

# ***HANDOUT***

## **Gender Mainstreaming Assessment Tool**

### **UNDP Country Offices**

**COUNTRY OFFICE:** \_\_\_\_\_

This document is designed for creating a baseline assessment of the gender mainstreaming capacity of a Country Office. Space is provided for review on a semi-annual basis. Please refer to the response key provided below, combining responses from both columns when appropriate (e.g., Y, FW or Y, NF).

**Response key**

Y=Yes  
 N = No  
 ID = In Development  
 UA=Unable to answer

F = Functioning  
 FW = Functioning Well  
 NF = Not Functioning

| <b>General</b> |   | Current  | 06/02 | 12/02 | 06/03 | 12/03 | 06/04 | 12/04 |
|----------------|---|--|-------|-------|-------|-------|-------|-------|
| A              | 1 | Policy Document on Gender Mainstreaming at CO exists.  |       |       |       |       |       |       |
|                | 2 | Gender Mainstreaming Policy is operational.  |       |       |       |       |       |       |
|                | 3 | Strategy document on Gender Mainstreaming at CO exists.  |       |       |       |       |       |       |
|                | 4 | Gender Mainstreaming Strategy is operational.  |       |       |       |       |       |       |
|                | 5 | Advisory Group on Gender Mainstreaming is active (task force, steering committee, etc.).   |       |       |       |       |       |       |
|                | 6 | Linkage between CO and Regional Bureau Focal Point is strong.  |       |       |       |       |       |       |
|                | 7 | Staff as a whole are familiar with the provisions of the following documents:<br>a) UNDP Gender Balance in Management Policy;<br>b) UNDP Guidance Note on Gender Mainstreaming;<br>c) Beijing Platform for Action;<br>d) Beijing +5 Political Declaration and Outcome Document<br>e) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). |       |       |       |       |       |       |

|   |   | Current  | 06/02 | 12/02 | 06/03 | 12/03 | 06/04 | 12/04 |
|---|---|--|-------|-------|-------|-------|-------|-------|
| B | 1 | Senior management are aware of UNDP's gender priorities and strategies.  |       |       |       |       |       |       |
|   | 2 | Professional staff are aware of UNDP's gender priorities and strategies. |       |       |       |       |       |       |
|   | 3 | Responsibility for gender mainstreaming is shared by all staff.          |       |       |       |       |       |       |

### Programming

|   |   |   |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|
| C | 1 | Sex-disaggregated data is included in situation analyses and programming documentation prepared by or for the CO.         |  |  |  |  |  |  |
|   | 2 | Gender issues linked to the available data are highlighted and addressed in discussions of the documents.                 |  |  |  |  |  |  |
|   | 3 | Gender aspects of project/programme activities are included in the agendas of TPRs and other review meetings.             |  |  |  |  |  |  |
|   | 4 | Staff are regularly briefed on gender- matters.   |  |  |  |  |  |  |
|   | 5 | Staff are proactive in identifying opportunities for gender mainstreaming.  |  |  |  |  |  |  |
|   | 6 | A monitoring system is in place for ensuring the implementation of gender mainstreaming across country office activities. |  |  |  |  |  |  |

### External Relations

|   |   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| E | 1 | Senior management are aware of gender priorities and strategies of development partners, particularly donors.              |  |  |  |  |  |  |
|   | 2 | Professional staff are aware of gender priorities and strategies of development partners, particularly donors.             |  |  |  |  |  |  |
|   | 3 | Senior management pursue gender mainstreaming initiatives with donors, presenting gender-related data as proposal support. |  |  |  |  |  |  |

|   |   |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|
| 4 | Gender goals of UNDP and development partners are regularly discussed at inter-agency meetings.       |  |  |  |  |  |  |  |
| 5 | UNDP and development partners undertake joint action on gender issues.                                |  |  |  |  |  |  |  |
| 6 | CO staff attending meetings with government officials raise gender issues relevant to meeting topics. |  |  |  |  |  |  |  |
| 7 | CO staff attending meetings with NGO colleagues raise gender issues relevant to meeting topics.       |  |  |  |  |  |  |  |
| 8 | Local media are made aware of UNDP's gender goals and priorities.                                     |  |  |  |  |  |  |  |
| 9 | Local media are made aware of the CO's gender activities.   |  |  |  |  |  |  |  |

### Staff Recruitment and Development

|     |  |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|--|
| F 1 | All CO staff TOR include gender mainstreaming as a component.      |  |  |  |  |  |  |  |
| 2   | All mission TOR include gender mainstreaming as a component.       |  |  |  |  |  |  |  |
| 3   | CO staff receive phased training in gender mainstreaming.          |  |  |  |  |  |  |  |
| 4   | CO meetings are conducted in a democratic and consultative manner. |  |  |  |  |  |  |  |
| 6   | Meeting tasks rotate (chair, minute-taking, time-keeping).         |  |  |  |  |  |  |  |
| 7   | Men and women are equally heard at meetings.                       |  |  |  |  |  |  |  |

# ***HANDOUT***

## **Steps to Take Against Sexual Harassment**

### **If You Are Being Sexually Harassed**

The important thing to know is that being sexually harassed is not your fault. Everyone has a right to a work environment free from harassment.

#### **1. Approach the harasser**

Surprisingly often - some experts say up to 90% of the time - this works. It is important to be assertive and to communicate your boundaries.

(a) *Clearly and firmly tell the Harasser "no"*. Inform the harasser that his or her attentions are unwanted. Make clear you find the behaviour offensive. For example, "It makes me uncomfortable when you rub my shoulders, please do not do this."

(b) *Put it in Writing*. Tell the person what conduct you find offensive and what action you will take if it continues. For instance, "I find your sexual jokes offensive, I consider these to be sexual harassment and I will file a complaint if you continue to tell them to me." Date and sign the letter, keep a copy and have a witness watch you give it to the offender.

(c) *Involve a Third Party*. Request assistance from another person. Ask someone else, who you trust, to talk to the harasser, to accompany the victim or to intervene on behalf of the victim to resolve the conflict.

#### **2. Document your Interaction**

This is extremely important. This documentation should include times and dates of interactions, what was said, done or implied, and the names of witnesses, if there were any, how your physical condition has changed as a result of this behaviour (sleeplessness, weight loss/gain ...etc.), what, if anything, you did about it at the time and after. Keep lewd cards, notes, presents and (email) messages.

You should also document any expenses incurred as a result of the harassment including medical expenses, phone bills, travel or any other expenses you incur as a result of having to deal with the stress of being the victim of harassment. Any documentation you have will be useful should you have to make a formal complaint.

### **3. Get emotional support from others**

Confide in a trustworthy co-worker, friend or family member. Challenging someone on an accusation of sexual harassment can be a very stressful process. Often people will try to discredit the victim or say that s/he is blowing the situation out of proportion. Remember that you are not doing anything wrong. You do not need to put up with the harassment.

### **4. Document your work**

Keep copies of performance evaluations and memos that attest to the quality of your work. The harasser may question your job performance in order to justify his or her behaviour.

### **5. Look for witnesses and other victims**

You are probably not the first person who has been mistreated by this individual. Ask around. You may find others who will support your charge. Two accusations are much harder to ignore. Finding that others understand what you are going through can make dealing with the harasser easier as you will have support and you are more likely to be believed and taken seriously.

### **6. Explore the available channels in the organisation**

Find out the organization's policy and the grievance procedures available to you. Remember that your supervisor/ employer has a legal obligation to respond to your complaint.

### **7. File a legal complaint**

If the problem cannot be satisfactorily resolved within the organization you can seek a legal remedy.

Remember to do what is right for you. Be sure to make an informed choice before making your decision... but do take action! Sexual harassment does not go away by ignoring the problem.

## IF YOU ARE WITNESS TO SEXUAL HARASSMENT

- **Speak Up:** inform the harasser that his/her actions may be perceived as sexual harassment
- **Support the Victim:** provide comfort and assurance to the victim
- **Report the Incident:** talk to appropriate persons within the department, or to the Ombudsperson or Personnel Officer.

Generally, it is important for the person, whether the victim or observer, to seek advice in determining if what they are experiencing is sexual harassment. Seeking advice can also provide information on how to keep what are initial overtures from developing into harassment.

## IF YOU ARE THE SUPERVISOR

Employers must provide for their staff an environment free from harassment. Once an employer/supervisor is aware that harassment is occurring s/he must take steps to put an end to it and to deal with the situation.

### 1. Take Allegations Seriously

Listen to the allegations carefully. Get as many specifics as you can, find out what happened, when it happened, ask if there were any witnesses. You must show empathy, yet remain neutral. From your perspective, the incident may seem unimportant or the employee may appear to be over sensitive. You may know the alleged harasser and believe the action or remarks to have been made in fun or not intended to harass. Remember that it is not the intent of the remark or action, it is the impact that it has on the victim.

### 2. Take Immediate Action

All complaints must be addressed. Conduct your inquiry promptly.

- Document the complaint with dates, times, places, names and quotes. After hearing the complainant's story, repeat relevant facts so that the complainant can correct any mistakes and can be assured that the incident was understood properly. Ask the complainant if there is anything you forgot to ask or they wish to include.
- Discuss the alternatives with the complainant. Tell the complainant how and when you intend to follow up with the complaint and thank them for coming forward.

- Report the information to the appropriate manager, Ombudsperson or Personnel Officer.
- Investigate the complaint. Get the alleged harasser's account of what happened. Also speak to any witness who have been named. Document the meetings.
- If it is determined that sexual harassment has occurred, the organization must take immediate and appropriate corrective action. At this time, it might also be advisable to reissue the organization's policy and conduct sexual harassment training for all employees.
- It is important to conduct a thorough inquiry, do not discuss the matter with anyone who does not have a need to know. These are often sensitive issues, do not become part of the office rumour mill.
- If the employee tells you that they don't want you to do anything, you must inform them that it is your responsibility to look into the matter and take corrective action. Failure to take immediate and appropriate action can lead to the conclusion that you supported or condoned the behaviour.
- Keep in mind that in cases involving sexual harassment, the courts and the American EEOC, for example, look at two things: "What happened?" and "What did management do when they became aware of the situation?"

### **3. Pay Attention to the Work Environment**

Be on the alert for off-coloured remarks, jokes or inappropriate behaviour. If you see or hear something that could contribute to a hostile work environment - do something to stop it! Don't wait for the employee to complain.

### **IF YOU ARE THE HARASSER:**

Those accused of sexual harassment are often surprised to learn how their behaviour is perceived by those who feel victimized by such behaviour.

- Review your attitudes and actions toward others. Examine how others respond to what you do and say. Is your behaviour sex-neutral and bias-free?
- Consider the impact you have on other's attitudes toward their work, education, and self-esteem.
- Imagine yourself a victim of unwelcome sexual attention by someone (for example, someone who has control over your career or livelihood).

- Do not assume your colleagues, peers or employees enjoy sexually oriented comments about their appearance, or being touched or stared at.
- Do not assume that others will tell you if they are offended or harassed by what you say or do.
- Be aware of other's feelings and responses to sexual harassment. Could your behaviour cause others to experience the vulnerability, powerlessness and anger described by victims?

Sexual harassment: Your feelings are important

People who have been sexually harassed experience many different feelings including anger, humiliation, anxiety, guilt and/or depression. Your feelings are important.

- Trust your feelings. If you are being sexually harassed, the first step is to take yourself seriously. Remember you do have options.
- Take one step at a time. It's easy to feel overwhelmed.
- If you are frightened by your harasser's possible actions, take those feelings seriously. Do not ignore these feelings. If you feel threatened, you need to take action.
- If you are feeling emotionally distressed, it may help to talk about your feelings. Seek emotional support and validation, as well as feedback from people you trust. Talking to a friend or a counselor might help you figure out what options you have and what you need to do for yourself.
- It is common to experience physical symptoms caused by harassment such as headaches, loss of appetite, gastrointestinal disorders, weight loss or gain, inability to sleep, and crying spells. Take care of yourself and seek medical attention if necessary.

**Sexual Harassment Checklist**

- Was the behaviour or innuendo sexual in nature?
- Was the behaviour unwelcome?
- Does the behaviour create a hostile or offensive work environment?
- Have sexual favours been demanded, requested or suggested especially as a condition of employment or career and job success?



## **Session 10: Gender in practice: How to walk the talk**

### **Case study groups**

The following scenarios are fictitious, although not unrealistic. They were developed by UNDP/UNIFEM/UNV Gender Specialists in the Mekong region in 2000 for training UN staff. They have been used in three UN Country Offices and have elicited a great deal of constructive discussion from UN staff. Controversial and challenging issues may arise from these case studies, hence a skilled facilitator is required to monitor group work. Divide the participants into equal groups to read the scenario and discuss the questions. The groups should select a rapporteur to report back to whole group.

#### **FEMALE SUPERVISOR**

You are a woman working as an ARR in a UN office. You are one of the most senior staff in the office. You find your work really interesting and you have a lot of experience from other developing countries. You are very well qualified to do your job.

You have been in the country for 6 months and have been learning the language and about the culture successfully. A new male JPO has recently arrived in the office. He is younger than you and this is his first experience in working in a developing country. He will work in your project for two years and you will be his closest supervisor.

Soon you start to feel yourself discriminated by your male counterparts. For example, at an official dinner with the National Project Team, the new JPO is toasted first. He is also seated in the place of honour next to the Government officials. Little by little you start to feel isolated and you notice that the questions are all directed towards the JPO. You start to feel uncomfortable and angry, but you say nothing during the dinner.

You think about the issue over the weekend.  
Why do you think this behaviour has developed ?  
On Monday you have decided to do something about it.  
What would you do in this situation ?

## **PUBLIC ADMINISTRATION**

Good governance is increasingly recognized as key to sustainable human development. Recently the government has undergone restructuring - reorganizing ministries, creating new agencies and public organizations. Considerable work remains in building appropriate management and administrative frameworks, and creating new decision-making and accountability structures.

Public administration reform receives support from UNDP with a project to modernize civil service management practices. UNDP has placed an UNV Administration Specialist to work for the project. One of his / her tasks is to help the Government to prepare an overall strategy for governance and administrative reform to make it more suitable for present needs.

The given project component is considered to be so complicated that it has been decided in the project formulation stage that examples from abroad need to be sought. Models for public administration reform are sought from New Zealand and United Kingdom.

UNV is helping the government officials to plan these study tours asking the respective ministries to appoint their representatives. To her / his dismay all the nominated officials are males. The UNV finds this hard to believe since about 30 percent of the people working for different ministries are women. When the issue is addressed with the government counterpart he tells the UNV that the government was unable to identify qualified female candidates for these study tours.

You as the Programme Officer at UNDP responsible for the project are contacted by the UNV to develop a plan to get women included in the study tours. What does this plan include and how will it work in addressing the problem ?

## DRIVERS

From the administrative point of view UN staff seems to be expanding rather rapidly. The increase of staff means that there is a growing need for transport. This has led to a purchase of more vehicles. Having more vehicles means that more drivers are needed.

An advertisement is placed to local newspapers stating the qualifications for the new driver.

UN agency is looking for a driver that:

- possesses a driver's license
- has at least three years of experience for working as a driver
- has an accident free driving record
- has a good working knowledge of English
- has excellent command of traffic rules.

Over 30 applications are received. A UN committee is set up to select the best candidate for the job. This committee consists of two national staff and one international staff member.

Three candidates are chosen for the short list. Two of them are men and one is a woman. All of the short listed candidates have plenty of work experience and an accident free driving record.

The short list is submitted to Local Contract's Committee that you are a member of. You know that according to UN policy female candidates are strongly encouraged to apply and you also know that there are no female driver's at UN. However one of you colleagues on the Local Contract Committee does not believe a woman should be employed. They consider it would be too hard for the woman to work with the group of male drivers and commit to the hours required.

What would you do/say and why?

## **MICROFINANCE**

The United Nations is assisting the government to create more income generating activities in the rural areas.

In the villages women and girls are traditionally engaged with handicraft production. One of the ideas is to provide micro credits for village women to enable them to develop the handicraft sector. The UN has placed an adviser to work on the micro credit scheme helping women to apply for micro credit and assisting them in making pay back schedules. You are working as a Programme Officer / Assistant for this project at the UN office.

Everything is going well at first. Women are buying new handlooms and a joint motorbike to better reach the markets in neighboring towns. You are getting really excited and expect that very soon the school attendance of the girls will be higher since they don't have to help their mothers as much with weaving as before due to the new and better handlooms. You think that very soon the profits from the handicrafts will start to rise for the village women.

After few months on your field visit you notice, to your dismay, that none of your expectations are materializing as far as women and girls are concerned. Girls are not attending school and you cannot see any improvement in village women's lives even though they produce and sell more of their handicrafts. Instead the lives of the village men are improving. The adviser working for the project is reporting to you that the men borrow the motorbike quite frequently and travel to neighboring towns quite late at night and only come back the next morning.

What has gone wrong with the project and what can you do about it as a Programme Officer / Programme Assistant?

## **PUBLIC ADMINISTRATION**

You are working on a project that is based within a government department. The project team is working well together, you like your national colleagues, and the National Project Director is very good. You feel you are able to raise issues that arise, but are still aware that this must be done in the "right way" so as not to risk the good relationships already established.

One of the key project outcomes is capacity building. There fore, there are many training courses and workshops, as well as some overseas missions and study courses. There are always many people wanting to attend, and always a limited number of places.

The project is now assisting the government to plan the next round of training and study tours. The project has asked the respective ministries to appoint their representatives, and when the lists come in all the nominated officials are males.

This concerns you, as you know that gender equity should be part of every project. You look up the files of previous missions and discover that the project has never sent a woman on overseas training or mission.

As well, you know that study tours and overseas training are pre-requisites for other opportunities in the future: by not attending training now, women are less likely to have access to promotions, etc.

You decide to 'test the water' by casually discussing the issue with your colleagues. From their responses you realize the issue needs to be explained, and reasons for including more women carefully presented.

1. What do you think the 'issue' is? Could there be more than one issue?
2. What might be some of the reasons given for why it is not suitable to send women overseas?
3. What could be the responses to these reasons ? How do you respond to the comment 'it is the culture in this country' ?
4. You know that it will be your national colleagues who will have to go back to other ministries to explain that women need to be nominated. How does this influence your actions?

## **IRRIGATION**

In the past larger irrigation schemes were managed by the state. This is not the case anymore since the responsibility of the irrigation schemes is being transferred to farmers. One of the UNDP projects is assisting the government in decentralizing the management responsibility of the irrigation schemes to its primary users, the farmers. Women and men participate equally, though in different roles, to farming activities.

Irrigation is an important means for farmers to secure stable rice production and to increase income for additional crops. The main activity of the project is to train farmers in their new role and, thereby, create improved and sustainable irrigation. Sustainable use of irrigation schemes requires improved technical and management skills at the farmer's level.

The project is supposed to follow a participatory approach and thus the farmers are to be actively involved in identifying their own problems and needs. UNDP has placed an irrigation specialist to the project and one his/her tasks is to design and conduct workshops for farmers on new irrigation techniques.

The specialist observes that women work in the rice fields as much as men do. However women never attend the workshops that s/he has carefully designed. As a programme officer you find this really confusing and you want to find out more about the situation.

What additional information do you want and how do you think this information can be obtained? What obstacles do you think the project and the specialist are facing and what do you think can be done to improve the situation?



## Session 11: Where to from here

This session should be quite informal and draw from people's needs and visions for gender mainstreaming in the office and their work for the future. A few key questions should be considered with responses written on chart paper, or recorded for documentation and follow up.

Suggested Questions could include:

1. What immediate follow-up is required for staff to be supported in gender mainstreaming work?
2. What human/ financial/ senior management/headquarters support is necessary, or would be useful, to support this work?
3. What are the major obstacles to this work and how can they be overcome?
4. What are the major sources of support/ alliances in this work that need to be developed or further enhanced?
5. What long term planning is needed by the office to ensure the sustainability and accountability on gender mainstreaming issues and implementation?

Discussion of the group could then focus on the development of recommendations from participants that could be presented to the Resident senior management/ personnel/ finance/ and /or UNDP Headquarters. These could be developed on chart paper, then typed and sent to the appropriate personnel.

The table below *Operationalizing Gender In UNDP Field Offices* could be used in this session as a resource to prompt or increase informed discussion.

The current UNDP Policy in gender can be found at the following web site:

<http://www.undp.org/gender/policies/>



## ***HANDOUT***

### **OPERATIONALISING GENDER IN UNDP FIELD OFFICES**

Below is a checklist that staff of UNDP field offices can apply to support the mainstreaming of gender in ongoing office procedures.

| RECOMMENDATION  | TO OPERATIONALISE THE RECOMMENDATION   |
|---|--|
| Introduce gender responsiveness into office management plans and the PAR system | <ul style="list-style-type: none"> <li>➤ Examination of gender concerns should become a routine element of PACs. Where possible, gender experts from the NGO community and from national WID machineries should be included.</li> <li>➤ Plans should be modified to include monitoring mechanisms for mainstreaming gender and WID capacity building to ensure accountability</li> <li>➤ Staff should specify goals for mainstreaming gender in individual performance plans.</li> <li>➤ Have generic ToR for the following positions: consultants; policy specialists, gender advisors, project staff, )</li> </ul> |
| Promote equal access of men and women to training opportunities                 | <ul style="list-style-type: none"> <li>➤ All letters addressed to national authorities requesting nomination of candidates for training should signal the importance of including women</li> </ul>   |
| Build an ongoing capacity to support gender interventions                       | <ul style="list-style-type: none"> <li>➤ Develop a roster of national and international gender consultants</li> <li>➤ Collect and/or produce reference material on gender and women and development</li> </ul>   |
| Review personnel policies to ensure that they support the advancement of women  | <ul style="list-style-type: none"> <li>➤ Gender specific data should be collected on:               <ul style="list-style-type: none"> <li>• The recruitment, promotion and decision-making responsibilities of international and national UNDP personnel</li> <li>• The participation of male and female staff members in training in management, programming and administration</li> </ul> </li> </ul>   |

- Representation of men and women on all committees and task forces, including MRGs, PAC's, APNP's, etc.
- Equal access of men and women in recruitment of personnel (experts, consultants, UNVs, etc.) should be supported by ensuring that announcements for job openings specify that women are encouraged to apply.
- Support for introductory and advanced level gender analysis training for all staff should be provided to ensure skill acquisition in mainstreaming women and women's perspectives.

Source: UNDP Programming Through the Lens of Gender

## Session 12: Evaluation and follow up

**Circulate a full list of all participants and their email addresses before everyone leaves the session. This will facilitate ongoing network and support.**

Handout the following form to participants to complete and return before they leave the session. This form was originally developed by Sarantuya Mend for the UNDP gender mainstreaming training in Mongolia.

### EVALUATION OF THE WORKSHOP

1. What have been the most beneficial aspects of this workshop?  
.....
2. What have been the least useful?  
.....
3. Do you feel confident that you will be able to apply the gender analysis method at all stages of your work?  
  
If yes, please give details.....  
  
If no, please explain the constraints.....
4. Do you feel that you will receive adequate support from senior management to address the problems that have been identified in this workshop?  
  
[ ] yes [ ] no Explain.....
5. Did you find the workshop [ ] too long [ ] the right length or  
[ ] too short?
6. Have you found group work useful during this workshop? [ ] yes [ ] no  
  
Explain.....
7. What further training would you require to ensure that you can effectively integrate gender into your work? How should this training be organised?

## **Annex 1: *HANDOUT***

### **References for on-line web sites for gender mainstreaming tools from development agencies/organisations**

#### **On-Line Resources**

Useful in-line resources for tailoring this training to specific Country Office needs can be found at the following websites:

#### UN AGENCIES

##### **Food and Agriculture Organization (FAO)**

FAO Socio-Economic And Gender Analysis Programme (SEAGA)

<http://www.fao.org/sd/seaga/>

The Socio-economic and Gender Analysis (SEAGA) Programme was established to promote gender awareness. FAO, the ILO, the World Bank and UNDP initially undertook the development of the SEAGA materials. This includes handbooks at a field level, intermediate level and macro level with guides in the areas of the project cycle, irrigation, household resource management, micro finance and socio-economic and gender analysis in emergency situations.

##### **INTERNATIONAL LABOR ORGANISATION (ILO)**

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm>

International Labour Organization/ South-East Asia and the Pacific Multidisciplinary Advisory Team (SEAPAT) Online Gender Learning & Information Module

<http://www.ilo.org/public/english/region/asro/mdtmanila/gender/index.htm>

ILO and SEAPAT Gender Mainstreaming: A How to Manual

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit5/refsrurl.htm>

Tools for mainstreaming gender concerns for rural women

<http://www.ilo.org/public/english/bureau/program/eval/guides/gender/>

Guidelines for the Integration of Gender Issues into the Design, Monitoring and Evaluation of ILO Programmes and Projects. This site includes four checklists:

[Checklist 1: Gender considerations in summary project outlines, \(SPROUTs\) and programme documents](#)

[Checklist 2: Gender considerations in progress review reports](#)

[Checklist 3: Gender considerations in self-evaluation reports](#)

[Checklist 4: Gender considerations in terms of reference \(TORs\) for independent evaluation missions](#)

[http://www.ilo.org/public/english/region/asro/bangkok/paper/manu\\_tra.htm](http://www.ilo.org/public/english/region/asro/bangkok/paper/manu_tra.htm)

Site includes the Manual for Trainers: Entrepreneurship Development for Women

UNITED NATIONS

<http://www.eclac.cl/mujer/proyectos/perfiles/inventory.htm>

**TASK-FORCE ON TOOLS AND INDICATORS FOR GENDER IMPACT  
ANALYSIS, MONITORING AND EVALUATION**

United Nations Interagency Meeting on Women and Gender Equality

**INVENTORY OF GENDER INDICATORS AND TOOLS AVAILABLE IN  
THE UNITED NATIONS SYSTEM**

At the sixth meeting of the Inter-Agency Meeting on Women and Gender Equality (IAMWGE) (New York, 27 February to 2 March 2001), as manager of its Task Force on tools and indicators for gender impact analysis, monitoring and evaluation, the ECLAC was entrusted to provide the members of IAMWGE with an inventory of activities, by type and actor, with regard to make gender indicators available for policy making, by looking at indicators from a user's perspective.

The inventory was constituted on the basis of a questionnaire that was sent to all the IAMWGE members, in addition to an extensive search that was carried out through the electronic web. Tools include technical guides to produce gender indicators, information on the primary sources of information used in the building of indicators, and principal means of dissemination - like statistical databases and publications. The information on gender indicators is organized following the main gender issues.

[Tools on statistics and indicators on gender issues offered by United Nations bodies](#)

[United Nations main publications containing gender indicators](#)

[United Nations statistical databases with gender indicators](#)

[Agencies of the United Nations that calculate and/or disseminate gender indicators, by main areas of interest and source of information](#)

Gender indicators in main areas of interest, by agencies and specific statistical databases in Internet:

[Population](#)

[Education](#)

[Health](#)

[Households, marital status and fertility](#)

[Work and income](#)

[Poverty](#)

[Women in power and decision-making](#)  
[Reproductive Health](#)  
[Violence](#)  
[Gender Website addresses of United Nations organizations](#)  
[Resources in Internet on primary sources of data, by country and year](#)

## UNITED NATIONS DEVELOPMENT PROGRAMME

<http://www.undp.org/gender/>  
UNDP Gender in development home page

<http://www.undp.org/gender/resources/>

This is a guide to some of the key print and electronic information resources on gender and development issues available from UNDP's Gender in Development Programme. Links are also provided to publications from other UNDP divisions and from other partner agencies and organisations.

[http://www.undp.org/gender/capacity/gm\\_info\\_module.html](http://www.undp.org/gender/capacity/gm_info_module.html)

UNDP gender mainstreaming leaning and information pack. The Series includes the following documents that can be downloaded in Word or PDF formats.

- [Overview of the Series](#)
- [Gender Mainstreaming](#)
- [Project and Programme Cycle Entry Points for Gender Mainstreaming](#)
- [Developing a Country Office Gender Mainstreaming Strategy](#)
- [Gender Analysis](#)
- [Information, Communication and Knowledge Management](#)
- [Process Management and Advocacy Skills](#)

This Information Pack provides summary information on the gender mainstreaming dimensions of the planning cycle, on formulating UNDP programmes and projects, on the logical, results-based chain of project design, and project and programme indicators. It provides examples of effective gender mainstreaming in planning documents, and information on the gender dimensions of development themes such as poverty, governance, human rights, peace building and information technology. The Information Pack also provides tested case studies in five areas – governance (local government and judicial training), poverty and sustainable livelihoods, human rights, post-conflict demobilisation and a community-based water project. This Information Pack has been used as the basis for discussions of issues related to UNDP's Strategic Results Framework (SRF), and Results-Oriented Annual Report (ROAR).

## UNIFEM

UNIFEM Gender mainstreaming Resources:

[http://www.unifem.undp.org/main\\_res.htm](http://www.unifem.undp.org/main_res.htm)

## WOMENWATCH

<http://www.sdn.undp.org/unifem/list.html>

The good practices database is a project of the Inter-Agency Committee on Women and Gender Equality (IACWGE), coordinated by UNIFEM and with the participation of UNDP, UNFPA, UNICEF, and HABITAT. More than 20 UN organizations have contributed. The criteria for selecting the good practices in the collection have been developed through consultation with the members of the IACWGE, which has representation from the majority of UN organizations and departments.

### **Other development agency gender analysis/training sites**

## ASIAN DEVELOPMENT BANK

<http://www.adb.org/Gender/checklists.asp>

ADB checklists for ADB staff and consultants in sectoral areas of health; education; urban development and housing; water supply and sanitation; and agriculture. These checklists provide a step-by-step guide to promote and ensure gender inclusiveness of ADB financed projects; a guide for users through the various stages of the project cycle in identifying the main gender issues and designing appropriate strategies and components to respond to gender concerns; sample terms of reference for the conduct of social and gender analysis, and case studies of ADB projects to demonstrate good practice.

[http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Health/default.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Health/default.asp?p=gencheck)

Gender checklist: Health

[http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Education/default.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Education/default.asp?p=gencheck)

Gender checklist: Education

[http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Urban/default.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Urban/default.asp?p=gencheck)

Gender checklist: Urban development and housing

[http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Water/default.asp](http://www.adb.org/Documents/Manuals/Gender_Checklists/Water/default.asp)

Gender checklist: Water supply and sanitation

[http://www.adb.org/Documents/Manuals/Gender\\_Checklists/Agriculture/default.asp?p=gencheck](http://www.adb.org/Documents/Manuals/Gender_Checklists/Agriculture/default.asp?p=gencheck)

Gender checklist: Agriculture

## WORLD BANK

World Bank GenderNet

<http://www.worldbank.org/gender/resources/index.htm>

### (1) Agriculture

<http://www.worldbank.org/gender/module/Index.htm>

Gender in Agriculture: A World Bank Learning Module

This learning module is a product of the World Bank's Gender Group in the Poverty Reduction and Economic Management Network. It is the first in a series of learning modules created for World Bank staff who are interested in learning the what and how of incorporating gender issues into their work. Each learning module in this series focuses on a particular sector of operation. This module has particular reference to the agriculture sector.

<http://www.worldbank.org/gender/module/tools/exercise/needs.htm>

An outline of a gender needs assessment in the sector of agriculture

<http://www.worldbank.org/gender/module/tools/terms.htm>

Generic terms of reference for gender analysis in agriculture

### (2) Transport

<http://www.worldbank.org/gender/transport/Tools/tools.htm>

Gender and Transport Tools for task managers, planners and researchers  
This section offers a set of tools to assist transport task managers, planners and researchers in the identification, design, implementation and evaluation of gender sensitive transport projects, programs and policies.

Section 1 research and planning tools: presents participatory planning methods and gender sensitive tools for data collection and analysis. Numerous examples of survey methodologies are included from Africa, Asia and Latin America. Section 2 presents a gender sensitive monitoring and evaluation system. Section 3 includes two “Do it yourself” packages designed to provide practical step-by-step guides for task managers wishing to design a gender sensitive bicycle and intermediate means of technology components for their transport projects. Section 4 includes PowerPoint presentations covering most of the material covered in the first three sections. [Last updated: 01/25/02]

### (3) Social assessment

<http://www.worldbank.org/gender/assessment/wigtools.htm>

Site that illustrates ways to integrate gender into social assessment tools.

Canadian International Development Agency (CIDA)

CIDA Gender website has a link on gender training at:



[http://www.acdi-cida.gc.ca/cida\\_ind.nsf/190b93d3dd8b654a8525677e0073a278/8a3c972caad7d1bb852568fc006757a5?OpenDocument](http://www.acdi-cida.gc.ca/cida_ind.nsf/190b93d3dd8b654a8525677e0073a278/8a3c972caad7d1bb852568fc006757a5?OpenDocument)

To make the knowledge and tools more accessible, CIDA launched a computer-based tool in 1997. In January 2002, CIDA replaced the 1997 CD-ROM with an online, interactive, learner-centered course on gender equality.

### Gender and Development Training Center, the Netherlands

<http://www.gender-training.nl/>

In the profile you will find general information on the Centre, its background, aims, activities and staff. The link button provides various links relevant for starting a search in the field of training, gender and development.

### Commonwealth Secretariat

Gender Training Resources Collection

A demonstration web-based collection of gender mainstreaming capacity support material from the United Nations and Commonwealth systems - 1990's to 2000

<http://www.col.org/genderresources/>

### Siyanda

<http://www.siyanda.org/>

This resource is an online database of gender information and materials. It is organized in broad categories, and types of material to make searching easier. Each document is summarized, and key documents have a long summary including findings and recommendations for implementation

## **Annex 2: Example of a 1-day training from Uzbekistan**

### **GENDER SENSITIZATION TRAINING SESSION FOR UNDP OFFICE AND PROGRAMME STAFF IN UZBEKISTAN**

**Objective:** *The generic aim of gender training is to introduce the basics of gender concept to UNDP Office and Programme staff, to increase awareness and reduce the gender bias which informs the actions of individuals.*

09.00 – 10.30 **Session I: Understanding of Gender**  
Definition of the term ‘gender’; difference between “gender” and “sex”. Attributes to gender. Gender stereotypes. Gender as a category of analysis: Productive and Reproductive work; Triple role of women (discussion on types of community activities); Practical and Strategic Gender needs; Access and control over resources.  
*Brief presentation followed by Q&A; discussions; work in small groups : “Twenty four hours exercise”, “Farmer goes to the doctor” (role play).*

10.30 – 11.00 Coffee-break

11.00-12.30 **Session II: Overview: Gender Aspects of Democratisation.**  
Gender division of labour and access to power in historic context; history of women’s movement; feminism and neo-feminism; soviet policy towards women and gender issues in countries in transition. International women’s movement. UNDP Gender policy.

**12.30-13.30 Lunch**

13.30–14.15 **Session III: Gender in Uzbekistan**  
*Gender disparities in Uzbekistan. Legal framework and international obligations. Experiences of national machinery and NGOs.*

14.15-14.30 Break

14.30-15.30 **Session IV: Gender Issues at work place**  
“Affirmative action” and policy for equal rights and opportunities. What is gender-based violence? Sexual harassment.

15.30-16.00 Concluding remarks, evaluation and recommendations for future.

## **Annex 3:** **Example of a 3-day training from UNDP RBEC**

### **GENDER MAINSTREAMING WORKSHOP**

#### **Almaty, 27-29 June, 2001**

This workshop is designed to be “hands-on” and participatory. As most participants will already be well acquainted with the “theory” of gender mainstreaming, the main objective of the workshop is to equip UNDP staff and counterparts with concrete knowledge, tools and strategies to implement gender mainstreaming in practice. All sessions demand active involvement from participants, who will be provided with various opportunities to discuss and strategise on specific gender mainstreaming challenges that they face in their daily work.

#### **DAY 1: June 27**

#### **GENDER MAINSTREAMING AND THE PROJECT/POLICY CYCLE**

##### **9:00 – 9:45 Introduction to the Workshop: Opening Remarks and Welcome:**

*Mr. Fikret Akcura, Resident Representative, UNDP Kazakhstan (10 min)*

*Ms. Aitkul Samakova, Equality Minister of the Republic of Kazakhstan. Presentation on the situation as regards gender in Kazakhstan (20 minutes)*

*Ms. Astrida Neimanis, Acting Regional Advisor on Gender, UNDP RBEC RSC (5 minutes)*

##### **9:45 – 10:45 Gender Mainstreaming – Obstacles and Opportunities**

*Brief introductions of participants; Ice-breaker & participants expectations of the workshop.*

*Identification of the obstacles that practitioners face in implementing “gender mainstreaming,” while also highlighting what and where are the best opportunities for putting gender mainstreaming into action.*

##### **10:45 – 11:15 Coffee Break**

##### **11:15 – 11:45 The Evolution of Gender Mainstreaming**

*A review of basic concepts of gender mainstreaming and of varying approaches to addressing women and gender in programmes and policies. Presentation, discussion.*

**11:45 – 12:30 Mainstreaming Gender in the Policy/Programme Cycle  
(Introduction to Part 1 of the Handbook)**

*This session will provide an introduction to the Gender Mainstreaming Handbook and will examine the various entry points for gender mainstreaming in the policy cycle. Focus on “Arguments” for gender mainstreaming. Presentation and discussion.*

**12:30 – 12:40 Country Presentations (Georgia)**

**12:40 – 13:40 Lunch**

**13:40 – 15:30 Gender Analysis - What is the Issue? What to Ask/What to Do?**

*This session examines the various stages of defining/refining “the gender issues” in a given policy or project. Specific attention is paid to commissioning research and gender impact analyses. Presentation/Group Work/Discussion*

**15:30 – 15:40 Country Presentations (Kyrgyzstan, Tajikistan)**

**15:40 – 16:00 Coffee**

**16:00 – 17:30 Monitoring and Evaluation; Targets and Indicators**

*Examination of various types of targets and indicators, and monitoring mechanisms for gender mainstreaming. Presentation, discussion.*

**17:30 – 17:50 Country Presentations (Turkmenistan, Uzbekistan)**

**17:50 – 18:00 Putting it all Together**

*Summary and lessons learned from the day’s work; Daily evaluation*

**DAY 2 – June 28**

**BUILDING SKILLS FOR A SECTORAL APPROACH TO  
GENDER MAINSTREAMING**

**9:00 – 9:30 Introduction to Part II of the Handbook**

*Presentation and Discussion*

**9:30 – 9:40 Country Presentation (Ukraine)**

**9:40 – 11:00 – Using Part II, Examination of Targets and Indicators**

*Group work. Familiarization with structure of Part II, discussion of validity and availability of indicator for “Governance and Participation”*

**11:00 – 11:10 Country Presentation (Russia)**

**11:10 – 11:30 Coffee Break**

**11:30 - 13:00: Gender Budgets**

*Introduction to Gender Budget exercises. Presentation of South African example. Discussion.*

**13:00 – 14:00 Lunch**

**14:00 – 15:00 Case Study: Gender Budgets:** *Participants will be divided into small groups and asked to work through a case study, applying the handbook methodology to real regional situations.*

**15:00 – 15:10 Country Presentation (Belarus)**

**15:10 – 15: 40 Coffee Break**

**15:40 – 17:30 Presenting Your Case and Convincing Others**

*Simulated situations where participants will develop arguments and learn skills to help them “sell” gender mainstreaming to their superiors, journalists, etc.*

**17:30 – 17:50 Country Presentation (Armenia, Azerbaijan)**

**17:50 – 18:00 Summary/Feedback of the day’s work; Daily Evaluation**

**DAY 3 – June 29**

**THE SECTORAL APPROACH: PUTTING IT ALL TOGETHER**

**9:30 – 10:00 Introduction to Case Studies: A Sectoral Approach to Mainstreaming**

*An introduction to group work whereby participants will be divided into groups and asked to apply skills learned in Day 2 to resolve case-studies taken from the region.*

**10:00 – 12:00 Case Studies (Group work)**

*(Participants will have an opportunity to take a coffee break during their group work.)*

**12:00 – 13:00 Presentation of Case Study Outcomes**

**13:00 – 14:00 Lunch**

**14:00 – 15:00 Gender Mainstreaming Strategies**

*Participants, either in country or sub-regional groups, discuss follow-strategies for the implementation of gender mainstreaming.*

**15:00 – 15:30 UNDP Regional Strategy on Gender; Follow-up Strategies – Suggestions and Recommendations**

*Presentation of the present and future plans of UNDP support to gender mainstreaming initiatives in the RBEC region. Discussion on priorities for future regional programme.*

**15:30 – 16:00 Coffee Break**

**16:00 – 17:00 Presentation by UNIFEM Regional Programme for CIS**

This will be an “open session” that will give all participants the opportunity to clarify any questions and seek advice on specific issues and problems.

**17:00 – 17:15: Presentation Skills and Convincing your “Client”** – *presentation by Hugo Karlsson, JPO UNDP Uzbekistan*

**17:15 – 17:30 Closing Session**

*Lessons learned and general feed-back; Evaluation*

Note: This UNDP RBEC workshop was for Gender Focal Points of the CIS region, i.e. people who already had a good working knowledge of gender analysis. This workshop was developed with the specific purpose to introduce the RBEC Gender Mainstreaming Manual.

**A summary of the proceedings of these workshops can be found at the following websites :**

Sub-Regional Workshops on Gender Mainstreaming

Almaty, Kazakhstan 28- 30 June, 2001

[http://www.undp.sk/Reg\\_progs/report\\_kaz.pdf](http://www.undp.sk/Reg_progs/report_kaz.pdf)

Ankara, Turkey 16-18 July 2001

[http://www.undp.sk/Reg\\_progs/report\\_turkey.pdf](http://www.undp.sk/Reg_progs/report_turkey.pdf)

Sigulda, Latvia 22-24 August, 2001

[http://www.undp.sk/Reg\\_progs/report\\_latvia.pdf](http://www.undp.sk/Reg_progs/report_latvia.pdf)