



United Nations
Educational, Scientific and
Cultural Organization

**Gender Equality
eLearning
Programme**

Module 5: Mainstreaming Gender in Daily Tasks



©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.

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Navigating through the Programme

Skip this
overview



Gender Equality
www.un.org/gender
MODULE ONE
www.un.org/gender/2012/09/20120912

Slide Title	Status
Welcome	✓
Programme Navigation	✓
Overview	✓
Leadership	✓
Key Documents	✓
UN2000s Mandate	✓
Priority Gender Equality	✓
Gender Equality Action Plan	
Roles & Responsibilities	
Key Messages	
Final Remarks	
What to Learn More?	
Thank you	

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 mission.

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...



- Understand that staff at all levels are accountable for Gender Mainstreaming.
- Be able to mainstream gender in daily tasks.

A word from...

"The struggle for gender equality is the single toughest struggle on the planet, much tougher than racial equality ... We are not talking about women's needs, we are talking about women's rights. What gender mainstreaming says is that everything is measured against the prism of women's rights. Transformative gender mainstreaming has to be built into every analysis from the beginning or it just doesn't happen."

**Stephen Lewis, former UN Special Envoy for HIV and AIDS in Africa
Launch ceremony of UNESCO's Capacity Development and Training
Programme in Gender Mainstreaming
September 2005**



How to Apply Gender Mainstreaming

What are some daily tasks to which I can apply Gender Mainstreaming?

When you are recruiting experts and consultants.

Click Box
(593 x 73)
(X:188; Y:169)



When you are drafting terms of reference.

Click Box
(593 x 70)
(X:16; Y:249)



When you are organizing a training session.

Click Box
(593 x 70)
(X:188; Y:335)



When you are organizing a meeting, conference or workshop.

Click Box
(593 x 70)
(X:16; Y:429)



Click each of the items above to learn more.

Click Box
(593 x 70)
(X:188; Y:429)



How to Apply Gender Mainstreaming

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Click each of the items above to learn more.

NEXT

Recruiting Experts/Consultants: General Guidance

- 
- **Do not use sexist language in the consultancy offer.**
 - **Promote equality of opportunity between women and men.**
 - **Advertise consultancy in places accessible to both women and men (e.g., women's organisations, professional associations, gender networks, etc.).**
 - **Encourage both women and men to apply.**
 - **Ensure that applicants have Gender Equality expertise, experience, or training.**
 - **Ensure that the consultancy offers non-discriminatory working conditions.**

Drafting Terms of Reference (TORs): General Guidance



Consultants/experts recruited by UNESCO for different tasks need to have specific technical knowledge of, or at least be familiar with UNESCO's Priority Gender Equality.

Specific analytical skills

Consultants/experts recruited should have understanding of Gender Equality and its approaches:

- Gender Mainstreaming
- Gender-Specific Programming
- Human Rights-based approach to programming

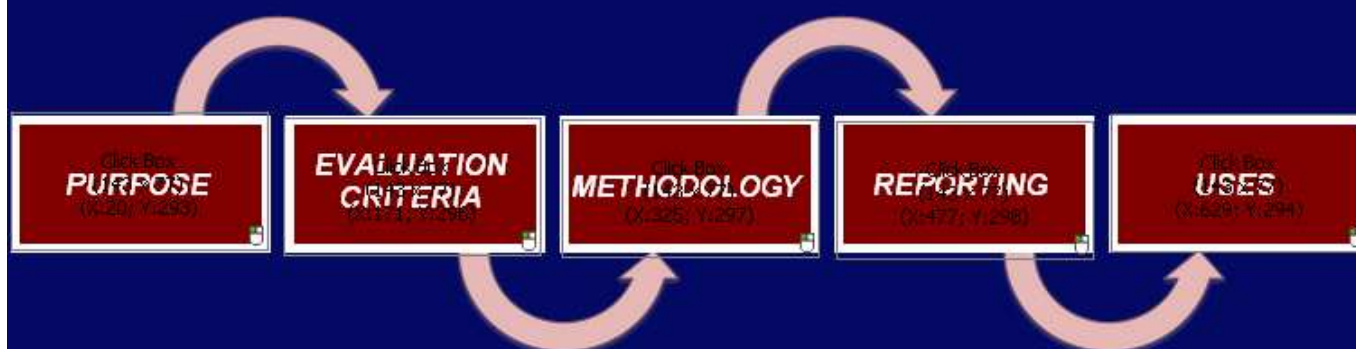
Team composition (when relevant):

- All team members should be aware of Gender Equality concepts.
- At least one member of the team should have expertise/experience in Gender Analysis.

Drafting Terms of Reference for Gender-Responsive Evaluations



The TORs should integrate Gender Equality perspectives while presenting the purpose, describing the process, and providing the results of the evaluation or what we call a Gender Responsive Evaluation.



Click any of the buttons above to learn more about the

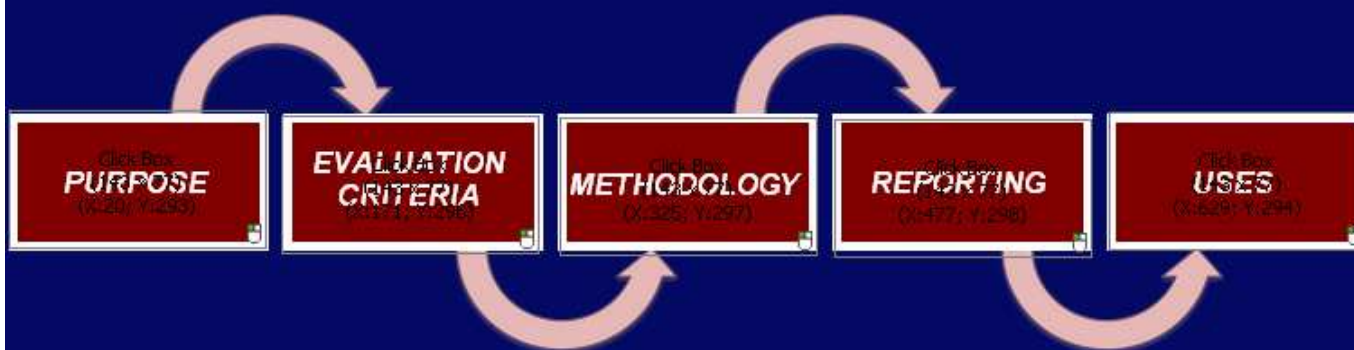


Gender Responsive Evaluation Checklist

Drafting Terms of Reference for Gender-Responsive Evaluations



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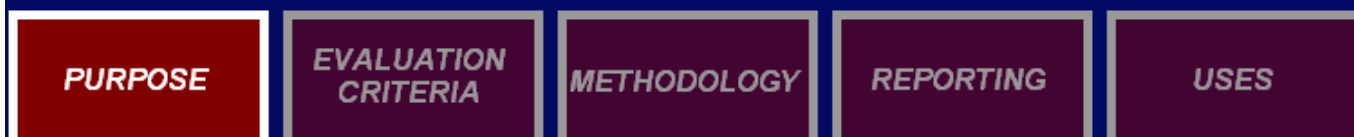


Click any of the buttons above to learn more about the



Gender Responsive Evaluation Checklist

Gender Responsive Evaluation Purpose



Purpose

Ensure that the **purpose** of the evaluation includes specific details on how the evaluation will integrate Gender Equality issues.

- Don't be vague or the importance of Gender Equality will not be clear.

Gender Responsive Evaluation Criteria

PURPOSE

EVALUATION
CRITERIA

METHODOLOGY

REPORTING

USES

Evaluation Criteria

Ensure that Gender Equality perspectives are integrated in the evaluation criteria:

- **Relevance:** The evaluation should analyse the relevance of the programme/project to both women's and men's roles, needs and experiences.
- **Effectiveness:** The evaluation should determine whether the objectives of Gender Equality elements of the programme were met.
- **Efficiency:** The evaluation should demonstrate whether the resources (funds, personnel, time, etc.) used to promote Gender Equality achieved the expected results.
- **Impact and sustainability:** The evaluation should include whether the programme/project will have a long term influence on Gender Equality and Gender Power Structures.
- **Participation:** The evaluation should determine the extent of both women's and men's participation in the programme/project.

CHANGES

Gender Responsive Evaluation Methodology

PURPOSE

EVALUATION
CRITERIA

METHODOLOGY

REPORTING

USES

Methodology

The **methodology** of the evaluation will be one of the key areas for the inclusion of Gender Equality issues and should ensure:

- **Collection of sex-disaggregated data.**
- **Inclusion of both women and men in interviews.**
- **Gender-sensitive interview techniques by addressing the following issues:**
 - **Timing of interviews to take into account work and home responsibilities.**
 - **Venue of interviews should be easily accessible to both women and men.**
 - **Languages used in interviews must be appropriate to both women and men.**
 - **Confidentiality of responses must be ensured.**



Gender Responsive Evaluation Reporting

PURPOSE

EVALUATION
CRITERIA

METHODOLOGY

REPORTING

USES

Reporting

The evaluation **report** should indicate the extent to which Gender Equality issues were integrated or not integrated in the programme/project.



Gender Responsive Evaluation Uses

PURPOSE

EVALUATION
CRITERIA

METHODOLOGY

REPORTING

USES

Uses

The specific **uses** of evaluation results related to Gender Equality should be mentioned.

Organizing a Training Session



You can follow the four steps below to ensure you are considering Gender Equality issues as you organize your training session.



Click Box
(Z:291; Y:94)
(X:81; Y:221)
Planning



Click Box
(Z:291; Y:94)
(X:423; Y:216)
Process



Click Box
(Z:291; Y:94)
(X:79; Y:332)
Preparation



Click Box
(Z:291; Y:94)
(X:421; Y:332)
Evaluation

Click each of the images above to learn more about the steps to



Organizing a Training Session: Planning



Planning

- **Who are the participants?**
 - For any UNESCO-organized or sponsored training session, participation and representation based on gender must be considered.
- **Are there obstacles to women's equal and full participation (security, financial, family obligations, professional and household duties, legal constraints, moral/religious, etc.)?**
 - Training venue is accessible, safe, equipped to accommodate women and children under their care , e.g., what are conditions of female latrines, etc
 - Transportation is available, consider how training schedule and distance from home / work may impact responsibilities and curfews.
- **What financial resources will be necessary to respond to these needs?**

Organizing a Training Session: Preparation



Preparation

- *Who is the most appropriate trainer/facilitator?*
 - *What are the pros and cons of female and male facilitators?*
 - *Is the trainer gender-sensitive and aware of the specific Gender Equality issues affecting the learning environment and the training content?*
- *How will you monitor the inclusion of Gender Equality issues in the course content?*
- *How will you ensure that women and men participate equally in the training?*

Organizing a Training Session: Process - Participants



Process

Participants

- *Monitor female and male distribution within each meeting session, workshop, working group (i.e., mixed or single-sex groups, as appropriate).*
- *Use teaching methods that are inclusive, participatory, and gender transformative to ensure women's full and equal participation in training. Examples include:*
 - *Encourage equal participation through: group and pair group discussions, rotating seat assignments, limit speaking time per participant, ask each participant to say a few words, "boy / girl" speaking order, etc.*
 - *Provide opportunities for women to voice their opinions in ways and discourses familiar and appropriate to them.*

Organizing a Training Session: Process - Content



Process

Content

- *Develop training content that is meaningful to women's and men's experiences.*
- *Provide oral and written texts that use non-sexist language.*
- *Present images and illustrations that reflect and value both women's and men's experiences, roles, and contributions.*
- *Ensure training has clear Gender-Specific objectives and indicators.*

Organizing a Training Session: Evaluation



Evaluation

Ensure that the:

- *Final report, recommendations, statements, publications fully reflect the Gender Equality issues raised during the discussions.*
- *Evaluation form identifies the trainees' sex in order to have sex-disaggregated data on participation.*
- *Impact analysis on this event explores how female and male participants are applying the newly acquired skills and content.*

Organizing a Conference, Meeting, or Workshop



You can follow the four steps below to ensure you are considering Gender Equality issues as you organize your conference, meeting, or workshop.



Click Box
(X:183; Y:223)
Planning



Click Box
(X:425; Y:223)
Process



Click Box
(X:183; Y:337)
Preparation



Click Box
(X:421; Y:336)
Evaluation

Click each of the images above to learn more about the steps to



Organizing a Conference, Meeting, or Workshop



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Click Box
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Planning



Click Box
(X:425; Y:223)
Process



Click Box
(X:183; Y:337)
Preparation



Click Box
(X:421; Y:336)
Evaluation

Click each of the images above to learn more about the steps to



Organizing a Conference, Meeting or Workshop: Planning



Planning

- *Terms of Reference state gender-specific objectives and results for the event.*
- *Ensure representation based on gender (critical mass = minimum 30%).*
- *Ensure that facilitators and/or chair are gender-responsive or UNESCO staff orients them to behaving in a gender-responsive way.*

Organizing a Conference, Meeting or Workshop: Preparation



Preparation

- *All materials, handouts, and tools highlight Gender Equality issues, avoid gender bias, and value the experience of female and male participants.*
- *Gender Equality issues have been mainstreamed into content and agenda.*

Organizing a Conference, Meeting or Workshop: Process



Process

- *Use various methods to encourage everyone to participate fully and feel comfortable.*
 - *Examples include group and pair group discussions, rotating seat assignments, limit speaking time per participant, ask each participant to say a few words, etc.*
- *Gender distribution in working groups must be considered within the event (e.g., mixed or single-sex groups, as appropriate).*
- *Monitoring must be included to ensure the inclusion of Gender Equality issues and the participation of both women and men.*

Organizing a Conference, Meeting or Workshop: Evaluation



Evaluation

Ensure that the:

- *Final report, recommendations, statements, publications fully reflect the Gender Equality issues raised during the discussions.*
- *Evaluation form identifies the trainees' sex in order to have sex-disaggregated data on participation.*
- *Impact analysis on this event explores how female and male participants are applying the newly acquired skills and content.*



Check Your Understanding!

True or False: To mainstream gender when organizing a training session, consider your female and male participants' transportation to and from the training venue and the potential impact of the training schedule on their home and work responsibilities.

- A) True
- B) False

That's incorrect. This statement is TRUE.

Please click [HERE](#) to continue.

Submit



Check Your Understanding!

True or False: It's not necessary to consider gender distribution when planning your training session.

- A) True
- B) False

That's incorrect. This statement is FALSE.

Please click [HERE](#) to continue.

Submit

Check Your Understanding!

True or False: Facilitators and/or chair of your conference should be gender-responsive or should be briefed by UNESCO staff to behave in a Gender Responsive way.


- A) True
- B) False

That's incorrect. This statement is TRUE.

Please click [HERE](#) to continue.


Submit

Key Messages



What should you consider when mainstreaming gender in your daily tasks?

Click Box
(X:111, Y:111)
(X:91, Y:158)



Why should you mainstream gender in your daily tasks?

Click Box
(X:389, Y:107)
(X:298, Y:285)

Please click each of the buttons above to review the key messages



Key Messages



**What should you consider
when mainstreaming
gender in your daily tasks?**



**Why should you
mainstream gender in
your daily tasks?**

Please click each of the buttons above to review the key messages

Key Messages



**What should you consider
when mainstreaming
gender in your daily tasks?**

***The obvious is not always obvious - you must consider
hidden assumptions, subtleties, nuances, etc.***

Key Messages



Why should you mainstream gender in your daily tasks?

Gender Mainstreaming training improves your planning skills because completing Gender Analysis requires you look at the same phenomena from different angles.

Final Exercise



Now you have a chance to check your understanding of Module 5: Mainstreaming Gender in Daily Tasks

Click here to complete your final exercise.

Final Exercise



Does the photograph on the left illustrate Gender Parity at a conference?

- A) Yes
- B) No

That's incorrect. This photograph does NOT illustrate Gender Parity.

Please click [HERE](#) to continue and help determine what could be done differently to fix this problem.

Submit

Final Exercise



What should be done differently so that this panel demonstrates Gender Parity?

- A) Ensure panel is made up of experts, regardless of sex.
- B) Ensure representation of panel is based on gender with a critical mass being no less than 30%.
- C) Ensure panel is made up of women only.

No...that's incorrect. To improve the Gender Parity of this panel based on your selection, you should

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

Submit

Final Exercise

Rate the following statements based on the last training you either organized or attended.

	Disagree		Neutral		Agree
	1	2	3	4	5
Women and men participated equally in the training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training content was meaningful to both women's and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were adequate facilities for both women and men.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided opportunities for women and men to voice their opinions in ways and discourses familiar and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The oral and written texts used non-sexist language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You must answer the question before continuing

Clear

Submit

Final Exercise

Based on your ratings of the training program you thought about in the previous question, what should be done differently for the next training event?

- A) Ensure training has clear Gender-Specific objectives and indicators.
- B) Ensure the teaching methods and content are inclusive, participatory, and gender transformative to ensure women's full and equal participation in training.
- C) Ensure female and male distribution is monitored within each meeting session, workshop, working group.
- D) All of the above

No...that
be cons

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

vided should
n a program is

Please click here to continue.

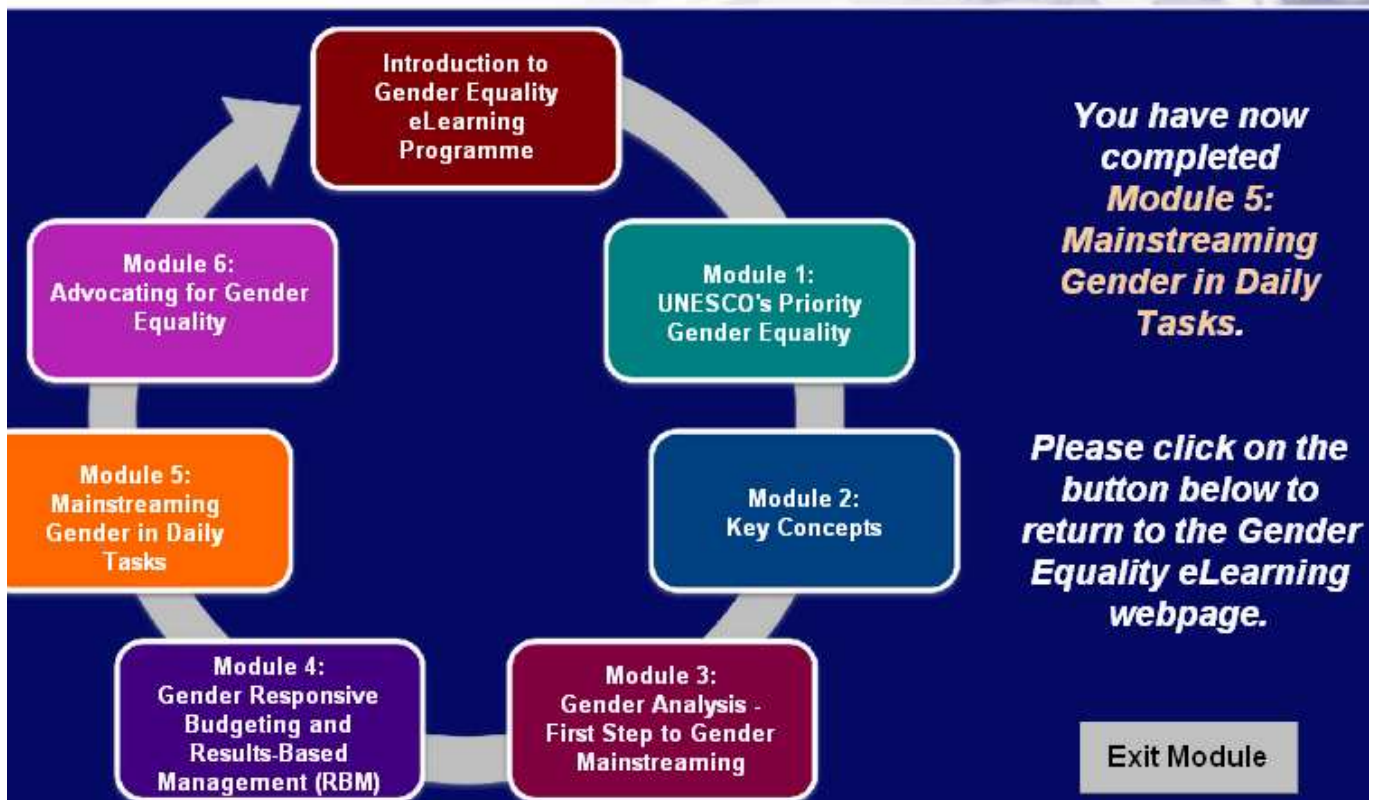
Submit

Want to Learn More?

- [Gender Lens](#)
- [Guidelines on Gender Neutral Language](#)

Click the links above for more information

Module Completed



Module Completed

