Gender Toolkit by UNICEF

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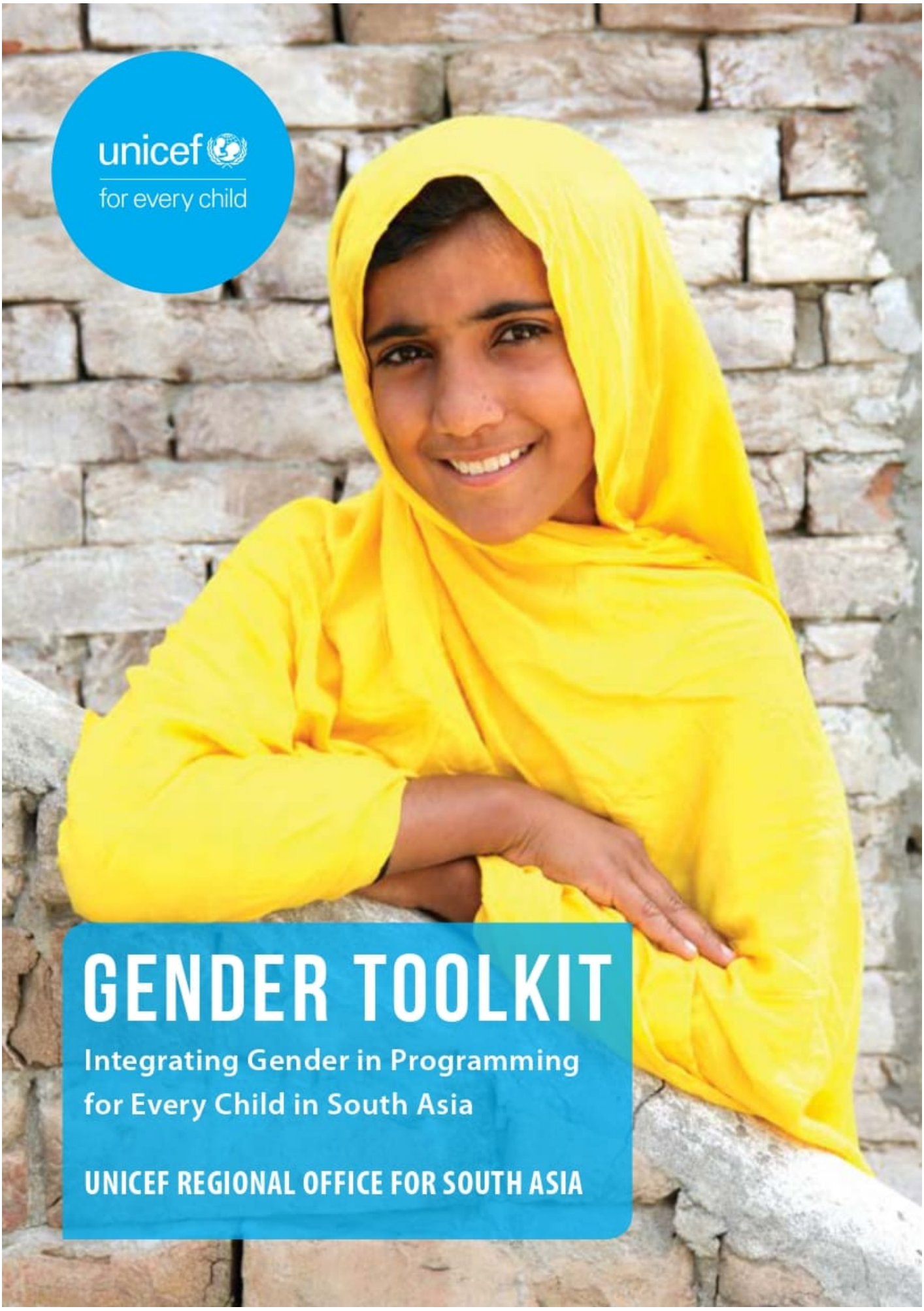
This is a preview of the first 30 pages of the toolkit. To view the entire PDF, download the attached file on the left.



GENDER TOOLKIT

Integrating Gender in Programming for Every Child in South Asia

UNICEF REGIONAL OFFICE FOR SOUTH ASIA

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FOREWORD

I am very pleased to share with you all the first Gender Toolkit prepared by UNICEF Regional Office for South Asia.

This toolkit includes guidance on how to undertake a gender analysis, what needs to be in place to ensure gender is mainstreamed effectively and how gender can be integrated into the Regional Headline Results (Save New Borns, Stop Stunting, Every Child Learns and End Child Marriage) and in our Complementary Results for Early Childhood Development (ECD) and Water, Sanitation and Hygiene (WASH).

The South Asia Headline Results are cross cutting in nature where gender has a critical role in achieving and sustaining the results. Many offices in this region are also implementing a life cycle approach to programming where achievement of results will depend on the integration of gender issues. If we are not addressing gender issues, norms, barriers and inequalities in our planning and implementation, we will not be able to achieve and reach our overall results and societal change will not be realized.

This toolkit is a much needed practical resource to help all country offices in this region (Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka) to plan and integrate the different needs, capacities and engagement of girls and boys, women and men in your programmes and outcomes.

We hope you will find this resource to be useful to drive change in your programming approaches and urge you to apply this to improve the quality of your results.

Jean Gough
Regional Director
UNICEF Regional Office for South Asia (ROSA)

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"…the benefits of gender equality go beyond their direct impact on children. Without it, it will be impossible to create a world of equity, tolerance and shared responsibility – a world that is fit for children."

The State of the World's Children 2007

ACRONYMS

CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
C4D	Communication for Development
CO	Country Office
COAR	Country Office Annual Report
CPD	Country Programme Documents
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
DHS	Demographic and Health Surveys
ECD	Early Childhood Development
FGM/C	Female Genital Mutilation/Cutting
GAP	Gender Action Plan
GBV	Gender-Based Violence
GEM	Gender Equality Marker
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HQ	Headquarters
INGOs	International Non-Governmental Organizations
KAP	Knowledge, Attitudes and Practices
M&E	Monitoring and Evaluation
MHM	Menstrual Hygiene Management
MICS	Multiple Indicator Cluster Survey
MODA	Multiple Overlapping Deprivation Analysis
MTR	Mid Term Review
NGOs	Non-Governmental Organizations
OECD	Organisation for Economic Co-operation and Development
RAM	Result Assessment Module
RO	Regional Office
SDGs	Sustainable Development Goals
SitAn	Situation Analysis
SRHR	Sexual and Reproductive Health and Rights
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UPR	Universal Periodic Review
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

INTRODUCTION TO THE TOOLKIT

Purpose of the toolkit

The concepts, process and benefits of integrating gender equality issues have not always been sufficiently understood and incorporated into UNICEF's programming across South Asia. This toolkit is a step towards strengthening the institutional and individual capacity to undertake gender mainstreaming in UNICEF's programmes and to advance policy commitments on gender equality. This toolkit provides practical guidance to assist UNICEF staff to effectively integrate gender into all aspects of their work and all stages of the programme cycle. The empowerment of women and girls is most effective if gender is a primary focus of all interventions – starting with assessment, analysis and design phases and through to implementation, monitoring and evaluation. This toolkit is intended to be adapted to the goals and objectives of interventions in each country context, and used alongside other UNICEF's guidance notes.

Who is this toolkit for?

This toolkit has been prepared for UNICEF professionals at all levels in the South Asia region, working on gender interventions at national and subnational levels including gender focal points and specialists, non-gender specialists, management, sector staff and planning, monitoring and evaluation (PME) teams. It may also be a useful resource for government stakeholders working closely with UNICEF and for implementing partners working towards gender equality.

Inside the toolkit

The toolkit is composed of three sections. **Section 1** takes a broad look at gender integration in programming and UNICEF's approach to gender equality. **Section 2** provides practical steps on integration of gender across the UNICEF Country Programme Development (CPD) cycle. **Section 3** comprises six modules that offer guidance on gender integration across the UNICEF South Asia Regional Headline Results and its Complementary Results covering health, nutrition, education, child protection, water, sanitation and hygiene (WASH) and Early Childhood Development (ECD). Gender indicators are found in each of these modules. Finally, the **Annex** includes a glossary of gender-related terms and concepts.

SECTION 1

GENDER CONCEPTS AND UNICEF'S GENDER COMMITMENTS

I. ESSENTIAL GENDER CONCEPTS

Familiarize UNICEF programme officers and practitioners with the specialized vocabularies associated with gender equality and bring conceptual clarity on the themes are essential to the design, implementation and evaluation of UNICEF programmes. Below are some key definitions of gender terms that will be helpful in utilizing this toolkit. More definitions and terms are available in the separate **Annex : Glossary of Terms and Concepts.**

KEY GENDER TERMS

Sex and Gender

The term "sex" is defined to mean the biological differences between women and men. "Gender" refers to the social relationships between women, men, girls and boys that vary from one society to another and at different points in history.

Gender roles

Gender roles are learned from the time of birth and are reinforced by parents, teachers, peers and society. These gender roles are based on the way a society is organized and vary by age, class and ethnic group.

Gender norms

Gender norms are the accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how women, men, girls and boys should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

Gender relations

Gender relations have to do with the ways in which a culture or society defines rights, responsibilities and the identities of women, men, girls and boys in relation to one another. Gender relations refer to the balance of power between women and men or girls and boys.

Gender equality

Gender equality is a transformational development goal. It is understood to mean that women (girls) and men (boys) enjoy the same status on political, social, economic and cultural levels. It exists when women (girls) and men (boys) have equal rights, opportunities and status.

Gender equity

Gender equity is the process of being fair to both women (girls) and men (boys) in distribution of resources and benefits. This involves recognition of inequality and requires measures to work towards equality of women (girls) and men (boys). Gender equity is the process that leads to gender equality.

Gender parity

Gender parity is a numerical concept. Gender parity concerns relative equality in terms of numbers and proportions of women and men, girls and boys. For example, the ratio of girls and boys enrolled in school.

Empowerment

Empowerment is about women, men, girls and boys taking control over their lives: setting their own agendas, developing skills (including life skills), building self-confidence, solving problems and developing self-reliance. The process of empowerment enables women, men, girls and boys to question existing inequalities as well as act for change.

Gender analysis

Gender analysis is an organized approach for considering gender issues through the entire process of programme or organizational development. This requires sex-disaggregated data and ensures that development projects and programmes incorporate roles, needs and participation of women, men, girls and boys.

Gender mainstreaming

Gender mainstreaming is the process of assessing implications for women, men, girls and boys of any planned action including legislation, policies or programmes at all levels. It refers to a strategy for making women's, men's, girls' and boys' concerns and experiences an integral dimension of design and implementation, monitoring and evaluating policies and programmes in all political, economic and societal spheres so that women and girls can benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Practical needs

Practical needs are immediate perceived needs such as water, shelter, clothing, basic health care and food. They are based on women's and girls' existing roles (within the gender division of labour) and do not challenge their subordinate position. These needs arise from and reinforce women's and girls' reproductive and productive roles.

Strategic needs

Strategic needs are long-term in nature and often related to structural changes in society. These are identified based on an analysis of women's and girls' subordination in society, and when addressed, should lead to the transformation of the gender division of labour and challenge the power relations between women and men, girls and boys.

II. THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) + GENDER

The Sustainable Development Goals (SDGs) seek to change the course of the 21st century, addressing key challenges such as poverty, inequality and violence against women and girls. Women's and girls' empowerment is a pre-condition for this. Therefore, achieving gender equality and women's and girls' empowerment is a stand-alone goal - **Goal 5** - of the SDGs. It is also part of all the other goals, with many targets specifically recognizing women's and girls' equality and empowerment as both the objective and part of the solution.

SDG 5: Achieve gender equality and empower all women and girls		
End all forms of **discrimination** against all women and girls everywhere.	Eliminate all forms of **violence** against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.	Eliminate all **harmful practices**, such as child, early and forced marriage and female genital mutilation.
Recognize and value **unpaid care and domestic work** through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.	Ensure women's full and effective participation and equal opportunities for **leadership** at all levels of **decision making** in political, economic and public life.	Ensure universal access to **sexual and reproductive health and reproductive rights** as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
Undertake reforms to give women **equal rights to economic resources**, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.	Enhance the use of **enabling technology**, in particular information and communications technology, to promote the empowerment of women.	Adopt and strengthen **sound policies and enforceable legislation** for the promotion of gender equality and the empowerment of all women and girls at all levels.

III. UNICEF'S COMMITMENTS TO GENDER EQUALITY

UNICEF's work and gender

Gender equality programming – both targeted gender programmes and mainstreaming gender across programmes – is critical and central to UNICEF's work. It is not possible for UNICEF to realize its mission of advocating for the protection of children's rights, of helping to meet their basic needs and expanding their opportunities to reach their full potential without promoting and attaining gender equality in the programming.

Advancing gender equality and the rights of women and girls is essential to realizing the rights of all children. Children's rights and well-being often depend on women's rights and well-being, and childhood investments in gender equality contribute to lifelong positive outcomes for children and their communities. Thus, UNICEF promotes the equal rights of girls and boys, women and men and supports their full participation in the social, political and economic development of their communities at every turn.

UNICEF is committed to meet the standards of international laws, commitments and donor requirements in gender equality. In integrating gender equality throughout its work, UNICEF's work is grounded in the Universal Declaration of Human Rights, the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities, and is anchored in the landmark Beijing Declaration and the Beijing Platform for Action. See separate **Annex : Glossary of Terms and Concepts, (page 20)** for further details on the above and other International Conventions and Agreements.

UNICEF addresses the human rights principles of equality and non-discrimination: gender-based discrimination is one of the most ubiquitous forms of discrimination that children face. Thus, UNICEF promotes equal outcomes for girls and boys, and its policies, programmes, partnerships and advocacy efforts seek to contribute to poverty reduction and the achievement of the SDGs through result-oriented, effective, innovative and well-coordinated action that achieves the protection, survival and development of girls and boys on an equal basis.

UNICEF's global Gender Action Plan

UNICEF's global **Gender Action Plan (GAP) 2018-2021** is UNICEF's road map for supporting the achievement of gender equality goals in conjunction with partners and national stakeholders, as outlined in the 2030 Agenda for Sustainable Development and the SDGs. Building on the preceding GAP 2014-2017, it

articulates the organizational emphasis on equity as it relates to gender-based inequalities, especially as the deprivations women and girls face increase multifold when they are also disadvantaged by poverty, ethnic identity, geographic location, disability, and/or fragile and crisis conditions.

The GAP Programmatic Framework elaborates on the **13 gender result areas** that are integrated across the five goals of the UNICEF Strategic Plan 2018-2021 (see **next page**). In the GAP, these 13 results are set along two tracks:

1) Integrated Gender Results (8 results) – where gender is embedded across UNICEF programming sectors (health, nutrition, education, child protection, water, sanitation and hygiene (WASH), and social policy); and

2) Targeted Gender Results (5 results) - areas that focus on the empowerment and well-being of adolescent girls.

The GAP provides indicators for measuring success and specifies the steps UNICEF undertakes to improve institutional effectiveness in implementing programmatic work on gender equality, through commitment of resources and strengthening of staffing, capacity and systems. Gender equality is integrated in both programmatic results and institutional systems and processes.

UNICEF in South Asia is committed to equality for all. The agency promotes and advocates for gender equality within its **six key Regional Headline Result** areas:

Gender equality efforts in the region are underpinned by the GAP 2018-2021, which is aligned with the Strategic Plan 2018-2021, UNICEF's Policy on Gender Equality and the Empowerment of Girls and Women (2010) and Sustainable Development Goal 5: Achieve gender equality and empower all women and girls.

Access to UNICEF's documents

- **Gender Action Plan 2014-2017**
- **Gender Action Plan 2018-2021**
- **Strategic Plan 2018-2021**
- **Gender Policy 2010**
- **Gender Programmatic Review Tools 2018**

unicef

2018 - 2021

GENDER ACTION PLAN

The **Gender Action Plan** (GAP) is a roadmap for promoting gender equality throughout UNICEF's work, in alignment with the organization's **Strategic Plan** (2018-2021) and in support of its contributions to achieving the **Sustainable Development Goals.**

GENDER RESULTS IN PROGRAMMES

Gender equality outcomes across all goals of the Strategic Plan, spanning development and humanitarian contexts

STRATEGIC PLAN GOALS	Every child survives and thrives	Every child learns	Every child is protected from violence and exploitation	Every child lives in a safe and clean environment	Every child has an equitable chance in life
Gender equality for girls and boys and in care and support for all children	Gender-equitable health care and nutrition Quality maternal care Gender equality in community health systems	Gender equality in access, retention and learning Gender equality in teaching and education systems	Prevention of and response to gender-based violence against girls and boys	Gender-responsive water and sanitation systems	Non-gender-discriminatory roles, expectations and practices
Empowerment and wellbeing for adolescent girls	Nutrition, pregnancy care, HIV and HPV prevention	Girls' secondary education and skills	Gender-based violence in emergencies Child marriage and early unions	Menstrual health and hygiene management	

Five targeted priorities for adolescent girls' empowerment and wellbeing

Tackled together and **at scale**, **innovative programming** in the **five interlinked priorities** for adolescent girls can transform their lives and support them to reach their full potential.

MAKING UNICEF A MORE GENDER-RESPONSIVE ORGANIZATION

GAP programming principles • at-scale • innovative • evidence-based/data-generating • expert-led • well-resourced

Using high quality gender **data and evidence** to analyze barriers and bottlenecks to equality and design **gender-responsive programmes.**

Strategic partnerships for stronger results and greater reach.

Investing **resources** to achieve results at scale.

UNICEF's *GenderPro* **builds capacity** of Gender Focal Points, Gender Specialists and Sectoral Specialists.

Increase **diversity and gender parity** among staff, with more women in senior roles.

Accountability through strong leadership, monitoring and oversight.

48 indicators from the Strategic Plan track programme results, 7 indicators track institutional results.

IV. GENDER MAINSTREAMING TOWARDS GENDER EQUALITY

1. What is gender mainstreaming?

Gender mainstreaming is a comprehensive approach that targets sustainable development through and for gender equality. It is a process and a strategy to reach gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies and programmes with a view to promoting equality between women and men, girls and boys, and combating discrimination.

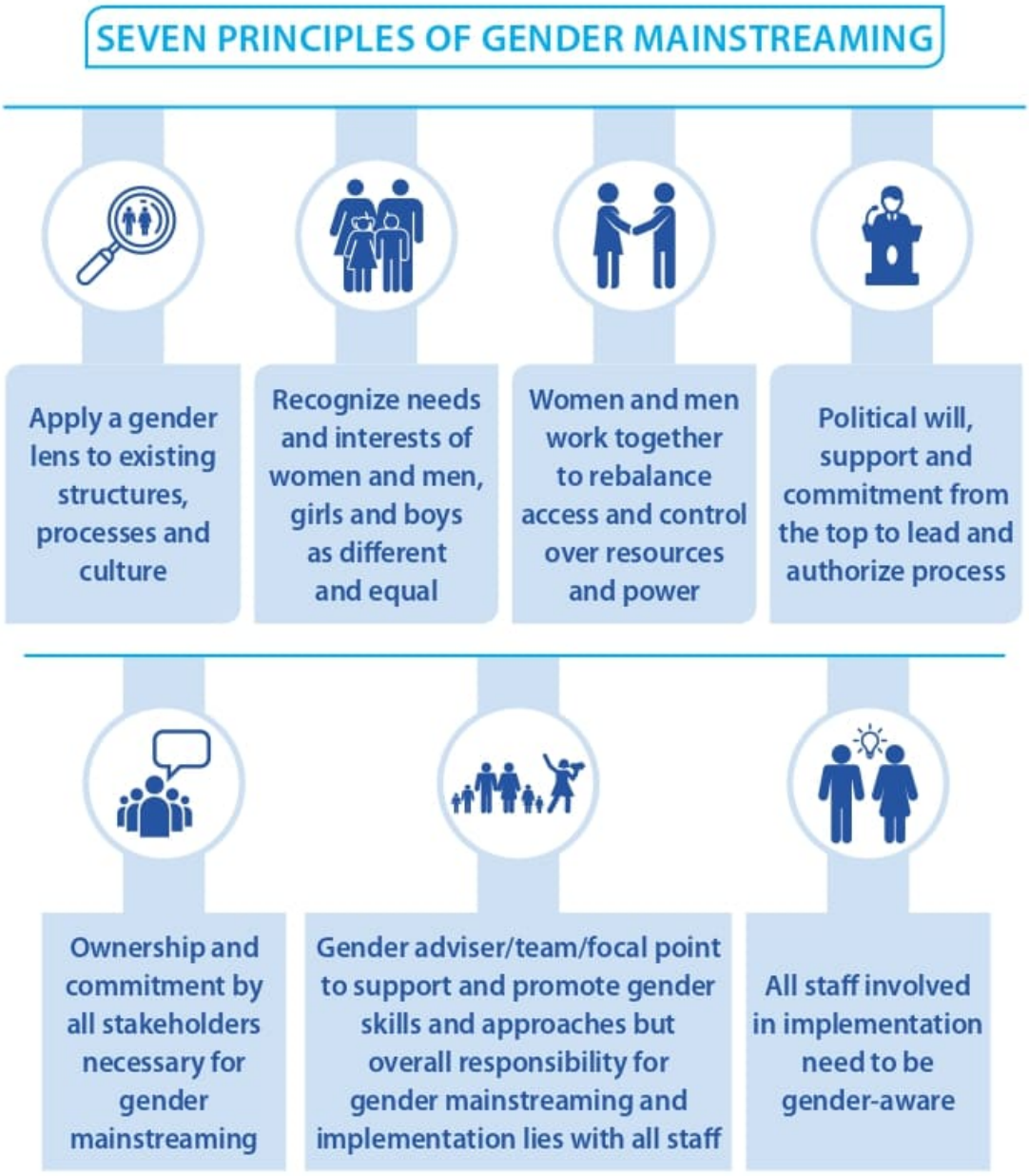
The Fourth International Conference on Women held in Beijing (1995), established gender mainstreaming as an internationally agreed strategy for promoting gender equality, following which the United Nations General Assembly adopted a resolution establishing gender mainstreaming as a United Nations system-wide policy, further defined in 1997 by the United Nations Economic and Social Council (ECOSOC) as:

> "Mainstreaming a gender perspective is 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 perpetrated. The ultimate goal is to achieve gender equality."
>
> ***(United Nations Economic and Social Council Resolution 1997/2: Agreed Conclusions, ECOSOC, 1997)***

Gender mainstreaming is NOT the goal itself, but rather a PROCESS or a STRATEGY for achieving the goal of gender equality.

Mainstreaming gender equality is about more than just understanding different needs of diverse women, men, girls and boys. It is also about understanding the ways in which the different roles and expectations within a society dictate what it means to be male and female and subsequently, how this shapes context and the situation in which programming is conducted. Gender mainstreaming is about applying knowledge of gender to implement more effective programmes and to take opportunities to promote equality between women and men, girls and boys.

Gender mainstreaming is done at the three levels (1) policy; 2) institution/organization; and 3) programme and project and based on the following principles:



2. What causes gender inequality?

There is no one cause of gender inequality that can be isolated. Rather, gender inequality works like a spiral whereby inequality in one place gives momentum to inequalities in other areas. It requires a multi-pronged approach to address the issues.

Social institutions such as social norms, values and attitudes about gender roles are deeply rooted and play a key role in perpetuating gender inequalities. In many cases, these values often include the belief that women and girls are inferior or weaker than men and boys, that women are poor decision makers, that men have no role or skills for raising children, that having a son is a better economic and social value than having a girl child. While gender roles and conventions have changed through the years, gender discrimination, gender stereotypes and pervasive gender norms have been perpetuated.

The Organisation for Economic Co-operation and Development's (OECD) **Social Institutions and Gender Index (SIGI),** launched in 2009, was the first attempt to capture, quantify and measure some of the social institutions that discriminate against women and girls. The SIGI is composed of five sub-indices which each represent a distinct dimension of discrimination against women and girls: **1) Discriminatory family code; 2) Restricted physical integrity; 3) Son bias; 4) Restricted civil liberties;** and **5) Restricted resources and entitlements** as illustrated below.

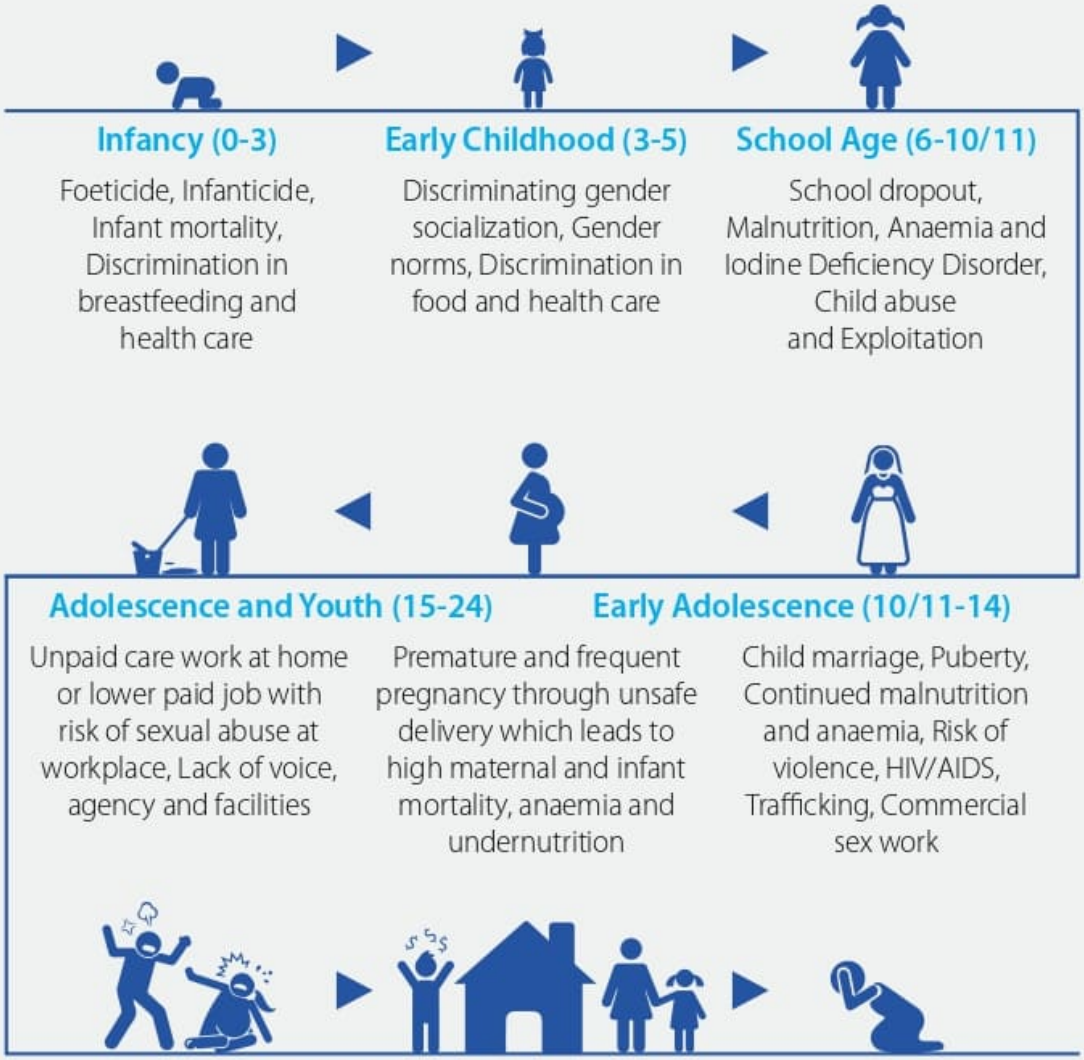
The Composition of the OECD's Social Institutions and Gender Index (SIGI)

1. Discriminatory Family Code	2. Restricted Physical Integrity	3. Son Bias	4. Restricted Civil Liberties	5. Restricted Resources and Entitlements
• Legal age of marriage • Early marriage • Parental authority • Inheritance	• Violence against women • Female genital mutilation • Reproductive autonomy	• Missing women • Fertility preferences	• Secure access to land • Secure access to non-land assets • Access to financial services	• Access to public space • Political voice
Social institutions that limit and restrict women's decision-making power and status in household and family	Social institutions that limit and restrict women's and girls' control over their bodies	Social institutions that foster intra-household bias towards sons and the devaluation of daughters	Social institutions which restrict women's access to, control of, and entitlement over economic and natural resources	Social institutions that restrict women's access to, participation and voice in the public and social spheres

[Source: OECD (2014). Social Institutions and Gender Index: Synthesis Report.]

Gender inequality not only impacts on women's and girls' rights but in turn on the development of girls and boys. An illustration below describes how gender discrimination and gender socialization start at birth, affect the girls' and women's whole life course and are transmitted onto the next generation.

Discrimination through the life cycle of girls and women



3. How can gender equality be achieved?

The causes of gender inequality are deep-rooted and complex, and achieving equality between women and men, girls and boys is not a short-term or even medium-term goal. This is a long-term process that should be judged according to the progress it continues to make. Progress requires addressing all the factors that contribute to inequalities in effort to gradually lead to a shift in norms and value as follows.

Key components to achieve gender equality

Positively rebuilding norms, values and attitudes.

Increasing awareness and education about the costs of gender inequality and the hidden ways that it adversely affects everyone in society.

Reviewing and amending laws and policies to be equitable and inclusive.

Transforming institutions and institutional practices that perpetuate gender-based power structures, discrimination and barriers including everything from hiring practices, educational curricula to decision-making processes at national and community levels.

Breaking down gendered divisions of labour that dictate what is appropriate for women, men, girls and boys to do.

V. ENGAGING MEN AND BOYS TO ACHIEVE GENDER EQUALITY

Obviously, gender equality is a women's and girls' issue because it directly affects women and girls, and they most often suffer disproportionately from gender inequality. However, gender equality is not only a women's and girls' issue but also concerns and requires the full engagement of men and boys. If only women or girls are involved in discussing and addressing gender inequality, the solutions will not work. This is both because women and girls represent only a partial perspective of society, and because most often women and girls are not in the decision-making positions necessary to implement the solutions. Women and men, girls and boys have to be equal stakeholders and equally committed to solutions in order for them to be accepted both formally and in practice.

Moreover, while some problems and challenges are more pressing for women and girls than others (e.g., receiving equal pay for equal work or domestic violence), men and boys also face specific problems and challenges that require special attention (e.g., masculinity expectations and norms, socio-emotional needs, substance abuse and disorders, etc.).

Other added values of engaging men and boys in gender-responsive programming include:

1) **Promoting human rights** since gender equality is a human right and a

Added value of engaging men and boys

Promoting human rights

Increasing entry points

Advancing development goals

Equitable partnership

Involving male leaders

condition for the full realization of rights of women, men, girls and boys;

2) **Increasing entry points** for exposing gender-blind policies and practices;
3) **Advancing development goals** such as a reduction in gender-based violence (GBV) and HIV/AIDS and improved health by complementing ongoing work for the advancement of women and girls;
4) **Enhance equitable partnerships** by changing power dynamics between women (girls) and men (boys) and shared decision making within households which may contribute to social stability and more sustainable livelihoods; and
5) **Influence male leaders** such as cultural and religious leaders to transform men's and boys' perspectives on gender equality (whether at the community, national or international level).

There are several strategies for working with men and boys on gender equality that have been proven to be effective. These include 1) mobilizing men, boys and communities to campaign for changes in government policy, legal justice systems and corporate practice, armies and other institutions of male power; 2) encouraging men and boys to speak in public debates around gender justice and to serve as role models for men and boys as partners; 3) fostering dialogue and building of alliance with and by men and boys; and 4) building capacity of women and men, girls and boys to bring results on gender equality and human right.

Checklist on engagement of men and boys in gender mainstreaming programming

- ☑ **Do programmes empower women and girls while also drawing in men and boys in gender-transformative ways?**
- ☑ **Are men and boys drawn in as leaders and active participants and not dismissed or marginalized as potential opponents to change?**
- ☑ **Do programmes allow men and boys to develop a greater personal stake in gender equality and to see how their lives may change in welcome ways?**
- ☑ **Do initiatives give opportunities to men and boys to rethink issues related to masculinity?**
- ☑ **How can behavior change and learning environments for men and boys be created?**

SUMMARY

Gender is a relational term used to describe socially determined differences between women's and men's, girls' and boys' roles, attitudes, behaviour and values as perceived in a given societal context. Sex is a biological difference.

Gender is NOT synonymous with just women and girls and NOT just for action or the benefit of women and girls only.

Women, men, girls and boys all must be involved to advance gender equality and societal transformation.

Not all women and girls are the same as inequalities, needs and barriers differ across caste, ethnicities, age, location, wealth quintile, literacy levels, marital status, special needs (such as disability) and conflict conditions.

Gender mainstreaming is about addressing gender issues across all sections, sectors and levels in any planned action including legislation, policies and programmes.

Gender mainstreaming should consider needs of all women and men, girls and boys equally.

SECTION 2

PRACTICAL STEPS FOR GENDER MAINSTREAMING

INTRODUCTION

Improving UNICEF's programme strategies and systems to be more gender-responsive is a core objective for achieving results and is necessary for UNICEF to meet its organizational commitments to gender equality. When gender mainstreaming is successfully implemented, women and men, girls and boys benefit equally from development processes. In operational terms, gender mainstreaming allows policymakers and practitioners not only to focus on the outcomes of gender equality but also to identify and address the processes that cause it.

The basis of gender mainstreaming is a **gender analysis**. It is the first and the most critical step: it precedes any gender mainstreaming action and will help determine areas and methods of intervention. Without conducting a gender analysis, it is not possible to be certain that an intervention really can contribute to the promotion of gender equality and socially-just human development. Because there is no set "recipe" for attaining gender equality, it is crucial to have a full understanding of the gender issues in any given situation – and these situations differ. This ensures that policies and programmes are not based on incorrect assumptions and stereotypes but on everyday life situation of women, men, girls and boys.

This section explains what gender analysis is and how to conduct gender analysis in UNICEF's programme cycle. The gender mainstreaming process is divided into **six stages: 1) Planning (including assessment and analysis); 2) Programme design; 3) Implementation; 4) Monitoring; 5) Evaluation; and 6) Reporting of the results and lessons learned** and each stage is described in this section 2.

When to use Section 2?

- **When developing a new Country Programme Document (CPD), Annual and Mid-Term Review (MTR) or/and undertaking a Gender Programmatic Review (GPR).**
- **At any stage in the country programme cycle.**
- **For a quick introduction or refresher on what gender mainstreaming and gender analysis is all about.**

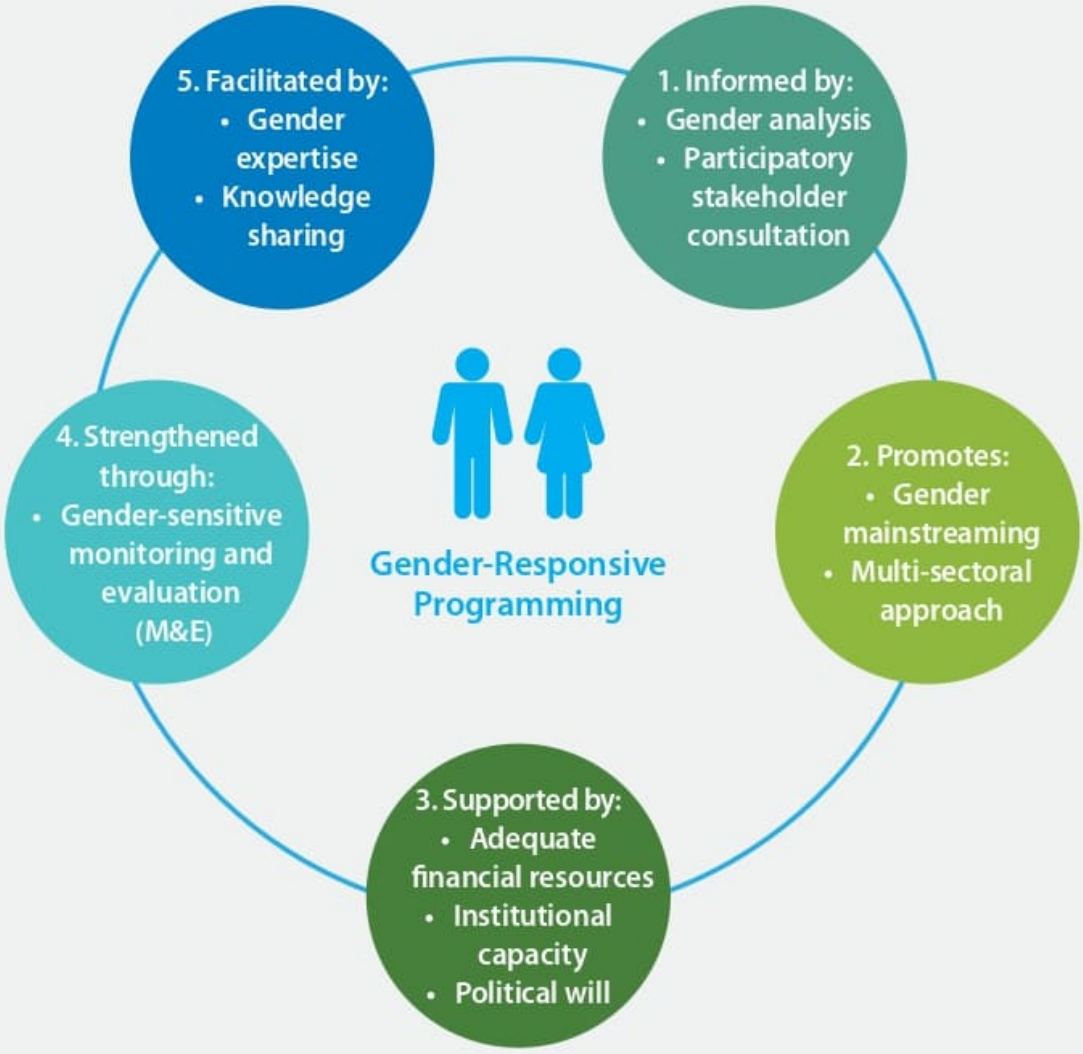
Who should use Section 2?

- **UNICEF staff**
- **UNICEF partners**

I. FRAMEWORK FOR GENDER MAINSTREAMING PROGRAMMING

As mentioned in the Section 1, gender mainstreaming is an essential cornerstone of good development practice and every staff has a role to play in facilitating gender mainstreaming across programmes. The following framework shows key elements that can help ensure policies and programmes to be gender-responsive. The next page explains in details how each component contributes to gender-responsive programming.

FRAMEWORK FOR ADDRESSING GENDER IN PROGRAMMING



[Source: Global Partnership for Education (2017). Guidance for Developing Gender-Responsive Education Sector Plans.]

Gender-responsive programming[1] is:

1. Informed by:

• Gender analysis

Gender analysis provides the necessary information base for gender mainstreaming. Gender analysis reveals the qualitative and quantitative differences relating to the way women and men, girls and boys are treated in any context. Gender analysis looks at the different roles and responsibilities of women and men, girls and boys, the resources available to them and their control over these resources.

This involves being sensitive to context and knowing about the broader economic and political environment, including laws and policies as they affect women, men, girls and boys (sometimes differently) as well as customary practices and norms in individual countries. It also requires understanding on how gender and social relations differ according to the specific cultural, economic, political and social context of countries (for example, fragile, conflict-affected or middle-income).

In order to effectively serve the gender mainstreaming process, gender analysis should be conducted using participatory methods and obtaining qualitative information as well as quantitative data disaggregated by sex and age, competent analysis of this information from a gender perspective. Analysis from a gender perspective needs to be based on relevant established theories about gender relations. Formulating good gender questions will point the analysis in the most productive direction. See page 35 of this section for a set of gender analysis questions.

Finally, the analysis should include relevant conclusions about the causes and effects of any gender disparities it uncovers. Describing the situation is important, but analysing the implications of this description is key to successful gender analysis.

• Participatory stakeholder consultation

Participatory stakeholder consultation is important from a gender perspective. Consulting with a diverse range of stakeholders (such as civil society, relevant ministries and community and religious leaders), as well as the partners who will be in charge of implementing the plan at the local level —and represented by women, men, girls and boys—and hearing their views during programme planning, design, monitoring and evaluation (M&E) will help ensure their different needs and priorities are understood and addressed. This may at times mean actively promoting and supporting the involvement of women and girls in planning and decision making and ensuring that men and boys support this effort.

2. Promotes:

• Gender mainstreaming

By using two approaches:

1. **Gender-targeted actions:**
   Inclusion of clear, realistic and appropriate strategies, interventions, targets and quotas for women's, men's girls' and boys' participation in different levels of programme outcomes, based on sex- and gender-disaggregated analysis and baseline data.

2. **Gender integration:**
   Ensuring that gender concerns cross-cut all areas of each sector and are an integral part of the vision and goals, the overall design, financing, implementation arrangements, and monitoring and evaluation (M&E) mechanisms.

• A multi-sectoral approach

Recognizes the broader issues of gender discrimination and social norms, the origins of which often lie outside of the sector in the wider political, economic, social and legal environments. Highlights how each sector can play a role in addressing these disadvantages.

3. Supported by:

• Adequate financial resources

Financial resources are essential to systematically integrate gender in the programme. Their successful implementation requires strategic commitment in terms of human and financial resources.

• Necessary institutional capacity and political will

Programming to achieve gender equality is most likely to succeed if they are the result of a process led by the government with active participation by all national stakeholders, and if the gender approach and strategy are understood and fully owned by the ministries and departments that will implement the plan. This usually involves assigning responsibility to specific actors and creating and following an implementation timeline. Assessing the capacity of sector stakeholders to analyse, identify and address gender issues during the programme development process and appraisal is recommended, as is building into the budget any resources required for capacity building.

Finally, because planning implementation depends on a wide range of actors at different levels (centralized and decentralized), it is important that capacity at all levels be addressed. To that end, planning the interventions is itself a form of capacity development, making the process of programme preparation as important as the final product.

4. Strengthened through:

• Gender-sensitive monitoring and evaluation (M&E)

In the monitoring and evaluation (M&E) plan, objectives and indicators should reflect the anticipated changes and benefits for women and men, girls and boys, and regular monitoring assesses whether planned targets and objectives are being met. In order for the M&E to be gender-sensitive, it is crucial that all relevant data be sex- and age-disaggregated with additional relevant gender-sensitive indicators.

5. Facilitated by:

• Gender expertise

Relevant technical expertise can make it easier for planning teams to implement the preceding gender framework elements in a structured manner. Planners and other stakeholders may decide to seek help from gender experts to promote and facilitate advocacy work on gender equality and assist with integrating gender into the programme. Experts can be selected to provide general guidance on gender integration and gender in a specific sector, as well as input on areas of particular importance in a given country.

• Knowledge sharing

Documenting and recording lessons learned and best and innovative practices related to gender mainstreaming enable planners and practitioners to learn from the experiences of others and will help to apply and improve their own work.

[Excerpted from Global Partnership for Education (2017). Guidance for Developing Gender-Responsive Education Sector Plan.]