

# UNCT-SWAP PERFORMANCE INDICATOR 1.2

## Virtual Toolkit Resource



### What?

**Manual for Facilitators: Gender Responsive United Nations Sustainable Development Cooperation Frameworks (UN Women 2020)**



### Why?

The manual provides guidance for facilitators on how to conduct a training on gender responsive UNSDCF engagement. The manual provides modules and materials to develop a training, including a session dedicated to the UNCT- SWAP (see agenda, page 9). UNCT-SWAP Scorecard requirements are furthermore integrated throughout the proposed training modules in relevant sessions:

- **Module 1** Objectives (page 12);
- **Module 2** Centrality of GEWE to UN Reform (page 19-20);
- **Module 3** Normative Framework on GEWE (pages 23-24, 26);
- **Module 3** Gender Mainstreaming in Development Programming (page 39);
- **Module 4** UNCT-SWAP Gender Equality Scorecard (pages 41-44)
- **Module 4** Gender Responsive UNSDCF Analysis (page 46);
- **Module 4** Engendering the ToC (page 53, 56);
- **Module 4** GEWE in the Development Phase (page 61).



## Performance Indicator 1.2 Cooperation Framework Outcomes

<b>Approaches Minimum Requirements</b>	<p>a. Gender equality and the empowerment of women is visibly mainstreamed across <b>some</b> outcome areas in line with SDG priorities, including SDG 5.</p>
<b>Meets Minimum Requirements</b>	<p>a. Gender equality and the empowerment of women is visibly mainstreamed across all outcome areas in line with SDG priorities, including SDG 5;</p> <p><b>or</b></p> <p>b. One Cooperation Framework outcome specifically targets gender equality in line with the Cooperation Framework Theory of Change and SDG priorities, including SDG 5.</p>
<b>Exceeds Minimum Requirements</b>	<p>a. Gender equality and the empowerment of women is visibly mainstreamed across all outcome areas in line with SDG priorities, including SDG 5;</p> <p><b>and</b></p> <p>b. One Cooperation Framework outcome specifically targets gender equality in line with the Cooperation Framework Theory of Change and SDG priorities, including SDG 5.</p>

CAPACITY DEVELOPMENT MODULE

MANUAL FOR FACILITATORS:  
GENDER-RESPONSIVE UNITED NATIONS  
SUSTAINABLE DEVELOPMENT  
COOPERATION FRAMEWORK  
ENGAGEMENT



CAPACITY DEVELOPMENT MODULE

MANUAL FOR FACILITATORS:  
GENDER-RESPONSIVE UNITED  
NATIONS SUSTAINABLE  
DEVELOPMENT COOPERATION  
FRAMEWORK ENGAGEMENT



**UN WOMEN**

New York, July 2020



# ACKNOWLEDGEMENTS

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# MANUAL OVERVIEW

This manual is meant to provide guidance to facilitators (and organizers) on how to plan, prepare for, and conduct training on gender-responsive United Nations Sustainable Development Framework (UNSDCF) engagement. This manual is solidly grounded in the UNSDCF Guidance, and related final companion package (May 2020).<sup>1</sup>

## Purpose

The purpose of this manual is twofold. On one hand, the manual is intended to guide facilitators and organizers (most likely UN Women staff) in the planning and delivery of training on gender-responsive United Nations Sustainable Development Framework engagement.

On the other, by combining the training material and content necessary to build the understanding and capacity of relevant staff from across the UN system and partners to ensure gender-responsive UNSDCF engagement by all, this manual serves as a means to advance the 2030 Sustainable Agenda, the SDG 5 and gender related targets across the other SDGs, and the gender equality and the empowerment of women (GEWE) agenda at the country level.

## Who is this manual for?

This manual is geared primarily to UN Women and other UN agencies' staff that will be required to deliver training on gender-responsive UNSDCF engagement to UN and partners' staff. These can include donors, civil society organizations (CSOs), government stakeholders as well as others who may be involved in the design and implementation of the UNSDCF to enhance their capacity to do so in a gender responsive manner. It provides ready-to-use material and guidance, including facilitation notes and tips useful for the delivery of a three-day training on gender-responsive UNSDCF engagement.<sup>2</sup>

This manual speaks directly to the facilitators, thus all the instructions for delivery, discussion points and use of the training materials contained here are targeted to them. In the few instances where the target are individuals other than the facilitators, for example the organizers, this is

explicitly indicated. A minimum of two facilitators is recommended for this training.

## How the manual is organized

This section describes how the manual is structured, and the logic behind it. The idea is to provide a suite of well-integrated, self-sufficient modules, and allow users to easily locate, and navigate through them as needed. For example, should participants already have some basic understanding of gender equality issues, facilitators can decide to concentrate on the more practical aspects of integration of gender issues in each stage of the UNSDCF process.

For each module the following information is provided:



**Suggested time** offers an idea about the expected duration of the module and each activity therein. Time can differ significantly depending on the number of participants, their knowledge and familiarity with the topics discussed, and their eagerness to contribute to the discussion taking place during the training. Effective time management is needed to be able to go through all the activities in the days allocated to the training. For this reason, time for reflection and discussion both in plenary and in small groups has been adequately built in. However, it is also important to adjust time to the needs and pace of the specific audience, especially when critical discussions emerge. The time suggested in this manual is based on an estimate of maximum 20-25 participants.



**Brief overview** of the module covering both the content and the methods that will be used.



**Module Objectives** provide an overview of the end results of the module. They provide a useful reference for facilitators to gauge the effectiveness of their intervention and should be shared with participants at the beginning of each module. In addition, **Expected Outcomes** define what participants are expected to gain from each module and

<sup>1</sup> The newly released package can be found at: <https://un-women.sharepoint.com/Policy-Programming/ProgrammeDiversity/CF/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2FPolicy%2DProgramming%2FProgrammeDiversity%2FCF%2FShared%20Documents%2FCompanion%20packages%2FCooperation%20Framework%20Companion%20Package&FolderCTID=0x012000A5A8826B2234DF42A2BF5240206E6540>

<sup>2</sup> For countries in need of this training before the end of 2020, a more compressed timeframe and the option of delivering this training online will be envisaged.

serve facilitators and organizers as evidence that the objectives have been achieved.



**Facilitators' notes and tips** introduce the topic and guide facilitators in the conduction of the module. These include the notes at times offered at the beginning of the section, as well as the more detailed explanatory notes and instructions for delivery accompanying PowerPoint slides, flipcharts and handouts.



**Participants' handouts**, where applicable, are listed in the agenda in relation to the specific session, and further referred to in the quick guide at the beginning of each module. Handouts can serve to deepen the content discussed during the module, to guide exercises, or to provide participants with a summary overview of what was presented. Typically, handouts are shared with participants while conducting the activity they refer to or at the end of the session. In the present manual handouts are

only listed, while the actual documents are provided in a separate folder.



**PowerPoint slides** and accompanying facilitation notes are provided throughout. Each set of slides is clearly marked with the number and title of the module and colour coded to facilitate navigation and referral to the module they belong to. The present manual offers only an overview of the slides, and related facilitation notes, while the complete set in PowerPoint is provided in a separate folder. In general, it is recommended to share slides with participants only at the end of the training in electronic format to avoid distraction and ensure active participation.



**Multimedia** such as videos and other visuals are included where available and relevant. Both links and the actual files in .mp4 format are provided in case internet connection is poor.



# TRAINING OVERVIEW

## Training Objectives

A list of key objectives the training is intended to achieve is provided below. These objectives (or a summary of them) should be shared with the participants in advance, for example in the invitation letter/email, and be reiterated at the beginning of the training.

By the end of this training participants are expected to:

- Understand centrality and importance of the Gender Equality and Women Empowerment (GEWE) as part of the UN Reform and of the common country analysis (CCA) and UNSDCF;
- Recall the basics of GEWE as one of the guiding principles of the UNSDCF together with leave no one behind, human rights-based principles, intersectionality/multidimensionality, resilience, sustainability and accountability;
- Refer to the key elements of the normative framework on gender equality and the empowerment of women across the international legal standards and agreements as reflected in national law, the UN Framework and the 2030 Sustainable Agenda and the Sustainable Development Goals (SDGs);
- Integrate key elements of the GEWE assessment and analysis in CCA, including through use of Country Gender Equality Briefs/Profiles;
- Contribute to engendering the theory of change;
- Translate gender analysis into collective gender-responsive results and joint work plans and joint programmes;
- Identify gender-responsive indicators, outputs and outcomes;
- Rely on the gender analysis framework and tools for gender responsive UNSDCF engagement.

## Training structure

The suggested format of this training is as follows:

- DAY ONE provides an introduction to the UN Reform, the UNSDCF and the rationale for integrating a GEWE perspective throughout the UNSDCF process.

- DAY TWO and THREE accompany participants along the key phases of the CCA and UNSDCF process and how to mainstream gender equality and empowerment of women

## Methodology

The methods used in this manual are based on the principles of adult and experimental learning, are participatory, and are intended to accommodate participants' experience and needs by allowing flexibility and adaptations to the various contexts and the needs of various participants therein.

The methodology presents a combination of preparatory work to be done remotely by participants, and face-to-face training delivery. The former includes the UN Women online course 'I Know Gender' as well as other additional resources<sup>3</sup> on gender equality relevant to the context and the participants.

## Participants

Participants include staff from the UN including UN Women and partner organizations with practical and theoretical proficiency in UN development system processes, but lack expertise on GEWE. In general, the maximum number of participants suggested for this training across offices and countries is 25.

To the extent possible it would be important to strive for gender balance within the training itself by encouraging participation of male as well as female colleagues.

## Preparation

This section outlines the basic preparation that is required for facilitators and participants prior to the training.

Planning normally starts way ahead of the training activity and may include the following:

**Facilitators** should:

- Review and adapt the agenda based on the needs and specificities of the context and target audience;

<sup>3</sup> A list of resources, both on the UNSDCF in general and on gender more specifically, of relevance to this training accompanies this toolkit.

- Review and adjust the training material accordingly-using country and region-specific examples as considered relevant;
- Become familiar with the training structure and material and be ready to deliver;
- Ensure the availability of all the needed equipment (see the list below), and test their functioning of the equipment prior to the commencement of the training;
- Make sure all relevant material (handouts, visuals, etc.) is ready the day the training begins;
- Liaise with the organizers for the identification of priorities and/or issues specific of the context that may be relevant to integrate.

- Big version of the training map (either printed or to be drawn by the facilitators)
- Blue tack or paper tape to stick things on the wall.

**Participants:** at a minimum all participants are required to undertake the “I Know Gender” training on-line prior to the commencement of the training.

This preparatory work is meant to leverage the existing resources and understanding of gender equality and the empowerment of women (GEWE) and encourage participants to start a learning journey that will continue with the practical application of the learning acquired during the training into their daily work.

Training material should include:

- 1 Projector
- 1 Laptop
- 2 Loudspeakers
- 2/3 Flipcharts
- 2 large tables for the training material (in addition to the participants’ ones)
- 1 notebook/participant
- 1 folder/participant containing: list of global and regional GEWE frameworks, outline of the steps in the development and implementation of the UNSDCF, national level data fact sheets, and so on.
- Pens and coloured markers
- Coloured post-its, big and small size, and different shapes if available

## Agenda

This section contains a ready-to-use training agenda detailing the timing, duration, methods, and handouts of each session, over the three-day training. With the necessary adaptations, it could serve as both participants’ and facilitators’ agenda. In particular, for facilitators the agenda helps thinking through the programme and adjusting it as needed to best suit the context, needs and background of participants. A simpler version of the agenda, without indications of the methods, is provided as a handout in Module 1.

The training is intended to last a maximum of three days.

DAY ONE				
	Timing <sup>4</sup>	Sessions	Duration	Observations
	<b>9.00</b>	<b>M1: Opening</b>	<b>105'</b>	
		Opening remarks	15'	
		Participants and facilitators’ Introduction	60'	
		Overview of the training objectives, agenda and ground rules	30'	
	<b>10.45</b>	<b>Coffee break</b>	<b>15'</b>	
	<b>11.00</b>	<b>M2: Introduction</b>	<b>90'</b>	
		The UN Reform and the UNSDCF	60'	
		The centrality of gender equality and women's empowerment to the UN Reform	30'	
	<b>12.30-13.30</b>	<b>Lunch break</b>	<b>60'</b>	
		<b>M3: The rationale</b>	<b>265'</b>	
		The Normative Framework on GEWE	60'	
		Basic GEWE Concepts	45'	

<sup>4</sup> Start and finish time are just tentative, and may change depending on the context.

	<b>15.15</b>	<b>Coffee break</b>	<b>15'</b>	
		The 2030 Sustainable Agenda and GEWE	90'	
	<b>17.00</b>	<b>Closing and brief feedback</b>		
<b>DAY TWO</b>				
	<b>9.00</b>	<b>Review of the previous day</b>	<b>20'</b>	
		Gender mainstreaming in development programming	70'	
	<b>10.30</b>	<b>Coffee Break</b>	<b>15'</b>	
	<b>10.45</b>	<b>M4: Gender-responsive UNSDCF engagement</b>	<b>565'</b>	
		United Nations Country Team (UNCT) System-wide Action Plan (SWAP) Gender Equality Scorecard – enhancing UNCT accountability to gender mainstreaming	45'	
		Gender-responsive UNSDCF - Analysis	90'	Intro on the CCA
		Country Gender Equality Profiles and Briefs (CGEPs/CGEBs)	30'	
	<b>13.30-14.30</b>	<b>Lunch Break</b>	<b>60'</b>	
		Engendering the Theory of Change – Theory & Practice	90'	Interactive presentation and groupwork
	<b>16.00</b>	<b>Coffee Break</b>	<b>10'</b>	(consider asking participants to simply grab a coffee and come back to the room)
		Engendering the theory of change (ToC) – Theory&Practice (continued).	50'	UN Women Tool for gender-responsive ToC Guidance for inclusion of CSO in the UNSDCF design
	<b>17.00</b>	<b>Closing and brief feedback</b>		
<b>DAY THREE</b>				
	<b>9.00</b>	<b>Review of the previous day</b>	<b>30'</b>	
		Engendering the theory of change – Theory&Practice (continued)	50'	
	<b>10.20</b>	<b>Coffee Break</b>	<b>10'</b>	
		GEWE in the development phase (incl. a group exercise)	105'	Gender-responsive outcomes, outputs and indicators.
		GEWE in the implementation and programme results Groups	45'	UNCT configuration Applying the UNCT-Gender Equality Marker to Joint Work Plans Gender-sensitive UNSDCF evaluation
	<b>13.00-14.00</b>	<b>Lunch Break</b>	<b>60'</b>	
		Other tools for the gender-responsive UNSDCF engagement: UN Info/data portal	60'	<a href="https://data.unwomen.org/">https://data.unwomen.org/</a> Webinar
	<b>15.00</b>	<b>Coffee Break</b>	<b>15'</b>	
		<b>M6: Wrap up and Closing</b>	<b>90'</b>	
		Remaining challenges	60'	
		Closing	20'	
		Final Evaluation	10'	
	<b>16.45</b>	<b>Closing and brief feedback</b>		

## DAY ONE





# MODULE 1: OPENING

Suggested time: 105'

## Brief Overview

This module includes the opening remarks by a senior in-country official (the UN Resident Coordinator), a brief presentation of the agenda and of the rules of engagement during the training. It is important that enough time is devoted to this introductory moment, to clarify expectations and contributing to a learning environment that encourages interaction, sharing of ideas and experiences, open discussion and expression of views and opinions by the participants.

## Module 1 – Quick Guide

MODULE 1	
	Total 105' divided as follows: <ul style="list-style-type: none"> <li>- 15' Opening Remarks</li> <li>- 60' Participants' and facilitators' introduction</li> <li>- 30' Overview of the training agenda, ground rules, and expectations</li> </ul>
	- M1_ Training Agenda
	- M1_Objectives, Agenda and Ground Rules
	-
Miscellaneous	<p><b>Organizers to:</b></p> <ul style="list-style-type: none"> <li>- Ensure registration of participants upon arrival;</li> <li>- Distribute participants' folder;</li> <li>- Check the venue and ensure all is set for coffee and lunch breaks</li> <li>- Share the talking points for the opening remarks with the relevant senior official, and if relevant go through them with him/her.</li> </ul> <p><b>Facilitators to:</b></p> <ul style="list-style-type: none"> <li>- Make sure copies of all the handouts for DAY 1 (details in the above agenda) are ready and easily organized;</li> <li>- Test the loud speakers and the correct functioning of the video;</li> </ul>
Good to Know!	<i>There are multiple techniques<sup>5</sup> used for making the introduction of participants and facilitators fun and engaging. Here a very simple one is suggested that requires participants to go beyond their usual 'self' to disclose something different that, even colleagues may not be aware of. Depending on the audience, other techniques may be more appropriate. Feel free to resort to alternatives as they may fit the purpose.</i>

<sup>5</sup> A couple of alternatives are: 1. Speed introduction: have people break into pairs and tell each other their name, their job title, one thing they love to do on their free time. Then ask all to introduce their partner to the group. 2. Give participants few minutes to write on a card one expectation they have with regards to the workshop, and one word that best define them. Then ask them to introduce themselves and share what they wrote in their card.

## Module 1 Objectives

At the end of this module participants are expected to:

- Understand the objectives of the workshop, and the importance of integrating GEWE as a central component of CCAs and UNSDCF;
- Be able to navigate through the training agenda and material, and swiftly identify the content of module and sessions;
- Recall and adhere to the agreed working rules.

## Opening Remarks (15')

Following is a list of key bullet points for use for the opening remarks. The remarks should ideally be made by a senior in-country official (UN Resident Coordinator) who represent the United Nations Country Team (UNCT) and champion the importance of the work on GEWE within. To the extent possible, additional points should be included to contextualize the training and provide an overview of the specificities within which it is going to be held, being them procedural such as for e.g. in preparation of a new UNSDCF exercise, or to address the gender-specific needs in a given country. Opening remarks should be pertinent, inspiring and set the scene for a fruitful learning experience.

**Organizers** should provide the below to the senior official who will be responsible for the opening and be ready to go through the talking points with him/her as necessary. Adaptations to the context are required, and should be done for each training.

- It is with great pleasure that I am welcoming all of you to the workshop on Gender-responsive UNSCF engagement. This is one of a series of initiatives undertaken by UN Women worldwide to ensure all staff from across the UN system and from partner organizations involved in the design and implementation of CCA and the United Nations Sustainable Development Cooperation Framework (UNSDCF) previously known as United Nations Development Assistance Framework (UNDAF) ensure prioritization and mainstreaming of gender equality and the empowerment of women in UN common programming processes and results at the country level.
- GEWE is fundamental to delivering on the promise of the 2030 Agenda. Two SDGs are dedicated entirely to equality and non-discrimination, SDG 5 on gender equality and SDG 10 on reducing inequality within and among countries and promoting inclusion of all. Gender equality is both a

<sup>6</sup> See here for a selection of them: <https://ro.pinterest.com/evamelinda11/dixit-cards/>. Dixit is a game created in 2008 whereby using a deck of cards illustrated with dreamlike images. Players select cards that match a title suggested by

stand-alone sustainable development goal (SDG5) and an essential dimension for the progress in other goals and 169 indicators.

- It is a fundamental human right and vital to a fully inclusive, equitable and sustainable development, applying the principle of leaving no one behind (LNOB) and reaching the furthest behind first. From a gender perspective leaving no one behind means prioritizing human beings' dignity and placing the most marginalized first – women and girls being too often on top of the list.
- To ensure this focus is integrated throughout the CCA/UNSDCF, all UN development system entities should put GEWE at the heart of programming and promote the meaningful participation of men and women and the empowerment of women and girls consistently, in line with the requirements of the UNCT-SWAP Scorecard.
- A lot has been done already both globally and in xxx to promote the advancement of gender equality and the empowerment of women, the UNSDCF framework provides further opportunities to translate global efforts into collective country-specific results and programmes.
- Among the entry points, there is a new generation of accountability systems such as the UNCT-SWAP Gender Equality Scorecard, and a new generation of UN leaders, including myself, ready to champion gender equality and the empowerment of women by making it a priority for all.
- It is therefore with a particular sense of satisfaction and pride that I am opening and myself participating to the extent possible in this training. I would like to encourage all of you to take the most of this learning opportunity and be ready to meaningfully and actively participate in the strive towards GEWE in xxx.

## Participants and facilitators' Introduction (60')

This activity provides participants and facilitators with the opportunity to briefly introduce themselves through the DIXIT figurative cards.<sup>6</sup> In the context of this training, cards can be used: 1. To prompt participants and facilitators to introduce themselves by disclosing a hobby, a passion, or something unusual about themselves; or 2. To introduce themselves and also discuss expectations and feelings about the training. If the latter, participants should be asked to choose the cards that best illustrate their feelings about the training, and to write them down in the back of the cards, as well as to use that as an entry point for

the "storyteller", and attempt to guess which card the "storyteller" selected.

introducing themselves. Here the first use is described more in details.

Following are the detailed instructions for the participants on how to run it.

- Take a large table and position it in a spacious area with enough space for participants to stand and walk around.
- Display all the available DIXIT cards face-up on the table and ask each participant to take a moment to carefully look at them and choose one card that attracts them the most. Everybody should take one card, including the facilitators. Allow a maximum of 5-10' for choosing the cards.
- Encourage participants to quickly select one following intuition, and without too much thinking.
- Ask participants to stand in circle and introduce themselves by using the card they have chosen. So for example, they should start by showing the card to the others and saying why they selected it and what it tells about themselves.
- Facilitators can either be the first, thus showcasing the exercise to the participants, or the last and close the round of presentation.
- The time required for this exercise largely depends on the number of participants. However, it is recommended not to exceed the 60' to allow enough time for the other activities.

Importantly, the time allocated to this session can be shortened depending on the number of participants and as required by other sessions.

### Overview of the training objectives, agenda and ground rules (30')

Below is the PowerPoint presentation and accompanying notes for use to illustrate the training objectives, the agenda, and define the ground rules for the well-functioning of the training.

- Prepare a big version of the training map, a visual representation of the training sessions divided per day on a flipchart and post it on the wall for the whole duration of the workshop. The map will serve as a useful framework to refer back to during the three days. It is suggested to go through it every morning as a way to recap what has been done the previous day, and to provide an overview of the content of the day that is going to commence.
- Make sure each participant has received the folder with the training material.
- Ask participants to write their name on a piece of paper, fold it, and place it on the table in front of them.

<p><b>Training Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the gender dimension of the UN Reform and the UNSDCF;</li> <li>• Recall the basics of gender equality and women's empowerment (GEWE) as one of the UNSCF programming principles;</li> <li>• Refer to the key elements of the normative framework on GEWE;</li> <li>• Mainstream gender through the UNSDCF process by:             <ul style="list-style-type: none"> <li>- Integrating the GEWE assessment and analysis in common country analysis (CCA);</li> <li>- Engendering the Theory of Change;</li> <li>- Translating gender analysis into collective gender-sensitive results and programmes;</li> <li>- Identify gender-sensitive indicators, and M&amp;E plans and frameworks;</li> </ul> </li> <li>• Rely on the gender analysis framework and tools for gender responsive UNSDCF engagement</li> </ul> <p style="text-align: center; font-size: small;">M1 OBJECTIVES, AGENDA, &amp; GROUND RULES</p>	<p>At the end of this training participants are expected to: Explain to the participants that the expectation is not for them to become gender experts, but rather to become familiar with the basic concepts and frameworks that underpin gender equality and the empowerment of women, both within the UN and globally and their relevance in the context of the UNSDCF.</p> <p>The idea is to equip all UN and partners staff with the basic knowledge and understanding that is needed to actively support the application of the guiding principle on GEWE in each key step of the UNSDCF process. In addition, existing gender-specific frameworks, systems and tools will be discussed as key to ensure the centrality of GEWE concerns in the UN common programming and to deliver on the promise of the 2030 Agenda as well as regional and national level development frameworks.</p> <p>Besides the overall training objectives, more specific learning objectives are also available for each module, and could be shared as needed, as per the following slide.</p>

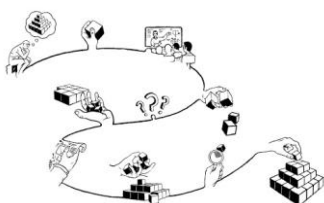
## Module Objectives

- Understand the objectives of the workshop, and the importance to discuss gender equality and women's empowerment in the context of the UNSDCF;
- Navigate through the training agenda, and swiftly identify the content of modules and sessions;
- Recall and adhere to the agreed working rules.

M1|OBJECTIVES, AGENDA, & GROUND RULES

At the end of this module, participants are expected to...

## Methods



M1|OBJECTIVES, AGENDA, & GROUND RULES

Briefly explain that the training is based on the principles of adult learning, and methods are highly participatory and experiential. A significant amount of time will be devoted to presenting, discussing, and practicing the programming framework from a gender perspective for participants to become familiar with the existing tools and strategies on gender as relevant in key stages of the CCA/UNSDCF process. Throughout participants are strongly encouraged to engage in the discussion and exercises proposed during the training, share their views and experience in a constructive and respectful manner. Also, should the training be conducted in-country, participants will be asked to contribute concrete aspects of relevance to the specific context where they operate.

## Ground Rules



Photo credit: www.istock.com

Ask participants to come up with a set of rules that should guide their behaviour during the training. Write them on a flipchart and post it on the wall, next to the training map, for the whole duration of the training.

- Be kind
- Listen deeply and respectfully
- Be bold about asking questions
- Be punctual
- Do your homework – if not yet done, encourage participants to complete the preparation and go through the *I Know Gender* and other gender material as relevant
- Turn off phones and be present
- Confidentiality – Chatham House Rule applies, the information provided can be shared, but no attribution to any specific individual is allowed

## Questions?



Photo credit: www.istock.com

M1|OBJECTIVES, AGENDA, & GROUND RULES

Close the session by inviting participants to ask any question or request for clarification they may have on the training objectives and content.



# MODULE 2: INTRODUCTION





Suggested Time: 90'

## Brief Overview

This module provides an overview of the UN Reform process, which repositions the UN development system to deliver on the 2030 Agenda. Among the changes are a new generation of country teams, centred on a strategic and integrated UN Sustainable Development Cooperation Framework (UNSDCF), and led by an empowered Resident Coordinator. Ultimately, the purpose is for the UN system to be more demand driven, integrated, more accountable for contributions to national needs, and with resources and skillsets that are better aligned with the 2030 Agenda.

GEWE is a key dimension of the UN reform, it is central to the LNOB and key to the achievement of the SDGs, and has multiplier effects on sustainable development.

## Module 2 – Quick Guide

MODULE 2	
	Total 90' divided as follows: <ul style="list-style-type: none"> <li>- 60' The UN Reform and the UNSDCF</li> <li>- 30' The centrality of gender equality and women's empowerment to the UN Reform</li> </ul>
	
	<ul style="list-style-type: none"> <li>- M2_1 The UN Reform and the UNSDCF</li> <li>- M2_2 The centrality of gender equality and women's empowerment to the UN Reform</li> </ul>
	
Miscellaneous	<b>Facilitators to:</b> <ul style="list-style-type: none"> <li>- Find ways to engage participants during the presentation by asking questions and prompting discussion</li> <li>- Be aware that these presentations are very theoretical, they refer to global processes and therefore may not be familiar to all</li> </ul>
Good to Know!	<p><i>This module is meant to introduce the UN Reform and the UNSDCF and GEWE within as providing the framework of reference for all the topics discussed during the remaining of the training.</i></p> <p><i>Ideally, the first presentation should be delivered by the Development Cooperation Office (DCO).</i></p>

## Module Objectives

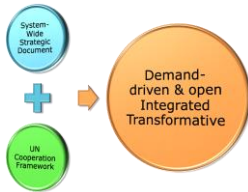
At the end of this module participants are expected to:

- Be aware of the key dimensions of the UN Reform and its implication at the country level;
- Position the CCA/UNSDCF at the centre of the UN Reform at the country level, as a means to ensure demand-driven, integrated, and transformative UN support to countries for delivering on the 2030 Agenda;
- See the UN Reform, and the CCA/UNSDCF therein, as a window of opportunity for both the UN System and member states to address gender equality and the empowerment of women
- Refer to gender equality and women's empowerment as one of the programming principles guiding the new UNSDCF

## The UN Reform and the UNSDCF (60')

<p><b>M2</b></p> <p><b>The UN Reform and the UNSDCF</b></p>	
<p><b>Module Objectives</b></p> <ul style="list-style-type: none"> <li>• Be aware of the key dimensions of the UN Reform and its implication at the country level;</li> <li>• Position the UNSDCF as a means to ensure demand-driven, integrated, and transformative UN support to countries for delivering on the 2030 Agenda;</li> <li>• See the UN Reform, and the UNSDCF therein, as an opportunity to address gender equality and women's empowerment;</li> <li>• Refer to gender equality as one of the programming principles guiding the new UNSDCF</li> </ul> <p><small>M2 The UN Reform and the UNSDCF</small></p>	<p>At the end of this module, participants are expected to...</p> <p>Explain that the objectives detailed here refer to both this and the following presentation which will illustrate the GEWE dimension of the UN Reform.</p> <p>Clarify that the purpose of this presentation is not to go through the UN Reform in details, but rather to recall those aspects that are particularly relevant in relation to the UNSDCF and the integration of GEWE therein.</p>
<p>"The goal of reform is a 21st-century United Nations focused more on people and less on process, more on delivery and less on bureaucracy. The true test of reform will be measured in tangible results in the lives of the people we serve – and the trust of those who support our work."</p> <p><b>UN Secretary General António Guterres</b></p>	<p>Since the beginning of its mandate in January 2017, the UN Secretary-General has made proposals to reform the United Nations. These his remarks at the UN Reform event in September 2017.</p> <p>The Reform responds to specific requests from the <b>2016 Quadrennial Comprehensive Policy Review (QCPR)</b>, which is the mechanism through which the General Assembly assesses the effectiveness, efficiency, coherence and impact of UN operational activities for development, for the UN to be fit for purpose to deliver on the 2030 Agenda.</p> <p>Though this is not the first Reform in the history of the UN, it is unparalleled in its scope, and it certainly benefits from strong leadership and unanimous support from Member States.</p>
<p><b>Three Reform Tracks</b></p> <p><b>Development System Reform</b> Position sustainable development at the heart of UN's work, with the 2030 Agenda as our imperative for change. "Repositioning the UN Development system"</p> <p><b>Management Reform</b> Facilitate the Secretariat's management framework to enable and support action, especially in the field. "Shifting the management paradigm"</p> <p><b>Peace and Security Reform</b> Improve the structure and operation of the peace and security pillar in UN HQ to better prevent and alleviate crises. "Peace and Security Architecture"</p>	<p>The Reform positions sustainable development at the heart of the UN's work, with the <b>2030 Agenda as the imperative for change</b>.</p> <p>The UN development system (UNDS) repositioning is part of a <b>wider set of changes</b> in the UN system. The three streams that are undergoing sweeping changes are: development, management, and peace and security.</p> <p>Overall, the purpose is to be able to deliver on the 2030 Agenda.</p>
<p><b>UN Development System Reform At A Glance</b></p> <p>The diagram illustrates the UN Development System Reform at a glance, centered around the 2030 Agenda. It features a circular flow of interconnected elements: PURPOSE (DELIVER ON THE 2030 AGENDA), VALUE PROPOSITION, CAPACITY, CULTURE CHANGE, RESOURCES, ACCOUNTABILITY, and PARTNERSHIPS. Each element includes specific sub-points and is supported by various UN entities and funds.</p>	<p>The UNDS repositioning respond directly to the paradigm shift ushered in by the 2030 Agenda and as such <b>applies universally</b> – to all entities of the UN development system and all UN country teams. It also seeks to address structural challenges in coordination mechanisms and mind-sets, for a truly transformational impact and one UN response beyond mandates.</p> <p>The reform fundamentally shifts the development system to a needs-driven approach. All elements are inter-linked and focus on a UN offer to countries that is derived from a single Common Country Analysis with data that can inform national plans and identify national needs.</p>

### Value Proposition



The 2019 **UN System-Wide Strategic Document (SWSD)** to support the implementation of the 2030 Agenda for Sustainable Development articulates the collective identity, comparative advantages, and transformative ambition of the UNDS and commits the UNDS to a more demand driven, integrated, and transformative response.

Of relevance, it guides UN global, regional and country-level development plans, programmes and operations to be reflected in each Cooperation Framework.

Let's just focus a bit more on the transformative aspect for its relevance in relation to GEWE:

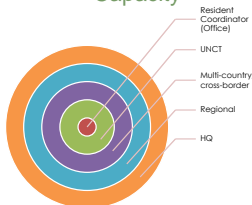
- The 2030 Agenda requires nothing less than a UNDS offer that reflects a truly, common transformative purpose.
- UNDS support will reflect three *integrating approaches*:

1. Accelerate **structural transformations** that place countries on an inclusive and **equitable sustainable development trajectory**, by mitigating, adapting or capitalizing on far-reaching trends such as: growing inequalities, new trade and financial patterns, climate change and environment sustainability, the future of jobs, urbanization, and the impact of new technologies in all spheres of life.

2. Identify options and implementation of actions designed to **Leave No One Behind**, as an indispensable dimension of inclusive structural transformation.

3. Consider the **enabling environment** and what is needed to sustain inclusive structural transformations in the essential dimensions of people/leadership/human resources, institutions and partnerships.

### Capacity



Among the revised capacities needed to sustain the reform, a **new generation of UN Country Teams**: the composition, roles and profiles of which are tailored to the context, and that deliver shared results.

In this, the redesigned UN Sustainable Development Cooperation Framework is central! It becomes the main strategic instrument to respond to national needs and priorities. You'll probably all recognize the sentiments expressed by the Secretary-General (SG) about UNDAFs: *"Most of them, not all, were cut-and-paste. Agencies present their papers, and everything will be put together and this will be delivered as the UNDAF. No way to avoid duplication and overlaps. Agencies do different things funded by different entities, but in the end a waste of money."*

## The UNSDCF

The General Assembly resolution 72/279 (2018) on repositioning of the UN elevated the new Cooperation Framework to the **most important instrument for planning and implementation** of the UN development activities at country level in support of the implementation of the 2030 Agenda for Sustainable Development.

It is a **partnership compact** between the UN, governments and other stakeholders to improve people's lives while leaving no one behind.

Cooperation Framework **serves as a core accountability tool** between the UN Country Team (UNCT) and the host government, as well as between and among UNCT members for collectively-owned development results.

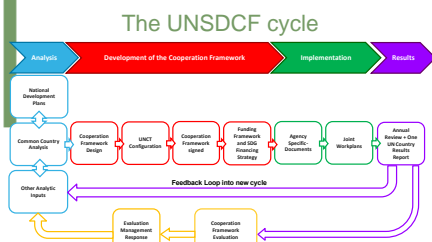
Revitalized, strategic, flexible and results- and action-oriented UNDAF\* (now UNSDCF) is the most important instrument for the planning and implementation of the sUN development activities in each country in support of the implementation of the 2030 Agenda for Sustainable Development

UN GA Resolution [A/RES/72/279](#)

Cooperation Framework is a manifestation of a UN development system that is **agile, cohesive, and responsive** to a country's priorities and people's needs.

It is the **UN's collective response** to help countries address national priorities and gaps in their pathways towards meeting the SDGs.

The new Cooperation Frameworks should be **strategic, demand-driven, and transformative**.

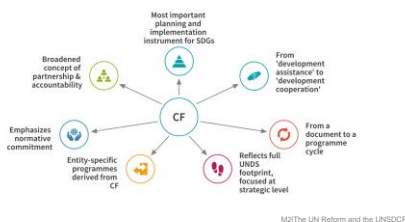


The diagram above illustrates the key steps of the UNSDCF process. The CF is intended as the core instrument for UNCTs as they plan, finance, deliver and evaluate their support to countries in achieving the Sustainable Development Goals (SDGs), typically over a five-year cycle, though the period is generally flexible to allow alignment to national cycles and ensure the UN offer remains relevant to the evolving context.

The estimated timeframe for the development of the framework on the other side could vary between 6 and 9 months.

Rarely is a Cooperation Framework setting out an entirely new agenda. More typically, it contains both familiar results and the unfinished business of the previous Cooperation Framework, as well as new support areas.

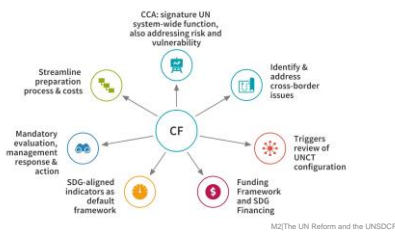
## New Features



The Cooperation Framework now guides the entire programme cycle, driving planning, implementation, monitoring, reporting and evaluation of collective UN support for achieving the 2030 Agenda.

The Cooperation Framework's expanded notion of partnerships offers a powerful opportunity to engage with relevant stakeholders in the UN CCA process through continuous and inclusive dialogue to address complex issues, such as inequality and exclusion, among others.

The CCA, and in general the whole analytical phase, is no longer a one-off event, but a real time core analytical function that should ideally inform the whole duration of the CF.



The SDG targets and indicators are now “the default monitoring framework,” informed by country-defined and disaggregated baselines. These indicators are to be tracked online through UN INFO at country level.

A new step, which did not exist in the previous UNDAF, is the review of the UNCT configuration (second step of the development phase), which is meant to ensure the UN country team has the capacity to deliver on stipulated commitments.

Budgeting is now placed within the larger context of SDG financing.

The Cooperation Framework is strengthened by the [Management and Accountability Framework](#) which articulates how all members of the development system will work together and deliver on their obligations – both to their respective agency or programme and also to collective results in-country.



The Cooperation Framework is designed to be the primary instrument for planning and implementation of the UN development activities at country level in support of the implementation of the 2030 Agenda for Sustainable Development. As such, the framework captures country needs and tailors the UN development system (UNDS) response and presence on the ground.

## The centrality of gender equality and women's empowerment to the UN Reform (30')

M2

The centrality of gender equality and women's empowerment to the UN Reform

### Gender Dimension

A new Agenda for Sustainable Development	Gender one of the programming principles and central to the LNOB approach, a key connector across SDGs, bringing about changes across several targets.
Member States mandate to the UNS	QCPR: gender equality has multiplier effects on sustainable development; UNDS to enhance gender mainstreaming (e.g. through accountability instruments and the UNSDCF) ECOSOC: UN system to enhance collaboration for gender mainstreaming across all programs and policies
The new Secretary General	Gender a key priority (e.g. Gender Parity strategy/Spotlight etc.)

M2The centrality of gender equality and women's empowerment to the UN Reform

Gender equality and women’s rights are **reflected in all elements of 2030 agenda** – the declaration, goals (both SDG5 as well as others), targets and indicators, means of implementation, global partnership, and follow-up and review – mainstreamed through the entire agenda.

Gender equality is central to the LNOB approach in the 2030 agenda, and a key connector across the SDGs. Using gender equality as an entry point can bring change across several SDGs targets. More on this will be discussed in the following sessions.

The **QCPR** recognizes gender equality as having multiplier effects on achieving sustained and inclusive economic growth, poverty eradication and sustainable development, and requests the UNS to enhance gender mainstreaming through the full implementation accountability instruments, and to integrate gender in the UNDAF drawing on existing expertise in the UN:

- UNCT’s to implement UNCT-SWAP Gender Equality Scorecard

- Continued increase in UN collaboration/ coordination of GEEW activities for greater impact;
- Enhanced **gender responsive data** collection, analysis and research to inform programming/ policy-making processes;
- The inclusion intergovernmental agreed gender equality results and gender-sensitive indicators in agency specific and inter-agency strategic frameworks and;
- Mainstreaming gender equality in preparation of the UNDAF
- Increased gender responsive evaluations and reviews (at agency and UNDAF level).

The United Nations Economic and Social Council (ECOSOC) requests the UN system to further enhance coherent gender mainstreaming across all programs and policies  
Gender equality is a key priority for the SG (e.g. gender parity strategy/Spotlight etc.)

### Drivers and entry-points for gender

1. UN Leaders that become true champions of gender equality and the empowerment of women and girls
2. Accountability instruments both at corporate and country level (SWAP and UNCT SWAP Scorecard)
3. UNSDCF that translate norm-based gender analysis into collective UNCT results/joint programs to support SDGs

M2The centrality of gender equality and women's empowerment to the UN Reform

### Three key entry points for greater UN impact on GEWE and ensuring that reform works for all humanity not just half

1) A new generation of accountability instruments both at corporate and country level: SWAP and UNCT SWAP Scorecard, and the Gender Equality Marker on the budget side

2) A new generation of UNSDCFs underpinned by an independent Common Country Analysis that 1) is framed around key international normative commitments of the country, 2) addresses the structural cause of inequality and discrimination with a specific gender analysis; 3) translate that analysis into collective UNCT responses trough the UNDAF results and joint programs

3) A new generation of UN leaders, including through the reinvigorated RC System, that become true champions of gender equality and the empowerment of women and girls, and the Management and Accountability Framework as a guiding tool for the leadership

In addition, the country level Gender Theme Group (GTG), the regional level Gender Working Groups (GWG), the Issue-Based Coalition (IBC), the Peer Support Group (PSG), the **Inter-Agency Network on Women and Gender Equality (IANWGE)**, the single largest network of gender focal points, as well as the establishment of UN Women has helped elevate the UN system's response on GEWE.



UNSDCF

*An opportunity to promote gender*

M2The centrality of gender equality and women's empowerment to the UN Reform

The UN reform constitutes a big window of opportunity for the UN System as it brings an increased demand, from member states and from within the System - to address gender equality and the empowerment of women.

Within this, the UNSDCF represents a great opportunity to further the integration of GEWE in development work.

## Gender in the new Cooperation Framework

- One of the **programming principles** of the new CF
- Common Country Assessment (CCA) **must** include a **rigorous gender analysis**, beyond age and sex disaggregated data, to explain immediate, underlying and root causes and differentiated impacts
- CF ToC and results framework are an opportunity to develop and put in place **gender-specific**
- Central to the Results' Framework and the Joint Work Plans (JWPs) and Joint Programmes (JPs), M&E and reporting
- Gender Equality Marker (GEM)

M2The centrality of gender equality and women's empowerment to the UN Reform

Photo credit: www.50.com

Explain that more on this will be discussed in the following days and that this simply serves to introduce the centrality of GEWE in the CF.

GEWE is one of the guiding principles of the new Cooperation Framework. It should be reflected in the Roadmap that outlines the process of preparing the UNSDCF.

CCA requires a thorough analysis of gender issues, including through an analysis of social, legal, political, economic, environmental and cultural dynamics that underpin gender inequality.

A shared UN theory of change (ToC) to support Member States in their efforts to achieve sustainable development and GEWE fully integrated.

Finally, the GEM tracks the resources allocated collectively by the UN system under the UNSDCF cycle, making clear the level of commitment and the degree of resources allocated by the UNCT in support of national GEWE priorities.



M2The centrality of gender equality and women's empowerment to the UN Reform

Photo credit: www.50.com

# MODULE 3: THE RATIONALE





Suggested Time: 265'

## Brief Overview

This module provides an overview of the main concepts and normative frameworks on gender equality and the empowerment of women that exist at the international level. It describes the foundations of gender equality and the empowerment of women as outlined in a number of key agreements such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the 1995 Beijing Declaration and Platform for Action, and the 2030 Sustainable Development Agenda (2015) and the Sustainable Development Goals (SDGs). Other key documents include the agreed conclusions of the Commission on the Status of Women (CSW), the General Assembly (GA) and Security Council resolutions on gender equality issues such as the Women, Peace and Security Agenda.

The *UN System-Wide Policy on Gender Equality and the Empowerment of Women* endorsed by the Chief Executive Board for Coordination (CEB) in 2006, the 2017 Gender Parity Strategy and other relevant UN commitments to gender, as well as the new generation of accountability systems *UN System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP 2.0)* and UNCT-SWAP Scorecard are also discussed.<sup>7</sup> These provide the overall normative framework on gender equality and the empowerment of women.

## Module 3 – Quick Guide

MODULE 3	
	<p>Total 265' divided as follows:</p> <p>Day 1:</p> <ul style="list-style-type: none"> <li>- 60' The Normative Framework on GEWE</li> <li>- 45' Basic GEWE Concepts</li> <li>- 90' The 2030 Sustainable Agenda and GEWE</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>- 70' Gender mainstreaming in development programming</li> </ul>
	<ul style="list-style-type: none"> <li>- M3_1 Infographic Human Rights of Women (CEDAW update)</li> <li>- M3_2 The 2030 Sustainable Agenda and GEWE</li> </ul>
	<ul style="list-style-type: none"> <li>- M3_1 The Normative Framework on GEWE</li> <li>- M3_2 Basic GEWE Concepts</li> <li>- M3_3 The 2030 Sustainable Agenda and GEWE</li> <li>- M3_4 Gender mainstreaming in development programming</li> </ul>
	<ul style="list-style-type: none"> <li>- CEDAW: Quick&amp;Concise: The principle of Non-discrimination <a href="https://www.youtube.com/watch?v=OBdDB5PKrmk">https://www.youtube.com/watch?v=OBdDB5PKrmk</a></li> <li>- Kimberlé Crenshaw, TEDWomen 2016 "The Urgency of Intersectionality" <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</a></li> </ul>

<sup>7</sup> The first of such unified accountability framework was introduced in 2012, and has been implemented until 2017. Since 2018, UN-SWAP 2.0 was introduced that incorporates lessons

learned from previous implementation, strengthens requirements and addresses gender results in the context of the SDGs.



Miscellaneous	<p><b>Facilitators to:</b></p> <ul style="list-style-type: none"> <li>- Become familiar with the key instruments that constitute the normative framework on GEWE;</li> <li>- Familiarize with all the gender-related terms contained in the presentation, including sexual identity, expression and orientation, and the fact that gender is a non-binary concept also intersectionality (see slides below on this)</li> </ul>
Good to Know!	<p><i>The following sessions can be shortened depending on the participants' level of understanding and knowledge on the topics.</i></p> <p><i>A possible alternative to the interactive presentation on Basics GEWE Concepts is to conduct an exercise called Power Walk, which is particularly useful for discussing intersectionality and how various factors can make a person more or less powerful in relation to the other in a given context. Instructions, list of statements and characters are provided in the relevant section below.</i></p> <p><i>Be aware that some sensitivity may be needed when discussing issues such as sexual orientation, identity, etc.</i></p>

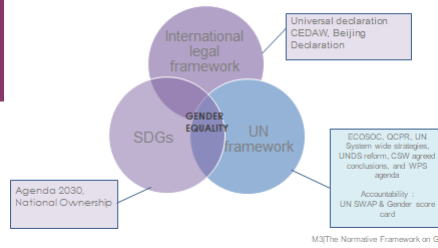

## Module Objectives



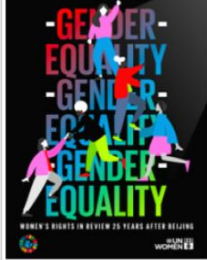
At the end of this module participants are expected to:

- Understand the rationale behind the comprehensive integration of GEWE into all key steps of sustainable development work;
- Recall the basic concepts and international frameworks that underpin gender equality and the empowerment of women;
- Apply gender-related terms and concepts appropriately;
- Understand the centrality of GEWE to delivering on the promise of the 2030 Agenda and its linkages with the LNOB principle.

## The Normative Framework on GEWE (60')

<p style="font-size: 2em; font-weight: bold; margin: 0;">M3</p> <p style="font-size: 1.2em; font-weight: bold; margin: 10px 0 0 0;">The Normative Framework on GEWE</p>	<p>Explain that after having briefly introduced the UN Reform and the GEWE dimension therein, it is now time to take a step back and consider the framework that provides the rationale for a gender-responsive UNSDCF engagement.</p> <p>The sessions that follow intend to walk participants through the key set of norms, standards and principles underlying our work on GEWE. In addition to international agreements there are women's rights frameworks such as the Beijing Platform for Action that apply to Governments, organizations, and the international community and UN resolutions that set the obligations of all UN agencies to include GEWE into their work.</p> <p>A good source is the <a href="#">Global Accountability Framework on Gender Equality and Women's Empowerment</a>. Note that this highlights the UNCT-SWAP GE Scorecard; QCPR and successive ECOSOC resolutions related to gender mainstreaming.</p>
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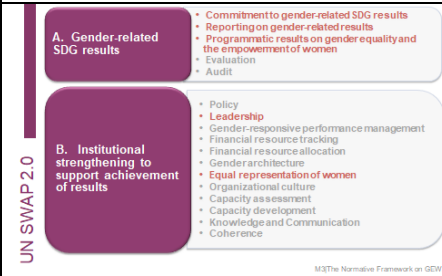
<p><b>Module Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the rationale behind the comprehensive integration of the gender into key phases of sustainable development work;</li> <li>• Recall the basic concepts and international frameworks that underpin gender equality and the empowerment of women;</li> <li>• Apply gender-related terms and concepts appropriately;</li> <li>• Understand the centrality of gender to delivering on the promise of the 2030 Agenda and its linkages with the LNOB principle.</li> </ul> <p style="text-align: right;"><small>M3The Normative Framework on GEWE</small></p>	<p>At the end of this module participants are expected to...</p> <p>Again reiterate that the objective is not to turn participants into experts on GEWE, but to ensure a common understanding of existing frameworks and terms to effectively contribute to gender mainstreaming in the UNSDCF.</p> <p>More specifically, this presentation is meant to remind participants of the standards and tools that exist at the global level for gender mainstreaming.</p>
<p><b>Normative Framework</b></p>  <p style="text-align: right;"><small>M3The Normative Framework on GEWE</small></p>	<p>When it comes to GEWE, the overall normative framework is made of the international legal standards and provisions contained in treaties and other universally recognized and adopted documents; the commitments made by the UN on gender equality, and the two accountability systems, the UN SWAP and the UNCT-SWAP Scorecard; and the 2030 Agenda for Sustainable Development.</p> <p>The confluence of Beijing+25, the Global Review of the UN Resolution 1325 and the new Development Agenda and SDGs all in 2015 provided a unique opportunity to (re)position gender equality and empowerment of women at the heart of the global agenda.</p>
<p><b>UDHR</b></p> <p>Article 1:</p> <p><i>"All human beings are born free and equal in dignity and rights", while</i></p> <p>Article 2:</p> <p><i>"everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, ... birth or other status"</i></p> <p style="text-align: right;"><small>M3The Normative Framework on GEWE</small></p>	<p>The Universal Declaration of Human Rights (UDHR) constitutes the first global expression of rights to which all human beings are inherently entitled to. It acknowledges that men and women are not the same but they have the right to be treated equally and without discrimination.</p> <p>Article 1 provides the first and most encompassing reference to gender equality: <i>"All human beings are born free and equal in dignity and rights"</i>, while Article 2 specifically states the right to be free of discrimination based on the grounds of sex, among others: <i>"everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, ... birth or other status"</i>.</p>
<p><b>CEDAW</b></p>  <p style="text-align: right;"><small>M3The Normative Framework on GEWE</small></p>	<p>Also known as the bill of rights for women, CEDAW is a dynamic human rights instrument that is exclusively devoted to gender equality. It defines what constitutes discrimination against women (Art. 1) and sets an agenda for states on how to end it and achieve substantive equality. Ask for a volunteer to read the definition aloud.</p> <p>CEDAW is a normative, legally binding document for states to fulfil, protect and respect women’s human rights, against abuses and violation committed by both state and not state actor(s).</p> <p>2019 marked 40 years since its adoption by the General Assembly in 1979.</p> <p>The below link is to a short video that introduces one of the three key principles that underpin the CEDAW, the principle of non-discrimination: <a href="https://www.youtube.com/watch?v=OBdDB5PKrmk">https://www.youtube.com/watch?v=OBdDB5PKrmk</a></p>

<p style="text-align: center;"><b>Temporary Special Measures</b></p>  <p style="text-align: right; font-size: small;">WOMEN'S RIGHTS The Normative Framework on GEWE</p>	<p>CEDAW also contains an evolution of the principle of non-discrimination, recognizing that equal treatment may lead to unequal results and for the first time recognizes the need for special affirmative measures (Art. 4 and General Recommendation 25). These measures are aimed at accelerating <i>de facto</i> equality and shall be discontinued when objectives of equality of opportunity and results have been achieved. A ‘corrective approach’ recognizes the differences, places obligation to correct the environment, makes playing field even, and promote the inclusion of a gender perspective in laws and policies.</p> <p>The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of experts that monitor the implementation of CEDAW through country reports submitted every four years. UNCT also submits confidential reports to the CEDAW Committee.</p>
<p style="text-align: center;"><b>The Principle of Equality</b></p> <p>Four dimensions:</p> <ol style="list-style-type: none"> <li>1. Redressing disadvantage</li> <li>2. Countering stigma, discrimination, prejudice and violence</li> <li>3. Transforming social and institutional structures</li> <li>4. Facilitating social and political participation</li> </ol>  <p style="text-align: right; font-size: small;">WOMEN'S RIGHTS The Normative Framework on GEWE</p>	<p>The principle of equality is central to all international human rights instruments. Equality however is often generically referred to as equality before the law, or equality of opportunity, without sufficient consideration to the fact that equality of treatment in a context of chronic, deep-rooted disadvantages may simply perpetuate the disadvantage itself (equality of results).</p> <p>Hence the importance of looking into the four following dimensions:</p> <ol style="list-style-type: none"> <li>1. <u>Redressing existing disadvantages</u>, which may also mean applying different treatment where needed, including extending benefits, incompatible with a levelling down approach.</li> <li>2. <u>Counter stigma</u>, prejudice, discrimination and violence.</li> <li>3. <u>Transform</u> institutional structures, changes are needed in terms of redistribution of power and resources, and must be structural, not just at the individual levels.</li> </ol> <p>Enhance <u>social and political participation</u> as essential to women’s agency and voice.</p>
 <p style="text-align: center;"><b>Beijing Declaration &amp; Platform for Action</b></p> <p style="text-align: right; font-size: small;">WOMEN'S RIGHTS The Normative Framework on GEWE</p>	<p>Unprecedented gathering from 189 countries for a two week of political debate that produced the most progressive blueprint for advancing women’s rights (1995). The Declaration &amp; Platform for Action constitute a defining and foundational policy framework for the achievement of gender equality, women’s rights and the empowerment of women that is still forward-looking 25 years later.</p>



2020 is marking the 25th anniversary of the adoption of the Beijing Platform for Action, and the first time progress have been reviewed in light of the 2030 Agenda for Sustainable Development.

Here is a snapshot of the achievements and challenges contained in the report “Gender Equality: Women’s rights in review 25 years after Beijing”, published by UN Women in 2020. <https://www.un-women.org/-/media/headquarters/attachments/sections/library/publications/2020/gender-equality-womens-rights-in-review-en.pdf?la=en&vs=934>

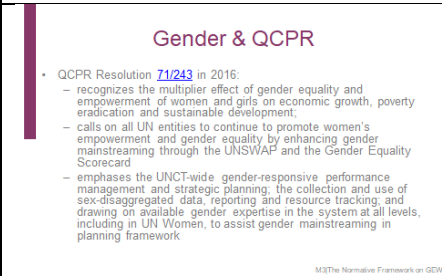


Explain that at the origin of the development of the UNSWAP was the adoption in 2006 of the UN System-wide Policy on Gender Equality, which triggered a series of efforts by the UN, spearheaded by UN WOMEN, for the creation of a system to measure the performance of all UN entities on GEWE.

A first version of the UN System-Wide Action Plan (UN-SWAP) on Gender Equality and the Empowerment of Women (GEEW) was initially adopted in 2012. As of 2018, 66 UN entities were reporting annually through an on-line tool, and for the first time the UN has an overview of gender mainstreaming across the UN system. In 2019 a new version (UN-SWAP 2.0) was released, which accounts also for the status of results of gender-related SDGs. The new framework for implementation is now 2019-2023.

In this slide are all the areas covered by the current UN-SWAP. Of relevance, are the focus on results in relation to the SDGs, and the indicators on leadership and gender parity.

Explain to the participants that given the importance of the UNCT-SWAP Gender Equality Scorecard for them and in the context of the UNSDCF, this will be discussed separately in the following day.



Finally, a few notes on the 2016 resolution of the Quadrennial Comprehensive Policy Review, and its multiple references to the importance of gender equality for sustainable development and puts the emphasis on some mechanisms for ensuring gender mainstreaming in planning framework.

The Quadrennial Comprehensive Policy Review (QCPR) is the mechanism through which the General Assembly assesses the effectiveness, efficiency, coherence and impact of UN operational activities for development.

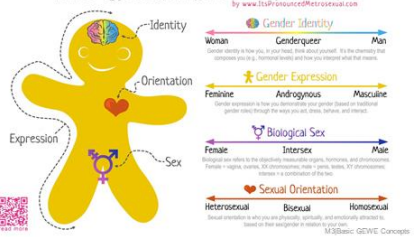
The QCPR resolution (A/RES/67/226) calls upon the UN Development System to draw upon available expertise within the UN system to support gender mainstreaming in programme planning and implementation and to ensure that the principles of gender equality are systematically integrated in all stages of elaboration of UNDAF and other development frameworks.

This was followed in 2018 by GA Resolution on the UN repositioning that was mentioned before.

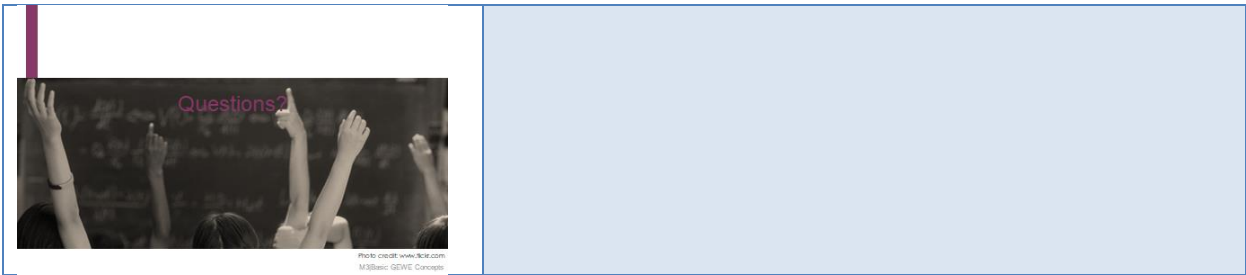


## Basic GEWE Concepts (45')

	<p>This as the previous session on the normative framework is meant to ensure a common level of understanding among participants about GEWE issues.</p> <p>Yet, only a selection of key gender terms and definitions will be discussed here among those that are either particularly relevant to the UNSDCF or represent recent evolutions of gender terminology and as such would benefit from some additional explanation.</p> <p>The UN Women <b>online glossary</b> is good source for more comprehensive list of gender terms.</p>
	<p>For each slide, display it on the screen and ask participants to define the term, and allow a few contributions. Then facilitators provide share the definition.</p> <p>Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a <u>strategy</u>, not an end in itself, for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequality is not perpetrated. The ultimate goal is to achieve gender equality.</p> <p>Gender Mainstreaming is enshrined as one of two strategies in the Beijing Declaration and Platform for Action—the other is dedicated programming to advance gender equality and the empowerment of women.</p>
	<p>The empowerment of women concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided</p>

	<p>through leadership opportunities and participation in political institutions).</p>
<p style="text-align: center;"><b>Intersectionality</b></p> <p style="text-align: right; font-size: small;">M3Basic GEWE Concepts</p>	<p>30 years ago, Kimberlé Crenshaw , a legal scholar and civil-rights activist coined the term “intersectionality” to describe the interplay of different forms of oppression.</p> <p>First laid out in 1989 in a paper in the University of Chicago Legal Forum titled “Demarginalizing the Intersection of Race and Sex”, the term later caught on and made it into the Oxford English Dictionary in 2015<sup>8</sup> and in a little less academic way into the Merriam-Webster’s which defines it as: “the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.”</p> <p>Let’s watch some minutes of a very powerful video on this.  <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</a></p>
<p style="text-align: center;"><b>Non-binary</b></p> <p style="text-align: right; font-size: small;">M3Basic GEWE Concepts</p>	<p>Understanding of gender continually evolves. Gender is now increasingly seen along a spectrum rather than limited to the two male or female options. Gender results from the complex interrelationship between the body, one’s identity, and social aspects. A non-binary approach to gender recognizes that wide variations actually exist along a continuum of possibilities that also include transgender, queer, gender non-conforming.</p>
<p style="text-align: center;"><b>The Genderbread Person</b>  <small>by www.thegenderbreadperson.com</small></p>  <p>The diagram features a yellow gingerbread person with four internal organs: a brain for Identity, a heart for Orientation, a stomach for Expression, and a uterus for Sex. Each organ is connected to a spectrum:</p> <ul style="list-style-type: none"> <li><b>Identity:</b> Woman (pink) to Genderqueer (purple) to Man (blue).</li> <li><b>Orientation:</b> Feminine (pink) to Androgynous (purple) to Masculine (blue).</li> <li><b>Expression:</b> Female (pink) to Intersex (purple) to Male (blue).</li> <li><b>Sex:</b> Heterosexual (pink) to Bisexual (purple) to Homosexual (blue).</li> </ul> <p style="text-align: right; font-size: small;">M3Basic GEWE Concepts</p>	<p><b>Gender identity:</b> Gender identity is our personal experience and naming of our gender, which may or may not correspond to the person’s physiology or designated sex at birth. It includes both the personal sense of the body, which may involve modification of bodily appearance or function by medical, surgical, or other means, and other expressions of gender, including dress, speech, and mannerisms.</p> <p><b>Gender expression:</b> Gender expression is the way we communicate our gender to others through things such as clothing, hairstyles, mannerisms, and interaction.</p> <p><b>Sexual orientation:</b> Sexual orientation is who you are physically, emotionally and spiritually attracted to based on their sex/gender and in relation to yours. There are three predominant sexual orientations: towards the same sex/gender (homosexuality), towards the opposite sex/gender (heterosexuality) or towards both sexes/genders (bisexuality).</p> <p>We may assume that individuals who are biologically female or identify with the female gender are automatically attracted only to men. But someone’s biological sex may be female, their gender identity and gender expression could be male, and their sexual orientation could be “gay” or “lesbian” or “bisexual”.</p>

<sup>8</sup> The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise.



## Power Walk exercise (alternative to the Basic Gender Concepts presentation)

Give each participant an index card with one of the Power Walk characters written on it. Ensure participants do not let anyone else know the character that they are representing. For every statement which the character they are representing could answer “yes”, participants should take one large step forward. If a statement does not apply to their character, they should just stay where they are. Sometimes they may not be sure whether a statement applies to them, and should just take their best guess.

Below is a list of possible characters which the trainer may use. The characters can be edited to fit different humanitarian situations and audiences.

### Possible Characters (to be adapted and changed as relevant to the context):

1. District Chief
2. Village Health Worker (male)
3. Traditional Birth Attendant (female)
4. School Teacher (female)
5. Refugee Community Leader (male)
6. Leader of a youth group (male)
7. Orphaned boy, aged 13
8. Orphaned girl in refugee camp, aged 13
9. Grandmother, caretaker of orphans
10. Uncle, caretaker of orphans
11. Primary school boy, aged 12
12. Primary school girl, aged 12
13. Girl with physical disability, aged 12
14. Girl in prostitution, aged 16
15. Married girl in refugee camp, aged 14
16. Member of parliament
17. Woman whose husband died of AIDS, aged 30
18. Unemployed boy, aged 17
19. Girl looking after her sick mother and younger siblings, aged 17
20. International humanitarian worker
21. Refugee youth leader
22. Resident Coordinator or Country Director
23. Police Officer (male)
24. NGO leader (female)
25. Religious leader (male)
26. Community leader (female)

27. UN national staff member
28. Male Peacekeeper
29. Village elder (male)
30. Village elder (female)
31. Village chairperson
32. Village shopkeeper
33. Ministry Official
34. District Official

Below is a list of statements to be read to participants. The statements can also be edited to fit various humanitarian situations, audiences and messages that the facilitator wants to pass to participants.

### Statements:

1. I can influence decisions made at community level.
2. I get to meet visiting government officials.
3. I get new clothes on religious holidays.
4. I can read newspapers regularly.
5. I have time and access to listen to the radio.
6. I would never have to queue at the dispensary.
7. I have my own bank account.
8. I can speak in extended family meetings.
9. I can afford to boil drinking water.
10. I can buy condoms.
11. I can negotiate condom use with my partner.
12. I only have sex when I want to.
13. I went to secondary or I expect to go to secondary school.
14. I can pay for treatment at a hospital if necessary.
15. I can speak at a village meeting.
16. I eat at least two full meals a day.
17. I sometimes attend workshops and seminars.
18. I have access to plenty of information about HIV. I am not afraid of walking on my own at night.
19. I can question expenditure of household funds.
20. I am not afraid of violence in my home.
21. I have never had to line up or beg for food.

### Points for discussion:

The exercise lays the ground work for discussing power and privilege, and how various factors can intersect with other social identities (like race and gender) to influence opportunity and marginalisation in different situations and settings.

It reminds us to avoid people and various group within as homogeneous group. For example, in low- to middle-income countries, the experiences of disabled women in rural settings in accessing health care may be different from those of other women in the same settings.

Intersectionality analysis is not just about adding up people vulnerabilities, it is not just about identities, but how

the system, structures and policies that are prevalent in a given context can act at the disadvantage of certain identities.

This exercise can be integrated with a brief revision of the terms that have not been discussed, such as for e.g. gender mainstreaming.

### The 2030 Sustainable Agenda and GEWE (90')



Gender equality and the empowerment of women are reflected in all elements of the **2030 Agenda** – the declaration, goals, targets and indicators, means of implementation, global partnership, and follow-up and review – mainstreamed through the entire agenda.



The 2030 agenda makes clear that development will only be sustainable if its benefits accrue equally to both women and men. It builds on the commitments to respect, protect and fulfil women’s human rights.

It recognizes the indivisibility and interdependence of rights, the interlinkages between gender equality and the social, economic and environmental dimensions of sustainable development, and the need of an integrated approach to implementation.

GEWE is addressed as a goal in its own right (SDG 5), and a catalyst for progress across the entire Agenda and SDGs. Hence integration into other goals and targets to draw attention to the different dimensions of well-being and deprivation women and girls may encounter, and acknowledging the fact that progress across all SDGs will largely depend on the thorough integration of a gender dimension across public policies.

The SDG monitoring report [“Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development”](#) spotlights inequalities and challenges faced by women and identifies gaps and opportunities for gender equality in the 2030 Agenda for Sustainable Development.


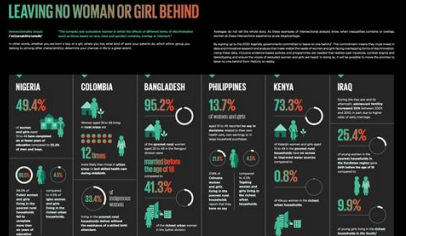




SDG 5 on GEWE is a promise to achieve, not just to promote gender equality and the empowerment of women and girls. Its six targets address the structural barriers to women’s enjoyment of their human rights and assure physical integrity and security, voice and choice. Of relevance, the SDG 5 contains a focus on structural change, recognizing that gender equality cannot be achieved unless relationships and systems that shape women’s and girls’ opportunities are also worked upon.

Stand-alone goal 5: “Achieve gender equality and empower all women and girls”:

SDG 5 has nine targets that address many important structural barriers to advancing women’s human rights, namely legal discrimination,



	<p>violence and harmful practices, unpaid care and domestic work, participation in decision-making, SRHR, and rights to economic resources.</p>
 <p>M3The 2030 Sustainable Agenda and GEWE</p>	<p>In addition to SDG5, targets in other goals cover a comprehensive set of issues, including the gender dimensions of poverty, hunger, health, education, water and sanitation, employment, safe cities and peace and security.</p> <p>More than 25% of SDG targets explicitly or implicitly address GE &amp; EWG</p> <p>This is a snapshot of gender equality across the Sustainable Development Goals, from UN Women (2019), <i>Progress on the Sustainable Development Goals</i>.</p>
<p><b>Leave no One Behind (LNOB)</b></p> <p><i>As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.</i></p> <p>- SDG Summit Declaration -</p> <ul style="list-style-type: none"> <li>LNOB and gender       <ul style="list-style-type: none"> <li>Rooted in human rights and the principles of (substantive) equality and non-discrimination;</li> <li>Priority to human beings' dignity and placing progress of the most marginalized communities first—women and girls being all too often at the top of the list.</li> <li>Deprivation women and girls experience are extreme when they overlap, hence the largest inequality is the result of overlapping forms of deprivation</li> </ul> </li> </ul> <p>M3The 2030 Sustainable Agenda and GEWE</p>	<p>Leaving no one behind is a foundational principle of and commitment made by 193 UN member states in September 2015 during the adoption of the 2030 Sustainable Agenda.</p> <p>LNOB entails reaching the poorest of the poor, combat discrimination and rising inequalities, within and among countries, and their root causes. LNOB requires first and foremost an assessment of which people are facing which problems and where. Where are people left behind?</p> <p>A useful reference on this is the <a href="#">UNSDG Leave no One Behind Guide</a>.</p>
 <p>M3The 2030 Sustainable Agenda and GEWE</p>	<p>Averages do not tell the whole story. As these examples of intersectional analysis show, when inequalities combine or overlap, women at these intersections experience acute disadvantage. Source: Gender Equality: Women's rights in review 25 years after Beijing.</p>
 <p>M3The 2030 Sustainable Agenda and GEWE</p>	<p>Explain to participants that the exercise that is about to start is, in line with the discussion you just had, for them to become familiar with the SDGs rationale, targets and indicators, and GEWE within.</p> <p>Go through the title of each SDG and ask participants to decide in plenary those they would like to work on, provided that some may be particularly relevant in their context.</p> <p>Divide participants into as many groups as the number of SDGs they decide like to work on. One simple way to do it is to count 1 to x and then assign randomly one SDG to group 1, 2 and so on. Distribute to each group member the M3_2 SDGs and Jigsaw handout with the SDG that has been assigned to the group.</p> <p>Group members should first read the handout individually and learn about the assigned SDG's rationale, targets and indicators, and highlight those aspects that are particularly relevant from a gender perspective. Then ask the group to discuss and agree on what is most relevant in their context and from a gender perspective. Allow a max of 30' for this.</p>

	<p>Form temporary 'expert groups' by mixing up members of each group. Each expert group should have a representative from the other groups so to ensure coverage of all selected SDGs. Each expert will then be requested to share the points that have been agreed upon in relation to the SDG he/she worked on. Each member should be presenting for a max of 3'.</p> <p>During both the review and experts' presentation of the SDGs, facilitator(s) should be floating from group to group observing the process. Should participants be too many, an alternative quicker way of conducting this exercise is to ask one representative from each SDG group to present the key points in plenary and leave time for a brief discussion. This alternative is reasonably shorter as facilitators will be in control of timing, and ensure each presentation won't take too long.</p>
	




### Closing and Brief Feedback

- Thank the participants for their contributions and for making the day very fruitful.
- Remind participants that DAY TWO will start at 9.00 am sharp with a quick review of what has been discussed in DAY ONE;
- Uncover the flipchart with the happy/neutral/sad faces and kindly ask participants on their way out to leave a brief feedback using the marker and
  - ticking the face that best represents their feeling about the different topics discussed during the day. Remind participants that the feedback is organized per module and session;
  - Make sure the flipchart is facing a wall to ensure privacy and anonymity when providing the feedback.

# ADDITIONAL MATERIAL: DAY ONE

## Daily Happy Sheet

### DAY 1

How I like the various working sessions today:			
Opening			
Opening remarks			
Participants and facilitators' Introduction			
Overview of the training objectives, agenda and ground rules			
Introduction			
The UN Reform and the UNSDCF			
The centrality of Gender to the UN Reform			
The Rationale			
The Normative Framework on GEWE			
Basic GEWE Concepts			
The 2030 Sustainable Agenda and GEWE			

## DAY TWO

# REVIEW OF THE PREVIOUS DAY

Suggested time: 20'

## Brief Overview

This session guides participants through a quick and fun recap of the topics discussed in DAY ONE. Two distinct methods are proposed here: the ‘Grab the Ball Exercise’ and simple quizzes using Mentimeter or a similar system.<sup>9</sup> The first is best used when enough space is available for participants to stand facing each other and run, even outdoor, where possible. Mentimeter on the other side requires a well-functioning internet connection as quizzes are prepared in the form of online slides, participants will be given a code and required to choose the right answer by using their mobile phone, and the results of the whole classroom will be displayed in real-time as the votes come in. Facilitators will need to make a judgement call on what is most suitable in the given context. Following are the instructions for facilitating the Grab the Ball exercise as well as a list of key questions and possible answers related to the content of DAY ONE. The same or similar questions can also be used with Mentimeter, and slides could be prepared using one of the methods described there.

## Grab the Ball Exercise

- Ask participants to divide into two teams and distribute evenly along two rows facing each other;
- Assign a number to each member of the team by counting 1-2-3- starting from the opposite end of the row, so that for example participant #1 will be facing participant #10, and so on;
- Buy a ball or make a ball by recycling the used flipcharts from the previous day and tape;

- Place the ball right in the middle of the two rows so that distance would be more or less the same for all the participants, whatever their number;
- Explain that you are going to call random numbers and those holding that number have to run and try to grab the ball. Whoever arrives last will have to answer a question about the content of the previous day with the support from the rest of his/her team.
- Possible questions include:
  - List at least two key instruments that form the normative framework on gender [R: CEDAW; UN System-Wide Gender Policy; ECOSOC Mainstreaming Resolution; UDHR; etc.]
  - Explain the concept of intersectionality [*the way multiple identities combine, overlap, or intersect to make individuals or groups more or less vulnerable*]
  - List the three work streams of the UN Reform [*development, management, and peace and security*]
  - Explain what substantive equality means [*it refers to the idea that equality of results may require different treatments, i.e. special affirmative measures may be needed to accelerate de facto equality*]
  - Explain what non-binary means [*it means that gender results from the*

<sup>9</sup> Mentimeter is an interactive presentation software that allows your audience to use their mobile phone to interact with the presentation and answer questions, give feedback

and so on. See the website for instructions on how to set presentation up and make the best out of the platform.

*complex interrelationship between the body, one's identity, and social aspects, and it is no longer limited to the male or female options, but could also include transgender, queer, gender non-conforming, and so on]*

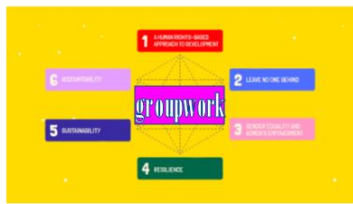
- What are the linkages between the Leave no One Behind (LNOB)

*principle and Gender Equality? [LNOB is grounded in the recognition of the centrality of human rights, substantive equality and non-discrimination. It requires putting the most marginalized first – women and girls being all too often at the top of the list]*

# MODULE 3: THE RATIONALE (CONTINUED).

## Gender Mainstreaming in Development Programming (70')

 <p>M3 Gender mainstreaming in development programming</p>	
<p>Integrated Multi-dimensional Programming</p>  <p>M3Gender Mainstreaming in Development Programming</p>	<p>The revitalized Cooperation Framework fully embraces the integrated and multidimensional programming approach that is grounded in the five P's of the 2030 Agenda: <b>people, prosperity, planet, peace and partnership.</b></p>
<p>Guiding Principles</p>  <p>M3Gender Mainstreaming in Development Programming</p>	<p>This translates in the integration of the principles: <b>'leave no one behind'</b>; <b>'human rights, gender equality and the empowerment of women'</b>; <b>'sustainability and resilience'</b>; and <b>'accountability'</b>, all of which are valuable from a gender perspective</p> <p>Taken altogether, such an approach enables the UN to support countries while making the necessary transformative shifts to achieve sustainable development in a principled manner.</p> <p>A companion package for the UNSDCF Guidance has been drafted in 2019 to support the UNCT in the effective application of the six guiding principles underpinning the UNSDCF. (accessibly by UN staff only at: <a href="https://unwomen.sharepoint.com/Policy-Programming/ProgrammeDivision/CF/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2FPolicy%2DProgramming%2FProgrammeDivision%2FCF%2FShared%20Documents%2FCompanion%20pieces%2FCooperation%20Framework%20Companion%20Package&amp;FolderCTID=0x012000A5A8826B2234DF42A2BF5240206E6540">https://unwomen.sharepoint.com/Policy-Programming/ProgrammeDivision/CF/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2FPolicy%2DProgramming%2FProgrammeDivision%2FCF%2FShared%20Documents%2FCompanion%20pieces%2FCooperation%20Framework%20Companion%20Package&amp;FolderCTID=0x012000A5A8826B2234DF42A2BF5240206E6540</a>)</p>



M3Gender Mainstreaming in Development Programming

Divide participants into six groups counting 1 to 6, and assign one principle per group according to the number, i.e. group 1 will work on the human rights-based approach; group 2 on LNOB, and so on.

Ask each group to discuss what the meaning of the assigned principle is and how it could be reflected in the framework of the UNSDCF. Participants could discuss specific issues that should be taken into considerations as well as where to best integrate them in the UNSDCF cycle. Allow 20' for discussion within the group, and 5' for each group to share the key points of discussion in plenary.

Should the training be conducted in-country, participants should be asked to contribute concrete aspects of relevance to the specific context where they operate. One example is the human rights standards and approaches that characterize the country

### Applying a gender lens

- 1** | Women's rights are human rights, and discrimination on the basis of sex is against international human right standards.
- 2** | Women are disproportionately represented among the most marginalized, discriminated against, excluded, and at risk.
- 4&5** | Women are both disproportionately impacted by shocks, and key providers of knowledge, agency and collective action to promote sustainability and resilience.
- 6** | Disaggregating data by sex and other diversities, gender-specific indicators and involvement of women's rights organizations in monitoring and decision-making, UNCT SWAP-Scorecard on UN accountability to gender equality

M3Gender Mainstreaming in Development Programming

Of relevance, all of the above principles can also be seen from a gender perspective:

**Human rights-based approach:** A human rights-based approach is a conceptual framework normatively based on and that integrates international human rights standards and principles in development activities, including women's human rights and the prohibition of gender-based discrimination. It seeks to analyse inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress.


**Leave no one behind** is the core transformative promise of the 2030 Agenda, and the overarching programming principle for all country contexts. It applies to all population groups and is crucial for gender equality as women are usually disproportionately represented among the most marginalized, discriminated against, excluded, and at risk. [ref to the new guidance from UNSDG on the operationalization of the LNOB principle and of resilience]

**Gender equality and women's empowerment** are at the heart of sustainable development, and include addressing the root causes of inequalities and discrimination, promoting active and meaningful participation of women and men, and reducing gender inequalities by empowering all women and girls. Gender equality is both a driver and an outcome<sup>10</sup> of sustainable development, and as such needs to feature prominently in all efforts towards it by all relevant stakeholders, including programming at the country level. Also, since gender inequalities manifest themselves in every dimension of sustainable development, concrete and comprehensive efforts are needed across all dimensions to achieve gender equality.

**Sustainability and resilience** gender equality and women's participation are key components of social, economic and environmental resilience, disaster risk reduction and sustainability strategies, and sustainable peace building. Women are in fact both disproportionately impacted by shocks, and key providers of knowledge, agency and collective action to promote sustainability and resilience.

<sup>10</sup> Gender equality is a precondition for the realization of sustainable development and a key sustainable development goal by itself, Goal 5.



	<p><b>Accountability</b> An essential element toward making every woman and girl count includes disaggregating data by sex and other diversities, gender-specific indicators, and the GEM to track the resources allocated to GEWE collectively by the UN system under the UNSDCF cycle, involvement of women’s rights organizations in monitoring and decision-making, while internally the UNCT SWAP-Scorecard (see specific section on this below) is a key element of strengthening UN accountability to gender equality.</p> <p>Finally, it is important to recall the concept of <b>intersectionality</b> to avoid lumping together women with youth and other vulnerable groups, and better define categories of women who have the potential to be left behind as well as women as agents of change for sustainable development. One risk is in fact to treat women as an homogeneous group and address them only under the "vulnerable" or "marginalised groups" heading or under the LNOB framework.</p>
<p><b>Why gender responsive programming</b></p> <p>1. IT'S THE RIGHT THING TO DO:</p> <ul style="list-style-type: none"> <li>Gender equality, non-discrimination on the basis of sex and gender identity, and access to sexual and reproductive health and rights are fundamental universal human rights principles</li> <li>Realizing women's human rights means: <ul style="list-style-type: none"> <li>recognizing and addressing the underlying and/or immediate causes of women's and men's human rights violations;</li> <li>challenging structural constraints to the equal rights and choices of women and girls; and</li> <li>putting in place appropriate policy and programmatic responses in line with human rights principles.</li> </ul> </li> <li>A human rights-based approach to gender equality also calls for the participation of marginalized, disempowered and discriminated against groups of women and men in decisions that affect their lives, and ensuring they benefit equally from development.</li> </ul> <p><small>M3Gender Mainstreaming in Development Programming</small></p>	<p>Go through the points listed here and in the following slide for participants to be aware of the importance of gender mainstreaming.</p>
<p><b>Why gender responsive programming</b></p> <p>2. IT WORKS:</p> <ul style="list-style-type: none"> <li>Women equal access to resources and opportunities in agriculture could lead to an increase in agricultural output in developing countries of 2.5-4 percent, with the potential to reduce the number of undernourished people in the world of 12–17 percent, and lifting 100–150 million people out of hunger (FAO, 2011)</li> <li>Increasing the female employment rates in OECD countries to match that of Sweden, could boost GDP by over USD 6 trillion (PwC, <i>Women in Work Index 2019</i>)</li> <li>Girls' education reduces high fertility rates, infant and child mortality, and maternal mortality rates. It increases women's labour force participation rates and earnings, and fosters investment in children education (UN Women, <i>Progress of the World's Women 2015-2016</i>)</li> <li>Diversity in the workforce improves staff performance and productivity; increased innovation, creativity and flexibility; improved understanding and penetration of markets.</li> </ul> <p><small>M3Gender Mainstreaming in Development Programming</small></p>	<p>There is a solid body of research and development work by highly credible sources which demonstrate that reducing gender inequality enhances productivity and leads to more inclusive societies and economic growth. (IMF, 2018 <i>Pursuing Women's Economic Empowerment</i>).</p> <p>Educational attainments are critical for women’s and girl’s health and wellbeing, as well as their income-generation opportunities and participation in the formal labour market.</p> <p>Gender diversity is also a key determinant of team’s effectiveness due to its greater assortment of knowledge and skills. Gender diversity makes firms more productive by encouraging creativity idea, attracting more talents, and signalling competent management to investors, among others. (<a href="https://hbr.org/2019/02/research-when-gender-diversity-makes-firms-more-productive">https://hbr.org/2019/02/research-when-gender-diversity-makes-firms-more-productive</a>)</p>
 <p><small>Photo credit: www.360.com</small></p> <p><small>M3Gender Mainstreaming in Development Programming</small></p>	





# MODULE 4: GENDER-RESPONSIVE UNSDCF ENGAGEMENT

Suggested time: 565'

## Brief Overview

This module is intended to guide participants through the process of the UNSDCF from a GEWE perspective with a focus on the entry points, strategies and tools for the integration of GEWE considerations across the cycle.

## Module 4 – Quick Guide

MODULE 4	
	<p>Total 565' divided as follows:</p> <p>DAY TWO</p> <ul style="list-style-type: none"> <li>- 45' UNCT-SWAP Gender Equality Scorecard</li> <li>- 90' Gender-responsive UNSDCF- Analysis</li> <li>- 30' Country Gender Equality Profiles and Briefs (CGEPs/CGEBs)</li> <li>- 140' Engendering the Theory of Change – Theory&amp;Practice</li> </ul> <p>DAY THREE</p> <ul style="list-style-type: none"> <li>- 50' Engendering the Theory of Change – Theory&amp;Practice (continued)</li> <li>- 105' GEWE in the development phase</li> <li>- 45' GEWE in the Implementation and Programme Results</li> <li>- 60' Other tools for the gender-responsive UNSDCF engagement</li> </ul>
	<ul style="list-style-type: none"> <li>- M4_3 Country Gender Equality Profiles</li> <li>- M4_4.1 Questions for political dimension</li> <li>- M4_4.2 Questions for social dimension</li> <li>- M4_4.3 Questions for economic dimension</li> <li>- M4_4.4 Questions for environmental dimension</li> <li>- M4_4.5 Questions for Violence&amp;Justice Dimension</li> <li>- M4_5 GEM in the UNSDCF cycle</li> </ul>
	<ul style="list-style-type: none"> <li>- M4_1 UNCT SWAP Scorecard</li> <li>- M4_2 Gender responsive UNSDCF - Analysis</li> <li>- M4_3 Country Gender Equality Profiles and Briefs (CGEPs/CGEBs)</li> <li>- M4_4 Engendering the theory of change</li> <li>- M4_5 GEWE in the development phase</li> <li>- M4_6 GEWE in the implementation and programme results</li> <li>- M4_7 Other tools for the gender responsive UNSDCF engagement</li> </ul>
	
Miscellaneous	<p><b>Facilitators to:</b></p> <ul style="list-style-type: none"> <li>- Familiarize with the key steps of the UNSDCF cycle;</li> </ul>


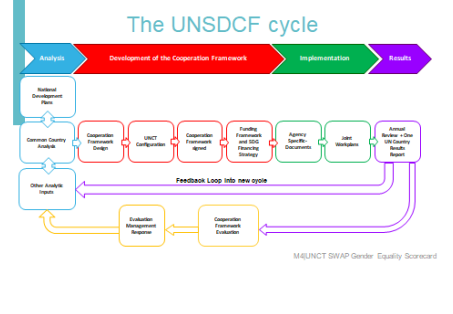
	<ul style="list-style-type: none"> <li>- Go through the list of good examples of CGEPs and update it as necessary;</li> <li>- Prepare a list of possible case studies for the gender analysis exercise;</li> <li>- Prepare a big version of the UNSDCF cycle to stick on the wall and to walk through with participants. Ensure enough space for additions as participants work through each phase and develop some gender-responsive outputs;</li> <li>- Prepare the pieces of the puzzle for the groupwork exercise on the gender analysis;</li> <li>- Encourage participants to undertake the “I Know Gender module on the Gender Marker”</li> </ul>
Good to know!	<p><i>This module is quite long; it covers all the key phases of the UNSDCF and is meant to practically guide participants in the process of making it gender-responsive. If conducted in-country, this work provides an excellent opportunity for all stakeholders to start reflecting on the GEWE aspects of relevance and to come up with some ready-to-use tips and inputs for when they will be engaged in the UNSDCF development themselves.</i></p>

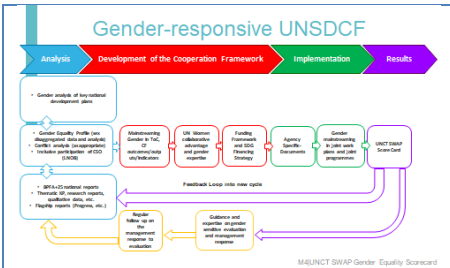
## Module Objectives

At the end of this module participants are expected to:

- Identify the entry points for GEWE mainstreaming in the UNSDCF cycle and actions to be taken to do so;
- Draw on all the resources presented and leverage on the momentum for the integration of GEWE in their context;
- Harness the potential of the UNCT SWAP Gender Equality Scorecard to ensure a gender-responsive UNSDCF engagement;
- Directly apply the inputs and considerations made during the training when developing the UNSDCF.

## UNCT-SWAP Gender Equality Scorecard (45’)

	
	<p>Here is the UNSDCF cycle presented at the beginning of this training. As mentioned already, the UNSDCF provides a unique opportunity for the integration of GEWE.</p>



Explain that while the UNCT-SWAP Scorecard is listed under the results in the UNSDCF cycle, its indicators actually permeates the whole cycle and it is therefore relevant to discuss it first.



This is how the structure looks like, with 7 dimensions and 15 indicators.

**Key milestones**

Year	Event
2006	CEB Policy on Gender Equality and Women's Empowerment
2008	UNDG Endorses the "Gender Scorecard"
2011	First Desk Review of Scorecard Progress (2009-2011)
2012	UNDG Endorses UN-SWAP
2015	Second Desk Review of Scorecard Tool and Methodology (2012-2014)
2016	A/RES/71/253 calls for UNDS to enhance gender mainstreaming through the full implementation of the Gender Scorecard
2016-2017	Re-development and piloting of Gender Scorecard and UN-SWAP
2018	A/RES/72/279 emphasizes system-wide accountability on the ground to UNSDCF implementation in support of Agenda 2030
2018	E/RES/2018/7 calls on UNDS to enhance gender mainstreaming through the UNCT performance indicators for GEWE (scorecard)
2018 - Present	Launch of Technical Guidance - Implementation by UNCTs Integration within UNSDCF Internal Guidance - Implementation Integration within Companion Pieces - In process

The Scorecard is a “whole of UNDS tool” – it is not specific to UN Women. It has evolved since initial evolution; we are now into the second generation, which reflects calls for increasing accountability across the UNDS system, in line with the SDGs.

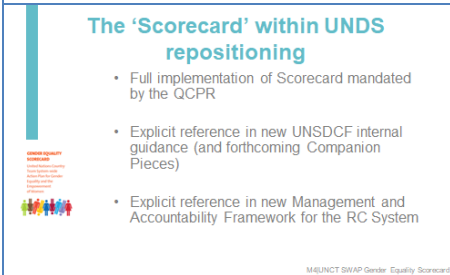
Strong normative basis – GA Resolutions (RES) and ECOSOC.

2006: The Chief Executives Board for Coordination Policy notes: “A United Nations system-wide action plan that includes indicators and timetables, allocation of responsibilities and accountability mechanisms and resources is essential to make the strategy of gender mainstreaming operational.”

UN-SWAP and UNCT GE Scorecard mutually reinforcing

UN-SWAP = Systemwide Action Plan for Gender Equality and the Empowerment of Women

Redevelopment in 2016-2017 to align with the SDGs and the UN-SWAP.



The below is mostly for background information and does not need to be shared fully with participants. What is important to cite is that the implementation of the Scorecard is mandated by the QCPR and that reference to it can be found in relevant UNSDCF documents.

The QCPR calls upon all UNDS entities to continue to promote GEEW, and for “full implementation of” the UNCT-SWAP GE Scorecard performance indicators, specifying, “in particular with regard to gender-responsive performance management and strategic planning, the collection and use of sex-disaggregated data, reporting and resource tracking, and drawing on available gender expertise in the system at all levels, including in UN Women, to assist in mainstreaming gender equality in the preparation of the United Nations Development Assistance Framework” (now CF).

UNSDCF internal guidance requests for focused integration of GEWE/G throughout the CF (...) putting gender equality at the heart of programming (...) in line with the minimum requirements agreed upon by the

United Nations Sustainable Development Group (UNSDG) in the UNCT System-Wide Action Plan (SWAP) Gender Equality Scorecard.”

From draft Management and Accountability Framework (MAF):

RC and UNCT members’ performance assessment systems include performance indicators relating to one or more of the following: communications and outreach on the SDGs, promoting norms and gender equality (drawing on the UNCT SWAP Gender Equality Scorecard).

From CF Internal Guidance – Gender Equality and Women’s Empowerment: Achieving gender equality and empowering all women and girls are integral to realizing the 2030 Agenda and all of the SDGs. To integrate a focus on these issues throughout the Cooperation Framework, UN Development entities should put GEWE at the heart of programming, driving the active and meaningful participation of both women and men, and consistently empowering women and girls, in line with the minimum requirements agreed upon by the United Nations Sustainable Development Group (UNSDG) in the UNCT System-Wide Action Plan (SWAP) Gender Equality Scorecard.”

### What is reporting used for?

- Inform UNSDCF design/implementation and identify opportunities for enhancing gender mainstreaming
- Include results in UN INFO (in process)
- SG reports on QCPR implementation and on Gender Mainstreaming in the UN System

ME/UNCT SWAP Gender Equality Scorecard

Ideally, the initial assessment should take place in advance of the UNSDCF design and implementation (come back to UNSDCF later).

UN Info = web-based planning, monitoring and reporting platform that digitizes the UNDAF/CF and joint work plans at country level. Roll-out to 32 UNCTs took place in 2018 and is progressively expanding to the rest of UNCTs in 2019-2020. More on this will be presented in a webinar in DAY 3.

### Scorecard implementation

- Rapid, participatory self-assessment by inter-agency team vis-à-vis 15 indicators across 7 dimensions
- Internal or external facilitation/coordination
- Evidence-based, relying on internal consultation and analysis
- Action planning based on findings
- Ongoing monitoring to track progress, incl. annual reports

ME/UNCT SWAP Gender Equality Scorecard

### Utilizing the Scorecard to mainstream gender into the UNSDCF cycle

MAINSTREAMING POINT IN THE CF CYCLE	CF INTERNAL GUIDANCE	UNCT-SWAP GE SCORECARD PERFORMANCE INDICATORS
<b>COOPERATION FRAMEWORK - CONTENT</b>		
CCA	Para 28	1.1 CCA integrates gender analysis
Communication Plan	Para 33	2.2 Communication & advocacy triggers GE
Outcomes	Para 56	1.2 GE mainstreamed in CF outcomes
Indicators	Para 61	1.3 CF indicators measure progress on GE
Monitoring	Para 97	2.3 CF M&E measures progress against planned GE results
Evaluating	Para 104	7.1 UN programmes contribute significantly to GE in the country
Funding framework	Paras 71-73	6.1 Adequate resources for GEEW allocated and tracked


ME/UNCT SWAP Gender Equality Scorecard

GE Scorecard supportive of “hardwiring” GE into the CF and its implementation.


### Utilizing the Scorecard to mainstream gender into the UNSDCF cycle

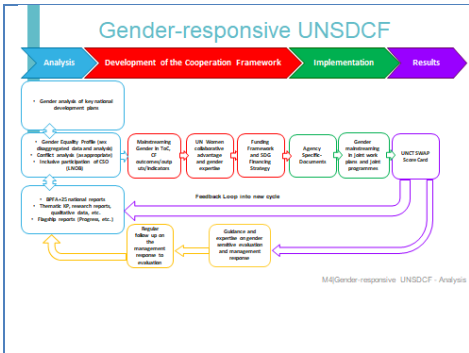
MAINSTREAMING POINT IN THE CF CYCLE	CF INTERNAL GUIDANCE	UNCT-SWAP GE SCORECARD MINIMUM STANDARD INDICATOR
<b>COOPERATION FRAMEWORK PROCESS</b>		
Partnership with government		3.1 UNCT collaborates and engages with government on GEEW
Partnership with CSOs		3.2 UNCT collaborates and engages with women’s / GE CSOs
Leadership		4.1 UNCT leadership committed to championing GE
Organizational culture		4.2 Org. culture fully supportive of GEEW 4.3 Gender parity in staffing
Coordination mechanisms		5.1 GE coordination mechanisms influencing UNCT for GEEW
UNCT gender mainstreaming capacity		5.2 UNCT has capacities developed for mainstreaming gender

ME/UNCT SWAP Gender Equality Scorecard

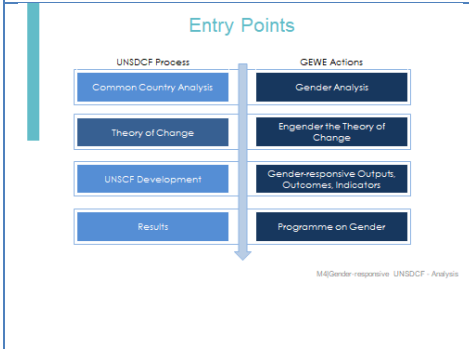
<p><b>Support to UNCTs</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Technical Guidance</a> designed to support self-assessment</li> <li>• Global Gender Scorecard Helpdesk <a href="mailto:genderscorecard.helpdesk@unwomen.org">genderscorecard.helpdesk@unwomen.org</a></li> <li>• Database of Scorecard consultants</li> <li>• Dedicated training of UNCTs focal points (44 already trained for reporting in 2019 – more trainings to follow in 2020)</li> </ul> <p><small>M/UNCT SWAP Gender Equality Scorecard</small></p>	<p>These are the available resources that can support in undertaking the scorecard, including in relation to the UNSDCF.</p>
 <p><small>Photo credit: www.istock.com</small> <small>M/UNCT SWAP Gender Equality Scorecard</small></p>	

## Gender-responsive UNSDCF – Analysis (90’)

	<p>It is now time to go back to what we introduced at the beginning of this training, namely the UNSDCF.</p> <p>In the past sessions we explained the rationale for gender mainstreaming through a quick overview of the existing normative framework, the basic gender-related concepts we should all be familiar with, and most importantly the SDGs and how GEWE is key to ensure progress in all of them.</p> <p>Now we will go through the key phases of the UNSDCF and concretely work on them from a GEWE perspective. The purpose of module 4 is twofold: on one side it is <u>instructive</u> as it provides all the necessary knowledge and guidance on gender-responsive UNSDCF engagement; on the other it is <u>functional</u> as it contains several working sessions where participants are requested to elaborate on how to best integrate GEWE in the UNSDCF, and these reflections and ‘how to’ will be their main take-aways</p>
<p><b>Module Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the entry points for gender mainstreaming in the UNSDCF cycle and actions to be taken;</li> <li>• Draw on all the resources presented and leverage on the momentum for the integration of gender in their context;</li> <li>• Harness the potential of the UNCT SWAP Gender Equality Scorecard to ensure a gender-responsive UNSDCF engagement;</li> <li>• Directly apply the inputs and considerations made during the training when developing the UNSDCF</li> </ul> <p><small>M4Gender-responsive UNSDCF - Analysis</small></p>	<p>At the end of this module participants are expected to:</p>



A new generation of CF underpinned by an gender-responsive country analysis that 1) is framed around key international normative commitments of the country, 2) addresses the structural cause of inequality and discrimination; 3) translate that analysis into collective UNCT responses through the ToC, and gender-responsive outcomes and outputs, and indicators, as well as results and joint programmes.



These are the main entry points for making this a reality. In the following sessions we will see how best to ensure this. Importantly, programme on gender refers to the UN Joint Programme focusing on GEWE to support UNSDCF implementation.

## ANALYSIS

M&G Gender-responsive UNSDCF - Analysis

Let's start with the first phase of the UNSDCF - the analysis - which at a minimum comprises the Common Country Analysis (CCA) and an analysis of the National Development Plans.

The UN CCA is an independent, impartial and collective assessment and analysis of a country situation.

A gender-responsive CCA ensures assessing the extent to which policies and programmes are aligned with the principles of the 2030 Agenda, including human rights principles such as equality and non-discrimination.

The central promise of LNOB requires disaggregated data and qualitative analysis to identify who is being excluded how and why, as well as who is experiencing multiple and intersecting forms of discrimination, including gender-based discrimination, and inequalities.

To ensure a comprehensive understanding of policies, processes and outcomes from a GEWE perspective the following actions are anticipated.

Reference should also be made to the [CCA companion piece](#).

<p style="text-align: center;"><b>Minimum Actions</b></p> <ul style="list-style-type: none"> <li>– Identify <b>gender expertise</b> to integrate a gender perspective in the analysis and engage all relevant stakeholders, including women and girls, in open, inclusive, participatory, and transparent analytical processes;</li> <li>– Identify the <b>human rights standards</b>, and relevant international obligations and commitments made by the country on gender and progress therein;</li> </ul> <p style="text-align: right; font-size: small;">M4(Gender-responsive UNSDCF - Analysis)</p>	<p>Go through the minimum actions listed here as essential for making the analysis phase gender-responsive. More on the analysis is also discussed in the presentation about the Theory of Change.</p> <p>Also explain that reference to the UNCT-SWAP Gender Equality Scorecard indicators is also made where relevant, as defining minimum requirements for gender-responsive UNSDCF, and measurements of the UNCT performance on gender equality and women’s empowerment.</p> <p>Also, remind to the participants that a specific presentation on the Scorecard and its linkages with the UNSDCF is planned for DAY THREE.</p>
<p style="text-align: center;"><b>Minimum Actions ctd.</b></p> <ul style="list-style-type: none"> <li>– Identify <b>patterns of discrimination and inequality</b>, including among different groups of men and women, the underlying causes of gender inequalities;</li> <li>– Regularly <b>collect data</b> on gender-specific indicators, and promote the increase development and use of gender statistics;</li> <li>– Analyse how various forms of structural inequality <b>intersect</b> and compound gender-based inequalities as relevant for the formulation of strategies addressing women and girls who are consistently among the most disadvantaged;</li> </ul> <p style="text-align: right; font-size: small;">M4(Gender-responsive UNSDCF - Analysis)</p>	
<p style="text-align: center;"><b>Minimum Actions ctd.</b></p> <ul style="list-style-type: none"> <li>– Ensure the <b>systematic engagement</b> with women’s groups and National Women’s machineries during the Common Country Analysis. <i>[Indicator 3.2 UNCT-SWAP Gender Equality Scorecard]</i></li> <li>– Ensure that <b>context-based gender analysis</b> informs the CCA, drawing on gender-sensitive data and evidence, and including analysis of the underlying and structural causes of gender inequality and discrimination. <i>[Indicator 1.1, UNCT-SWAP Gender Equality Scorecard]</i></li> </ul> <p style="text-align: right; font-size: small;">M4(Gender-responsive UNSDCF - Analysis)</p>	
<p style="text-align: center;"><b>Contents of a gender analysis</b></p> <ul style="list-style-type: none"> <li>• <b>Human Rights Frameworks:</b> Use of CEDAW, the Universal Periodic Review (UPR) and other international human rights instruments and their reporting mechanisms.</li> <li>• <b>Intersectionality:</b> information that analyses the relationship between ethnicity, culture, income level, age, sexuality, gender or gender identity, disability and any other conditions, to understand the different patterns of participation, behaviors and activities carried out by women and men in the economic, social, political and legal structures of the country.</li> <li>• <b>Underlying and structural causes,</b> including the dynamics of the power relations between women and men, access to resources and its control of by both.</li> <li>• <b>Rights approach:</b> Analysis of roles and capacities (rights holders and duty bearers) against the problems identified in the analysis.</li> </ul> <p style="text-align: right; font-size: small;">M4(Gender-responsive UNSDCF - Analysis)</p>	



### Possible questions for the analysis

- ✓ Those who are being affected by gender inequalities (women are not a homogeneous group).
- ✓ In which parts of the country? What is the evolution over time?
- ✓ How do different forms of inequality, marginalization and vulnerability intersect? Which groups of women are most at risk of being left behind?
- ✓ Is disaggregated data by sex and other variables available for diagnosing and analyzing structural causes being used?
- ✓ Have reports prepared by NGOs been consulted in addition to the official reports?
- ✓ Are the specific commitments that exist in relation to the gender inequalities identified in international and regional regulatory frameworks as well as related national laws mentioned?

M4(Gender-responsive UNSDCF - Analysis

### Data sources

- National data repositories: INE, Health Ministries, Education, CIEDEJ...
- Regional and international data: (e.g. UN Women Global and Regional Reports/GenderStats/World Bank/ECLAC/Inter-Parliamentary Union/FAO Gender and Land Rights Database, etc.)
- Government laws, policies and regulations
- General articles and recommendations of CEDAW and other bodies established under human rights treaties and special procedures (e.g. reports of a Special Rapporteur).
- UN and UN agency reports.
- International, regional and national surveys.
- Academic research and national and international media.
- Qualitative data sources: ethnographic information about cultural and religious traditions and beliefs.

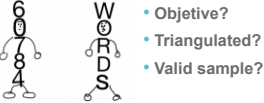
M4(Gender-responsive UNSDCF - Analysis

There are a variety of data sources available for a problem and context analysis from a GEWE perspective:

- National CEDAW Committee Concluding Comments and other reports to the committee, including shadow reports, and UNCT confidential reports where available
- Articles and general recommendations of CEDAW and other human rights treaty bodies and special procedures (e.g. reports by a Special Rapporteur), Beijing Declaration and Platform for Action (BPfA) national review reports and shadow reports
- Data repositories (e.g. GenderStats/WorldBank/OHCHR/IPU)
- Indices with underlying data (e.g. Gender Inequality Index)
- National and international non-governmental organizations (NGOs)
- National SDGs reports including voluntary national reviews (VNRs)
- UN and UN agency reports, including from peacekeeping missions
- CGEPs/CGEBs
- Government laws, policies and regulations
- Gender budget analysis
- Academic research and national and international media
- CSO reports
- Administrative data
- Qualitative data sources; ethnographic information on cultural and religious traditions and beliefs
- Direct information from victims of human rights abuse

This is not an exhaustive list – but rather a starting point to identify possible evidence which should help us in arriving at a better, data-driven analysis.

### Data quality

- Accurate?
  - Comparable?
  - Complete?
  - Adequate?
- 
- Objective?
  - Triangulated?
  - Valid sample?



Importance of data desegregated by sex, age, disability, ethnic group, socioeconomic status and other variables

M4(Gender-responsive UNSDCF - Analysis

Quantitative and qualitative data needs to be of a **certain quality to be useful and credible.**

#### 1. Quantitative data:

- **Accuracy:** the precision with which the information correctly describes the phenomenon it was designed to measure
- **Comparability:** the degree to which it can be successfully brought together with other information
- **Completeness:** the degree to which the information represents the whole target group


	<ul style="list-style-type: none"> <li>• <u>Timeliness</u>: the delay between the data collection and availability; also: length of data collection intervals</li> <li>• <u>Disaggregation</u>: the degree to which the data can be broken down for subgroups, [E.G. SEX, AGE, RURAL/URBAN]</li> </ul> <p>2. <b>Qualitative</b> data:</p> <ul style="list-style-type: none"> <li>• How objective is the inquirer? Is bias minimized and explicitly mentioned?</li> <li>• To what extent can qualitative data be generalized?</li> <li>• Has data been triangulated within qualitative methods?</li> <li>• Is the data based on a valid sample?</li> <li>• How rigorous and reliable are fieldwork procedures, coding and pattern analysis?</li> </ul> <p>Armenia is a good example of including strong integration of data (from the CGEB)- CCA forthcoming.</p>
<p>Group work</p>  <p><small>M4Gender-responsive UNSDCF - Analysis</small></p>	<p>Divide participants into four groups and assign each a real life example of CCAs/UNSDCFs (summary of?). Ask each group to go through the assigned CCA and discuss/identify the following as relevant to their example:</p> <ul style="list-style-type: none"> <li>- Strategies for how best to engage key stakeholders, including non-usual ones, such as for e.g. the youth, and capture their perspectives;</li> <li>- Gender- blind versus gender-specific, or gender-sensitive vs, gender-responsive data and sex-disaggregated data and indicators;</li> </ul>
 <p><small>Photo credit: www.istock.com</small> <small>M4Gender-responsive UNSDCF - Analysis</small></p>	

## Country Gender Equality Profile and Briefs (CGEPs/CGEBs) (30')

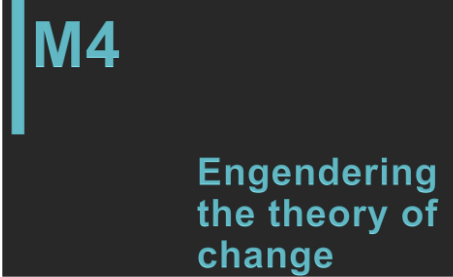
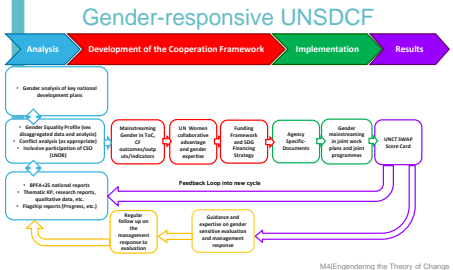
<p><b>M4</b></p> <p><b>Country Gender Equality Profiles and Briefs (CGEPs/CGEBs)</b></p>	<p>The adoption of the 2030 Agenda for Sustainable Development and its accompanying Sustainable Development Goals (SDGs) requires renewed efforts by UN Member States to measure economic, social and environmental progress under the global agenda from a gender equality and women’s empowerment perspective.</p> <p>The Country Gender Equality Profiles are one contribution UN Women is making to increased knowledge and analysis of GEWE at the country level.</p>
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<p>Strengthening of National Gender/Women' Machinery</p> <ul style="list-style-type: none"> <li>UN Partnership and Coordination</li> <li>Inclusion &amp; representation of Civil Society</li> <li>LNOB</li> <li>Advocacy</li> <li>Leveraging UNW partnerships</li> </ul> <p>M4Country Gender Equality Profiles and Briefs</p>	<p>CGEPs are one of a series of knowledge and planning/ accountability tools to support enhanced gender mainstreaming by UNCTs. The others are the new UNCT-SWAP Gender Equality Scorecard, as well as the updated Resource Book on Mainstreaming Gender Equality in UN Common Programming at the Country Level<sup>11</sup> and Resource Guide for UNCT Gender Theme Groups.</p> <p>The process for the development of the CGEPs is in and on itself a contribution to a more gender-responsive UNSDCF engagement. It aims to leverage and strengthen the role and leadership of the national women's machinery (NWM)/national mechanism for gender equality and the empowerment of women as a key player in guiding and monitoring implementation of commitments to GEWE.</p> <p>Built with the participation of civil society organizations, including marginalized groups most at risk of being left behind when realizing the tenets.</p>
<p><b>What's in the CGEPs?</b></p> <ul style="list-style-type: none"> <li>• Core principles: international norms and standards, of national ownership and of increased UN coherence and gender mainstreaming</li> <li>• Combination of quantitative &amp; qualitative analysis</li> <li>• Findings and recommendations for policy reform (concluding observations CEDAW committee, PFA national reviews, UPR recommendations)</li> <li>• Focus on closing national statistical gaps</li> <li>• nuanced qualitative analysis (political, social and economic situation, legislative analysis, policy analysis, political analysis)</li> </ul> <p>M4Country Gender Equality Profiles and Briefs</p>	<p>The nuanced qualitative analysis includes GEWE issues framed against international norms and standards; policies that impact on GEWE; specific analysis of laws and policies aimed at addressing different aspects of GEWE.</p>
<p><b>Gender Equality Briefs</b></p> <ul style="list-style-type: none"> <li>Report template</li> <li>UN Women owned</li> <li>Desk review</li> <li>Quality Assurance</li> </ul> <p>M4Country Gender Equality Profiles and Briefs</p>	<p>Gender Equality Briefs are an alternative where CGEPs are not possible. These are developed following a desk review of relevant information, are structured following a specific template, but they are UNW-owned documents. Mostly used for shaping UN Women programmes, they could also serve the UNCT to inform the situation in any given country on GEWE issues, for e.g. legislation/policies, leadership, violence against women, etc.</p> <p>Examples of countries where CGEPs/CGEBs were used to directly inform UNSDCF are Armenia and Belarus.</p>
<p><b>Linkages with SDGs/UNSDCF</b></p> <p>M4Country Gender Equality Profiles and Briefs</p>	<p>CGEPs are critical contributors to the CCA and should be developed before the CCA process starts. To date, CGEPs are available developed for xxx (facilitators to check whether CGEPs/CGEBs are available for the country/region).</p> <p>Besides efforts at the country-level, other important UN Women contributions to supporting the implementation and monitoring of the SDG include:</p> <ul style="list-style-type: none"> <li>• First global monitoring report on the SDGs, <a href="#">Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development</a></li> <li>• UN Women flagship programme on gender statistics, Making Every Woman and Girl Count (Women Count)</li> <li>• Joint global programme with WHO to improve statistics on violence</li> </ul>

<sup>11</sup> To be updated as soon as a similar tool will be developed with reference to the UNSDC.

	<p>In addition, the United Nations Development Programme (UNDP) human development report, and other UN agencies' gender profiles/context analyses may contribute important information to the CCA.</p>
<p><b>Data for CGEPs and GE Briefs</b></p> <ul style="list-style-type: none"> <li>National data sources</li> <li>Data disaggregation (sex, income, ethnicity, race, migration status, disabilities, geographical location, etc.)</li> <li>Indicators for specific groups (women-girls)</li> <li>Missing data: partnerships with other agencies</li> </ul> <p><small>M4Country Gender Equality Profiles and Briefs</small></p>	
<p><b>Some good practices</b></p> <ul style="list-style-type: none"> <li>here to indicate and showcase some existing good practices (Alicia to contribute, best if something visual to break a bit the monotony of presentation of group exercises)</li> </ul> <p><small>M4Country Gender Equality Profiles and Briefs</small></p>	<p>A marketplace showcasing existing good practices on either CCAs that have a strong gender analysis or CGEPs/CGEBs that were used to directly inform the UNSDCF could be organized here. Also, good examples of CGEPs globally should be shared.</p> <p>Among the examples provided of CCAs with a solid gender analysis are Georgia, Armenia and Kosovo.</p>
 <p><small>Photo credit: www.500px.com</small> <small>M4Country Gender Equality Profiles and Briefs</small></p>	

## Engendering the Theory of Change – Theory & Practice (140')

	<p>It is now time for participants to practice themselves by applying a gender lens in the development of a theory of change for the context in which they operate.</p> <p>This session is meant to guide participants through the key steps of the UNSDCF theory of change from a GEWE perspective.</p>
 <p><small>M4Engendering the Theory of Change</small></p>	<p>Developing the CF is the next key stage of the UNSDCF process and involves identifying strategic priorities and outcomes, developing a Theory of Change (ToC) and formulating the results matrix. Outcomes and outputs are defined at the design phase to ensure a clear logic in the results matrix. Indicators are by default linked to the national SDG indicator frameworks, including gender-sensitive indicators. Let's start by looking at the ToC.</p>

<h3>What is the Theory of Change?</h3> <p>"The theory of change is comprehensive articulation of different pathways and choices that illustrate how and why the desired change is expected to happen, and the risks and bottlenecks to be addressed"</p> <p><small>UN Cooperation Framework Guidance (2019)</small></p> <p><small>M4 Engendering the theory of change</small></p>	<p>The theory of change:</p> <ul style="list-style-type: none"> <li>• Tool that allows to articulate the changes that are sought</li> <li>• Define how to contribute to those changes</li> <li>• Unpack the assumptions that underlie the main thinking</li> <li>• Clarify how risks will be addressed and mitigated</li> </ul> <p>It is a <b>process</b>, not just a <b>product</b>. It describes HOW the change will occur, involving other development actors in a critical reflection process.</p> <p>The articulation of a hypothesis about the chain of causality that will lead to the desired change - describing the routes of change.</p>
<h3>Why a Theory of Change?</h3> <ul style="list-style-type: none"> <li>• <b>WHAT:</b> describe how the change should happen and present the different components that are necessary and sufficient for the change to occur. <ul style="list-style-type: none"> <li>– Explain how different factors interact.</li> <li>– Help to identify programmatic priorities based on comparative advantage analysis.</li> <li>– Explain the assumptions and risks behind the change.</li> </ul> </li> <li>• <b>WHEN:</b> Before developing the results framework.</li> <li>• <b>PURPOSE:</b> 1) analytical 2) explanatory 3) practical. It's more than a narrative or a graphical summary of a results framework. It allows for better strategy and more effective communication.</li> </ul> <p><small>M4 Engendering the Theory of Change</small></p>	<ul style="list-style-type: none"> <li>• Improve collective planning and monitoring towards gender equality and women's empowerment;</li> <li>• Identify ways to improve work;</li> <li>• Enhance coherence and communication among stakeholders;</li> <li>• Identify commonalities and comparative advantages towards the achievement of results;</li> <li>• Improve partnerships identifying contribution to the SDGs from a GEWE perspective;</li> <li>• Test hypothesis for programme frameworks on GEWE</li> </ul>
<h3>Steps of a ToC</h3> <p><small>M4 Engendering the theory of change</small></p>	<p>Let's now look at the key elements that constitute the theory of change.</p> <ul style="list-style-type: none"> <li>• <b>Context of the initiative</b>, including social, political and environmental conditions, the current state of the problem we are trying to influence and other actors that may influence change.</li> <li>• <b>Long-term change</b> (vision of success) that the initiative seeks to achieve for the benefit of who? Some UNSDCF also include solutions mapping as part of this approach.</li> <li>• <b>Pre-conditions:</b> These are the intermediate changes required for the change to be verified. This includes the effects and products we can deliver as an organization, as well as other results that are beyond our reach and that we should try to indirectly influence through partnerships.</li> <li>• <b>Hypothesis about causality</b> - assumption that I make about the intended change route to bring to the desired long-term result.</li> <li>• <b>Assumptions and risks</b> about how these changes might occur. These assumptions may be related to both variables of the institutional, economic, cultural political context and technical, operational and programmatic aspects internal to the organization.</li> <li>• <b>Results indicators</b> (effects and products) and <b>process</b>.</li> </ul> <p>The ToC should be represented as a diagram and a narrative summary that captures the results of the discussion.</p>

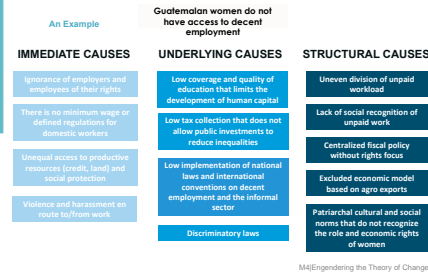
	<p>Since the purpose of this training is not to educate participants on the UNSDCF development per se, but rather to practice how to best integrate a GEWE perspective within, only some steps will be discussed more in details.</p>
<p>STEP 1. INCORPORATE A GENDER LENS INTO THE CCA: GENDER ANALYSIS</p> <p>M4 Engendering the Theory of Change</p>	<p>The first step has already been discussed in the previous two sessions.</p>
<p>STEP 2. MAIN CHALLENGE</p> <p>M4 Engendering the Theory of Change</p>	
<p>Causal Analysis</p> <p>Causal analysis allows us to identify and relate the immediate underlying and structural causes of a development challenge.</p> <p>Causal analysis is done with a focus on rights, gender and intersectionality.</p> <p>M4 Engendering the Theory of Change</p>	<p>A causal analysis allows you to thoroughly examine the multiple causes of a problem and the complex interactions between them. The causes are not linear, but are often a complex multi-flow interaction that reinforces each other.</p>
<p>Human Rights-Based Approach</p> <p>M4 Engendering the Theory of Change</p>	<p>3 types of causes based on the human rights approach:</p> <p><b>Immediate causes:</b> these are the most direct causes of the violation of the right. They are the most visible and easily perceived causes of people.</p> <p><b>Underlying causes:</b> are causes related to the analysis of the capabilities of rights holders. They are often not perceived by people.</p> <p><b>Structural causes:</b> these are causes that are at the root of the problem and have been in the structures for a long time.</p> <p>Causation requires systematically asking why? Through a hierarchy of problems and identify the causes of deprivation at each level of the hierarchy. Importantly, this should be linked to the political and socio economic context and changes over the years should also be made.</p> <p>The most immediate causes are often easier to address, while more structural causes are more difficult and usually in the longer term, but tend to provide more sustainable solutions and results.</p> <p>Key to the causal analysis is also to link the causes with the normative commitments and obligations of the state.</p> <p>Georgia is a good example of looking at underlying/structural causes as well as Armenia (forthcoming).</p>

### Questions for the Causal Analysis

- ✓ What are the obstacles faced by women in their diversity to achieve their full empowerment? Financial resources? Information? Services? Other?
- ✓ Analyzing obstacles/challenges at different levels: individual, family, social/cultural, institutional.
  - Individual: internalization of domestic violence
  - Family: structure of the home, inequality in decision-making
  - Social/cultural: acceptance and reproduction of gender stereotypes
  - Institutional: inadequacy of public policies, inter-sectoral coordination mechanisms, financing, capacities, etc...
- ✓ Leverage the recommendations of CEDAW Committees and other recommendations from relevant human rights bodies.

M4|Engendering the Theory of Change

In this slide are some questions that could guide the casual analysis from a GEWE perspective.



Here is a simplified example of a final causal analysis related to the women uneven access to decent employment. Depending on the context and on the audience, other examples may also be provided that are not necessarily GEWE specific.

Explain that this example is the end result of an often intense and complicated analytical process. Preliminary draft work may not be as well organized.

Explain the different levels (deep causes, underlying causes, immediate causes, unfulfilled right).

Explain the causal links (deep causes that involve underlying causes that lead to immediate causes that lead to unfulfilled rights).

Explain that some causal links between the underlying causes are oriented in both directions (= influence each other).

To leave no one behind, the ToC must address structural barriers to equality, resources and opportunities, and any discriminatory laws, social norms and stereotypes that perpetuate inequalities and disparities.

### STEP 3. IDENTIFY THE DESIRED CHANGE

M4|Engendering the Theory of Change

### From the challenge to the change

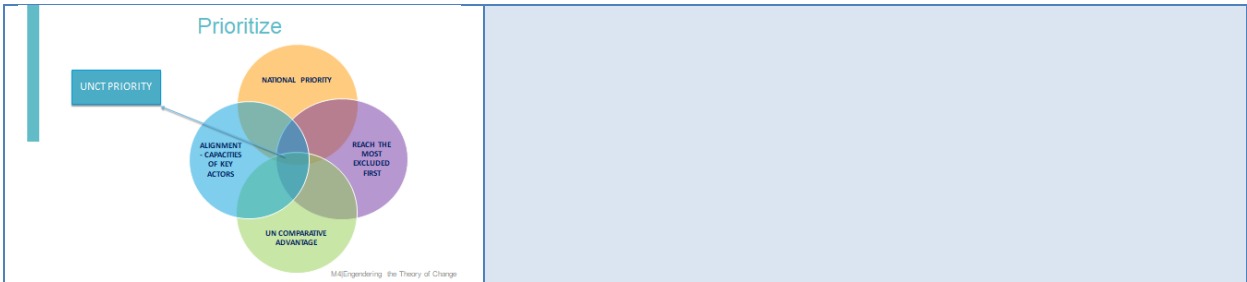


M4|Engendering the Theory of Change

This requires a consultative, collaborative, and inclusive visioning exercise with all relevant stakeholders, including civil society, including women advocates and women-led groups, as well as youth groups contributing to the determination of the desired change, and defining their role as agents of the changes sought. [indicator 3.2 UNCT-SWAP Gender Equality Scorecard]

<p><b>Outcomes:</b> changes (in the medium term) in institutional capacities or development behaviors.</p> <ul style="list-style-type: none"> <li>✓ They must make a substantive and measurable contribution to selected national priorities.</li> <li>✓ Respond directly to challenges and gaps identified in the CCA.</li> <li>✓ Taking into account the programmatic principles of UNSDCF (leave no one behind, human rights, gender equality and women's empowerment, resilience, accountability and sustainability).</li> <li>✓ Comprehensive approach/various agencies to achieve this.</li> </ul> <p>M4Engendering the Theory of Change</p>	<p>These two slides are just meant as a reminder for participants on the key concepts and how to develop them.</p> <p>Again, remind participants that the purpose is not to discuss the ToC per se, but rather to look at it as an entry point for gender mainstreaming.</p>
<p><b>Outputs:</b> changes in the skills and abilities of individuals or institutions or the availability of products and services resulting from the UNS action.</p> <p>M4Engendering the Theory of Change</p>	
<p><b>Types of Gender Results</b></p> <ul style="list-style-type: none"> <li>✓ <b>Gender blind with regard to gender equality:</b> does not recognize gender differences in the expected change</li> <li>✓ <b>Gender sensitive outcome addresses</b> the differential needs and inequalities experienced by women, men, girls and boys</li> <li>✓ <b>An outcome on gender transformation</b> focuses on promoting a quantifiable change in structures, norms and behaviors that challenge gender relations</li> </ul> <p>M4Engendering the Theory of Change</p>	<p>Examples of gender blind results in UNSDCFs include: Turkmenistan (outcomes 2, 3 and 5); Kazakhstan (outcome 3.2); Belarus (outcome 2)</p> <p>Examples of gender focused results: Turkmenistan (outcome 1); Kazakhstan (1.1, 2.1, 2.2); Uzbekistan (3 and 4); Belarus (1, 5 and 7)</p>
<p><b>Key Criteria</b></p> <ul style="list-style-type: none"> <li>• <b>Equality:</b> so that the people left behind can enjoy development, and promote gender equality and women's empowerment.</li> <li>• <b>Comparative advantage</b> of the UN.</li> <li>• <b>Feasibility:</b> resources, alliances, risks and mitigation actions.</li> <li>• Based on assessments, evaluations and lessons learned from what works and what doesn't.</li> </ul> <p>M4Engendering the Theory of Change</p>	<p>The key criteria that should underlie the articulation of the desired change are illustrated here.</p> <p>There are three starting points for the assessment of what works and what does not:</p> <ul style="list-style-type: none"> <li>• The articles and general recommendations of CEDAW (Convention on the Elimination of Discrimination against Women) are the first reference point, including any concluding observations and recommendations that are issued for the country, and reservations the relevant country may have on CEDAW (<a href="http://www.un.org/womenwatch/daw/cedaw/">http://www.un.org/womenwatch/daw/cedaw/</a>)</li> <li>• The analysis also considers rights set out in other treaties. See the Office of the United Nations High Commissioner for Human Rights (OHCHR) Human Rights in the World for a complete listing of current country observations and recommendations from CEDAW and other human rights treaty bodies (<a href="http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx">http://www.ohchr.org/EN/Countries/Pages/HumanRightsintheWorld.aspx</a>)</li> <li>• The SDGs and progress made across various targets</li> </ul> <p>Changes aim to reduce inequalities and discrimination (importance of the "leave no one behind" approach in the new guidelines).</p>





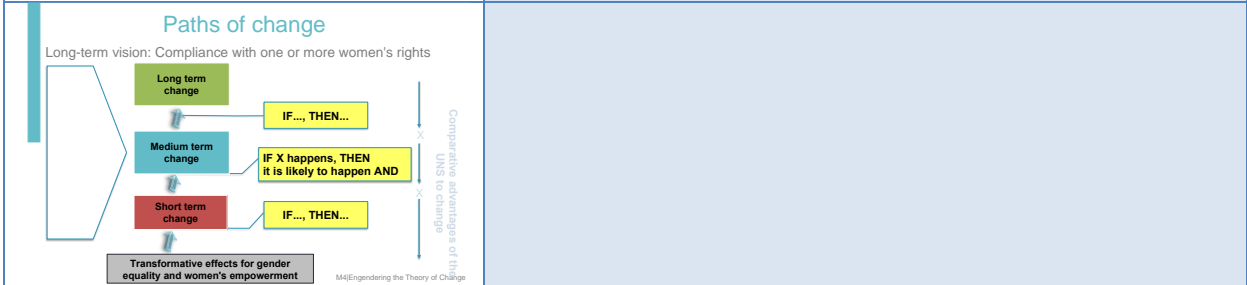
### Comparative Advantage of the UN

- Efficiency:** Operational efficiency, Effectiveness of internal coordination mechanisms modalities
- Political positioning:** Strategic alliances, Convening power
- Capacity:** Human and financial resources, Program scope
- Expertise:** UNS expertise combination, National / regional / global link

M4E/Engendering the Theory of Change

Even when looking at the comparative advantage of UN entities, it is important to remember that the theory of change should be based on the needs of the country (demand) and examined through the lens of the Cooperation Framework Guiding Principles, rather than just the immediately available capacities and resources available (supply) of the UN development system and other partners.

In countries where UN Women is a non-resident agency, such as for e.g. in Belarus, Armenia and Uzbekistan, it will still sign the UNSDCF and contribute technical advisory expertise with regard to normative/intergovernmental, data and joint regional programming areas.



## STEP 4. IDENTIFY THE ASSUMPTIONS AND RISKS

M4E/Engendering the Theory of Change

### Assumptions

*Definition: Values, beliefs, norms, ideologies, perspectives, which inform interpretations of how change can occur in a particular context*

M4E/Engendering the Theory of Change

<p>Political dimension, disaster risks, economic shocks</p> <p>Causality: Why? Implementation of the UNS (modalities, approaches) External factors that can accelerate or delay change</p> <p>threats and opportunities to</p> <p><b>RISKS</b></p> <p>negative statements of possible future events - partially beyond control - that may have a negative impact on the results.</p> <p><b>ASSUMPTIONS</b></p> <p>positive statements of variables or factors that must exist to achieve the results.</p> <p>under the assumption that</p> <p>M4 Engendering the Theory of Change</p>	
<p><b>STEP 6. IDENTIFY KEY PARTNERS</b></p> <p>#GenerationEquality</p> <p>M4 Engendering the Theory of Change</p>	<p>A stakeholder analysis of key partners may be a good way to ensure that National Women Ministries and different groups of women are consulted in development/implementation of CF. Moreover, it is critical to go beyond traditional GEWE partners to also work with different ministries and organizations.</p> <p>A consultative, collaborative, and inclusive visioning exercise with all relevant stakeholders, including civil society, including women, youth and groups left behind contributing to the determination of the desired change, and defining their role as agents of the changes sought. [indicator 3.2 UNCT-SWAP Gender Equality Scorecard]</p>
<p>Identify the key government actors / entities that have a direct role in achieving the desired change</p> <p>Identify women's organizations and networks</p> <p>What the UN cannot do within the framework of the UNSDCF - how do you manage it? Through which strategies and alliances?</p> <p>Identify international cooperation actors</p> <p>DESIRED CHANGE</p> <p>M4 Engendering the Theory of Change</p>	<p>The theory of change shows where and how development actors need to come together to contribute to the desired change, providing the basis for wider, higher quality and transformational partnerships.</p> <p>Based on a shared understanding of opportunities, risks and bottlenecks, and the inequalities that persist, the UN development system agrees on results that it can contribute to through the UNCTs own resources and through leveraging those of other stakeholders.</p>
<p><b>In sum...</b></p> <ul style="list-style-type: none"> <li>• Clear</li> <li>• Realistic</li> <li>• Logical</li> <li>• Based on evidence</li> </ul> <p>M4 Engendering the Theory of Change</p>	
<p><b>Let's practice</b></p> <p>EQUAL RIGHTS</p> <p>M4 The Practice of Gender Analysis</p>	

## Group Exercise

- Each group performs a **gender analysis** for the prioritized theme
- Formulate the **main challenge** - unfulfilled right for women
  - Find the main manifestations of gender inequalities
  - Identify the underlying and structural causes
- Present the analysis in the form of a problem tree
- Formulate the **desired change** / impact
- Identify the **priority areas** on which the UN can influence based on its comparative advantage
- Identify possible **key partners**

M4Engendering the Theory of Change

- Divide participants into five groups according to the number of dimensions to be analysed: **social, economic, environmental, political and governance, violence and justice**;
- Remind participants that a set of possible questions per dimension is also available to guide them through the analysis;
- Explain that the analysis of each dimension will represent the piece of a bigger puzzle;
- Allow some time for participants to go through the questions individually and discuss them in small table group;
- Read the instructions for the groupwork. Allow 1 hour for the group exercise;
- Ask participants to be as precise as possible, even when data are not immediately available and changes require some additional work (for example some additional data gathering exercises), this should be specifically mentioned in their suggestions;
- Ask each group to appoint one rapporteur and to get ready to present and discuss their work in plenary for a total of 50';
- Remind participants of the importance of being constructive, realistic, and concrete in their suggestions, keeping in mind the work that all their inputs could be used to inform the UNSDCF they will be requested to work on;
- Inform participants that the reporting of the groupwork will be done at beginning of DAY 3.



Considering that each dimension is meant to represent a piece of a more composite puzzle, it would be nice to provide each group with a flipchart that has been cut accordingly.

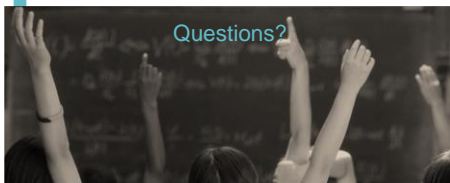





Photo credit: www.flickr.com  
M4Engendering the Theory of Change

# ADDITIONAL MATERIAL: DAY TWO

## Daily Happy Sheet

### DAY 2

How I like the various working sessions today:			
			
Review of the previous day			
Gender mainstreaming in development programming			
Gender Responsive UNSDCF engagement			
UNCT-SWAP Gender Equality Scorecard			
Gender-responsive UNSDCF - Analysis			
Country Gender Equality Profiles (CGEPs)			
Engendering the Theory of Change – Theory&Practice			

## DAY THREE

# REVIEW OF THE PREVIOUS

## DAY

Suggested time: 30'

### Brief Overview

This session guides participants through a quick and fun recap of the topics discussed in DAY TWO through the Alphabet Soup Exercise.

### Alphabet Soup Exercise

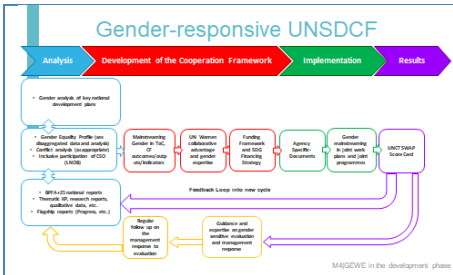
- Write down all the letters from the Alphabet on a large piece of paper. Cut them all one by one and fold the paper in two;
- Distribute one piece of paper with one letter to each participant;
- Once all participants have received a letter, ask them to unfold it, take a look at the letter, and come up with a word that starts with that letter that recalls something about the content of DAY TWO;
- For example: G for gender; S for Sustainable, and so on;
- Allow all participants to come up with a word/concept based on their letter;
- Don't allow too much time for thinking, this exercise is meant to be quick and fun;
- Time allowing, you could randomly ask some participants to elaborate a bit more on the concept/term they made reference to;
- At the end of the exercise take a bit of time to go through the agenda and recap the content of DAY TWO, and then move to DAY THREE.

### Engendering the Theory of Change – Theory & Practice (50') (continued)

This is to follow-up on the groupwork of DAY 2. Allow time for participants to report the results of the discussion they had on the Theory of Change in plenary. Complete with a bit of discussion if necessary.

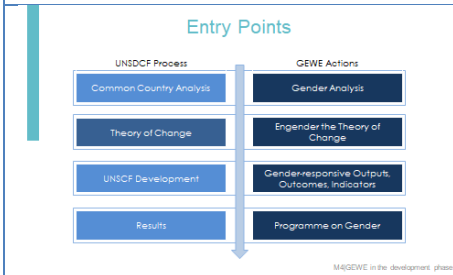
### GEWE in the development phase (105')

<p><b>M4</b></p> <p><b>GEWE in the development phase</b></p>	<p>Let's now move to other stage of the UNSDCF cycle.</p>
<p><b>Module Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the entry points for gender mainstreaming in the UNSDCF cycle and actions to be taken;</li> <li>• Draw on all the resources presented and leverage on the momentum for the integration of gender in their context;</li> <li>• Harness the potential of the UNCT SWAP Gender Equality Scorecard to ensure a gender-responsive UNSDCF engagement;</li> <li>• Directly apply the inputs and considerations made during the training when developing the UNSDCF</li> </ul> <p><small>M4GEWE in the development phase</small></p>	<p>Before doing so, it is however important to recall the key objectives of the module, which will end with an overview of some additional tools of relevance for the development of the UNSDCF.</p>



It is also important to recall the different stages of the UNSDCF and what should be done to make them gender-responsive.

More specifically, what we are going to discuss under the development and later the implementation and results stages is: gender-responsive outputs, outcomes and indicators; the gender marker in relation to the UNSDCF financing, and the UNCT-SWAP Gender Equality Scorecard.



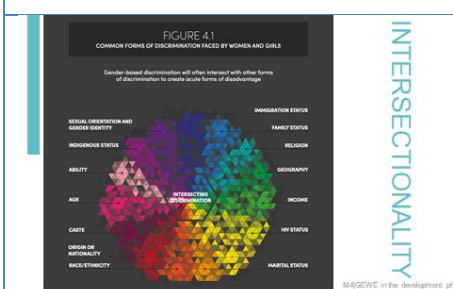
Again, this slide is once again to recall the key entry points and related GEWE Actions.

- Minimum requirements**
- Ensure gender expertise during the development of the cooperation framework.
  - Identify priorities on gender equality and the empowerment of women and girls, and integrate them into national development plans, legislation and frameworks.
  - Apply a multiple-track strategy for gender mainstreaming with dedicated outcomes, targets and indicators designed to address gender inequality. [Indicator 1.3 UNCT-SWAP Gender Equality Scorecard]
  - Reflect gender-based and intersectional forms of discrimination in the development of outcomes and outputs. Ensure at least one gender-targeted outcome, and the integration of gender-equality considerations into all outcomes. [Indicator 1.3 UNCT-SWAP Gender Equality Scorecard]
  - Ensure disaggregation of indicators by sex and age, and that 33 percent of the indicators measure changes in gender equality and women's empowerment, in line with SDG targets, including SDG 5. [Indicator 1.3 UNCT-SWAP Gender Equality Scorecard]
- MA/GEWE in the development phase

Here are some of the actions that should be taken to ensure the development of the UNSDCF is gender-responsive.

Among the good practices to date, Mexico provides a good example of integration of GEWE expertise during drafting of the cooperation framework.

Reference to relevant Scorecard indicators is also included.

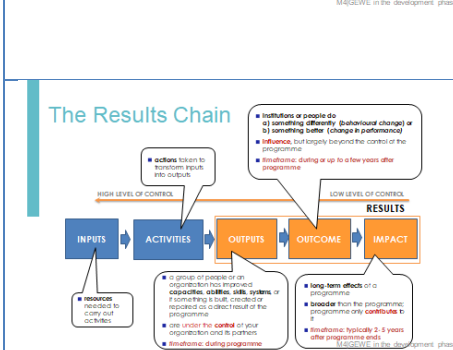


This figure is taken from the 2018 UN Women SDGs Progress Report – Turning Promising into Actions, to illustrate that disadvantage is intensified for women and girls living at the intersection of inequalities and discrimination. Intersectionality is defined as “the interaction of multiple identities and experiences of exclusion and subordination.”

- Gender-responsive Results-Based Management**
- Gender-responsive RBM makes sure gender equality is a key component of the process of achieving the desired result.
  - A gender-responsive results chain is a coherent sequence of elements (each of which has a different function in the result chain) to improve gender equality.
  - Results-based and gender-responsive management provides a clear vision of the desired impacts of our programme on gender equality.
- MA/GEWE in the development phase

Let’s now focus on gender-responsive outputs, outcomes, and indicators. Similarly to what we normally do for a project or a programme, for the development of UNSDCF to be gender-responsive a GEWE perspective should be integrated throughout the process for the achievement of the desired result, from the input to the activity, to the output to the outcome.

The great opportunity provided by the CF also lies in its timeframe, which is 3-5 years, which allows for longer outcomes and impact to be achieved and measured.



**THE RESULTS CHAIN**

Go through the elements of the results chain from bottom up (from inputs to activities, to outputs, to outcomes, and to impact). Then focus on the outcomes and outputs as main areas for UNSDCF.

**OUTPUTS**

An output of a programme or project is delivered if a group of people or an organization has improved **capacities, abilities, skills, systems**, or if something is **created, built or repaired**. Outputs are achieved as a direct result of an entity's support. Outputs are typically the result of a number of completed **activities**. Outputs are delivered **during** the implementation of an intervention.

A feature that distinguishes outputs from outcomes (the more 'distant' results) is that they are still largely under the **control** of the organizations involved.

#### **OUTCOME**

An outcome of a programme or project is a result that reflects the way **institutions or people do**

**a) something differently** (*behavioural change*) or

**b) something better** (*change in performance*)

The key difference is that, unlike outputs here the organizations involved have an **influence** over achieving an outcome, but achieving the outcome ultimately goes beyond their **control**.

However, if properly defined (and not too high-level), the outcome should still be realistically, and outcomes are typically achieved **at the end** or even **after** the intervention has been implemented.

#### **IMPACT**

Impact is a description of the **long-term effect(s)**. It implies a change in people's lives. Impact typically relates to **economic, social, cultural, institutional, environmental, technological** changes in the lives of a target population.

The impact should be related to the Sustainable Development Goals, internationally agreed development goals, national development goals (as well as human rights enshrined in constitutions), and national commitments to international conventions and treaties like the CEDAW.

Impact is typically much **broader** than the intervention. Usually, we can establish no more than the extent to which the intervention **contributes** to an impact.

#### **RESULTS**

This leads us to a definition of results: The UN defines 'results' as **outputs, outcomes and impact**. And most importantly, results are **NOT inputs or activities**.



### Applying a gender lens

	Definition	Gender questions
<b>Impact</b>	Highest order objective. It represents the longer-term change that the intervention intends to contribute to.	<ul style="list-style-type: none"> <li>Is gender equality one of the overall objectives the intervention aims to contribute to?</li> <li>Are women and men of different ages and diverse background going to benefit equally from the longer-term change?</li> </ul>
<b>Outcome</b>	Describes the short and medium-term effects of the intervention.	<ul style="list-style-type: none"> <li>Does the outcome include any clear reference to men and women, boys and girls, of various background and existing inequalities between them?</li> <li>Does the intervention have the potential to improve women's access to resources, services, technologies, training and employment opportunities?</li> </ul>

MAGEWE in the development phase

These are a few exemplary questions that should guide the integration of a GEWE perspective in the results chain.

### Applying a gender lens

	Definition	Gender questions
<b>Outputs</b>	Outputs describe what the intervention intends to deliver in order to achieve the Outcome. These are the results that the intervention must deliver.	<ul style="list-style-type: none"> <li>Do the outputs respond to the different needs and priorities of men and women (cross age and background), as identified by the gender analysis?</li> <li>Do the outputs challenge, redress existing gender inequalities and discriminatory norms and practices?</li> </ul>
<b>Activities</b>	Activities describe what actions will be undertaken to achieve each output.	<ul style="list-style-type: none"> <li>Are women and men provided with equal opportunities to plan, participate and monitor the project's activities?</li> <li>Do the planned activities take into account the roles and responsibilities of women and men, in order to ensure equal opportunities for and benefits from participation?</li> </ul>

The Impact and Outcome statements might not need to mention gender explicitly, but the gender equality dimensions must be reflected in indicators, baselines, targets, means of verification, assumptions and risks. On the other hand, Outputs and activities need to be specific and clearly show the project intends to respond to women and men's different needs, priorities and constraints identified.

MAGEWE in the development phase

Again, the best way to understand how it could play out in your context, is for participants to try it themselves.

Ask participants to go back to the grouping used in DAY TWO for engendering the theory of change.

### Group Exercise ctd.

- Go back to your original grouping, i.e. political, social, economic, justice and violence, environmental
- Based on the gender analysis and the work done for engendering the theory of change, formulate:
  - Two outcomes, with at least one gender-specific and the other reflecting gender considerations
  - Two outputs
  - One activity per output

MAGEWE in the development phase

This exercise is a continuation of the previous one to contribute another important piece, namely gender-responsive outcomes and outputs.

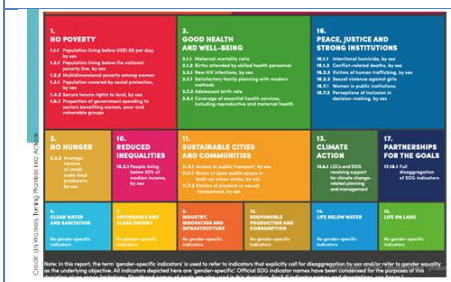
Read instructions aloud and allow a max of 30' per group to work on the outcomes, outputs, and activities.

### Some examples of gender-responsive outcomes

- Outcome 1: By 2024, vulnerable populations, including women, children, adolescents and youth, have more equitable access to quality basic social services, according to their age and gender-specific needs, including in humanitarian situations (UN Women Mali)


MAGEWE in the development phase

Examples of strategic priorities and gender-responsive Result Frameworks to be shared. Pending availability, one exercise could be to show outcome on one screen and ask participants in plenary to indicate if gender-responsive or blind and if latter, to reformulate to make it gender-responsive.



As for the indicators, it is important to remember that the SDG targets and indicators are now “the default monitoring framework” of the UNSDCF and are informed by country-defined and disaggregated baselines, thus the need reflected in the UNSDCF.

Here is a list of the gender-sensitive indicators across all SDG. Ensuring UNSDCF indicators are gender-sensitive and track gender-related changes over time and across all outcome areas. For example Uzbekistan UNSDCF has a large number of gender-responsive indicators.



	<p>Addressing challenges to systematic gender-responsive monitoring such as uneven coverage of gender indicators across goals and targets and uneven availability of gender statistics across countries.<sup>12</sup></p> <p>Ensuring capacity on gender-sensitive monitoring and evaluation (M&amp;E) during the UNSDCF cycle.</p> <p>Within this, UN Women is the <a href="#">custodian agency</a> to monitor three Tier II SDG indicators: indicator 5.1.1 Legal frameworks that promote, enforce and monitor GEWE; indicator 5.5.1 Proportion of seats held by women in national parliaments; indicator 5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment</p>
 <p>Photo credit: www.500.com MAGEWE in the development phase</p>	


## GEWE in the Implementation and Programme Results (45')

<p><b>M4</b></p> <p><b>GEWE in the Implementation and Programme Results</b></p>	
<p><b>UNCT Configuration</b></p> <ul style="list-style-type: none"> <li>Assessing capacities to support the integration of a gender perspective in the design and implementation of the cooperation framework.</li> <li>Identifying areas of comparative advantage, and complementarities on gender equality.</li> <li>Ensuring coordination and collaboration on gender issues to ensure building a relationship and understanding between all actors involved.</li> </ul> <p><small>MAGEWE in the Implementation and Programme Results</small></p>	<p>An important prerequisite for the development of the CF is the review of the assets and configuration of the UNCT to ensure performance is up to the agreed standards and objectives. This is an iterative process involving all concerned entities. When looked from a GEWE perspective, some of the aspects that this should include are:</p> <ul style="list-style-type: none"> <li>Capacities: GEWE experts, advisors and gender thematic/working groups to work with the Resident Coordinator and the UNCT to provide advice on how to best integrate GEWE into the UNSDCF;</li> <li>Regional coordination mechanisms on GEWE;</li> <li>Joint programmes and work plans provide also opportunities for partnering on GEWE with, among others, National Women's Machinery, and community organizations and women's rights advocates.</li> </ul> <p>Additionally, it is important to engage participants on how to best build capacities on GEWE and quality assurance through the UNSDCF</p>

<sup>12</sup> Currently, only 10 out of 54 gender-related indicators can reliably be monitored at the global level. UN WOMEN (2018) *Turning Promises into Action*.

	<p>cycle, and more specifically in the M&amp;E group, inter-agency results groups and so on.</p>
<p><b>Comparative Advantage</b></p> <ul style="list-style-type: none"> <li>• Support to the government on <b>multisectoral issues</b> such as gender equality that require an intersectoral and intergovernmental approach.</li> <li>• <b>Coordination and facilitation role</b></li> <li>• <b>Promote and support dialogue</b> on potentially sensitive issues</li> <li>• <b>Act as a facilitator</b> in government dialogue with women's groups in civil society.</li> <li>• <b>Advocate</b> for the most disadvantaged and vulnerable women (voiceless)</li> <li>• <b>Provide technical expertise and promote knowledge exchange</b>, based on international standards and best practices and innovative approaches.</li> <li>• <b>Support and monitor the integration of international standards into national legislative frameworks and policies</b></li> <li>• <b>It is essential to articulate comparative advantage</b> in the context of the country and vis-à-vis other partners (UNCT Configuration).</li> </ul> <p><small>M&amp;GEWE in the Implementation and Programme Results</small></p>	<p>Possible comparative advantages on GEWE are:</p> <p>As for UN Women, the UNSDCF is an opportunity to strengthen attention to gender equality and women's empowerment at the country level, and to strengthen its own ways of working to improve delivery on mandate. As part of the UNCT, the organization leads and coordinates the UN system's work on GEWE.</p> <p>UN Women has been driving the gender-responsive implementation of the 2030 Agenda for Sustainable Development, and has an important role to play when it comes to gender-responsive UNSDCF engagement.</p> <p>At the same time, senior management of each UN agency has a responsibility for implementing gender mainstreaming and ensuring their work contributes to GEWE. Among them, some specifically works on gender-related issues such as UNFPA and UNICEF and can play a key role.</p>
<p><b>Budget and Financing</b></p> <ul style="list-style-type: none"> <li>• Ensure support is provided to the Ministries of Finance, Women's Ministries and civil society organizations on gender-responsive budgeting, and advocate for the mobilization and allocation of sufficient resources for gender equality.</li> <li>• Ensure priority is given to gender-responsive investments, and channel resources towards investments that foster gender equality and sustainable development.</li> </ul> <p><small>M&amp;GEWE in the Implementation and Programme Results</small></p>	<p>Once the SDGs become part of a country's policy framework, implementation still depends on integration in its budgetary framework, with SDG targets reflected in budget allocations and reports, including in relation to GEWE.</p> <p>While funding for the SDGs come from multiple sources, financing for GEWE has traditionally been lagging behind. Women and girls typically receive short shrift in national and local budgets. Delivering on the GEWE commitments of the 2030 Agenda requires mobilizing and allocating sufficient resources for policies and programmes that contribute to their achievement.</p> <p>The Secretary General's Peacebuilding Fund (PBF) is a good practice in this respect. According to its 2020-2024 Strategy, the Fund continues to evolve its special Gender and Youth Promotion Initiatives, which is meant to support the empowerment of women and the advancement of GEWE in countries or situations at risk or affected by violent conflict. Moreover, the PBF target that supported programmes should invest at least 30% of their resources in gender-sensitive peacebuilding.</p> <p>The Secretary-General observes that only 2.03% of UN development system expenditures are allocated to gender equality and women's empowerment; as part of efforts to ensure adequate financing, he then established a high-level task force on financing for GEWE equality to review and track UN budgets and expenditures across the system.</p>
<p><b>Budget and Financing ctd.</b></p> <p><b>Gender Equality Marker (GEM)</b></p> <ul style="list-style-type: none"> <li>• Resource tracking tool of an UNSDCF. It is used to track financial resources allocated by the UNCT towards gender equality, and assess allocations in the UNSDCF that support gender equality results.</li> <li>• It applies to the key activity level of the UNSDCF joint work plans and annual common budgetary framework (CBF) and allows the UNCT to track planned budgets on gender.</li> </ul> <p><b>Gender responsive budgeting</b></p> <ul style="list-style-type: none"> <li>• A tool that looks at how funds are raised and spent, and calls for adjusting budget to benefit all groups and close gaps that perpetuate inequalities.</li> <li>• It ensures collection and allocation of resources is carried out in ways that are effective and contribute to advancing gender equality and women's empowerment.</li> </ul> <p><small>M&amp;GEWE in the Implementation and Programme Results</small></p>	<p>These tools are also important when discussing financing for GEWE.</p> <p>Distribute add reference to Annex II – Applying the UNCT Gender Equality Marker (GEM) in an UNSDCF Cycle: A sample plan of action, from the UNCT GEM Guidance Note, <a href="https://unsdg.un.org/resources/unct-gender-equality-marker-guidance-note">https://unsdg.un.org/resources/unct-gender-equality-marker-guidance-note</a> and ask participants to take some time to go through it individually. Allow some time for questions and answers.</p>

	<p>The GEM is a tool to track planned or actual financial investments in GEWE within programmes or projects. Its coding 0-3 denotes the type and degree to which a unit of analysis addresses gender equality and women’s empowerment.</p> <p>Remind participants that a specific module of the I Know Gender series has been devoted specifically to the GEM, and encourage them to go through it if not yet done so.</p> <p>Gender-responsive budgeting can be effective in tracking financial commitments to policies and programmes that promote GEWE. As such it can be applied in the financing of UNSDCF to ensure the needs of women and men of various age and backgrounds are covered, budgeted for and monitored.</p>
<p><a href="#">A resource for Gender Responsive Budgeting – Women Count</a></p>  <p>M4GEWE in the Implementation and Programme Results</p>	<p>Show the video on Gender Responsive Budgeting (GRB).</p>
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Collection of data disaggregated by income, sex, age, race, ethnicity, migratory status, disability, geographical location and other diversities to track progress in reaching groups left behind.</li> <li>• Mainstreaming gender in the UNSDCF results matrix and gathering evidence on progress in benefiting women and girls as a targeted group (gender-targeted results, addressing the differential needs of women and men of different age and background (gender-sensitive results) and contributing on transforming the roots of gender inequality (gender transformative results). (Indicator 2.3 UNCT-SWAP Gender Equity Roadmap)</li> <li>• Monitor whether processes and institutions for implementation, follow-up and review are inclusive, people-centred and gender-responsive.</li> </ul>  <p>M4GEWE in the Implementation and Programme Results</p>	<p>Ensure systematic monitoring and reporting on GEWE, including:</p> <p>The results matrix is the strategic management tool used to plan, monitor, evaluate and report on UNSDCF results areas.</p> <p>UN Women is the custodian agency to monitor three Tier II SDG indicators: indicator 5.1.1 Legal frameworks that promote, enforce and monitor GEWE; indicator 5.5.1 Proportion of seats held by women in national parliaments; indicator 5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment.</p> <p>Moreover, where present, UN WOMEN is leading and coordinating the UNCT works on GEWE through the UN Gender Theme Group/Human Rights Group or relevant inter-agency groups, which is also responsible for monitoring the UNSDCF’s performance from a GEWE perspective.</p> <p>As for the monitoring of GEWE related results, <b>UN Info</b> is the online planning, monitoring and reporting platform that digitizes the UNSDCF and Joint Workplans at the country level). The platform enables faster and more accurate reporting of results, make information more accessible to stakeholders, while offering the possibility to aggregate this information globally. More on this will be discussed in the following session.</p>

<p><b>Evaluation</b></p> <p>Goal of the programming phase</p> <p>Integration of gender perspective</p> <p>How to?</p> <p>Evaluate the programme based on criteria of: Relevance, Efficiency, Effectiveness, Impact and Sustainability.</p> <p>Evaluation needs to assess the effects of the programme on both male and female stakeholders/target groups. The impact is compared with base-line data collected at the start of project interventions. In order to be able to accurately assess the gender impact of a project, it is thus important that base-line data are sex-disaggregated.</p> <p>Adopt gender responsive evaluation criteria</p> <p><small>M4SEWE in the Implementation and Programme Results</small></p>	<p>Ensure rights-based and gender-responsive evaluation to assess progress and challenges and whether and how policies and programmes delivered results.</p> <p>Ensure evaluations are in line with the United Nations Evaluation Group (UNEG) guidance on Integrating Human Rights and Gender in Evaluation; teams are gender-sensitive and gender-balanced; and gender-sensitive data collection techniques and tools are used.</p>
<p><b>Relevance:</b> Has the project/programme effectively contributed to the creation of favourable conditions for gender equality? Did it respond to the practical and strategic gender needs of women? Did it contribute to the national and international mechanisms and monitor regarding gender equality? Has the treatment of gender equality issues throughout the implementation phase logical and coherent? Were interventions needed to respond to external factors of the project/programme (e.g. economic crisis, new government etc.) which influenced gender relationships?</p> <p><b>Efficiency:</b> Has the implementation of the policy been efficient with respect to gender equality? Are the means and resources being used efficiently to achieve results in terms of optimal benefits for both women and men? Have the results for women and men been achieved at reasonable cost, and have costs and benefits been allocated and received equitably?</p> <p><b>Effectiveness:</b> Did the project/programme result turn out to be effective in advancing gender equality? Have the results contributed to the achievement of the planned results and outcomes and have benefits benefited male and/or female target groups? Did stakeholders (organisations, institutions, informal target groups) benefit from the interventions in terms of increased equality/holding in the areas of gender mainstreaming and the development of gender competence among their staff?</p> <p><b>Impact:</b> What has been the impact of the project's outcomes on wider policies, processes and programmes which advance gender equality and women's rights? For example, did there an impact on reducing violence against women? Did it contribute to a more balanced distribution of unpaid care labour and family responsibilities between women and men? Is gender-specific or gender-inclusive care services used for project/programme without a gender equality perspective and will women/staff who have produced any (positive or negative) unintended or unexpected impacts on gender relations.</p> <p><small>M4SEWE in the Implementation and Programme Results</small></p>	<p>Here are some examples of gender-questions applied to widely-used evaluation: relevance, efficiency, effectiveness, impact and sustainability.</p>
 <p><b>Questions?</b></p> <p><small>Photo credit: www.flickr.com</small></p> <p><small>M4SEWE in the Implementation and Programme Results</small></p>	

## Other Tools for the gender-responsive UNSDCF engagement (60')

The proposal for this session is to be organized as a webinar with key colleagues in UN Women HQ to provide the most recent update on the tools of relevance to the UNSDCF and their accessibility and use for stakeholders in country. The idea is to cover tools such as the

data portal, and UN Info, as well as other that may be relevant in the given context and as countries move into the UNSDCF cycle. Should more time be needed, in addition to the webinar, facilitators can decide to continue the discussion in plenary, particularly on the UN info.

<p><b>M4</b></p> <p><b>Other Tools for the gender-responsive UNSDCF engagement</b></p>	
<p><b>Knowledge Products</b></p> <ul style="list-style-type: none"> <li>• WomenCount</li> <li>• UN Info</li> <li>• Research reports</li> <li>• Survey</li> <li>• Data</li> </ul> <p><small>M4 Other Tools for the gender-responsive UNSDCF engagement</small></p>	



Questions?

Photo credit: [www.500px.com](http://www.500px.com)  
M48 Other: Tools for the gender-responsive UNSDCF engagement





# MODULE 5: WRAP-UP AND CLOSING

Suggested time: 90'

## Brief Overview

This is the final session of this three-day training.

## Module 5 – Quick Guide

MODULE 5	
	Total 90' divided as follows: <ul style="list-style-type: none"> <li>- 60' Remaining Challenges (&amp; Next Steps, if needed)</li> <li>- 20' Closing</li> <li>- 10' Final Evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>- M5_1 Final Evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>- M5_1 What's Next</li> </ul>
	
Miscellaneous	<p><b>Facilitators to:</b></p> <ul style="list-style-type: none"> <li>- Be ready to go back to the expectations discussed by the participants at the beginning of DAY ONE;</li> <li>- Displayed the cards, clustered based on the type of expectation.</li> <li>-</li> </ul> <p><b>Organizers to:</b></p> <ul style="list-style-type: none"> <li>- Share the talking points for the closing remarks with the senior official ahead of time;</li> <li>- If needed, go through the content of the training as well as the suggested points with him/her;</li> <li>- Request the senior official to arrive earlier in the afternoon to listen in the points raised by the participants, particularly in relation to the challenges.</li> </ul>
Good to know!	<i>If conducted prior to or during the process for the development of the UNSDCF, the training could provide a great opportunity for gender mainstreaming, and to produce gender-responsive outputs of use in the UNSDCF. It is therefore important to contextualize it as much as possible and to make relevant to the work participants are required to contribute in the framework of the UNSDCF.</i>

## Module Objectives

At the end of this module participants are expected to:

- Identify challenges in gender-responsive UNSDCF engagement and ways to overcome them;
- Be clear about all the pieces that have been discussed during the training and how they come together in the context of the UNSDCF;
- Know where and who to ask for support and additional information.

## Remaining Challenges (60')

- Guide participants through a review of the topics discussed during the training by using the agenda and the flipcharts that have been developed, as well as some of the key outputs such as for e.g. the theory of change;
- Explain that throughout the training much of the focus has been on the opportunities provided by the new Cooperation Framework for GEWE to be mainstreamed;
- In plenary, solicit participants to identify issues of concerns and remaining challenges they would like to see addressed, and possibly priorities within;
- Facilitator(s) to gather and discuss them in plenary, while relying on expert support where needed;
- Issues that could possibly be raised include: lack of commitment by the management; lack

of resources; lack of time; limited understanding; unequal understanding, capacities and understanding of GEWE issues among stakeholders, and so on;

- This session will need to be revised and adapted to each training course based on the elements that were particularly meaningful to the group, making sure to reflect any change made to the content of previous sessions.
- Make this session lively and interactive and encourage participants to share things that they remember from each of the sessions referenced;
- As said, it is particularly important to keep a constructive approach, not to end the training with the feeling that challenges are insurmountable and not to discourage participants.

## What's Next (xxx)

This is an optional session that could be used as part of the closing to inform participants about the steps that will follow the delivery of this training with regards to the UNSDCF. A set of ppt slide, color-coded and with an indication of the relevant module has been prepared in case. This session should ideally be facilitated by someone engaged in the development of the UNSDCF and in the position to address issues and concerns by the participants. Previous sessions may need to be reviewed depending on the duration of this one.

<p><b>M5</b></p> <p><b>What's Next</b></p>	
<p>.</p> <p>M5/What's Next</p>	





## Closing (20')

Following is a list of key bullet points for use for the closing remarks. As for the opening remarks, these as well should be made by a senior manager. Ideally, the official should be present for part of the discussion in the afternoon and particularly on the remaining challenges and next steps. To the extent possible, additional points could be included to acknowledge the considerations made by the participants, respond to some of the concerns, and reiterate the overall commitment by the management towards a gender-responsive UNSDCF engagement.

Again, facilitators and/or organizers should provide the below to the senior official as a guidance and go through the points with him/her as necessary.

- I am very proud to be here to celebrate with you the end of this training and all the great achievements you seem to have made already in the past three days;
- Unfortunately, I could not be present for the entire duration, but the little that I managed to hear from today's sessions was impressive and an inspiration for the work we will need to do in the months to come;
- As the xxx, I personally commit to accompany you in the journey you initiated here to ensure UNSDCF process and content is gender-responsive;
- The new Cooperation Framework provides us with the opportunity of making gender mainstreaming a reality and gender equality and

women's empowerment a priority in xxx. I hope you took this opportunity to ensure we do it at the best of our capacities;

- It is now time to formally recognize all the hard work you have done in these three days of training and to award you the certificate of attendance.

Facilitators to:

- Thank the participants for their contributions and for making the training a success;
- Uncover the flipchart with the happy/neutral/sad faces and kindly ask participants on their way out to leave a brief feedback using the marker and ticking the face that best represents their feeling about the different topics discussed during DAY THREE.
- Make sure the flipchart is facing the wall to ensure privacy and anonymity when providing the feedback.




## Final Evaluation (10')

- Distribute the Final Evaluation;
- Explain that the evaluation is anonymous and will require about 10-15 minutes to be completed;
- Value their feedback on the training as critical to continue improvement and to best address the learning and capacity needs of future audiences, especially considering that the UNSDCF is relative new and capacity needs to be developed around that too.

# ADDITIONAL MATERIAL: DAY THREE

## Daily Happy Sheet

### DAY 3

How I like the various working sessions today:			
			
Engendering the Theory of Change – Theory&Practice (continued)			
GEWE in the development phase			
GEWE in the Implementation and Programme Results			
Other tools			
Closing			
Remaining Challenges			
Closing			

# ABBREVIATIONS

<b>BPfA</b>	Beijing Declaration and Platform for Action
<b>CCA</b>	Common Country Analysis
<b>CEB</b>	Chief Executive Board
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>CGEPs/CGEBs</b>	Country Gender Equality Profiles and Briefs
<b>CSOs</b>	Civil Society Organizations
<b>CSW</b>	Commission on the Status of Women
<b>DCO</b>	Development Cooperation Office
<b>ECOSOC</b>	United Nations Economic and Social Council
<b>GA</b>	General Assembly
<b>GEM</b>	Gender Equality Marker
<b>GEWE</b>	Gender Equality and Women Empowerment
<b>GRB</b>	Gender Responsive Budgeting
<b>GTG</b>	Gender Theme Group
<b>GWG</b>	Gender Working Group
<b>IANWGE</b>	Inter-Agency Network on Women and Gender Equality
<b>IBC</b>	Issue-Based Coalition
<b>LNOB</b>	Leave no One Behind
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MAF</b>	Management and Accountability Framework
<b>NGOs</b>	Non-governmental Organizations
<b>NWM</b>	National Women's Machinery
<b>OHCHR</b>	Office of the United Nations High Commissioner for Human Rights
<b>PAPDU</b>	Political Analysis and Programme Development Unit
<b>PBF</b>	Peacebuilding Fund
<b>PSG</b>	Peer Support Group
<b>QCPR</b>	Quadrennial Comprehensive Policy Review
<b>RES</b>	Resolutions
<b>SDGs</b>	Sustainable Development Goals
<b>SG</b>	Secretary-General
<b>SWAP</b>	System-wide Action Plan
<b>SWSD</b>	System-wide Strategic Document
<b>ToC</b>	Theory of Change
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UNCT</b>	United Nations Country Team
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>UNDP</b>	United Nations Development Programme
<b>UNDS</b>	United Nations Development System
<b>UNEG</b>	United Nations Evaluation Group
<b>UNSDCF</b>	United Nations Sustainable Development Cooperation Framework
<b>UNSDG</b>	United Nations Sustainable Development Group
<b>UN-SWAP</b>	United Nations System-Wide Action Plan
<b>VNRs</b>	Voluntary National Reviews

UN WOMEN IS THE UN ORGANIZATION  
DEDICATED TO GENDER EQUALITY AND THE  
EMPOWERMENT OF WOMEN. A GLOBAL  
CHAMPION FOR WOMEN AND GIRLS, UN  
WOMEN WAS ESTABLISHED TO ACCELERATE  
PROGRESS ON MEETING THEIR NEEDS  
WORLDWIDE.

UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.



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