Good Practice Example:

**UNCT-SWAP PERFORMANCE INDICATOR 5.2** **Virtual Toolkit** Resource



**What?**

**Gender Equality Capacity and Needs Assessment Questionnaire (UN Women Training Centre, 2021)**



1. At least one substantive inter-agency capacity development activity for UN personnel has been carried out during the past year.

Meets **two** of the following **three**:

1. At least one substantive inter-agency capacity development activity for UN personnel has been carried out during the past year.
2. A capacity development plan based on an inter-agency capacity assessment is established or updated at least once per Cooperation Framework cycle and targets are on track.
3. UNCT induction material includes gender equality and the empowerment of women commitments and related development challenges of the country.

**Meets Minimum Requirements**

**Performance Indicator 5.2 Gender Capacities**

**Approaches Minimum Requirements**

This questionnaire, developed by the UN Women Training Centre in collaboration with UN Women Moldova, can be used by UN Country Teams to gather information on individual capacities related to gender equality and the empowerment of women, to inform the customization of a capacity development plan and related initiatives in this area. The assessment can support tailored actions in line with Performance Indicator 5.2 criterion a, and b.

**Why?**



Meets **all** of the following:

1. At least one substantive inter-agency capacity development activity for UN personnel has been carried out during the past year.
2. A capacity development plan based on an inter-agency capacity assessment is established or updated at least once per Cooperation Framework cycle and targets are on track.
3. UNCT induction material includes gender equality and the empowerment of women commitments and related development challenges of the country.

**Exceeds Minimum Requirements**

**Performance Indicator 5.2 Gender Capacities**

**Gender Equality Capacity and Needs Assessment Questionnaire**

**Section 1: General information**

**Dear colleague/staff,**

Thanks so much for taking the time to complete the Gender Equality Capacity Assessment Survey. Questionnaire responses are anonymous and confidential and will gather important information to take stock of individual capacity related to gender equality and the empowerment of women within the agency. Your responses will provide very useful information which will be used to determine future training activities. The information gathered through this survey will only be used for this purpose. We thank you for responding honestly and in the most complete way possible.

You will have an opportunity to include your comments and suggestions at the end of the questionnaire but you can also send comments to xyz.

(Note for designer: include a drop down menu with option to make it easier to respond.)

1. Please, fill in the following table.

|  |  |
| --- | --- |
| Organization/Agency |  |
| Unit/Department |  |
| Duty station |  |
| Functional title |  |
| Level |  |
| Age |  |
| Sex |  |
| Nationality |  |

**Section 2: Educational background and previous experiences in training for gender equality**

1. For each educational level completed, please specify year, area or topic:

|  |  |  |
| --- | --- | --- |
| **Educational level** | **Year** | **Topic** |
| Secondary school |  |  |
| Bachelor/undergraduate |  |  |
| Post graduate level (please specify):\_\_\_\_\_\_\_\_ |  |  |
| Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

1. Have you received an introductory training or orientation on gender issues?

Yes

No

Not applicable

1. Have you taken gender related training or courses in the last two years? Are you taking any courses on gender now? Please, include trainings where gender was included but not the main topic of the training.

Yes

No

Not applicable

1. If yes, please, include information of the trainings taken. (Note for designer: question 5 should be optional)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course name | Topic | Date/Duration | Type of training (face to face, online, etc.) | Organized/Provided by | Are you satisfied with the course/training? |
|  |  |  |  |  | Yes/No |
|  |  |  |  |  | Yes/No |
|  |  |  |  |  | Yes/No |
|  |  |  |  |  | Yes/No |

1. Have you received support from the gender unit or gender focal point in your organization for your work on gender (mentoring, coaching, detailed assignment, etc.)? ()

Yes. Please, specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No.

Not applicable

**Section 3: Knowledge on gender equality and women’s empowerment**

1. To what extent do gender concerns influence your everyday work?

|  |  |
| --- | --- |
| Not at all |  |
| To a limited extent |  |
| To a significant extent |  |
| The whole focus is on gender |  |
| Not applicable |  |

1. How relevant is gender to the mandate of your agency/organization?

|  |  |
| --- | --- |
| Not relevant at all |  |
| Relevant to a limited degree |  |
| Very relevant |  |
| Gender is the main focus |  |
| Not applicable |  |

9. Is gender relevant to the work of your division/unit?

|  |  |
| --- | --- |
| Not relevant at all |  |
| Relevant to a limited degree |  |
| Very relevant |  |
| Gender is the main focus |  |
| Not applicable |  |

10. How familiar are you with international conventions on Gender Equality and the Empowerment of Women?

|  |  |
| --- | --- |
| Not at all familiar |  |
| Quite familiar |  |
| Very familiar |  |
| I use these in my everyday work |  |
| Not applicable |  |

11. Are you clear about the difference between gender mainstreaming and equal representation of women?

Yes

No

Not applicable

12. For the following skills and processes, please indicate your level of knowledge and proficiency by ticking the appropriate box.

| **Processes** | | **N/A** | **I don’t know about this** | **I know about this** | **I am confident enough to use this in my everyday work** | **I am confident enough to lead work on this** |
| --- | --- | --- | --- | --- | --- | --- |
| Gender analysis for strategic planning |  |  |  |  |  |
| Collection and analysis of sex-disaggregated data |  |  |  |  |  |
| Integration of gender into strategic planning processes including results statements and indicators |  |  |  |  |  |
| Gender-responsive monitoring and evaluation |  |  |  |  |  |
| Gender-responsive budgeting and tracking of resources |  |  |  |  |  |
| Gender-responsive planning (e.g. development of project or programme documents) |  |  |  |  |  |
| Gender-specific programming (e.g. inclusion of gender in planning documents such as country programme reports) |  |  |  |  |  |
| Training/capacity development for gender equality |  |  |  |  |  |
| Gender-responsive audit |  |  |  |  |  |
| Gender-sensitive communications (images, publications, language) |  |  |  |  |  |
| Inclusion of gender into policies, administrative instructions and other directives on finance/procurement/IT/Human Resources/management services/security |  |  |  |  |  |
| Inclusion of gender into administrative/operations documents (ToRs, vacancy announcements, action plans, reports, etc.). |  |  |  |  |  |
| Policies and plans for the equal representation of women |  |  |  |  |  |
| Others. Please, specify: |  |  |  |  |  |
| Not applicable |  |  |  |  |  |
| **SPECIFIC ON RBM above** |  |  |  |  |  |
| Conduct a situation and context analysis |  |  |  |  |  |
| Formulate a good theory of change |  |  |  |  |  |
| Formulate good impact, outcome and output statements |  |  |  |  |  |
| Develop SMART indicators for impact, outcomes and outputs |  |  |  |  |  |
| Develop a good situation and context analysis and results framework for a project document |  |  |  |  |  |
| Develop a good situation and context analysis and results framework for a Strategic Note/Annual Work Plan |  |  |  |  |  |
| Develop/define baselines and targets |  |  |  |  |  |
| Develop a good data collection plan with Means of Verification (i.e. data source, data collection methods, baseline and targets) for impact, outcome and output indicators |  |  |  |  |  |
| Develop a good Monitoring and Evaluation Plan for a project/programme |  |  |  |  |  |
| Monitor projects/programmes effectively in a result-oriented manner |  |  |  |  |  |
| Collect and analyze quantitative and qualitative data per indicator as a part of monitoring work and to use the data analysis to feed into reporting work |  |  |  |  |  |
| Produce a good quality results-oriented report for a project/programme |  |  |  |  |  |
| Conduct RBM training as a trainer |  |  |  |  |  |
| Provide technical support to colleagues and partners in the areas of RBM |  |  |  |  |  |
|  |  |  |  |  |  |

13. Are you aware of any gender policies, strategies, and/or gender focal points or networks in place in your organization?

Yes.

Please, specify which ones: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No

Not applicable

**Section 4: Learning styles and needs**

14. Which trainings on gender equality would you like to take or receive to improve your work? Select as many options as needed.

Introduction to gender equality

Gender in programming

Gender in operations

Agency/Organization gender policies and strategies

None

Other, please specify:

Not applicable

15. What tools and/or sources of information do you use to support your knowledge of and/or the inclusion of gender equality issues in your work? Tick as many options as applicable.

Help desk. Please, specify which one.

Thematic specific knowledge center. Please, specify which one.

Agency’s Intranet

Agency’s website

Agency’s publications

Agency’s/unit Gender Focal Point

Agency’s/unit Gender Adviser/specialist.

Academic/university programme

Training courses/manuals provided by civil society/government

Civil society reports

Social and other type of media

None

Other, please specify.

Not applicable

16. What are the top three ways in which you prefer to learn? Please select your top three options:

|  |  |
| --- | --- |
| **Ways of learning** |  |
| Face to face training and courses |  |
| Face to face workshops |  |
| Self-paced online courses |  |
| Moderated online courses with a tutor |  |
| Blended trainings (online moderated with a tutor and face to face workshops) |  |
| Detailed assignments |  |
| Coaching |  |
| On the job/learning by doing with follow up by specialist |  |
| Conferences |  |
| Other, please explain: |  |

17. Please share any thoughts or comments that you think might be useful.

(Note for designer: box for open answer with predetermined maximum number of characters)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thanks again for your collaboration. You will have access to the consolidated results very soon!