He kindly gave us a lift.”

An important finding is that nine participants presented their action plans, in which they were able to demonstrate the outcomes of their learning and experiences in Japan and obtain understanding and support from their offices. This is an effective way to successfully implement action plans.

Table 9. Topics Presented at Meetings

	Topics presented	No of responses (open-end questions)
1	Experience in the training and Japan	10
2	Action plan	9
3	Japanese society, culture and people	8
4	Gender mainstreaming	6
5	Japanese government’s policies and projects on gender mainstreaming	5
6	The training as a whole	4

Responses from participants of the meetings

Responses from participants’ colleagues and others were positive. They appreciated the presentations and were very interested in Japan and the training, according to the participants of the training.

“They wanted to go to Japan.”

“They wanted to participate in the gender mainstreaming training.”

One participant said to us during the country visit:

“I was told I was lucky to be able to have such an opportunity.”

The participants who presented action plans also received comments.

“Officers agreed with the action plan.”

“I had feedback: how to implement my action plan successfully, and was assured that an appropriate budget would be allocated.”

Summary

Most participants shared the knowledge, skills and experiences obtained with their colleagues and others by organising meetings or at daily work. This has made contributions to raising awareness on gender and increasing understanding on gender mainstreaming. Furthermore, some participants used a more effective way: presenting action plans and discussing implementation at meetings.

6.4. Networking

Networking is important in promoting gender mainstreaming. By exchanging information and experience, we realise that we are facing same problems or can gain new information on approaches that can be taken to overcome obstacles. The gender mainstreaming training provides opportunities to meet people working on gender in various countries and learn each other, as well as become acquainted with people who participated in this same training. This section will report on whether this training has contributed to building a network for mainstreaming gender.

6.4.1. Collaboration with other participants of the same country

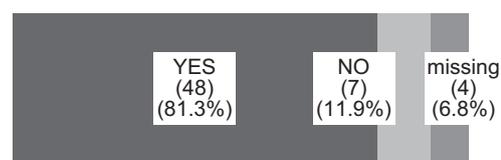
The number of countries where participants attended the gender mainstreaming training has totalled 50 since it started in FY1991. Over the past 22 years, there are 17 countries that dispatched only one participant. The KFAW thought it was more effective to have multiple participants from the same countries in consecutive years, rather than having one participant from one country. In many countries, national machineries are small in size and weak in authority. Awareness on gender is not necessarily high among government officers. When participants have colleagues that have also taken part in the same training in Japan, they can work together and have more influence than one participant working alone. So, in FY2007 the KFAW and the JICA decided to set countries that can apply for this training throughout one cycle.

As a result, between FY2002 and FY2006 (five-year cycle) there were 18 out of 27 countries that dispatched one participant, while between FY2007 and FY2012 (two three-year cycles) the number of such countries decreased to five out of 21. This attempt to network participants for different years was examined in the follow-up survey.

Knowing other participants from the same country

Forty-eight out of 59 participants¹⁸ are acquainted with other participants of this same training, though many of them participated in different years. Nine participants did not know other participants. In this case, other participants belong to different ministries or departments.

Figure 16



Collaborating with other participants

Out of the 48 participants who responded that they knew other participants, 31 said that they have had collaboration.

Figure 17



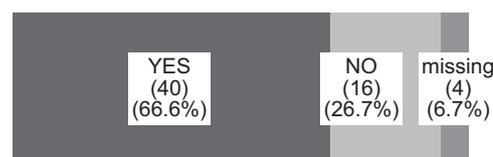
6.4.2. Networking with participants from other countries

Participants spend four to six weeks together during the training in Japan. They have plenty of time to talk about various issues. By the end of the training, they know each other well and some of them become friends. It is hoped that participants will keep in contact after the training and join hands to mainstream gender, though they live in different countries.

Keeping contact with other participants

Forty participants have kept in contact with other participants, while sixteen participants have not.

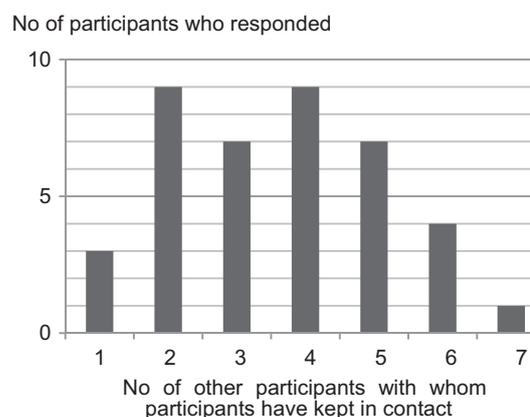
Figure 18



How many?

Participants responded that they have kept in contact with one to seven participants.

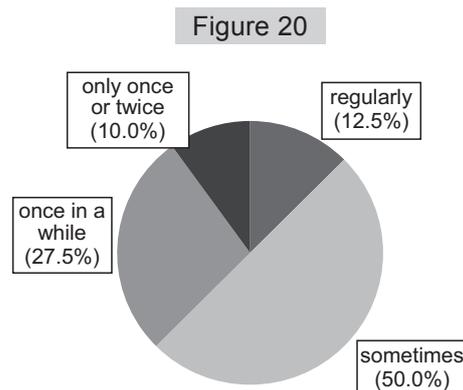
Figure 19



¹⁸ One participant has no colleague who participated in this training course between FY2000 and FY2011.

How often?

Five participants have kept in regular contact and twenty participants indicated that they are sometimes in contact with other participants.



Summary

The questionnaire survey found that quite a few participants have kept in contact with each other, but there is a tendency that the proportion of participants who have kept in contact is higher among those who participated in the training in recent years, rather than those who participated many years ago. All participants for FY2009, FY2010 and FY2011 who responded to the questionnaire said that they have kept in contact, except for one participant for FY2011.

Two reasons can be considered. Firstly, as time goes, people generally lose touch. Secondly, the advancement of information technology has made it easier for participants who live in various parts of the world to keep contact. The KFAW has no record of participants' email addresses for FY2000 and FY2001 and has an address of only one participant for FY2002. From FY2005 onwards, email addresses are available for all the participants.

During the country visits, one participant for FY2004 said that it was not easy to contact other participants, because the internet connection was not readily available at that time. On the other hand, recent participants took advantage of new technologies. Two participants for FY2009 said that they were connected with other participants through Facebook and informed us of how others have been. Now, we can also utilise Skype and TV conference systems. It is expected that exchanges among participants will become easier and more frequent.

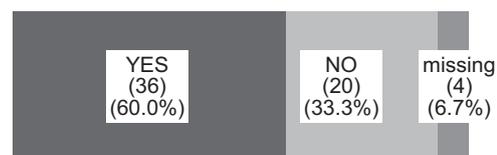
6.4.3. Contacting the JICA

It is important for participants to keep contact not only among themselves but also with the JICA, which conducts projects in many countries on requests by governments. There are possibilities that projects may start with participants' initiatives. The questionnaire survey also asked if participants have had any contact with the JICA after they completed the training in Japan.

Contact with the JICA

Thirty-six participants have had contact with the JICA, while twenty participants have not.

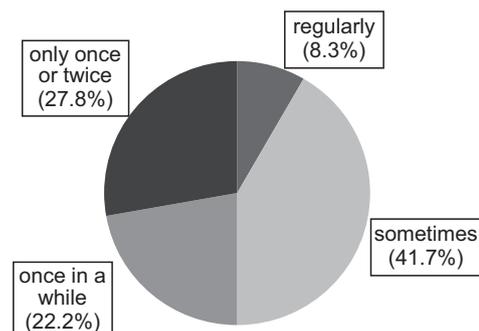
Figure 21



How often?

Ten participants contacted with the JICA only once or twice, but 26 participants appear to have kept contact with JICA.

Figure 22



For what matters?

Participants are in contact with the JICA for the matters shown in table.

Table 10. Matters Contacted with the JICA

	Topics presented	No of responses (n=36)
1	Casual correspondence	12 (33.3%)
2	General inquiries	11 (30.6%)
3	Training in Japan	10 (27.8%)
4	Possibility of projects with the JICA	6 (16.7%)
5	On-going projects with the JICA	6 (16.7%)

Box 1. Visit to Albania

Three government officers participated in the gender mainstreaming training in FY2010, FY2011 and FY2012.⁽ⁱ⁾ All were from the Directorate of Policies for Equal Opportunities and Family, Ministry of Labour, Social Affairs and Equal Opportunities. In Albania, the government decided to appoint Gender Equality Employees (GEEs) in all fourteen ministries at the central level and in all 65 district governments at the local level according to the Law on Gender Equality in Society. However, only two ministries have GEEs who works on gender equality full-time and other ministries have Gender Focal Points (GFPs) who are in charge of gender (part-time) and other issues. At the local level too, only fifteen districts have appointed GEEs.

Both participants thought it was important to increase the number of GEEs and the capacity of GEEs and GFPs, and took this up in their action plans. The first participant organised a workshop on gender mainstreaming at the central level by inviting GEEs and GFPs of all the ministries. The second participant extended the scope of the target for the training. She conducted an advanced training workshop for GEEs of twelve ministries and GEEs of fifteen districts, and organised a conference by inviting all GEEs and GFPs from the central and local governments. Thus, a national network of GEEs and GFPs who are trained on gender issues has been established. Now, the Directorate of Policies for Equal Opportunities and Family plans to organise workshops for GEEs and GFPs of local governments in districts.

Furthermore, the two participants have shared what they learnt in Japan with their colleagues and their expertise has widely been recognised and utilised. For example, the Directorate used to hire consultants to develop its annual plans. The second participant thought officers of the Directorate should make action plans, because they knew the backgrounds and contexts behind annual plans better than consultants. She organised workshops on how to develop action plans and imparted the skills that she had learnt in Japan. She said that the first annual plan made by officers of the Directorate would be completed in December, 2012.

The first participant has been transferred to a municipal government, but officers of the municipality including the mayor know that she had gender training in Japan. They come to her to seek for advice on gender issues. She said that she was always available to help others, although her present position is not directly related to the issues of women and gender. She and the second participant keep in close contact and exchange information.

At the seminar organised in the Directorate of Policies for Equal Opportunities and Family, ten officers gathered and were highly appreciative of the participants' contributions, especially on the development of the National Strategy for Gender Equality, Violence against Women and Domestic Violence (2011-2015). They said that they learnt not only knowledge and skills on gender issues but also Japanese culture and work practices. All of them were interested in participating in the training in Japan.

Note: (i) We could not meet the participant for FY2012, because she was out of the country.

Box 2. Visit to Bosnia and Herzegovina

Bosnia and Herzegovina consists of two autonomous entities: Federation of Bosnia and Herzegovina and Republic of Srpska. The government of Bosnia and Herzegovina basically deals with international affairs and two entities⁽ⁱ⁾ have their own governments. The national machinery is equally represented by three bodies: Gender Equality Agency, Ministry for Human Rights and Refugees, the government of Bosnia and Herzegovina; Gender Centre of Federation of Bosnia and

Herzegovina; and Gender Centre of the Republic of Srpska.

We visited the Republic of Srpska and met three participants.⁽ⁱⁱ⁾ One participant works at the Gender Centre which plays a leading role in mainstreaming gender in Srpska. Thirteen staff are very active in advocacy, fund-raising and conducting various events, campaigns and projects. At present, the Gender Centre engages in two major issues. One is economic empowerment of rural women in collaboration with the Ministry of Agriculture, Water and Forestry and other ministries, and NGOs. The other is violence against women, which is the topic addressed by the participants from the Gender Centre in her action plan. She, as a person in charge of public relations, and her colleagues have developed promotional materials, such as posters, stickers, videos and radio jingles, and conducted campaigns, “Family without Violence” and “White Ribbon Campaign.”

Another officer in charge of public relations of the Ministry of Health and Social Welfare participated in the same year as the officer of the Gender Centre. Although they had not known each other before the training, they had a lot in common in their responsibilities and started working in collaboration. For example, whenever the Gender Centre develops new materials, they are sent to the participant from the Ministry of Health and Social Welfare to be utilised.

It was unusual for two officers from different government offices of a country to participate in the training in the same year. The case of Bosnia and Herzegovina has proven to be successful. Public relations officers are related to all departments or sections of ministries or centres. They communicate with various people including the President, Ministers, media and citizens, and can have influence on every area of work at every level. Gender is being mainstreamed through the collaboration of two officers in charge of public relations.

One additional participant is a lawyer working in the Secretariat for Legislation. His director said that she was very proud of having him in her office. In particular, she said that it was significant for a man to go to Japan representing the female-dominated Secretariat for Legislation and learn about gender mainstreaming, which has been considered to be a women’s issue. He appreciated the director’s support to his taking part in the training for four weeks and implementing the action plan. He involved in an important way regarding the issue of domestic violence. He read the first draft of a law on Protection from and Elimination of Violence against Women and suggested many changes, for which he said that the gender mainstreaming training was very useful. He came to know other two participants through the training and often took part in the events organised by the Gender Centre. We noticed that the poster of “White Ribbon Campaign” was pasted on his room’s door.

A seminar was organised in the Republic of Srpska. The three participants invited their colleagues and NGOs and we shared our activities, experiences and challenges. All eighteen people knew that the three participants went to Japan for the gender mainstreaming training and four of them personally heard about their experiences. It was felt that three participants have collaborated with each other and a network of gender mainstreaming has been expanded involving their offices, other government bodies and NGOs.

Notes:

- (i) There is also the third entity, Brčko district which belongs to both the Federation of Bosnia and Herzegovina and the Republic of Srpska.
- (ii) The other two participants left the government.

Box 3. Visit to Kosovo

Two government officers participated in the gender mainstreaming training from the Office for Good Governance, Human Rights, Equal Opportunity and Gender Issues in FY2010 and FY2011. One is the director of the office and the other is in charge of minorities' rights. This office had been the sole government body which dealt with gender issues since its establishment in 2000. When the Agency for Gender Equality was created in 2004, it took over responsibility of the national machinery. The Office for Good Governance, Human Rights, Equal Opportunity and Gender Issues is now responsible only for gender issues related to human rights.

The participants told us about some progress in mainstreaming gender. The first participant attends weekly meetings held at the Prime Minister Office. Taking that opportunity, he repeatedly emphasised the importance of gender mainstreaming. The government decided to collect sex-disaggregated data and included a chapter on gender in its strategic plan. The second participant made use of the knowledge and skills on gender statistics and development of action plans which she obtained in the training. She introduced indicators for evaluation in annual action plans on minority rights. She said that nobody had the idea to use indicators earlier.

The two participants have conducted activities together, since they work in the same office. They said that they organised meetings to share their experiences in Japan with their colleagues upon their return and afterwards, and that they were trying to strengthen the aspect of monitoring which they learnt in Japan.

At the seminar organised during our visit, we asked their colleagues which topics were interesting out of those shared by the participants, they said that they were interested in domestic violence, and the visits to primary schools (gender education) and shops managed by rural women (small enterprise).

Kosovo declared independence in 2008. In the process of nation building, the roles played by the participants who were trained on gender mainstreaming are important.

Box 4. Visit to Cambodia

In Cambodia, two government bodies, namely the Cambodia National Council for Women (CNCW) and the Ministry of Women Affairs constitute the national machinery. The CNCW is a higher mechanism, headed by the Queen and composed of the President, Prime Minister and Ministers, and is responsible mainly for international affairs, such as the Convention on the Elimination of Discrimination against Women (CEDAW). The Ministry of Women has more than one thousand staff including non-regular officers in the entire country and is responsible for domestic affairs concerning women.

We met four participants from FY2006, FY2007, FY2008 and FY2009. They belonged to different departments of the Ministry of Women Affairs at that time, but one participant has been transferred to the CNCW. Although they have worked in different departments or government bodies, according to the participants, some contact each other almost every day and others often see each other at meetings.

All of the four participants successfully implemented their action plans. A major reason for this success is thought to be that all of them were either directors or deputy directors of departments, who were in positions to be able to make decisions. They chose the topics of their action plans in accordance with the priority issues of their departments and implemented the action plans by including their action plans in their annual activity plans.

In Cambodia, the Project on Gender Mainstreaming has been conducted by the Ministry of

Women Affairs and the JICA: Phase I between 2003 and 2008 and Phase II between 2010 and 2015. The project office is established within the Ministry's building and close coordination between Cambodian officers including the participants of this training and their colleagues, and Japanese experts and staff is also observed. One of the outcomes of the Project Phase I is producing leaflets on gender statistics of Cambodia annually, though no gender statistics existed earlier. One participant from the Department of Planning and Statistics carried out the action plan in relation to the Project on Gender Mainstreaming. She mentioned that by providing gender statistics to and discussing with the National Institute of Statistics, they have succeeded in mainstreaming gender in surveys conducted by the Institute, such as economic and agricultural censuses. In the Project Phase II, activities are conducted in selected pilot provinces. Two colleagues of one participant, whom we also met, said that they were involved in the project and it was good for them because they could learn from Japan.

Thus, this training's contribution to gender mainstreaming in Cambodia can be seen in collaborative work among participants and in the project implementation.

Box 5. Visit to Nepal

Nepal dispatched the highest number of participants in this gender mainstreaming training. A total number of sixteen government officers have taken part in this training since FY1991. Since the Gender Mainstreaming and Social Inclusion Project (GeMSIP) started in 2009 in collaboration between the Government of Nepal and the JICA, more than one officer has participated each year.

The participants held various positions in different government bodies in different locations. The eleven participants for FY2006-2011 include: six from the national machinery, the Ministry of Women, Children and Social Welfare; four from the Ministry of Local Government (one from the central government and three from district governments); and one from the Ministry of General Administration.⁽ⁱ⁾ Furthermore, government officers are transferred every two years not only within, but also across ministries. As a result, eight out of eleven participants are now in different ministries, government bodies and/or locations from those at the time of the training.

Six participants from the Ministry of Women, Children and Social Welfare are divided into two groups: three officers of the Ministry and three Child Development Officers (WDOs) of the Department of Women and Child Development. Among the former officers, only one officer has remained in the same position,⁽ⁱⁱ⁾ while two have been transferred to different ministries. The latter three are specialists in gender and not subject to customary transfer like other officers, though they are transferred among district offices. One has remained in the same district office, while two have been transferred to other district offices.

WDOs manage Women Development Offices which are established in all 75 districts of Nepal. They are able to decide activities to be conducted and budgets to be allocated in respective offices. WDOs stationed in different districts have opportunities to meet each other frequently⁽ⁱⁱⁱ⁾ and closely work together. It appears that a good network of WDOs is established nationwide. All of three WDOs implemented their action plans without difficulty according to the responses to the questionnaire survey. The country visit found that the reason for this success is that they have the authority to decide what to do in the district offices. They chose issues that their offices prioritised and included their action plans in their offices' plans.

Furthermore, WDOs co-chair the Gender Mainstreaming and Social Inclusion Implementation Committees together with Local Development Officers who head District Development Committees (DDC) in the pilot districts. When we visited Syangja district, we found that the

WDOs of Syangja and two officers of the DDC (the Ministry of Local Development) were very close and cooperated in their work.

The WDO of Syangja shared an interesting story. After she returned from the training, she proposed a survey on the situation of women in the district, but it was not accepted. Two years after that, she submitted the proposal again and obtained permission with a budget which was seven times higher than the initial plan. She also explained one of the reasons behind this that one officer of the DDC who participated in the training one year after her supported the proposal.

The participants in Syangja have made contributions to the implementation of the GeMSIP. One participant conducted training workshops on gender mainstreaming for district government officers and district-level Gender Focal Points. Another participant organised a training workshop on gender equality and social inclusion for members of the all party mechanism.^(iv) Although these action plans are not for direct targets of the GeMSIP, the workshops help people who are important stakeholders of the project raise awareness on gender.

Collaboration has taken place among other participants despite the frequent transfers. One participant belonged to the Gender Equality and Social Inclusion Section, Ministry of Local Government and was involved in the GeMSIP. He intended to conduct capacity-building training on gender in two pilot districts of the GeMSIP, but he was transferred to one of the sub-target districts of the project and conducted the training in that district. At that time, another participant for FY2005 had also been transferred to the district. He cooperated with the capacity-building training as a facilitator. Another case was collaboration between the participants who were transferred to different ministries. Both of their current responsibilities concern human trafficking and migration, and they are in contact with each other to address this issue.

There was a participant whose position was changed to the finance section. She said that she was not able to use the knowledge on gender mainstreaming in her daily work. However, she said that she has been doing what she can in the present position. For example, she hired the first female staff in charge of collecting tax. She also makes suggestions to her boss that projects which include women be selected.

At the seminar held in Kathmandu, ten participants for FY2001-2011 and their colleagues gathered and shared their experiences during and after the gender mainstreaming training. Although the participants have shifted from one ministry to another and presently belong to different ministries, they know each other through this gender mainstreaming training. The country visit found that collaborative activities have taken place among the participants and they continue to promote gender mainstreaming irrespective of their present affiliations and positions.

Notes:

- (i) We met five officers who resided in Kathmandu and three officers who resided in Syangja district which is one of the pilot districts of the GeMSIP along with Morang districts.
- (ii) She has worked in the Ministry for six years, which is unusual and it is possible for her to be transferred at any time, according to her.
- (iii) During our visit, we heard that a training workshop was conducted for WDOs in Pokhara city.
- (iv) The all party mechanism was established at the district level according to the Interim Constitution, since elections have not been held for the past twelve years to decide representatives of political parties who are members of DDCs. It provides advice on implementation of development activities to government officers who currently manage DDCs.

7. Contribution to Mainstreaming Gender

The UN Women was established in the UN system in 2011 to strengthen the framework for gender equality and women's empowerment, and announced the following five priority areas.

- Increasing women's leadership and participation
- Ending violence against women and girls
- Engaging women in all aspects of peace and security processes
- Enhancing women's economic empowerment
- Making gender equality central to national development planning and budgeting

These are the areas where women all over the world face challenges most commonly. This gender mainstreaming training hopes to make some contributions to improving women's situations by equipping participants with the knowledge and skills to promote gender mainstreaming. The questionnaire survey made an attempt to see if progress has been made in mainstreaming gender in participants' countries.

7.1. Priority issues of participants' countries

Women face various problems. Some are common for many countries, while others differ depending on the economic, social, cultural and environmental context in which women live. Accordingly, each country sets its own priority issues. The questionnaire survey asked participants to select three priority areas of their governments out of the twelve areas of concern specified in the Beijing Platform of Actions.

The areas which participants consider as governments' priorities are almost consistent with the UN Women's five priority areas (see Table 11). "Violence against women" is most often cited, followed by "Women in power and decision-making."

Table 11. Priority Issues of Participants' Countries and Topics of Action Plans

Critical areas of concern	No of participants	
	Priority issues (n=36)	Topics of action plans (n=60)
A. Women and poverty	10 (27.8%)	0 (0%)
B. Education and training of women	11 (30.6%)	6 (10.0%)
C. Women and health	7 (19.4%)	1 (1.7%)
D. Violence against women	27 (75.0%)	6 (10.0%)
E. Women and armed conflict	1 (2.8%)	0 (0%)
F. Women and the economy	11 (30.6%)	4 (6.7%)
G. Women in power and decision-making	16 (44.4%)	7 (11.7%)
H. Institutional mechanisms for the advancement of women	13 (36.1%)	27 (45.0%)
I. Human rights of women	6 (16.7%)	8 (13.3%)
J. Women and the media	0 (0%)	0 (0%)
K. Women and the environment	1 (2.8%)	0 (0%)
L. The girl child	5 (13.9%)	1 (1.7%)

“Women and poverty” and “Women and economy” can fall under the areas of women’s economic empowerment. “Institutional mechanisms for the advancement of women,” i.e., strengthening national machineries, is also an important issue for participants’ countries and is the issue that this training addresses. The topics selected for action plans more or less reflect the priority issues of governments.

7.2. Evaluating the progress made in mainstreaming gender

It is not easy to set indicators and measure the progress made in mainstreaming gender. UN organisations, such as UNDP (2006) and ILO (Bastia 2000), have developed guidelines on evaluating gender mainstreaming within their organisations. With references to the indicators shown in their documents, a set of indicators were selected for this questionnaire survey.

Participants think that gender is mainstreamed most at the national level (mean=3.7), followed by in other ministries (mean=3.6) and collaboration (mean=3.6), while they evaluate this lower for national machineries (mean=3.3) and for individual women (mean=3.3) (see Table 12). Relatively good progress has been made in the following areas.

- Laws which promote gender equality have been newly formulated or improved.
- Policies which promote gender equality have been newly formulated or improved.
- Gender experts/gender focal points have been appointed in all ministries.
- Involvement/participation of non-governmental organisations has increased.

On the other hand, relatively slow progress has been observed in the following areas.

- The number of female staff in decision-making posts has increased in the national machinery.
- The budget for the national machinery has increased.
- The status of women has improved.
- The number of women in decision-making posts has increased.

As it is often said, laws and policies are available and officers are appointed for gender mainstreaming, but implementation is a challenge. One of the reasons is lack of budget. Obstacles stand in the way for women to be in decision-making positions, and as a whole, women’s status has not improved. One positive observation is increasing collaboration within governments, and between national machineries, and donors, private sectors and non-governmental organisations. Although the data and analysis are crude, the results appear to reflect the overall situation of gender mainstreaming and present challenges which are well-recognised.

Table 12. Progress Made in Mainstreaming Gender

Progress	No of participants (n=56)					mean
	[1]	[2]	[3]	[4]	[5]	
<i>At the national level</i>						3.7
Laws which promote gender equality have been newly formulated or improved.	1	4	11	26	13	3.8
Policies which promote gender equality have been newly formulated or improved.	0	3	11	25	16	4.0
The number of projects which promote gender equality has increased.	1	1	20	24	8	3.7
The number of projects which incorporate gender perspectives has increased.	1	2	17	26	8	3.7
Gender budget has been introduced.	3	7	17	18	10	3.5
Data collection and analysis with gender perspectives have been conducted.	2	2	18	24	9	3.7
<i>In the national machinery</i>						3.3
The number of the staff in the national machinery has increased.	2	6	25	13	7	3.3
The number of female staff in decision-making posts has increased in the national machinery.	5	8	17	9	5	3.2
The budget for the national machinery has increased.	1	7	31	15	0	3.1
The authority of the national machinery has increased.	1	3	28	20	1	3.3
The capacity of the staff of the national machinery has increased in the formulation of policies from gender perspectives.	0	3	19	31	1	3.6
The capacity of the staff of the national machinery has increased in the implementation of laws, policies and projects from gender perspectives.	1	3	18	29	3	3.6
The capacity of the staff of the national machinery has increased in monitoring and evaluation of policies, laws and projects from gender perspectives.	1	4	28	19	1	3.3
<i>In other ministries</i>						3.6
Gender sections/divisions have been established in all ministries.	3	6	12	19	13	3.6
Gender experts/gender focal points have been appointed in all ministries.	3	3	11	21	16	3.8
Awareness of government officers in other ministries on gender issues has increased.	1	5	11	34	3	3.6
The number of female staff in decision-making posts has increased in government offices.	0	4	17	27	6	3.3
<i>Collaboration</i>						3.6
Support from other ministries to the national machinery has increased.	2	7	19	24	2	3.6
Collaboration between the national machinery and other ministries and other government offices has increased.	0	0	24	28	2	3.7
Collaboration between the national machinery and donors has increased.	0	2	16	31	5	3.7
Involvement/participation of the private sector has increased.	0	3	18	25	8	3.1
Involvement/participation of non-governmental organisations has increased.	2	7	30	12	2	3.8
Networks of the national machinery with various stakeholders have improved.	1	1	14	27	10	3.6
<i>Individual women</i>						3.3
The status of women has improved.	1	7	31	15	0	3.1
Women's participation in social, economic and political activities has increased.	0	0	22	29	3	3.6
The number of women in decision-making posts has increased.	2	8	25	15	4	3.2
<i>Total</i>						3.5

Note: [1] very poor, [2] poor, [3] fair, [4] good, [5] very good

7.3. Challenges ahead

Participants observed some progress in mainstreaming gender in their countries, but challenges remain and must be addressed. When asked about challenges, participants pointed out people's mind sets most often which require time to change (see Table 13). People's awareness on gender is low; traditional cultures and values which are not in favour of or are discriminatory towards women and girls are strongly held; and stereotypical views of gender are deeply rooted.

As seen earlier, lack of budget, difficulties in implementation, and economic issues are pointed out here, too. Participants think more is needed for mainstreaming gender in governments and policies and for increasing the capacity of government officers. All of the issues raised are those which have been addressed for years. The results remind us that much more efforts are necessary.

Table 13. Challenges Perceived by Participants

	Challenges	No of responses (open-end questions)
1	Lack of awareness on gender, and traditional culture and stereotypes	16
2	Lack of budget	9
3	Poverty and economic empowerment of women	7
4	Gender mainstreaming in governments and policies	6
5	Capacity building	5
6	Implementation	4

8. Ways to Improve the Gender Mainstreaming Training

The previous chapters have reported on the results of the follow-up survey from the questionnaire survey and the country visits. The participants' responses are generally favourable to this training course, though it should be noted that those who organise this training conducted the survey and critical comments were unlikely to be made. However, the follow-up survey has also found some aspects to be improved, which will be considered in this chapter.

8.1. Development and implementation of action plans

It is important to make outcomes of this training visible in mainstreaming gender. For this purpose, the KFAW included development of action plans in the curriculum even before this training was categorised as Solution Creation and have revised the curriculum every year. However, the follow-up survey found that 24 out of 36 participants (66.7%) were able to implement action plans, but others were not. The proportion would be lower if other participants did not respond to the questionnaire survey because they had not implemented action plans.

The time available for making action plans is limited. Participants have to work on plans in their free time after training sessions and on weekends. After participants are selected for this training, they are informed that they have to prepare for the presentation session on Gender Mainstreaming in My Country in the beginning of the training and develop action plans during the training. Participants are not asked to make any particular preparations for action plans in order to reduce their burden, since there is only about a month between the selection of participants and their arrival to Japan.

Most participants start thinking and selecting topics for action plans after they arrive at Japan. However, we heard from a couple of participants during the country visits that they had discussions on action plans in their offices and decided on topics before they had come to Japan. In this way, action plans are more likely to be successfully implemented, since an agreement is already made before participants come to Japan. Action plans are recognised as plans by offices and not by individual participants. They do not need to obtain permission or find a budget after they return from the training.

Furthermore, participants' colleagues and senior staff may develop a feeling that participants go to the gender mainstreaming training representing the office not as individuals, and their interests in this training may increase. Then, it is more likely that knowledge and skills obtained in the training are widely shared.

8.2. Establishment of a follow-up system

Participants are asked to submit reports on the implementation of their action plans to JICA's overseas offices or Embassies of Japan in their respective countries three months after they return to their home countries from FY2010, when this training course was categorised as Solution Creation. At this timing, most likely they are in the preparation or in the middle of carrying out action plans. In fact, few reports have been

submitted. There is no follow-up mechanism to know whether action plans are successfully implemented, unless follow-up surveys like this are conducted.

It is possible for the KFAW and the JICA Kyushu to jointly follow up with participants. While the JICA manages hundreds of training courses in a year, the KFAW organises only one training course and has the capacity to contact participants. Ideally, follow-up can be done twice: three months after and one year after the training. It is good to make a format which consists of a report and questions, though there is no format at present. By asking, for example, if participants have any difficulties in the implementation of action plans, it may be possible to provide advice or support.

8.3. Concluding remarks

The objective of gender mainstreaming is clear: that is, to realise a gender-equal society. However, there is no single way to mainstream gender in every policy and project. The process differs from country to country, depending on the historic, economic, social and cultural background. It is, therefore, important to learn good practices and lessons from each other. The JICA's training course on gender mainstreaming has provided such opportunities since FY1991.

In order to identify the impacts of this training on gender mainstreaming in participants' countries, a follow-up survey was conducted in FY2012 and the results have been reported here. This survey had some limitations. It was conducted by the implementer of this training. Anonymity was not ensured in the questionnaire survey, and the number of responses was not high. However, the survey was able to shed some light on the situations of participants after they completed this training.

Participants worked hard to develop action plans despite the busy schedule during the training in Japan. In their respective countries, some successfully implemented the action plans, while others did not. The survey has found that the choice of the topic of the action plan is important in consideration to their positions and affiliation's capacity, and availability of budget. It is advisable for participants to discuss action plans in their offices before they come to Japan, which is likely to lead to successful implementation.

Many participants organised meetings to share what they had learnt and experienced in Japan. It appears that the knowledge and skills obtained in this training have been disseminated to a certain extent. Networking has also taken place to some extent. More than half of the participants have had collaboration with other participants of the same countries and have kept contact with participants of other countries as well as the JICA. On the whole, participants reported some progress in mainstreaming gender in their countries.

The results of the follow-up survey, however, suggest that improvements are necessary, in particular, to increase the number of participants who can implement their action plans. The curriculum of the training course on gender mainstreaming, including the way of developing action plans and establish a follow-up mechanism, will be revised accordingly, in consultation with the JICA. This, we hope, will contribute to mainstreaming gender around the world.

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