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Handbook for Gender Focal Points in UNESCO National Commissions

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Preface

This Handbook was developed to guide “newcomers” who have been designated as Gender Focal Points within UNESCO National Commissions and are looking for advice, inspiration and coaching. For the more experienced National Commission staff member or gender expert, we hope this manual will be able to provide ideas and suggestions that can help enhance the impact of their work.

Serving as a **Gender Focal Point** (GFP) in a National Commission confers a whole new and important set of responsibilities and duties that are not part of regular work. Often GFPs have not received formal training in gender issues, nor have they necessarily worked in the area before or have been able to familiarise themselves with the body of literature relevant to this field. This makes the assignment even more challenging and the learning curve steep.

Each section of the Handbook is self-contained.

Section 1 provides basic information on UNESCO’s policy and the role of GFPs. **Sections 2, 3, 4** and **5** are more practical and action-oriented. They include lists of initiatives and actions that can be taken; they offer arguments on challenging aspects of gender work. They provide checklists as to how it is to best mainstream gender into projects, their expected results and supporting documents. **Section 6** recommends key policy documents that may be of use for GFPs. Finally, **Section 7** takes up “Frequently Asked Questions” that may arise in work.

The Handbook as well as the full set of UNESCO gender-related resources and materials can also be found on UNESCO’s online Gender Mainstreaming Resource Center website at <http://www.unesco.org/women>

We hope that this Handbook will assist Gender Focal Points in fulfilling their responsibilities and, thus, making a contribution to the promotion of gender equality.

June 2005

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The year 2005 marks a milestone in our collective efforts towards women's advancement, empowerment and gender equality. On this tenth anniversary of the Fourth World Conference on Women that culminated in the adoption of the Beijing Declaration and the Platform for Action, UNESCO is fully committed to promoting women's empowerment and building a future with gender equality in all its domains. The network of UNESCO National Commissions is a key partner in this endeavor. We hope that the principles and guidelines in this Handbook will serve as a set of tools for National Commissions to craft innovative and creative approaches to empower women and support efforts towards gender equality in Member States.

Saniye Gülser Corat

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UNESCO – July 2005

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Section I

Introduction

Introduction

1. UNESCO's Gender Mainstreaming Policy for 2002-2007

UNESCO's Gender Mainstreaming Policy is guided, first and foremost, by the Organization's **Medium Term Strategy for 2002-2007 (31 C/4)** which states:

*“UNESCO's programme activities will be **targeted** at the urgent needs of disadvantaged and excluded groups or geographic regions. The needs of Africa, the least developed countries (LDCs), **women** and youth will be **mainstreamed** throughout all programmes.”*

paragraph 32

*“[...] As regards women, a **gender perspective** will be integrated in policy planning, programming, implementation and evaluation activities in all areas of UNESCO's competence with a view to promoting empowerment and achieving gender equality. Women's priorities and vision of development goals and approaches must be addressed and promoted through greater participation of women at all levels and in all areas of UNESCO's action. Region-specific programmes and activities that benefit girls and women of various ages, including the young and the elderly, will focus on networking, exchange of information, sharing of knowledge and building alliances across borders and cultures in the framework of the United Nations Declaration and Programme of Action on a Culture of Peace. Further promotion and implementation of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and all other international normative instruments that promote women's human rights, one of the necessary conditions to promote global human security for women and men alike, remains a top priority.”*

page 7

This policy commitment is further developed in a document entitled **UNESCO's Gender Mainstreaming Implementation Framework for 2002-2007 (GMIF)**.¹

1. Document can be consulted on **UNESCO's Gender Mainstreaming** website at <http://www.unesco.org/women>

This Framework (GMIF)...

- Defines what gender mainstreaming is for UNESCO within the context of its overall programme priorities.
- Explains what it means to mainstream gender at organisational and programme levels.
- Establishes basic principles for mainstreaming gender in UNESCO's programmes.
- Establishes lines of responsibility and mechanisms for monitoring gender mainstreaming.
- Commits the Organization to capacity-building for mainstreaming gender.

As the full range of gender mainstreaming tools could not be included in this handbook, more specific guidelines, resources and “gender lenses”² developed by UNESCO and relevant to each of its fields of competence have been collected and are accessible on its Gender Mainstreaming Resource Center at <http://www.unesco.org/women>

2. Goal and objectives of the policy

The ultimate **GOAL** of UNESCO's effort to mainstream gender is to strengthen the Organization's ability to create the conditions for women and men alike, from all walks of life, to enjoy the benefits of development and security. It includes the ability for women and men, free from want and fear, to reach their full human potential and participate, as equals, in the building of their societies, sharing their wealth and resources on the basis of parity.

From this goal, UNESCO derives the following **OBJECTIVES**³ for its gender-mainstreaming policy:

- Promote full and equal education for women and men, girls and boys throughout life, with a focus on life-long learning and basic education. Provide gender-responsive learning environments and equitable access to appropriate education programmes for all members of society, in particular to women and girls in difficult conditions.
- Encourage equal access to knowledge and career opportunities in all fields, but notably in such fields as communications, the arts and cultural industries, science, technology and engineering.
- Encourage and promote women's creativity and freedom of expression by supporting their cultural activities, research, networking, exchange of information and collective mobilization.

2. **Gender lens** is the term used to describe a tool used by governments or NGOs to make sure they are addressing gender equality issues in their work. A gender lens can take the form of a list of questions, a short checklist of points to remember or a form of analysis.

3. These objectives, based on the **UNESCO Agenda for Gender Equality** presented to the Fourth World Conference on Women (Beijing, 1995), reflect current priorities set in UNESCO's Medium-Term Strategy 2002-2007, available at <http://unesdoc.unesco.org/images/0012/001254/125434e.pdf>

- Support the broad and active participation of women in the media, in information networks and in the development of information and communication technologies (ICT). Support the development and use of ICTs as a resource for the empowerment of women and girls. This is to be accompanied by intensified efforts to encourage more diversified and non-discriminatory portrayals of women and men in the media.
- Promote and protect the human rights and opportunities of all people, girls and boys, young and adult women and men, through the promotion and further implementation of existing normative instruments, notably the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
- Promote the attainment of gender parity in decision-making structures, women's full citizenship and equal participation in policy-making.
- Foster partnerships and dialogue between women and men, underlining the long-term gains of social transformation leading to gender-sensitive societies (notably in the fight against poverty and in the spread of HIV/AIDS).
- As a contribution to the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), assist in building a culture of peace in the minds of women and men by reinforcing and supporting women's capacity for leadership and non-violent conflict resolution and prevention, and by promoting the elimination of stereotyped expectations and discriminatory attitudes and behaviors.
- Strengthen Member States' capacities to collect and analyze sex-disaggregated statistical data and develop appropriate gender-sensitive indicators and guidelines in order to improve their ability to monitor progress made towards the achievement of international development targets relating to gender equality.

3. The Section for Women and Gender Equality of the Bureau of Strategic Planning (BSP/WGE): Objectives and Commitment

In collaboration with all relevant sectors, services and networks of Gender Focal Points, the Section aims to:

- **Provide** overall policy implementation guidance for gender mainstreaming in UNESCO (HQ and FO).
- **Forge**, within UNESCO, its Member States and at a regional and global level, political commitment to gender equality, women's empowerment and women's and girls' human rights.
- **Reinforce**, stimulate and monitor gender mainstreaming in UNESCO's programmes.
- **Support** capacity-building in UNESCO and Member States, particularly by developing holistic and multi-disciplinary approaches to gender issues.

- **Increase co-operation and establish partnerships** with other United Nations entities, international and regional intergovernmental organizations, major international NGOs, private foundations and private sector partners.
- **Promote** gender equality within UNESCO's Secretariat.

The Section for Women and Gender Equality will support the National Commission Gender Focal Points (NATCOM/GFPs) by:

- **Providing GFPs with practical information and policy tools** to promote gender equality and to mainstream gender concerns in their work. For example, the BSP/WGE will provide Gender Focal Points with a user-friendly handbook containing UNESCO's gender equality policies, gender-mainstreaming guidelines, lists of suggested actions, the list of Gender Focal Points, examples of good practices, case studies, annotated lists of interesting websites, etc.
- **Giving visibility** to activities undertaken by National Commissions to promote gender equality.
- **Facilitating the exchange** of information on gender equality issues among NATCOM/GFP within and among regions.
- **Seeking joint actions** with the Division of Relations with National Commissions and New Partnerships (ERC/NCP) in order to support the work of the Gender Focal Points and to build national capacities in this area.

4. Why nominate a National Commission Gender Focal Point?

Despite political commitment to gender equality at the highest levels of national governments, inequalities continue to exist between women and men in education, employment, political participation and representation, access to information and communication technologies and, more generally, with regard to basic social and economic rights. To narrow the gaps in these areas, constant and consistent pressure for change must come from advocates within national institutions such as the UNESCO National Commissions.

Indeed, National Commissions and their Gender Focal Points have an important responsibility in this respect. They are in a privileged position to mobilize ministerial departments, agencies, research institutions, schools, universities, professional organizations, artists and academics, to name just a few, to promote gender equality.

One of the main functions of the National Commission is to act as a catalyst for the participation of key national actors in UNESCO's work in the areas of education, social, human and natural sciences, culture and communications. All of these areas are fundamental to the achievement of human development in an era of globalization and are central to the promotion of greater equality between women and men, without which there can be no sustainable development.

This responsibility is compelled by the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) which calls for all State Parties to the Convention to *agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women* (Art. 2), and is in line with the mandate of UNESCO's National Commissions (see the 1978 Charter of National Commissions).⁴

The responsibility is also a solemn commitment made by governments who participated in the June 2000 Special Session of the General Assembly (Beijing +5) dedicated to the review of the implementation of the Beijing Platform for Action.⁵ Indeed, governments declared in the Special Session that they *recognized that [they] have primary responsibility for the full implementation of the Nairobi Forward Looking Strategies for the Advancement of Women, the Beijing Declaration and Platform for Action and all the relevant commitments for the advancement of women.*⁶

In September 2000, 189 UN Member States represented at the historical Millennium Summit reaffirmed this political commitment by adopting the United Nations Millennium Declaration, which states in part: *We also resolve: To promote gender equality and the empowerment of women as effective ways to combat poverty, hunger and disease, and to stimulate development that is truly sustainable.*⁷

And in 2005, governments convened at the February-March 2005 forty-ninth session of the Commission on the Status of Women (Beijing +10)⁸ to review the implementation of the Beijing Platform for Action, the outcome of Beijing +5, as well as the Commission's contributions to the review by the General Assembly of the United Nations Millennium Declaration. Summing up a decade of political commitments, the Beijing +10 Declaration thusly states:

“We, the representatives of Governments

1. *Reaffirm* the Beijing Declaration and Platform of Action... and the outcome of [Beijing +5]
2. ... pledge to undertake further action to ensure their full and accelerated implementation...
3. *Emphasize* that the full and effective implementation of the Beijing Declaration and Platform... is essential to achieving the Millennium Declaration...
4. *Recognize* that the implementation of the Beijing Declaration and Platform... and the fulfillment of the [CEDAW] are mutually reinforcing in achieving gender equality and the empowerment of women”⁹

4. The document can be found at <http://www.unesco.org/ncp>

5. The report of the Twenty-Third United Nations General Assembly Special Session: **Women 2000: Gender Equality, Development and Peace for the Twenty-First Century**, New York, 5-9 June 2000, can be found at <http://www.un.org/womenwatch>

6. Beijing +5, Political Declaration, paragraph 3.

7. GA/RES/55/2 - United Nations Millennium Declaration, paragraph 20; available at <http://www.un.org/millennium/declaration/ares552e.pdf>

8. The Declaration of the Forty-Ninth Session of the Commission on the Status of Women, New York, 28 February to 11 March 2005, is available at <http://www.un.org/womenwatch>

9. Beijing +10, Declaration, paragraphs 1-4.

BOX 1

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979)

“Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

- (a) to embody the principle of equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle.”

5. Objectives of the informal network of National Commission Gender Focal Points

When this handbook was being finalized (June 2005), 85 Gender Focal Points were nominated among the 190 existing National Commissions. Together, they form an informal network of national officers committed to the integration of gender equality issues into UNESCO’s programmes.

This informal network complements the already existing network of UNESCO Secretariat Gender Focal Points.¹⁰

The objectives of this informal network are to:

- Strengthen intra- and inter-regional cooperation and dialogue on gender equality issues in UNESCO’s areas of competence through the exchange of information and best/good practices that promote gender equality and women’s empowerment.

10. Most of UNESCO’s field offices have designated Gender Focal Points, as well as every programme Sector based in Headquarters. The full list of UNESCO Secretariat Gender Focal Points can be found at <http://www.unesco.org/women>

- Raise the level of national awareness of, and commitment to, UNESCO's gender equality policies and gender equality objectives in order to promote their implementation in line with international development targets such as the Dakar and Millennium Development Goals (see Box 2).
- Build individual competencies in gender mainstreaming within the National Commissions in order to contribute to the strengthening of national capacities in this area.
- Reinforce national monitoring of implementation of the Beijing Platform for Action within UNESCO's areas of competence.
- Strengthen cooperation between National Commissions, national NGOs and civil society organizations – notably women's groups – in order to improve the implementation of UNESCO's gender equality objectives.
- Build advocacy alliances that can strengthen UNESCO's and its Member States' commitment to the attainment of gender equality objectives.

BOX 2:

The Millennium Development Goals

To help track progress in the implementation of the Millennium Declaration, the United Nations Secretariat and the specialized agencies of the UN system, as well as representatives of the International Monetary Fund (IMF), the World Bank and the Organization for Economic Co-operation and Development (OECD) defined a set of time-bound and measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.¹¹ These Goals are:

- Goal 1.** Eradicate extreme poverty and hunger
- Goal 2.** Achieve universal primary education
- Goal 3.** Promote gender equality and empower women
- Goal 4.** Reduce child mortality
- Goal 5.** Improve maternal health
- Goal 6.** Combat HIV/AIDS, malaria and other diseases
- Goal 7.** Ensure environmental sustainability
- Goal 8.** Develop a global partnership for development

11. See Road map towards the implementation of the United Nations Millennium Declaration available at <http://www.un.org/documents/ga/docs/56/a56326.pdf>

6. What is the role of the National Commission Gender Focal Point?

All National Commissions for UNESCO were invited by the Director of the Bureau of Strategic Planning (circular letter BSP/WYS/WGE/ALL/L.762 of 22 February 2002) to nominate a Gender Focal Point within their institution.

The main role of the NATCOM/GFP is to build bridges between the national bodies dealing with gender issues and the National Commission. His or her efforts should complement existing mechanisms. More specifically, the GFP can undertake, when and if possible, the following tasks:

- In cooperation with the national “women’s machinery”¹², stimulate and motivate national, governmental and non-governmental, institutions to integrate gender equality concerns throughout their programmes and projects, from the planning to the evaluation phases.
- Collect and share information, including sex-disaggregated statistics, that can help promote gender equality and gender-mainstreamed policies within UNESCO’s fields of competence.
- Support initiatives and give visibility to actions that promote gender equality and women’s empowerment and that have effectively applied gender-sensitive strategies.
- Support and encourage consultative processes and cooperation among the national women’s machinery, the UNESCO National Commission, NGOs, and civil society organizations (including the private sector) that are promoting women’s empowerment, equal opportunities between women and men and gender equality.

The complete list of National Commission Gender Focal Points can be found on UNESCO’s Gender Mainstreaming website at www.unesco.org/women

12. **Women’s machinery** is a government institution, and, in some cases, parliamentary structure set up to promote women’s advancement and to ensure the full enjoyment by women of their human rights. Its main function is to monitor and to ensure the implementation of the law, of the principle of non-discrimination and equality between women and men. Examples of “women” or “gender equality machineries”: Ministry of Women Affairs; Department of Gender Equality; Committee for Equal Opportunities. The term is increasingly being used to include the complete institutional set-up put into place to integrate gender equality issues in public policies and programmes, from individual GFPs to national and sub-regional commissions and committees.

Section 2

Actions you can take as a Gender Focal Point

Actions you can take as a Gender Focal Point

Gender Focal Points play an important role in influencing those in decision-making positions to take gender experts and gender equality and women's empowerment seriously. The success of GFPs is key to making progress in this regard. However, it is recognized that many GFPs undertake this responsibility in addition to regular duties.

In order to help GFPs in this job, we have summarized a few strategies that have proven effective.

1. Get the facts and understand the issues

- Read policy documents to find out about government positions on gender equality, equal opportunities and women's human rights, and find out how your Government is following up on the Beijing Platform for Action:
 - Obtain a copy of your country's National Action Plan to implement the recommendations of the Beijing Platform for Action as well as the most recent country report on the implementation of the Convention on the Elimination of All forms of Discrimination against Women (CEDAW).¹³ You may also want to get a copy of your country's Education For All (EFA) National Action Plan, United Nations Development Assistance Framework (UNDAF), Common Country Assessment (CCA) and Millennium Development Goal (MDG) Country Report if one exists.
 - What are your Government's commitments, targets, priorities and strategies to implement the Beijing Platform for Action and CEDAW within UNESCO's areas of competence? Are they being reflected in the EFA National Action Plans?
 - What are the institutional arrangements in place to monitor the implementation of the Beijing Platform for Action and CEDAW? When are the up-coming reporting deadlines?

13. The full list of country reports submitted to the CEDAW Committee is available on-line at <http://www.un.org/womenwatch/daw/cedaw/reports.htm>

- Identify sources of reliable, sex-disaggregated statistical data (for example: national census bureaus or institutions, universities, women's information services such as libraries and resource centres).¹⁴
- Make an inventory of activities driven, or co-managed by your National Commission, which concern women and/or promote gender equality.
- Make an inventory of women's groups, research centers, associations, NGOs and individuals that are working on gender-related issues or are promoting gender equality in UNESCO's fields of competence. Contact the documentation center of your national "women's machinery" or a local women's information center. They may be able to help you collect this information.
- Stay informed of policy developments and of their impact on the promotion of gender equality and the status of women in your country. The right of women and girls to education can be seriously jeopardized by many indirect factors, such as changes in municipal transport policies.
- Stay informed of on-going activities on gender equality and women that are being executed with other UN agencies and international NGOs in your country.
- Find out who leads the preparation of the MDG Country Report in your country. Has she/he foreseen to include a proper gender analysis? Contact the Chair of the UN Country Theme Group on Women and Gender to see how you can be of assistance or contribute to the preparation of the MDG Country Report. This information can be obtained from the UNDP Resident Coordinator.

14. To find women's information services nearest you, consult the International Information Center and Archives of the Women's Movement (IIAV) database at <http://www.iiav.nl/eng/index.html>

BOX 2

Selected policy issues that can have an important impact on gender equality and gender dynamics

- **Privatisation and decentralisation policies and frameworks.** Improvements in local governance structures can improve women's access to local centers of decision-making.
- **Land laws and reforms.** Women are often living in extreme poverty because of their inability to own land.
- **Public service recruitment policies and standards.** Women often constitute a large part of public services.
- **Municipal transport policies and regulations.** Women more often than men depend on public transportation and require certain services for long distance travel. This can be a serious handicap in terms of access to education for girls and women.
- **Trade legislation and licensing.** Women are highly represented in the informal economy. Modifications to trade legislation can help women entrepreneurs of the informal sector expand their operations and get access to foreign markets.
- **Fiscal policies.** Do taxation structures value women's contributions to national growth? Do they support female work, entrepreneurship?
- **National water resources management.** Women are the principal managers of water resources for family consumption.
- **Family law and codes.** Women's and men's civil liberties can be determined by family law and traditional codes.
- **Public healthcare provisions.** A large proportion of maternal deaths are linked to poor pre-natal care. Reproductive healthcare and access to subsidized treatment are key to women's ability to fully contribute to, and benefit from, national development.

2. Spread the word

- Give visibility to women and/or gender equality activities in your National Commission's communication material (website, newsletter, official briefings, speeches, promotional material, posters etc.). Use easy to understand language that speaks to your audience and reader.
- Promote, as much as possible, an equal representation of women and men in national advisory boards, committees and official government delegations to major international conferences. Recommend qualified women and gender experts.

- Conduct a survey of existing gender training programmes and institutes in your country or region. Share this information with your colleagues and partners.
- Promote and give visibility to research conducted by women and research in general (conducted by men and/or women) that increase public understanding of gender equality issues and perspectives in your country.
- Identify and prepare “best practices” to integrate women’s empowerment and gender equality considerations.
- Share and disseminate all success stories with your colleagues, partners and the media.

3. *Network, support, cooperate and build coalitions*

- Inform your colleagues and official partners that you have been nominated as a Gender Focal Point. A letter from the President or Secretary-General of your National Commission to your national partners could be helpful to establish contacts.
- Work in tandem with colleagues. Keep them informed of your discoveries. Mainstreaming gender can imply changing entire working cultures and people’s attitudes. You can’t do this on your own.
- Exchange experiences with other National Commission Gender Focal Points. Seek cooperation and joint action.
- Share your experiences with and through the networks of the Section for Women and Gender Equality.
- Collaborate with your national women’s machinery, with local, regional and national associations and with NGOs that can broaden the scope and impact of your work. Keep the UNESCO cluster office informed of your activities.
- Investigate opportunities to take better advantage of UNESCO Chairs established in your country or region (A list of UNESCO Chairs relating to women and gender issues can be found in **Annex I**).

BOX 4:

Lessons learned from other Gender Focal Points

“You can’t do everything. Establish priorities with your colleagues and stay focused on what will have the biggest impact.”

“Take pride in your achievements. Share with your partners and colleagues the joy of success and recognize even the smallest steps towards the long-term goal of gender equality.”

“Better to lose a few with grace than to fight them all with fury.”

- Approach private sector partners to strengthen their role as drivers of gender-sensitive human development.
- Don't hesitate to call on UNESCO's Goodwill Ambassadors and Peace Artists via the Honorary and Goodwill Ambassadors Unit.¹⁵ They can be helpful in mobilizing new partnerships, the media and funding institutions.
- Establish links among women in policy making positions, academia, the media and small and medium enterprises at national levels.
- Integrate projects within the UNESCO Club movement that enhance public awareness of women's and girl's human rights as well as the advantages of balanced and equal-gender relations.
- Involve Parliamentarians and elected municipal officials, both women and men, in dialogue, national campaigns and efforts in favour of greater equality between men and women.

15. The Honorary and Goodwill Ambassadors Unit can be reached via Internet at <http://www.unesco.org/goodwill>

Section 3

Gender analysis: A first and critical step forward

Gender analysis: A first and critical step forward¹⁶

Gender analysis is the first, and most critical step towards gender-responsive planning and programming. It involves the collection and evaluation of sex-disaggregated information in order to understand the differences, commonalities and interactions between women and men. Gender analysis examines women's and men's specific activities, conditions, needs, access to, and control over resources, and access to development benefits and decision-making power. Gender analysis then studies the linkages of these and other factors in the larger social, economic, political and environmental context.

Because men and women perform different roles, they may have different experiences, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women.

Gender analysis, associated with other social research methods, facilitates the strategic use of the distinct knowledge and skills possessed by women and men.

Several frameworks and methodologies exist to conduct gender analysis in development-related fields: The Moser Framework, the Harvard Analytical Framework, the Social Relations Framework, the Longwe Framework and more. Each model has its strengths and weaknesses. Some are useful for micro-planning and give greater importance to gender roles (Harvard Framework), while others emphasize investigating social relations. Some have been designed exclusively to look at women's empowerment (Longwe Framework).

For a comprehensive view of existing frameworks¹⁷ you can consult UNDP's resource room at <http://www.undp.org/gender/resources.htm>

16. This section is taken from *UNESCO's Gender Mainstreaming Implementation Framework for 2002-2007 (GMIF)*, page 10.

17. We also recommend: March, C., Smyth I., Mukhopadhyay M., *A Guide to Gender-Analysis Frameworks*; Oxfam, 1999.

1. Conducting a gender analysis

In essence, “gender analysis” requires us to:¹⁸

- Document the lives and activities of women and men (using sex-disaggregated data and qualitative and quantitative indicators);¹⁹ and,
- Understand the experiences of men and women from their own points of view.
- Draw from women’s and men’s behaviour and personal accounts an understanding of the social contexts of gender relations.

To conduct gender analysis, a core set of issues should be addressed. These are:²⁰

Issue	Pointers for conducting a gender analysis
Women’s and men’s roles	Who does what and with what resources? Pay particular attention to variations within sub-groups of women and men (e.g. elderly women, adolescent girls, men from urban areas, etc.) Typically, women perform three kinds of roles: <ul style="list-style-type: none">– productive roles (paid or not)– reproductive roles (sustaining family living conditions and basic needs, usually unpaid work)– community roles (i.e. management and cleaning of the community well; preparation of rites and other ceremonies).
Factors that shape gender roles and the gender division of work	Depending on the circumstances, culture can represent either a constraint and/or an opportunity for women and men. Understanding when and to what extent they are one and/or the other is critical to designing culturally appropriate programmes and projects.
Access to, control over, resources and opportunities, and systems of distribution	Not all men and women have the same access to and control over resources and opportunities. Resources and opportunities (such as learning opportunities) are distributed according to explicit and implicit codes that determine people’s entitlements. Many actors can play a role in these systems of (re)distribution within a community or family: the State, a council of elders, a village chief, an eldest son, a husband or first wife, for example. Understanding the mechanisms and rules by which such actors exercise their authority is important to assess the situation of women vis-à-vis men (and vice versa) and to determine the most effective entry points for action.

<p>Access to, participation in and influence over, decision-making processes</p>	<p>Who decides what? How are decisions taken concerning women's and men's lives and those of their families? Are women and men equally represented and/or given opportunities to influence such processes?</p>
<p>Men's and women's practical and strategic needs and interests²¹</p>	<p>Given their respective roles, who "needs" what and for what purpose? Identifying needs requires looking into peoples immediate material needs as well as their long-term needs for fundamental social change. Often minor changes in living conditions can lead to more fundamental changes in people's status and life opportunities. What is the tipping point when practical changes in women's and men's lives can trigger a significant change in the status of women and men?</p>

18. Reinharz, Shulamit, *Feminist Methods in Social Research*, Oxford University Press, New York, 1992.

19. For more information on how to develop such indicators you can also consult UNESCO's online Gender Mainstreaming website at <http://www.unesco.org/women>

20. Table extracted from *UNESCO's Gender Mainstreaming Implementation Framework for 2002-2007* (GMIF), page 11.

21. Baseline definitions are available in *Annex 2*.

Section 4

Gender Mainstreaming at work

Gender Mainstreaming at work

Gender mainstreaming places new demands on staff and the temporary workers they hire, as they must be able to ensure that gender equality concerns are part of the “mainstream.” This requires developing new skills and acquiring new working methods and tools. The objective is to change our practices so that gender mainstreaming is not limited to adding or integrating more women into activities, but also involves reshaping our policies and programmes in order to modify laws, structures and forms of behaviour that perpetuate gender inequalities.

For UNESCO, gender mainstreaming implies that we should make a systematic effort to look at and attend to the specific experiences and aspirations of both women and men throughout the Organization’s programme cycle, from planning to evaluation. At each phase within the cycle, regardless of the budget source (regular or extra-budgetary funds), appropriate measures should be adopted.

1. Institutional Level²²

On an institutional level, gender mainstreaming means that UNESCO, with the support of its National Commissions, will:

- Forge and strengthen political will to achieve gender equality and equity at the local, national, regional and global levels, in the areas of education, sciences (natural, social and human), communication and culture, in compliance with international normative instruments, notably the CEDAW and all major instruments relating to UNESCO’s spheres of competence.
- Integrate a gender perspective into all phases of its programme cycle, including the analysis, development, implementation, monitoring and evaluation of policies, programmes and projects.

22. From *UNESCO’s Gender Mainstreaming Implementation Framework for 2002-2007* (GMIF), page 7.

- Encourage similar actions in all of the ministries and departments of governments UNESCO co-operates with, including national institutions that are concerned with macroeconomic and development planning, budgets, personnel policies, management, and legal affairs as well as research institutions.
- Use, and encourage the collection of, sex-disaggregated data in statistical analysis and gender-sensitive indicators to monitor and reveal how the policies that the Organization seeks to improve, impact differently on women and men, in due consideration of the fact that not all women and all men experience the same degree and kind of gender discrimination. Other factors such as race, ethnicity, age, class and disability can aggravate existing gender-based exclusion and discrimination.
- Design and implement policies and programmes that have explicit gender equality objectives and seek to redress disparities between women and men on the basis of thorough participatory needs assessments and broad consultations with gender-responsive groups.
- Increase the participation of women in the Organization's activities, including international committees, expert groups and panel discussions, and amplify women's voices so UNESCO is equally responding to women and men.
- Support attitudinal changes and strengthen the ability of staff to integrate a gender perspective into their daily work through the development of appropriate tools and job-based training programmes for all in gender awareness, gender analysis and gender-based planning.
- Forge links between governments, inter-governmental organizations, regional institutions and non-state actors (i.e. the private sector, civil society, non-profit organizations and other stakeholders) to ensure a better use and allocation of resources, to increase synergies among initiatives, and to encourage a collective sense of responsibility in attaining gender objectives.

2. Project or Activity Level

Gender mainstreaming at a project or activity level raises a different range of questions. The objective here is to make sure gender equality concerns are appropriately and systematically considered in the design, implementation, monitoring and evaluation of a project.

To assess to what degree gender issues have been mainstreamed in a project or activity, one starts by examining the “project document” (or “project description”). This document describes the purpose, goal, target population, inputs, outputs, expected results, outcomes and activities of a project. It is the basis for project planning, monitoring and evaluation.

BOX 5:

“Gender lens” for the review of project proposals²³

If, as a Gender Focal Point, you have been asked to review a project proposal for its gender content, the following questions should be asked:

1. Does the project document include **GENDER NEEDS AND GENDER CONTEXT ANALYSIS**²⁴ as an integral part of the overall needs assessment? Is the data (qualitative and quantitative) provided in the project document sex-disaggregated, thus appropriately depicting both women’s and men’s realities?
2. Does the project document identify attainable and clear **GENDER-RESPONSIVE OBJECTIVES, RESULTS AND PERFORMANCE INDICATORS**, in line with international and national development targets? Have these been set on the basis of the findings of the gender context and needs analysis?

Example of results:

- (a) *Increased number of the more disadvantaged gender enrolled and staying in school.*
- (b) *Increased decision-making power for women regarding household expenditures.*
- (c) *Equal participation of women and men in the management of natural resources.*

3. Are the **RESOURCES** (human and financial) foreseen for the implementation of the project sufficient and appropriate in order to meet the project’s **GENDER SPECIFIC AND GENDER-RESPONSIVE OBJECTIVES**?
4. Is there an **EQUAL REPRESENTATION** and **PARTICIPATION** of women and men on the project team, making full use of women’s and men’s visions, competencies and potential? If equal representation of women and men is not possible, is there at least a “critical-mass” of the under-represented gender (i.e. at least 30%)?
5. Make sure **GENDER IMPACT STUDIES** and **EVALUATIONS** are foreseen to measure the attainment of gender objectives. Are gender specific and gender-responsive results part of the performance assessment as well as monitoring, impact and evaluation frameworks and plans ?

23. Based on the lens provided in **UNESCO’s Gender Mainstreaming Implementation framework for 2002-2007** (GMIF), page 12.

24. See item 3.1 for a description of **gender analysis**.

2.1 Project target groups and partners

Projects that benefit women only are **not necessarily** “gender-responsive.” Projects can be geared towards men and boys only, or both men and women, and be gender-responsive. What matters is that the target group and partners are identified on the basis of a thorough gender needs assessment and gender context analysis.

Project documents must be as precise and clear as possible when it comes to identifying partners and target groups:

- Are sex-disaggregated data and gender-sensitive indicators used to substantiate all statements made about the target population?
- Does the document provide comprehensive accounts of women’s and men’s roles, contributions, constraints, needs and aspirations?
- Is it clear which activities and outputs are targeting women, which concern men and which involve both?
- Finally, general terms such as “the youth” or “journalists” should be avoided. Use precise and non-sexist language²⁵ such as “male and female journalists,” or “young men and women.” This makes both women and men visible and facilitates impact analysis and evaluations.

BOX 6:

Promoting equal opportunities in recruitment practices

Here are examples of statements included in job announcements:

“All the terms used in this text to designate the person discharging duties or functions are to be interpreted as implying that men and women are equally eligible to fill any post associated with the discharge of these duties and functions.”

“It is the Bureau’s policy to take affirmative action to overcome the effects of past and present discriminatory practices or other barriers to equal employment opportunity for women, minorities, and individuals with disabilities.”

“XY Corporation, Inc. is an Equal Opportunity Employer. This means that we will extend equal opportunity to all individuals without regard for race, religion, color, sex, national origin, age, disability, handicaps or veterans status. This policy affirms XY Inc.’s commitment to the principles of fair employment and the elimination of all vestiges of discriminatory practices that might exist. We encourage all employees to take advantage of opportunities for promotion as they occur.”

2.2 Project purpose and goal

The promotion of gender equality benefits men as well as women and should therefore be integrated in the purpose, goal and expected results of all development projects concerned with the improvement of people's lives. This should be reflected in results, indicators and, where possible, also in the wording of the purpose and goal. The idea is that if gender equality is explicitly part of the stated goal and purpose, it is more likely that specific activities, outputs and results will be formulated to make sure it is achieved.

2.3 Project inputs

The successful implementation of a project requires resources: human, financial and political. To make sure gender objectives will indeed translate into real activities that yield meaningful results, sufficient and appropriate resources of all kinds must be provided for in the project document and explicitly linked to the attainment of a planned output and an expected result.

2.4 Project outputs/deliverables²⁶

It may be useful to have specific activities and outputs related to gender and benefitting women in particular.

2.5 Project outcomes²⁷ and expected results²⁸

The success of a project will be measured against its ability to contribute to foreseen outcomes and to achieve expected results, both of which should be described in the project document. If results are not carefully formulated to reflect explicit gender concerns, it is very difficult to chart progress in the achievement of gender-responsive objectives.

Example of results:

- *Increased number of girls enrolled and staying in school.*
- *Enhanced decision-making power for women regarding household expenditures.*
- *Equal participation of women and men in the management of community resources.*

25. For guidance on how to draft documents using gender neutral language consult UNESCO's *Guidelines on Gender-Neutral Language* 3rd Edition, 1999, available in French and English at <http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf>

26. **Output or Deliverable:** "Outputs describe what you want the project to deliver. They are often described in the Terms of Reference (TOR) for the project." (*A Guide for Developing a Logical Framework*, Centre for Rural Development and Training; University of Wolverhampton, UK, page 7). UNESCO defines outputs as the products, capital goods and services which result from an intervention; they include effects/changes resulting from interventions which are deployed to achieve the project outcomes.

27. **Outcomes**, as UNESCO applies the term, are overall changes in situations and/or benefits to end-users/clients, either qualitative or quantitative, in the area where UNESCO has intervened, that may or may not be substantially due to the Organization's activities but have in part been possible because of UNESCO's efforts. *Op cit*.

28. **Expected results** describe a change in a situation and/or benefits to end-users/clients, due to activities or interventions of the project. *Op cit*, page 6.

2.6 Project performance indicators

Monitoring the implementation of an activity or programme according to pre-determined indicators of performance helps ensure the attainment of expected results. Constant and consistent performance monitoring also facilitates early adjustments to the project – including revising its indicators – if needed. This task is therefore a crucial part of project implementation.

Indicators are used to measure and monitor the achievement of results and to establish the “success” of our work. Good indicators have the following characteristics:

- **Realistic:** The indicators are attainable and can be verified (availability of data, feasible in time, etc.).
- **Meaningful:** The link between the indicator and objective sought is clear and demonstrable. Indicators might need to be adjusted to reflect evolutions in the project.
- **Quantitative and Qualitative.**
- **Time-bound.**
- Include **Input, Process and Outcome** indicators if possible.
- When appropriate, indicators are also determined by/with the **populations** concerned.

Gender-sensitive indicators meet the above requirements **and**, in addition:

- Address the gaps and inequalities one is seeking to redress between women and men or within a group of women or men.
- Require the collection of data that is disaggregated by sex, and as much as possible, is also disaggregated by age and by socio-economic group (or any other socially significant category in society).
- Have a long-term perspective because social change takes time.
- Are developed on the basis of participatory approaches, where women and men actively take part in the identification, as well as the planning, of performance measurement frameworks, in implementation, and in the discussion of findings.

2.7 Conducting evaluations

The evaluation phase constitutes a key moment in the life of a project. Unlike performance monitoring, project evaluations take place after a project has been implemented. Evaluations help us draw lessons from the project to improve the quality of future activities and maximize its impacts. In this sense, the evaluation phase is a capacity-building process as well as a pre-planning exercise for the future.

For both of these reasons, it is critical that evaluation plans and their terms-of-references (TOR) include gender-sensitive criteria. This remains the most effective

way to bring to the stakeholder's attention the added value of a gender equality perspective. Specific expertise in gender and evaluation should be sought to professionally address these issues throughout the evaluation process. A checklist for planning and executing gender-intergrated evaluations can be found on UNESCO's Gender Mainstreaming website at www.unesco.org/women

In cases where gender equality issues were not squarely addressed in the project, it has proven to be extremely effective to include gender equality issues among the evaluation criteria to stimulate greater awareness among project stakeholders of the importance and added value of integrating gender equality considerations.

3. Participation Programme (commonly referred to as “PP”)

The Participation Programme is an activity-funding programme open to all Member States. Every two years, Member States (through their National Commission) submit project proposals to UNESCO, ranking each submission by order of national priority. Proposals are reviewed and assessed by UNESCO's Secretariat. Then, on the basis of the recommendations provided by the Secretariat, UNESCO's Director-General approves the proposals. To be awarded funding, proposals must, at minimum, be aligned with the Organization's programme priorities, as defined in UNESCO's Programme and Budget.²⁹

What can Gender Focal Points do? They can:

- Alert their Secretary-General to the importance of making sure all Participation Programme submissions are gender-mainstreamed, as requested by the Medium Term Strategy for 2002-2007 (paragraph 32).
- Assist colleagues and partners in making their proposals more attentive to gender equality issues. The checklists and tips provided in this handbook should provide guidance through this process.
- Propose projects for PP funding that can support National Action Plans in favor of gender equality.

NB: The execution of all approved projects funded under the Participation Programme is subject to the principles and conditions governing the Participation Programme, which are found in 32 C/Resolution 45, adopted by the General Conference at its 32nd session in 2003.³⁰

29. Document available at <http://mirror-us.unesco.org/general/eng/about/budget.shtml>

30. The Resolution can be found at <http://unesdoc.unesco.org/images/0013/001331/133171e.pdf>

4. Gender Audits

Inter-governmental and national institutions are increasingly conducting “Gender Audits.” This practice combines evaluation and auditing methodologies. The main objective of a “Gender Audit” is to promote organizational learning at the individual, section/division and organizational level on how to effectively implement gender mainstreaming strategies in policies and programmes.

A Gender Audit is achieved through a critical evaluation of the strengths and weaknesses of an institution’s programmes and policies, as well as through an assessment of existing constraints and opportunities within an organization to cost-effectively comply with political commitments to gender mainstreaming. It should also include a gender-analysis of the institution’s budget. This means examining if budgets are being adequately distributed and managed in order to achieve the stated gender equality objectives.

5. Gender training

In addition to advocacy work and the dissemination of good/best practices, gender training can support attitudinal and behavioural changes leading to a more effective consideration of gender equality issues. The object of gender training is that through the process and exchange of experiences, participants begin to question commonly held beliefs about women’s and men’s abilities and roles and acquire new skills to conduct their regular duties using a gender lens.

Gender training programmes should³¹:

- Raise the level of awareness and understanding of gender equality issues and their related concepts and language.
- Support changes in attitudes and behavior and strengthen the vision, capacity and processes needed to build a more gender-responsive organizational culture.
- Provide participants with the skills necessary to appropriately ensure the effective integration of gender equality issues in all stages of the programming and project cycle, thereby broadening the institution’s mainstreaming efforts and reinforcing its capacities to achieve major national gender targets.
- Promote the integration of gender equality issues in programmes at the national level, promote their visibility and improve their future coverage.

31. From *UNESCO’s Gender Mainstreaming Implementation Framework for 2002-2007 (GMIF)*, page 12.

BOX 7

Important considerations when designing your gender-training programme

Trainees remember...

- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they hear, see and say
- 90% of what they hear, see, say and do

(Arnold, Rick et. al., *Education for a Change*. Toronto, 1991)

An example of a gender training course outline is provided in **Annex 3**. In **Annex 4** you can find a list of websites that can help you design gender training programmes.

Section 5

Getting around culture and gender issues

Getting around culture and gender issues

To understand gender relations, and effectively support social change towards greater gender equality, one has to understand the culture of which women and men are a part. This implies being acutely aware of how gender identities and relations organize daily life and interact with culture.

1. How is gender related to culture?

Culture is not an aspect or a dimension of our societies. For UNESCO, it is the total sum of **“distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs.”**³²

With this definition of culture, “gender” and “culture” are inextricably linked, with no clear line of separation.

Culture shapes our perceptions of what are appropriate male and female attributes, behaviours and relationships. Likewise, “gender identities” and “gender relations” are critical aspects of culture because they shape the way daily life is lived in the family, in the wider community and in the workplace. Gender contributes to the distinctiveness of a culture. For example, in some societies, men typically take part in public displays of authority, while women exercise their power by influencing decision-making processes. Such differences in approaches to “power” between women and men explain why some rituals surrounding the resolution of family disputes are handled the way they are in some societies.

32. World Conference on Cultural Policies (MONDIACULT), Mexico 1982.

2. “Culture” and the promotion of gender equality

Cultural references and traditions are often considered as something that cannot, or should not, be challenged or changed. This rigid conception of culture has, unfortunately, led some to believe that gender equality programmes that seek to change gender relations threaten cultural identities, especially if these programmes call commonly accepted lifestyles into question. While some traditional cultural practices are unquestionably harmful to women’s health and well-being,³³ and therefore condemned by the international community, “cultures” as a whole are certainly not to be blamed.

Gender equality programmes seek to promote and implement universally shared and endorsed values about women’s and men’s equal rights, responsibilities, status and roles in society. These values are squarely and unequivocally enshrined in internationally recognized normative instruments that have been endorsed by the majority of UNESCO’s Member States.³⁴

In UNESCO’s experience, cultures represent a pool of resources and opportunities for positive change. This is particularly the case when women and men take examples from the tradition to negotiate new freedoms and alternative life choices, or when traditional leaders become champions of gender-responsive programmes. This has been the case in the area of HIV/AIDS preventive education. For example, religious leaders gathered in Kenya to issue health-promoting messages.

Despite what many may say, societies and cultures, as well as gender roles are not, and never have been, static. They are living realities that throughout history are constantly being renewed, reinvented and adjusted in response to people’s new aspirations and changing environments (i.e. urbanization, demographic changes, war, the introduction of new technologies). In this process, some values are reinforced while others are contested. The only general rule is that there is no single, linear and predictable process of cultural change.

Shifts in gender relations echo changes already taking place in societies. They are, however, often more critically contested because more than any other social transformation, they have immediate implications for everyone – men and women alike. They are also more delicate to deal with because they affect people’s private lives.

33. For more information on these practices, please consult the reports of the *Special Rapporteur on traditional practices affecting the health of women and children*.

34. 178 of UNESCO’s 191 Member States have either ratified, acceded or succeeded to the CEDAW.

The key message is that, as Gender Focal Point, one must avoid the dual pitfall of, on the one hand, opposing “Respect for Cultural Diversity” and “Gender Equality” and, on the other hand, propagating the misconception that gender equality programmes are eroding the specificities of cultures.

3. Gender equality and cultural diversity

Culture and gender are intertwined. Just as there is a diversity of cultures, there is also a diversity of models of gender relations. In addition, every society is grappling with its own “gender issues” and specific forms of gender-based discrimination. Women from ethnic minorities in one country can face particular forms of discrimination that young women living in another country may never encounter.

Nonetheless, despite the *de facto* diversity of models of relations between women and men and the issues they are confronting, there are common features to most gender relations that can be traced in all societies. For example:

- Men generally enjoy greater freedom, entitlements to existing resources and rewards than women (resources include: financial capital, employment, learning opportunities, land, social status, food, decision-making power, leisure time, etc.);
- Gender roles and stereotypes are internalised by both men and women from an early age onwards;
- Gender roles institutionalise socially accepted power relations between women and men and often rest on commonly held beliefs (or misconceptions) about what is “natural,” “healthy” or “normal” for women and men;
- All societies and regions of the world assign norms and values to each sex and gender role (stereotypes). Overstepping or even just challenging these norms can be socially, economically, politically, psychologically and physically costly. Underestimating these costs and not foreseeing alternative solutions for those who contest them can be detrimental to the lives of those immediately concerned;
- Changing unequal gender roles and relations takes time and involves a process of self-empowerment and self-determination. No one can empower another person.

How do I overcome cultural resistance to change

“... No culture is unchanging so there are always entry points for cultural and for gender change. Identify individuals or groups that are supportive of change (change agents) and build alliances. Strategize with your change agents to get religious and conservative society leaders to realize that gender equality is not a threat but a benefit to all. Identifying barriers taking into account the social and cultural context then trying to integrate gender concerns throughout the existing networks or structures has proven to be very effective. This engages people in bringing change within their own networks and structures...”

LINDA PENNELL

Gender Training Expert facilitating a UNESCO workshop
November 2002

4. UNESCO’s guiding principles in the promotion of gender equality³⁵

While recognizing the diversity of cultures that form the richness of our world, UNESCO’s work in favour of gender equality rests on a core set of universal principles/values. These are:

- **Recognition.** Gender issues permeate all aspects of international co-operation: its management systems, personnel policies, organizational culture, working methods and the issues it addresses, from policy planning, programming and implementation to evaluation. Acknowledging this fact is necessary to tackle the systemic barriers to gender equality.
- **Diversity and intersection.** Policies, programmes and projects affect women and men differently but not all women and all men experience the same form of gender-based discrimination and marginalization. Sub-groups of men/women may experience specific gender inequalities that must be acknowledged and documented in order to be adequately addressed.
- **Equality.** Gender equality requires the protection and promotion of human rights for all: the rights of young and adult men and women, as well as those of boys and girls. Equality also implies ensuring equal opportunities.
- **Equity.** Specific measures that favour the more disadvantaged gender must be designed to eliminate disparities between the genders, sexist stereotypes

35. From **UNESCO’s Gender Mainstreaming Implementation Framework for 2002-2007** (GMIF), page 9.

and discrimination. Equity compensates for unequal opportunities and guarantees the fairness of our programmes (equity leads to equality).

- **Empowerment and agency.** Individual and collective empowerment is central for boys, girls, young and adult women and men to meet their immediate practical needs as well as their long-term strategic interests. Empowerment begins with consciousness-raising and leads to self-realization. UNESCO must support processes that increase women's and men's self-confidence, develop their self-reliance, and help them set their own agendas.
- **Participation and parity.** Equal participation of young and adult men and women as agents of change in economic, social and political processes is essential to achieving gender equality.
- **Partnership between women and men.** Empowering women does not mean excluding men. It is about establishing *partnerships* between women and men that empower *both* gender. This implies giving an equally pivotal role to men and to women in creating more equal societies.
- **Social justice.** Though gender inequality breeds poverty, anti-poverty measures alone cannot redress gender inequalities. Poverty reduction efforts must be coupled with actions to eliminate gender inequality in order to be truly effective.

Section 6

UNESCO and UN advocacy tools

UNESCO and UN advocacy tools

Progress towards gender equality depends on the active and relentless efforts of determined individuals and groups such as Gender Focal Points and national women's machineries to promote gender-sensitive policies and agendas.

Actions that influence policy agendas are supported by:

- good arguments;
- reliable facts based on referenced evidence; and
- meaningful and effective advocacy tools and strategies.

Advocacy tools are documents such as national legislative texts, plans of action or public policy directives that outline a country's official position on issues of public concern.

On an international level, these are called "international normative instruments." They include documents such as Conventions and Optional Protocols, Declarations and International Plans of Action. These documents, if endorsed by a Government or Head of State, give powerful mandates to gender advocates within a country to push for greater gender equality. With these tools in hand, advocates can campaign, lobby and build alliances to influence decision-makers and policies.

In this section you will find the United Nations' and UNESCO's key universal normative instruments that can support your advocacy work in favour of gender equality.

1. Key UN and UNESCO universal normative instruments

These instruments, gender-specific and otherwise, can support arguments in favour of equity and equal rights between women and men. They have been signed and ratified by most UN Member States and therefore call for adherence.

POLITICAL DECLARATIONS AND CONVENTIONS

- The Universal Declaration of Human Rights (1948) and its two Covenants, the International Covenant on Economic, Social and Cultural Rights (1966) and the International Covenant on Civil and Political Rights (1966).
- The Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others (1949).
- The Convention against Discrimination in Education (1960).
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979).
- The Declaration on the Elimination of Violence against Women (1993).
- The Universal Declaration on Cultural Diversity (2001).

MAJOR POLICY COMMITMENTS MADE DURING UN WORLD WOMEN'S CONFERENCES³⁶

- Nairobi Forward-Looking Strategies for the Advancement of Women (1985).
- Beijing Declaration and Platform for Action (1995).
- Beijing+5 Outcome Document (2000).
- Beijing+10 Declaration (2005).

MAJOR SECTORAL POLICY COMMITMENTS IN AREAS RELEVANT TO UNESCO

- Earth Summit in Rio and Agenda 21 (1992). Chapter 24: "Women in Sustainable Development."
- Vienna Declaration and Programme of Action of the UN World Conference on Human Rights (1993), which recognized the right to development and the human rights of women and girls as an integral part of human rights.
- Declaration (Geneva, 1994) and Integrated Framework of Action on Education for Peace, Human Rights and Democracy, Geneva (Paris, 1995). See paragraphs 2.3, 8, 13, 25, 30.
- International Conference on Population and Development and its Programme for Action (Cairo, 1994).
- World Conference on Science and Framework for Action (Budapest, 1999). See paragraphs 17, 41, 43, 56, 78, 86 and particularly paragraph 90, which deals explicitly with participation of women and girls in all aspects of science and technology.
- International Conference on Adult Education, CONFINTEA V (Hamburg, 1997).
- World Education Forum (Dakar, 2000). The Dakar Framework for Action on Education for All, commonly referred to as the "Dakar Goals," specifically calls for gender equality in Goal 5: "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality."
- Johannesburg Summit (2002). See the "Plan of Implementation" paragraphs 3, 6(d), 6(h), 10(c), 24(a and b), 38, 40(c), 44(b), 46, 47(i and l), 49, 56(a), 59, 61(b), 96, 113, 126(g), 146bis., 148.³⁷
- World Summit on the Information Society (Geneva, 2003). See the "Declaration of Principles" (paragraphs 2, 12, 29) and the "Plan of Action" (paragraphs 11g, 13l, 18b, 18e, 19a, 19c, 19d, 23h, 24e, 27, 28a and 28c).³⁸

UN and UNESCO Resolutions

Resolutions adopted since 1995 by the United Nations General Assembly and UNESCO's General Conference concerning women, girls and gender equality can equally serve as tools to support your actions. The full list of these references can be found on UNESCO's Gender Mainstreaming website at www.unesco.org/women

Key universal normative instruments relative to UNESCO's work in favour of gender equality

- The Universal Declaration of Human Rights (1948) and its two Covenants, the International Covenant on Economic, Social and Cultural Rights (1966) and the International Covenant on Civil and Political Rights (1966)
- The Convention against Discrimination in Education (1960)
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979) which provides a definition of “discrimination against women” in Article I
- The Declaration on the Elimination of Violence against Women (1993) which provides the first comprehensive definition of “violence against women” in Article I
- The Declaration and Programme of Action of the International Conference on Population and Development (1994)
- The Beijing Declaration and Platform for Action (1995) provides the first comprehensive definition of “reproductive rights” in paragraph 95
- The Beijing +5 Political Declaration and Outcome Document (2000)
- The “Dakar Framework for Action, Education for All: Meeting Our Collective Commitments” adopted at the World Education Forum, (2000), identified 6 Dakar goals, 2 of which specifically focus on women and girls (Goal 5 and 3)
- The Universal Declaration on Cultural Diversity (2001) which clearly states that “no one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.” (Art. 4)
- The Beijing +10 Declaration (2005) which emphasizes the mutually reinforcing relationship between the CEDAW and the Beijing Platform for Action

36. These documents can be found on the United Nations website on women and gender equality, **WomenWatch** at <http://www.un.org/womenwatch>

37. Available from: http://www.johannesburgsummit.org/html/documents/summit_docs/2309_planfinal.htm

38. Available from: http://www.itu.int/wsis/documents/doc_multi.asp?lang=en&id=1161|1160

2. UNESCO's Medium Term Strategy (31 C/4)

UNESCO's Medium-Term Strategy for 2002-2007 (31 C/4) spells out the Organization's programme priorities, strategic objectives and expected outcomes. It is the Organization's strategic plan. This document was adopted by UNESCO's General Conference and therefore expresses the will and aspirations of all its Member States. On these grounds, the Medium Term Strategy is also an **advocacy tool** that can be used to support and guide your initiatives in favour of gender equality.

Paragraph 32 of the Medium Term Strategy sets the Organization's policy on gender mainstreaming and women.

Section 7

Frequently Asked Questions

Frequently Asked Questions

For additional explanations of key concepts and terms used in the handbook please consult **Annex 2**.

1. What is a Gender Focal Point (GFP)?

GFPs are persons who have been designated within an institution or organization to monitor and stimulate greater consideration of gender equality issues in daily operations.

Some use the term to refer to National Ministries of Women's Affairs or heads of administrative services that exclusively work on the promotion of women's rights and equal opportunities.

Please read item 1.5 of the handbook to learn more about the role of the National Commission Gender Focal Point.

2. What is the difference between gender equality and gender equity?

UNESCO makes a distinction between **gender equality** and **equity**.

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their homes, communities and societies.³⁹

39. From *UNESCO's Gender Mainstreaming Implementation Framework for 2002-2007* (GMIF), p.17.

Equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field.

Equity is a means. **Equality** is the result.

3. What is gender mainstreaming?

Mainstreaming is a process rather than a goal. It consists of bringing what can be seen as marginal into the core business and main decision-making process of an organization. It is deemed necessary to “mainstream” gender equality issues within an organization such as UNESCO because the ideas and practices of UNESCO’s constituencies play an important role in determining the rationale for the allocation of resources and learning opportunities within societies.

Efforts to integrate gender equality concerns into existing institutions of the mainstream have little value for their own sake. A gender perspective is being mainstreamed to achieve gender equality and improve the relevance and effectiveness of development agendas as a whole, for the benefit of all women and men.

An extensive definition of “gender mainstreaming” is also provided in the Agreed Conclusion of the 1997 ECOSOC Coordination Segment **“Mainstreaming the gender perspective into all policies and programmes of the United Nations system”**.⁴⁰

4. Why mainstream gender?

The UN assessment prepared for the Beijing+5 Special Session of the General Assembly of the United Nations in 2000⁴¹ concluded that although some advancement had been made in achieving gender equality, there is still significant progress to be made to full gender equality. Women and girls still represent 2/3 of the world illiterates; fewer girls than boys finish primary school; women represent less than 15% of elected national officials; rural women are responsible for half of the world’s food production and yet, globally, women own less than 1% of land.

Gender inequality is also a handicap for boys, as in some cases, the so-called “gender gaps” are to the detriment of boys. This is particularly the case in some regions where the educational performance and participation of boys in relation to girls

40. Document available on internet at <http://www.un.org/womenwatch/daw/followup/main.htm>

41. The Beijing+5 Special Session of the General Assembly of the United Nations in 2000 entitled **Women 2000: Gender Equality, Development and Peace for the Twenty-First Century**. Full information is available at <http://www.un.org/womenwatch/daw/followup/session/presskit/gasp.htm>

is a source of serious concern. Here, boys living in urban slums and townships are repeating schooling, thus requiring more than normal time to complete the basic education cycle.

On an institutional level, progress is also lagging behind with regard to the enforcement of equality legislation, the strengthening of national institutional mechanisms and the development of gender-responsive poverty eradication strategies.

Consequently, UNESCO, as well as other UN-agencies, is expected to deliver a clear message to governments reminding them of their obligation to honour the Beijing commitments. As attested by close to thirty years of research and experience,⁴² gender equality is not only a question of human rights but of good governance. As long as both women's and men's priorities and visions of development goals are not clearly addressed, taken into account and promoted, not only are we excluding half of humanity, we are jeopardising our prospects at achieving sustainable development.

It is clear, however, that gender equality cannot come about only through women-targeted and men-targeted projects that seek to improve individual conditions alone. A profound transformation of the structures and systems, which lie at the root of subordination and gender inequality, is required. To do this, we must uncover the hidden biases that limit women's and men's ability to enjoy equal rights and opportunities and find the most effective and culturally appropriate means to support women's and men's capacities to drive social change. For UNESCO this means that we must mainstream gender equality concerns in all our operations.

5. What is a Gender Equality Machinery?

A **Gender Equality Machinery** or **Women's Machinery** is a government institution and, in some cases, parliamentary structure, set up to promote women's advancement and to ensure the full enjoyment by women of their human rights. Its main function is to monitor and to ensure the implementation of the law, of the principle of non-discrimination and equality between women and men.⁴³ Examples of women or gender equality machineries: Ministry of Women's Affairs; Department of Gender Equality; Committee for Equal Opportunities. Some may refer to these administrative or political structures as Gender Focal Points. The term is increasingly being used to include all institutional and administrative arrangements put into place to integrate gender equality issues in public policies and programmes, from individual GFPs to national and sub-regional commissions and committees.

42. Since 1975, International Women's Year and adoption of the first world plan of action for the advancement of women, which inaugurated the Decade for Women: Equality, Development and Peace.

43. Testolin, Giorgia, Handbook on National Machinery to Promote Gender Equality and Action Plans; Guidelines for establishing and implementing National Machinery to promote equality, with examples of good practices, Council of Europe, 2001.

A list of national women machineries worldwide can be found on the UN website for women: WomenWatch at <http://www.un.org/womenwatch/world/>

6. What is a gender lens?

A **gender lens** is the term used to describe an analytical tool that helps the user make sure he or she is addressing gender issues in his or her work. A gender lens can take the form of a list of questions or a short checklist of points to remember⁴⁴. For an example of a gender lens see BOX 5: “Gender Lens” for the review of project proposals.”

44. *A Toolkit for promoting Gender Equality in Education*. UNESCO Bangkok, Gender in Education Network in Asia (GENIA), 2003.

Annexes

Annex 1

List of UNESCO Chairs and UNITWIN Networks Relating to Women and Gender

(13 UNESCO Chairs as of 28.07.2004)¹

The UNITWIN/UNESCO Chairs Programme was established in 1992 and is the abbreviation for the university twinning and networking scheme. It was launched with the aim of developing inter-university cooperation, while emphasizing the transfer of knowledge between universities and the promotion of academic solidarity across the world.

UNITWIN Networks

U.K.

UNESCO Chair/Network in Gender, Culture and Human Development, established in 1995

U.K.

ACU/UNITWIN Network in Higher Education Management for Women Academics (282), established in 1993. Network co-ordinator: Association of Commonwealth Universities (ACU), Prof. Dorothy Garland (appts@acc.ac.uk)

UNESCO Chairs

Argentina

UNESCO Chair for Women, Science and Technology, established in 2001 at FLASCO

Botswana

UNESCO-NATURA Chair on Extension Strategies for Rural Development: Gender Sensitive Approaches, established in 1992

¹. Updates available on UNESCO's website.

Burkina Faso

UNESCO Chair “Gender, Science and Development in Africa”, established in 2004 at the University of Ouagadougou

Ghana

UNESCO-AAU Chair for “Women in Science and Technology”, established in 1995

Kenya

UNESCO Chair in Women and Community Health, established in 1998
Bahemuka, J. Mbula - Nairobi University, Department of Sociology
(uonunesco@iconnect.co.ke)

Republic of Korea

UNESCO Chair in Communication Technology for Women, established in 1998

Kyrgyzstan

UNESCO Chair on Gender Policy and Human Rights, established in 1997

Morocco

UNESCO Chair on Women and their Rights, established in 1999

Poland

UNESCO Chair in Women, Society and Development, established in 1996

Swaziland

UNESCO-A.A.U. Chair for Women in Science and Technology, established in 1995

Sudan

UNESCO Chair in Women, Science and Technology, established in 2003 at the University for Sciences and Technology

United Arab Emirates / Emirats Arabes Unis

UNESCO Chair in Communication Technology and Journalism for Women, established in 2002

Vietnam

UNESCO-NATURA Chair in Extension Strategies for Rural Development: Gender Sensitive Approaches, established in 1992, within the framework of *Natura*.

Annex 2

Baseline definitions of key concepts

GENDER refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis, it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

SEX describes the biological differences between men and women, which are universal and determined at birth.

GENDER ANALYSIS is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

SEX-DISAGGREGATED DATA is data that is collected and presented separately on men and women.

GENDER EQUALITY means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

EQUITY is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

DISCRIMINATION AGAINST WOMEN means “any discrimination, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field;” Article I of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

EMPOWERMENT is about people – both women and men – taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

GENDER DIVISION OF LABOUR is the result of how each society divides work among men and among women according to what is considered suitable or appropriate to each gender.

WOMEN IN DEVELOPMENT (WID) The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities. Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A common shortcoming of WID projects is that they do not consider women’s multiple roles or that they miscalculate the elasticity of women’s time and labour. Another, is that such projects tend to be blind to men’s roles and responsibilities in women’s (dis)empowerment.

GENDER AND DEVELOPMENT (GAD) The GAD approach focuses on seeking to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. The biggest difference between WID and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven.

There is definitely a need for women-specific and men-specific interventions at times. These complement gender initiatives. Research shows that the success of both sex-specific and gender activities are directly linked with the depth of the gender analysis that informs them. A successful GAD approach requires sustained long-term commitment.

PRACTICAL NEEDS refer to what women (or men) perceive as immediate necessities such as water, shelter and food.

STRATEGIC (GENDER) INTERESTS. Interventions addressing strategic gender interests focus on fundamental issues related to women’s (or, less often, men’s)

subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making. The notion of "strategic gender needs", first coined in 1985 by Maxine Molyneux¹, helped develop gender planning and policy development tools, such as the Moser Framework, which are currently being used by development institutions around the world.

NB: The purpose of introducing such distinctions between needs is to alert the programme specialist to the importance of addressing the structural challenges to women's empowerment. It is not to lock women's realities and experiences into rigid and pre-set notions of what is a strategic need versus what responds to a practical need. For, in many instances, changes in women's practical conditions of life have an effect on power relations between men and women within the community.

GENDER MAINSTREAMING is a process rather than a goal. Efforts to integrate gender into existing institutions of the mainstream have little value for their own sake. We mainstream gender concerns to achieve gender equality and improve the relevance of development agendas. Such an approach shows that the costs of women's marginalization and gender inequalities are born by all.

UN ECOSOC describes gender mainstreaming as "the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality" (ECOSOC Agreed Conclusions 1997/2).

LITERACY GENDER PARITY INDEX (GPI) is the ratio of the female to male adult literacy rates which measures progress towards gender equity in literacy and the level of learning opportunities available for women in relation to those available to men. It serves also as a significant indicator of the empowerment of women in society.

GENDER-RESPONSIVE OBJECTIVES are programme and project objectives that are non-discriminatory, equally benefit women and men and aim at correcting gender imbalances.

VIOLENCE AGAINST WOMEN IS defined in Article I of the Declaration on the Elimination of Violence against Women (1993). The term refers to "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether in public or in private life".

1. Molyneux, Maxine. *Mobilisation without Emancipation? Women's Interests, States and Revolution in Nicaragua*; Feminist Studies 11, No. 2 (1985).

Annex 3

Example of a Gender Training Workshop

Agenda – Gender Mainstreaming Workshop
Based on UNESCO Bangkok gender training; 2003

Time	Item on the Agenda	Discussion leaders
08:15	<p>Official Opening Workshop Objectives and Expected Outcomes Participant Expectations & Agenda Review</p>	<ul style="list-style-type: none"> ■ Director of the UNESCO Bangkok Office ■ Gender Focal Point ■ Gender trainer
09:30	<p>Presentation – Advancing Gender Equality <i>Activity:</i> Slide show presentation & discussion of the commitments and obligations of UNESCO as an agency and of its staff in advancing gender equality. It will be followed by a question and comments session. <i>Objective:</i> For participants to understand UNESCO’s policy on gender equality and their role as catalysts for gender change. In addition, the slide show will update participants on UNESCO Bangkok’s gender activities in the region. This update is to keep UNESCO Bangkok staff in the loop. MoE gender focal points and national/cluster UNESCO staff may seek Bangkok staff’s collaboration. They will expect a consistent gender approach from Bangkok staff as has been mutually established during UNESCO Bangkok gender initiatives (i.e. gender training, research and gender-and-education networking).</p>	<ul style="list-style-type: none"> ■ Gender Focal Point
10:00	<i>Refreshments</i>	
10:15	<p>Exploring Gender Terms – Gallery Walk Plenary Feedback & Discussion <i>Activity:</i> Small groups move from location to location and write definitions of key gender terms posted there. Terms: sex, gender, gender quality, gender equity, women in development (WID) and gender and development (GAD), practical needs and strategic interests. The process is designed to allow safe learning and sharing. Facilitators and participants move to each location for feedback. All participants are encouraged to use simple drawings/graphics, as well as words, to explain the terms. Facilitators share simple drawings and case study examples during feedback. <i>Objective:</i> To gain a clear understanding of gender terms and of how important it is to express gender concepts in simple, everyday ways.</p>	All + Gender trainer

11:30	<p>Demystifying Gender Mainstreaming</p> <p><i>Activity:</i> Introduction to gender mainstreaming. Drawings will also be used to clearly explain the essence of the gender mainstreaming process.</p> <p><i>Objective:</i> To provide participants with a simple easy-to-use graphic that they can use in explaining gender mainstreaming to government and other partners.</p>	All + Gender trainer
12:00	<i>Lunch</i>	
01:00	<p>Orientation and Critique –</p> <p>UNESCO Bangkok Gender Lens for Projects UNESCO Bangkok Gender Lens for Research & Surveys</p> <p><i>Activity:</i> Facilitators will introduce the concept of a gender lens.</p> <p>Two operational gender lenses were developed in the November workshop by UNESCO staff for use in the region. Participants will be provided copies and asked to comment/critique on the usefulness of these gender tools.</p> <p>Using the two lenses as a reference, participants will quickly brainstorm the characteristics of a practical gender tool. This is intended to facilitate their ability to create tools customized to their specific needs.</p> <p><i>Objective:</i> To learn the characteristics, use and value of gender tools.</p>	All + Gender trainer
01:30	<p>The Interface of Gender & Culture</p> <p>Slide Show, Group Activity & Feedback</p> <p><i>Activity:</i> A “rough-cut” slide show on how gender and culture intersect will be presented. Small groups will be given handouts of the slide content. Their task will be to discuss the content and make recommendations for strengthening it. The purpose is to collectively create a gender awareness tool that will help them overcome culture-linked operational obstacles to advancing gender equality.</p> <p><i>Objective:</i> To collectively create a practical and useful tool/reference for UNESCO programmers to advocate positive gender change within various cultural contexts.</p>	All + Gender trainer
03:00	<i>Refreshments</i>	
03:15	<p>Focus on Projects: Where’s the Gender?</p> <p>Group Activity – Gender Analysis of a UNESCO proposal</p> <p><i>Activity:</i> Groups will be asked to put on a mental “gender lens” and critique a UNESCO proposal.</p> <p><i>Objective:</i> To collectively build skills in how to analyse project proposals from a gender perspective and how to incorporate revisions that will make projects more gender-responsive. Participants will be encouraged to “road-test” the UNESCO Gender Lens for Projects in this exercise.</p>	All + Gender trainer
04:15	Participant Feedback on Day I	All
04:30	<i>Adjournment</i>	

Annex 4

Bibliography and key internet resources

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III. Useful Internet resources for developing gender training

UNESCO's Gender Mainstreaming website

(<http://www.unesco.org/women>)

The site provides material developed by, or in co-operation with, UNESCO that can help you integrate gender issues into your work. Find teaching methods, learning tools, case studies, synoptic powerpoint presentations and guidelines. This collection of material covers the full range of UNESCO's fields of competence and more. One section of this site is devoted to gender-training. For ease of reference, the material has been grouped in 3 categories: 1. Helpful gender-training websites; 2. Records of UNESCO's employees training; 3. Lessons learned, tips and good practices.

WomenWatch

(<http://www.un.org/womenwatch/>)

The United Nations website on women and gender equality.

Briefings on Gender and Development (BRIDGE)

(http://www.ids.ac.uk/bridge/Bri_bull.html)

Find information packages and briefs on a variety of issues ranging from HIV/AIDS, trade, poverty and participation. Site developed by the Institute of Development Studies, University of Sussex, United Kingdom

Canadian International Development Agency (CIDA) – Online Course on Gender Equality

(<http://www.acdi-cida.gc.ca/equality>)

To make gender-related 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.

Siyanda

(<http://www.genie.ids.ac.uk/>)

Siyanda is an on-line database of *gender and development materials*. It is also an *interactive space* where gender practitioners can share ideas, experiences and resources.

Gender Training Resources Collection

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

A demonstration web-based collection of gender mainstreaming capacity support material from the United Nations and Commonwealth system, 1990's to 2000. Please note that this database is a prototype primarily for demonstration purposes. The records are not complete and will be updated during the second phase of this project.

INSTRAW GAINS

(<http://www.un-instraw.org/en/resources/index.html>)

United Nations International Research and Training Institute for the Advancement of Women. This is a fast route to relevant resources for organizations and individuals engaging in gender-focused research, training, advocacy, policy-making and implementation. See Training Resources section.

International Information Centre and Archives for the Women's Movement (IIAV) *Mapping the World*

(<http://www.iiav.nl/eng/databases/mapping/index.html>)

Mapping the World is a database with over 350 women's information centres and libraries from more than 125 countries. Search this database for services from Albania to China, from the Dominican Republic to Mongolia and from Tonga to Zimbabwe.

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