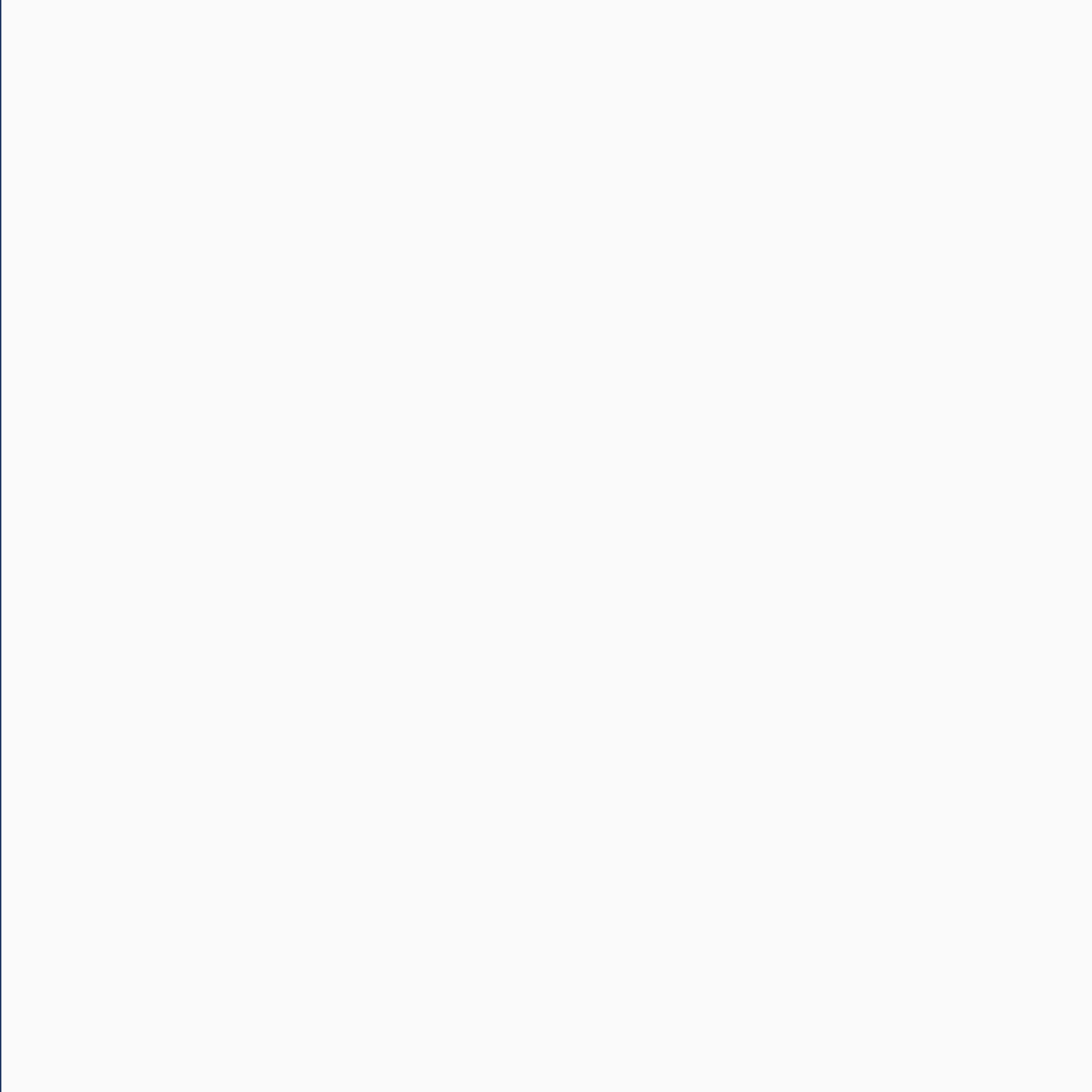# IMPACT

**Civil Society Research and Development**

Gender Equality in CSO work

Disclaimer

- This Gender Equality training is based on The United Nations Human Rights Council specialized training on gender; thus ,it uses a human rights approach on understanding and analyzing gender issues. The focus of this training is providing:

1. Practical information that non-gender-speciali ststaff can easily comprehend and apply in their day-to-day work; and

2. Opportunities for practice.

This means that this version of gender training does not give much details on specific tools, frameworks, and guidelines but, instead, focuses on helping participants explore and understand underlying gender equality concepts and issues, and then relate these to their different work domains.

Introduction
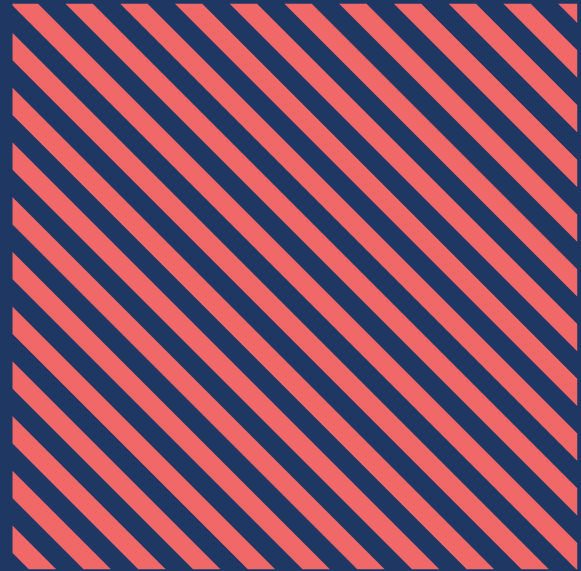
Lets take a look at this course content
This course is divided into three sections:

- RETHINK: consider the basic concepts of gender equality and why it is important
- RELATE: Learn about the individual and organizational accountability frameworks
- REALISE: Apply a gender integration tool relevant to your work

At the end of this course you will be able to

1 Understand key gender concepts and why gender integration is important for Civil Society Organisations

2 Recall the key instruments, mechanisms, and accountability framework for gender equality

3 Describe your responsibilities to integrate a gender perspective in your work

4 Apply a gender integration tool and where to find further resources to help you integrate a gender perspective into your work

Section 1:
Rethink

In this section we will consider the following questions:

- What is gender equality?
- Why should we integrate gender equality in our work?
- How do human rights principles relate to Gender Equality?
- What are the key legal instruments and mechanisms for gender equality and the empowerment of women?

Introduction

In order to get started letsreview some basic concepts:

Gender and Sex
Gender based discrimination
Gender equality
Gender equity
Gender integration

Gender and Sex

- Gender: refers to the roles, attributes, and entitlements assigned to people by society based on their sex.

- Sex: refers to the human biological characteristics of being a male or female.

- Sex is usually fixed and based in nature, gender is fluid and based on culture, varying across time and space.

Sex and Gender based discrimination

- Refers to any distinction, exclusion, or restriction made on the basis ofpeople's sex or gender, in a way that prevents them from enjoying their fundamental rights and free-dom, even unintentionally.

Gender based discrimination can be:

- Direct: when the differentiated treatment is explicitly based on the grounds of Sex (ex. Inheritance law for women, military service for men)

- Indirect: when a requirement or condition that appears neutral results in an unequal treatment of one or both sexes (job announcement with requirements that women may not fulfill)

Gender Equality and Gender Equity

- Refers to the equal rights, responsibilities, and opportunities for people of all sexes and gender identities.

- Equality does not mean that women, men, boys and girls will become the same, but their rights, responsibilities, and opportunities will not be dependent on or limited by gender.

- Gender equity refers to fair treatment of women and men, according to their respective needs. This may include equal treatment or treatment that is different but aiming at accelerating de facto equality between men and women. These types of treatments are called "temporary special measures" or "positive measure" and are encouraged by CEDAW.

- These treatments are means to achieve gender equality and shall be discontinued when equality met.

Gender integration

- Or gender mainstreaming is the process of assessing the implications of women and men, boys and girls of any planned action, including legalization, policies and programs.

- It is a strategy or a set of tools to move away from gender based discrimination towards gender equality.

- Because of the historical discrimination against women and girls, focus is often put on making sure women's perspectives are reflected. However, proper gender integration also requires considering of men and others. And how gender affects access and active participation of people of all genders.

Summary

- Civil Society Organizations are encouraged to adopt a "rights-based approach" to gender integration. This implies taking action to ensure that every individual, regardless, of sex and gender identity, equally enjoys all human rights.

- Next, we will consider a case study to illustrate how sex and gender play a part in human rights, and why it is so important to integrate a gender perspective into our work.

- (stories like that illustrates that gender has an implication on the enjoyment of human rights, starting with most basic right to live. This is whyintegrating gender perspective is critical in civic work and can save lives and transfer gender roles to improve the living conditions of people)

Integrating a gender and human rights perspective

Right to life, liberty, and security of person.
(international covenant on civil and political rights, 1966, art 6 &9)

- How safe are women in refugee camps ad crowded places when outnumbered by men? (women are more vulnerable to sexual and gender-based violence in such context).

- A gender and human rights basedapproach, would for example ensure that there are separate aids distribution points for women and men, with guards and lights at night to avoid assaults.

- CONT..

CONT...

Right to adequate housing, to equal ownership of land and other property
(international covenant on economic, social and cultural rights, 1966, art. 11)

- Will widows have access to land and houses once owned by husbands and fathers? How women can claim ownership to lands and houses registered in the name of their husbands and fathers?

- A gender and human rights basedapproach would for example, propose measures to help widows access property, prioritize reallocation, or temporary shelters for women.

Right to free and consensual marriage
(international covenant on civil and political rights, 1966, art. 23)

- In communities were women and girls has no voice and live a man dominated context, will girls and young women be pressured to enter marriages?

- Child, early, and forces marriages are pervasive form of violence against women and girls across the world, in which an increase was noticed within the Syrian context after the start of war.

- A gender and human based approach would for example enforce laws on the minimum age of marriage or raise awareness in communities about the risk of early marriage on women and girls right to education, and their sexual and reproductive health rights.

Right to education

- International covenant on Economic, Social and cultural rights, 1966 art. 13

- How the war and displacement hinder girls' access to education?

- When times are tough and there are fewer household resources, families may decide to continue education for boys and not girls.

- Education is a powerful transformative tool for societies and girls themselves, with outcomes ranging from reduction of mortality to poverty reduction, to enhanced participation and democratization.

Summary

- In crisis times and aftermath women and girls are often more vulnerable. However, women are also important agents of reconstruction as they try to find ways for family to survive, to recover as much as possible, and to find resilience.

- A gender and human rights approach seeks to both, protect and to empower individuals, looking at specific rights, and what is required for women and men to equally enjoy their rights.

- It also develops the capacity of CSO staff to meet their obligations and of the rights-holders to claim their rights.

Why gender integration is important in CSO work?

- Gender equality is a human rights imperative (gender basedviolence costs lives).

- Gender equality is a cornerstone in peace and security: gender inequality is exacerbated by conflict and crisis. Close to 90 per cent of current war casualties are civilians, majority are women and children.

- Gender equality is a prerequisite for sustainable development: for example countries investing in gender equality and women empowerment with lower level of discrimination, demonstrate better educational attainment. Child health, and food security.

Gender stereotyping

- **Introduction:** gender stereotyping is a frequent cause of human rights violations, including discrimination committed against women, men and others. Integrating a gender perspective requires going beyond the traditional constructs of femininity and masculinity, to promote gender equality together for the benefit of all.

- **Violence against women:** the preconceived ideas that men should be tough, dominant or aggressive, or that women who are wearing reveling cloths are asking to be raped, have led to countless cases of rapes and other acts of violence, including in armed conflict.

Human rights violations against men

- Gender stereotyping regarding masculinity push the ideal that men should take risks, endure pain, and be tough physically and emotionally. This is linked to the higher proportion of men in hazardous occupations, boys being the majority of estimated 300,000 child soldiers worldwide and state sponsored violence against men arrested for criminal offences in places of detention.

Gender roles

- Stereotypes that women are more nurturing or that men should provide for the family affect the distribution of work. This contributes to the feminization of poverty, by confining women to unpaid care work, and by limiting their participation in public life and in the decision making in private sphere.

- They also discourage men from working in the care sector and limit the role of fathers in family life.

- As stated in **CEDAW** the achievement of substantive equality requires changing the traditional roles of men and women in the society and in family.

Other instruments and commitments for Gender Equality

Introduction: this is just a selection of the many additional international instruments and commitments that reflect the quest for gender equality at the international level, organized by theme or group in focus:

- Women empowerment
- Women, peace, and security
- Gender based violence
- Multiple discrimination
- Sexual and reproductive health rights
- Human trafficking
- Sexual orientation and gender identity
- Right of the girl child

Women empowerment

- Complementary to CEDAW the Beijing declaration and platform for action was adopted during the fourth world conference on women in September 1995. It focuses on 12 areas concerning the implementation of the human rights of women and sets out an agenda for women's empowerment. It is considered a significant achievement in explicitly articulating women's rights as human rights.

- **The Beijing platform for Action** is the most comprehensive expression of governments' commitments to the human rights of women.

Women, Peace and Security

- In 2000, the UN security council adopted resolution 1325, which calls for the increased participation of women and the incorporation of gender perspectives in all the UN peace and security efforts (including participation of women in the decision making and peace processes, gender perspective training and peacekeeping, and gender mainstreaming in UN reporting systems).

- Since then the UN security council has adopted a series of resolution on women, peace and security, such as the landmark resolution 1820 (2008), the first devoted to addressing sexual violence in conflict situations.

Gender based violence (GBV)

- Adopted in 1993, the declaration on the elimination of violence against women defines violence against women and outlines steps states and programmesshould take to address gender basedviolence against women.

- CEDAW recommendations 12 and 19.

- Gender based violence could be against men or women, but women are the mostly affected by it.

Multiple discrimination

- The prohibition of discrimination based on sex and gender is reiterated in most human rights treaties. In addition to gender baseddiscrimination, individual may suffer form other forms of discrimination based on race/ethnicity, language, religion, class, sexual orientation or disability, compounding the effect.

- Some conventions such as the migrant workers convention (1990), or the convention on the rights of persons with disabilities (2008) explicitly refer to multiple discrimination.

Sexual and reproductive health rights

- The international conference on population and development in 1994, represented and important milestone for women's rights, covering gender equality, the family, reproductive health, birth control, and family planning, women's health, as well as immigration and education of women.
- Explicit text in the ICPD programme of action grounded on human rights.

Human trafficking

- A human rights basedapproach to trafficking acknowledges the trafficking is first and foremost, is violation of human rights. Trafficking the practices with which is associated including slavery, sexual exploitation, child labour, forced labour, debt bondage , and forced marriage, are themselves violations of the basic human rights to which are persons are entitled.
- Trafficking disproportionately affects those whose rights may already seriously compromised including women, children, migrants and refugees, and persons with disabilities.
- The protocol to prevent suppress and punish trafficking in persons especially women and children (2000) is currently the most important and influential international legal agreement on trafficking.

Sexual orientation and gender identity

- Al persons, including LGBTI people are entitled to be free from discrimination and violence. The core legal obligations of states to with respect to protecting the human rights of LGBT people including obligations to:
- Protect people from homophobic and transphobic violence
- Prevent torture and cruel inhuman and degrading treatment
- Repeal laws criminalizing homosexuality
- Prohibit discrimination based on sexual orientation and gender identity
- Safeguard freedom of expression association and peaceful assembly of all people including LGBT people.
- Human rights council resolution 17/19

Rights of the girl child

- The convention on the rights of child (1989) sets the basic human rights for children, including rights to survival, to develop to the fullest to education to protection from harmful influences, abuse and exploitation to participate fully in family and cultural and social life.

- The CRC include rights also relating t prenatal and postnatal care for mothers, family planning, abolition of harmful traditional practices.

Exercise:
Gender equality at workplace

An administrative form asks you to indicate weather you are male or female. Is it asking for your sex or gender?

- (provide answer and explain why)

  A vacancy announcement for a secretarial job mentions: "the incumbent will assist members of her section in the administrative aspects of their work. She will be responsible for preparing contracts, memos and letters, she will liaise with central office"
- Is this gender baseddiscrimination?
- (discuss and provide explanation why)
  A senior management position job announcement states: "qualified female candidates are especially encouraged to apply". Does this go against the principle of gender equality?
- discuss and provide explanation why

Section 2:
Relate

- How are we accountable for gender equality?
- How I can integrate gender equality in my work?
- Performance evaluation
- Planning and programming
- Parity
- Organizational culture
- Recruitment
- Capacity development

Performance evaluation

- Are important tools to hold staff accountable for gender integration
- Should be at all levels in the organization
- Should include goals and success criteria related to gender integration responsibilities

Planning and programming

- Have at least one activity with gender equality as a main objective

Parity

- Aim at gender balance in your organization at all levels including senior managerial potions
- 40% quota
- Gender balance in field teams

Organizational Culture

- Having more gender balance among staff greatly contributes to a more gender sensitive workplace (not always and not automatically).
- Creating an organizational culture in which all colleagues feel respected and equally valued is central.

Recruitment

- Hiring committees and interview panels are requested to systemically assess the gender sensitivity of candidate as part of the competency
- If you are a panel member guidelines should be available on how to do this.
- If you are being interviewed, current training can give you an idea on how to answer these questions.

Capacity development

- Mandatory training on gender at all levels should be a requirement
- A periodic assessment of staff capacity should be undertaken in order to develop capacity building plan where gaps will be identified

Gender and organization structure

- Gender integration is the responsibility of all staff supported by SMT
- Gender Focal Points
- Tools, guidelines and resources for gender integration
- Several donors are now requiring originations to report on the extent on which their programmesintegrate gender equality.
- Strategic partnerships (which institutions and civil society organizations are working on women's rights and gender equality)

As an individual staff member How I can make a difference?

- (all staff are responsible)
- Ensure that gender concerns are integrated in your activities, outputs, and processes.
- Design trainings, workshops, expert meetings, documents and reports including gender content.
- Partnerships with women organizations
- Equal and effective participation of women and men in activities
- Take environment into account when planning for activities (time, space, venue)
- Bring to the attention of managers considerations related to gender
- Treat women and men colleagues equally and show respect
- Show zero tolerance to harassments and bullying and sexist language

We all have a role in promoting gender equality

- Tasks will vary according to functions, areas of work, and duty stations.
- Staff members at all level form SM to programmes and field staff can do a lot to support gender integration in their organization

Section 3:
Realize

Application of the gender integration tools:

- Gender analysis
- Gender sensitive language
- Gender equal organizational culture

Gender analysis

- Is a systematic attempt to identify key issues contributing to gender inequalities and human rights violations so they can be properly addressed.
- It seeks to diagnose the differences between women and men regarding activities, conditions, needs, access, and control over resources, and that effects enjoyment of their rights.
- It is a tool that:
  Shows the invisible

Gender analysis brings accountability

- Gender analysis ensures that all violations against people of all sexes are accounted for and addressed.
- It identifies who are the rights holders (women, men) and the duty bearers (individuals, governments, NGOs)

Gender analysis propose adequate measures

- Proposes interventions so that all individuals, regardless of sex and gender, can enjoy all their human rights
- By considering the full range of people involved and any causes of violations, gender analysis can also enable us to tailor responses accordingly.
- Gender analysis helps improves programmesby making sure all rights for all people are addressed
- It should take place at every step of the project cycle

Asking questions from gender perspective

- **Assessment:**
  what? Who? Where? (is anyone left behind?)
  Why that is happening? Any rights violations? What are the causes of gender discrimination?
- **Define:**
  Who has todo something about it? (who are the right holders and the duty bearers)
- **Action:**
  How can interventions promote and protect rights of women and men equally?

Gedner sensitive language

- Gender integration include the use of gender sensitive language and content in speaking and writing

- Language can negatively or positively affect people consciousness over time

- Use new more inclusive terms

Tips for applying gender sensitive language

1

Avoid using man as generic noun: use people, humans

2

Avoid using "he" as a generic pronoun

3

Avoid associating women or men to certain professions

Avoid gender stereotyping in images

Detect and avoid gender insensitivity in reporting

- What is happening to whom? How that affect women? Do we collect SADD data? Who is missing from the report?
- Why is this happening? Why women, men or children are at risk? Do all rights holders have equal access to services?
- Do we refer to women /men in certain parts of the report? Are women and men are portrayed in a certain way?
- How the report is being written ? What are the resources? Have the people being reported were consulted (consent)
- Is gender sensitive language being used?

Gender equal organizational culture

What is organizational culture?

- Is a set of deeply rooted values and practices that represent the unique character of an organization and provide the context for action
- The largely unconscious and normal of doing things to staff of the organization

What is the gender dimension of the organizational culture?

- Because many organizations have been by and large created and led by men, they tend to reproduce gender roles prevalent in society
- For example commitment to work tends to be symbolized by hours at the office, which often disadvantages female employees who still carry the care work burden

Why a gender equal organizational culture is important

- An organization culture determines its ability to meet its goals. For example, working environment should support the organizations values and mission including commitment to gender equality and thus promote flexibility at workplace

Enabling measures:

- Promote work life balance
- Schedule meeting during working hours
- Fight informal culture that question or hinder the gender equality (sexist language and remarks, harassment and bullying, unfair treatment based on gender)

Case Study:
Fatima's Story

Fatimis 15 years old. Until recently, Fatima was living with her parents and younger siblings in a camp for internally displaced persons (IDPs) where they fled when the conflict reached their village. Fatima's family is a patriarchal family with traditional gender roles-her mother is responsible for the house, cooking, and childcare, and her father is the decision-maker and primary household pro-vider. Although the family is poor, Fatima used to attend the local school along with other IDP chil-dren. Three weeks ago, Fatima's father told her he could not afford to take care of her anymore and that he had arranged for her to go to live with his cousin's family in a relatively stable area of the country. The 42-year-old cousin of her father had recently lost his wife, and they needed someone who could help take care of the children and the home and be a com-fort to the father. Fatima was quickly married to the man, and he brought her to his home. The first night, the man beaten Fatima. He hit her again the next morning, and again every day after that. After two weeks of suffering, Fat-ima send a letter to her father with someone going to the camp and pleaded with him to let her come back to the camp. Fatima has just received a response from her father: My daughter Fatima. I was greatly distressed to receive your letter. Please do not write such things to me again-how dare you send such things with someone we do not know. The matter that you shared with me is be-tween you and your husband; you are a wife now, Fatima, with responsibilities that only a wife can meet. He is a good man and can provide a home for you and some money for us so we can survive in this camp longer. You have helped your family by marrying this man, Fatima. Please do not dishonor us by reacting in this way.
Fatima is sad and scared. She feels trapped in the man's home and does not know what to do. She does not feel that she has any options left.

Analyzing the case study

1- Analyze the case study considering the gender concepts we reviewed at the start of this training
2- Who is the rights holder in this case study and duty bearers?
3- What do you think are the principal root causes of Fatima's abuse?
4- Identify all possible consequences of Fatima's abuse in this case
5- Propose proper interventions in Fatima's case
6- Who are the parties to hold accountable for Fatima's abuse?

GENDER TRAINING COURSES AND RELATED RESOURCES

Local and national resources:

1. Qalat a Syrian women led project:
Link: https://qalat.org/about

Description: Qalat is a project launched by the Syrian Women Journalists Network, and it includes a list of 100 Syrian women experts from various fields in life: politics, economics, science, human rights, health, environment ... etc. "The project aims to put a media spotlight on Syrian women, and give them a greater opportunity to share their experiences with all media, and break the male domination of the media as a main source in stories coverage and reports, it talks about the difficulty of access and find women's resources specialized in multiple professional fields. It also encourages Syrian women experts in all fields to intensify their media appearance and highlight their area of expertise.

2. The Syrian women's political movement
Link: https://syrianwomenpm.org/

Description: it is a collective of Syrian feminist political women and men who have struggled against the tyrannical regime and have demand freedom, justice, and dignity for all Syrian citizens, defending women's rights in Syria. The movement is inclusive for women and men of diverse experiences and capabilities. It represents the demands of Syrian men and women who believe in the same principles including women's rights, gender equality and the importance of women's empowerment and active participation in all aspects of life and decision-making circles for the future of Syria.

3. Syrian's women network
Link: http://swnsyria.org/

Description: It includes independent personalities and democratic non-governmental organizations that work on gender equality, merging democracy, human rights and civil peace, towards achieving transitional justice and women's participation in decision-making in the future Syria, and forming an active force in the process of democratization towards a free, democratic, unified, sovereign, and civil Syria. Equality with no discrimination based on gender, religion, nationalism, ethnicity, belief, wealth, or affluence. One of their activities is cooperating with international organizations in training and developing women's capacity to serve women's empowerment issues and activate their role in the state and society.

4. Musawa woman studies center
Link: http://musawasyr.org/

Description: It is a group of activities who are concerned with the rights of women and children in particular, and human rights they advocated for a new view of the human being, believing in
his/her rights, freedom and free will. It is an excellent resource for feminist and gender related studies and publications in Arabic, and for a training course on Gender equality and GBV.

5. Women Now for Development

Link: https://womennow.org/

Description: it is a Syrian NGO launched in Paris in 2012 and aims to engender the development of a society governed by democracy, freedom, and justice—a society where women have a meaningful role in everyday Syrian life. Their work includes to start programmes led by Syrian women that protect Syrian women and girls across socio-economic backgrounds, and empower women to find their political voice and take part in building a new, peaceful Syria that respects and safeguards equal rights for all its citizens. They provide financial and capacity building support to Syrian Civil Society organizations that are led by women, besides research and advocacy for women's empowerment and gender equality.

International resources:

SELF-STUDY AND ONLINE COURSES:

1- The UNESCO Gender Equality eLearning Programme

Link: http://www.unesco.org/new/en/unesco/themes/gender-equality/tools/elearning-programme/

Description: The UNESCO Gender Equality eLearning Programme is a good and informative online course including UNESCO's priorities in gender equality, key concepts of gender equality, gender mainstreaming, gender analysis, gender responsive budgeting, result based management and advocating for gender equality. The course aims also at making a link between gender equality and the work of UNESCO. The course has been included among the six best practices of gender mainstreaming trainings in the EIGE manual on gender mainstreaming. The training is complemented by other activities and resources.

2- Human Rights Education Associates

Link: http://www.hrea.org/learn/gender/

Description: Human Rights Education Associates provides online courses on gender equality and women's empowerment. An excellent resource for an on-line repository of human rights education and training materials.

3- On-Line course on Gender Mainstreaming (Gender Equality-Advanced Course)

Link: http://www.hrea.org/index.php?base_id=558&language_id=1

Description: This advanced e-learning course aims to provide participants with comprehensive knowledge of gender mainstreaming and gender analysis. It draws on best practices and case studies from around the world. The course also provides the opportunity to focus on specific sectors or policy areas (such as education, sexual exploitation and abuse, organizational development or human resources) and for participants to use this knowledge in their own workplace through an action research topic.

4- The Inter-Agency Standing Committee for gender equality training "Different Needs–Equal Opportunities"

Link: http://www.interaction.org/iasc-gender-elearning

Description: Published in 2010, this online course provides the basic steps a humanitarian worker must take to ensure gender equality in programming. The course includes information on the core issues of gender and how it relates to other aspects of humanitarian response. The three-hour, self-paced course provides information and scenarios enabling to practice developing gender-sensitive programming. This training is based on the Inter-Agency Standing Committee (IASC) Gender Handbook and related IASC guidelines, including the Guidelines for Gender-based Violence Interventions in Humanitarian Settings and others.

TRAINING CENTERS

1. ILO's International Training Centre, Gender and Non-Discrimination Programme

Link: http://gender.itcilo.org/cms/

Description: This programme capitalizes on the ITC-ILO 20 years of experience in capacity building for gender mainstreaming and women's socio-economic empowerment. The Programme works on two parallel, mutually reinforcing strands: regular on-campus and on-line training courses are offered every year, whilst tailor-made capacity building programme and awareness raising campaigns are designed according to the needs agreed with donor and/or requesting national organizations, and often with the inputs of both ILO and ITCILO gender networks.

2. UN Women Training Center

Link: https://trainingcentre.unwomen.org

Description: The UN Women Training Centre provides high-quality training courses, programmes and resources on key issues related to UN Women's priorities and emerging topics. The Training Centre provides:

- Technical assistance: content development, design, implementation, documentation, evaluation, and participatory methodologies to develop courses and training resources
- Quality Standards in Training for Gender Equality in partnership with leading institutions
- Pool of facilitators and training experts
- Periodic needs assessment on learning and training
- Learning facilities to conduct face-to-face training
- eLearning Campus for online training
- Databases of training institutions, opportunities and resources
- Custom-made training upon request
- Training courses available on a continuous and/or scheduled basis

MANUALS AND TOOLKITS

1. "Making Budgets Gender-Sensitive: A Checklist for Programme-Based Aid" -Austrian Development Cooperation (2009)
Link: http://www.entwicklung.at/uploads/media/CHECKLIST_12032009_barriere_02.pdf

Description: This document is a useful tool for understanding gender responsive budgeting and integrating it into the budget process.

2. Training Manual on Gender Mainstreaming, Ministry of Gender, Children and Social Development, Kenya, June 2008
Link: http://www1.uneca.org/Portals/ngm/Documents/Kenya-Gender-Training-Manual.pdf

Description: Good manual on gender mainstreaming which could be adapted for other contexts

3. Gender Equality training for Decision-Makers, Educators and leaders of NGOs, EU Socrates project "Wo-Men: Gender equality creates democracy"
Link: http://www.gender-equality.webinfo.lt/results/Curiculum.pdf 7

Description: This curriculum is one of the results of co-operative activities of partners of the EU Socrates project "Wo-Men: Gender Equality Creates Democracy". The project aims to promote European values on gender equality and democracy through lifelong learning and develop quantitative and qualitative instruments to monitor the application of gender sensitive policies. The main outputs of the project include a good practice guide on implementing innovative measures in the partner countries to promote gender equality through lifelong learning; a survey reports on indicators of gender equality/inequality; a curriculum and an electronic manual on CD-ROM "Gender equality education for policy and decision makers, adult educators and leaders of NGOs"; a trans-national training course for the further training of adult education staff to work with the prepared CD-ROM.

| NETWORKS

1. Learn4Dev Gender Expert Group
Link: http://www.learn4dev.net/

Description: Learn4Dev is the joint donors' competence development network in which members offer each other support for better competence development by sharing resources and exchanging experiences. The Gender Expert Group of L4D was established in 2011 and has since then been working to pool training and technical resources, analyse capacity gaps, build on experiences and develop common tools to ensure that
development cooperation effectively contributes to the achievement of universally agreed gender equality goals. To succeed in these shared tasks, new ways of collaborative learning, exchanging experiences and harmonising approaches and tools are created as the "Joint Learning Journey on Gender Mainstreaming in Development Cooperation".

2. The Inter-Agency Network on Women and Gender Equality (IANWGE)
Link: http://www.un.org/womenwatch/ianwge/introduction.htm

Description: The Inter-Agency Network on Women and Gender Equality (IANWGE) is a network of United Nations offices, specialized agencies, funds and programmes. All UN member entities are represented in the Network. The network supports and monitors the implementation of the Beijing Platform for Action and of gender-related recommendations emanating from other recent UN General Assembly special sessions, conferences and summits, especially by ensuring effective co-operation and coordination throughout the UN system. The Network also monitors and oversees the mainstreaming of a gender perspective in the programmatic, normative and operational work of the UN system.