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**Coordination, programme and other questions: mainstreaming  
a gender perspective into all policies and programmes in the  
United Nations system**

**Social and human rights questions: advancement of women**

### **Follow-up to the Fourth World Conference on Women and progress made in the implementation of the Beijing Declaration and Platform for Action and the outcome of the twenty-third special session of the General Assembly**

#### **Report of the Secretary-General**

#### *Summary*

The present report was prepared in response to Economic and Social Council resolution 2005/31 and General Assembly resolution 60/140. It provides an overview of gender training efforts of the United Nations entities. The report emphasizes the importance of training for capacity-building for gender mainstreaming, and identifies some of the critical elements for conducting successful and efficient training, including institutional context, support structures, systematic monitoring and evaluation of training and follow-up mechanisms. The report also provides examples of training provided by the entities of the United Nations system at the national level and makes recommendations for consideration by the Council.

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## I. Introduction

1. The General Assembly, in its resolution 60/140 of 16 December 2005, requested the Secretary-General to continue to report annually to the General Assembly, the Economic and Social Council and the Commission on the Status of Women on the follow-up to and progress made in the implementation of the Beijing Declaration and Platform for Action and the outcome of the twenty-third special session, with an assessment of progress on gender mainstreaming, including information on key achievements, lessons learned and good practices, and to recommend further measures to enhance implementation.

2. In its resolution 2005/31 of 26 July 2005 on mainstreaming a gender perspective into all policies and programmes in the United Nations system, the Economic and Social Council called upon all entities of the United Nations system, including United Nations agencies, funds and programmes, to intensify efforts to address the challenges to the integration of gender perspectives in policies and programmes. The Council called for continuous awareness-raising and training on gender issues for all staff, including by integrating a gender perspective into all training programmes, as well as assessing the impact of the gender component of the existing training programmes to improve their effectiveness. It further called for building the capacity of staff to undertake gender analysis and requiring staff to apply it to both policy formulation and programmatic work.

3. In the same resolution, the Economic and Social Council requested the Secretary-General to report to it at its substantive session of 2006 on progress in mainstreaming a gender perspective into all policies and programmes in the United Nations, with a focus on training activities.

4. The present report was prepared in response to those resolutions and is based on inputs received from United Nations entities.<sup>1</sup> It provides an overview of gender training efforts of the entities of the United Nations common system and examples of support for training at the national level. The report does not provide a comprehensive overview of training activities but rather provides illustrative examples. The report concludes with recommendations for consideration by the Economic and Social Council.

## II. Mandates for gender training

5. To enhance system-wide gender sensitivity and gender expertise, the Economic and Social Council, in its agreed conclusions 1997/2, requested all entities of the United Nations system to, inter alia: (a) integrate a gender perspective into all training programmes; (b) provide continuous gender training for all staff, including those at the highest levels; (c) provide special training for gender experts to enhance their skills; (d) ensure that specialized gender expertise is available to them; and (e) coordinate their training efforts through a system-wide evaluation of the impact of gender training. The Council encouraged the Inter-Agency Committee on Women and Gender Equality to develop a standardized format for documenting and assessing gender-mainstreaming experiences in all areas of work, including training and capacity-building.<sup>2</sup> That call of the Council was reiterated in its resolutions 1998/26 of 28 July 1998 and 2004/4 of 7 July 2004.

6. In its resolution 48/4 of 12 March 2004, the Commission on the Status of Women invited all entities of the United Nations system to increase the capacity for and better utilize gender analysis at both policy and programme levels; incorporate gender perspectives into all existing training programmes, assess the impact of such training programmes and develop strategies to improve their effectiveness where necessary, inter alia, through focusing resources on training specifically tailored to the needs of participants and on follow-up processes; and increase the involvement of men in promoting the implementation of gender mainstreaming, including as specialists, focal points and trainers.<sup>3</sup>

7. The Commission on the Status of Women further recognized in its resolution 49/4 of 11 March 2005 that gender-based statistics, indicators, research, gender analysis and other tools, training and methodologies are critical to effective gender mainstreaming. It called on Member States to support the provision of training on gender mainstreaming and promote awareness and information campaigns, including gender training, to governmental bodies, at all levels, the public sector and the judiciary so as to ensure understanding of their roles and responsibilities as well as to facilitate implementation. In the same resolution, the Commission also called upon the international community, including the United Nations system and other regional and subregional organizations, to support efforts to mainstream a gender perspective at the national level by, inter alia, facilitating the sharing of information on guidelines, methodologies and best practices and making such information available through a variety of formats, including web-based and electronic formats.<sup>4</sup>

8. In the 2005 World Summit Outcome, Heads of State and Government recognized the importance of gender mainstreaming as a tool for achieving gender equality, and to that end, undertook to strengthen the capabilities of the United Nations system in the area of gender.<sup>5</sup>

9. In its resolution 1325 (2000) on women, peace and security, the Security Council recognized the importance of specialized training for all peacekeeping personnel on the protection, special needs and human rights of women and children in conflict situations.

### **III. An overview of approaches**

10. Training is one of the methodologies for increasing awareness, knowledge, commitment and capacity of staff. It should not, however, be seen as a panacea for addressing all the constraints to effective implementation of gender mainstreaming. The limits to what can be achieved from a short one-time training programme are considerable. There is a need to move away from an ad hoc training workshop approach, to a more sustained competence development process for all professional staff, with adequate focus on the specific work programmes of different categories of staff. The approach and methodology utilized is critical for the success of training initiatives.

11. Experience has shown that training on gender equality not only has to be tailored to specific sector areas and issues, but also to the different types of work done by various groups of professionals. Once professionals are made aware of what the gender perspectives are in different sectors, such as health, economics, and agriculture, they should also understand how to work with those issues when doing

research and analysis, collecting and utilizing statistics, conducting policy dialogue, developing and implementing projects, monitoring and evaluating, and providing training. Staff should be assisted to understand the ways in which gender equality is relevant for their daily work, and how they might concretely go about addressing those issues.

### **Innovative approaches**

12. Many training programmes today go beyond conventional training workshops based on transfer of knowledge/information from experts to participants, to workshops with participatory methodologies, such as individual or group-based coaching, which build on the knowledge and experience of participants.

13. The Office of the Special Adviser on Gender Issues and Advancement of Women and the Division for the Advancement of Women, worked closely with the Office of Human Resources Management on competence development on gender mainstreaming. The approach was tested in the Department of Economic and Social Affairs, the Economic and Social Commission for Asia and the Pacific (ESCAP) and the United Nations Office on Drugs and Crime. The approach is based on principles of participatory adult learning and involves an interactive process, building on the existing expertise and experience of participants. A *Facilitator's Manual: Competence Development Programme on Gender Mainstreaming*,<sup>6</sup> which provides concrete materials from programmes carried out in the Department of Economic and Social Affairs, the United Nations Office on Drugs and Crime and ESCAP, including case studies and exercises, has been prepared to disseminate such an approach.

14. Many innovative programmes today focus on the development of a set of concrete, measurable individual actions that the participants can agree to undertake on the completion of the programme, as a means to ensure that the programme will have some immediate effect on the work of participants. To ensure active participation of staff in the competence development process, training carried out within the Department for Disarmament Affairs, the Department of Political Affairs and the Office for the Coordination of Humanitarian Affairs, for example, involved the development of departmental policies and/or action plans. Training of gender focal points and interested staff in the International Labour Office (ILO) resulted in action plans for each individual trainee. In gender-mainstreaming training in the United Nations Peace-building Support Office in Guinea-Bissau, staff explored ways in which each functional unit could incorporate gender perspectives into their work.

15. The World Bank annual Poverty Reduction and Economic Management Learning Week and the Learning Days aim to enhance the skills of Bank staff on various poverty reduction-related topics, including integrating gender perspectives into public expenditure reviews and identifying gender issues in trade reform. One-to-one coaching on gender mainstreaming for individual staff by members of multifunctional teams has been provided at country level by the Office of the United Nations High Commissioner for Refugees (UNHCR).

16. United Nations entities are putting in place more diverse, action-oriented and client-friendly competence development programmes on gender mainstreaming. A range of ongoing learning processes are being initiated to meet the needs of all professional groups, including on-the-job training; one-on-one dialogues; briefings,

collaborative development of materials, such as briefing notes; brown-bag sessions; and other interactive discussion forums where topical issues can be discussed. Executive briefings for senior- and middle-level management have been used effectively in some organizations.

### **Institutional context**

17. An important factor in achieving effective gender training is the institutional context. Gender training alone cannot achieve the desired result of transforming the approach to the plans and programmes of an organization. It must be part of a broader organizational strategy for change. Gender training activities that are not complemented by the development of specific gender equality policies, procedures, incentives and support are largely ineffective.

18. The recognition of the importance of competence development, including through training, in gender mainstreaming policies/strategies and action plans is important for creating an enabling environment for gender mainstreaming capacity-building and learning. The Gender Mainstreaming Strategy of the Office of the United Nations High Commissioner for Human Rights (OHCHR), for example, requests the identification of training requirements; and the Gender Mainstreaming Strategy (2006-2009) of the Economic and Social Commission for Western Asia (ESCWA) emphasizes the need for institutional learning, capacity-building for gender mainstreaming and inclusion of gender perspectives in induction courses. One main pillar of the World Food Programme (WFP) Gender Policy (2003-2007) is the Training and Learning Initiative. The United Nations Environment Programme (UNEP) Governing Council/Global Ministerial Environment Forum adopted decision 23/11 of 25 February 2005 entitled "Gender equality in the field of the environment", in which it called for gender mainstreaming in environmental policies and programmes, including through education and training.<sup>7</sup>

19. The strategy must include demonstrated commitment and support by senior management. Such a commitment plays a crucial role in the initial stages of developing training and capacity-building initiatives and securing ownership of the process as well as in follow-up processes. The Department of Political Affairs noted that the active engagement of senior management in workshops (as full participants, speakers and resource people) sent a strong and positive message throughout the training processes. To those staff members who were resistant to mandatory workshops, the presence of senior personnel was a clear signal of the Department's commitment to gender mainstreaming.

20. Offices of human resource management can play an important catalytic and supportive role in encouraging and funding specific training on gender mainstreaming and incorporating gender perspectives into all the training which is provided within organizations. For example, in the United Nations Secretariat the Office of Human Resources Management has made funding available for training on gender mainstreaming. Entities that have taken advantage of this funding include the Department for Disarmament Affairs, the Department of Economic and Social Affairs, the Department of Political Affairs, the Department of Peacekeeping Operations, ESCAP, ESCWA, the Office for the Coordination of Humanitarian Affairs, the United Nations Office on Drugs and Crime and the United Nations Office at Vienna.

### **Needs assessments**

21. Conducting regular needs assessments is critical to successful gender training. Needs assessments allow organizations to identify the varying levels of needs for different categories of staff, such as budget and programme staff, management, and gender focal points, as well as the types of training such as competence development, refresher courses and courses in new areas. A gender sensitivity survey administered to staff in the International Organization for Migration (IOM), for example, revealed that despite the IOM gender mainstreaming policy, commitment to gender equality at the highest level and a network of gender focal points throughout the organization, gender awareness among staff was relatively weak. It illustrated the need for ongoing attention to gender training, and guidance on gender equality issues. ILO carried out gender audits to ascertain the levels of gender awareness and capacity and the progress made in drawing attention to gender issues in the organization. The participatory audits of 25 units/offices revealed a need for further training and capacity-building of staff and partners concerning gender concepts and the practical aspect of gender mainstreaming.

22. Examples of effective use of results of needs assessments include the Department of Political Affairs in introducing its mandatory training on gender mainstreaming; and the United Nations Human Settlements Programme (UN-Habitat), in developing a handbook on gender mainstreaming in human settlements for use in training workshops. The six divisional gender mainstreaming workshops carried out in the Economic Commission for Africa (ECA) were also informed by a needs assessment exercise which led to strengthening divisional ownership of the gender mainstreaming process.

### **Evaluation of impact**

23. Greater attention must be given to the evaluation of impacts of gender training through, for example, immediate evaluation by participants, follow-up with participants on a regular basis, and formal internal and external evaluations. Creative methodologies are being developed in the United Nations system. The Integrated Training Service of the Department of Peacekeeping Operations, for example, is using the Kirkpatrick model of training effectiveness,<sup>8</sup> which measures changes in attitudes/behaviour and is being adjusted to include specific indicators for gender training. The evaluation of impact of training is dealt with comprehensively in four ascending levels: (a) level one, reaction, is measured through a questionnaire at the end of training sessions; (b) level two, learning, through a test at the beginning and at the end of the session; (c) level three, behaviour, through survey questionnaires, interviews and observations; and (d) level four, results, through measuring concrete results of the training for the organization, including by isolating a control group and measuring it against the group of staff trained. Level four has, however, not yet been used to evaluate training within the Department.

24. The World Bank Institute evaluates the effectiveness of its gender training by conducting “tracer” studies, which involve assessing whether participants apply the knowledge they gain during gender trainings in their daily work. The International Training Centre of the International Labour Office (ITC/ILO) keeps track of progress through gender indicators categorized into: (a) courses and seminars in which gender equality is the main subject (gender-specific training), and (b) gender-

sensitive training (courses and seminars which address gender perspectives throughout the whole training cycle, including needs analysis, training delivery, evaluation and follow-up). The Food and Agriculture Organization of the United Nations (FAO) training emphasized the development of indicators to allow each unit to monitor its progress towards the achievement of gender equality goals.

25. A follow-up survey to the ILO gender audits measured the impact of capacity-building recommendations. Positive outcomes identified included incorporation of gender equality perspectives into the monitoring and evaluation of ILO shared objectives; assessment of project documents through a “gender filter”; and improved efforts at gender mainstreaming in technical cooperation projects. ILO reported that the audit had set in motion an institutional learning mechanism, which now requires rigorous monitoring of the implementation of audit report recommendations.

### **Follow-up**

26. The training efforts made in many entities have had less than optimal success because limited attention has been given to follow-up. The effective implementation of gender training requires procedures and mechanisms which hold staff members accountable for utilizing the gender training systematically in integrating gender perspectives into their work. Participants should leave programmes with a clear understanding of what they are required to do. Managers need to be aware of the commitments made by participants in training sessions and follow up on implementation on a regular basis. Without adequate accountability mechanisms, the outcome of training remains dependent on the agency of individual committed staff.

27. Support structures and mechanisms have been set up to provide follow-up support to increase the impact of training on gender mainstreaming. Some entities have established help desks (which can be electronic) to support participants who have follow-up questions after completing their training programmes. Training divisions should develop new means to follow-up training programmes to both assess effectiveness of the programmes as well as ensure that professional staff get the additional support they need.

28. Leadership and support provided by gender specialists and networks of gender focal points play a major role in facilitating greater utilization of awareness and skills acquired through training. For example, in ESCAP “gender clinic sessions” are organized in follow-up to gender training. These provide opportunities for individuals or groups of staff to discuss concrete efforts to use the training and provide assistance in finding practical solutions to problems. Thematic working groups in the World Bank provide staff with the opportunity to showcase their recent work on integrating gender perspectives into different sectors and projects. Senior managers have the overall management responsibilities for gender mainstreaming, including in relation to training. Gender specialists and focal points support managers in that role.



## **IV. Illustrative examples of training provided within the United Nations**

### **A. Gender-specific training**

29. While most entities provide gender training on a voluntary basis, some entities, such as the Department of Political Affairs and the United Nations Educational, Scientific and Cultural Organization (UNESCO), have made their training mandatory for staff at all levels. The Learning Resource Centre of the United Nations Development Programme (UNDP) has developed e-learning on gender sensitization and awareness training on gender mainstreaming that will become mandatory for all UNDP employees.

#### **Training for managers**

30. In acknowledging the importance of the commitment to and accountability of senior managers for gender mainstreaming, some entities carried out specific training for senior managers. The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) carried out separate training for field staff and senior and mid-level managers. UNDP conducts induction courses on gender mainstreaming for resident coordinators and deputy resident coordinators, and will carry out specific training on gender mainstreaming for senior managers in the Bureau of Management in 2006. ECA is preparing gender-mainstreaming workshops for directors that have not yet been trained.

31. The Department of Peacekeeping Operations has developed training for all categories of peacekeepers and which ascends with the level of seniority. Level one aims at creating awareness of all peacekeepers of gender issues and is used for predeployment by national and regional training centres; level two targets middle managers (Headquarters Staff Officers, United Nations Military Observers, Contingent Commanders, United Nations Police Officers and Civilians); and level three seeks to equip senior level peacekeepers with the knowledge and resources to provide effective leadership on gender mainstreaming in peacekeeping operations. The module for senior leaders focuses on the policy framework for gender mainstreaming, the role and responsibilities of senior leaders in implementing gender mainstreaming mandates and resources and mechanisms that can be called upon.

#### **Field level training**

32. Competence development for field level staff is critical for effective, gender-sensitive country programming. In most entities, however, gender training is not mandatory but is conducted at the discretion of individual country teams.

33. Capacity-building on gender mainstreaming on key tools and processes, such as common country assessments and United Nations Development Assistance Frameworks, the consolidated appeals process, poverty reduction strategy papers and reporting on the Millennium Development Goals, is critical for ensuring more systematic gender mainstreaming at the field level. For example, the Office for the Coordination of Humanitarian Affairs developed guidelines and conducted a workshop to identify ways to integrate gender perspectives into the consolidated appeals process.

34. A significant amount of training is being carried out within the United Nations system on the common country assessment/United Nations Development Assistance Framework processes and a section on gender equality has been integrated into United Nations country team programming workshops, held at regional and country levels. A recent review of 26 second-generation United Nations Development Assistance Frameworks from 2004 to 2006, revealed that the increased focus on gender equality in United Nations Development Group policies and training programmes over the past years had resulted in a more strategic and explicit attention to gender perspectives in the analytical parts of common country assessments and United Nations Development Assistance Frameworks. The United Nations Development Group Task Force on Gender Equality is finalizing a set of training modules on implementing gender equality programmes, to be used in United Nations Development Assistance Frameworks training of trainers workshops, trainings of resident coordinator coordination officers, and induction workshops of resident coordinators.

35. Specific efforts were made by UNESCO to integrate gender perspectives into its training programme on common country assessment/United Nations Development Assistance Framework processes. The United Nations Volunteers (UNV) Niger assisted UNDP in integrating gender perspectives into the Country Programme Action Plan and the Annual Project Plan.

#### **Training for gender specialists and gender focal points**

36. Awareness and capacity to promote gender mainstreaming varies among gender specialists and gender focal points within the system, particularly at the field level. Effective, ongoing gender mainstreaming capacity-building for specialists and focal points is critical. A number of entities have provided specific training for that group of staff. For example, ESCAP raised awareness of its gender focal points on the importance of integrating gender perspectives in all aspects of its work through a series of gender mainstreaming training workshops. WFP designed regional gender trainings to upgrade skills of gender focal points in country teams. The World Bank held workshops for its country gender focal points, which provided strategies for integrating gender perspectives into results-based country assistance strategies, and on the impact of free-trade agreements on women. ILO developed and tested its *Gender Network Orientation Kit* during trainings of members of the network in field offices and at headquarters.

37. The Learning Resource Centre in UNDP carried out training for gender focal points and senior gender advisers on the implementation of the Gender Action Plan (2005-2006). The training went beyond issues of “how to” to issues related to organizational change, including political and cultural factors that limit effective implementation of gender mainstreaming.

#### **Training in the area of peace and security**

38. Gender training is a requirement for effective gender-sensitive responses to conflict and post-conflict situations. The System-wide Action Plan (2005-2007) for the implementation of Security Council resolution 1325,<sup>9</sup> developed by the Inter-Agency Network on Women and Gender Equality Task Force on Women, Peace and Security, in consultation with Member States and non-governmental organizations, commits its members to provide systematic gender training for all categories and

levels of peacekeeping and humanitarian personnel, and personnel working on issues related to disarmament, demobilization and reintegration, and post-conflict reconstruction and rehabilitation, both at the field level and at headquarters.

39. Training activities carried out by the Department of Peacekeeping Operations include the in-mission training programme on gender and peacekeeping, which is geared towards both civilian and military/police components and is expected to become a mandatory module within the induction training of new peacekeepers. To include gender perspectives in all its other training programmes, the Department is reviewing its training modules, including for basic, middle and senior management training, and developing specific gender training resource materials for thematic and functional peacekeeping areas. In 2006, the Special Committee on Peacekeeping Operations requested the Department to develop a comprehensive gender-training strategy to support effective use of existing training materials and reinforce gender training capacity; and ensure the input of gender expertise into the Integrated Training Service to coordinate that effort.<sup>10</sup> Gender advisers have played an important role in facilitating gender training initiatives within peacekeeping operations. The main responsibility for training remains, however, with the training units.

40. Other activities carried out within the framework of the Action Plan include training on drafting gender-sensitive firearms legislation and other legal instruments, carried out by the Department for Disarmament Affairs; international training of military and United Nations personnel in peacekeeping operations on the gender perspectives in disarmament, demobilization and reintegration and small arms, conducted by the United Nations Institute for Disarmament Research (UNIDIR); and training programmes on the specific needs of women and children in conflict to civilian staff of peacekeeping missions, organized by the United Nations Institute for Training and Research (UNITAR). Ongoing training on gender mainstreaming in peacemaking and peacebuilding activities is being conducted by the Departments of Political Affairs and of Peacekeeping Operations, UNDP, UNESCO, UNHCR, UNICEF and WFP for civilian, military and civilian police and humanitarian personnel. The Office for the Coordination of Humanitarian Affairs has committed to integrate gender perspectives into all training initiatives, including on emergency field coordination, protection of civilians, consolidated appeals process and disaster assessment and coordination.

41. Other examples of training activities in the area of peace and security include the five regional training courses for military trainers in Africa, Asia, Europe and North America, and Latin America, conducted by the Department of Peacekeeping Operations and OHCHR, which aimed at, inter alia, building the capacity of 40 troop-contributing countries to address gender equality issues and protection of women's human rights in the context of peace operations. UNIFEM and the World Bank conducted a training entitled "Taking a gender perspective to strengthen the multi-country demobilization programme in the greater Great Lakes region", which resulted in concrete action on improving national programmes. UNV played a catalytic role for gender mainstreaming within the United Nations Mission in the Sudan, in particular in conducting the workshop, entitled "Engendering the peace process after the Comprehensive Peace Agreement".

### **Internet as a tool for building capacity on gender mainstreaming**

42. The Internet, including online distance learning, knowledge networks and websites, has been increasingly used as a tool for competence development for United Nations staff. For example, the United Nations Population Fund (UNFPA) developed a distance learning course entitled “Gender mainstreaming: taking action, getting results” to increase staff knowledge and understanding of gender equality and empowerment of women within a human rights framework. ITC/ILO offers on a regular basis an online distance course on mainstreaming gender equality, which provides good practices, strategies and tools for policymakers, national and local public services staff, employers, workers, regional and international development agencies and civil society representatives. The Learning Resource Centre of UNDP carried out live webcast training on gender mainstreaming in virtual classrooms, which focused on developing country-level gender mainstreaming strategies for UNDP country offices.

43. Entities have developed electronic gender equality knowledge networks, linking gender focal points and specialists at headquarters and in regional and country offices, to further the development of capacity and institutional memory. For example, UNHCR has developed an online knowledge management system through which staff can share experience and challenges in mainstreaming gender perspectives in their daily work.

44. UNDP provides networked expertise via regional centres and subregional resource facilities whose teams liaise both with the UNDP country offices and UNDP headquarters via a group of expert policy specialists. An example is the Gender Equality Network,<sup>11</sup> which provides a dynamic form of knowledge-sharing and practice development on gender mainstreaming. Through the provision of practical tools, policy advice services, references and resources on gender issues, it contributes to the strengthening of capacities for gender-sensitive policy development and programming across UNDP core practices. UNDP has also developed an e-learning collaborative space for gender mainstreaming, which contains, inter alia, access to an expert roster of gender mainstreaming trainers.

45. A wide range of gender mainstreaming information, tools and methodologies to support implementation of learning through training are available through United Nations websites, such as the inter-agency website WomenWatch,<sup>12</sup> the UNESCO Gender Mainstreaming Resource Centre,<sup>13</sup> the Gender Mainstreaming Resource Centre of the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW),<sup>14</sup> ILO’s Gender Equality Tool website,<sup>15</sup> and the UNDP Gender Mainstreaming Tools Marketplace.<sup>16</sup>

## **B. Integration of gender perspectives into regular training programmes**

46. In addition to specific gender training, gender perspectives are integrated into other training activities in many parts of the United Nations system to promote more sector-specific attention to gender equality issues. Integration of gender perspectives into regular training programmes facilitates the understanding of the added value of gender perspectives to project and programme planning and implementation. For example, the International Telecommunication Union (ITU) developed a gender

module for inclusion in existing training workshops of the Telecommunication Development Bureau.

47. To ensure that new staff acquires a sound understanding of gender issues, several entities have included modules on gender equality in their induction/orientation training programmes for new staff members, such as in the Department of Political Affairs, the Department of Peacekeeping Operations, IOM, UNV, the World Health Organization (WHO), the Office for the Coordination of Humanitarian Affairs and the World Bank. OHCHR included a section on gender equality and women's rights in the start-up information and resource package that is used in briefings for newly recruited human rights field officers prior to their deployment.

48. Some entities such as UNESCO, WFP and WHO (Eastern Mediterranean Region) integrated gender perspectives into Results Based Management Framework training. For example, the UNESCO mandatory training aims to improve staff's understanding of gender perspectives in the results-based management cycle and the System of Information on Strategies, Tasks and Evaluation of Results<sup>17</sup> programming, monitoring and reporting mechanisms. Other entities have included gender mainstreaming in training on the project and programming cycle. For example, FAO developed a two-tier corporate strategy: (a) integrating gender analysis into the curricula of courses on the project cycle; and (b) developing tailor-made training sessions for technical divisions.

49. UNICEF integrated women's rights and the Convention on the Elimination of All Forms of Discrimination against Women into the updated Core Course on Human Rights Based Approach to Programming, and enhanced in-house capacity on gender analysis in programming by conducting regional gender workshops for staff in the Lao People's Democratic Republic, Morocco, Panama, Timor-Leste, Uganda and the Pacific Islands.

## **V. Support to training at the national level**

50. With increasing recognition by Governments of the need to address gender issues in their policies and programmes, the demand for technical support and capacity-building on gender mainstreaming at the country level has risen. As a response to the increasing demand, entities of the United Nations system have carried out or supported a large number of capacity-building activities, such as training workshops, and have developed training handbooks and manuals and other materials which are also disseminated at national level.

### **Sector ministries**

51. Many entities responded to requests by member States to build their capacity in gender mainstreaming in sectors such as health, HIV/AIDS, education, environment, peace and security, human rights, statistics, and to a lesser extent in sectors such as the economy and information and communication technologies. Action was taken by entities to build capacity of sector ministries in national and local governments to integrate gender perspectives into their work. The Economic Commission for Latin America and the Caribbean (ECLAC), for example, organized a workshop on gender accountability in local government in Chile. UN-Habitat trained municipal authorities and urban planners in Kosovo to support and promote

overall institutional capacity for gender mainstreaming in urban planning and management. UNFPA supported gender training of staff of gender units in sectoral ministries in Costa Rica, Dominican Republic and Nicaragua. INSTRAW developed and used guidelines and a training module entitled “Public security and prevention and response to violence against women”, for security sector actors in the Dominican Republic and El Salvador.

52. The Economic Commission for Europe (ECE), in collaboration with the Office of the Special Adviser on Gender Equality and Advancement of Women and the Division for the Advancement of Women, organized a regional symposium on gender mainstreaming in economic policies for representatives of ministries of economy, finance, employment and social protection. UNIFEM has supported, through various training initiatives, gender-responsive budgeting in more than 30 countries.

53. The World Meteorological Organization (WMO) provides targeted support for gender mainstreaming in 187 member organizations dealing globally with meteorology and hydrology, including through technical conferences on the participation of women in meteorology and hydrology. ITC/ILO provides training on gender mainstreaming to the European Commission to build gender capacity among staff and representatives from European Commission development partners. As a follow-up mechanism to the training, a help desk is available for methodological support, peer advice, gender auditing, assistance in developing monitoring and evaluation tools.

#### **National machineries**

54. The United Nations regional commissions play a critical role in supporting gender mainstreaming capacity-building for national machineries for the advancement of women. ECA organized training workshops for 19 African countries in the formulation, implementation and monitoring of comprehensive gender mainstreaming policies and institutional mechanisms. Follow-up was undertaken in 14 countries and, as a result, some national machineries have adopted gender equality policies and are in the process of training gender focal points. ESCWA conducted national training workshops on gender mainstreaming for national machineries in Bahrain, Egypt, Iraq, Lebanon, the Syrian Arab Republic and the Occupied Palestinian Territory.

55. The Division for the Advancement of Women collaborated with ECA and ESCWA in organizing training workshops entitled “Strengthening the capacity of national machineries through the effective use of information and communication technology” — which included a component on gender mainstreaming in national information and communication technology policies and regulations — for representatives of national machineries, in Africa and Western Asia. ECLAC, UNFPA and UNIFEM supported training of national machineries in the use of gender indicators for the formulation of public policies. UNFPA also supported capacity development on gender mainstreaming in Women’s Commissions in the Parliaments of Costa Rica, Ecuador, Honduras, Nicaragua and the Bolivarian Republic of Venezuela.

### **Training on statistics**

56. Several entities, such as ECE, ECLAC, FAO, UNDP, the Secretariat of the United Nations Forum on Forests and the World Bank, provided training on the collection and dissemination of data and indicators disaggregated by sex for a variety of stakeholders, including officials in national statistics offices, policy analysts and programme planners. The Forum Secretariat and the Department of Economic and Social Affairs, collaborated with the global network International Union of Forest Research Organizations in organizing a symposium on gender and forestry in Tanzania to raise the awareness of the need for improved collection of data disaggregated by sex, and gender perspectives in forestry. As a result, a Research Group on Gender was established within the International Union.

57. The African Centre for Gender and Development, ECA, carried out six subregional training workshops to strengthen the capacity of statisticians, national accountants, planners and gender experts in integrating gender perspectives into national planning instruments and improving regular collection, analysis and use of sex-disaggregated data for sound policymaking, implementation and evaluation.

### **Training on the Convention on the Elimination of All Forms of Discrimination against Women**

58. A number of United Nations entities, such as the Division for the Advancement of Women, the Department of Political Affairs, ECLAC, UNFPA, UNICEF, UNIFEM and the OHCHR, carried out training on reporting and implementation of the Convention for a wide range of stakeholders, including government officials, political leaders, parliamentarians, community advisers, non-governmental organizations, and personnel from the judicial system, such as police, paralegals, lawyers and judges. The training supports increased attention to gender perspectives across many sectors.

59. OHCHR also promoted the integration of gender perspectives into international human rights instruments by conducting workshops entitled "Strengthening the implementation of human rights treaty body recommendations through the enhancement of national protection measures", in Rwanda and Bosnia and Herzegovina.

### **Training on specific sectors**

60. In acknowledging the important role of the education sector for promoting attention to gender perspectives in all areas of development and challenging gender stereotypes, several entities carried out gender training for schools and university staff. For example, UNFPA, in partnership with UNHCR, designed a curriculum on gender equality for continuous training of university staff. The United Nations Office on Drugs and Crime carried out training on gender roles, stereotypes and attitudes to prevent gender-based violence in South African schools. The African Centre for Gender and Development, ECA, trained national research institutions in 12 countries to collect data disaggregated by sex, using the African Gender and Development Index, and to track progress in achieving gender equality and women's advancement. WHO carried out training on integrating gender into medical education. UNICEF trained provincial directors, inspectors and primary school directors on gender-sensitive approaches in education. The United Nations University (UNU) International Network on Water, Environment and Health

collaborated with the Department of Economic and Social Affairs in delivering a distance-education diploma programme which contains a module on gender perspectives in water management.

61. In view of the critical role that the media plays in challenging gender stereotypes and promoting gender equality and empowerment of women, a number of entities carried out training for actors in the media. For example, UNICEF trained media professionals on gender-sensitive approaches in media. UNFPA supported the development of a training manual for journalists on the methodology to use television and radio soap operas to address gender equality, health and HIV prevention.

62. Examples of training in the macroeconomic field include the World Bank's four-week Internet course on gender and macroeconomics. The Development Policy and Analysis Division, the Department of Economic and Social Affairs, has initiated a project, with a training and capacity-building component, which will use an economic framework to assess feasible strategies towards achieving the Millennium Development Goals, including gender equality.

63. Several entities have conducted gender training for civil society to enhance their capacity to advocate for gender equality and gender mainstreaming in different sector areas. For example, ECLAC organized training on labour policies with a gender perspective for women's organizations and health associations in Argentina. The United Nations Office on Drugs and Crime held two workshops in Peru on gender mainstreaming and enterprise development for shareholders with management positions in local farmers' organizations.

#### **Training of trainers**

64. A number of United Nations entities have carried out training of trainers to expand the pool of trainers at the national level. While some training programmes focus more generally on gender mainstreaming, other programmes methodologies have been developed and tailor-made to specific sectors. For example, UN-Habitat conducted countrywide training of trainers on gender equality and local governance for Government officials in Somalia, and published a handbook to support that process. The United Nations Office on Drugs and Crime carried out training of trainers on gender perspectives in HIV/AIDS in government institutions and non-governmental organizations in Kenya to increase the pool of women trainers who could reach out to women injecting drug users.

65. FAO used its Socio-Economic and Gender Analysis Package, including information materials, handbooks and technical guides, for training of trainers. To enlarge the network of trainers in Colombia, OHCHR carried out an intensive course for 38 prosecutors on international instruments that protect the rights of women. ILO conducted three intensive training of facilitators in Colombo and Harare to create a pool of trainers who can build capacity among local gender experts and focal points.

## **VI. Inter-Agency Network on Women and Gender Equality**

66. Since 2001, the Inter-Agency Network on Women and Gender Equality has held a one-day workshop on gender mainstreaming during its annual meetings to



provide an opportunity for members to present concrete experiences on strategies, approaches, methodologies and tools for integrating gender perspectives into policy and programme development and intergovernmental processes, as well as in developing capacity among professional staff for gender mainstreaming. Workshops have focused on the following topics: “Approaches and methodologies for gender mainstreaming”; “Training and capacity-building for gender mainstreaming”; “Strategies for incorporating gender perspectives into the preparatory processes of major international conferences, summits and special sessions, as well as their follow-up”; “Gender mainstreaming in programme monitoring and reporting”; and “Ten-year review of gender mainstreaming: focusing on results”.

67. As a result of those workshops, the Network members have gained increased capacity to, inter alia, develop and apply tools for corporate reviews of gender mainstreaming; develop more effective evaluation of outcomes and impacts of gender mainstreaming; reinforce collaborative efforts and arrangements at the field level; and advocate for accountability for gender mainstreaming.

68. Specific gender training has been organized as joint inter-agency initiatives at the national level, in particular under the umbrella of the United Nations Gender Theme Groups,<sup>18</sup> including in Cuba, Sri Lanka and Viet Nam. In the Philippines, the Gender Theme Group is developing a gender learning course produced on a CD-ROM.

69. To promote effective collaboration and coordination of gender mainstreaming in key mechanisms such as common country assessment/United Nations Development Assistance Framework exercises, Millennium Development Goals monitoring and poverty reduction strategy papers, the Inter-Agency Task Force on Gender Mainstreaming in the common country assessment/United Nations Development Assistance Framework, produced a Resource Guide for Gender Theme Groups, which was circulated to United Nations country teams and endorsed by the head of the Development Group Office.

## VII. Conclusions and recommendations

70. **Although policies and strategies on gender equality, which include a focus on gender mainstreaming, are in place in many entities and there has been an increased focus on the development of training, methodologies and tools, a large gap remains between policy and practice. Gender equality is not yet fully integrated into the work of the United Nations. Considerable work remains to be done on developing awareness, knowledge, commitment and capacity among United Nations staff on gender mainstreaming.**

71. **A great deal of capacity-building, largely through conventional training programmes, has been carried out in the United Nations system. In many entities, training programmes have been organized on an ad hoc basis, with little institutional follow-up, an approach that underestimates the knowledge and skills required for effective gender mainstreaming and has limited impact.**

72. **Considerable efforts have, however, also been made to develop new approaches and some important innovations have been introduced. The impact of such initiatives should be further assessed.**

73. Capacity-building efforts in the United Nations system have not always been as effective as would be desired. A key factor to successful outcomes of training activities is visible support from senior management. Such support has been provided in some entities, including through specific attention to gender training in gender policies and action plans. In many entities, however, limited support constrains the impact of training. Few effective mechanisms have been developed to ensure accountability among staff to utilize the awareness and skills acquired in training. The outcomes of training remain all too often dependent on the agency of committed staff.

74. The lack of monitoring and evaluation mechanisms and impact assessment tools for gender training have limited the full understanding of the effectiveness of the training carried out. This creates a challenge for identifying the reasons for the lack of impact of existing training and ways to improve its effectiveness.

75. A common challenge to the provision of effective gender training includes limited financial and human resources, allocated through the regular budget, to support training on gender mainstreaming. In some entities, gender training is dependent on extrabudgetary funding.

76. To further implementation of its agreed conclusions 1997/2 and resolution 2005/31, the Economic and Social Council may wish to encourage United Nations entities to:

(a) Make specific commitments to training, including competence development on gender mainstreaming, in all gender equality policies, strategies and action plans;

(b) Make training on gender mainstreaming mandatory for all staff and develop specific training for different categories and levels of staff;

(c) Provide specific ongoing capacity-building, inter alia through training, for gender specialists and gender focal points, including in the field;

(d) Ensure integration of gender perspectives in all training courses offered, including in induction courses and training on results-based management frameworks and training on the project and programme cycle;

(e) Develop innovative forms of capacity-building, in addition to formal training, including by using information and communication technologies, and systematically assess the impact of new approaches;

(f) Ensure that managers provide the leadership and support required, including by enhancing awareness, commitment and capacity through innovative capacity-building approaches specifically for management levels;

(g) Ensure that, as relevant, offices of human resource management advocate for gender mainstreaming capacity-building and provide resources and support;

(h) Develop more effective forms of follow-up to training to ensure full utilization of the learnings and maximum impact on work programmes;

(i) Strengthen accountability systems for all staff, for example, by mandating attention to gender mainstreaming in personnel workplans and appraisals;

(j) **Develop effective means of impact assessment, apart from the conventional questionnaires to participants at the end of sessions, including development of indicators for the systematic monitoring and evaluation of training;**

(k) **Allocate sufficient resources to ensure mandatory training, effective follow-up processes, and effective monitoring and evaluation of training activities;**

(l) **Develop a resource base of trained facilitators at national and regional levels which is accessible to all parts of the United Nations system, drawing on resources in Governments, academia and civil society as well as the United Nations itself;**

(m) **Create or expand electronic knowledge networks on gender mainstreaming to increase effective support and follow-up to capacity-building activities;**

(n) **Strengthen inter-agency collaboration, including through the work of the Inter-Agency Network on Women and Gender Equality, to ensure systematic exchange of resources and tools across the system to promote cross-fertilization of ideas;**

(o) **Ensure that resident coordinators systematically promote, monitor and report on capacity-building activities within their country teams;**

(p) **Strengthen country team collaboration on gender training at the national level, including through sharing methodologies and tools, undertaking joint activities, and strengthening capacity of Gender Theme Groups to support such activities;**

(q) **Ensure gender training programmes and integration of gender perspectives in capacity-building activities targeting sector ministries at national level;**

(r) **Strengthen capacity-building activities for national mechanisms for the advancement of women to play a catalytic role of gender mainstreaming in sector ministries and other government offices.**

#### *Notes*

<sup>1</sup> The following 39 United Nations entities of the United Nations common system provided information in response to a request for information from the Division for the Advancement of Women: Department of Economic and Social Affairs; Office of the Special Adviser on Gender Equality and Advancement of Women, Development Policy and Analysis Division; Division for Social Policy and Development; United Nations Forum on Forests Secretariat; Department of Political Affairs (DPA); Department of Peacekeeping Operations; Economic Commission for Africa (ECA); Economic Commission for Europe (ECE); Economic Commission for Latin America and the Caribbean (ECLAC); Economic and Social Commission for Asia and the Pacific (ESCAP); Economic and Social Commission for Western Asia (ESCWA); Food and Agriculture Organization of the United Nations (FAO); International Atomic Energy Agency (IAEA); International Labour Organization (ILO); International Training Centre of the International Labour Office (ITC/ILO); International Telecommunication Union (ITU); United Nations International Research and Training Institute for the Advancement of Women (INSTRAW); United Nations Office for the Coordination of Humanitarian Affairs (OCHA); Office of the United Nations High Commissioner for Human Rights (OHCHR); Office of

Human Resources Management; Office of Internal Oversight Services; Office of Legal Affairs; United Nations Environment Programme (UNEP); United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations Population Fund (UNFPA); United Nations Human Settlements Programme (UN-Habitat); Office of the United Nations High Commissioner for Refugees (UNHCR); United Nations Children's Fund (UNICEF); United Nations Development Fund for Women (UNIFEM); United Nations Office on Drugs and Crime (UNODC); United Nations Office of the High Representative for the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States; United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA); United Nations University (UNU); United Nations Volunteers (UNV); World Bank; World Food Programme (WFP); World Health Organization (WHO); World Intellectual Property Organization (WIPO); World Meteorological Organization (WMO). Information was also submitted by the International Organization for Migration (IOM).

<sup>2</sup> See *Official Records of the General Assembly, Fifty-second Session, Supplement No. 3* (A/52/3/Rev.1), chap. IV, para. 4, agreed conclusions, sect. D, paras. (a)-(e).

<sup>3</sup> See *Official Records of the Economic and Social Council, 2004, Supplement No. 7* (E/2004/27-E/CN.6/2004/13), chap. I.C.

<sup>4</sup> *Ibid.*, 2005, *Supplement No. 7* (E/2005/27-E/CN.6/2005/11), chap. I.C.

<sup>5</sup> General Assembly resolution 60/1, para. 59.

<sup>6</sup> Available online at [www.un.org/womenwatch/daw/csw/FacilitatorsManualFeb2004](http://www.un.org/womenwatch/daw/csw/FacilitatorsManualFeb2004).

<sup>7</sup> See *Official Records of the General Assembly, Sixtieth Session, Supplement No. 25* (A/60/25), annex.

<sup>8</sup> According to this model, evaluation should begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. While each successive level represents a more precise measure of the effectiveness of the training programme, it also requires a more rigorous and time-consuming analysis.

<sup>9</sup> See S/2005/636, annex.

<sup>10</sup> See *Official Records of the General Assembly, Sixtieth Session, Supplement No. 19* (A/60/19), para. 163.

<sup>11</sup> The Gender Equality Network started in 1998 as a field-based mailing group of gender specialists in preparation for the twenty-third special session of the General Assembly (Beijing+5). It has grown into a fully-fledged knowledge network with global outreach and was formally launched in June 2000. It has 800 members in 140 UNDP country offices.

<sup>12</sup> [www.un.org/womenwatch](http://www.un.org/womenwatch).

<sup>13</sup> [http://portal.unesco.org/en/ev.php-URL\\_ID=3160&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=3160&URL_DO=DO_TOPIC&URL_SECTION=201.html).

<sup>14</sup> [www.un-instraw.org](http://www.un-instraw.org).

<sup>15</sup> [www.ilo.org/gender](http://www.ilo.org/gender).

<sup>16</sup> [www.undp.org.women/toolsmarketplace](http://www.undp.org.women/toolsmarketplace).

<sup>17</sup> The System of Information on Strategies, Tasks and the Evaluation of Results (SISTER), which has been designed and developed to accompany the UNESCO reform process towards results-based programming, monitoring and reporting, requires that every activity specifies gender mainstreaming objectives, expected results and performance indicators.

<sup>18</sup> As of April 2004, there were 86 Gender Theme Groups in 78 of 135 UNDP country offices — an increase from 58 in 1998.