

GUIDELINES FOR MAINSTREAMING GENDER PERSPECTIVES INTO UNEP PUBLICATIONS

A. SELECTION OF AUTHORS, REVIEWERS

i. Selection of experts (in the case where the publication will result from an assessment/research/ study):

In the process for the selection of the national and regional experts to undertake the assessment /research/study all efforts should be made to ensure a gender balance of the experts with necessary qualifications.

ii. Selection of authors and reviewers

Where the authors and reviewers are different from those who undertook the assessment, efforts should be made to ensure a gender balance between the authors and reviewers with the necessary qualifications.

B. DATA COLLECTION: (ASSESSMENTS/ STUDIES/ RESEARCHES).

(This will be determined by how the project has been designed from concept to implementation stage. Staff should have adequate knowledge of gender mainstreaming and likewise ensure that the TORs of authors or researchers require that gender issues are addressed. The division gender team should therefore play a critical role in their respective units in ensuring that gender issues are addressed from concept to implementation stages).

For all data and information collected and where relevant, efforts should be made to collect data that is disaggregated by *sex, age, and geographical distribution*. A further qualitative analysis of this disaggregated data should be undertaken to bring out/highlight the gender disparities and how these are reflected by different age groups, in different locations, or in different income groups and how these disparities influence the area that is being studied.

Please note that disaggregated data is not always relevant and the need for this will be determined by the theme under investigation. However, where the theme is directly or indirectly to human well-being, it is suggested that disaggregated data is reflected and as far as is possible further qualitative analysis is undertaken.

Questionnaire design

At the design stage, where a questionnaire is being utilized to collect data and information, questions asked should enable the collection of disaggregated data. Where this information is readily available (e.g. from country statistical offices, or UN statistical office) it should be used as much as possible. Where the data is not disaggregated at all, (very common in many countries) the researchers should design questions that will bring out the existing disparities (determined by sex, age, income levels or geographical location etc).

For example, the quantitative data reads

- ◆ 100 people use this water source twice a week.

Possible qualitative questions when the researchers are in field are:

- ◆ Who in this community uses this water source (might find that its more women than men or vice versa)
- ◆ When do they use it? (might find out that women use it on a particular day and men another)
- ◆ Why do they use it? (purposes will reveal consumption patterns which may have a direct link to what is being studied)

At all stages of research preparation gender sensitive language should be used to avoid biases.

Respondent interviews:

Where field research is to be carried out, a gender balance of the respondents should be achieved. However, cultural and religious biases may require that this group of persons is separated, and this should be respected.

In some cases, it will be necessary for civil society involvement in the assessment/data collection and in this case efforts to ensure not only a gender balance of participants but also that their views are well reflected.

C. PUBLICATION:

Gender-sensitive language should be used to the extent that it is relevant. This should include publication briefs, brochures and summaries.

Where pictures are to be used efforts should be made to ensure that there is a gender balance and that positive images are presented to avoid stereotyping.

Gender Equality Checklist

What to Consider when Preparing a Publication	
Selection of Authors and Reviewers and Use of Experts	<ul style="list-style-type: none"> • Has a gender-balanced pool of (i) authors (ii) researchers been utilised? • Do the terms of reference for authors/researchers reflect a requirement of relevant gender knowledge and experience? • Alternatively, have gender experts (men/women) been consulted to provide advice?
Language	<ul style="list-style-type: none"> • Does the publication utilise gender-sensitive language? • Does the publication avoid discriminatory narrative and sexist stereotypes?
Pictures / Images	<ul style="list-style-type: none"> • Does the publication utilise gender-sensitive images?

	<ul style="list-style-type: none"> • Does the publication avoid images that reinforce sexist stereotypes? • Do the images promote women's empowerment? (not only focusing on women as victims but as agents of change as well?)
Data Collection	<ul style="list-style-type: none"> • Has relevant gender information including socio-economic information been identified and collated? • Is background data disaggregated by age, sex and geographic distribution / location? • Has a qualitative analysis of disaggregated data been undertaken?
Context	<ul style="list-style-type: none"> • Does the publication contain a balanced diversity of voices and visions between men and women from different ethnic groups and different age groups? • Have convincing arguments justifying gender mainstreaming / gender equality been included? • Do the proposed interventions and goals reflect needs of both men and women? • Is there an opportunity to challenge gender stereotypes? • Have annexes and/or text boxes included provide sound justification for attention to gender? • Are women's organisation's and/or gender equality experts quoted as sources of information? • Does the conclusion / recommendation include a gender perspective?
Reviewers	<ul style="list-style-type: none"> • Has the publication been reviewed by the Gender Advisor? • Has the publication been reviewed by the division's gender focal point or a gender specialist?

Glossary of Gender Terms¹

Gender: refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the

broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.

Gender analysis: Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements

affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. It is the first step in a mainstreaming strategy.

Gender balance: refers to the equal participation of women and men in all areas of work thereby creating an environment that is conducive to a diverse workforce thereby enhancing capacity to better serve the entire population.

Gender bias: Making decisions based on gender that result in favoring one gender over the other which often results in contexts that are favoring men and/or boys over women and/or girls.

Gender discrimination: Gender discrimination is defined as: “Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.” [United Nations, 1979. ‘Convention on the Elimination of all forms of Discrimination Against Women’. Article 1]

Discrimination can stem from both law (de jure) or from practice (de facto). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice.

Gender equality: refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights,

responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

Gender mainstreaming: Gender mainstreaming is the chosen approach of the United Nations system and international community toward realizing progress on women’s and girl’s rights, as a sub-set of human rights to which the United Nations dedicates itself. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women and girls in relation to men and boys.

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a way to make women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

At the organisational level, gender mainstreaming is a strategy to bring a gender perspective to all aspects of an institution’s policy and activities, through building gender capacity and accountability.

Gender perspective: means approaching or examining an issue by paying particular attention to the

potentially different ways that men and women are/might be impacted. A gender perspective specifically highlights real or potential differences between men and women and how the subject matter impacts their opportunities, social roles and interactions. This is also referred to as 'using or looking through a gender lens'.

Gender-sensitive language/images: language and/or images that avoid bias towards a particular sex or social gender and therefore less likely to convey gender stereotypes.

Gender stereotypes: involves ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of "packages" – from songs and advertising to traditional proverbs.

Sex-disaggregated data: Sex-disaggregated data is data that is cross-classified by sex, presenting information separately for men and women, boys and girls. Sex-disaggregated data reflect

roles, real situations, general conditions of women and men, girls and boys in every aspect of society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependents, house and land ownership, loans and credit, debts, etc. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis.

Women's empowerment: The empowerment of women and girls concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).

¹ Glossary References

Gender and Development: Concepts and Definitions
<https://www.bridge.ids.ac.uk/reports/re55.pdf>

UN Women Gender Equality Glossary
<https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode&hook=ALL&sortkey&sortorder&fullsearch=0&page=-1>

UNICEF Gender Equality Glossary of Terms and Concepts

<https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

UN Women Gender-Inclusive Language Guidelines

<http://www.unwomen.org/-/media/headquarters/attachments/sections/library/gender-inclusive%20language/guidelines-on-gender-inclusive-language-en.pdf?la=en&vs=2129>

Suggested Further Reading / Gender Resource Material

UNEP Gender Equality Policy and Strategy

https://wedocs.unep.org/bitstream/handle/20.500.11822/7655/-Gender_equality_and_the_environment_Policy_and_strategy-2015Gender_equality_and_the_environment_policy_and_strategy.pdf.pdf?sequence=3&isAllowed=y

UNEP Gender Equality and the Environment: *A Guide to UNEP's Work*

http://wedocs.unep.org/bitstream/handle/20.500.11822/7642/-Gender_equality_and_the_environment_A_Guide_to_UNEPs_work-2016Gender_equality_and_the_environment.pdf.pdf?sequence=3&isAllowed=y

Global Gender and Environment Outlook (UNEP):

<https://www.unenvironment.org/resources/report/global-gender-and-environment-outlook-ggeo>

Gender and Environment: Support Kit for UN Environment Staff (UNEP)

https://wedocs.unep.org/bitstream/handle/20.500.11822/25348/Gender_Environment_Kit.pdf?sequence=1&isAllowed=y

Why Gender Equality Matters Across All SDGs (UN Women) <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/sdg-report-chapter-3-why-gender-equality-matters-across-all-sdgs-2018-en.pdf?la=en&vs=5447>

Gender and Environment Statistics: Unlocking Information for Action and Measuring the SDGs (UNEP/IUCN)

https://wedocs.unep.org/bitstream/handle/20.500.11822/27615/Gender_Environment_Statistics.pdf?sequence=1&isAllowed=y
