



United Nations  
Educational, Scientific and  
Cultural Organization

**Gender Equality  
eLearning  
Programme**

## **Module 4: Gender-Responsive Budgeting (GRB) and Results-Based Management (RBM) at UNESCO**



### **©UNESCO: Gender Equality eLearning Programme - Acknowledgements**

The contents of this eLearning Programme has been developed by the **Division for Gender Equality** in the Bureau of Strategic Planning throughout the implementation of UNESCO's "Capacity Development and Training in Gender Mainstreaming Programme" launched in September 2005.

**Editors/Lead Authors:**

Saniye Gülser Corat and Lydia Ruprecht

**Research and Drafting:**

Louisa Saoudi, Laura Ramos

**French Translation:**

Louisa Saoudi, Anne Saturno and Patricia Martinache

**Peer Review:**

Florence Migeon, Anatheia Brooks, Jeanne Lawler, Irmgarda Kasinskaite-Buddeberg, FW Russell-Rivoallan, Maki Hayashikawa, Theophania Chavatzia, Kostas Tararas

**Case Studies:**

Division for Gender Equality and Anatheia Brooks

**Instructional Design:**

Bold Type Communications, Inc.

**Voice-over:**

Jason Kent and Cécile Gayet

We gratefully acknowledge content input provided by Maitrayee Mukhopadhyay, Franz Wong and Lina Abouhabib (Royal Tropical Institute - KIT) and Prof. Dr. Aung Tun Thet (United Nations System Staff College) in the first cycle (2005-2007) of the implementation of the "Capacity Development and Training in Gender Mainstreaming Programme".

# Navigating through the Programme

Skip this  
overview  
(171x71)  
(0:00)

## Gender Equality

www.un.org/gender

### MODULE ONE

www.un.org/gender/2012/01/

Slide Title	Status
Welcome	✓
Programme Navigation	✓
Challenges	✓
Leaders' Events	✓
Key Documents	✓
UN2010s Response	✓
Priority Gender Equality	✓
Gender Equality Action Plan	
Roles & Responsibilities	
Key Messages	
Final Remarks	
What To Learn More?	
Thank you	

27/05/2012 11:29 AM

## UN Reform



**New UN Architecture supporting Gender Equality and Women's Empowerment:**

- The President of the UN General Assembly appoints two Ambassadors to facilitate the negotiation around the new institutional arrangements.
- It has been proposed to reinforce the existing institutional arrangements through the consolidation of the gender-specific session.

**The DOCUMENT icon opens a relevant document or the website from which it can be accessed.**

 UN High Level Panel Website  
(see Final Report Paragraphs 45-49)

⏪ ⏩ ⏸

**After completing this module, you will...**



- Have improved your Gender-Responsive Budgeting and Results-Based Management skills so that you can:
  - Formulate workplans (expected results, indicators) that support Gender Equality.
  - Plan effectively and monitor achievements.
- Understand Gender-Responsive Budgeting and Results-Based Management as two mutually reinforcing approaches.

## A word from...

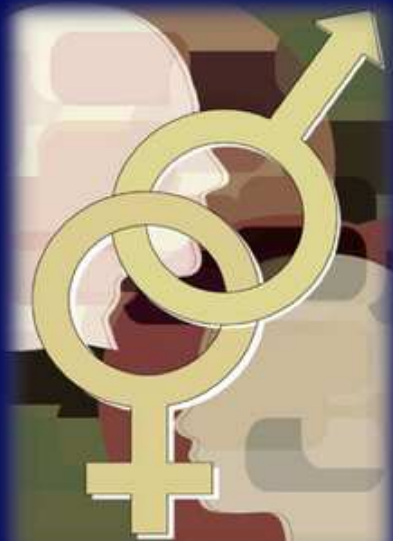
*“...National governments and international organizations also need to adopt gender-responsive budget initiatives. National government budget allocations and public sector expenditures must systematically address gender equality concerns and channel resources where they can achieve the most effective results. International organizations must likewise review their own financial commitments to ensure that gender equality receives the priority it deserves.”*

*Koïchiro Matsuura, Director-General of UNESCO  
International Women's Day 2008*



## Chapter One: Gender-Responsive Budgeting Overview

## Gender-Responsive Budgeting (GRB): Definition



### **What It Is:**

**A methodology designed to:**

- **Mainstream Gender Equality principles into all stages of the programme and budget cycle.**
- **Analyze the impact of any form of public expenditure or method of raising revenues on girls and women as compared to boys and men.**

### **What It Is Not:**

- **A separate budget for women.**
- **A strategy that merely seeks to increase spending on women-specific programmes.**

### **Also known as:**

**Gender Budget ~ Gender-Sensitive Budget ~ Gender Budget Work ~ Gender Budgeting ~ Gender-Aware Budget ~ Gender Budget Initiative ~ Gender Budget Analysis**

## Gender-Responsive Budgeting (GRB): History



- **GRB analysis was pioneered in Australia in the early 90s with a federal government assessment of the budget impact on women.**
- **In 1995, the Fourth World Conference on Women (which provided the Beijing Platform for Action) provided the political impetus that helped accelerate the implementation of GRB.**
- **Since then, GRB initiatives and tools have developed and been launched by women's groups and parliamentary joint committees around the world, on all continents in both the economic North and South, and in emerging economies.**

*(Source: UNIFEM)*



## **Gender-Responsive Budgeting (GRB): History - Beijing**



**GRB grounds its legitimacy in the Beijing Platform for Action, which called for:**

- **A political commitment to make available human and financial resources for the empowerment of women.**
- **The integration of a gender perspective in budgetary decisions on policies and programmes, as well as the adequate financing of specific programmes for securing equality between women and men.**
- **Funding to be identified and mobilized from all sources and across all sectors.**
- **Potential reformulation of policies and reallocation of resources within and among programmes- some policy changes may not necessarily have financial implications.**
- **Possible mobilization of additional resources, both public and private, including resources from innovative sources of funding.**

*Chapter Two:  
Gender Responsive Budgeting at the  
Country Level*

## A word from...

*"If you want to see which way a country is headed, look at the country's budget and how it allocates resources for women and children."*

**Pregs Govender**  
*Member of Parliament, South Africa*



## Gender-Responsive Budgeting (GRB): Why Public Officials Use It



*Because budgets are known to be a reflection of political priorities, dominant values, and power relations...*

- **Gender blind budgeting:**
  - Reproduces gender inequalities and unequal distribution of power between genders.
  - May increase women's vulnerability.
- Studies show that expenditure patterns and the way a government raises revenue have a different impact on women and girls as compared to boys and men, often to the detriment of the former.

## Gender-Responsive Budgeting (GRB): Examples



**Introducing user fees in social services may increase public revenue but it has a social cost because...**

- **User fees typically have a negative impact on women and girls in general, and on poor women and girls, in particular.**
- **When education becomes more costly for families, girls are often the first to be withdrawn from school.**
  - **In Zambia in the early 1990s, after education fees were introduced, school drop-out rates increased, mostly for girls.**
  - **In Kenya, girls were found to be twice as likely to be pulled out of school as boys when families found they could no longer afford school fees.**

*(Source: UNIFEM)*



**Additional Gender Responsive Budgeting Examples**

## Gender-Responsive Budgeting (GRB): Tools You Can Use

**Gender-aware  
Policy Appraisal**

**Gender-disaggregated  
Beneficiary Assessments**

**Gender-disaggregated  
Analysis of the Impact of the  
Budget on Time Use**

**Gender-aware Medium Term  
Macroeconomic Policy**

**Gender-disaggregated  
Revenue Incidence Analysis**

**Gender-aware  
Budget Statement**

**Click each button above to learn more about some of the tools you can use for Gender Responsive Budgeting.**



**UNIFEM Gender Budgeting Brochure**

**NEXT**

## Gender-Responsive Budgeting (GRB): Tools You Can Use

Gender-aware  
Policy Appraisal  
(322 x 66)  
(x:2, y:133)

Gender-disaggregated  
Beneficiary Assessments  
(322 x 66)  
(x:367, y:133)

Gender-disaggregated  
Analysis of the Impact of the  
Budget on Time Use  
(322 x 66)  
(x:171, y:232)

Gender-aware Medium Term  
Macroeconomic Policy  
(322 x 66)  
(x:412, y:231)

Gender-disaggregated  
Revenue Incidence Analysis  
(322 x 66)  
(x:114, y:331)

Gender-aware  
Budget Statement  
(322 x 66)  
(x:459, y:331)

Click each button above to learn more about some of the tools you  
can use for Gender Responsive Budgeting.



UNIFEM Gender Budgeting Brochure

NEXT

## Gender-Responsive Budgeting (GRB): Tools You Can Use



Gender-aware  
Policy Appraisal

- Analysis of the policies and programmes financed by the budget from a gender perspective.
- Gender-disaggregated Public Expenditure Incidence Analysis: an estimate of the distribution or cuts of budget resources among women and men.



## Gender-Responsive Budgeting (GRB): Tools You Can Use



### Gender-disaggregated Beneficiary Assessments

- *Surveys or focus groups designed to reveal how men and women evaluate if public services meet their needs and how existing patterns of public expenditure match their priorities.*

## Gender-Responsive Budgeting (GRB): Tools You Can Use



### Gender-disaggregated Analysis of the Impact of the Budget on Time Use

- *A measurement of the link between budget allocations and their effect on how household members spend their time, from household time use surveys.*

## Gender-Responsive Budgeting (GRB): Tools You Can Use



### Gender-aware Medium Term Macroeconomic Policy

- *To measure the impact of economic policies on women, with emphasis on aggregate fiscal, monetary policies and economic policies designed to promote globalization and reduce poverty.*

## Gender-Responsive Budgeting (GRB): Tools You Can Use



### Gender-disaggregated Revenue Incidence Analysis

- *A measurement of the amount of direct and indirect taxes and/or user fees paid by women as opposed to men.*

## Gender-Responsive Budgeting (GRB): Tools You Can Use



### Gender-aware Budget Statement

- A government report that reviews the budget, and summarizes the impacts for Gender Equality using various indicators, (i.e., share of expenditure targeted to Gender Equality, gender balance in government contracts or job training, or for public services used mostly by women.)

## Check your Understanding!

Match the terms on the right with their definitions on the left. To make a match, click and drag your selection from right to left. Be sure to click the submit button when you have finished making your matches.

### Definition

- C A budgetary approach reproduces gender inequalities and unequal distribution of power between genders.
- A A policy document that calls for the integration of a gender perspective in budget decisions and adequate financing of specific programmes for securing equality between women and men.
- D A methodology designed to mainstream Gender Equality principles into all stages of the programme and budget cycle.
- B One of six tools that can be used at the National Level to apply Gender Responsive Budgeting.

### Term

- A) Beijing Platform for Action
- B) Gender-aware Policy Appraisal
- C) Gender Blind Budgeting
- D) Gender Responsive Budgeting

The statement

No... No...that's not correct.  
Please try again!

Please click [HERE](#) to continue.

Review Area

Clear

Submit



## *Chapter Three: Gender Responsive Budgeting at UNESCO*

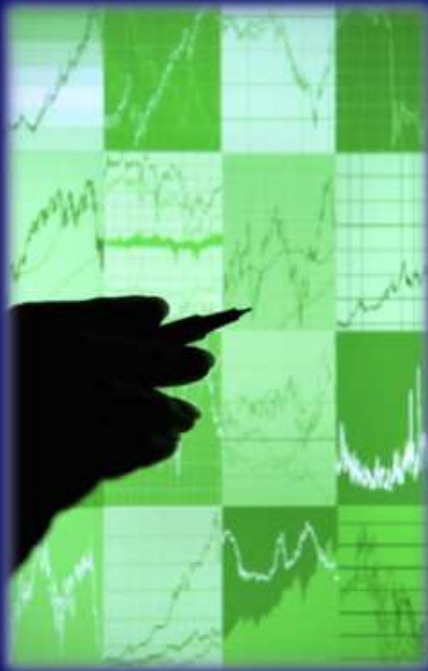


### ***Gender-Responsive Budgeting (GRB): What it means for UNESCO***



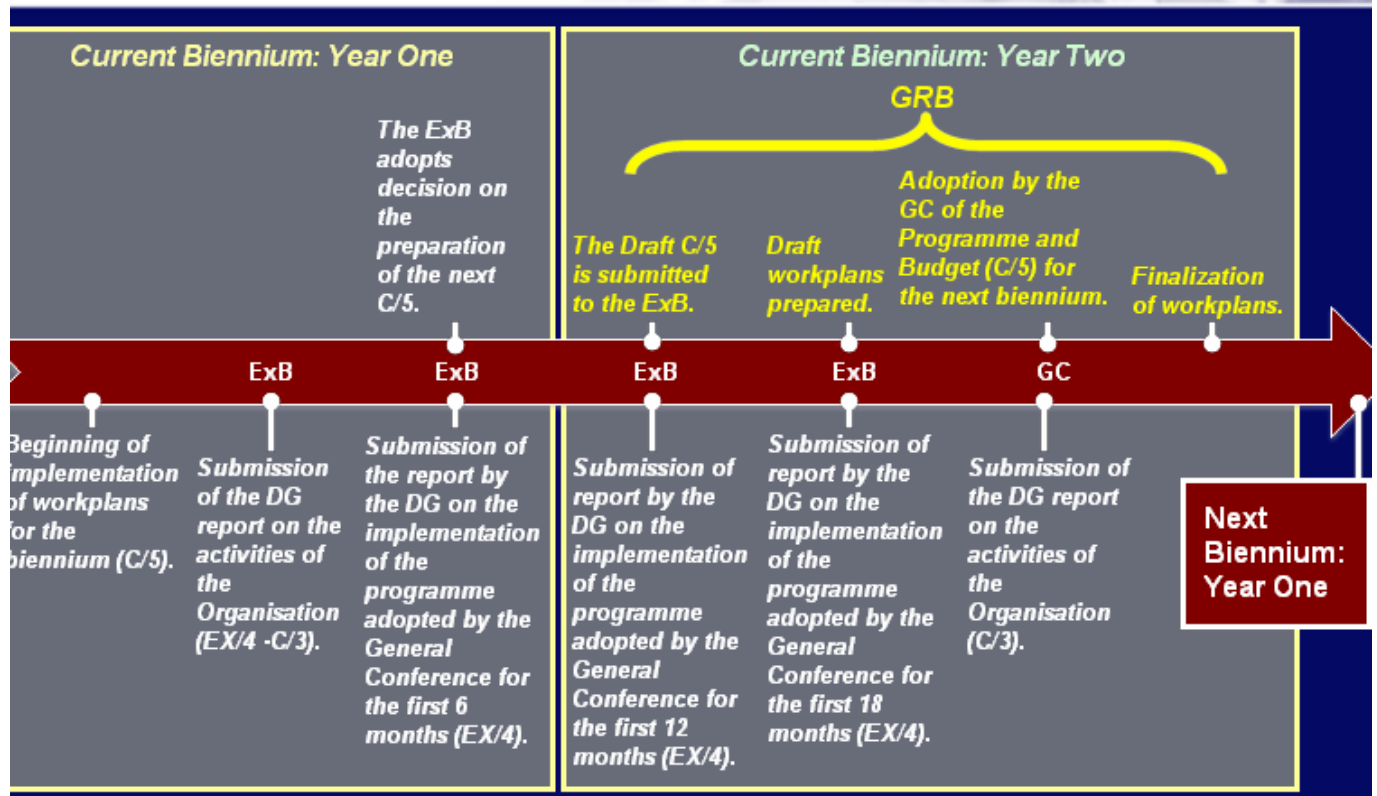
- ***Gender-Responsive Budgeting means mainstreaming Gender Equality principles at all stages of the programming cycle (both Regular and Extra-budgetary Programmes) and in programme and budget documents (C/4, C/5 and workplans).***
- ***It allows us to allocate resources in a way that supports Gender Equality and helps us monitor expenditures through a Gender Equality perspective (i.e., satisfying the needs of both women and men, girls and boys.)***

## Gender-Responsive Budgeting (GRB): Why UNESCO Should Use It



- To realistically quantify the amounts required to effectively promote Gender Equality.
- To ensure that sufficient financial resources are allocated to achieve results identified in the Priority Gender Equality Action Plan for 2008-2013 and in C/5 documents.
- To track and document for the Member States actual amounts allocated and spent in support of Gender Equality.
- To influence other inter-governmental and national budgeting processes by serving as an example.

## Gender-Responsive Budgeting (GRB): When UNESCO Should Use It



## How does this information help me do my work?



United Nations  
Educational, Scientific and  
Cultural Organization

*How do I do Gender Responsive Budgeting at my level?*

*By building Gender Equality into programme and planning documents through:*

- *Identifying gender responsive expected results and performance indicators.*
- *Quantifying amounts required to achieve these results and allocating adequate financial resources.*
- *Tracking amounts allocated and spent to ensure that the budget is spent in support of Gender Equality.*

*This implies that you understand and know how to apply UNESCO's Results-Based Management principles.*

## Results-Based Management: UNESCO's Definition

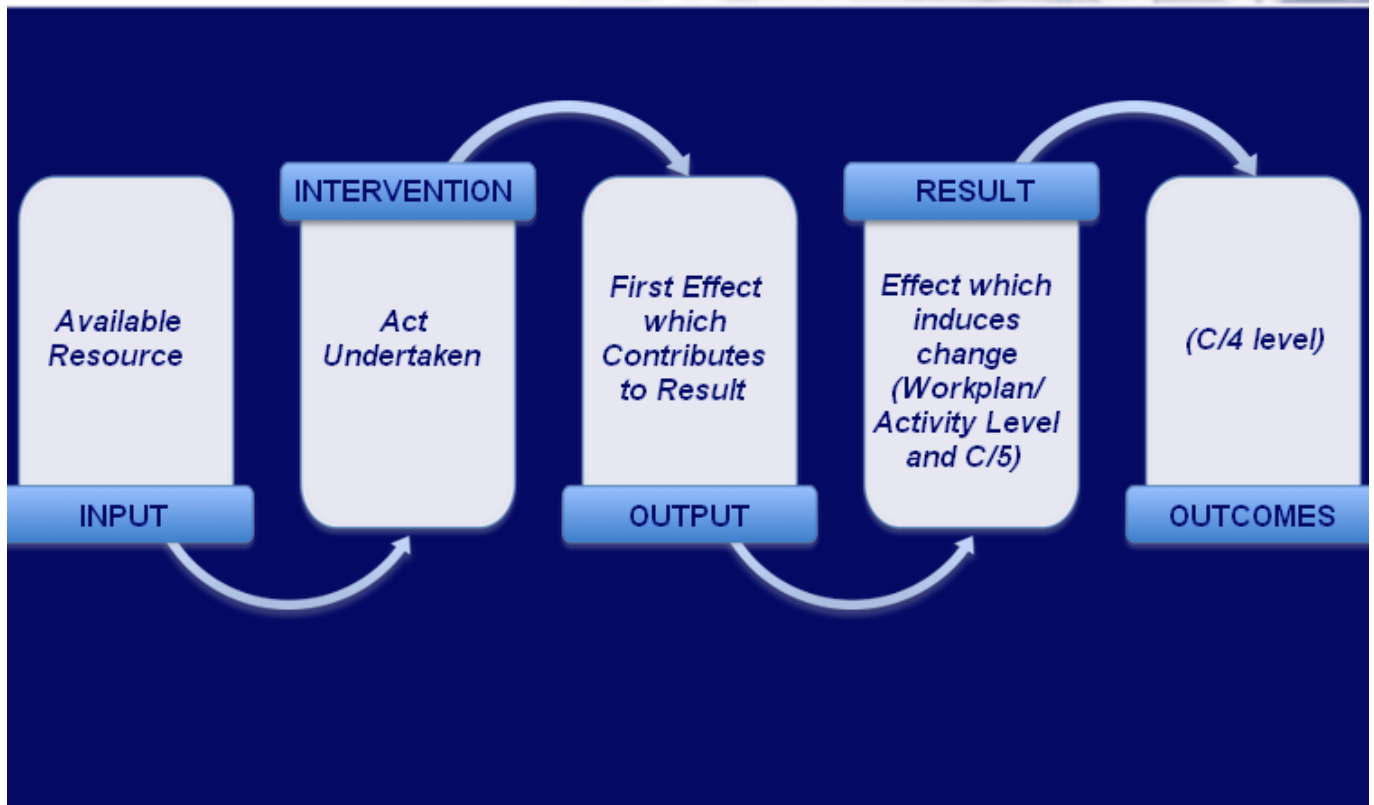
*As a Pillar of the UN Reform, UNESCO defines Results-Based Management as:*

*"...a participatory and team-based approach to management designed to improve programme delivery and management effectiveness, efficiency, and accountability that focuses on achieving defined results and should be applied in all stages of programming."*

*Results-Based Management shifts the focus of planning, budgeting, reporting and oversight from how things are done to what is accomplished.*



## Results-Based Management: Process



## Results-Based Management: Results



A "result" in RBM is described as a concrete, visible, and measurable change induced by UNESCO's intervention.

And it must be SMART:

- **Specific:** Needs to express the nature of the change expected.
- **Measurable:** Level of attainment can be measured with qualitative and quantitative characteristics.
- **Achievable:** Realistic.
- **Relevant:** Responds to the identified needs.
- **Time-bound:** Achievable within a specific timeframe.

## **Results-Based Management: A Review of Performance Indicators and Benchmarks**



### **Performance Indicators**

- *Parameters used to assess and measure the progress related to an Expected Result or an aspect of it.*
- *It provides a means to verify if part or all of your Expected Result has been attained.*
- *It will enable you to identify to what extent target groups have been reached.*

### **Benchmarks**

- *A verifiable standard to be achieved at the end of the biennium.*
- *Represents a reference point against which performance can be assessed.*

## **What do RBM and GRB have in common?**



- *Both require good context analysis.*
- *Both are strategic programming methodologies.*
- *Both share a results orientation and require an understanding of the results chain.*
- *Neither assume that all individuals have the same needs.*
- *Neither assume that programmes affect individuals in the same way.*



## What can be achieved when integrating GRB and RBM principles?



- GRB contributes to greater accuracy in activity formulation and greater efficiency in the use of resources.
- GRB helps formulate more realistic and accurate expected results and indicators.
- GRB can reduce unwanted consequences.
- RBM allows you to monitor achievements and progress in Gender Equality.

*RBM and GRB are not only complementary but are mutually reinforcing.*

## Check your Understanding!

**True or False: Gender-Responsive Budgeting means that mainstreaming Gender Equality principles takes place only during the planning stages of the programming cycle.**

- A) True
- B) False

No...that's incorrect. Mainstreaming Gender Equality principles should take place at all levels of a programming lifecycle.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

**Submit**

## Check your Understanding!

**True or False: UNESCO should use Gender Responsive Budgeting to track actual amounts allocated and spent in support of Gender Equality.**

- A) True
- B) False

No...that's incorrect. The statement is TRUE.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

**Submit**

## Check your Understanding!

**True or False: Results-Based Management shifts the focus of planning, budgeting, reporting and oversight from how things are done to what is accomplished.**

- A) True
- B) False

No...that's incorrect. RBM does shift the focus from how things are done to what is accomplished.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

**Submit**

## Check your Understanding!

**True or False: Both Gender-Responsive Budgeting and Results-Based Management are strategic programming methodologies used to exclusively create programmes for women.**

- A) True
- B) False

No...that's incorrect. GRB and RBM are methodologies that can be used in all programming.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

**Submit**

## Chapter Four: GRB and RBM in Practice

## GBR and RBM: Planning

You can use these steps to developing a workplan that supports Gender Equality.

STEP 1

Situation Analysis using a Gender Lens

Click Box  
(383 x 59)  
(X:407, Y:168)

STEP 2

Identification of Target Groups

Click Box  
(431 x 59)  
(X:359, Y:170)

STEP 3

Sex-disaggregated Analysis of Inputs (Financial and human resources)

Click Box  
(476 x 59)  
(X:314, Y:282)

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators

Click Box  
(520 x 59)  
(X:270, Y:294)

STEP 5

Distribution of Budget

Click Box  
(569 x 59)  
(X:221, Y:356)

STEP 6

Monitoring and Evaluation

Click Box  
(609 x 59)  
(X:181, Y:420)

Click each of the steps above to learn more about GRB and RBM planning.

NEXT

## GBR and RBM: Planning

You can use these steps to developing a workplan that supports Gender Equality.

STEP 1

Situation Analysis using a Gender Lens

Click Box  
(383 x 59)  
(X:407, Y:168)

STEP 2

Identification of Target Groups

Click Box  
(431 x 59)  
(X:359, Y:170)

STEP 3

Sex-disaggregated Analysis of Inputs (Financial and human resources)

Click Box  
(476 x 59)  
(X:314, Y:282)

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators

Click Box  
(520 x 59)  
(X:270, Y:294)

STEP 5

Distribution of Budget

Click Box  
(569 x 59)  
(X:221, Y:356)

STEP 6

Monitoring and Evaluation

Click Box  
(609 x 59)  
(X:181, Y:420)

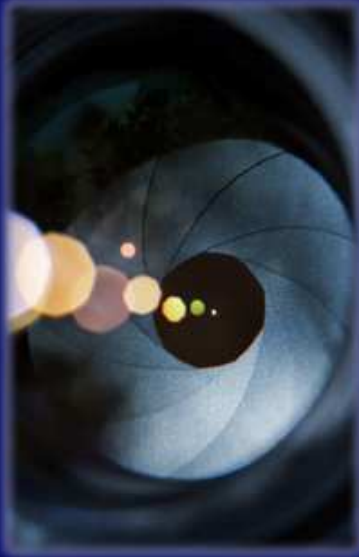
Click each of the steps above to learn more about GRB and RBM planning.

NEXT

## Step One: Situation Analysis using a Gender Lens

STEP 1

### Situation Analysis using a Gender Lens



*Before intervening you must identify and understand the gender issues to be addressed by:*

- *Identifying women's and men's needs, experiences, aspirations, short, medium and long term interests, etc. in the community.*
- *Having an accurate and sophisticated understanding of gender roles and relations within the society.*
- *Understanding how these gender relations determine how and when women and men obtain access and to what.*
- *Understanding how women's and men's opportunities are affected by other social factors such as age, disability, caste, class, sexual orientation, and ethnic differences.*
- *Ensuring data collected is disaggregated and analyzed by sex.*

## Step One: Questions to Consider

STEP 1

### Situation Analysis using a Gender Lens



- *What are the specific problems or challenges women and men need to overcome?*
- *How do girls/women and boys/men relate to the problems or challenges differently? Similarly?*
- *How are girls and women and boys and men affected differently? Similarly?*
- *What are the different needs of girls and women and boys and men that must be addressed in order for all groups to equally benefit from the activity?*

## Step Two: Identification of Target Groups

### STEP 2

#### Identification of Target Groups

**Identify your specific target group and understand its composition.**



- **What do women and men need, aspire to and should achieve in the long run to improve their condition.**
- **Evaluate if existing interventions are meeting their needs. If not, why? If yes, why?**
- **Identify the specific sub-group of women or men that need to be targeted first in order to achieve UNESCO's Gender Equality objectives (adolescent girls in urban settings, adult women from indigenous communities, etc.)**
- **Pay particular attention to the unintended effects and outcomes of policies which on paper might appear to be gender-sensitive.**

## Step Two: Questions to Consider

### STEP 2

#### Identification of Target Groups



- **Who should be involved in and benefit from the proposed activities in order to achieve UNESCO's Gender Equality objectives?**
- **Does the programme have strategies to involve women as well as men? All women or only certain women?**
- **Does the programme aim at increasing women and men's equal benefits?**
- **How do these reinforce or challenge women's and men's relative positions in society and their ascribed gender roles? What will be the result?**

## Step Three: Sex-disaggregated Analysis of Inputs

STEP  
3

*Sex-disaggregated Analysis of Inputs  
(Financial and human resources)*



*You must identify the financial and human resources needed to develop the activity proposed.*

## Step Three: Questions to Consider

STEP  
3

*Sex-disaggregated Analysis of Inputs  
(Financial and human resources)*



- *Do we have the expertise on staff to address the gender related issues? If not, how can we find it and finance it?*
- *Are funds specifically earmarked to achieve the project's Gender Equality objectives?*
- *Do women and men have equal access and control over programme resources - e.g., are there criteria that inadvertently discriminate against women or men?*
- *Who decides how the funds are used?*
- *Who manages the resources invested?*

## Step Four: Definition of the Strategy to Follow for Implementation

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators



### Formulation of Gender Responsive Expected Results

- Must be SMART and Gender-Responsive
- Must be specific about the type of change being sought:
  - What are the gains for women and Gender Equality?
  - Use well-established Expected Results contained in the Beijing Platform for Action.
  - Avoid language that hides gender differences, i.e., use girls and boys, young women and young men instead of “youth.”
  - If the Gender Equality dimension is not visible at the level of “Expected Results”, it should be explicit in the “Indicators.”

## Step Four: Questions to Consider

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators



### Formulation of Gender Responsive Expected Results

- What do we want to see change for women by the end of the project?
- What specific manifestation of gender inequality do we want to end?
- What unexpected results (outcome or higher) could the activity have?
- How will women and men be affected, whether positively or negatively, from these expected and unexpected results?



## Step Four: Examples of Expected Results

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



**Gender Unaware / Gender Blind**



**Gender Responsive**



**Gender Transformative**

Click each button above to see  
an income-based example of each Expected Result.

NEXT

## Step Four: Examples of Expected Results

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



**Gender Unaware / Gender Blind**



**Gender Responsive**



**Gender Transformative**

Click each button above to see  
an income-based example of each Expected Result.

NEXT

## **Step Four: Examples of Expected Results**

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### **Gender Unaware / Gender Blind**

**“...income level of the community  
increased through the creation of  
employment”.**

## **Step Four: Examples of Expected Results**

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### **Gender Responsive**

**“...income level of both women and  
men increased through the creation  
of employment opportunities for  
women and men”.**

## Step Four: Examples of Expected Results

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### Gender Transformative

**“...income level of both women and men is increased through the creation of equal employment opportunities and policies”.**

## Step Four: Definition of the Strategy to Follow for Implementation

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### Formulation of Gender Responsive Performance Indicators

- You must identify Performance Indicators for each Expected Result in order to identify exactly what will measure your progress:
  - Use well-established indicators of empowerment (See Module 3: Longwe Framework)
  - Address the gender gaps and inequalities you are seeking to redress.
  - Your data must be disaggregated by sex.

## Step Four: Questions to Consider

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators

### Formulation of Gender Responsive Performance Indicators

- How will I know that the women benefiting from my training will have acquired the skills they need?
- How will I know if the new policy truly supports Gender Equality in education?

## Step Four: Examples of Gender-Responsive Performance Indicators

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



Click Box  
**Education for All**  
(X:30; Y:202)



Click Box  
**OECD Social Institutions  
and Gender Index (SIGI)**  
(X:461; Y:206)



Click Box  
**Indicators built into the  
MDGs relating to Women or  
Gender Equality**  
(X:85; Y:306)



Click Box  
**Human Development  
Report Indicators (UNDP)**  
(X:465; Y:306)



Click Box  
**ESCAP Beijing Platform for  
Action Indicators**  
(X:219; Y:404)



Click each button above to learn more  
about that indicator.

## Step Four: Examples of Gender-Responsive Performance Indicators

**STEP 4** Definition of the Strategy to Follow Formulation of Expected Results and Indicators

Click each button above to learn more about that indicator.

## Step Four: Examples of Gender-Responsive Performance Indicators

**STEP 4** Definition of the Strategy to Follow Formulation of Expected Results and Indicators

- Gender-specific EFA index and Gender Parity Index.
- Other indicators such as "Adult literacy rate" or "out-of-school children" can be used if data collected is disaggregated by sex.

## Step Four: Examples of Gender-Responsive Performance Indicators

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators



### OECD Social Institutions and Gender Index (SIGI)

- *Focuses on the root causes behind gender inequalities and includes 12 indicators coded between 0 (no or very low inequality) and 1 (very high inequality).*
- *The 12 indicators are: Early marriage, polygamy, parental authority, inheritance, female genital mutilation, violence against women, missing women, freedom of movement, freedom of dress, access to land, access to credit, access to property other than land.*



OECD Social Institutions and Gender Index

Click Box  
(322 x 51)  
(X:0; Y:494)

## Step Four: Examples of Gender-Responsive Performance Indicators

STEP 4

Definition of the Strategy to Follow Formulation of Expected Results and Indicators



### Indicators built into the MDGs relating to Women or Gender Equality

- *MDG2: literacy rate of 15-24 year-olds; women and men.*
- *MDG3: ratio of girls to boys in primary, secondary and tertiary education; share of women in wage employment in the non-agricultural sector; proportion of seats held by women in national parliaments. For MDG3, there is now an expanded range of indicators.*
- *MDG5: Maternal mortality ratio.*
- *MDG6: HIV prevalence among pregnant women aged 15-24 years old.*



Indicators built into the MDGs relating to Women and Gender Equality

Click Box  
(322 x 51)  
(X:0; Y:494)

## Step Four: Examples of Gender-Responsive Performance Indicators

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### Human Development Report Indicators (UNDP)

#### Gender-related Development Index (GDI):

"A composite index measuring average achievement in the three basic dimensions captured in the human development index - a long and healthy life, knowledge and a decent standard of living, adjusted to account for inequalities between men and women. The index is calculated based on gender inequalities concerning: life expectancy at birth, adult literacy rate, combined gross enrolment ratio for primary, secondary, and tertiary schools, and estimated earned income."

#### Gender Empowerment measure (GEM):

"A measure of inequalities between women's and men's opportunities in a country. It combines inequalities in three areas: political participation and decision making, economic participation and decision making, and power over economic resources"



Click Box  
UNDP: GEM and GDI  
(X:1; Y:486)

## Step Four: ESCAP Beijing Platform for Action Indicators

STEP 4

Definition of the Strategy to Follow Formulation of  
Expected Results and Indicators



### ESCAP Beijing Platform for Action - Indicators

- Gender Indicators for monitoring the implementation of the Beijing Platform for Action on women in the ESCAP region. This document proposes a set of indicators regarding each of the 12 areas of concern in the Beijing Platform for Action to assess the degree of implementation of the Platform by Asian and Pacific countries.



Click Box  
Gender Indicators Beijing ESCAP  
(X:0; Y:493)

## Step Five: Distribution of Budget

STEP 5

Distribution of Budget



*Financial resources should be distributed in a way that guarantees the implementation of Gender Equality Expected Results and reflects the level of commitment to UNESCO's Gender Equality policy.*

## Step Five: Questions to Consider

STEP 5

Distribution of Budget



- *Are there sufficient funds to achieve the stated Expected Results that support Gender Equality?*
- *Does the distribution of programme funds reflect the level of political commitment to Gender Equality?*



## Step Six: Monitoring and Evaluation

STEP 6

Monitoring and Evaluation



- *In the monitoring phase, you should assess the progress by comparing the programming information with the actual situation and take corrective actions as necessary.*
- *Thus, you should monitor Expected Results against Gender Responsive Indicators, assess whether you reached your target group, and review your resources (budget allocated and personnel).*
- *In your evaluation, you should assess the achievements of your Gender Responsive Expected Results based on the relevance, efficiency, impact and sustainability of the programme.*

*(Source: UNESCO RBM Training)*



*Gender Lens Planning and Execution  
of Programme Evaluations*

## Step Six: Questions to Consider

STEP 6

Monitoring and Evaluation



- *Were both women and men involved in the planning phase of the programme?*
- *Were both women's and men's perspectives taken into account when developing the programme?*
- *Did both women and men participate in programme activities? How? Were there any obstacles to women's full participation?*
- *Have the Gender-Responsive Expected Results been achieved? How?*
- *Is the collected data on the immediate and/or longer-term effects of the programme disaggregated by sex?*
- *What is the impact of the programmes on both women and men? Have programme activities promoted women's participation in decision-making structures?*
- *How has the programme contributed to the achievement of Gender Equality?*

## Check your Understanding!

Please select the phrase below that will best complete the following statement:

\_\_\_\_\_ is the first step in developing a Gender-Responsive work plan.

1

No...that's incorrect. The first step

No...that's incorrect. Please try again!

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

Submit

## Check your Understanding!

Please select the phrase below that will best complete the following statement:

If the Gender Equality dimension is not visible at the level of \_\_\_\_\_ it should be explicit in the Performance Indicators.

1

No...that's incorrect. Please try again!

Review Area  
(357 x 87)  
(X:24; Y:377)

Submit

## Check your Understanding!

Please select the phrase below that will best complete the following statement:

When using your Gender Responsive Performance Indicators for your Expected Results, you must ensure the data you collect is \_\_\_\_\_.

No...that's incorrect. You must ensure the data you collect is Sex disaggregated.  
No...that's incorrect. Please try again!  
Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

Submit

## Check your Understanding!

Please select the phrase below that will best complete the following statement:

Financial resources should be distributed in a way that guarantees the implementation of \_\_\_\_\_ and reflects the level of commitment to UNESCO's Gender Equality policy.

No...that's incorrect. Financial resources should be distributed in a way that guarantees the implementation of \_\_\_\_\_ and reflects the level of commitment to UNESCO's Gender Equality policy.  
No...that's incorrect. Please try again!  
Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:377)

Submit



## Chapter Five: Key Messages



### Key Messages



Click Box  
(X:16; Y:136)  
**What is  
Gender Responsive  
Budgeting?**



Click Box  
(X:406; Y:137)  
**Why aim for a  
Gender Transformative  
Budget?**



Click Box  
(X:20; Y:256)  
**Why is Gender  
Responsive Budgeting  
important?**



Click Box  
(X:406; Y:256)  
**How does Gender  
Responsive Budgeting  
enhance Results-Based  
Management?**

Please click each of the buttons above to review  
the key messages from this module.



NEXT

## Key Messages



Click Box  
(X:16; Y:136)  
**What is  
Gender Responsive  
Budgeting?**



Click Box  
(X:406; Y:137)  
**Why aim for a  
Gender Transformative  
Budget?**



Click Box  
(X:20; Y:256)  
**Why is Gender  
Responsive Budgeting  
important?**



Click Box  
(X:363; Y:100)  
(X:363; Y:256)  
**How does Gender  
Responsive Budgeting  
enhance Results-Based  
Management?**

Please click each of the buttons above to review  
the key messages from this module.

NEXT

## Key Messages



**What is  
Gender Responsive  
Budgeting?**

**Gender Responsive Budgeting means mainstreaming  
Gender Equality principles at all stages of the budget cycle.**

## Key Messages



***Why aim for a  
Gender Transformative  
Budget?***

***No budget is gender neutral - The distribution of resources reflects priorities and political commitment. Gender blind budgeting reproduces gender inequalities and unequal distribution of power between genders and may increase women's vulnerability.***

## Key Messages



***Why is Gender  
Responsive Budgeting  
important?***

***GRB helps formulate more realistic and accurate expected results and indicators.***

## Key Messages



***How does Gender Responsive Budgeting enhance Results-Based Management?***

***GRB enhances RBM by ensuring that those who need UNESCO's support most benefit from resource allocation.***

## Final Exercise



***Now, you have a chance to check your overall understanding of Module 4: Gender-Responsive Budgeting (GRB) and Results-Based Management (RBM) at UNESCO.***

***Click here to complete your Final Exercise.***

## Final Exercise

In this exercise you will choose the most Gender Responsive Expected Result for a project by Sector.

As a refresher, note the red circle in the image highlights the section in SISTER2 where UNESCO staff are asked to input their Expected Results for a project.

The screenshot shows the SISTER2 software interface. The 'Expected result and overall progress assessment' section is highlighted with a red circle. The interface includes a 'Key Information' section at the top, followed by a table with columns for 'Sector' and 'Expected Result'. The 'Sector' column contains the value 'Education'. Below this, there is a 'Data' section with a table for 'Overall progress assessment (progress in implementing the activity) with reference to the contribution to the expected result'. The table has columns for 'Date' and 'Description'. The 'Date' column has four rows with empty cells. The 'Description' column has one row with a text area.

## Final Exercise

Check your sector to begin the exercise:







## **Education Work Plan**

*Please review the project material below for the Project:  
Thematic Studies on the EFA Goals.*

### Description:

The EFA goal of ensuring that by 2015 all children have access to and complete free and compulsory quality primary education is also a Millennium Development Goal (MDG) and the main focus of the Fast-Track Initiative for funding. This project provides information on the dual challenge many countries face: how to expand education systems to reach out-of-school children while also improving quality?



## **Education Work Plan**

*Please review the project material below for the Project:  
Thematic Studies on the EFA Goals.*

### Strategy:

By working with international partners, UNESCO will help Member States to optimize the benefits from greater investments in basic education. Priority will go to those policies and practices that promote overall school performance, equity through pro-poor spending, parity in primary education through an equal access to a quality education for girls and boys, better access for excluded groups (girls and boys with special needs, street and working girls and boys, girls and boys from ethnic minorities and girls and boys in post-conflict situations), and parent education about ECCE. To embed improvements, UNESCO will cooperate with national institutions and ensure access to materials through wide dissemination, assisted by new information technologies. UNESCO will broaden its partnership with non-governmental organizations (NGOs) and professional associations. Countries within the Fast Track Initiative for external support to EFA will receive special attention.

## Check your Understanding!

Now from the list below please select the Gender Responsive Expected Result for the Project: Thematic Studies on the EFA Goals.

- A) Understanding among Education planners of each EFA goal is improved
- B) Education of excluded children (girls, children with special needs, etc.) is introduced and developed.
- C) Understanding among Education planners of each EFA goal and its gender equality implication is improved.

No that's incorrect. The Gender Responsive Expected Result is understanding among Education planners of each EFA goal and its Gender Equality implication is improved.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:432)

**Submit**

## Natural Sciences Work Plan

*Please review the project material below for the Project: International Flood Initiative.*

Description:

There is a need to explore the operational and social dimensions of floods and flood awareness, and to develop flood vulnerability indicators. Also inter-agency initiatives are important when working for flood prevention, protection, and mitigation including capacity building and risk management. International collaboration is essential to implement Integrated Flood Management in all the regions. It is widely known and accepted that disasters affect women and men differently, depending on culture and socio-economic contexts. This activity will include possible directions on how to mainstream gender concerns into flood risk management and reduction in the framework of the International Flood Initiative (IFI).

## Natural Sciences Work Plan

Please review the project material below for the Project:  
*International Flood Initiative.*

Strategy:

Public participation in flood management will be encouraged and public awareness raising will be sought through the internet.

- The activity will be implemented in the context of the joint International Flood Initiative, and including the participation of the World Meteorological Organization (WMO), the International Association of Hydrological Sciences (IAHS), the UN-International Strategy for Disaster Reduction (ISDR), the International Flood Network (IFNET), ACTIF, the Intergovernmental Panel on Climate Change (IPCC), the IAHR and the World Water Assessment Programme (WWAP), and through the global secretariat of the IFI, the recently established International Centre for Water Hazard and Risk Management (ICHARM) centre in Tsukuba, Japan under the auspices of UNESCO, on water related hazards and risk management.

## Check your Understanding!

Now from the list below please select the Gender Responsive Expected Result for Project: International Flood Initiative.

- A) Collaboration among partner organizations is increased.
- B) The active participation of women in the development and implementation of a Flood Action Plan is improved.
- C) Impact of capacity building exercises on community members, including women, is increased.

No that's incorrect. The Gender Responsive Expected Result is the active participation of women in the development and implementation of a Flood Action Plan is improved.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:432)

Submit



## ***Social and Human Sciences Work Plan***

***Please review the project material below for the Project:  
Regional forum for reflection and advocacy on international  
instruments and emerging issues in bioethics in West and  
Central Africa.***

Description:

Advances and breakthroughs in bioethics and science and technology are of great importance for African scientists, policy makers and the general public. African debate and positions on these questions will be stimulated.

Strategy:

- Stimulate African debate, knowledge production and a position on current and emerging issues in bioethics and ethics of science and technology and their gender implications by consolidating the joint reflection of a multidisciplinary network of specialists and policy makers which was initiated through the First Days of Bioethics for West and Central Africa.



## ***Social and Human Sciences Work Plan***

***Please review the project material below for the Project:  
Regional forum for reflection and advocacy on international  
instruments and emerging issues in bioethics in West and  
Central Africa.***

- Build up knowledge, awareness and consider how to proceed with operationalizing the three UNESCO international instruments on bioethics. Disseminate findings.
- Continue the cooperation developed with the SHS Regional Adviser Unit in the UNESCO Bangkok office and see how any further contribution can be provided to the overall SHS/EST programme on ethics of science and technology.

## Check your Understanding!

Now from the list below please select the Gender Responsive Expected Result for the Project: Regional forum for reflection and advocacy on international instruments and emerging issues in bioethics in West and Central Africa.

- A) Public awareness of bioethics issues in West and Central Africa is improved.
- B) Public awareness of women's and men's bioethics issues in West and Central Africa is improved.
- C) Public awareness of youth's bioethics issues in West and Central Africa is improved.

No that's incorrect.  
The Gender Responsive Expected Result is public awareness of women and men's bioethics issues in West and Central Africa is improved.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:432)

**Submit**

## Culture Project Work Plan

*Please review the project material below for the Project: Protection of Iraqi Cultural Heritage Phase I.*

Description:

The integrity of cultural heritage, plays a determinant role in the national identity of a country. In Iraq, the entire structure of cultural heritage has been seriously affected by more than ten years of embargo and wars resulting in an irreversible loss to the Iraqi people, in particular children who are the stewards of cultural heritage for the future and the world. The programme is aimed at safeguarding Iraq's cultural heritage, strengthening national capacity in this field, and promoting and ensuring national ownership. Protection of Iraqi cultural heritage will also result in assisting the Ministry of Culture in creating professional figures and job opportunities in the country.

## Culture Project Work Plan

Please review the project material below for the Project:  
*Protection of Iraqi Cultural Heritage Phase I.*

### Strategy

- Rebuild the national identity of Iraqi people through the protection of Iraqi cultural heritage.
- Recognize the role of women in the transmission of intangible cultural heritage.
- Stop looting on archaeological sites and historic buildings, and fight against the illicit traffic of cultural property through awareness raising and capacity building.
- Formulate a long-term programme to protect, promote and enhance Iraqi cultural heritage and to assist the Ministry of Culture and SBAH.
- Protect sites and monuments at risk through the documentation of cultural heritage.
- Rehabilitate cultural premises, and allow Iraqi staff to resume their work and start training programmes.

## Check your Understanding!

Now from the list below please select the Gender Responsive Expected Result for the Project: Protection of Iraqi Cultural Heritage Phase I.

- A) The Iraqi national system is empowered and jobs are created in the field of culture.
- B) The Iraqi national system is empowered and jobs are created in the field of culture for both women and men.
- C) The Iraqi national system is empowered and jobs are created in the field of culture, notably for youth, veterans and women.
- D) The Iraqi national system is empowered and equal working opportunities are created in the field of culture.

No that's incorrect.  
The Gender Responsive Expected Result is the Iraqi national system is empowered and jobs are created in the field of culture for both women and men.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:432)

**Submit**

## Communication & Information Work Plan

*Please review the project material below for the Project:  
Promoting the Role of Media in Dispute Resolution and  
Governance in Violence Prone Communities in the Caribbean.*

### Description:

Media and its influence on governance have grown rapidly in the Caribbean with ubiquitous Talk Shows adorning the radio waves and boasting participation from a wide cross-section of societies. News of crime and violence, particularly in volatile communities, compete with the Talk Shows for air time. More focused and innovative media programmes are needed for the media to have greater impact on the promotion of peace in inner-city communities in the region.

## Communication & Information Work Plan

*Please review the project material below for the Project:  
Promoting the Role of Media in Dispute Resolution and  
Governance in Violence Prone Communities in the Caribbean.*

### Strategy

The project will have two main components: the production of two media programmes on crime and violence, and a series of outside broadcasts from inner-city communities. Primarily, these media community outreach activities will seek to:

- Stimulate community dialogue by allowing residents to speak openly about their challenges, achievements and aspirations
- Foster a spirit of peace and unity within the communities by bringing groups together across political lines and boundaries in a spirit of transformation.
- Take into consideration the different experiences of women and men towards inner-city violence.

Beneficiary groups: 7 inner-city schools and at least 10 inner-city communities with crime problems and gang located in either Trinidad and Tobago or Jamaica

## Check your Understanding!

Now from the list below please select the Gender Responsive Expected Result for the Project: Promoting the Role of Media in Dispute Resolution and Governance in Violence Prone Communities in the Caribbean.

- A) Dialogue among rival communities is enhanced in order to foster a culture of peace and tolerance.
- B) Media programmes on crime and violence that challenge gender stereotypes associated with inner-city violence are developed.
- C) Community action groups are interviewed, notably women's groups.

No that's incorrect. The Gender Responsive Expected Result is media programmes on crime and violence that challenge gender stereotypes associated with inner-city violence are developed.

Please click [HERE](#) to continue.

Review Area  
(357 x 87)  
(X:24; Y:432)

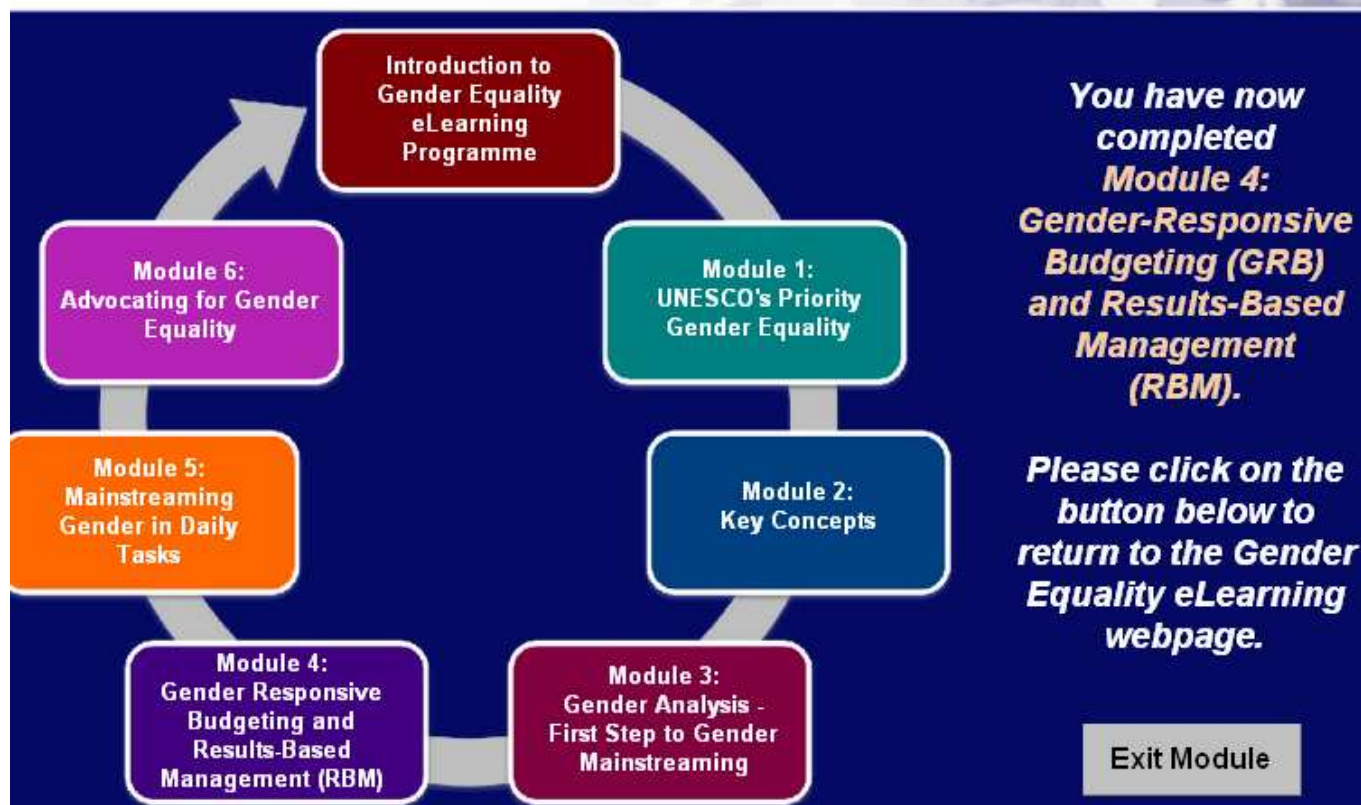
Submit

## Want to Learn More?

- [UNIFEM Gender Responsive Budgeting Portal](#)
- [Journal of Human Development and Capabilities. Revisiting the Gender Related Development Index and Gender Empowerment Measure, Vol.7, No.2, July 2006.](#)
- [UNESCO's RBM Training Course](#)
- [Even Fontaine Ortiz, Sumihiro Kuyama, Wolfgang Münch, Guangting Tang, Implementation of Results-Based Management in the United Nations Organizations, 2004](#)
- [Cutting Edge Pack on Gender & Indicators, Bridge, 2007](#)



## Module Completed



## Module Completed

