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**Gender Mainstreaming For Institutional
Transformation**

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GENDER MAINSTREAMING FOR INSTITUTIONAL TRANSFORMATION

1.0 INTRODUCTION

Ever since the UN's Fourth World Conference on Women in Beijing in 1995, gender mainstreaming has been an integral part of equal opportunities policy throughout the world. Gender mainstreaming takes many different forms since it is a process that unfolds within the social context of a country or region.

In June 2000, a special session of the UN General Assembly met to assess implementation of the Beijing Platform for Action, the agreements reached during the 1995 conference. The session ended by reconfirming the importance of gender mainstreaming, since it is not yet automatically incorporated into policy-making and implementation. What is so special about the process of gender mainstreaming that it contributes to equal opportunities, obligations and rights for men and women?

2.0 GENDER MAINSTREAMING

Gender mainstreaming is a way of ensuring that policy and decision-making take account of men's and women's different interests and needs. The aim is for policy to make a genuinely sustainable contribution to equality between men and women, rather than unintentionally increasing inequality in some unforeseen way. This is neither simple nor straightforward. For gender mainstreaming, decision-making on policy measures and priorities has to be organized and documented in such a way as to do justice to the differences between men and women. The gender mainstreaming process and its outcome shows that great care has been taken in dealing with men's and women's specific opportunities, obligations and rights. In every culture and every society, these opportunities, obligations and rights are the product of popular perceptions concerning the position of men and women and their roles in both public and private life.

3.0 MEANING AND DESCRIPTION OF GENDER CONCEPTS

3.1 Gender

Gender is used to describe those characteristics of men and women which are socially determined, in contrast to those which are biologically determined. The word 'gender' was used by Ann Oakley and others in the 1970s to emphasize that everything women and men do, and everything expected of them, with the exception of their sexually distinct functions (childbearing etc.) can change, and does change, over time and according to changing and varied social, economic, political, and cultural factors. People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should related to other people. This learned behaviour is what makes up gender identity, and determines gender roles and responsibilities. Gender roles vary greatly from one culture to another and from one social, political, and economic group to another within the same culture.

3.2 Why Gender is Important?

Since the mid-1980s there has been a growing consensus that sustainable development requires an understanding of both women's and men's roles and responsibilities within the community and their relations to each other. This has come to be known as the Gender and Development (GAD) approach. The main objective of GAD is mainstreaming women's needs and perspectives into all activities. Mainstreaming acknowledges that all development operations have a gender impact and do not automatically benefit men and women equally. Thus it is necessary to adopt GAD approach for development programmes to benefit both men and women and also for sustainable development and positive impacts on the society as whole.

Why Gender Considers as Women's Empowerment?

Although 'gender and development' includes both women and men, however, in most cases focus is given to only women. It is because of imbalance and unequal status of women in most of the societies where women do not have the same opportunities and personal freedom as men do. Therefore, there is a need to focus women compared to men. It is like two glasses, where one is half full and another is empty, thus the empty glass should get water first and when both glasses become equal then fill both. If someone tries to fill both glasses without noticing the level of water it won't work.

3.3 Gender Equality

Gender equality refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal rights. Equality does not mean that women should be the same as men. Promoting equality recognizes that men and women have different roles and needs, and takes these into account in development planning and programme.

3.4 Gender Division of Labour

Sexual division of labour results from the social differentiation introduced by the relations between men and women that attributed activities and roles according to the person's sex. The specific tasks and activities were attributed to men and to women according to the socio-economic and cultural context. Both men women have multiple work roles. These include: production, reproduction, essential household and community services, and community management and political activities.

3.5 Productive Role

Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community. Both women and men perform a range of productive roles. Women's productive roles can include cash and subsistence farming (whether or not they control any income from their labour), care of livestock, foraging in forests, food processing for sale, cottage or home based industries, and waged/formal sector employment.

3.6 Reproductive Role

Reproductive activities are those activities carried out to reproduce and care for the household. Responsibility for contraception and decision making about reproduction may be in the hands of women or men, depending on the cultural context. Child rearing is a reproductive role and often considered within the women's domains, however men also play a significant and recognized role in many cultures. Women's other reproductive roles include pregnancy, childbirth and breastfeeding.

3.7 Household and Community Services

Essential household and community services are those which must be carried out daily to meet the family's and community's basic needs, such as fuel and water collection, provision of shelter and clothing, cleaning, education, health care, care of the elderly and food processing and preparation.

4.0 Practical Gender Needs and Strategic Interests

4.1 Practical Gender Needs

Practical gender needs are the concrete and practical needs women and men have for survival and economic advancement, which do not challenge the existing sexual division of labour, legal inequalities, or other aspects of discrimination due to cultural and social practices. Meeting practical gender needs in development programmes may include the provision of services such as clean water, shelter and health care, as well as income generating opportunities. If women are involved in decision making and training in new areas, strategic interests may also be addressed through such practical projects.

4.2 Strategic Gender Interests

Strategic gender interests refer to the relative status of women to men. They seek to bring about greater equality between men and women, and to eliminate various forms of sexual discrimination. Strategic interests may include legal rights, protection from domestic violence, increased decision making and increasing women's control over their bodies. Practical needs and strategic interests are complementary. For example, programmes that only target practical needs may not be sustainable unless strategic interests are also taken into account.

A. Practical Needs	B. Strategic Interests
<ul style="list-style-type: none"> · Tend to be immediate, short-term · Specific to certain women · Related to daily needs: food, housing, income, children's health, etc. · Easily identifiable by women · Can be satisfied by accurate/precise elements: food, hand pumps, clinics 	<ul style="list-style-type: none"> · Tend to be long-term · Common for all women · Are related to a subordinate position: lack of resources and of education and training, vulnerability to poverty and violence, etc. · The foundation that explains the subordination as well as the potential for change is not always easily identifiable by women

Gender mainstreaming was endorsed as a global strategy for promoting gender equality in the Beijing Declaration and Platform for Action in 1995. Mainstreaming was not a completely new strategy at that time. As an alternative to earlier strategies for promoting gender equality, the mainstreaming strategy had been under development for a number of years prior to the Beijing conference. The Beijing Conference was, however, an important landmark for mainstreaming in that governments, NGOs and international organizations gave political legitimacy to the strategy.

Over the years since 1995 a number of serious misconceptions around gender mainstreaming have developed which have hampered effective implementation of the strategy. These are sometimes linked to lack of understanding of basic concepts such as "gender" and "gender equality". It is important to begin this discussion with an introduction to these basic concepts. In addition, there is still considerable uncertainty among staff in many organizations as to what mainstreaming actually entails in operational terms. The main question raised about mainstreaming today is "How can it be done?" This "*how*" question is often posed in a manner which implies that adequate implementation of the mainstreaming strategy is a purely technical question. In a similar vein are the calls for more checklists, guidelines, manuals and handbooks. The existence of large numbers of quite adequate checklists, guidelines, manuals and handbooks on gender mainstreaming in many sector areas is adequate testimony to the fact that improving the implementation of gender mainstreaming is not that simple. The political dimensions of promoting gender equality are largely ignored. There is still need for some considerable attention to the "*why*" question - to the goals, rationales and the linkages between gender perspectives / the goal of gender equality and different sector areas and issues in development. **This presentation will therefore discuss the concept of gender mainstreaming - its evolution, practical implications and begin a discussion of a framework for its implementation.**

5.1 Promotion of gender equality is the goal of gender mainstreaming

It is important to establish clearly from the start that gender mainstreaming is not an end in itself but rather a means to an end. Mainstreaming is a strategy to achieve gender equality.¹ To understand gender mainstreaming it is therefore essential to understand what gender equality is. Equally important is a clear understanding of the difference between giving attention to *gender perspectives* and to the *goal of promoting gender equality*. Gender mainstreaming requires incorporation of both gender perspectives (linkages between gender and the sector areas or issues

being dealt with, as ascertained through gender analysis) and attention to the goal of promoting gender equality (actions to be taken, on the basis of the understanding of gender perspectives acquired through gender analysis, to develop policy and programming which supports gender equality).

Gender is a cross-cutting analytical category which should be applied to all areas of societal development - political, economic, environmental, social, cultural and institutional. It should be an integral part of any social or socio-cultural perspective on development. Gender analysis should investigate the differences and disparities between women and men, and between different groups of women and groups of men. It should go beyond analysis of difference and disparity in what women and men do to analysis of the relations between women and men, particularly in terms of access to and control over resources and decision- making, i.e. to aspects of power

The carrying out of gender analysis and incorporation of information on the activities, responsibilities, contributions, priorities and needs of women and men into development processes will not, in and of itself, bring about change. There must also be clear political commitment to take steps to actively reduce disparities and promote equality between women and men. This needs to be made very explicit at both policy and programming levels. The aim is not simply to produce documents which include information on both women and men, and provide evidence that a gender analysis has been undertaken, but to lead to concrete actions which will ensure greater potential for promoting gender equality. This might lead to changes in the way objectives are expressed, activities drawn up, and anticipated outcomes defined.

The difference between gender perspectives and the goal of promoting gender equality can be seen as the difference between goals and means. Identifying gender perspectives in different sector areas and issues through gender analysis is the means required to achieve the goal of gender equality. Implementation of gender mainstreaming requires therefore a clear understanding of what the gender perspectives / implications of different sector areas and issues are. For example, in the areas covered in this technical review - governance and poverty eradication - it is important to understand what the gender perspectives are, in order to be able to determine what actions need

to be taken to ensure equality between women and men. (A preliminary discussion is given in the table below).

<p>Poverty <i>Identifying gender perspectives:</i> In carrying out gender analyses of poverty the differences and disparities between women and men need to be highlighted in relation to:</p> <ul style="list-style-type: none"> ▪ Causes of poverty ▪ Effects of poverty ▪ Strategies for coping with and overcoming poverty at household and community levels. <p>All of these are affected by the general position and status of women relative to men in their communities and households. The causes and effects of poverty can also differ between different groups of women and between different groups of men. While there has been a strong focus on female - headed households in poverty discussions, particularly because of specific constraints related to lack of capital and lack of adult labour in such households, far too often the implications of poverty for women in households managed by men have been neglected. The consequences of poverty for women in these household in terms of distribution of resources, including food, can impact severely on women’s productive activities and thus on the well-being of the whole family. The specific vulnerability of women needs to be kept in mind. However, in analyzing poverty from a gender perspective it is also important that women should not only be seen as victims. Women can be effective agents for change if empowered. Their situation, status, priorities, contributions and needs relative to men’s, need to be analyzed, and the relations between women and men highlighted, particularly in terms of access to and control over resources and decision making potential.</p> <p><i>Identifying actions to promote gender</i></p>	<p>Governance <i>Identifying gender perspectives:</i> The most visible gender aspect of governance is the need to ensure equitable representation and participation of women and men in all structures and processes at all levels. This has implications for structures and processes in government, parliament, civil society, NGOs, international organizations, political parties, and for processes such as electoral processes, appointments, promotions, etc. Issues of representation in terms of governance are related to ensuring a critical mass of women in structures with access to important processes, as well as to facilitating their potential to participate equitably and effectively and influence agendas and outcomes. It is important, however, to also move beyond numbers when assessing gender perspectives in relation to governance. There is need to consider the agendas of different bodies and the extent to which they represent and reflect the perceptions, priorities, and needs of all groups in society, including women and men. This concerns processes of consultation in the defining of agendas and advancing strategies, and it concerns mechanisms for securing transparency and accountability. It is increasingly recognized that governance is concerned with more than women’s political participation. Transparency and accountability in bodies, such as the civil service administrations, and processes such as development of national, regional and local budgets, are just as important for achieving gender equality. All interventions such as civil service reforms and public expenditure reviews</p>
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<p><i>equality:</i> Once differences and disparities have been highlighted in relation to the causes and effects of poverty and the strategies for coping with and overcoming poverty, active steps for promoting greater equality between women and men need to be identified and incorporated explicitly into policies, research and all types of programmes.</p>	<p>must give consideration to gender perspectives and the goal of gender equality.</p> <p><i>Identifying actions to promote gender equality:</i> Once differences and disparities have been highlighted in relation to the equitable representation and participation of women and men and gender perspectives in relation to issues of transparency and accountability have been identified, active steps for promoting gender equality in the context of policy and programme development need to be developed</p>
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a. Both human rights/social justice and effective development rationales

The mainstreaming strategy is motivated by both rationales of human rights and social justice. As roughly 50% of the population women should be involved in all areas of societal development. Equally important is the fact that effective development cannot be achieved if women are excluded, particularly because of the specific knowledge and experience women bring to development processes and because of the critical contributions they are already making. Effective development in the areas of health, water resource management, agriculture and education, for example, is not possible if a major stakeholder group - the women - is left out. In the areas being discussed today - poverty eradication and governance - effective achievement of goals, implementation of activities and attainment of anticipated outcomes will not be possible unless women as well as men are part of the whole process of decision-making, planning, implementation and monitoring.

b. Mainstreaming and targeted support for women

Mainstreaming is not the only strategy available for promoting gender equality. An equally important complementary strategy is to develop and implement activities which specifically target women’s priorities and needs, through for example, legislation, policy development, research and projects/programmes on the ground. Women-specific projects and gender equality initiatives continue to play an important role in promoting gender equality. They are still needed because gender equality has not yet been attained and gender mainstreaming processes are not well

developed. Targeted initiatives focusing specifically on women or the promotion of gender equality are important for reducing existing disparities, serving as a catalyst for promotion of gender equality and creating a constituency for changing the mainstream. Women-specific initiatives can create an empowering space for women and act as an important incubator for ideas and strategies that can be transferred to mainstream interventions. Initiatives focused on men support promotion of gender equality by developing male allies.

It is crucial to understand that these two strategies - gender mainstreaming and women's empowerment - are in no way in competition with each other. The endorsement of gender mainstreaming within an organization does not imply that targeted activities are no longer needed. The two strategies are complementary in a very real sense as gender mainstreaming must be carried out in a manner which is empowering for women.

5.2 Mainstreaming focuses on the substantive work of an organization

Gender mainstreaming does not focus on the gender equality situation within an organization. Gender equality is used within an organization, such as equal opportunities in terms of recruitment, advancement, conditions of work, etc, and issues such as norms, attitudes, values, organizational culture, and management styles, naturally impact both directly and indirectly on whether and how adequately attention can be given to gender equality issues in the substantive work of an organization. The ways in which organizational factors such as management styles, work styles and organizational culture can impact on potential for mainstreaming will be raised later on in this presentation.

It is important to emphasize that gender mainstreaming as a strategy is, however, not concerned with increasing equal opportunities and gender balance within an organization. These aspects should be taken care of with other strategies. Gender mainstreaming is concerned with incorporating attention to gender perspectives and the goal of promoting gender equality in the substantive work of an organization.

The official UN definition of gender mainstreaming is the definition included in the

ECOSOC Agreed Conclusions 1997/2, where gender mainstreaming is defined as “...the process of assessing the implications 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.”

Mainstreaming involves bringing gender perspectives and the goal of gender equality to the center of attention in order that these perspectives can influence the goals, direction and outcomes of development. Gender mainstreaming aims to ensure that both women and men can influence the development of goals, activities and outcomes, and can participate and benefit equitably. Mainstreaming as a strategy can be applied in any area of development. It is not intrinsically linked to gender equality. It is possible - and probably very necessary – to mainstream attention to other overall development goals such as poverty eradication, sustainable development and governance and human rights, as well as cross-cutting issues such as children, disability, and capacity development, throughout all areas of societal development.

5.3 The evolution of the mainstreaming strategy

It is very enlightening to apply a historical perspective to the strategies utilized for promoting gender equality. In the 1950s and 1960s *women’s need for development* was the centre of focus. Not surprisingly the initial interventions were targeted directly to women and focused on identified needs of women. These activities were often in areas traditionally related to women such as health, child-care, domestic water supply and education. These did not threaten the status quo or power relations in any manner at all and targeted women as a vulnerable group outside the mainstream of development. While many of these interventions produced positive results, particularly for the limited numbers of women who could benefit directly, this approach did not tackle the structural constraints to gender equality.

By the 1970s *women’s contributions to development* had been recognized and new ways of incorporating women effectively into development processes were sought, particularly in the era

of economic crisis and resulting structural adjustment in the 1980s. Efforts in the 1970s shifted instead to integrating attention to women into all activities rather than keeping women on the sidelines of development. However the gains made through the integration strategy were limited by the fact that most efforts were undertaken too late in processes when all important decisions on goals, strategies and resources had already been taken. Equally constraining was the fact that integration was often taken to mean only increasing women's participation in development agendas already decided upon by others. Women's perceptions and priorities were not given much attention, and in some cases were even seriously neglected as more instrumental approaches developed where the integration of women was promoted more for the sake of projects than for women themselves. The potential for bringing about the types of structural changes required for achieving gender equality was therefore reduced.

In the late 1980s and early 1990s there was considerable awareness that many of the inputs made to promote gender equality were largely cosmetic and dealt with the symptoms of the problems rather than coming to terms with the causes. They did not touch the basic *structures and processes which perpetuated existing inequalities and thus constituted severe constraints to gender equality*. A strategy was needed which came to grips with structural and systemic issues. The new approach which evolved in the 1980s, the mainstreaming strategy, aimed to make the goal of gender equality central to all development interventions rather than an "add-on". The term mainstreaming came from the objective to bring attention to gender equality into the mainstream of development activities. An important element in the mainstreaming strategy is the ambition to give attention to gender equality from initial stages of interventions so that there is potential to influence goals, strategies, resource allocations and institutional arrangements, and thus to make a real difference to gender equality.

a. Important shifts implied in the mainstreaming strategy

The evolution of the mainstreaming strategy involved an awareness of the need for a number of *critical shifts of approach* if promotion of gender equality was to be achieved. The integration strategy was very much concerned with getting women involved but rarely questioning the conditions of that involvement. A key element in the mainstreaming strategy is that there should

be a shift from quantitative aspects of participation of women to more transformatory aspects - bringing the perceptions of women as well as men to bear on the development process itself, rather than simply trying to integrate women into existing development agendas formulated by others. This required a further shift from focusing on women themselves - their contributions and the impact of specific interventions on them - to a focus on development interventions which uncovers the gender biases inherent in them. Sectors such as the health sector, agricultural sector, or the water sector, contain specific gender biases. The water sector, for example, tends to prioritize men as stakeholders and clients in consultation and participation, despite considerable evidence on the crucial contributions of women in this sector. Women are perceived mainly as dependents of men and their contributions are largely seen as secondary and supplementary rather than essential to successful sector development. In this context it is not constructive to focus solely on creating increased awareness of women's contributions or ways in which interventions impact on them.

There must rather be more adequate analysis of the values, attitudes, norms, rules and regulations operating within the sector which are hindering the promotion of gender equality. Gender analysis must thus not only be applied at community and household levels but also within organizations. Gender analysis must also shift from focusing on roles and cataloguing difference, to highlighting inequalities through a focus on relations and power - uncovering and tackling conflict and confrontation. Another important element in the mainstreaming strategy is a broad development focus which goes beyond the project/programme level to include the broader national context in partner countries and the internal context of the development organizations themselves.

The integration strategy tended to focus solely on the intersection between the national context and development agency context - the cooperation on specific interventions, projects and programmes. The impact of the broader national context – government policies and strategies, the legal, political, economic and environmental contexts, and the priorities and initiatives of civil society, including the importance of the women's movement was not well understood. Nor was the importance of the development agency context fully appreciated - the impact of overall visions, policies and strategies and organizational structure, procedures, institutions and culture. The interrelationship with equal opportunities policies and strategies within the agencies was also neglected in the integration strategy.

Table: Shifts of focus implied in the move from the integration strategy to the mainstreaming strategy in a development cooperation context

<i>Integration strategy</i>	<i>Mainstreaming strategy of the 1980s of the 1990s</i>
A focus on women's <i>involvement</i> (participation, representation, parity, numbers) usually into a development agenda already decided upon by others.	Going 'beyond numbers' - bringing <i>the perceptions, experience, interests of women as well as men to bear on the development agenda</i>
A focus on <i>women themselves</i> – their contributions (and how to increase them), and impact of interventions on women. (With clear risks of seeing women only as the problem or as victims).	A focus on <i>development interventions</i> - sectors, policies, etc. - uncovering the gender biases inherent in these.
Gender analysis focused largely at <i>household</i> level - and to a lesser extent at community level.	Gender analysis focused also on <i>organizations</i> .
Use of <i>analysis focused on roles</i> - cataloguing differences between women and men	Use of <i>analysis to focus on relations/power</i> - uncovering inequality, conflict, and confrontation.
A focus on <i>technical aspects</i> - the perception that development of methods, tools and technical skills will bring about necessary change.	A focus on <i>political aspects of promoting gender equality</i> - relations, power, transforming the development agenda, and changing organizations and institutions.
A <i>project-orientation</i> – focusing exclusively on the project itself and ignoring the context in which the project operates	A <i>broader development focus</i> - including the national partner context and the bilateral agency context
A focus on <i>external support agencies</i> based on the assumption that the impetus will come from these agencies.	focus on <i>partner countries</i> based on the assumption that the impetus must come from the partner countries

5.4 The intergovernmental mandate on gender mainstreaming

The mandate on gender mainstreaming within the United Nations system is very clear. It is outlined in the following documents. The importance of the mainstreaming strategy for all areas of societal development and the need for gender analysis to be carried out before any decisions are taken is outlined in the *Beijing Declaration and the Platform for Action*. The *ECOSOC Agreed*

Conclusions 1997/2 and Secretary General's letter of October 1997 outline the practical implications of gender mainstreaming. Specific implications for important processes such as medium-term plans, programme budgets and performance evaluation are outlined in *General Assembly Resolutions 152/100 of 1997 and 53/120 of 1998 and ECOSOC Resolution 1998/26*.

<p>ECOSOC Agreed Conclusions 1997/2 The Agreed Conclusions established some basic overall principles of mainstreaming:</p> <ul style="list-style-type: none"> ▪ Responsibility for implementing the mainstreaming strategy is system wide, and rests at the highest levels within agencies, departments, funds, and commissions; and adequate accountability mechanisms for monitoring progress need to be established. ▪ The initial definitions of issues/problems across all areas of activity should be done in such a manner that gender differences and disparities can be diagnosed – assumptions that issues/problems are neutral from a gender equality perspective should never be made. Gender analysis should always be carried out. ▪ Clear political will and allocation of adequate resources for mainstreaming, including if necessary additional financial and human resources, are important for translation of the concept into reality. ▪ Gender mainstreaming requires that efforts are made to broaden women's equitable participation at all levels of decision making. ▪ Mainstreaming does not replace the need for targeted, women-specific policies and programmes, and positive legislation; nor does it do away with the need for gender units or focal points. 	<p>Letter of the Secretary General October 1997 More concrete directives were provided with the Secretary General's communication in October 1997, with the following guidance to heads of departments, programmes, funds and regional commissions:</p> <ul style="list-style-type: none"> ▪ Analytical reports and recommendations on policy or operational issues within each area of responsibility should take gender differences and disparities fully into account. ▪ Specific strategies should be formulated for gender mainstreaming; priorities should be established. ▪ Systematic use of gender analysis, sex disaggregation of data, and the commissioning of sector-specific gender studies and surveys are required. ▪ Medium-term plans and budgets should be prepared in such a manner that gender equality issues are explicit.
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5.5 Mainstreaming: practical implications

A number of key elements for successful mainstreaming have been identified.

- Firstly, that there has to be a *clear goal* to mainstream gender perspectives and attention to gender equality. Mainstreaming will not occur automatically. It is not enough to make this

goal clear in overall policy documents - it must be made clear in the context of specific processes and activities and explicitly expressed in all important documents.

- Secondly, there must be a *consistent approach* to mainstreaming - gender equality must be systematically mainstreamed throughout processes and interventions. It should not be attempted 'here and there' or 'now and then'. It is not enough to include attention to gender equality in the so-called 'soft' sectors or in areas where it is traditionally accepted that women are involved or affected. Nor is it adequate to mainstream gender equality in one 'token' component of a programme while ignoring it in all others.
- Thirdly, attention to gender equality should be *explicit* - the mainstreaming strategy should make gender equality aspects visible. There is a misconception that mainstreaming makes gender equality aspects invisible - that mainstreaming means not making issues explicit but presuming that they are an inherent part of processes and interventions without needing to be given special attention. The not uncommon statement "You can't see gender perspectives or track them because they are mainstreamed" is a completely incorrect standpoint. It is very important to understand that the mainstreaming strategy implies that special attention should be given to gender perspectives and the goal of promoting gender equality, and that these aspects must be explicitly treated and made very visible.

a. Gender analysis: the starting point

The Beijing conference established clearly that *gender analysis* was the basis for implementation of mainstreaming. It is stated that for all areas of societal development "...before decisions are taken, an analysis is made of the effects for women and men, respectively". As pointed out earlier, it is important that gender analysis moves from a preoccupation with roles and cataloguing difference to looking at relations and power and uncovering inequalities. There is also need for further development of methodologies for gender analysis of organizations and institutions, and to work more on how the results of gender analysis are utilized. It is not difficult to learn how to do gender analysis; it is much more difficult to know how to apply the findings from the analysis to everyday work.

Gender analysis must focus on analysing the current situation and position of women and men respectively in a given context, the potential impact of planned interventions or activities on the situation and position of women and men, and the potential impact of the situation and position of women and men on the planned intervention. To give an example of the importance of understanding potential impact of the situation and position of women and men on planned development interventions, well-meant efforts to promote more equitable participation of women may be thwarted by opposition from men who have not been adequately informed and motivated. There may even arise situations where the subordinate position of women may constitute severe hindrances to plans to involve them more adequately, even situations where women have internalized their subordinate position to the extent that they themselves oppose changes to the status quo. Intentions to promote gender equality through the mainstreaming strategy may fail if gender analysis has not given adequate attention to all three aspects.

b. Both issues of representation and content

Equitable representation and participation of women in all areas and at all levels of societal development is one important aspect of gender mainstreaming. However, in working with the mainstreaming strategy it is necessary to move beyond issues of representation, parity and numbers. Equally important are the gender perspectives or implications in the content of activities being undertaken - policies, legislation, research and projects or programmes. Steps need to be taken to include gender perspectives in formulation of goals, activities and outcomes.

The difference between representation and content can be illustrated by countries where near parity between women and men have been achieved in both parliaments and governments. In these countries questions now have to be raised whether having almost 50% women (i.e. taking care of the representation issues) has made a difference to the content of politics from a gender perspective - to the type of policies and programmes being developed. Getting the numbers right is clearly not automatically enough.

c. Work-tasks provide opportunities / entry points for gender mainstreaming

Having understood the importance of equitable representation and participation of women and men in all areas and at all levels, and with increased awareness of the linkages between gender

perspectives and the goal of gender equality in areas of work such as poverty eradication and good governance, what then needs to be done to ensure impact on the goals, direction and outcomes of development processes?

An important aspect is to understand that different work-tasks undertaken provide different 'entry-points' for actions to promote gender equality. Within the UN system there are many different types of work undertaken: for example, servicing intergovernmental bodies; organizing meetings, seminars and workshops; developing training programmes; providing advice to governments on request - including at both policy and programme levels; providing technical assistance; collecting and analyzing statistics; and carrying out and supporting research. These different work-tasks provide a variety of opportunities for working with gender equality. These can include advocating for inclusion of more women as participants in meetings, seminars, etc as well as ensuring that gender perspectives are included in the agendas; including clear instructions in terms of reference and job descriptions for different processes; demanding competence on gender equality of all consultants; disaggregating all statistics and ensuring that data is collected, analysed and used effectively in all key areas for gender equality; making gender perspectives an integral part of all research carried out, etc. In all work tasks it is key to consider both aspects of *equitable representation* and adequate attention to gender perspectives and the goal of gender equality in the *content* of the work carried out.

Gender mainstreaming implies that the development of objectives, identification of activities to be undertaken, and definition of anticipated outcomes (including the indicators for measuring progress) should be influenced by the need to promote greater equality between women and men. In this context it is clear that the most important step must be incorporating greater attention to gender perspectives and the goal of promoting gender equality in policy development and in the planning, programming, budgeting and monitoring processes of an organization. For this to become a reality the directives from top management on these processes (instructions, manuals and guidelines) must highlight the need for attention to the goal of promoting gender equality.

Six clear steps can be outlined for operationalizing the mainstreaming strategy.

- Identify the **gender perspectives of the sector area/issue**, through for example, use of gender analysis, focusing on both issues of representation and content.
- Identify what is required for more **actively promoting gender equality** in the sector area/issue.
- Identify the **opportunities existing** in different work-tasks, and **additional actions** which might also need to be taken.
- Develop a clear **plan of action**, with objectives, activities and expected outcomes, including indicators for measuring progress.
- Include this plan of action in **overall planning documents** – medium- term plans, programme budgets and performance evaluations.
- Implement a system for **regular and systematic follow-up and recording** of results and lessons learned which feeds back into regular planning, programming and follow-up systems.

It is obvious that considerable awareness, commitment, knowledge and capacity (skills) are required if all staff are to work effectively with gender mainstreaming. Development of effective, practically-oriented competence development programmes is an essential ingredient for successful implementation of gender mainstreaming.

5.6 Doing away with the misconceptions on gender mainstreaming

This presentation aimed to provide some clarity on the mainstreaming strategy, including through discussion of what is required for its implementation, as well as do away with some of the most troublesome misconceptions about gender mainstreaming. In summary the main conclusions on these misconceptions are the following:

- Gender mainstreaming is motivated as essential for effective, sustainable development not solely on the grounds of social justice or human rights;
- Gender mainstreaming is focused on the substantive work of organizations - it is not about achieving gender balance in these organizations;
- Gender mainstreaming is about identifying concrete actions to promote gender equality - it is not just about doing gender analysis;
- Gender mainstreaming makes gender perspectives and the goal of gender equality very explicit in all processes and all documents - it does not and cannot make these invisible;

- Gender mainstreaming is a complementary strategy to women's empowerment - it does not eliminate the need for targeted activities for women and activities targeted to promote gender equality;
- Gender mainstreaming requires specialist / catalyst resources to support management in the fulfillment of their responsibilities - it does not eliminate the need for gender units and gender focal points.

SETTING UP A BUSINESS TO EMPOWER WOMEN

INTRODUCTION

Setting up a business for the first time can be one of the most exciting yet frightening experiences of your life. It can be exciting, because in most cases you are creating something from nothing – something that will be unique because of you. But it can be frightening as well, because of your lack of experience and the fact that your money, your reputation and often even your livelihood are on the line.

The purpose of this workshop is to show you that setting up a business, if certain steps are followed, need not be frightening at all. By learning these very basic steps, running your own company can be both exciting and rewarding. Some people are simply not suited for the sometimes stressful and unpredictable world of operating a business. This manual is designed to help those who are.

Today, many women are setting up their own businesses to supplement their family's income, or to totally support their family themselves. There are probably as many reasons to set up a business as there are people wanting to do it. Women, however, are often neglected in development projects which encourage and train people in setting up businesses.

MAKING THE DECISION

1.1 Why do you want to start a business?

Most people set up a business for one reason – to make a profit. But there are a great many other reasons – Women especially have many. It's good to think about the reasons why you want to go into business so you can be certain later that you are achieving what you originally set out to do.

Some reasons

- to provide a service to the community
- to improve the living standard of your family
- to provide employment for your family
- for status
- to be your own boss
- for a change
- for contact with people
- for pleasure

Exercise 1: Write down five reasons why you want to start a business.

1.2 Are you a business type?

Do you have what it takes to be a successful business person? There are a number of personal traits that are valuable if you plan to set up and run your own business. Ask yourself the following questions:

- Are you hard working?
- Do you like dealing with people?
- Are you reliable?
- Are you good at giving directions?
- Can you make decisions quickly?
- Do you know enough about the product or service you are selling?
- Do you have the time needed to operate and organize your business?

In Aburi Hills, Adjoa Mansah runs Sculpture Craft, a business which makes and sells handicrafts. Adjoa must make decisions daily on which supplies to purchase, what products need to be made, staff problems, etc. She must make these decisions quickly, even though they affect all of her workers and her family as well. If you answer 'no' to more than two of these, you might find you will have to change your outlook if your business is to succeed.

Exercise 2: Write down the personal traits which would help make you a good business person (e.g. hardworking, reliable, etc.)

1.3 What are the personal costs?

Because they have so many other responsibilities in the community – as homemakers, mothers, church leaders, etc. – women have to weigh carefully the price of setting up a business in terms of personal costs. Setting up and running a business drains both your time and your energy levels.

Consider the personal costs listed below.

- Less time with your children
- Less time for socializing and community duties
- Less energy for family responsibilities
- Absences from home and the community to handle business situations
- Your funds are tied up in your business

Exercise 3: Write down the personal costs to you, if you were to set up a business.

PLANNING – HOW DO YOU START?

2.1 Is your business feasible?

Before deciding whether to start a particular business or not, you should determine whether the business will be feasible, in other words whether it would make money or not. Basically, there are six steps towards determining the feasibility of your business:

Step 1 Choose a product or service to sell

Step 2 Find out if people will buy the product or service

Step 3 Decide how your business will operate

Step 4 Estimate how much it will cost you to operate your business

Step 5 Estimate how much you will make from sales

Step 6 Compare your expected income and your expected costs

STEP 1: Choose a product or service to sell

There are a number of questions you should ask yourself in deciding what sort of business you should establish and where you should set it up.

Is there a demand for the product?

Look and see what businesses there are in your community now. What products do people need? Are there already businesses that provide these things? What are some products or services that are not available in your community?

How many similar businesses are already in operation?

If there are already several other businesses in operation which provide the same product or service you want to, your business may not be feasible. It depends whether what you offer will be unique in some way (cheaper, better, special, etc.).

Janet Debrah owns and operates Debbycraft Ltd., which makes and sells sophisticated bead craft jewelry and handicrafts. Because other bead craft shops exist, Janet had to make her product different. Her jewelry is very highly finished, and she often uses gold and silver in her designs, giving the jewelry a more sophisticated look.

What skills do you possess to run your business?

You should know enough about your business to offer a good product or provide good services. Otherwise you may have to either get training in that area or choose another product or service you do know.

What benefits do you wish to gain from running your business?

Apart from making a profit, you may wish to gain pride in yourself, help create new jobs, improve your status in the community or even provide products or services which you see as necessary.

STEP 2: Will people want to buy your product or service?

How can you find out if people will pay for your product or service? Or, in business language, is there a market for your product? In particular, if what you sell is new or unique, you have to be able to answer certain questions to see if your business is a good idea or not.

- Is there a demand for your product or service?
- Where your business should be located to attract the most customers?
- How much competition do you have?
- How many potential customers do you have?
- What is a suitable price you can ask for your product?

To find out if people will buy your product you should:

- Visit a market or a store and observe what similar products customers buy
- Find out what people have in their homes that is related to your product or service
- Talk to people who are already selling a similar item
- Set up a 'focus group interview' A 'focus group interview' is a useful tool for finding out why customers might or might not buy your product or service. Very simply, you bring

together a small number of people who represent a cross-section of the potential customers you have identified. The interviewer (usually you) asks the members of the group direct questions about the advantages and disadvantages of a product or service. Asking the group what they think of competitors' products or service can also give you an insight into what mistakes not to make or how you can make your own business unique

Janet Debrah's main customers are overseas tourists visiting the Akuapim Hills. She listened to their needs and noticed what types of jewelry they wore and bought. She then created a more sophisticated line of bead jewelry which she finds sells well to the overseas tourists but less to the local market.

Exercise note: Take a piece of paper and draw a line down the centre. Label the left side 'advantages' and the right side 'disadvantages.' Now write in the two columns all of the disadvantages and advantages of your product or service. Avoid using generalizations such as 'lower price' or 'better quality' without some justification. Include real benefits customers would receive from your product or service.

STEP 3: Decide how your business will operate

A number of questions must be considered such as:

- What is involved in the production process from start to finish?
- How long does the production cycle take?
- What resources do you need to run your business (transportation, raw materials, start-up money, etc.) and where can you get them?
- What skills do you need and how will you learn them?
- Will you need to hire employees?

STEP 4: Estimate how much it will cost you to operate your business

Make a list of all of your planned expenses for each month such as:

Salaries office supplies

Raw materials tools

Rent fuel

Electricity maintenance

Advertising packaging

Water transport
Insurance bank charges

Estimate the monthly costs for these expenses. Add any other monthly expenses which you know about – although each month might differ owing to seasonal trends, you should be able to estimate an average month's expenses.

Exercise note: Enter the monthly cost estimates for your proposed business onto the spreadsheet.

Tina Mensah makes strings of shell necklaces in her home and often collects the shells herself. Her expenses involve purchasing needles, thread, twine and baking soda (for cleaning out the shells).

STEP 5: Estimate how much you will make from sales

After talking to potential customers and observing people who are purchasing or using a product or service similar to yours, you should have an idea of how much you can sell in one month.

The price of your product should also be considered.

Skillful pricing of your products is one of the most important functions in operating a successful business. Price is a measure of what the customer must exchange in order to obtain goods or services. But price is also an indicator of value to the customer. Value, like beauty, is in the eye of the beholder. So pricing should be based, among other things, on your customers' perceptions of what you offer and what they perceive to be its value.

New business people often make two errors in setting prices for their goods or services.

1. The small business tries to charge less than a bigger business. The logical reasons are because larger businesses deal in larger quantities, so the price-per-unit is lower. Therefore, your product must somehow be perceived to be of equal or greater value than a similar product offered by a larger store or business;
2. Setting low prices in the early months of the business. During the start-up phase, new businesses usually rely on a core group of customers for repeat business and word-of-mouth advertising. When you finally decide you must raise your prices to make a profit,

you risk losing your customers and creating a negative image in the eyes of your potential customers.

After you have determined your total operating costs of doing business, you'll be ready to plan what you will have to add to the cost of your products to set profitable selling prices.

Some factors that will affect your decision on pricing are:

- shipping costs
- your competitors' pricing
- operating costs
- your customers' need or desire for your product
- your customers' image of the value of your product or service

Once you have set prices for your product or service, you can then prepare a sales estimate. To estimate your monthly sales, simply multiply the number of sales you expect to make in one month times the average price you will be asking for your product or service.

Example: Estimated monthly sales – APRIL

Item	Number	Price	Total
Bead necklaces	12	¢50.00	¢600.00
Shell earrings	20	¢35.00	¢700.00
Medallions	15	¢35.00	¢525.00
Carved necklace	12	¢85.00	¢1020.00
Polished shells	15	¢ 20.00	¢300.00
Special orders	5	¢70.00	¢350.00
Buckles	8	¢25.00	¢200.00
		Total	GH¢3695.00

Exercise note: Enter your estimated sales onto the spreadsheet

STEP 6: Compare expected income and expected costs

Subtract your expected costs from your expected income to see if your average month will show a profit. You will also need to estimate the costs involved with starting your business, e.g. purchasing equipment, supplies, setting up a shop or work area, etc. These start-up costs will obviously have to be paid out before you even start making an income.

If you have estimated conservatively for sales but estimated slightly higher than you think for costs, you should have a good idea of whether your business will be feasible. If your costs are more than your sales, you'll have to look again at how to make the business feasible. This might involve deciding on a way of reducing your costs or somehow increasing your sales.

Exercise note: Subtract your estimated costs from your estimated income to see if your average month of business will show a profit. Your start-up costs (purchasing equipment, licenses, etc.) will be entered into your estimates when you work up an estimate for a full year.

Where to now?

If you've shown on paper that your business is feasible, ask yourself, 'Now, what do I do?' If your family or friends have plenty of money that they are willing to pour into your business venture, this question is already answered. But for those of you who will have to find the money to start up your business, you may have to get assistance – both in getting the money and for advice on setting up the business.

2.2 Who will own the business?

Basically, there are three main styles of operation your business can take.

These are:

- 1. Sole owner (self-owned)**
- 2. Partnership (owned by more than one person)**
- 3. Company (owned by shareholders)**

Sole owner means simply that you own your company by yourself. Even if you have a loan from a bank or a friend or family member, a sole owner is a legal classification which determines the way your business will operate.

Advantages: Disadvantages:

You are your own boss All the responsibility is on your shoulders You can keep in touch with You are probably unable to put in as all sides of the business much money Decisions can be made The owner is responsible for all the debts quickly of the business

Partnership means that you own the business jointly with at least one other person. These partners must enter into an agreement or contract if the partnership is to continue for more than a year. It is usually advisable for a lawyer to draw up the necessary contract. This helps prevent any legal difficulties later. The contract should clearly state all of the important terms of the partnership.

The contract usually contains the following information:

- Who the partners are
- The purpose of the partnership
- The duration of the partnership
- The amount invested by each partner
- The duties of each partner
- Special provisions with salaries, profits, etc.
- Remember to add the cost of legal fees into your start-up costs if you do use a lawyer's services to prepare a contract.
-

Advantages:

The extra capital means the business can expand more rapidly

Each partner can handle one aspect of the business

If a partner is ill, the other(s) can carry on

Disadvantages:

A partner may be committed to debts incurred by another partner

Shared management can be trying at times

Disputes can arise regarding the time & effort put in by each partner

A **Company** is usually set up for larger businesses and involves shareholders and boards of directors. Many small businesses will likely operate as either a sole owner or a partnership.

Advantages:

More money is available to set up the business

Your shareholders can help in getting customers

Disadvantages:

You are sharing management of the company with all the shareholders

Your shareholders can block your decisions

The actions of your shareholders can reflect on the business

2.3 Where can you get assistance?

Obviously in making a decision to start a new business, there will be many questions which this manual cannot answer. There are a number of organizations which offer advice and other services to those who want to establish a new business venture. A few of these are listed below:

- **Small business advisory units (usually government or semi government)**

These advisory units usually advise potential business people what the steps are for setting up a business. They can often save you time and money if you take advantage of their services.

- **Development institutions (regional organisations, international agencies, etc.)**

Institutions such as these occasionally run workshops or offer advisers.

But this assistance is hard to plan on, since these workshops are not necessarily held when you need them to be.

- **Government departments and agencies**

Fisheries Departments, Women's affairs bureaus etc.

- **Non-government organizations (NGOs)**

National Councils of Women etc.

Many women find it easier to approach other women for advice in many countries, and tend to go to government and NGO agencies for women. It depends on what type of assistance you need and in which country you live. The assistance may come in the form of a loan, technical assistance, advice or the provision of materials. Forms of assistance will vary from country to country in the Pacific: To borrow money from a lending institution like a bank, they will usually require a 'business plan' before they will even consider your loan. A description of a business plan follows in the next section.

THE BUSINESS PLAN

3.1 Why use a business plan?

Preparing a business plan helps you think through all aspects of organizing and operating your business. It states what your goal is for the business and how you are going to achieve that goal. Others you want to provide money to help set up your business, like banks or business partners, will want to evaluate your business plan before they become involved.

But even if you are not borrowing money from a bank, having a good business plan can be a means of increasing your business' chances for survival and prosperity. The plan forces you to evaluate and plan in detail what goal your business will achieve how it will achieve it and what money, materials and people it will take to reach this goal.

3.2 Writing the business plan

The main thing to consider when you are writing a business plan is to be clear, concise and honest. Do not pretend or falsely estimate the scope of your business otherwise you may have difficulties later.

3.3 Outline for a business plan

1. Executive summary

- a) Description of your proposed business
- b) Describe your product or business
- c) Support with diagrams, illustrations or pictures (if available)

- d) Summary of your proposed marketing method
- e) Describe the market you're aiming for
- f) Outline the way you plan to reach your market
- g) Summary of your financial estimates
- h) State the total sales you aim to reach in each of the first three years
- i) State the estimated profit for each of the first three years
- j) State the estimated starting capital you'll need

2. Statement of objectives

- a) Statement of the desirability of your product or service
- b) Describe the advantages your product or service has, its improvements over existing products or services
- c) State the long-range objectives and the short-range objectives of your proposed business
- d) Describe your qualifications to run the business
- e) Describe the 'character' you want for your business, the image you'd like your customers to see

3. Background of proposed business

- a) Brief summary of existing conditions in the type of 'industry' you're intending to enter
 - 1) Where the product or service is now being used
 - 2) How the product or service is now being used
- b) Detailed explanation of your place in the industry
 - 1) Describe the projections and trends for the industry
 - 2) Describe competition you face
 - 3) State your intended strategy for meeting competition
 - 4) Describe the special qualities of your product or service that make it unique

4. Marketing strategy

- a) A description of your marketing strategy
- b) Describe the market you plan to reach
- c) Describe in detail how you plan to distribute your product or service (retail shops, door to door, etc.)
- d) Describe the share of the market you expect to capture

5. Selling tactics

- a) An outline of the activities to be used in selling the product or service
- b) State the methods you expect to use to promote your product or service (word of mouth, radio, newspapers, etc.)
- c) Include a sample brochure or other promotional literature
- d) Present any data which supports your ability to meet your sales goals (i.e. actual orders, potential customers, etc.)
- e) Explain the margins of safety you've allowed in your sales forecasts

6. Plan of operation

- a) Description of the proposed organization
- b) Show an organization chart describing the needed business functions and relationships
- c) Describe the key positions and identify the persons to fill them
- d) List equipment or facilities and the space and location required
- e) If manufacturing, outline the kind of production you'll do in-house and that to be sub-contracted

7. Supporting data

- a) Information required to support the major points in the business plan
- b) A set of drawings of the product(s) to be made or a detailed description of the service to be offered
- c) Show a list of the equipment you'll require for your business and estimates of the cost of that equipment
- d) List the capital equipment you'll need and its estimated cost.
- e) List a price schedule for your product line or service
- f) Include your market survey data (perhaps from your focus group)
- g) Supply the following financial data:
 - projected statement and balance sheet for the first two years by the month
 - Income statement for two years
 - Cash flow projection for two years

8. Conclusions and summary

- a) Statement of proposed approach in starting the new business

- b) State the total capital you'll need and the safety factor you've used
- c) State how much profit you expect and when you expect to show it
- d) Decide what percentage of ownership you want for yourself and your partners
- e) Indicate the total capital you'll need and how it's to be made up:
 - Your share of the starting investment
 - How much you'll need from others and when you'll need the money
 - state what share of the business you'll give to investors or lenders
- f) State your planned schedule for starting your business

Exercise

1. Describe the business

First, describe briefly (in one paragraph) the type of business you wish to set up — retail (fish shop, clothing store, etc.), service (house painting, mechanic, tailoring, etc.), manufacturing (making bead craft jewelry, clothing factory, etc.), wholesaling (selling quantities of products others have produced) or some combination of these. State the name of your business, its location and who will be the owners. Ownership of a business can be set up in several ways. As described previously, you can be a sole owner, form a partnership, or establish yourself as a company. Each form of business has its advantages and disadvantages.

2. Describe your product or service

Describe exactly what you will sell or what service you will provide. Describe how it will be used, and whether it is unique or better than similar products or services on the market. Describe how you will supply your product or service. If you are proposing a retail business for instance, explain where and how you will get your product. If it is a manufacturing business state how you propose to get the materials and produce the product. If your product, process or service requires any development before you can sell it, you also need to indicate what is involved and the costs.

Example: 'Araba Shells will involve the manufacture and sale of shell jewelry. This jewelry will involve mainly locally available shells, but some use will be made of imported shells for a unique

look. Once they are collected, the shells need to be cleaned and polished before they are ready to be used in jewelry-making.’

Exercise note: Write down a description of your product or service as described in the section above...’

3. What is your market?

It is foolish to go into business and not have a good idea who and how many people are likely to buy your product or service. These people are called your **market**, and are obviously the most important people in the world to a business. Identifying and measuring your market will give you a great insight as to whether your business will work. To identify your market you need to know the following:

- **Who will buy your product or service?**

Determine their sex, ages, and whether they are locals or tourists, etc.

- **Why will they buy your product or service?**

Is it because you have the best prices, the best quality, the friendliest or most efficient service, convenience of your location, or is it perhaps necessity that will make people buy what you sell?

- **How big is your market?**

How many people are likely to buy your product or service? Are your potential customers only in your immediate community, or will your market stretch to other communities? How much would they spend on your product or service?

- **Who is your competition?**

Do your competitors have a similar business and do they offer the same or similar product or service as you? What do you know about their operation? How big is their market? Explain how you propose to take a share of their market or prevent them from taking a share of yours. Do you expect more competition later? Why?

- **How much do you think you will sell?**

Using the above information as a guide, estimate carefully how much your sales will be. First estimate how much you will sell in one month. Then, build those figures into an entire year, keeping in mind such things as seasonal ups and downs. For example, you may sell more shell jewelry just before annual cultural events or just before Christmas as gifts. Your sales may be lower at another time of the year for a similar reason.

4. How will you make your customers buy? (Marketing strategy)

The theory behind how to sell your product or service is called marketing. Knowing your market, you must develop a strategy about how you will motivate people to buy your product or service. You need to decide whether it's one or several things that will make people buy your product or service. For example, your marketing strategy may be to offer your product or service at the lowest prices, have the most central location, and have your staff wear colourful costumes, or simply rely on the unique character of the products you produce.

Exercise note: Describe your marketing strategy.

5. How will you promote your business? (Advertising)

If no one knows what you are selling, how do you expect to sell your product or service? You need to outline the ways you intend to promote your business. Again by using information that you know about your market, you can determine the most cost-effective and effective means for promotion.

Newspaper adverts, signboards, handing out brochures, mailing out leaflets, going door-to-door to discuss the business with your community, a presentation at village meetings, phone and fax, shop window displays, and even TV and radio ads are only some of the ways to promote your business.

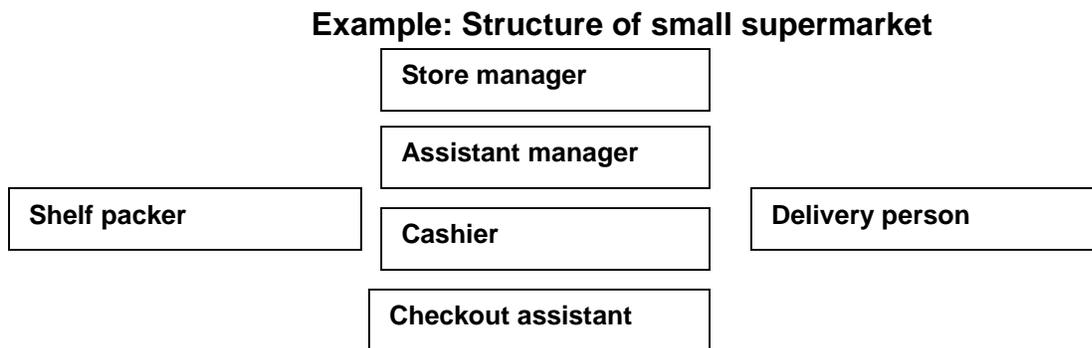
Because you know your community and your market, you will need to determine which method is the most cost-effective for your business. You will also need to plan how much you will spend on advertising and include this in your running costs for the business.

Exercise note: Describe your ideas for advertising your product or service. Explain why you have chosen this particular method.

6. Your staff

Never underestimate the importance of the people that work for you. The greatest asset for most businesses is their staff. Anyone who is evaluating your business plan will want to know how many people you will employ and what type of qualifications and experience are needed for each position.

Describe in detail the roles and responsibilities of each position and what experience and or qualifications you require for those positions. A simple way of showing the various positions and how they relate in the business is to use a diagram. This is also called an organization chart. Below is an example of the staff structure of a small supermarket.



Exercise note: Draw a diagram of how your business will be staffed. The boxes at the top are obviously the manager(s) of the business and those below, the workers. Boxes which are directly underneath other boxes indicate that the people in the lower boxes are supervised directly by those in the box above them.

7. Location and facilities

With some businesses, the locality of the business affects your sales. State where you intend to run your business and why you intend to operate it at that location. You will also need to know how much advance rent you might need to pay. This figure will need to be included with the other costs for setting up your business.

Araba Shells has two locations, both which help increase the ability of the business to make sales. Their primary location is in the town centre, near the greatest concentration of shops, banks, eating establishments, etc. This ensures that they get a certain amount of customers who just wander in to look more closely at something they have seen in the window. Their second location is at the airport. This serves the tourist, who wants a special traditional gift on his way in or out of Ghana. It also serves the locals, whose tradition it is to garland departing friends or relatives with shell necklaces.

You must also consider the sort of equipment and other items such as machinery, office equipment or transport you will need to run your business. For example, a small-scale retail shop that sells fish would typically require the following items to run their business: cash register, counter, display case, plastic boxes, decorations for their display, signs and labels, etc. Purchases of equipment, furniture and fittings, etc. for your business are called capital expenditure. These purchases are made during the setting up of your business. It is important to state your capital expenditure costs in your business plan because people who might lend money will need to know how it will be spent.

Exercise note: Describe the proposed location for your business, even if it is to be operated out of your home. Describe why you will operate your business there and how it will affect your sales. Also describe the facilities you will need to set up your business.

-

8. Monitoring your business

After your business gets going, how can you determine whether you are achieving your goals or not? It may be a good idea to review your business plan before the completion of your first year. The key test as to how successful you are, of course, is by measuring your profits. But there are a number of questions you can ask yourself to help you determine the health of your business.

Questions regarding your customers

1. Am I maintaining or improving the quality of my products or service?
2. Is the right quantity of my products or services available at the right place, at the right time?

3. Am I maintaining or improving my technical knowledge of my product or service?
4. Am I constantly gathering new information about the customers my business serves?
5. Am I alert for changes in what my customers want?
6. Is my promotion strategy reaching potential customers with an effective message?
7. Am I keeping track of my competition and staying ahead of them?

Questions regarding your suppliers

1. Am I prompt in paying my accounts?
2. Am I fair in negotiating transactions?
3. Do I take full but fair advantage of purchase discounts offered?
4. Am I receptive to suggestions made?
5. Do I analyse cost and service before switching to a new supplier?

9. Why do some businesses fail?

Despite the best intentions of the people involved, some businesses do end up as failures. In fact a large number of small businesses find themselves in a situation where they must close their doors.

Why does this happen? There are a number of common reasons why businesses fail.

1. Neglect – The owner does not really manage their business at all because of complacency or laziness;
2. Lack of experience – The owner does not have the technical skills required for the business they are running;
3. Fraud – The owner or employees take money or goods from the business without paying for them;
4. No management experience – Inability of the owners to manage their money, people, equipment, stock and especially their customers;
5. No market – The product or service was not wanted by customers; the goods were of low quality, or other ways that the business simply did not attract enough customers;
6. High expenses – The amount of expenses was not controlled properly, allowing expenses to outweigh income;
7. Credit policy – Credit was provided to customers without checking their ability to pay or their record with other businesses, credit was extended when cash should have been collected or money owed was not sought aggressively enough;

8. Wrong location – Customers simply could not find the business or felt it was too out of the way for them to shop there. If a business does fail, all of the assets of the business and any other personal assets of yours which a bank required as security will be taken and sold to repay your loan. The same applies in the case of partners.

Usually your personal assets (house, car, etc.) are safe from being repossessed unless you used them as security for your business loan.

The failure of a business can tarnish your personal credit record for many years. It also may be somewhat embarrassing for you in your community. However, it does not mean you cannot try again, but you should obviously take stock of what went wrong the first time and ensure that your mistakes are not repeated.

Conclusion

As stated in the introduction, starting a business for the first time can be a frightening experience. By going step-by-step through this manual, much of the frightening aspects should have been made friendly through the explanations and the exercises. Operating a business is not something you can learn overnight. Even business people who have years of experience continue to learn new techniques and ideas and learn how to respond to a changing marketplace and changing world. This ability to adapt and learn is what makes them successful. Operating your own business can be beneficial to you personally, to your family and to your country, by bringing in money from overseas and expanding your nation's economy.

SAFE WORKING ENVIRONMENT

INTRODUCTION

A safe working environment is conducive to achieving strong and productive industrial relations. In order to create such a working environment, it is vital to ensure that the workplace is free from

all forms of discrimination, including harassment. Anyone at the workplace may be prone to various forms of harassment, including sexual harassment and bullying. Each and every form of workplace harassment will disadvantage all parties. For workers, it can result in poor performance, which subsequently reduces work productivity and affects the welfare of the workers and their families. Increased turnover rates and low productivity can potentially affect the economic competitiveness of factories.

DEFINITIONS

In order to understand institutional harassment and its prevention and necessary responses, the following definitions are provided.

A. Harassment

Any conduct based on age, disability, HIV status, domestic circumstances, sex, sexual orientation, gender reassignment, race, color, language, religion, political, trade union or other opinion or belief, national or social origin, association with a minority, property, birth or other status that is unreciprocated or unwanted and that affects the dignity of men and women at work.

Harassment frequently involves an abuse of power where the targets can experience difficulties in defending themselves. Harassment is any unwelcome or offensive action, repeated or unreasonable act, addressed to a person or a group of persons that causes difficulty in the performance of an assigned job or causes a student/worker to feel that he/she is studying /working in a hostile environment. This can also cause risk to the health and safety of the person.

B. AN INSTITUTION

An institution means a physical place where workers work or that is frequently entered by a worker for business and where there is a source of danger. This includes all rooms, fields, lawns and surrounding areas that constitute parts of, or are connected with the place of work, whether open or closed, moveable or stationary.

From the above definition, it can be inferred that a workplace does not only include physical places where work is performed during the eight daily working hours, such as the office or factory. A workplace also includes all locations where employment-related business is conducted as a result

of employment responsibilities or the employment relationship, in locations such as work-related social functions, conferences, training sessions, official business travels, business lunches and dinners, promotional campaigns organized for clients or partners, telephone conversations and communications through electronic media. A workplace therefore extends to locations and working hours outside the eight daily working hours in the office or factory.

BASIS AND FORMS OF HARASSMENT

Basis of Harassment

Harassment is classified as a form of discrimination if it is based on one of the prohibited grounds of discrimination defined in the International Convention or in national legislation.

Harassment may be based on factors such as:

- Race
- Gender
- Culture
- Age
- Sexual orientation
- Religious preference

The basis of harassment can differ from one country to another and from one social context to another.

Forms of Harassment

Harassment may take the form of words, gestures or actions that tend to annoy, alarm, abuse, demean, intimidate, belittle, humiliate or embarrass another or that create an intimidating, hostile or offensive work environment. Generally, there are three forms of harassment.

- i) Physical harassment: e.g. (sexual) violence or unwelcome physical contact such as kissing or touching
- ii) Verbal harassment: e.g. comments, offensive jokes, personal insults, derogatory language
- iii) Non-verbal/Visual harassment: e.g. staring, leering, whistling, threatening behavior, sexually suggestive gestures, or 'freezing' somebody out

Examples of Harassment: Use of ethically derogatory words, phrases, epithets / Demonstration of a racial or ethnic nature such as a use of gestures, pictures or drawings which would offend a

particular racial or ethnic group / Comments about an individual's skin color or other racial· ethnic characteristics / Making disparaging remarks about an individual's gender that are not sexual in nature / Negative comments about an employee's religious beliefs (or lack of religious beliefs) / Expressing negative stereotypes regarding an employee's birthplace or ancestry / Negative comments regarding an employee's age / Derogatory or intimidating references to an employee's mental or physical impairment / Prejudiced remarks or tasteless jokes that have to do with an individual's personal beliefs, age, or sexual orientation.

Certain forms of workplace harassment are more common than other forms for various reasons. Sexual harassment and bullying are two of the most prevalent forms of workplace harassment.

SEXUAL HARASSMENT AT THE WORKPLACE

Definitions

A. Sexual Harassment

Sexual harassment is any unwanted verbal or physical conduct or gesture of a sexual nature, request for sexual favors, or other behavior of a sexual nature that makes the recipient feel humiliated, offended and/or intimidated. Sexual harassment also covers situations when such aforementioned conduct is made into a working requirement or when such conduct creates an intimidating, hostile or inappropriate working environment. The recipient's reaction must be reasonable considering the situation and circumstances at hand. In other words, sexual harassment is:

- 1) Misuse of sexual behavior
- 2) Request for sexual favors
- 3) Verbal statement or physical action or gesture that describes a sexual act, or
- 4) Unwanted action of a sexual nature
 - a. The recipient has made it clear that the behavior is unwanted;
 - b. The recipient feels humiliated, offended and/or intimidated by the conduct; or
 - c. The perpetrator should have reasonably anticipated that the other person would be offended, humiliated and/or intimidated by the conduct.

Unwanted Conduct

Unwanted conduct is any conduct that is not requested or invited by the recipient, and that the recipient finds to be undesirable or disrespectful. Whether the behavior is unwelcome is a subjective question judged by the person alleging harassment. In this regard, how the conduct is perceived and experienced by the recipient is important, not the intention behind the conduct.

Unwanted conduct can be identified by the following characteristics:

- 1) The victim has explained that the conduct is unwanted,
- 2) The victim feels humiliated, offended and/or intimidated by the conduct, or
- 3) The perpetrator has anticipated that the other person would be offended, humiliated and/ or intimidated by the conduct.

Unwanted conduct is any behavior that is not requested or wanted by the victim and that is considered inappropriate.

Reasonableness of Conduct

Reasonableness of conduct can be measured by identifying whether the behavior that lead to the conduct that constitutes sexual harassment made the victim feel offended, ashamed or afraid. The conduct must also be considered within the context in which 'it occurred'. The following factors may be considered: the frequency of occurrence, the intimidated condition, the different situation, etc.

FORMS OF SEXUAL HARASSMENT

Sexual harassment can take various forms. Generally, there are five forms of sexual harassment.

- i. Physical harassment includes unwelcome touching in a sexual manner such as kissing, patting, pinching, glancing and staring with lust
- ii. Verbal harassment includes unwelcome comments about a person's private life, body parts or appearance, sexually suggestive jokes and comments
- iii. Gestural harassment includes sexually suggestive body language and/or gestures, repeated winks, licking lips and gestures with fingers
- iv. Written or graphic harassment includes displays of pornographic materials, sexually explicit pictures, screen savers or posters and harassment via emails and other modes of electronic communication

- v. Psychological/emotional harassment consists of persistent proposals and unwelcome requests, unwanted invitations to go out on dates, insults, taunts and innuendos of a sexual nature.

WHAT CONSTITUTES SEXUAL HARASSMENT

- i. When the conduct has the effect of creating an intimidating, hostile or offensive work environment.
- ii. In a situation when an owner, employer, supervisor, member of management or co-employee undertakes or attempts to influence the process of employment, terms or conditions of employment or other benefit of an employee or job applicant in exchange for sexual favors.
- iii. When such conduct is offensive and unacceptable for the victim (based on the perspective of the recipient).
- iv.

WHAT DOES NOT CONSTITUTE SEXUAL HARASSMENT

The decisive factor in classifying certain behavior as sexual harassment is the unwelcome nature of the behaviour. Besides the ‘unwanted’ criterion, offensive behaviour can also lead to sexual harassment. Interaction which is based on mutual consent is not sexual harassment. Sexual harassment does not refer to occasional compliments that are socially and culturally acceptable and appropriate.

BULLYING AT THE WORKPLACE

Workplace bullying is a form of workplace harassment and violence that is becoming more and more widely recognized.

DEFINITION

a. Workplace Bullying

Workplace bullying means any behaviour that is repeated over time, systematic and directed towards an employee or a group of employees. A reasonable person, having regard to the

circumstances, must expect such behaviour to victimize, humiliate, undermine or threaten and to create a risk to health and safety.

b. Repeated

Repeated refers to the persistent or ongoing nature of the behavior. It can refer to a range of different types of behavior over time.

c. Systematic

Systematic refers to having, showing or involving a method or plan. Whether behavior is systematic or not will depend on an analysis of the circumstances of each individual case, with reference to the general guidelines.

d. Risk to Health and Safety

Risk to health and safety includes the risk to the emotional, mental or physical health of the person(s) in the workplace.

Examples of Workplace Bullying: Use of abusive, insulting or offensive language / Behaviour or language that frightens, humiliates, belittles or degrades – including criticism that is delivered through yelling and screaming / Teasing or regularly making someone the brunt of practical jokes / Displaying materials that are degrading or offending / Spreading gossip, rumors and innuendos of a malicious nature.

.Violence, assault and stalking are extreme forms of bullying that constitute a criminal offense. Such behaviour should be reported directly to the police. Examples include, but are not limited to, harmful or offensive initiation practices, physical assault or unlawful threats.

Workplace bullying can also be subtle, including such behaviour as:

- Deliberately excluding, isolating or marginalizing a person from normal workplace activities;
- Intruding on a person’s space by pestering, spying or tampering with their personal items or work equipment;
- Intimidating a person through inappropriate personal comments, belittling opinions or unjustified criticism.

Covert behaviour that undermines, treats less favorably or disempowers others is also bullying, for example:

- Overloading a person with work;
- Setting deadlines that are very difficult to meet or constantly changing deadlines;
- Setting tasks that are unreasonably beyond a person's ability;
- Ignoring or isolating a person;
- Deliberately denying access to information, consultation or resources;
- Unfair treatment in relation to accessing workplace entitlements, such as leave or training.

WHAT DOES NOT CONSTITUTE WORKPLACE BULLYING?

Workplace bullying does not include:

- Reasonable action taken in a reasonable manner by an employer to transfer, demote, discipline, counsel, retrench or dismiss an employee;
- A decision by an employer, based on reasonable grounds, not to award or provide a promotion, transfer, or benefit in connection with an employee's employment;
- Reasonable administrative action taken in a reasonable manner by an employer in connection with an employee's employment.

POTENTIAL CONSEQUENCES OF WORKPLACE HARASSMENT

Workplace harassment can have a significant negative impact on individual employees, colleagues and the enterprise, as outlined in the following sections.

CONSEQUENCES TO VICTIMS OF HARASSMENT

- Stress, anxiety, sleep disturbances, Post Traumatic Stress Disorder (PTSD)
- Incapacity to work, loss of self-esteem and self confidence
- Reduced output and performance
- Feelings of social isolation at work
- Physical symptoms of stress, such as headaches, backaches, stomach cramps
- Pain attacks, severe tiredness

- Deterioration of personal relationships
- Depression

CONSEQUENCES TO THE ORGANIZATION

Each of the above mentioned individual consequences can be very costly for the enterprise.

- Increased staff turnover, cost of training new employees
- The breakdown of teams and individual relationships
- Unsafe and hostile work environment
- Bad publicity, poor public image, loss of public confidence
- Deterioration in relations between a factory and international buyers

HOW TO PREVENT HARASSMENT AT THE WORKPLACE

- Workers:

In relation to the harassment issue, workers have to prevent all types of harassment by communicating all company policies on workplace harassment to all workers and by pursuing effective remedial measures.

- Employers:

As a minimum, there are two main actions that all employers should take to prevent and settle cases of workplace harassment:

- 1) Develop, endorse and communicate a workplace harassment policy to all employees. The policy should be disseminated to all employees during recruitment and induction; and
- 2) Take effective and appropriate remedial action if workplace harassment occurs.
- 3) Employers/management are required to refrain from committing acts of harassment. Employers/management should contribute towards creating and maintaining a work environment that is free from harassment by regulating standards to eliminate all forms of harassment.

Employers/management should attempt to ensure that all third parties dealing with the enterprise, such as customers, job applicants or suppliers, are not subjected to harassment by the employer or employees, and vice versa. All employers, regardless of the size of the enterprise or organization,

should take proper steps to prevent harassment in the workplace. This means that employers must actively implement preventative measures to minimize the occurrence of harassment and to respond appropriately when harassment occurs.

Large enterprises or organizations may need to disseminate information and conduct formal training to ensure that all employees are aware of and understand the company policy regarding harassment. In small companies, the most appropriate strategy might be to provide a copy of a harassment policy to employees and hold informal discussions with employees to ensure they understand the policy.

Due to these reasons, all employers are required to establish a mechanism within the company (in-house mechanism), enterprise, organization or institution to prevent and respond to cases of sexual harassment in the workplace. The mechanism must include the following elements:

- a. A policy statement prohibiting harassment;
- b. A clear definition of what constitutes harassment;
- c. A complaints/grievance procedure;
- d. Disciplinary rules and penalties against the harasser and against those who make false accusations;
- e. Protective and remedial measures for the victim;
- f. Promotional and education programs to explain the company policy regarding harassment and to raise awareness of harassment and adverse consequences for breach of the policy should be provided to all employees, supervisors and managers of the company;
- g. Monitoring.

POLICY STATEMENT

A key element in the successful prevention of harassment in the workplace is a strong commitment from all levels within the enterprise or organization, starting from top level executives and upper management to supervisors and all other employees. A policy statement on harassment is a

message from management to employees which states the company's policies, philosophy and commitment to prevent and manage harassment in order to create a positive working environment that is conducive to the enterprise or organization. The policy statement should come from upper management to ensure that the policy is accepted and observed by all employees, supervisors and managers throughout the workplace

The policy statement should contain at least the following:

1. The assertion that all workers, job applicants, and any third party associated with the company reserves the right to be treated with dignity and without distinction;
2. A full explanation of the forms of conduct that constitute harassment;
3. A declaration that harassment is not permitted or condoned in the enterprise on the principle of zero tolerance;
4. An assurance that all persons who have been subjected to harassment at the workplace have a right to raise their grievance and appropriate action shall be taken in accordance with the regulations of the company;
5. An explanation of the procedure that should be followed by employees who are victims of harassment and by management and employees who are tasked to manage complaints;
6. An affirmation stating that harassment constitutes a breach of the enterprise's policy and will incur disciplinary actions in accordance with company regulations; and
7. A directive stating that supervisors and managers have a positive duty to implement the policy and to demonstrate leadership by example.

Policy statements should be specific and avoid legalese so that everyone can easily understand them. To ensure effective implementation of such policies in the workplace, the policies can be made part of the company regulations or part of collective labor agreements that must be met as a condition of employment, with corresponding sanctions and disciplinary measures for non-compliance.

PREVENTION

Prevention is the most effective way an employer can address harassment in the workplace.

Preventive measures include:

1. **Communication:** socialize guidelines through various print and electronic media.
2. **Education:** organize orientation and staff induction programs, religious lectures, or specific events such as programmed events.
3. **Training:** provide specialized training for supervisors and managers to identify problems in the workplace and to develop strategies for prevention; train a Harassment Response Team.
4. **Encourage enterprises to commit to the prevention of harassment in the workplace, including taking disciplinary action in the form of:**
 - a. Company Policy
 - b. Working Agreement / Company Regulations/ Collective Labor AgreementDissemination of policies and mechanisms for the prevention of harassment to all employees and supervisors is equally important. In order to meet the communication needs, employers must in addition provide a program whereby employees and supervisors can be educated about harassment. To this end, all parties must have a high awareness of various ways to create a productive work environment that is free from harassment.

Central and local governments should ensure that guidelines concerning the implementation of these provisions and examples of harassment policies for large, medium and small companies are accessible and available to all employers. Meanwhile, employers have to provide information on harassment in induction programs, as well as education and training for workers. Trade unions should also include information about harassment in the education and training programs for their members.

MECHANISMS TO RESPOND TO CASES OF HARASSMENT

Grievance Procedures

I. Grievance Procedures

As part of the enterprise’s responsibility to handle harassment in the workplace, employers should implement effective and accessible complaints procedures for employees and other workplace participants. Complaints procedures may differ according to the size and available resources of the enterprise.

An effective complaints procedure conveys the message that the enterprise takes all cases of harassment seriously; is able to prevent harassment and maintain positive workplace relationships; ensures that complaints are dealt with consistently and within a specified timeframe; alerts an enterprise to patterns of unacceptable conduct and highlights the need for prevention strategies in particular areas.

Employers must develop complaints procedures to suit their particular workplace. An effective complaints procedure provides various options to address harassment. For example, a victim can report to his/her supervisors, other managers and staff assigned to handle the complaint.

A victim can choose the option that is most suitable to his/her circumstances. In offering various choices, it is vital that the manager possesses the relevant knowledge and receives the correct training to handle complaints of harassment. Staff should also be made aware that the complaint can be forwarded to the Commission/ Division in the company.

A grievance procedure can be based on:

1. A formal or informal complaint that emphasizes solving the problem instead of the factual evidence or verification of the complaint; or
2. A formal procedure that focuses on whether the factual evidence or verification of the complaint can be proven.

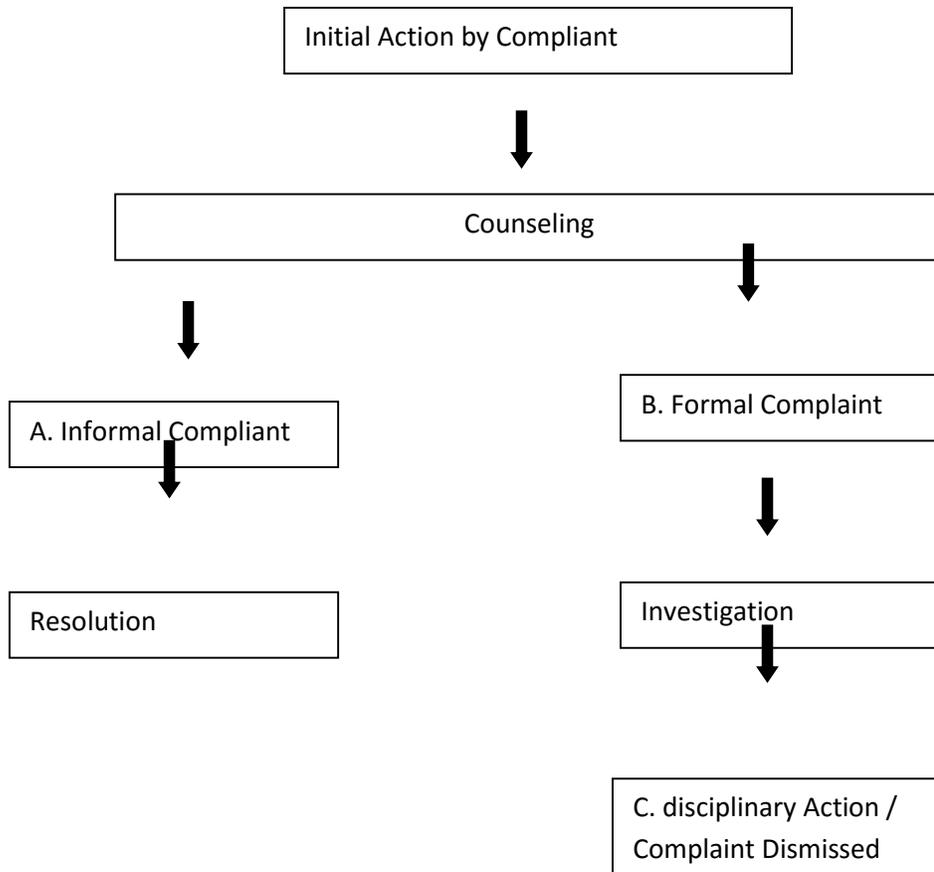
A grievance procedure must at least contain the following elements:

- a. A step by step procedure for the reporting and processing of complaints, with an appropriate timeframe for each step;
- b. Investigation procedures; and
- c. An appeal procedure that allows parties who are not satisfied to appeal against the results of investigations to the higher authorities.

II. Procedures to Resolve Complaints

Employees should have the option to resolve their harassment grievances through a formal or informal procedure. The diagram below shows the in-house complaints resolution mechanism.

(THE Complaints Mechanism)



A. Informal Complaints Procedure

Informal procedures emphasize a forward-looking settlement of the conflict, confidentiality and reconciliation, while avoiding questions of liability and compensation. Most people who are subjected to harassment simply want the offensive behavior to stop. Informal complaints must be settled within 30 days with the aim of resolving the case through deliberation. Informal ways of dealing with harassment can include the following actions:

- i. It may be sufficient for the employee concerned to have an opportunity to explain to the offender that their conduct is not welcome.
- ii. The employee concerned may seek confidential advice on possible solutions from a supervisor, trusted colleague or an officer trained to deal with harassment issues.
- iii. The employee concerned may request a supervisor or relevant officer to privately and informally speak with the offender on their behalf.

Employers may also consider creating an alternative informal mechanism for complaints or advice, as follows:

- 1) A telephone information line that can be used by employees to discuss questions or concerns about the harassment without having to reveal their identity, who became the task of an officer trained to deal with harassment issues to explain what action can be taken by employees; and
- 2) A system of mediation between co-workers where the mediators try to find a solution to harassment complaints can be offered to the individual who filed the complaint and the suspected perpetrator(s) of the harassment. Mediation can be a good choice when the alleged perpetrator is a colleague in the enterprise;
- 3) Formal procedures that focus on the broader impact of the harassment and require a sense of responsibility.

B. Formal Complaints Procedure

An employee should not be required to exhaust all informal attempts of resolution before choosing to lodge a formal complaint. Employers should ensure that a formal procedure to respond to complaints is established and communicated to all employees. Guided by principles of procedural fairness, the formal procedure should include the following steps:

- i. Conduct a private interview with the complainant and articulate the allegations in writing;
- ii. Convey the allegations to the alleged harasser in full;
- iii. Provide an opportunity for the alleged harasser(s) to respond and defend themselves against the allegations;
- iv. If there is a dispute over facts, investigate the claim, take statements from witnesses and collect other evidence;
- v. A finding is made on whether the complaint is substantiated;
- vi. A written report documenting the investigation process, evidence, findings and recommended outcome(s) is submitted to senior management/the employer;
- vii. The employer/senior management must implement the recommended outcome(s) or decide on an alternative course of action.

In responding to cases of workplace harassment, the following factors must be taken into account:

- 1) Thorough investigation
- 2) Innocent until proven guilty
- 3) Support victim
- 4) Confidentiality
- 5) Transparency
- 6) Time-bound
- 7) Protection of the recipient from retaliation

The committee for the prevention of harassment can conduct the investigations. A small dispute settlement committee should be gender balanced, as well as include a

In handling the complaints, the tasks of the dispute settlement committee are:

- i) To notify employees of their rights and depending on the nature of the harassment, to press separate charges against the alleged harasser.
- ii) Take care to not disadvantage the complainant or to prejudice the alleged harasser if the claim is found to be unwarranted.
- iii) Provide the alleged harasser with an opportunity to tell their version of the story and to identify all supporting witnesses.
- iv) Ensure that the investigation and grievances are handled in a manner that ensures that the identities of the persons involved and all records relating to the harassment complaint are kept confidential.
- v) Ensure that provisional working arrangements are made, if necessary, to ensure the alleged victim and perpetrator may continue working in a safe environment while the case is being investigated. This could include a temporary relocation of the accused to a different workspace.

C. Disciplinary Action and Sanctions

To ensure deterrence, it is necessary to establish forms of disciplinary action and sanctions.

Disciplinary action and sanctions should be included in the company regulations and/or collective labor agreement. The form of disciplinary action or penalty depends on factors such as:

- i) The severity or frequency of the harassment;
- ii) The wishes of the person who was harassed;
- iii) The extent to which the harasser could have anticipated that such behavior was unacceptable or unwanted;
- iv) The level of remorse; and/or
- v) Whether there have been any prior incidents or warnings.

Disciplinary action should be taken in response to:

- i) Any employee who has retaliated against or victimized another employee who has made a harassment allegation or who has served as a witness in a harassment investigation;
- ii. Any employee who makes malicious or vexatious false accusations.

The penalty recommended should be proportional to the gravity of the harassment and consistent within the enterprise. The types of penalties for harassment include:

- i. Issuing a written warning or reprimand;
- ii. Issuing a transfer or reassignment of duties to the perpetrator;
- iii. Removal of management authority or duties;
- iv. Reduction in wages;
- v. In serious cases, suspending or terminating employment;
- vi. Training or counseling of the harasser may be necessary to ensure that the harasser understands why his or her conduct violated the enterprise's harassment policy.

Continued monitoring of their conduct is also needed to ensure behavioral change.

If there is insufficient proof to determine the validity of a harassment claim, employers should ensure that the person who made the complaint is not sanctioned. However, if there is insufficient evidence, the employers should:

- 1) Disseminate information on the possibility of sanction in accordance with the regulations;
- 2) Conduct training and awareness raising activities for staff; and
- 3) Monitor the situation carefully.

D. Protective & Remedial Action

Retaliation is a matter of serious concern, particularly in cases where the alleged harasser is of superior rank. Employers should make an effort to ensure confidentiality during the investigation and protect the complainant. As part of the follow-up measures, the official responsible for overseeing harassment within the office should periodically check up on the complainant to ensure that no adverse actions have been taken.

In cases where the victim of harassment has suffered a loss as a result of the harassment, such as a demotion, a denial of a promotion or monetary loss arising out of a denial of employment related benefits, it is appropriate to restore the victim to the position he/she would have been in had the harassment not taken place. Additional remedial measures might include:

- I. Requesting an apology from the harasser;
- II. Restoration of sick or annual leave taken because of the harassment;
- III. Enterprise management should consider granting additional sick leave in cases of harassment where an employee requires trauma counseling;
- IV. Removal of negative evaluations from the personal file of the harassment victim that arose as a result of the harassment;
- V. Reinstating the victim if his/her employment was wrongfully terminated;
- VI. Review of the treatment and employment decisions affecting the complainant and witnesses to ensure that such treatment or decisions are not retaliatory in nature;
- VII. Compensation for losses such as medical expenses.

Where the complaint is found to be unjustified, an appropriate remedy should be granted to the accused person if there has been any loss suffered by such person.

EVALUATION & MONITORING

1. The enterprise should instruct supervisors and managers to take all complaints of harassment seriously, whether or not they conform to the enterprise's complaints procedure.
2. The enterprise should monitor supervisors and managers to ensure that they comply with the enterprise harassment policy.

3. Responsible officers should develop annual reports for employers/management on the number and types of complaints that were raised, the manner in which they were dealt with and recommendations flowing from this data, for policy revision and training.
4. The enterprise should regularly evaluate the effectiveness of the existing mechanisms for preventing and handling harassment at the workplace.

The results of the settlement of a harassment case can be used as a basis for workers who want to pursue termination of work with the institution authorized in handling industrial relation dispute settlements.

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