Focusing on Gender

An Assessment of Gender Integration in UNFPA Materials

United Nations Population Fund

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UNITED NATIONS POPULATION FUND

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LIST OF ACRONYMS AND ABBREVIATIONS

ADB	African Development Bank
CAP	Consolidated Appeals Process
CCA	Common Country Assessment
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESCR	Convention on Economic, Social and Cultural Rights
CGHR	Culture, Gender and Human Rights Branch
CRC	Convention on the Rights of the Child
CST	Country Support Team
DOS	Division for Oversight Services
FWCW	Fourth World Conference on Women
GBV	Gender-based violence
HIV/AIDS	Human immunodeficiency virus/Acquired immunodeficiency syndrome
ICPD	International Conference on Population and Development
IERD	Information, Executive Board and Resource Mobilization Division
MDG	Millennium Development Goal
MISP	Minimum Initial Services Package
MYFF	Multi-Year Funding Framework
PRSP	Poverty Reduction Strategy Paper
RBM	Results-Based Management
RH	Reproductive Health
SWAp	Sector-Wide Approach
SWP	State of World Population
TOR	Terms of Reference
TOT	Training of Trainers
TSD	Technical Support Division
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCHR	United Nations High Commission for Human Rights
UNIFEM	United Nations Development Fund for Women
VAW	Violence against women
WHO	World Health Organization

GLOSSARY OF BASIC GENDER-RELATED CONCEPTS

Empowerment	Process through which women and men are equally empowered to gain control over their lives and the choices they are enabled to make irrespective of socio-economic status, class, ethnicity, race or religious affiliation.
Gender analysis	The process of systematically identifying gender-based inequalities in women's and men's roles, needs, priorities, access to and control over resources within a specific context at a particular point in time. Gender analysis aims at contributing to understanding implications of planned interventions and their potential outcomes, taking into account the political, social and economic context within which these interventions are to be implemented, as well as available resources that are conducive to implementation.
Gender-analysis frameworks	A specific set of tools used for analysis. Various framework models have been developed, each of which may be flexibly used at different programme and project cycle stages.
Gender blind	Overlooking gender-based differences in women's and men's needs, priorities, as well as access to and control over resources which may reinforce gender bias and gender inequality.
Gender checklist	Provides guidance through posing specific questions that aim to ensure gender has been mainstreamed in all stages of programme and project assessment, planning, design and implementation.
Gender division of labour	Functions and responsibilities associated with or assigned to women's and men's gender roles. May imply that only men are involved in specific activities not carried out by women, and vice versa. Changes in socially constructed gender roles may lead to changes in activities, including both women and men carrying out the same activities.
Gender equality	Sociocultural norms, values, behaviour and attitudes that have implications whether, and to what extent, women and men have equal status in society, and enjoy the same rights, opportunities and choices.
Gender equity	Fairness and justice in allocation of resources, and in women's and men's access to and control over these resources.
Gender mainstreaming	The process of assessing the implications for women and men of any planned actions, legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally. The ultimate goal is to achieve gender equality. Effective gender mainstreaming requires investment in capacity- and capability-building.

Gender relations	Socially and culturally defined interactions between men and women influenced by prevailing norms and values. Asymmetrical gender relations reflect the dominance of one gender over the other, which historically and universally tends to be men over women.
Gender role	The socially constructed role of women and men, and the social meaning that societies and communities give to women's and men's biological differences. These roles are influenced by political, economic, cultural, social, religious, ideological and environmental factors and may vary and are changeable over time, as well as from one culture, society and community to another.
Gender sensitive	Recognition of gender issues and concerns arising from asymmetrical gender relations and gender-based differences in needs and priorities of women and men. Also referred to as looking through a 'gender lens'.
Gender-sensitive logical framework	Results-based management tool for gender-sensitive design, implementation, monitoring and managing of programmes. The logframe defines goals, expected outputs and outcomes as well as activities, each with their specific set of indicators, as well as assumptions and risks that take account of unforeseen circumstances.
Gender-sensitive monitoring indicators	Quantitative and qualitative sex-disaggregated indicators that measure the process through which programmes and projects contribute to achieving equal benefits for both women and men.
Gender tools	Operational tools that support the process of gender mainstreaming and, by implication, contribute to achieving gender equality and equity. Gender tools may include gender training, gender analysis, gender-sensitive advocacy, gender-sensitive monitoring and evaluation, as well as gender-sensitive budgeting and auditing. Gender tools can be thematic-specific, e.g., HIV/AIDS, GBV; or sector-specific, e.g., education, health, agriculture.
Sex role	Biological characteristics that women and men are born with and that are generally permanent.
Women's empowerment	The process through which women are empowered economically, socially and politically which in turn contributes to achieving gender equality and gender equity.

Sources: The glossary presents commonly used definitions in the United Nations system, from: United Nations Development Programme (UNDP) (http://www.undp.org/gender), United Nations Population Fund (UNFPA) (http://www.unfpa.org/gender), United Nations Development Fund for Women (UNIFEM) (http://www.gender-budget.org), and The World Bank (http:///www.worldbank.org/gender). For the definition of gender mainstreaming, see also ECOSOC, "Gender Mainstreaming. Extract from Report of the Economic and Social Council for 1997. Chapter IV: Coordination Segment. Coordination of the Policies and Activities of the Specialized Agencies and Other Bodies of the United Nations System" (A/52/3, 18 September 1997).

EXECUTIVE SUMMARY

A. BACKGROUND AND METHODOLOGY

Achieving gender equality and equity through the empowerment of women is a crucial strategic goal of the United Nations Population Fund (UNFPA). As population and development thinking has evolved to include a sound understanding of gender, so, too, have the UNFPA mandate, policies, programmes and organizational structure. Numerous publications and training materials produced by UNFPA organizational units have aimed at facilitating an understanding of gender-related concepts. Yet, the subject of gender remains challenging for UNFPA staff. Many reviews and evaluations mention the need for more clarity and practical guidance on gender mainstreaming (see glossary) in programming. This assessment set out to help meet that need. Its objectives were as follows:

- To assess the quality, packaging and design of gender-related messages being communicated to UNFPA staff;
- To assess the utility and utilization of these materials by interviewing stakeholders in UNFPA headquarters and the field;
- To identify good practices to improve the communication of gender concepts and their mainstreaming into all UNFPA materials; and
- To promote a common understanding of what should be done at the organizational level to institutionalize strengths and achievements in current practice.

The assessment was conducted using the "appreciative inquiry" approach, which seeks to identify what works well and what leads to good practices. The ultimate aim was strengthen learning and organizational development. The assessment consisted of a desk review of UNFPA materials; interviews, a survey and dialogues with a variety of UNFPA stakeholders in the field and at headquarters; and a Recommendations Development Workshop. The assessment team consisted of the evaluation adviser and three external consultants. One external gender consultant reviewed materials in Arabic, English and French. A short-term Spanish-speaking consultant reviewed selected documents in Spanish. The third external consultant reviewed 10 publications to assess their communication style and impact. All three consultants conferred regularly with the Division for Oversight Services (DOS) evaluation adviser managing the exercise.

B. MAIN FINDINGS AND CONCLUSIONS

1. Quality of UNFPA gender-related materials

The materials covered by the assessment were produced between 1997 and early 2005, a period in which UNFPA provided many high-quality documents addressing gender as a cross-cutting factor. Over time, UNFPA refined its approach to gender mainstreaming, including the wider utilization of a culture-sensitive and rights-based approach. This progress constitutes a potentially important contribution to meeting gender-related objectives in the Programme of Action of the International Conference on Population and Development (ICPD) and the Multi-Year Funding Framework (MYFF). It is also conducive to achieving the Millennium Development Goals (MDGs) and addresses the challenge of implementing human rights instruments such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). These instruments are directly relevant to achieving gender equality through the empowerment of women (see glossary). UNFPA also produced a wide range of materials for staff and expanded the mainstreaming of gender in programmes and projects.

However, the desk review revealed various challenges. Progress in mainstreaming gender in UNFPA materials was uneven. The quality standards established for this assessment were not uniformly met in publications on the same subject or over time. For example, some older materials met the quality standards, whereas more recent ones fell short. Gender-sensitive (see glossary) language was used inconsistently, whether in English or in non-English materials. The target audience was sometimes unclear, impeding any assessment of the relevance of gender messages. Gender analysis (see glossary) was sometimes weak and not integrated into all types of publications.

2. Utility and utilization

The assessment of utility and utilization was limited to an analysis of views of some of the staff, expressed during interviews. The staff were familiar with strategic documents, annual reports and other flagship publications. Throughout UNFPA, however, awareness of good materials produced by regional and country offices was low. The main constraints to utilization seem to be a lack of accessibility and the unavailability of pertinent documents, particularly in languages other than English. Some staff used gender-related materials produced by other United Nations agencies because those materials better met their needs or were more accessible. Most of the interviewed staff perceived that UNFPA materials provide insufficient operational guidance to mainstream gender in their work.

C. RECOMMENDATIONS

The key findings of the desk review, the interviews and the Recommendations Development Workshop point to the following steps to improve the quality production of gender-related materials.

To improve the quality of gender mainstreaming in UNFPA materials, the following should be undertaken:

- Ensure the effective targeting of the intended audience by clearly defining it and making the presentation relevant to its information needs and interests;
- Disseminate throughout UNFPA a user-friendly checklist based on the quality criteria developed for this assessment;
- Establish a quality-assurance mechanism so that materials adhere to the quality standards;
- Ensure that all materials use gender-sensitive language and reflect gender analysis; and
- Improve the writing, translation and layout of UNFPA materials, which should include concise executive summaries useful for advocacy.

To support the utilization of materials, the following should be undertaken:

- Ensure that field staff receive materials on gender concepts, on operational tools for gender mainstreaming, and on thematic approaches sensitive to gender, culture and human rights;
- Make quality materials produced in the field available to staff in all regions and countries;
- Update training materials relevant to capacity-building in gender mainstreaming; and
- Develop a user-friendly UNFPA web site for staff to share their experiences in integrating gender into UNFPA materials.

To strengthen the focus on gender in UNFPA, the following broader recommendations should be considered:

- Develop and disseminate, in United Nations working languages, concise UNFPA position papers on gender reflecting the Fund's strategic niche and comparative advantage in this area;
- Include in gender-training courses a module that clearly links the focus on gender as a cross-cutting factor with UNFPA gender-related strategic objectives and comparative advantage;
- Ensure that gender is mainstreamed in induction and training courses and modules; and
- Develop a gender-training strategy that addresses the requirements of UNFPA staff for a better understanding of gender concepts and their link with culture and human rights.

CHAPTER ONE -- INTRODUCTION

A. PURPOSE AND BACKGROUND

The assessment of UNFPA materials produced from 1997 to early 2005 with respect to their integration of gender and the extent of gender mainstreaming had the following objectives:

- To assess the quality, packaging and design of gender-related messages being communicated to UNFPA staff;
- To assess the utility and utilization of these materials[1] to the extent possible through interviewing key stakeholders in UNFPA headquarters and in the field;
- To identify good practices to improve the effectiveness of communicating gender concepts and their mainstreaming in all UNFPA materials; and
- To promote a common understanding of what should be done at the organizational level to institutionalize the identified strengths and achievements in current practice.

UNFPA has long been engaged in diverse activities to support gender equality, equity and the empowerment of women. After the ICPD in 1994 and the Fourth World Conference on Women (FWCW) in 1995, UNFPA strengthened its commitment to promote gender equality and the empowerment of women. In 1998, it developed specific policy and programme guidelines to mainstream gender into organizational operations. The high priority accorded by UNFPA to gender is reflected in the strengthening of the Technical Support Division (TSD) Gender Branch (later, the Culture, Gender and Human Rights Branch (CGHR)); appointments of gender and sociocultural advisers in Country Support Teams (CSTs); and the nomination of gender focal points in all organizational units. Gender equality and women's empowerment were adopted as one of the three strategic goals of the MYFF, while gender concerns were mainstreamed and captured in the indicators of the other two goals.

Numerous publications, papers, guidelines and training materials produced by UNFPA organizational units reflect the important recognition of gender equality and the empowerment of women as being essential to achieving reproductive health and sustainable development. Among the main purposes of these materials are to facilitate understanding of the concepts and to guide their translation into practice as well as to contribute to advocacy, policy dialogue and resource mobilization for advancing programmes on gender.

Despite the growing number and variety of printed materials, the gender area has remained challenging for UNFPA staff. Reviews, evaluations and reports repeatedly mention the need for more clarity and practical guidance on gender mainstreaming in programming using a human rights and a culturally sensitive approach. In 2003, the Programme Committee requested that DOS conduct a desk review of UNFPA materials to assess the quality and consistency of messages related to gender. The rationale was that UNFPA gender-related materials should

[1] The term "materials" is used here to cover all types of documents—official UNFPA publications, internal documents, power-point presentations, etc. and, in some cases, documents produced jointly with other organizations.

reflect the state of the art in the gender concept and its operationalization in programming. Such materials are crucial for UNFPA staff to remain up to date on gender-related concepts, gender-analytical frameworks and gender-mainstreaming tools. These materials should also provide guidance for designing and implementing programmes, carrying out advocacy, promoting policy dialogue and mobilizing resources for achieving gender equality through supporting women's empowerment. Such materials are a fundamental contribution to achieving the strategic gender goals of UNFPA as reflected in the ICPD Programme of Action and the MYFF.

B. METHODOLOGY

The assessment was conducted using the "appreciative inquiry" approach, which seeks to identify what works well and what facilitating factors lead to these good practices. The choice of assessment methodology was influenced primarily by the intention to conduct a forward-looking and participatory exercise aimed at identifying good practices and providing qualitative insights into how gender is mainstreamed in UNFPA materials. Instead of focusing on "problems", their causes and solutions, the appreciative inquiry approach discovers the best of what has been done in the particular area under evaluation. It focuses on illuminating and affirming the factors leading to success within an organization. It does not ignore problems but reframes problem statements into a focus on strengths and successes.[2]

The assessment consisted of a desk review of UNFPA materials; interviews, a survey and dialogues with a variety of UNFPA stakeholders in the field and at headquarters; and the Recommendations Development Workshop. The process is described below.

1. Preparing Terms of Reference

The evaluation adviser prepared Terms of Reference (TORs) and discussed them with a reference group from DOS and the CGHR Branch (see appendix I, Terms of Reference). TORs were refined in the course of pre-assessment dialogues and interviews with staff who were involved in the production and utilization of gender-related materials and had an interest in the assessment's findings and recommendations, including staff in the CGHR Branch, other branches of TSD, the geographical divisions, CSTs, country offices and the Information, Executive Board and Resource Mobilization Division (IERD), represented mainly by gender focal points (see appendix II, Questions for Pre-Assessment Dialogues and Interviews).

The TORs also benefited from a web-based survey of UNFPA staff (see appendix III, Overview of Survey Responses of UNFPA Staff). The survey aimed at soliciting information from a variety of staff categories -- with varying work experiences and duration of employment in the organization -- concerning gender-related publications, documents and other printed materials produced by UNFPA.

[2] For more information on the appreciative inquiry approach, see, for example, Hallie Preskill and Anne T. Coghlan, eds., "Using Appreciative Inquiry in Evaluation", *New Directions for Evaluations,* a publication of the American Evaluation Association (Jossey-Bass, San Francisco), No. 100 (Winter 2003).

2. Collecting and sampling materials

The evaluation adviser collected 250 materials, many in English but with a good representation of materials in Arabic, French and Spanish. The materials were divided into the following six categories:

- Strategy documents, guidelines and operational tools;
- Training manuals and materials;
- General gender-specific materials;
- Region- and country-specific publications, subdivided into gender-specific and general materials;
- Annual reports; and
- Other UNFPA publications -- materials that, based on their titles, seemed not to fit into the above-mentioned categories.

Gender-specific materials included those with explicit references to gender or women in their titles. All other materials were examined from the perspective of mainstreaming gender concepts into their content.

As there was no central repository of UNFPA materials, random sampling was not possible. Given the time and resource constraints, the evaluation adviser and the consultant selected a sample of 124 materials to be reviewed. These included the following:

- All materials in the categories of strategy documents, guidelines and operational tools; training manuals and materials; and annual reports;
- All gender-specific materials;
- All materials identified as useful by survey respondents;
- A selection of materials from the remaining categories, representing various dates of production, thematic and geographic areas, and languages.[3]

3. Developing criteria

The consultant developed a set of quality assessment criteria. These were pre-tested and refined during the joint review of five publications by the consultant, evaluation adviser and CGHR Branch staff (see appendix V, Definition of Quality Criteria).

[3] The external gender consultant reviewed materials in Arabic, English and French. A short-term Spanish-speaking consultant reviewed selected documents in Spanish.

a. Quality standard of gender concepts

Gender concepts should be clear in the presentation of the following:

- The perspectives of both men and women;
- The rationale of gender equality, gender equity and links with women's empowerment;
- Interlinkages between gender inequality and other forms of social, economic and political inequality;
- The relevance of gender, reproductive health and rights to population dynamics and poverty with all its complex manifestations and implications;
- The need for multiple strategic interventions at political, economic and legal levels to achieve gender equality;
- Culture-specific perceptions of masculinity and femininity and their impact on power relations between men and women in society;
- The relevance of various socio-economic and cultural contexts to dealing with manifestations of gender inequality; and
- The manner in which complexities of ongoing discourses on gender and development are defined and discussed, contributing to a shared understanding of the universality of human rights.

Gender concepts should also reflect coherence in the presentation of gender equality and equity as a goal, and of gender mainstreaming as the multidimensional process for achieving this goal. This is reflected, for example, in:

- Using sex-disaggregated data, information and facts to reveal the impact of policies, programmes and strategies on gender-specific situations, needs, roles and responsibilities;
- Helping readers understand the problems experienced by disadvantaged women or men, causes of those problems, obstacles to overcoming them and possible solutions;
- Emphasizing the complementarity of the approaches and tools of gender mainstreaming and of women's empowerment, respectively;
- Noting the importance of gender awareness and gender-responsive policies and strategies in tackling gender bias and gaps;
- Utilizing strategies and tools for encouraging male involvement, responsibility and support for women's empowerment; and
- Utilizing a rights-based approach that aims at being culturally sensitive and, at the same time, upholds the universality of human rights.

b. Consistency of gender concepts with UNFPA strategic directions

The criterion of consistency of gender concepts with UNFPA strategies implies consistency with the following:

- The principles and strategies of the 1995 FWCW and its follow-up meetings (Beijing+5 and Beijing+10), as well as CEDAW;
- The ICPD principles and Programme of Action (ICPD+5 and ICPD+10);
- The MDGs, in particular: Goal 1, eradicate extreme poverty and hunger; Goal 3, promote gender equality and empower women; Goal 5, improve maternal health; and Goal 6, combat HIV/AIDS;
- The UNFPA MYFF goals (all couples and individuals enjoy good reproductive health; balance between population dynamics and socio-economic development; and achievement of gender equality and women's empowerment) and strategies (undertaking advocacy; strengthening national capacity; building/using the knowledge base; and promoting, strengthening and coordinating partnerships).

c. Relevance of gender messages to needs and interests of the intended audience

For gender messages to be relevant to needs and interests of the target audience:

- The target audience must be clearly defined;
- The information needs must be thoroughly assessed and addressed in a culturally sensitive way and within a human rights framework;
- The information specifically for the target audience must be presented in a broad context demonstrating the complexity of gender issues and the need for a multipronged approach to proposed solutions;
- The know-how for applying gender concepts in the specific thematic and strategic areas is clearly spelled out; and
- The terminology must be coherent, and the language, unambiguous and free of academic jargon.

d. Consistency in the substance of gender-related messages within and across publications

Consistency of messages would include the following:

- Consistency with the state-of the art understanding at the time a document is published;
- Consistency in the substance of gender-related messages from one document to another, in particular, those covering the same thematic or technical area and produced at approximately the same time;

- Consistency in the substance of gender-related messages in all pertinent chapters and sections of a document; and

- The avoidance of gender-neutral or gender-biased language and terminology in the document, regardless of whether gender is discussed in a separate chapter.

e. Communication style and impact

The media and communication consultant identified the following dimensions for evaluating communication criteria (see appendix VI: Definition of Communication Criteria):

- Targeting of the intended audience;

- Packaging and design;

- Quality of writing; and

- Typology and layout.

The evaluation adviser, in consultation with the gender consultant, selected 10 publications related to training, thematic areas of UNFPA operations and the annual *State of World Population* (SWP) reports for the media consultant to review.

4. Including stakeholders and a reference group

The assessment process was designed to be highly participatory, with the inclusion of those organizational units having a vested interest in the inquiry and its findings. The primary stakeholders were the CGHR and other branches of TSD, CSTs and IERD, as these organizational units were directly involved in the production of guidelines and publications. The secondary stakeholders included the main intended users of materials and publications, such as the geographical divisions and country offices and, through them, national counterparts and other partners. (See appendix I, section headed "Intended Uses and Users", concerning the expected potential use of the findings by stakeholders.)

The pre-assessment dialogues, interviews and survey provided insights into users' perspectives, needs and concerns and contributed to finalizing the TORs and refining the methodology. All materials that respondents considered useful were included in the list for the desk review. The quality criteria were shared with the reference group and then pre-tested jointly with CGHR Branch staff. Post-assessment interviews shed light on the stakeholders' views about the potential and actual usefulness of materials produced by UNFPA. In addition, in the course of interviews, participants identified so-called dream products – types of materials that staff would like or need to strengthen gender mainstreaming in UNFPA operations.[4] The stakeholders' involvement continued through the entire exercise, including participation in the Recommendations Development Workshop.

[4] The term "dream product" may cover various products and dimensions relevant to quality production of gender-related materials, effective communication, utility and utilization, as well as to the process of gender mainstreaming and to the UNFPA strategic goal of achieving gender equality.

5. Collecting and analysing data

a. Desk review

The gender consultant reviewed the quality of the selected materials and presented the results in a Matrix in the form of comments against each applicable criterion. The Matrix was produced in April 2005 as a separate output of the appreciative inquiry. For each category of materials listed in the Matrix, the consultant selected good examples of gender mainstreaming that were representative in terms of date, region and language. A document was assessed as being a good example if it did the following:

- Fulfilled one or more criteria and pertinent subcriteria (with "pertinent" defined in terms of a document's objective, subject matter and focus);
- Fulfilled, in particular, the first criterion on quality standard of gender concepts; and
- Reflected developments in the discourse on a given subject or thematic area during the period covered by the desk review.

A total of 82 examples of good practices in gender mainstreaming were identified. A similar approach was applied to assess the quality of communication in UNFPA gender-related materials.

b. Semi-structured interviews

Upon completion of the desk review, the consultant and evaluation adviser developed a questionnaire with an attached list of positive examples (see appendix X: Questions for Interviews with Key Stakeholders). A total of 26 UNFPA staff from both the field and headquarters were interviewed either face to face or on the telephone using a semi-structured method (see appendix XI: List of UNFPA Staff Interviewed). These interviews provided a better understanding of the broader context and, thus, led to the development of more practical and useful recommendations.

6. Organizing the Recommendations Development Workshop

The final step in implementing the appreciative inquiry was the Recommendations Development Workshop, held on 2 November 2005. The objective was for UNFPA stakeholders to consider forward-looking recommendations for strengthening the quality, communication and utility of UNFPA gender-related materials. (See chapter 6 for recommendations, appendix IV for the agenda and appendix XII for the list of participants.)

7. Recognizing limitations of the methodology

The methodology employed had several limitations:

- The desk review was conducted solely by external consultants without the use of "shadow" readers to verify consultants' ratings against established criteria (except for several materials to pre-test and refine the criteria);
- Some criteria overlap;

- Because of the many variations in objective, focus, intended audience and the time period during which a particular document was produced, not every criterion identified was applicable to each and every document; hence, it was left to the discretion of the consultants which criteria to apply to each document;

- The accurate application of the criterion concerning consistency in messages produced at approximately the same time (see 3d above) was constrained with respect to undated materials or the existence of a significant time lag between the production and the publication of a document;

- In many cases, no target audience was indicated, making it difficult to objectively apply the third criterion, on "relevance of gender messages to the needs of the intended target audience".

- The findings from interviews with staff about the utility and utilization of materials did not allow an in-depth analysis of this issue. The interviews were designed primarily with the limited objective of complementing the desk review by identifying the needs (the "dream products") of staff in order to develop more practical recommendations.

In the light of the above limitations, "Focusing on Gender" should be considered a qualitative assessment which represents the views of the three external consultants based on a desk review of UNFPA materials, combined with extensive consultations with the DOS evaluation adviser managing this exercise and with UNFPA stakeholders.

CHAPTER TWO -- FINDINGS

A. QUALITY OF UNFPA GENDER-RELATED MATERIALS

In total, 82 positive examples of UNFPA gender-related materials were identified.[5] As mentioned above, the 124 documents reviewed constituted a purposeful rather than a random sample of materials. They were, therefore, not statistically representative. The attempt to produce quantitative data should thus be viewed with caution and taken only as indicative of the state of gender mainstreaming in UNFPA materials.[6]

The desk review revealed that 86 per cent of the 124 UNFPA gender-related materials (all categories) included in the analysis met at least one quality criterion and 84 per cent met the first criterion on the quality of gender concepts.

Table. Materials compiled and reviewed for the assessment

All categories	Number	% of total
Total number of materials compiled	250	100%
Number of materials covered by desk review	124	49.6%
Reviewed materials meeting one or more quality criteria	107 (out of 124)	86.3%
Reviewed materials meeting no quality criteria	17 (out of 124)	13.7%
Reviewed materials meeting quality criterion number one	104 (out of 124)	83.7%

Source: Appendix VII

Disaggregating the indicative data by category of publications (see appendix VII) reveals that all gender-specific materials and training materials reviewed met one or more of the quality criteria. However, the analysis also points to the need to update and align some of the training materials with the current strategic approach in UNFPA of addressing interlinkages between gender, culture and human rights.

In the case of annual reports, 88 per cent of the materials reviewed were deemed to have met one or more quality criteria. For other UNFPA publications, the indicative figure was 85 per cent. In the category covering strategy documents, guidelines and operational tools, 75 per cent of the materials met one or more quality criteria. For the materials categorized as general, region- and country-specific, 67 per cent met one or more of the defined quality criteria.

As indicated earlier, criterion one on "quality standard of gender concepts" was considered critical because it reflects the rationale of promoting gender equality and the importance of supporting women's empowerment to achieve this aim. This is an important objective of the ICPD and FWCW, as well as of the UNFPA MYFF. It is also an important objective of the MDGs. As presented in appendix VII, all materials categorized as gender-specific, including those that are region- and country-specific, met criterion one on quality of gender concepts. The same applied to training manuals and materials. A total of 88 per cent of the annual reports and

[5] See appendix VIII: List of Selected Positive Examples of Documents Identified Through the Desk Review. These are the selected positive examples presented in the Preliminary Assessment Report (31 May 2005). The Matrix includes other positive examples. Other materials on the list of 250 items not selected for the desk review may also contain positive examples.

[6] See appendix VII: Selected Indicative Data on Quality of UNFPA Gender-Related Materials. "Indicative data" are data derived from the non-random selection of UNFPA gender-related materials.

85 per cent of "other materials" met criterion one. In the case of general region- and country-specific materials, 56 per cent of the documents reviewed met criterion one.[7]

The materials that met the first criterion generally reflect conceptual clarity and coherence on the relevance of gender to achieving UNFPA strategic objectives. They reflect the relevance of gender as a cross-cutting factor in addressing the UNFPA mandate covering reproductive health and rights, population and development, and the importance of formulating multipronged strategic interventions that cover various levels, including the legal sphere, for achieving gender equality. Where pertinent, these materials contain sex-disaggregated indicators and incorporate approaches sensitive to culture and human rights.

Overall, UNFPA gender-related materials have important strengths that the organization could build upon to provide staff with the necessary guidance to support gender mainstreaming in programme planning and implementation. A multitude of quality documents was produced from January 1997 to March 2005, the defined time period for the review. Over time, UNFPA refined its approach to gender mainstreaming, including the wider utilization of a culture-sensitive and rights-based approach. This progress constitutes a potentially important contribution to the achievement of UNFPA gender-related objectives as reflected in the ICPD and MYFF. It is also conducive to the achievement of the MDGs and to addressing the challenge of implementing human rights instruments such as CEDAW, which are of direct relevance to achieving gender equality through the empowerment of women.

UNFPA also produced a wide range of materials relevant to staff needs, including training manuals, gender-sensitive analytical frameworks, guidelines, operational tools and indicators, and annual reports.

However, the desk review also revealed various challenges that UNFPA faces in its materials and publications:

- The progress in mainstreaming gender in UNFPA materials was not always consistent and uniform over the 1997-March 2005 period, and across the materials reviewed;

- Quality standards established for this assessment were not uniformly met in publications focusing on the same thematic subject. In some cases, older materials covering the same area met the quality standards in respect of gender mainstreaming, whereas more recent ones fell short;

- Gender-sensitive language was not always consistently used, whether in English or in non-English materials;

- The target audience was unclear, hampering assessment of the relevance of gender messages; and

- Gender analysis was sometimes weak and gender messages unclear.

[7] Those deemed not to meet this criterion include documents focusing, for example, on population data systems and census surveys or on reproductive health. Some documents were issued during the second half of the 1990s; others were dated post-2000.

B. COMMUNICATION CONSIDERATIONS

The 10 selected UNFPA gender-related publications assessed with regards to communication, packaging and design were well researched, balanced and evidence based, with strong photo selection and images. For the most part, tables and indexes were well structured, made sense and, in the case of the global reports, aesthetically pleasing. However, some of the 10 documents reviewed from the point of view of communication features needed more editing. Unclear sentence structure resulted in ideas that were not clearly presented.

Typographically, most of the documents reviewed did not meet minimum professional standards. However, there are positive examples, such as *Distance Learning Courses on Population Issues*,[8] as well as the 2004 document *Breaking the Cycle of Transmission: Sexually Transmitted Infections*.[9] Both were characterized by good design and professional-caliber typography.

C. UTILITY AND UTILIZATION OF MATERIALS

Interviews were conducted with selected UNFPA stakeholders to complement the desk review and provide insight into the staff's perceptions regarding the utility and utilization of UNFPA gender-related materials.

1. Utility

There was no apparent trend in respect of staff's familiarity with UNFPA gender-related documents. Responses tended to vary according to respondents' position and focus of activities, as well as the extent of their experience in gender mainstreaming. Overall, awareness of the documents appeared to be low, other than awareness of strategic documents, annual reports and documents produced in the respondent's region. Gender advisers and gender focal points were more likely to be familiar with various documents, including those specific to their regional areas. They sometimes used materials produced by other organizations to obtain the required information, including materials on operational tools for gender mainstreaming. In the view of some respondents, the utility of UNFPA gender-related documents was limited due to the following:

- Lack of clarity concerning the intended audience for some documents;
- Limited availability of concise and reader-friendly documents that provide conceptual clarity and a rationale for gender mainstreaming as well as operational tools and guidelines for their application; and
- Limited availability of materials that clearly articulate gender as a cross-cutting factor in activities related to the UNFPA mandate and strategic goals.

Some respondents pointed to the need to update documents regularly, to keep them useful.

[8] *Distance Learning Courses on Population Issues* (Section II, UNFPA, 1999, no. 14).
[9] *Breaking the Cycle of Transmission: Sexually Transmitted Infections* (Section VI, UNFPA, 2004/a, no. 244).

2. Utilization

Respondents mentioned various publications they were familiar with. It was not clear, however, whether they actually used these materials. Overall, the interviews did not elicit conclusive responses on clear-cut links between utility and utilization. The documents used tended to be either programme-linked or pertinent to the thematic area in which the respondent was then working. Utilization was also linked to documents' being reader-friendly and useful for advocacy purposes. Some respondents indicated that utilization is also linked to the availability and accessibility of materials; others linked utilization to effective capacity-building, specifically gender training, and also to enforcing a culture of accountability for gender mainstreaming. Still others linked utilization to knowledge-sharing – in their view, there was no systematic feedback within the organization on the relevance and usefulness of gender-related materials which would encourage their use.

In the course of interviews, respondents raised the following points beyond the focus of the assessment:

- There appeared to be some confusion between, on the one hand, gender mainstreaming as a process and, on the other hand, the ways in which this process contributes to programme activities (in line with the UNFPA mandate) that are relevant to achieving gender equality and equity through the empowerment of women;

- The linkage of gender to culture and human rights has strategic advantages but may inadvertently risk the dilution of gender messages while addressing these three interlinked areas;

- There is a perceived absence of a needs-related gender-training strategy, and there is no mandatory gender training in UNFPA. In addition, training in gender analysis and training in operationalizing thematic or sector-specific gender-mainstreaming tools should be differentiated; and

- The UNFPA position on gender equality, as per its mandate, needs to be clarified, along with the promotion and understanding of how to achieve this strategic goal through gender mainstreaming.

CHAPTER THREE -- GOOD PRACTICES

A. GENDER IN UNFPA MATERIALS

The analysis of documents led to the identification of good practices in addressing gender and gender mainstreaming that UNFPA should build upon and expand. Some good practices, for example, those pertaining to UNFPA strategic direction, have a broad application, whereas others are linked to a particular thematic area such as HIV/AIDS and violence against women (VAW), or to a specific population group such as youth and the ageing population. The presentation below of good practices begins with the more general followed by the more specific. For each of the good practices listed, one or more examples of reviewed materials are presented.[10]

Good practice 1

- *Clearly reflecting in the presentation and analysis -- either explicitly or implicitly – the guiding principles of the ICPD and FWCW, MDGs and MYFF goals and strategies*.

One example of this good practice is the "UNFPA Strategic Direction. Positioning Statement" (2002).[11] The document refers explicitly to the link between, on the one hand, gender equality and women's empowerment and, on the other hand, reproductive health in general and the thematic areas of HIV/AIDS and gender-based violence (GBV), identified as being the 'most pressing global concerns' (p. 4). Equally crucial, the document links UNFPA programme performance to the implementation of the ICPD, MDGs, CEDAW and MYFF, as well as broader policy approaches, such as Sector-Wide Approaches (SWAps), Poverty Reduction Strategy Papers (PRSPs) and the Consolidated Appeals Process (CAP). The document mentions the need for "in-house and partners' capacity for gender analysis and mainstreaming" (p. 11); the need to avoid a "compartmentalized approach" to gender (p. 15); and the need to mainstream gender in advocacy activities (p. 14).

The "UNFPA Multi-Year Funding Framework (MYFF) 2004-2007" is another example.[12] This document identifies gender equality and the empowerment of women as a distinct goal even as gender is, at the same time, mainstreamed into other goals, for example, reproductive health (pp. 9-11) and population and development (pp. 12-14).[13] The document explicitly links MYFF gender outcomes and the MDGs; mentions the need to integrate UNFPA programmes into a broader context of poverty reduction through the PRSPs; and recognizes the importance of

[10] Many more examples could be cited for each good practice, but, for reasons of space, the examples had to be limited. The selection of positive examples presented here takes into account the extent to which they are representative in subject focus, thematic areas, region and language. The selection also takes into account documents cited by key stakeholders during the interviews.
The reference indicated for the document cited follows the categorization and document numbering in appendix VIII: Comprehensive List of UNFPA Gender-Related Documents in the Preliminary Assessment Report, Final Draft, 31 May 2005.

[11] "UNFPA Strategic Direction. Positioning Statement" (Section I, UNFPA 2002, document number 5).

[12] "Multi-Year Funding Framework (MYFF) 2004-2007." Report of Executive Director (Section I, UNFPA 2003/b, no. 7).

[13] Other positive examples include: *Population and the Millennium Development Goals.* UNFPA Report (Section IV, UNFPA, 2003/e, no. 235), and "Adding It Up: The Benefits of Investing in Sexual and Reproductive Health Care" (Section VI, UNFPA, 2003/a, no. 231).

development cooperation and agency policy dialogue. It also refers to the changing international context and to the implications of conflict and the HIV/AIDS pandemic.

Good practice 2

- *Providing operational guidance in achieving UNFPA strategic goals and contributing to women's empowerment through culturally sensitive and rights-based approaches.*

The 1999 document *An Operational Tool on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for UNFPA Programmes*[14] singles *An Operational Tool on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for UNFPA Programmes* singles out CEDAW articles of special relevance to the UNFPA mandate. Although the document pre-dates the MDGs and MYFF, it continues to be relevant to the latter in terms of population and development strategies, reproductive health and sexual health as well as advocacy promotion. Equally important, the document remains relevant to the UNFPA rights-based approach. It provides UNFPA staff with a list of "frequently asked questions" (FAQs) that are a useful tool for integrating CEDAW articles and recommendations into UNFPA programme activities and outreach work. At the same time, these questions reinforce the importance of the rights-based approach the promoting gender equality through the empowerment of women. Equally useful is the Matrix *UNFPA Entry Points in the CEDAW Reporting Process* (Part V).

Another positive example is *Working From Within: Culturally Sensitive Approaches* (2004).[15] Each country example in this report focuses on a specific thematic area, covering the complexity of issues relevant to a culturally sensitive approach to programming. The report also incorporates a human rights dimension, with, for example, explicit reference to the link between human rights and gender equity in the section "Principles for Working from Within" (p. 3). The report points out what has worked well and less well within specific country contexts. It provides an overview of lessons learned, and its emphasis on advocacy links the document explicitly to MYFF.

*"*Guidelines/Checklists for Mainstreaming Culture, Gender and Human Rights in Planning and Programming Processes " (2004), produced by CST Harare, provides concise definitions of the concept of gender as well as of the rationale for and approaches to gender mainstreaming, with implications for addressing women's empowerment. The document also provides UNFPA programme staff with valuable techniques, such as gender-sensitive budgeting, and monitoring and evaluation indicators. Especially useful are two lists, one of questions to help eliminate gender bias in programmes and the other of gender-specific issues that programme managers need to keep in mind to ensure effective gender mainstreaming.[16]

Culture Matters: Working with Communities and Faith-Based Organizations (2004) stresses the importance of making a distinction between "cultures as broad ethical and value systems" and "harmful traditional practices" (p. 6) and provides important entry points for gender mainstreaming.[17] The essential message of this document is that culturally sensitive programming

[14] *An Operational Tool on the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for UNFPA Programmes* (Section I, UNFPA, 1999, no. 2).
[15] *Working From Within: Culturally Sensitive Approaches* (Section IV/B, UNFPA 2004/o, no. 185).
[16] "Guidelines/Checklists for Mainstreaming Culture, Gender and Human Rights in Planning and Programming Processes", UNFPA CST Harare (Section I, UNFPA 2004/c, no. 10).
[17] *Culture Matters: Working with Communities and Faith-Based Organizations.* Case Studies from Country Programmes (Section III, UNFPA, 2004/a, no. 32).

is crucial to sustainability and community ownership, although cultures are not static. Moreover, a culturally sensitive approach does not overlook the universality of human rights. UNFPA has an important role to play as a facilitator of change. To this end, the document provides case studies in various regions and emphasizes the link between gender-specific concerns such as VAW and evidence-based information as part of advocacy for change.

Good practice 3

- *Presenting the analytical framework and indicators for addressing gender as a cross-cutting factor. This is important for widening the understanding of women's empowerment as a means of achieving gender equality and for strengthening the interlinked areas of population, development and reproductive health.*

The 2001 document "Gender: A Progress Report" remains topical in addressing many issues currently relevant to the UNFPA mandate and programme areas, such as ageing, migration, HIV/AIDS and VAW, as well as issues of wider policy relevance, such as the impact of globalization.[18] The document provides a framework for conceptualizing the relevance of gender to UNFPA staff work and for understanding how gender should be mainstreamed (pp. 20-29). Equally relevant are the sections on regional perspectives identifying common as well as region-specific issues and constraints requiring special attention (pp. 30-63; 71-74).

Annual *State of World Population* reports were found to be good examples of presenting gender as a cross-cutting factor. For example, *The State of World Population 2004*[19] provides a framework for addressing UNFPA aims and activities and avoids the fallacy of mentioning "gender" while focusing almost exclusively on women. The report addresses male and female health-related issues explicitly and the link between gender and development, on the one hand, and wider policy concerns, such as poverty, environment and conflict, on the other hand. Current development discourses are spelled out, including the link with the MDGs. A separate chapter (5) discusses "gender inequality implications" and provides insight into region- as well as country-specific considerations.

Another positive example that makes an explicit link with MYFF outcomes is "Guidelines for UNFPA Support to Population, Development, Reproductive Health and Gender" (2004).[20] The document explicitly mentions gender mainstreaming as a UNFPA strategy to "integrate women's as well as men's concerns" (p. 6). It makes clear that the topic of gender, although addressed in a separate section of the document, is a cross-cutting issue (p. 5). It discusses a human rights and culturally sensitive approach (pp. 5-6). It also provides a framework for understanding the "importance of working within comprehensive national frameworks", as well as with "other joint development frameworks", such as PRSPs, SWAps and the Common Country Assessment/United Nations Development Assistance Framework (CCA/UNDAF) (p. 4).

A 2004 publication, *Research Package: Engendering Population Census in South and West Asia,* the result of a knowledge-sharing workshop, addresses the process of "engendering" census statistics beyond the narrow focus on using gender-sensitive indicators. This includes gender training, dissemination strategies and packaging of data in ways relevant to both end-users and

[18] "Gender: A Progress Report" (Section III, UNFPA, 2001, no. 27).
[19] *The State of World Population 2004*. *The Cairo Consensus at Ten: Population, Reproductive Health and the Global Effort to End Poverty* (Section V, UNFPA, 2004, no. 199).
[20] "Guidelines for UNFPA Support to Population, Development, Reproductive Health and Gender" (Section I, UNFPA 2004/b, no. 9).

policy makers and to the furtherance of regional cooperation.[21] The Summary Report of the workshop proceedings and findings is useful for advocacy purposes and is, thus, implicitly linked with the MYFF.

The Spanish-language pamphlet "Gender, Health and Development in the Americas: Set of Indicators" (2003) provides, for various countries, gender-disaggregated data in health and development, including a specific focus on women's reproductive health.[22] Indicators cover the areas of population and development to illustrate how such data have implications for health as well as for education, employment and political participation in a given society. The document defines key gender-related concepts consistent with the ICPD and international human-rights instruments. Equally important, the terminology used is consistent with contemporary efforts to gender-sensitize the Spanish language as commonly used in Latin America, which tends to be male biased.

Another noteworthy example is the "Quick Count of the Population of Somalia: Guidelines for Data Collection." This document reflects on the possibilities of gender-sensitizing data even in a post-conflict context of social and political instability.[23] Census enumerators were provided with concise guidelines and indicators for capturing data for both male and female populations and for identifying female-headed households. At the same time, efforts were made to ensure that indicators were culturally sensitive (for example, linking the local definition of age cohorts with the Muslim moon-based calendar).[24]

Good practice 4

- *Promoting an understanding of the importance of empowering women in terms of social, economic and political dimensions.*

A comprehensive understanding of the origin and complexities of gender issues is important for linking the UNFPA mandate to the broader development context and increased UNFPA participation in inter-agency activities. A 2000 document in French on UNFPA gender approaches, produced by UNFPA Dakar, provides a coherent analytical framework covering, for example, gender-based divisions of labour, social status, access to and control over resources, gender aspects of employment, and VAW, as well as the gender implications of poverty and conflict.[25] All these issues are relevant to explaining women's empowerment as a means of achieving gender equality and equity. The document also provides guidance on strategic approaches to mainstreaming gender in the areas of the UNFPA mandate, discussing the rationale for focusing on gender and the importance of gender mainstreaming for achieving the strategic objectives of UNFPA. The production of this document in French contributed to its wider dissemination to a non-English-speaking target audience.

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[21] *Research Package: Engendering Population Census in South and West Asia* (Section IV/A, UNFPA 2004/q, no. 117).
[22] "Gender, Health and Development in the Americas: Set of Indicators" (Section IV/A, UNFPA, 2003/l, no. 88).
[23] "Quick Count of the Population of Somalia: Guidelines for Data Collection" (Section IV/B, UNFPA, no date/a (no. 124).
[24] Another relatively good example produced by CST Amman is "Integrated Population Data System" (Section IV/B, UNFPA, no date/d, no. 127).
[25] "Approche Genre de L'Exercise O.N.E.P", UNFPA Dakar (Section IV/A, UNFPA 2000/e, no. 57). See also *Gender-Responsive Programming for Poverty Reduction.* Technical Paper (Section III, UNFPA 2004/b, number 33), although this document does not incorporate a more in-depth analysis of the complexity of the links between poverty and gender.

The 2002 publication *Women. War. Peace. Progress of the World's Women* is another example of a holistic approach to women's empowerment as a means of achieving gender equality. It is also an example of a constructive inter-agency collaboration in addressing the gender dimensions of conflict and the link with relevant thematic areas such as HIV/AIDS and VAW.[26] Although the focus is specifically on women, gender is mainstreamed throughout this reader-friendly document. Moreover, the executive summary as well as Key and Specific Recommendations can be used for advocacy purposes, such as advocating for the United Nations and "donors and governments to provide long-term financial support for women survivors through legal, economic, psychological and reproductive health services" (p. 46). The recommendations provide a framework for understanding the relevance of gender dimensions of conflict to the UNFPA mandate and strategic goals.[27]

Good practice 5

- *Developing concise and user-friendly gender-training modules, including those for distance learning.*

UNFPA has produced various generic gender-training manuals. An example is the *Distance Learning Courses on Population Issues* (1999), which includes three modules on defining gender concepts; the concept and rationale of gender analysis; and the importance of gender-sensitive indicators and gender-sensitive advocacy.[28] Overall, this training manual fulfils the quality standard criteria, the consistency of gender concepts, and relevance to the intended target audience of UNFPA staff. It also provides basic tools for gender analysis and mainstreaming. The manual requires updating to bring the modules into line with priority UNFPA focuses, including culture and human rights. However, it is still relevant to the organization's strategic directions as reflected in the MYFF and establishes the link with the MDGs. UNFPA staff can participate at their own pace. The exercises are user-friendly and presented in unambiguous language.

Another example is the country-specific *Module on Three-Day Training of Primary Health Centre Medical Officers on Gender and RH* (2002), which includes a Facilitator Manual.[29] Although designed for health staff in India, the manual can be adapted for wider use in the region and possibly beyond. The manual presents concise definitions of gender-related terms and explanations of the links between health and gender, supported by a detailed glossary. Presentations on various training sessions enable participants to understand the complex interlinkages between gender and reproductive health, as well as the link between the latter and thematic areas such as HIV/ AIDS, GBV and poverty.

Good practice 6

- *Demonstrating the positive implications of gender-sensitive national policies for effective population and reproductive health programming and providing insights into region- and*

[26] *Women. War. Peace. Progress of the World's Women.* Vol. 1. *The Independent Expert's Assessment* (Section III, 2002/b, no. 29).
[27] See also *Empowerment of Women: How Population Programmes Contribute to Eradicating Poverty and Empowerment of Women,* Partners in Population and Development. A South-South Initiative. Report of a Symposium, 10 November (Section III, UNFPA, 2003/a, no. 30).
[28] *Distance Learning Courses on Population Issues* (Section II, UNFPA, 1999, number 14).
[29] *Module on Three-Day Training of Primary Health Centre Medical Officers on Gender and RH,* UNFPA, India. (Section II, UNFPA, 2002/a, no. 16).

country-specific similarities and diversities conducive to identifying and sharing lessons learned. This is reinforced by producing documents not only in English but also in some of the other main United Nations languages.[30]

The 2003 Spanish-language document "Gender Equality and Gender Equity Policy" provides an example of developing gender-sensitive national policies with specific application to Costa Rica's national police, traditionally a male-dominated sphere.[31] The language and content of the document reflect the promotion of CEDAW and the important role of human-rights and gender activists working with the national judiciary and policy makers. Gender equity is linked with national goals of security as well as law enforcement.

An example of country-specific insights is *UNFPA at Work: Five Country Snapshots* (1999).[32] Each country example covers a particular focus relevant to the UNFPA mandate and programme approach, which is to support the formulation of pertinent policy initiatives while emphasizing the need to work at the community level through a culturally sensitive approach. The document also provides insights into lessons learned that may have a wider application in the region. For example, the various country snapshots refer to the importance of supporting female role models as part of women's empowerment and how this may be achieved, by, for example, supporting education, skill training and income generation.

Good practice 7

- *Encouraging positive changes in the mindset of readers, including UNFPA staff and service providers, for example, through analysing subjective attitudes and beliefs in sensitive areas such as HIV/AIDS and VAW. This is conducive to capacity-building and organizational learning with positive implications for effective programme development and implementation*.

One example is the "HIV/AIDS Consultation Workshop for Arab States – Cairo. Challenges of the HIV/AIDS Epidemic: The Gender and Human Rights Context", developed by CST Amman.[33] The presentation, in a Power Point format, was useful for advocacy purposes and thus for disseminating gender messages related to HIV/AIDS. It provides explicit definitions of gender-related terms and concepts and coherently mainstreams gender into the analysis of the links between HIV/AIDS and human rights. It stresses the links between gender-specific vulnerability to HIV/AIDS, cultural beliefs and social expectations. It also examines the implications of poverty, conflict and human rights violations for promoting gender equality and for tackling HIV/AIDS.

The 2001 "Gender, Health and Development: Gender Mainstreaming in Sexual and Reproductive Health: Services and Programme Management" is another positive example of this best practice.[34] The document is also conducive to encouraging positive changes in the mindset of UNFPA staff. Intended as a training of trainers (TOT) manual (designed in Arabic and French, and available in

[30] Although most UNFPA gender-related materials are produced in English, the qualitative assessment included analyses of documents in Arabic, French and Spanish.
[31] "Gender Equality and Gender Equity Policy" (Spanish) (Section IV/A, UNFPA, 2003/j, no. 86).
[32] *UNFPA at Work: Five Country Snapshots* (Section VI, UNFPA, 1999/e, no. 228).
[33] "HIV/AIDS Consultation Workshop for Arab States – Cairo. Challenges of the HIV/AIDS Epidemic: The Gender and Human Rights Context" (Power Point Presentation, CST Amman (Section IV/A, UNFPA, no date/I, no. 44).
[34] "Gender, Health and Development: Gender Mainstreaming in Sexual and Reproductive Health: Services and Programme Management." CST Amman (Section IV/A, UNFPA, 2001/d, no. 61).

English), it provides relevant gender definitions and concepts that remain up to date, including a discussion of links with human rights and the cultural context. The section on lessons learned stresses that gender and related issues "are not only a matter of knowledge or skills", but are also affected by the personal beliefs, attitudes, motivations and misconceptions of service providers. Moreover, TOT workshop participants are provided with analytical tools to mainstream gender in sexual and reproductive health.

Another positive example is the 2001 *A Practical Approach to Gender-Based Violence: A Programme Guide for Health Care Providers and Managers*.[35] The guidelines for formulating practical gender-sensitive programmes are relevant for addressing the complexities of VAW and their link with reproductive health. The guidelines are also innovative in addressing the issue of health personnel's own conscious and/or unconscious subjective attitudes towards VAW, of relevance also to UNFPA staff, given the implications for programming in this area of concern.

Good practice 8

- *Promoting inter-agency collaboration in areas relevant to population, development and reproductive health and rights.*

An especially positive example is the 2004 "ADB/UNFPA Cooperation Training Manual on Integration of Population Issues in African Development Bank Programmes and Projects".[36] The document explicitly singles out gender as a cross-cutting issue, and its links with poverty, environment and population, reflected in the five training modules. The latter cover important issues such as population and related sectoral strategies; the need for a multisectoral database; the importance of advocacy and of promoting constructive policy dialogue; the role of communities in influencing gender-related issues; and the implications of gender equity for population dynamics and health interventions

Another good example of inter-agency collaboration is the 2003 *Promotion and Defense of Reproductive Rights: A New Challenge for the National Human Rights Institutions*.[37] The document provides both a conceptual framework for addressing the links among gender, reproductive rights and human rights, and an action plan relevant to various countries in the Latin American region. A summary table on 12 specific reproductive rights also establishes the link with the ICPD, CEDAW, CESCR and CRC (pp. 32-33). A section on the sexual and reproductive rights of women provides lessons learned, including the need to monitor, protect, promote and publicize human rights, thus "facilitating citizenship participation" (p. 270).

Good practice 9

- *Including gender-disaggregated analyses of adolescents and youth.*

A good example is the *The State of World Population 2003*, which focuses on adolescents and youth.[38] It reflects progress in addressing this population group in a gender-sensitive way

[35] *A Practical Approach to Gender-Based Violence: A Programme Guide for Health Care Providers and Managers* (Section I, UNFPA, 2001, no. 4).
[36] "ADB/UNFPA Cooperation Training Manual on Integration of Population Issues in African Development Programmes and Projects" (Section IV/B, UNFPA, 2004/n, no. 184).
[37] See also *Promotion and Defense of Reproductive Rights: New Challenges for the National Human Rights Institutions* (Spanish), UNFPA LAC CST and UNHCHR (Section IV/B, UNFPA, 2003/c, no. 159).
[38] *The State of World Population 2003: Making 1 Billion Count* (Section V, no. 198).

compared with, for example, the 1998 SWP focusing on the same topic.[39] For example, the latter defines youth by age (15-24 years), but no similar definition is provided for adolescents; nor is the age-related overlap between the two addressed. The 2003 SWP addresses this omission and the age-specific overlap between adolescents, youth and young people, as well as the cultural context that needs to be taken into account in the gender analysis of this population group. The importance of sex-disaggregated indicators is stressed, and the links with the ICPD and the MDGs as well as the CRC are explicitly addressed.

Another relevant example is the 2000 *Report of the UNFPA Inter-Country Workshop: Adolescent Reproductive Health for East and South-East Asia and the Pacific Island Countries*.[40] It provides a coherent framework for addressing adolescent reproductive health in a gender-sensitive and culturally appropriate way, although it does not define this population group in terms of an age category. It also promotes participation and ownership through the "involvement of adolescents in planning, implementation and evaluation" (p. 4) of the programmes. Equally important is constructively addressing culturally sensitive issues such as the unmarried adolescent's right to reproductive health information and services (p. 9).

Good practice 10

- *Mainstreaming gender into analyses related to the ageing population and their reproductive health.*

The 2003 Spanish-language "Sexual and Reproductive Health of Women's Ageing" focuses on the reproductive and sexual health of older women, as reflected in the title, and analyses the "feminization of ageing" in selected Latin American countries. It is a good example of addressing gender gaps discriminating against women, while not neglecting to include older men's reproductive and sexual health needs and concerns.[41] An especially important issue is the recognition of the role of older women in the unpaid care economy, and links with poverty and HIV/AIDS orphans, thematic areas relevant to the UNFPA mandate on reproductive health.

The 2002 expert group meeting report on "Population Ageing and Development: Social, Health and Gender Issues" is a positive example of linking gender issues with population ageing and development, as well as wider links such as with the ICPD and the MDGs.[42] Although further refinement of the analysis is required – for example, with regard to the links among ageing, gender equality and women's empowerment and the importance of mainstreaming gender in monitoring – the discussion covers links among gender, ageing and poverty. Gender is largely mainstreamed in the recommendations section, which could be further developed as a framework for advocacy on integrating gender into policies and strategies related to the ageing population.

Good practice 11

- *Promoting a constructive approach to male involvement in support of women's empowerment and in crucial areas related to reproductive health, such as combating HIV/AIDS.*

[39] *The State of World Population 1998: The New Generations* (Section V, no. 193).
[40] *Report of the UNFPA Inter-Country Workshop: Adolescent Reproductive Health for East and South-East Asia and the Pacific Island Countries* (Section IV/B, UNFPA, 2000/b, no. 139).
[41] "Sexual and Reproductive Health of Women's Ageing" (Section IV/A, UNFPA, 2003/p , no. 92).
[42] "Population Ageing and Development: Social, Health and Gender Issues. A Special Report from the Expert Group Meeting on Population Ageing and Development" (Section III, UNFPA, 2002/a, no. 28).

A positive example of promoting male involvement in addressing reproductive health concerns, as well as in issues relevant to population and development, is the 1998 "Male Involvement in Reproductive Health and Mainstreaming Gender in Population and Development Programmes", developed by CST Harare.[43] Although the document pre-dates the MDGs and MYFF, the strategies presented for promoting male involvement remain relevant and largely applicable to other regions, and are also useful for advocacy purposes.

Another positive example is the 2000 *A New Role for Men: Partners for Women's Empowerment.*[44] Key gender issues are defined and reinforced through examples, and coherent arguments are presented for the importance of encouraging male involvement in promoting women's empowerment as a means of achieving gender equality. Especially important is the presentation of positive gender messages that address men as partners rather than adversaries, including presenting positive images such as the role of the "new father" and its relevance to tackling changes needed in reproductive and sexual behaviour, both of which are linked to women's empowerment. As the report notes: "Too often the fight for women's empowerment is viewed as one for women to wage alone. Men must understand that gains for women benefit all of society" (p. 16).

The reality that generally insufficient attention has been accorded to the reproductive health needs of men is effectively addressed in a 2001 report on a meeting involving selected countries in East and South-East Asia.[45] The document breaches cultural taboos by discussing homosexuality and the link with HIV/AIDS, and the reproductive health needs of male adolescents. Although the document stops short of explicitly incorporating a culturally sensitive approach that is also rights-based and that promotes gender equality, it recognizes the need for a more coherent programme strategy to promote male involvement as a milestone in implementing the ICPD.[46]

Good practice 12

- *Addressing the complexity of gender-based violence (GBV) beyond the current narrow focus on violence against women (VAW).*

A pertinent positive example is the 1998 *Reproductive Health of the Population of Latvia*.[47] There is no explicit reference to "gender", yet both men's and women's reproductive health needs and rights are addressed. Reference to "International Principles" explicitly includes equal rights of men and women, as well as the importance of male involvement (pp. 15-17). Relevant to current discourses on GBV is the recognition that, although VAW may be statistically predominant and has serious implications for promoting equality between men and women, men may also suffer from mental, physical and sexual abuse (pp. 44-47). This points to the need for caution when using the terms GBV and VAW interchangeably. Of interest is the methodology applied in soliciting information from the sample of men and women: the latter were interviewed face to

[43] "Male Involvement in Reproductive Health and Mainstreaming Gender in Population and Development Programmes", CST Harare (Section IV/A, UNFPA, 1998/c, no. 50).
[44] *A New Role for Men. Partners for Women's Empowerment* (Section III, UNFPA, 2000/c, no. 26).
[45] "Report on the South-South Inter-Country Technical Meeting on Male Involvement in Reproductive Health in East and South-East Asia", Bangkok, Thailand (Section IV/A, UNFPA, 2001/I, no. 66). See also *Partners for Change. Enlisting Men in HIV/AIDS Prevention* (Section III, UNFPA, 2000/b, no. 25).
[46] Another positive example is *Breaking the Cycle of Transmission. Sexually Transmitted Infections* (UNFPA RHB/TSD (Section VI, UNFPA, 2004/a, no. 244).
[47] *Reproductive Health of the Population of Latvia* (Section IV/B, UNFPA, 1998/c, no. 135).

face, whereas men were given questionnaires to fill out (p. 20), although in both cases questions aimed at being culturally sensitive.

Recognition of the need for a holistic approach to tackling VAW is reflected in the 2002 *Inter-Country Workshop for Parliamentary Advocacy for the Elimination of Violence Against Women*.[48] This is a positive example of inter-agency cooperation in the United Nations and of soliciting support of the legislative bodies (parliamentarians representing various countries/regions) in developing a regional action plan to deal with a culturally sensitive issue. The report notes the "inadequacy of most national laws protecting victims or sanctioning violent perpetrators has made legal reform an important priority [though] clearly amending laws is not enough to eliminate VAW" (p. iv). Addressing the complex manifestations of VAW through an analysis of causes, and advocating for a recognition of decision makers' responsibility for addressing this problem are positively linked to the MYFF goal on gender equality and women's empowerment and, by implication, to the pertinent MDG. Recommendations for further action are a useful advocacy framework pertinent to all regions where UNFPA operates. [49]

B. THE COMMUNICATION STYLE OF UNFPA GENDER-RELATED MATERIALS

The desk review also assessed the communication aspects of UNFPA gender-related materials, revealed various strengths and identified best practices.[50] On the positive side, the documents reviewed were generally well researched, balanced and evidence based. The photo selection was strong and the themes examined were relevant and timely.

Good practice 13

- *Meeting needs and interests of the intended audience.*

The 2004 *Culture Matters – Working with Communities and Faith-Based Organizations* is a good example of a document that is well targeted, well researched and specific.[51] It contains country-specific indicators, facts and figures. Clearly focused towards policy makers and programmers, it meets the needs of the intended audience by providing detailed region-specific information regarding differing cultural contexts, and how to win traditional leaders over through a step-by-step analysis of what works and what does not. Country data reveal the extent of the problem analysed, followed by useful information regarding actions undertaken, obstacles faced and final results -- again, backed up with statistics and evidence. Boxes are a useful at-a-glance strategy to enable readers to absorb information quickly.

Audience targeting is important for effective advocacy. The latter is usually based on a simple strategy: first, making the reader care; second, presenting evidence; and third, providing a solution. To engage in successful advocacy and challenge the target audience, it is important to present progress and arguments in favour of a particular approach or strategy.

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[48] *Inter-Country Workshop for Parliamentary Advocacy for the Elimination of Violence Against Women* (Section IV/A, UNFPA, 2001/m, no. 70).
[49] "Violence Against Women in South Asia – Regional Analysis" (Section IV/A, UNFPA, 2003/w, no. 99).
[50] See appendix VI: Definition of Communication Criteria.
[51] *Culture Matters – Working with Communities and Faith-Based Organizations* (Section III, UNFPA, 2004/a, no. 32). See Preliminary Assessment Report, Final Draft, 31 May 2005, appendix 4 for source of references.

Good practice 14

- *Choosing images that add to text.*

The role of good design is to beguile, invite and engage as well as to provide a context in which to deliver information efficiently. Linked to this is the choice of images. It is important to choose images that do not contradict the tone of the text. *The State of World Population 2001* includes many images that are characterized by simple composition and that speak well to the text.[52] Readers are far more apt to retain an image than the text that accompanies it.

One photo that perfectly reflects the text and even adds to it is to be found in the 1999 *Distance Learning Courses on Population Issues*.[53] In the foreground is a father flanked by his six young sons, all of whom are holding a goat, while in the background, almost outside the frame of the picture, are the mother and two daughters. In terms of a photo that aptly reflects gender discrimination, this image is revealing.

Good practice 15

- *Writing well, combining first-person accounts with case histories and solid research.*

Quality writing is part of the design. It reassures the audience that what they are reading and related images are accurate and deserving of their attention, thus functioning as a form of persuasion that acts on an unconscious as well as a conscious level. A document that is well designed and eloquently written will be taken more seriously. It will have a greater impact and will reach a broader audience for the simple reason that it will be a pleasure to read, since it will invite, persuade, provoke and, more importantly, engage.

A positive example in this respect is the Introduction to *The State of World Population 2001*.[54] The first part is extremely well written and draws the reader in with an evocation of two Australopithecine ancestors heading out for a stroll along a Paleolithic lake shore. It captivates through powerful imagery and leads readers into the topic instead of simply hammering them with a series of facts.

Another positive example is the 2004 document *Women and HIV/AIDS: Confronting the Crisis*. This is a well-written and well-structured report that is evidence based and compelling.[55] The use of photography and the reliance on first-person accounts humanizes the issue and can be a powerful advocacy tool. Detailed descriptions of the practices and customs that increase female vulnerability to HIV/AIDS highlight the extent and breadth of discrimination and abuse of women and girls. At the same time, the text emphasizes that such behaviours can be, and are being, changed.

[52] *The State of World Population 2001. Footprints and Milestones: Population and Environmental Change* (Section V, UNFPA SWP, 2001, no. 199).
[53] *Distance Learning Courses on Population Issues* (Section II, UNFPA, 1999, no. 14).
[54] *The State of World Population 2001* (Section V, UNFPA SWP, 2001, no. 196).
[55] *Women and HIV/AIDS: Confronting the Crisis* (Section III, UNFPA, 2004/d, no. 35).

CHAPTER FOUR -- KEY CHALLENGES

A. QUALITY

The desk review reveals that, notwithstanding the good practices identified, various challenges need to be addressed so that UNFPA can build on existing strengths. Some of these challenges were identified even in the documents considered as positive examples overall; other challenges were identified in documents in which none of the quality criteria was met.

This section presents some key challenges and illustrates them by examples. The assessment captured certain issues and concerns, which should be addressed to institutionalize the best practices as a norm for UNFPA work.

Ways need to be found to do the following:

- *Ensure uniformity in the application of good practices over a specific time period as well as within the same thematic area. This includes ensuring consistency in imparting gender messages and the rationale for gender mainstreaming in documents covering the same or similar topics, and issued during the same time period.*

For example, the 2004 "Programme Managers' Planning, Monitoring and Evaluation Toolkit"[56] includes indicators presented in gender-neutral language, whereas the 2004 "Guidelines for UNFPA Support to Reproductive Health, Population and Development and Gender" is deemed a positive example of gender mainstreaming.[57] Dissemination may be a factor here, since the latter was produced by CST Harare, while the first-mentioned document was produced in headquarters.

Another relevant example is two documents produced in the same year – 2003 – on HIV/AIDS. *The Impact of HIV/AIDS: A Population and Development Perspective* integrates gender into the analysis, and, for example, explicitly refers to the MDG on gender equality and to the importance of sex-disaggregated data.[58] By contrast, *Preventing HIV Infection, Promoting Reproductive Health,* which includes a discussion of an enabling environment for addressing HIV/AIDS and explicitly refers to the ICPD and the MDGs, does not identify the promotion of gender equality and women's empowerment as explicit challenges to be addressed. Nor is there an explicit reference to promoting male involvement in the battle against HIV/AIDS. [59]

- *Avoid treating women and men as homogeneous population groups.*

The 2003 French-language document, "Gender, Democracy and Governance", is an innovative approach to widening the gender discourse.[60] The analysis focuses on three interlinked areas: the

[56] "Programme Managers' Planning, Monitoring and Evaluation Toolkit." (UNFPA/DOS (Section I, UNFPA, 2004/d, no. 11).
[57] "Guidelines for UNFPA Support to Reproductive Health, Population and Development." UNFPA CST, Harare (Section I, UNFPA, 2004/c, no. 10).
[58] *The Impact of HIV/AIDS: A Population and Development Perspective*. Population and Development Strategies number 9 (Section VI, UNFPA, 2003/h, no. 238).
[59] *Preventing HIV Infection, Promoting Reproductive Health* (Section VI, UNFPA, 2003/f, number 236).
[60] "Genre, Democratie et Gouvernance en Afrique de l'Ouest. L'égalité a la croisée des chemins." CST Dakar (Section IV/A, UNFPA, 2003/b, no. 78).

social situation of men and women; challenges in addressing gender equality between men and women; and implications of achieving gender equality for democracy and good governance and the link with the New Partnership for Africa's Development (NEPAD). Although no explicit link with reproductive health is spelled out, gender messages are consistent with the ICPD, the MDGs and the MYFF. However, the analysis treats women and men as undifferentiated population categories and does not take into account variables of class, rural/urban location etc.

- *Mainstream gender where appropriate, irrespective of whether the document's title explicitly mentions "gender" or "women". This also implies that, whether gender is focused upon and analysed in a separate chapter of the document, gender should be mainstreamed in other sections where appropriate.*

For example, the 2002 *Situation and Voices: The Older Poor and Excluded in South Africa and India* does not include "women" or "gender" in the title.[61] However, a separate section is devoted to gender and ageing, and gender is more or less consistently mainstreamed in other sections of the document. Another example is the 2003 *South Asia Conference for the Prevention & Treatment of Obstetric Fistula*, which provides a coherent analysis of contributing factors to obstetric fistula, including gender-related constraints such as low female education, early marriage and limited female autonomy.[62] By contrast, the 2003 *Counting the People: Constraining Census Costs and Assessing Alternative Approaches* uses gender-neutral language that fails to capture important links between, for example, the quality of data and poverty, as well as gender and culturally sensitive indicators.[63] Nor is there mention of the need to gender-sensitize census enumerators as part of effective national capacity-building for data collection.

- *Further elaborate on the concept of male involvement as well as develop qualitative indicators to measure the role of men in supporting women's empowerment as a means of achieving gender equality.*

The qualitative desk review reveals variations in how the issue of male involvement is addressed, either generally, as part of promoting gender equality, or related to a specific thematic issue, such as VAW and HIV/AIDS. Although the current MYFF (2004-2007) reinforces gender as a cross-cutting factor, the Strategic Results Framework does not include male involvement as a measurement indicator in the three goals of reproductive health, population and development, and gender.[64]

- *Further strengthen the gender analysis of adolescents and youth.*

As part of ICPD+10, UNFPA carried out in 2003 a global survey aimed at identifying progress and remaining challenges in implementing the ICPD Programme of Action, including adolescent reproductive and sexual health.[65] The 2005 progress report on adolescent reproductive health in

[61] *Situation and Voices: The Older Poor and Excluded in South Africa and India.* Population and Development Strategies number 2 (Section IV/B, UNFPA, 2002/g, no. 155).
[62] *South Asia Conference for the Prevention & Treatment of Obstetric Fistula* (Dhaka, December) (Section IV/B, UNFPA, 2003/k, no. 167).
[63] *Counting the People: Constraining Census Costs and Assessing Alternative Approaches.* Population and Development Strategies (Section VI, UNFPA, 2003, no. 241).
[64] "Multi-Year Funding Framework (MYFF) 2004-2007. Report of the Executive Director." (Section I, UNFPA, 2003.b, no. 7).
[65] *Investing in People – A Summary Report. National Progress in Implementing the ICPD Programme of Action 1994-2004* (See Section VI, UNFPA, 2004/c, no. 246).

the East and South-East Asia Region identifies seven issues relevant to analysing adolescents and youth in the Pacific Region.[66] Youth are not treated as a homogeneous category, and the discussion of culture as both a facilitating and a constraining factor recognizes the importance of gender. Yet, various sections of the document analyse adolescent reproductive health in gender-neutral language.

- *Update generic training manuals to reflect recent gender-related discourses and new areas of concern relevant to gender mainstreaming, such as gender budgeting, given its link to results-based management (RBM).*

The 2001 "UNFPA Gender Training Manual: Gender, Population and Development" can foster relevant skills for gender mainstreaming.[67] It provides the rationale for linking gender, population and development, and presents basic guidelines on how to undertake gender mainstreaming. It embraces the key areas of UNFPA mandate. However, updating of areas such as GBV, HIV/AIDS and the rights-based approach is required to ensure that this generic gender-training manual remains relevant.

- *As part of the promotion of reader-friendly documents, where appropriate, systematically incorporate a gender-sensitive executive summary that may, in addition, be used for advocacy purposes.*

Relatively few of the documents reviewed include an executive summary that is concise, reader-friendly and conducive to further use for advocacy purposes. For example, the previously mentioned *Situation and Voices: The Older Poor and Excluded in South Africa and India* is deemed a positive example of gender mainstreaming, but does not include an executive summary that captures essential gender and operational challenges dealing with this thematic area.[68]

- *Ensure consistent use of gender-sensitive language, whatever the original language of a document. A related challenge is ensuring that the translation of gender-related terms into the local language includes concise conceptual definitions that do not dilute universal standards of gender equality and human rights.*

A pertinent example is the 2004 Arabic-language "Health and Reproductive Rights of Youth and Adolescents".[69] Although this population group is categorized by age, much of the discussion in the text uses the male noun for adolescents and youth, including the section linking poverty and gender. While some may argue that, grammatically, the use of the male noun in Arabic is intended to refer to both sexes, explicit reference is made to female adolescents in, for example, the section dealing with pregnancy, and a differentiation is made between male and female youth in the section on HIV/AIDS.

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[66] *ICPD Plus Ten: Progress in the Pacific in Adolescent Reproductive Health* (Section IV/B, UNFPA, 2005/b, no. 189).
[67] "UNFPA Gender Training Manual: Gender, Population and Development" (Section II, UNFPA, 2001, no. 15).
[68] *Situation and Voices: The Older Poor and Excluded in South Africa and India.* Population and Development Strategies number 2 (Section IV/B, UNFPA, 2002, no. 155).
[69] "Health and Reproductive Rights of Youth and Adolescents." Submitted to the African and Arab Countries Conference (Damascus, December) (Section IV/B, UNFPA, 2004/c, no. 173).

B. COMMUNICATION STYLE

To improve the clarity and effectiveness of gender-related messages, the challenges identified regarding communication style need to be addressed. In terms of readability, most of the documents reviewed would have benefited from a more journalistic treatment that weds first-person accounts with case histories and solid, evidence-based research in order to appeal to an audience of policy makers, the media, researchers and the interested public. Effective communication draws readers in with emotion and then convinces them with facts. Emphasizing aesthetics and craft as well as solid, evidence-based research will both attract and inform. Another challenge is strengthening design, layout and typography. In addition, many of the documents reviewed need extensive editing to ensure clear communication of ideas.

Reviewing a sample of documents from a communication perspective reveals aspects that may not necessarily surface in a qualitative analysis of the same documents. Thus, the analysis of materials based on the applicability of the four defined quality criteria also needs to take effective communication strategies into account to further strengthen the messages advocating for gender equality through the promotion of women's empowerment.

C. UTILITY AND UTILIZATION OF UNFPA GENDER-RELATED MATERIALS

The assessment of utility and utilization of UNFPA gender-related materials by selected key stakeholders reveals the challenge of making better use of available quality materials through more effective dissemination channels. There is also the perceived need for gender-related materials that more effectively address staff requirements in respect of conceptualizing gender and using operational tools for gender mainstreaming.

The extent to which UNFPA staff would find materials useful and actually use them appears to be linked to the following:

- Effective targeting of the intended audience and their information needs and interests;
- Clarity in conceptual presentation, packaging and design;
- Usefulness as operational tools for gender mainstreaming and as advocacy instruments;
- Effectiveness of the organization's dissemination strategy and mechanisms;
- Accessibility of materials in hard copy and/or via the Internet; and
- Availability in the main United Nations languages other than English, including quality of translation.

D. DREAM PRODUCTS

Respondents shared their views about hypothetical, so-called dream products being conducive to strengthening the quality of UNFPA gender-related documents and, by implication, strengthening the process of gender mainstreaming. In this way, such products would help UNFPA achieve its strategic objectives pertinent to promoting and supporting gender equality and equity. The dream products that were suggested include the following:

- Regularly updated position papers on how UNFPA is operationalizing its mandate in response to ICPD and MDG objectives, and as reflected in the MYFF; specifically with respect to focus areas conducive to promoting women's empowerment as a means of achieving gender equality and equity;

- Thematic- or sector-specific fact sheets that regularly update staff on best practices and on lessons learned for addressing and strengthening interlinkages of gender, culture and human rights in programme planning and project implementation;

- Concise guidelines on how to implement gender-mainstreaming operational tools;

- Concise executive summaries in all pertinent documents conducive to developing gender-sensitive advocacy strategies and tools;

- Gender-training packages that provide conceptual frameworks and promote practical skills for operationalizing gender mainstreaming;

- User-friendly checklists to assess effective implementation of gender mainstreaming;

- User-friendly guidelines for effectively measuring gender mainstreaming-related outputs conducive to achieving MYFF goals and strategies;

- More effective channels for intra-organizational knowledge-sharing and learning linked to promoting staff accountability for gender mainstreaming; and

- More effective channels for inter-agency cooperation on gender-related issues and concerns conducive to strengthening overlapping areas while avoiding unnecessary duplication.

CHAPTER FIVE – WIDER IMPLICATIONS OF THE ASSESSMENT AND ITS FINDINGS

Certain findings and conclusions of the assessment go beyond the specific scope of the desk review and point to broader issues, namely the implications for the strategic niche and comparative advantage of UNFPA with respect to gender, as well as for UNFPA organizational development. The assessment has used an innovative methodology of appreciative inquiry and, in this way, has enriched the palette of evaluation methods used by the organization

A. UNFPA STRATEGIC NICHE AND COMPARATIVE ADVANTAGE

The UNFPA strategic niche is informed by the interlinked areas of reproductive and sexual health and rights; population and development; and advocacy promoting and supporting women's empowerment as a means of achieving gender equality and equity. Its strategic niche is linked to achieving the objectives set out in the 1994 ICPD Programme of Action, further developed and refined through ICPD+5 and ICPD+10, as well as in the FWCW and follow-up conferences. It is also linked to the MDGs in recognition of the fundamental importance of reproductive and sexual health to achieving these goals. Operationalizing the organization's strategic niche also requires active participation in the development of Poverty Reduction Strategies and SWAps.

The UNFPA comparative advantage is based on its unique experience as an advocate for reproductive and sexual health and rights, both of which are culturally sensitive areas. In turn, this has implications for effectively advocating on empowering women as a means of achieving gender equality and equity, informed by a culturally sensitive rights-based approach in strategy development and programme planning.

Effective gender mainstreaming is a crucial aspect of strengthening the organization's strategic niche and comparative advantage. As the key findings from the appreciative inquiry indicate, this requires ensuring conceptual clarity and coherence in gender-related terms, effective training in gender-analytical skills, effective application of gender-mainstreaming tools, and the promotion within UNFPA of a culture of knowledge-sharing and organizational learning.

B. ORGANIZATIONAL DEVELOPMENT

The findings of the assessment also have implications for organizational development within UNFPA by pointing to the need for:

- Developing and refining a strategy for quality production and effective dissemination of UNFPA gender-related materials;
- Implementing an effective gender-training strategy, including follow-up training; and
- Promoting a culture of learning and knowledge-sharing as well as accountability for gender mainstreaming.

This was the first time that DOS used the method of appreciative inquiry in an evaluation. The effort proved to be constructive and appropriate to the objectives of the assessment. The lessons learned are worth sharing not only with UNFPA Evalnet but with evaluators from other United Nations organizations and agencies as well, as the utilization of this method is in its early stages.

CHAPTER SIX – RECOMMENDATIONS TO IMPROVE THE QUALITY, PRODUCTION AND DISSEMINATION OF GENDER-RELATED MATERIALS AT UNFPA

The key findings of the desk review, interviews with selected key stakeholders in UNFPA and the Recommendations Development Workshop point to the following recommendations for moving forward in improving quality production of gender-related materials.

To improve the quality of gender mainstreaming in UNFPA materials, the following should be undertaken:

- Ensure the effective targeting of the intended audience by clearly defining it and its information needs and interests at the planning stage and making the format, message design and presentation relevant to those needs;

- Disseminate throughout UNFPA a user-friendly checklist based on the set of quality criteria developed for the assessment "Focusing on Gender" as a tool to assess the effectiveness of mainstreaming gender in UNFPA materials (TSD,CGHR branch);

- Establish a quality assurance mechanism (to be developed by TSD and IERD) to ensure that the production of materials in UNFPA adheres to the quality standards developed for this assessment;

- Ensure that all materials produced by UNFPA use gender-sensitive language and reflect gender analysis;

- Improve the writing style, translation and layout of materials produced at UNFPA and ensure their professional editing by native speakers; and

- Ensure that documents include a concise executive summary that may be useful, among other things, for advocacy purposes.

To support effective utilization of the produced materials, the following should be undertaken:

- Ensure that UNFPA staff in the field systematically receive corporate strategic materials on gender concepts; on operational tools for gender mainstreaming; and on thematic approaches that are sensitive to gender, culture and human rights;

- Ensure that quality materials produced in the field are available and accessible for staff in all regions and countries where UNFPA operates (CGHR branch);

- Update training materials relevant to capacity-building in gender mainstreaming and ensure that modules reflect the strategic link with MYFF and the MDGs, as well as the link with RBM (CGHR branch); and

- Develop a user-friendly UNFPA web site for staff to share gender-related documents, information and experiences on best practices and outstanding challenges.

Certain findings and conclusions of the assessment go beyond the specific scope of the desk review and point to broader issues. The recommendations below address the implications for the Fund's strategic niche and its comparative advantage in respect of gender as well as organizational development.

To strengthen the focus on gender in UNFPA, the following broader recommendations should be considered:

- Develop and disseminate UNFPA position papers on gender which are concise, up-to-date, reader-friendly and available in the United Nations working languages and which clearly reflect the strategic niche and comparative advantage of UNFPA in the area of gender;

- Include in gender-training courses a module that clearly links the focus on gender as a cross-cutting factor with UNFPA gender-related strategic objectives and comparative advantage;

- Ensure that gender is mainstreamed in induction procedures as well as thematic-linked training courses and modules; and

- Develop a needs-related gender-training strategy that addresses the requirements of UNFPA staff for a better understanding of gender concepts and their link with culture and human rights and for more effective use of operational tools for gender mainstreaming.

APPENDICES

APPENDIX I: Terms of Reference

Focusing on Gender: Assessment of the quality and utility of the UNFPA publications/ materials related to gender and gender mainstreaming and produced in 1997-2004.

Background:
To operationalize its commitment to gender equality and women's empowerment, UNFPA developed in 1998 specific policy and programme guidelines, which are currently being reviewed and updated.

The high priority accorded by UNFPA to the gender institutionalization is reflected in the strengthening of the Gender Branch in TSD which became the Culture, Gender & Human Rights Branch (CGHR), the systematic appointments of gender and socio-culture advisers in CSTs and nomination of the Gender focal points in all organizational units. Gender, equality and women's empowerment was adopted as one of the three strategic goals of the Multi-Year Funding Framework (MYFF), while also ensuring that gender concerns are mainstreamed and captured in the indicators and the outputs of the other two goals.

An important recognition of gender equality and the empowerment of women as being essential to achieving reproductive health and sustainable development is reflected in numerous publications, papers, guidelines, training materials produced at UNFPA by different organizational units. The main purpose of these materials is to facilitate understanding of the concepts and to guide their translation into practice as well as to contribute to the advocacy, policy dialogue and resource mobilization.

In spite of the production of a growing number of printed materials of different types, the gender area remains challenging for UNFPA and its staff. In numerous reviews, evaluations and reports gender mainstreaming into programming using the human rights and a culturally sensitive approach is repeatedly mentioned as an area, which requires more clarity and practical guidance. In addition, concern about the effectiveness of technical support provided to the CO through materials and publications was raised. As a matter of fact in most cases Gender is dressed more than really addressed. The reasons are not only technical.

It was not surprising that the internal survey conducted in 2003 by DOS to select the priority topics for the future evaluations, highlighted again the need to pay more attention to this area. As a first step DOS has proposed to the Programme Committee to conduct a desk review of UNFPA publications/materials on gender and gender mainstreaming to assess the quality, relevance as well as consistency of the message communicated.

Independently from this decision, and more or less at the same time, the CGHR branch has included into its work plan an assessment of the availability of guidelines and training materials and their utilization. For both exercises the first step entailed identification, compilation and cataloguing of the produced materials because after the abolishing of the UNFPA library, there is no longer a repository of UNFPA publications/material. DOS and CGHR branch have jointly started identifying and collecting the publications and as of now have almost completed this exercise.

Rationale and Purpose of the Assessment:
The proposed inquiry is a version of formative evaluation with the purpose of the improvement of UNFPA operations. The rationale of the desk review was based on the following underlying assumptions: the printed materials produced by UNFPA on gender and gender mainstreaming represent the state of the art and they are key for the staff to remain updated with the concepts. These materials provide the necessary guidance on how to design and implement effective programmes, how to do advocacy, policy dialogue and mobilize resources to scale up international and national support to gender equality and women's

empowerment. It is also assumed that produced materials are available in the working languages and are easily accessible for the staff, who reads these materials and applies them in its work As an end result of this chain of events/actions gender gets mainstreamed in a culturally sensitive and human rights based way.

In order to shape the design of the proposed assessment of the quality and utility of publications/materials and to make the whole exercise more responsive to the needs of various stakeholders, DOS has conducted a series of pre-assessment dialogues, interviews with the intended users of the assessment's findings. These dialogues have allowed not only to portray the stakeholders' experience with publications and materials but also has led to the expansion of the inquiry to include the utilization aspect. As a result two exercises planned by DOS and CGHR branch got merged into one: "Focusing on Gender: assessment of the quality and utility of UNFPA publications and materials related to gender and gender mainstreaming".

The purpose of the proposed assessment is:

1. To validate the above mentioned assumptions and to determine to what extent the produced publications/materials meet the quality standards, expectations and needs of the intended users and are an effective channel of guiding the organization;
2. To learn the best practices to improve further the effectiveness of communicating gender related concepts and programme experiences.
3. To contribute to the organizational learning and development by using broad participatory and appreciative evaluation practice and to strengthen collaboration between different organizational units.

Key Evaluation Questions:

The initial dialogues and interviews conducted with the main stakeholders identified a set of critical questions that they are particularly interested in and committed to answering through the inquiry process. These questions could be clustered in the following groups:

1. Quality of the produced materials:
    a. Do the concepts meet quality standards, and a state of the art understanding;
    b. Are they consistent with the MYFF, the strategic direction and accepted approaches
    c. Are messages relevant to the specific information needs of the target audiences
    d. Do the produced materials make the UNFPA staff more grounded in the understanding of multiple dimensions of the issue and strategies to deal with it.
    e. Is the substance/message consistent from one publication to another?

2. Utility of the produced materials:
    a. What type of produced materials are being used
    b. Who and for what purpose use the materials
    c. Do the produced materials represent the ways/channels (preferred by the users) of receiving information/learning.
    d. Do the produced materials help the staff to understand the concept and provide guidance relevant to them for programming decision/needs.
    e. Are publications effective in communicating the message and advocating for gender issues to the specific target audiences

3. What needs to be done to make the materials more useful and to facilitate the effective design and implementation of women empowerment programmes using human rights and culturally sensitive approaches

4. What is the decision-making process with regards to the production, dissemination and marketing of the publications/materials; what are the processes to ensure that the needs of the intended users are addressed.

5. What are the good examples of relevant, useful and being used publications/materials and what are their specific strengths and features to be built on and scaled up in the future. Which of the used materials had positive impact on the users and what positive impact was carried into organization

Annex 1 suggests a preliminary audience for the evaluation use for the above mentioned evaluation questions. Annex 1 will be finalized by the main stakeholders/reference group prior to the desk review.

Intended Uses and Users:

The following organizational units have a vested interest in the proposed inquiry and its findings:

The primary stakeholder for this evaluation will be CGHR branch as well as other branches of TSD, CSTs and IERD. These organizational units are directly involved in the production of the guidelines and publications and it is expected that the findings of the assessment will increase their knowledge and understanding about the evaluation and will be taken into consideration in their decision making with regards to the future strategies and approaches to production and dissemination of the publications/materials.
The secondary stakeholders include the main intended users of the material/publications such as GDs and the COs and through them the national counterparts and other partners. They will benefit from incorporating their experiences and suggestions in the recommendations and later on by the improved quality and utility of the printed materials targeted at their needs. Annex 1 explains the expected potential use of the findings by different stakeholders.

Since the impact of the evaluation comes not just from the findings but from going through the thinking process that the exercise requires, both stakeholders will be involved in its design and to the extent possible in the implementation. It is not unusual that the evaluation findings shed light at some bottlenecks of the organizational development such as: values, structure, culture, and this way UNFPA as a whole can benefit from it through collective reflection on the changes needed.

Methodology:

The inquiry is intended to be a forward-looking, learning and participatory exercise. The underlying philosophy of the proposed evaluative inquiry is based on the recognition that evaluation is not only a means of accumulating information for decision making and action, but it is a learning opportunity which helps organization to learn about its practice and understand need for transformation and further development. Therefore, broadening the learning audience is key to achieve the above- mentioned goal. Learning will occur through the involvement of multiple constituencies each representing different perspectives, previous knowledge and experiences and engaging in dialogue about the meaning of what they do and how they do it.

Highly participatory and collaborative approach will also help to address the main weakness of the UNFPA evaluations: limited utilization of the findings and feeding them in the organizational development. Having this in mind we have encouraged the stakeholders' participation starting from the stage of conceptualization of the inquiry and their involvement will remain crucial not only through the entire process of the exercise but even afterwards at the stage of the implementation of the recommendations (see the Communicating and Reporting section).

Active involvement of the intended users will help them to articulate their needs and concerns and made them genuinely interested in the outcomes of the inquiry. Frequent and inclusive communication with the main stakeholders throughout the inquiry will ensure that they receive timely and useful information relevant to their information needs. Their participation in discussing findings, formulating recommendations and prioritizing them and translating into plan of action will ensure their ownership and increase the chances of implementation.

The inquiry will use mixed methods such as questionnaires, surveys, desk review of materials, dialogues, focus group discussions for the sensitive issues. Utilization of narrative and dialogical methods will allow

us to have the most complete account of the UNFPA staff perspectives and experiences regarding the evaluation issue. The data analysis and interpretation will be done by the Evaluation Adviser and External consultants in collaboration with CGHR branch and reference group since they are most closely associated with the issue being explored. The interpretation of the findings will be made in working sessions with the evaluation team and reference group and even may be a wider group of the staff. These sessions will use findings as a catalyst for further dialogue and reflection that might even go beyond the original data, and these sessions will be considered as an integral part of the assessment.

To make a greater impact on learning and organizational development, the assessment will have the appreciative stance and first of all will look at what is good, seeking to do more of that, rather than look for what is wrong, trying to fix it. Even the title of the inquiry is positively charged and creates the image of what the organization is looking forward to. However, appreciating what is good will not preclude applying constructive and rigorous critique.

The main purpose of consultations with the stakeholders at the very first stage is to focus the assessment. In the process of dialogues and interviews with different stakeholders the purpose of evaluation will be clarified and the evaluation questions will be collaboratively developed based on the needs, interests and expectations of the stakeholders. The draft TORs of the inquiry will be prepared and shared with the reference group to incorporate their comments and concerns. This will be followed by the brief survey, which will be sent out to all professional staff to find out about their experiences of using gender related printed materials. The assumption is that the most committed to mainstreaming gender in UNFPA programmes and involved in this process will respond to this questionnaire and they will be also included in the reference group. Annex 3 contains the questionnaire to be sent out before the review.

Its results will contribute to the finalization of the assessment design and identification of the list of publications to be reviewed.

After analysing the results of this survey, the respondents who had experience with the publications/materials might be contacted with the follow-up questionnaire/interview. The final decision on the materials to be reviewed will be done jointly with CGHR branch and the consultant during the consultant's briefing at the Headquarters.

Some of the participants of the dialogues and respondents to the survey will form a reference group. After the completion of the desk review, the emerged issues will be discussed/clarified in the course of interviews with the key stakeholders and the findings will be shared and converted into recommendations at the working session with the stakeholders.

Along with having a web site for the inquiry which would reflect the progress and the process of the inquiry, the relationship with the stakeholders will be sustained through various audience specific reporting and communicating channels. These will include direct e-mails, face-to face briefings, brief progress updates, etc. It will remain crucial at the final stage of applying the findings of the assessment to develop and prioritize recommendations.

Scope of the Assessment:

The scope of assessment will be determined in collaboration with the CGHR branch and based on the results of the first survey. The involvement of the stakeholders will be crucial in selecting the most useful publications since only the users can best distill them.

Tentatively the assessment will cover:

1. Gender related publications produced by the Headquarters and CSTs.
2. All UNFPA guidelines and particularly the gender related guidelines.
3. A sample of training materials related to gender.
4. All UNFPA publications/materials, which were referred to by the staff as good, useful and being used for understanding and application of the gender concepts.

5. A sample of other TSD, CST and IERD publications to assess the gender mainstreaming dimension as well as some evaluation reports as a reference.
6. A sample of publications produced by UNFPA at the country level in 1-2 countries per region. (Djibouti, Morocco, Yemen; India, Iran, Nigeria, Kenya)

Team composition:

The Evaluation team will consist of two external consultants and the UNFPA evaluation adviser.

The UNFPA evaluation adviser will do overall management and coordination of the inquiry. In addition she will conduct pre assessment dialogues, will administer the surveys and other data collection activities, organize working sessions with the reference group in accordance to the work plan and as needed, will ensure proper communicating and reporting throughout the entire exercise.

An external consultant experienced in the area of gender and gender mainstreaming will be responsible for conducting the assessment of the publications and producing all written reports based on the outputs and deadlines specified in the assessment's TORs including the evaluation questions. More specifically in addition to reviewing the materials and writing the reports the consultant will conduct interviews with the key informants and conduct a findings validation workshop with the main stakeholders. The assignment will involve three visits to New York: for briefing and finalizing the scope of review; for conducting interviews and for conducting the workshop.

A short-term communication consultant will be hired to assess the quality of communicating and packaging of the key gender related messages in the UNFPA publications. His/her input will be incorporated in the main report.

An intern will assist in compiling and obtaining of the existing materials.

Communicating and Reporting:

The past experience shows that effective use of evaluation findings is a weakest link in PM&E cycle in UNFPA. This issue will be addressed not only by using the participatory and interactive strategies and approaches throughout the entire exercise but also by tailoring communication and reporting activities for various stakeholders taking into consideration their interest level, accessibility, reading ability, role in the decision making etc. It is expected that this approach will develop an increased ownership and interest in the assessment and its findings and will feed the findings into policy and operational decisions.

Reporting for various purposes and targeting different audiences will take place both during and after the inquiry. During the assessment the stakeholders will be advised about the evaluation design and implementation; about specific evaluation activities and overall progress of evaluation. The reporting and communicating needs of different stakeholders as well as appropriate formats for communicating and reporting will be specified in the course of the exercise. However, as of now it seems that, besides the formal written report, it will be important at the end of the exercise to conduct a validation workshop with the reference group and other stakeholders if possible to validate and share the assessment findings and to formulate collaboratively the recommendations and follow up actions. The main purpose of this activity will be to build general awareness of and support for the findings and facilitate change and improvement. The conclusions of this workshop will be shared with the EC and the PC along with the formal final report. Two-page summary report will be prepared for the Fund wide dissemination for awareness and follow up.

Management & Work Planning:

A tentative work plan describing different stages of the assessment, their processes and products are presented in the annex 2. This plan will be further detailed, adjusted/modified in consultation with the CGHR branch and the consultant and further as needed in the course of the assessment subject to the agreement of the Evaluation Adviser. Key deadlines for the written products will be as follows:

TOR and work plan: January 20, 2005
First draft of the Final Report: May 15, 2005
Working session to formulate and prioritize the recommendations: end of May 2005
Final Report: July, 2005

Annex 1: Linking the evaluation questions to the audience and evaluation use.

Audience	*Possible Evaluation Questions*	*Possible Evaluation Use*
TSD, CSTs,	Are the concepts valid and consistent with MYFF and strategic direction? Are messages clear? Is the content consistent with the state of the art and accepted approaches? Are messages relevant to the specific needs of the target audience? Do publications meet the quality standards? Do produced materials make us more grounded in our understanding of multiple dimensions of the issue and strategies to deal with it? Do they provide insights on UNFPA comparative advantage and how to leverage it? Is the substance/message consist-ent from one publication to another? Do produced materials represent the best (preferred by the users) ways of receiving information/learning.	Knowledge about the validity of the concepts. Knowledge about best practices. Better understanding of the needs of the users. Further refinement of the concepts. Decisions about the strategies and approaches to the production and dissemination of the future publications.
Programme staff (GDs and COs)	Do publications/materials help me to understand the concept and provide me with guidance for programming decisions? Are they relevant to my specific needs? What publications/materials are being used, what for and why? What needs to be done to improve further the materials produced by Headquarters and CSTs?	Knowledge about availability of publications/materials. Knowledge about concepts and best practices. Better decisions about programme development.
IERD	Are publications effective in communicating the message and advocating the gender issues to groups? Could they be efficient for resource mobilization? Who are the actual users?	Knowledge about the utilization of the produced publications. Development of production and dissemination strategy for publications.

Annex 2: Work Plan

Phase	*Key processes*	*Main products*	*Responsible*
Preparation/Design ***November 2004 –*** ***January 2005***	1.Conducting dialogues, interviews, consultations with CGHR branch and other stakeholders Nov.-Dec. 2004).	1.Minutes recording the main outcomes of the discussions, draft proposal	1.Evaluation Adviser
	2. Identification and cataloguing of the publications/materials. (Oct. 2004-Feb. 2005)	2.List of UNFPA printed materials related to gender mainstreaming produced in 1997-2004	2.Evaluation Adviser CGHR branch, Intern,
	3.Preparation of the list of publicati for the desk review in consultation with the CGHR and taking into account the results of the survey. (Feb. 2005)	3. List of the materials to be assessed in the course of the desk review.	3.Evaluation Adviser and
	4. Conducting the pre assessment su analysing the data obtained. (Jan.-Feb. 2005)	4.Findings of the survey reflected in the TOR.	4.Evaluation Adviser
	5.Preparation of the draft of TORs, CGHR, the gender consultant, valid reference group and evalnet. (Jan.–Feb. 2005)	5.TOR	5.Evaluation Adviser
	6.Identification and recruitment of t (Jan. 2005)	6.Consutants are on board	6.Evaluation Adviser
Carrying out the Assessment ***January 2005-April 2005***	7.Briefing of the consultant; meeting with CGHR branch. (February 14 2005)	7. Finalized TORs and workplan	7.Evaluation Adviser
	8.Conducting the desk review of the materials with the focus on the best most useful publications (Mar.-Apr.	8.First draft of the assessment report.	8.External consultant – Gender specialist
	9.Assessment of quality of the publications' design and packaging of messages. (Mar.-Apr. 2005)	9.Draft report.	9.External consultant-com specialist.

	10.Conducting follow-up survey, interviews with the key stakeholders and analysing the obtained data. (May 2005)	10.Report on the survey findings to be incorporated in the assessment report.	10.Evaluation Adviser, Gender consultant?
Reporting, validation and dissemination of the findings ***May 2005-June***	11.Reference group debriefing on the main findings, testing out key recommendations (May 2005) 12.Circulation of the report to various stakeholders for comments and feedback (May 2005) 13.Recommendations development workshop with reference group and other stakeholders (June 2005) 14.Finalization of report. (July 2005) 15.Presentation of findings and recommendations to the PC and EC. (July) 16.Preparation of the summary report for the Fund wide dissemination. (July 2005) 17. Integration of the suggested action plan in the PADs of the respective staff members during the mid-year PAD review.	11.Second draft of the assessment report. 12.Third draft of the assessment report. 13.Inputs into the assessment report. 14.Final report 15. Power point presentation 16.Executive summary 17.Revised PADs include the proposed priority based plan of action	11.Evaluation Adviser, External consultants. 12.Evaluation Adviser, External consultant-gender specialist 13. Evaluation Adviser, External consultant 14. External consultant-gender specialist 15.Evaluation Adviser 16. External consultant-gender specialist 17. Respective Divisions

Annex 3: Questionnaire 1 for the Inquiry: "Focusing on Gender".

1. **Welcome and thank you for agreeing to participate in this survey and helping us to conduct the evaluative inquiry: "Focusing on Gender: Assessment of the quality and utility of the UNFPA publications/materials related to gender and gender mainstreaming and produced in 1997-2004".**

There are 13 short questions, which you should be able to complete in 10-15 minutes. The results of this survey will help us to decide on the specific materials/publications to be reviewed. Our intention is to focus on the most useful for you and the most used ones in order to learn from our strengths and best practices.
Please answer the questions below openly and be assured that your responses will be collected and analysed anonymously and confidentially.

1. **What unit do you work for:**

CO, CST, TSD, GD, IERD, SPO, DOS, LCMB, HRU, DMS.

2. **What are your substantive areas of work (indicate as many as apply)**

PDS, RH, HIV/AIDS, Gender Equality and Women's Empowerment, Advocacy, Young People, Other (please specify)

3. **Are you**
   gender focal point
   gender adviser
   none of those

4. **How long have you been working in UNFPA?**
   Less than 1 year
   1-5 years
   more than 5 years

5. **Please briefly list any publications/ materials/ documents produced by UNFPA, which you have found helpful in understanding or applying gender mainstreaming.**

6. **Have you used any of the materials in the attached list to facilitate your work ?**

   Yes No

If the answer to the question 6 is "no"go straight to the question 10;
if yes ,continue with the questions 7, 8, 9 to express your opinion about the utility of those materials?
Rate the materials that you are familiar with according to the following scale: ***very helpful - helpful to some extent - not at all helpful.*** *Depending on your rating put the publications' numbers as they appear in the attached list, under one of the three following questions:*

7. **Put below the numbers of the materials/publications that you consider *very helpful* .**

8. **Put below the numbers of the materials/publications that you consider *helpful to some extent.***

9. **Put below the numbers of the materials/publications that you consider *not at all helpful.***

10. **If the answer to the question 6 is no, please explain why?**
    never heard of them
    not available
    not available in my working language (which language is that?)

not clear
not helpful/relevant for my work
other- please explain

11. **What other materials on gender and gender mainstreaming, not produced by UNFPA, have you used and found helpful. Please, list them below.**

12. **Did you have some experience of applying gender mainstreaming approach in your work at UNFPA or participating in programme/ project, which aimed/succeeded at promoting gender equality and women's empowerment?**

Yes
No

14. **If yes, you might wish to provide us with brief information about the type of activity and your role.**

Annex 4: Initial Criteria for Quality Assessment of UNFPA Publications*

1. ***Content of the 'Gender' Message***

1.1 Reflects complexity of gender & development approach without becoming too 'abstract'.
1.2 Up-to-date, reflects latest discourse and practices on promoting gender equality.
1.3 Reflects awareness of changes in gender relations over time, and link with achieving development goals, including MDGs.
1.4 Consistency of the message with the MYFF goals and strategies.
1.5 Reflects both men's and women's perspectives

2. ***Presentation of the 'Gender' Message***

2.1 Clarity of concept tailored to take account of different stakeholder groups.
2.2 Clarity of language (unambiguous).
2.3 Consistency of message from one material/publication to the next
2.4 Quality of translation.

3. ***Relevance of the 'Gender' Message***

3.1 UNFPA staff's sphere of work and responsibilities.
3.2 Partners' and counterparts' spheres of work and responsibilities.
3.3 Cultural and socio-economic context of host country.
3.4 Link with MDGs.

4. ***Channels of Dissemination of the 'Gender' Message***

4.1 Based on a clear advocacy strategy.
4.2 Based on an effective communications strategy.
4.3 Dissemination of best practices and link with effective application of lessons learnt.
4.4 Partnership development through dialogue on gender equality.
4.5 Building consensus within the organization on aims of gender equality.
4.6 Link with capacity/capability of UNFPA staff.

5. ***Effectiveness of the 'Gender' Message***

5.1 Effectively contribute to new levels of understanding of the gender and gender mainstreaming concept
5.2 Effectively provides insights with which to leverage the UNFPA comparative advantage.
5.3 Clear understanding that gender mainstreaming is not a 'goal' as such, but an ongoing process through which to achieve the promotion of gender equality.
5.4 Clear understanding that UNFPA interventions impact on and are affected by other interventions (UN agencies, international organizations, NGOs).
5.5 Link with capacity/capability of UNFPA staff to use gender mainstreaming related tools.

6. ***Wider context of the 'Gender' Message***

6.1 Clarity on link between benefits to women, gender equality, reproductive rights and poverty alleviation.
6.2 Clarity on link between programme/project interventions and contribution to women's social and economic empowerment.

*[Note: These criteria were revised during the consultation process. See Appendix V for the final version used in the assessment.]

APPENDIX II: Questions for Pre-Assessment Dialogues and Interviews

1. To what extent do the materials produced within UNFPA correspond to the ideal publications related to gender and gender mainstreaming. What are the examples of good and useful publications.

2. If you are a user, how often do you refer/use the UNFPA publications to understand better the concepts of gender and gender mainstreaming? How helpful are they? What do you appreciate the most? What is important to have in this type of publications?

3. How can UNFPA produce better materials, what should be different?

4. If you are not using the mentioned publications/materials, why: not available? no time? not useful? anything else?

5. Do you agree that the proposed desk review is the best ways to address your needs and concerns?

6. What are your specific needs that you would like to be addressed by the review?

7. What questions would you like to get the answers for? And how would you use the findings.

APPENDIX III: Overview of Survey Responses of UNFPA Staff

1. What unit do you work for?	Number of Responses	Response Ratio
CO	65	73%
CST	10	11%
TSD	2	2%
GD	4	4%
IERD	3	3%
SPO	0	0%
DOS	2	2%
LCMB	2	2%
HRU	1	1%
DMS	0	0%
Total	89	100%

2. What are your substantive areas of work? (indicate as many as apply)	Number of Responses	Response Ratio
PDS	40	44%
RH	41	46%
HIV/AIDS	40	44%
Gender Equality and Women's Empowerment	54	60%
Advocacy	44	49%
Young People	40	44%
VIEW Other, Please Specify	24	27%

3. Are you	Number of Responses	Response Ratio
Gender focal point	28	31%
Gender advisor	9	10%
None of those	54	59%
Total	91	100%

4. How long have you been working in UNFPA?		Number of Responses	Response Ratio
Less than 1 year		16	17%
1-5 years		38	41%
More than 5 years		38	41%
	Total	92	100%

5. Please briefly list any publications/materials/ documents produced by UNFPA, which you have found helpful in understanding or applying gender mainstreaming.

VIEW 70 Responses

6. Have you used any of the materials in the attached list to facilitate your work ?		Number of Responses	Response Ratio
Yes		52	63%
No		31	37%
	Total	83	100%

7. List below the numbers of the materials/publications that you consider very helpful.

VIEW 53 Responses

8. List below the numbers of the materials/publications that you consider helpful to some extent.

VIEW 36 Responses

9. List below the numbers of the materials/publications that you consider not at all helpful.

VIEW 19 Responses

10. If the answer to the question 6 is no, please explain why?		Number of Responses	Response Ratio
a. Never heard of them		8	19%
b. Not available		4	9%
c. Not available in my working language		4	9%
d. Not clear		0	0%
e. Not helpful/relevant for my work		8	19%
VIEW Other, Please Specify		19	44%
	Total	43	100%

11. If the answer to the question 10 is c, please specify what is the language that materials are not available in?
VIEW 14 Responses

12. What other materials on gender and gender mainstreaming, not produced by UNFPA, have you used and found helpful. Please, list them below.
VIEW 48 Responses

13. Did you have some experience of applying gender mainstreaming approach in your work at UNFPA or participating in programme/project, which aimed/succeeded at promoting gender equality and women's empowerment?		Number of Responses	Response Ratio
Yes		63	75%
No		21	25%
	Total	84	100%

14. If yes, you might wish to provide us with brief information about the type of activity and your role.
VIEW 56 Responses

APPENDIX IV: Agenda for the Recommendations Development Workshop

8:45am **Welcome coffee**

9:00 am **INTRODUCTION**

1. Aim and expected output of the Recommendations Development Workshop
2. Brief Recap of the Assessment
   - Objectives
   - Process and Methodology

BRIEF OVERVIEW OF THE MAIN FINDINGS OF THE ASSESSMENT

10 am – 1pm **DISCUSSION OF PROPOSED RECOMMENDATIONS**

APPENDIX V: Definition of Quality Criteria

The wide variety of categories of UNFPA gender-related materials reviewed required developing for each criterion a set of subcriteria.[70] Obviously not each subcriterion can be applicable to each and every document, given variations in objective, focus, time period of production of a document and the intended target audience. A document identified as a positive example implies that at least one or more criteria and various pertinent subcriteria are applicable.

1. Quality Standard of Gender Concepts

Clarity in the presentation of:

- The perspective of both men and women.
- The rationale of gender equality/equity and links with women's empowerment.
- The interlinkages between gender inequality and other forms of social, economic and political inequalities.
- The relevance of gender, reproductive health and rights to population dynamics and poverty with all its complex manifestations and implications.
- The need for multiple strategic interventions at the political, economic, legal levels to achieve gender equality.
- Culture-specific perceptions of masculinity and femininity and their impact on power relations between men and women in society.
- The relevance of different socio-economic and cultural contexts to tackling manifestations of gender inequality.
- The manner in which complexities of ongoing discourses on gender and development are defined and discussed, contributing to a shared understanding of the universality of human rights.

Coherence in presentation of gender equality/equity as a goal, and gender mainstreaming as the multidimensional process of achieving this goal. This is reflected, for example, in:

- The use of sex-disaggregated data, information and facts to reveal the impact of policies, programmes, strategies on gender specific situations, needs, roles and responsibilities;
- Helping the reader to understand the problems experienced by disadvantaged women or men, causes of the problems, obstacles for overcoming them and possible choices of solution.
- The complementarity of the approaches and tools of gender mainstreaming and of women's empowerment respectively.
- The importance of gender awareness and gender responsive policies and strategies to tackling gender bias and gaps.
- The utilization of strategies and tools for encouraging male involvement, responsibility and support for women's empowerment.
- The utilization of rights-based approach that aims to be culturally sensitive while at the same time upholding the universality of human rights.

2. Consistency of Gender Concepts with UNFPA Strategic Directions:

This implies consistency with:

- The principles and strategies of the 1995 FWCW and its follow-up meetings (Beijing+5 and Beijing+10), as well as to CEDAW.
- The ICPD principles and Programme of Action (ICPD+5 and ICPD+10).

[70] For the purpose of categorization, UNFPA gender-related materials were divided into the following categories: 1. Strategy documents, guidelines and operational tools; 2. Training manuals and materials; 3. General gender-related publications; 4. Region- and country-specific publications (gender related and general); 5. Annual reports; 6. Other UNFPA publications. Most materials were in English, but the review included some in Arabic, French and Spanish. See the Preliminary Assessment Report, Final Draft, May 2005.

- The MDGs, in particular Goal 1/eradicate extreme poverty and hunger; Goal 3/promote gender equality and empower women; Goal 5/improve maternal health; and Goal 6/combat HIV/AIDS.
- UNFPA MYFF goals (all couples/individuals enjoy good reproductive health; balance between population dynamics and socio-economic development; and achievement of gender equality and women's empowerment) and strategies (advocacy; strengthening national capacity; building/using the knowledge base; and promoting, strengthening and coordinating partnerships).

3. Relevance of Gender Messages to Needs of Intended Target Audience

- The target audience is clearly defined.
- The information needs are thoroughly assessed and addressed in a culturally sensitive way and within the human rights framework
- The information specific to the intended target audience is presented in a broader context demonstrating the complexity of gender issues and the need for a multipronged approach to proposed solutions.
- The know-how for application of gender concepts in the specific thematic and strategic areas is clearly spelled out.
- Use of coherent terminology and unambiguous language that avoids 'academic jargon'.

4. Consistency of Substance of Gender-Related Messages Within and Across Publications

This includes:

- Consistency with the state-of the art understanding at the time of the publication date of a document
- Consistency in the substance of gender-related messages from one document to the other, in particular those covering the same thematic or technical area and produced at more or less the same time.
- Consistency, within the same document, in the substance of gender-related messages in all pertinent chapters and sections.
- Whether or not gender is discussed in a separate chapter, language and terminology in the rest of the document avoid gender neutral or gender biased language.

APPENDIX VI: Definition of Communication Criteria

1. Targeting the Intended Audience

The target audience will affect the writing style and, vocabulary. However, irrespective of type of target audience, it is important to keep min mind that all readers will generally respond to the same stylistic devices reflected, for example in strong narrative and first person accounts that encourages identification with the subject. It also implies ensuring that information is presented logically, is well-researched and specific.

2. Packaging and Design

The role of good design is to beguile, invite and engage the reader. Good design does not trivialize or overpower content but is the vehicle through the reader will first interact with the product. Linked to this is the choice of images, which should aim to encourage the reader's identification with the subject focus.

3. Quality of Writing

Writing quality is part of the design. It functions as a form of persuasion, i.e., reassuring readers that what they are reading and the related images are accurate and deserving of attention. A product that reflects quality writing - which also implies ensuring that the language used is accessible - will have a greater impact and will reach a wider audience. However, this does not imply using 'simple' language in the mistaken belief that this guarantees accessibility.

4. Typography and Layout

Positive examples includes variation in font usage, correct hyphenation, sufficient variation between headers and sub-heads and avoiding cramped body texts that fatigue the eye.

APPENDIX VII: Selected Indicative Data on Quality of UNFPA Gender-Related Materials

Note:

- The total number of UNFPA gender-related materials compiled for the appreciative assessment: 250 covering the period 1997-March 2005.
- The compilation into categories was based on the title of the document. 'Gender-specific' implies that 'gender' or 'women' is specifically mentioned in the title.
- The total number of the non-random sample of documents analysed in the desk review is 124 (49.6% of the total of 250 documents compiled for the assessment). The analysis is presented in a Matrix (April 2005).
- In the case of the first three categories listed, all the documents compiled were included in the desk review. In the remaining categories, a non-random selection was made based on criteria such as date, regional and thematic presentation, and language.
- The four quality criteria defined and developed for the qualitative appreciative assessment are as follows:[71]
    - *One*: Quality standard of gender concepts
    - *Two*: Consistency of gender concepts with UNFPA strategic direction.
    - *Three*: Relevance of gender messages to needs of target audience
    - *Four*: Consistence of substance of gender-related message

[71] See Appendix V: Definition of Quality Criteria.

Document Category	Total number of materials compiled by category	Number of materials reviewed in this category	As % of total number of materials compiled in this category	As % of total number of 124 materials analysed for desk review	Materials reviewed in this category where *one or more* quality criteria met (no.)	(%)	Materials reviewed in this category where *no* quality criteria met (no.)	(%)	Materials reviewed in this category where *criterion one* met (no.)	(%)
I. Strategy Documents, Guidelines & Operational Tools	12	12	100%	9.7%	9	75.0%	3	25%	9	75.0%
II. Training Manuals & Materials	6	5	83.3%	4.1%	5	100%	-	-	5	100%
III. General Gender-Specific Publications	17	17	100%	13.6%	17	100%	-	-	17	100%
IV. Region- and Country-Specific Publications: A. Gender-Specific	88	25	28.4%	20.2%	25	100%	-	-	25	100%
IV. Region- and Country-Specific Publications: B. General	68	27	39.7%	21.7%	18	66.6%	9	33.4%	15	55.6%
V. Annual Reports	26	25	96.2%	20.2%	22	88.0%	3	12.0%	22	88.0%
VI. Other UNFPA Publications	33	13	36.3%	10.5%	11	84.6%	2	15.4%	11	84.6%
TOTAL All Categories	**250**	**124**	**49.6%**	**100%**	**107**	**86.3%**	**17**	**13.7%**	**104**	**83.9%**

APPENDIX VIII: List of Selected Positive Examples of Documents Identified through the Desk Review

I. Strategy Documents, Guidelines and Operational Tools

1. 'UNFPA Policies and Procedures: Programme. UNFPA Support for Mainstreaming Gender Issues in Population and Development Programmes'. 1998.

2. An Operational Tool on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) for UNFPA Programmes. 1999.

3. **'**Multi-Year Funding Framework (MYFF) 2000-2003'. Report of the Executive Director. 2000.

4. A Practical Approach to Gender-Based Violence: A Programme Guide for Health Care Providers & Managers. By Lynne Stevens – in collaboration with UNFPA and UNIFEM. 2001.

5. 'UNFPA Strategic Direction. Positioning Statement'. 15 May, 2002.

6. 'Multi-Year Funding Framework (MYFF) 2004-2007'. Report of Executive Director. 2003/b.

7. 'Guidelines/Checklist for Mainstreaming Culture, Gender and Human Rights in Planning and Programming Processes'. UNFPA CST, Harare. 2004/c.

8. 'Guidelines for UNFPA Support to Reproductive Health, Population and Development, and Gender'. 2005.

II. Training Manuals/Materials

9. Distance Learning Courses on Population Issues. Course 3: Gender Mainstreaming: Taking Actions, Getting Results. 1999 (posted on web site 2004).

10. 'UNFPA Training Manual: Gender, Population and Development. 2001.

11. Module on Three-day Training of Primary Health Center Medical Officers on Gender & RH with Facilitator Manual. UNFPA, India. 2002/a.

III. General Gender-Specific Publications

12. Women, Population and Food Security. Food for the Future. 1998/a.

13. Violence Against Girls and Women: A Public Health Priority. 1998/b.

14. Women's Empowerment and Reproductive Health: Links Throughout the Life Cycle. 2000/a.

15. Partners for Change. Enlisting Men in HIV/AIDS Prevention. 2000/b.

16. A New Role for Men. Partners for Women's Empowerment. 2000/c.

17. 'Gender: A Progress Report'. 2001.

18. Women War Peace. Progress of the World's Women. Volume 1. The Independent Expert's Assessment. 2002/b.

19. Empowerment of Women. How Population Programmes Contribute to Eradication of Poverty and Empowerment of Women. Partners in Population and Development. A South-South Initiative. Report of a Symposium. 10 November, 2003/a.

20. Culture Matters - Working with Communities and Faith-Based Organization. Case Studies from Country Programmes. 2004/a.
21. Gender-Responsive Programming for Poverty Reduction. Technical Paper. 2004/b.

22. Women and HIV/AIDS. Confronting the Crisis. 2004/d.

IV. Region- and Country- Specific Publications

A. Gender-Specific

23. 'HIV/AIDS Consultation Workshop for Arab States – Cairo. Challenges of the HIV/AIDS Epidemic: The Gender and Human Rights Context' (Power Point Presentation). CST Amman. no date/i.

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    Latin American Faculty of Social Sciences (FLACSO) Chile, Network of Masculinities Chile and UNFPA. LAC CST.

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38. 'Gender Mechanisms in Latin America and UNFPA Actions : Assessment and Perspective'. 2003/x.
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B. General

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Pobreza, salud sexual y reproductiva y derechos humano. UNFPA CST. - LAC CST

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56. The State of World Population 1997. The Right to Chose: Reproductive Rights and Reproductive Health**.**

57. The State of World Population 1998. The New Generations.

58. The State of World Population 1999. 6 Billion. A Time for Choices.

59. The State of World Population 2000. Lives Together, Worlds Apart: Men and Women in a Time of Change

60. The State of World Population 2003. Making 1 Billion Count.

61. The State of World Population 2004. The Cairo Consensus at Ten: Population, Reproductive Health and the Global Effort to End Poverty.

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63. UNFPA Annual Report 1999.

64. UNFPA Annual Report 2000.

65. UNFPA Annual Report 2001.

66. UNFPA Annual Report 2002.

67. UNFPA Annual Report 2003.

68. 'Report of the Executive Director for 1999: Aspects of the Work of UNFPA in 1999'.

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75. UNFPA at Work. Five Country Snapshots. 1999/e.

76. ‘Adding it Up. The Benefits of Investing in Sexual and Reproductive Health Care’. 2003/a.

77. Preventing HIV Infection, Promoting Reproductive Health. 2003/f.

78. The Impact of HIV/AIDS: A Population and Development Prospective. *Population and Development Strategies* # 9. 2003/h.

79. Breaking the Cycle of Transmission. Sexually Transmitted Infections. UNFPA (RHB/TSD). 2004/a.

80. ICPD at 10. Where Are We Now? Special Report. 2004/b.

81. Meeting the Challenges of Migration. Progress since the ICPD. UNFPA/UNITAR/IOM/OLO. 2004/d.

82. Working From Within. Culturally Sensitive Approaches. 2004/o.

APPENDIX IX: Definition of Utility Criteria

Utility in the sense of usefulness is deemed to entail three specific dimensions.

1. Quality and communication of UNFPA gender-related materials.
- The appreciative assessment of the quality and communication of UNFPA gender-related materials is an objective dimension of utility.
- It is based on the four quality criteria applied in the desk review of a sample of documents and on communication criteria.

2. Contribution to achieving UNFPA strategic goals.
- Usefulness in this objective sense is also linked to achieving UNFPA strategic direction as per the organization's mandate in general, and the aim of achieving gender equality through supporting women's empowerment in particular.
- Materials reflecting effective gender mainstreaming contribute to achieving UNFPA strategic goal in respect of gender equality and women's empowerment.

3. Users' subjective assessment.
- This pertains whether and to what extent UNFPA staff as primary user finds the pertinent gender-related materials useful, information elicited through the key interviews.
- This is a subjective assessment based on a complexity of factors influencing users' views if/to what extent these materials are useful to them.

Clearly there are linkages as well as some overlap between these three dimensions, that – in combination – contribute to achieving UNFPA strategic direction as reflected in the MYFF. More specifically, these interlinkages have implications for achieving the strategic goal of gender equality through women's empowerment, a goal that overarches other UNFPA strategic objectives.

APPENDIX X: Questions for Interviews with Key Stakeholders

1. Background Information on Interviewee:
    a. Division
    b. Job title/description/sphere of responsibility
    c. Duration of employment in UNFPA
    d. Received gender training?
        - When?
        - Where?
        - Content of gender training?
        - Follow-up gender training?
    e. How would you define gender mainstreaming?
    f. Relevance of gender mainstreaming to your sphere of responsibilities?
    g. Do you think all UNFPA staff is accountable to implement gender mainstreaming?
    h. You have been provided with a list of gender-related materials that have been qualitatively assessed and are deemed to be relatively good examples of gender mainstreaming:
        - Are you familiar with any of these materials? Which ones? (indicate number as listed in left-hand column).
        - Have you found the materials you are familiar with to be useful? Why?
        - Are you actually utilizing/using these materials in your work? Which ones?
        - How are you utilizing/using these materials?
        - Do you think utilization of these materials has had a positive impact on your work and sphere of responsibilities?
        - Are there other gender-related materials you are using that are not on this list? Please indicate title and year if possible.
    i. In your view, are the materials you are using the preferred way of receiving the information required?
        - If yes, why?
        - If not, why?
        - Which other means/channels would you prefer to receive the required information?
    j. In your view, do the UNFPA produced gender-related materials you are using adequately and appropriately address your needs as the intended target audience?
    k. If not how they should be improved to serve you better?
    l. If you are not familiar with the listed materials, where do you get the state of art understanding of gender related concepts and guidelines?

2. What in your view are criteria for improving the utility/usefulness of gender-related materials?
    a. Content
    b. Presentation
    c. Other?

3. What in your view are criteria for improving the actual use/utilization of gender-related materials?
    a. Facilitating availability/dissemination of materials.
    b. Improving accessibility of materials.
    c. Follow-up gender training?
    d. Other?

APPENDIX XI: List of UNFPA Staff Interviewed (9-27 May 2005)[72]

NAME	TITLE	OFFICE
Alakbarov, Ramiz[73]	Programme specialist, DASE	HQ
Barcelona, Delia	Technical Adviser, RH Branch	HQ
Belhadj-El Ghouayel, Hedia	Deputy Director, TSD	HQ
Benhadid, Faiza*	Gender & Socio-Cultural Adviser	CST, Jordan
Bhatia, Kiran	CST Adviser	Nepal
Bologa, Doina	National Programme Officer	Romania
Borrero, Mercedes	Programme Specialist, Latin America & Caribbean Division	HQ
Collins, Lynn	Gender Focal Point, HIV/AIDS branch, TSD	HQ
Donnay, France	Chief, RH Branch, TSD	HQ
Fazil, Shahida	Assistant UNFPA Representative	Pakistan
Gardiner, Charlotte	UNFPA Representative	Eritrea
Guzman, Patricia	Chief, Global Programmes and Policy Support Branch	HQ
Herman, Ivan	UNFPA Representative	Guinea
Jackson, Janet	Programme Adviser, DASE	HQ
Jato, Myriam	Gender Adviser, Africa Division	HQ
McFarlane, Ian	Special Assistant to Deputy Executive Director, Programme	HQ
Melek, Maysoon	Culture & Gender Adviser, CGHR Branch, TSD	HQ
Mora, Luis	CST Adviser	Venezuela
Mukherji, Suneeta	UNFPA Representative	Bangladesh
Musoke, Bill	Deputy Director, Asia& Pacific Division	HQ
Onabanjo, Julitta	Special Assistant to Executive Director, Office of the ED	HQ
Palacios, Diego	Senior Strategic Planning Adviser, Strategic Planning Office	HQ
Pawliczko, Ann	Technical Adviser	HQ
Pettigrew, Ann	Programme Analyst, DASE	HQ
Rakotomala, Monique	UNFPA Representative	Ethiopia
Rueben-Mumba, Anna	Gender Focal Point	Zimbabwe
Tambashe, Basil	UNFPA Representative	CAR
Toure, Aminata	Officer-in-Charge, CGHR Branch	HQ

[72] In alphabetical order. Name indicated with * means that questions were answered in writing.
[73] DASE also answered the questions in writing.

APPENDIX XII. List of Participants in the Recommendations Development Workshop, 2 November 2005

Andersson, Bjorn
Bierring, Christina
Borrero, Mercedes
Brasseur, Oliver
Belhadj-El Ghouayel, Hedia
Fazil, Shahida
Fernandez Castilla, Rogelio
Jato, Miriam
Leidl, Patricia
Melek, Maysoon
Musoke, Bill
Obaid, Thoraya
Onabanjo, Juliatta
Pawliczko, Ann
Pettigrew, Ann
Pozdorovkina, Elena
Toure, Aminata