



UNV GENDER CAPACITY DEVELOPMENT PLAN



ABBREVIATIONS

AI	Artificial Intelligence
ECOSOC	United Nations Economic and Social Council
ExO	Executive Office
FGDs	Focus Group Discussions
FUs	Field Units
GAT	Gender Action Team
GCDP	Gender Capacity Development Plan
GEEW	Gender Equality and the Empowerment of Women
GECA	Gender Equality Capacity Assessment
GSAQ	Gender Self-Assessment Questionnaire
NYO	New York Office
PMD	Performance Management Document
ROs	Regional Offices
SDG	Sustainable Development Goal
UNDP	United Nations Development Programme
UN	United Nations
UN-SWAP	UN System-wide Action Plan on Gender Equality and the Empowerment of Women
UNV	United Nations Volunteers Programme

TABLE OF CONTENTS

ABBREVIATIONS	3
SECTION 1: Introduction	5
1.1. UNV Gender Capacity Gaps	6
1.2. The Gender Capacity Plan: Structure	8
SECTION 2: Gender Capacity Development Plan Activities	10
SECTION 3: Capacity Development Log Frame	13

SECTION 1

INTRODUCTION



UNV GENDER CAPACITY GAPS

As a United Nations (UN) entity, the United Nations Volunteers Programme (UNV) is committed to promoting Gender Equality and the Empowerment of Women (GEEW). The commonly recognized process for achieving this – both in the UN and more broadly – is gender mainstreaming. The United Nations Economic and Social Council (ECOSOC) Resolution [E/2011/6](#) notes the need for an assessment of staff vis-à-vis gender equality and the empowerment of women as UN staff requires the capacity to fulfil the UN’s gender mandate. Therefore, a UNV-specific Gender Equality Capacity Assessment (GECA) and the resulting Gender Capacity Development Plan (GCDP) are integral to improving UNV’s capacity to promote GEEW.

This UNV Gender Capacity Development Plan is a result of a gender capacity assessment process conducted from October 2019 to February 2020. Recognizing that UNV personnel represents a critical constituency for advancing UNV’s commitment on GEEW, UNV initiated an all-personnel capacity assessment process to identify existing capacity and needs (gaps, barriers and entry points). The results of the assessment have informed the development of this realistic and time-bound Gender Capacity Building Plan that aims to address the gender capacity deficits of all UNV personnel at Head Quarters (HQ), New York Office (NYO), Regional Offices (ROs) and Field Units (FUs).

The Plan responds particularly to the second and third objectives of the capacity assessment process, which were to develop a feasible action-oriented gender capacity building plan aimed at addressing the capacity challenges and gaps delineated by the assessment process, and to support staff capacity development needs.

The overall capacity assessment process was based on the GECA tool developed by the UN Women Training Center. The process assessed: (1) knowledge and understanding; (2) skills and competencies; and (3) access to learning and support (Table 1.1). The GECA tool involved an online gender self-assessment questionnaire to collect baseline data on each of the three areas, three one-on-one interviews with the UNV Senior Management, and nine Focus Group Discussions (FGDs). Interviews with the UNV Senior Management aimed to acquire a greater understanding of how gender is strategically integrated within the UNV Strategic Framework 2018-2021. The FGDs provided ample opportunities for UNV personnel not only to discuss the capacity issues and challenges that were inhibiting their ability to mainstream gender effectively in their areas of

work, but also allowed space for them to actively suggest ways to fill capacity gaps.

Table 1.1. Areas of Capacity Assessment

1. Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of gender related concepts • Knowledge of Gender Mainstreaming Policies
2. Skills and competencies	<ul style="list-style-type: none"> • Gender learning and application • Operational application
3. Access to learning and support gender mainstreaming	<ul style="list-style-type: none"> • Resources (Human and Financial support) • Tools availability

Characteristics of Respondents

- There was a higher percentage of female participants (68.1%) in the gender assessment process than male participants (31.9%). Participants’ reflections during the FGDs revealed the existence of conscious and unconscious gender bias¹ among male staff, which could be a factor in influencing male participation in gender activities.
- There was low participation from the UNV Management Team, principally at HQ, with only 3.3% of the managerial staff responding to the questionnaire, only five Chiefs of

¹ Unconscious or implicit gender bias is defined as unintentional and automatic mental associations based on gender, stemming from traditions, norms, values, culture and/or experience. Neubeck, J. & Glasberg, D. S. (2005) *Sociology: Diversity, Conflict, and Change*. McGraw Hill, Boston.

Sections at HQ attending the FGDs in person, and only two Regional Managers attending the online FGDs. Knowledge and competency levels on gender varied among managers, from basic knowledge to strong capacity and leadership skills.

Knowledge and understanding of gender related concepts

- Only 26.9% of the respondents understand the term 'gender' and are able to provide an accurate definition². Well over half (60.5%) of the respondents understand the concept of gender mainstreaming and 72% are not sure of the difference between gender mainstreaming and equal representation of women.
- The definition of gender as provided by UN Women³ was found to be difficult to interpret and/or apply at work, and UNV personnel do not have a full grasp of it conceptually. In addition, gender mainstreaming or gender equality is often understood in the narrow sense to mean only gender parity.

Knowledge and implementation of Gender Mainstreaming Policies

- Knowledge of the different gender policies, frameworks and/or strategies guiding UNV's work on GEEW was limited to [Sustainable Development Goal 5](#) (SDG 5) on gender equality and women and girls' empowerment or to the [UNDP Gender Parity Strategy 2018-2021](#).
- The majority of UNV personnel are not aware of the existence of the UNV Gender Action Plan and its implementation.

Gender learning and application

- There are different levels of awareness or understanding of gender among UNV personnel despite all having undertaken the UNDP mandatory gender training course, "Gender Journey".
- High numbers of mandatory trainings associated with higher workloads lead staff to go through the gender training as fast as possible, which reduces the level of

learning. Learning is not applied immediately or mainstreamed within daily work, thus generating issues in assimilating the knowledge gained.

Support for gender mainstreaming

- **UNV Gender Action Team (GAT) and Gender Focal Points (GFPs):** 84% of the respondents highlighted a lack of support from the UNV GAT and GFPs. Despite the significant role played by the GFPs in responding on the UN System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP) process, some staff members at HQ were not aware of the appointed GFP for their section and his/her role for the section.
- **Tools:** There is a lack of comprehensive, practical and user-friendly tools or guidance notes to support gender mainstreaming in different areas of work. The current practice is to use gender tools from existing UN sources.
- **Knowledge Management:** The development and implementation of a knowledge management system for gender mainstreaming was recognized as essential.

Accountability

- Institutional gender accountability is not clearly defined and enforced through explicit inclusion in job descriptions and Performance Management Documents (PMD).

Budget allocation

- There is a lack of adequate financial resources to support UNV personnel to develop the capacity to systematically mainstream gender in their areas of work.

Operationalization

- There are challenges and limitations in mainstreaming gender into operational work due to aspects of UNV's mandate, such as limitations in the final selection of volunteer candidates. Collection of gender information is often limited to sex-disaggregated data and there is a need to provide staff with the capacity to develop new recruitment strategies to attract female candidates -

² Source: UN Women, [OSAGI Gender Mainstreaming - Concepts and definitions](#)

³ Ibid.

THE GENDER CAPACITY PLAN: STRUCTURE

Based on the data collected from the gender capacity assessment, a number of staff capacity gaps emerged. The recurring capacity gaps, which interlink or overlap, can be grouped into the four following discrete intervention areas (Table 1.2).

Table 1.2. Areas of Capacity Needs Intervention

1. Individual staff/volunteers' knowledge and capacity
2. HQ Sections, NYO and ROs/FUs capacity
3. Knowledge management infrastructure and system
4. Operational

The Gender Capacity Development Plan is structured accordingly and consists of:

- 1. A series of gender capacity building activities to improve UNV personnel's capacity to mainstream gender.** Section 2 presents the framework of activities for institutionalizing capacity building efforts at both individual and system levels, proposing contextualized and adaptable approaches for HQ, NYO, ROs and FUs. The activities are presented in time frames from 1 year to over 3 years. They are aimed at building or strengthening existing gender capacity building initiatives implemented by sections at HQ, NYO, and ROs to build momentum for the capacity building process.
- 2. A comprehensive logframe outlining how the Gender Capacity Building Plan should be put into effect.** Section 3 presents the structure of the activities under each outcome and strategic goal



SECTION 2

GENDER CAPACITY DEVELOPMENT PLAN ACTIVITIES



GENDER CAPACITY DEVELOPMENT PLAN ACTIVITIES

The activities proposed in this section aim to meet key capacity gaps of UNV personnel globally. The activities specifically respond to the four categories of capacity challenges noted in the introduction and aim to strengthen the foundations in these areas of intervention. The activities proposed request that the UNV GAT (Gender Action Team) with its GFPs, and the UNV Management Team, play a central role in providing support and momentum to strengthen gender capacity among UNV personnel.

The activities also complement and build on various activities already carried out by UNV to respond to the performance indicators established by the UN-SWAP 2.0 and to support UNV's effort on GEEW.

The Plan recognizes that developing the gender capacities of all UNV personnel requires more than just conventional skills and management procedures. Besides training, the provision of gender sensitive systems, tools and knowledge structures are equally important. The link between an individual's or sections' training and successfully embedding that learning into a gender-sensitive organizational system is crucial, and the capacity development processes proposed must necessarily consider this factor in the UNV operational context.

The Plan, therefore, includes training components, such as the training-of-trainers workshop for GFPs to initiate the process of building GFPs' capacity to support their own teams. The Plan also includes activities to develop and integrate gender sessions into UNV staff onboarding activities, regional meetings and section retreats.

In addition to internal trainings, there is a need to use external gender training centers and/or tertiary gender knowledge providers, especially for GFPs, in order to continue providing competency-based training.

In order to maximize the gender capacity building initiatives and increase institutional knowledge, the learning should be led by UNV personnel skilled in gender to ensure its relevance and uptake. Activities such as gender Strength, Weakness, Opportunities and Threats (SWOT) analyses should be led by GFPs within their respective sections or offices. Other activities planned are the inter-regional gender capacity building exchanges across different ROs, where UNV personnel are able to connect with others who have functionally similar roles in order to learn from one another. The use of such network exchanges will provide opportunities for the development of skills at both

organizational and individual levels.

Central to the Plan is the need to have gender-sensitive systems and tools in place that will support capacity development. Therefore, the Plan goes beyond learning activities to involve the collection and development of user-friendly tools for gender mainstreaming, including a Gender and PMD guidance note, the setting-up of a Gender-related Q&A platform for GAT/GFPs and the establishment of a good practices sharing platform.



IMAGE: © COPYRIGHT: UNV 2014

As noted earlier, mainstreaming gender into UNV's operations requires a gender-sensitive system. This demands that the Digital Transformation at UNV takes a gender sensitive approach through activities such as gender bias analysis and identification in digital products.

The capacity development activities shown in Table 2.1 are broken down into short (1 year), medium (1-3 years) and long term (more than 3 years) targets. The activities address capacity building at four intervention levels — (1) individual, (2) organizational (HQ sections, NYO, ROs/FUs), (3) knowledge management system and (4) operations — with reference to the gaps identified in the capacity assessment process.

TABLE 2.1. CAPACITY DEVELOPMENT ACTIVITIES

SHORT-TERM 1 YEAR	MEDIUM 1-3 YEARS	LONG-TERM > 3 YEARS
INDIVIDUAL STAFF/VOLUNTEERS KNOWLEDGE AND CAPACITY		
Conduct Training-of-Trainers for GFPs/GAT members to support section in gender mainstreaming	Provide external training/ certification to GFPs/GAT members	Create a 'Gender train-the-trainers' programme to train future GFPs/GAT members to support sections, ROs and FUs.
Create a Gender and PMD guidance note		
All UNV personnel to integrate gender results in PMD		
Integrate a gender session in UNV staff onboarding, regional meetings and section retreats.		
Conduct three gender related webinars		
HQ SECTIONS, NYO AND ROS/FUS CAPACITY		
Carry out pilot gender SWOT analyses in two sections at HQ and one Country Office	Roll-out gender SWOT analysis in all UNV sections at HQ and two Country Offices	Hold gender session in sections / regions strategic meetings
Carry out a participatory exercise to mainstream gender goal(s) in sections annual workplans	Hold two inter-regional gender capacity building exchanges	
Set up a gender-related Q&A platform for GAT/GFPs		
KNOWLEDGE MANAGEMENT INFRASTRUCTURE AND SYSTEM		
Collect and develop practical gender mainstreaming tools	Hold webinar sessions on gender good practices and challenges	
Collect good practices	Hold two inter-regional gender capacity building exchanges	
Hold webinar to present the capacity building plan and gender knowledge platform and tools		
OPERATIONS		
Conduct gender bias analysis in digital products	Produce annual review of gender in digital products	
Run sessions to identify gender and diversity bias in Artificial Intelligence		

SECTION 3

CAPACITY DEVELOPMENT LOG FRAME



TABLE 3.1. CAPACITY DEVELOPMENT PLAN LOG FRAME

OVERALL OBJECTIVE: UNV personnel have the knowledge and capacity in gender mainstreaming to support UNV's mission to advance gender equality and the empowerment of women.				
OUTCOME 1: Technical guidance and support on gender is provided by a knowledgeable UNV Gender Action Team and Gender Focal Point.				
OUTPUT 1.1. UNV personnel's knowledge and technical competencies on gender and gender mainstreaming are strengthened.				
ACTIVITY	INTERVENTION LOGIC	VERIFIABLE INDICATORS OF ACHIEVEMENT	SUBJECT AND MEANS OF VERIFICATION	ASSUMPTIONS
	One Training-of-Trainers (ToT) workshop for GFPs / GAT members to support respective sections / offices in mainstreaming gender	Facilitator guidance notes developed ToT course held	Training completion report	Section Chief / Team lead support to GFP
	Provide external training / certification to GFPs / GAT members	External training attended	Training certificates	Funding available for training
	Creation of a 'Gender train-the-trainers' programme to train future GFPs / GAT members to support sections, ROs and FUs.	Curriculum developed Delivery begins across section and regions	Copies of the curriculum Training completion reports	The learning system is viable
OUTPUT 1.2. All staff in mainstreaming gender in their area of work through access to knowledge and resources are supported.				
ACTIVITY	Create a Gender and PMD guidance note	Gender and PMD guidance note	Copy of the PMD guidance note	Section Chief / Team lead support to GFP
	Staff integrate gender results in PMD	Number of staff having a gender result in their PMD	Annual Gender-Self Assessment questionnaire	Gender and PMD document is disseminated to all staff
	Integrate a gender session into UNV staff onboarding	Gender onboarding session notes developed Sessions held	Onboarding reports	Gender session is part of the staff onboarding process
	Conduct three gender related webinars	Webinars held	Webinars presentation and recording	

OUTCOME 2: UNV at HQ, NYO and Regional Offices/Field Units level sections' capacity on gender are strengthened through participatory gender analyses.

OUTPUT 2.1. All UNV sections/offices at HQ, Regional Offices and Field Units in mainstreaming gender in annual workplans and policies are supported.

ACTIVITY	Carry out pilot gender SWOT analyses with two sections at HQ and one Regional Office	SWOT analyses held	SWOT analyses completion reports	Sections and ROs availability
	Carry out a participatory exercise to mainstream gender goal(s) in section annual workplan planning	Participatory exercise held	Section workplans	Sections see the value of mainstreaming gender
	Roll-out gender SWOT analyses in all UNV sections at HQ and two ROs	SWOT analyses held	SWOT analyses completion reports	ROs are provided with support to roll out SWOT analyses
	Hold two inter-regional gender capacity building exchanges	Capacity building exchanges held	Capacity building exchange report Gender survey	Funding for learning exchange available
	Create informal horizontal peer-to-peer mentoring gender networks of senior management within country offices	Networks created	Correspondence	
	Hold gender sessions in sections / regions strategic meeting / retreats	Gender sessions held	Regional and section meeting / retreats reports	Gender sessions are considered in regional meetings and section retreats

OUTPUT 2.2. Well equipped UNV Gender Action Team provides support for questions related to gender mainstreaming.

ACTIVITY	Set up a gender-related Q&A platform for GAT / GFPs	Platform in place	Number of staff reporting using the platform	GAT and GFPs' role clearly defined and recognized
-----------------	---	-------------------	--	---

OUTCOME 3: A knowledge management system to support gender mainstreaming through information sharing, access to resources and guidance is utilized

OUTPUT 3.1 An operational gender knowledge management system is established with a set of gender-related tools, resources and guidance.

ACTIVITY	Collect and develop practical gender mainstreaming tools	Gender mainstreaming tools collected	Share drive and UNV learning platform	
	Collect good practices on gender mainstreaming	Good practices collected	Good practices available on the sharing platform	ROs and sections contribute to sharing good practices
	Establish a good practices sharing platform	Platform set up	Gender annual survey	Platform dissemination
	Hold a webinar to present the capacity building plan and gender knowledge platform and tools	Webinar held	Webinar presentation and recording Number of attendees	

	Hold webinar sessions on gender specific topics	Webinar held	Webinar presentation and recording Number of attendees	Gender topics chosen by staff
OUTCOME 4: (Operational) Gender is mainstreamed in the operational system for volunteer management and recruitment.				
OUTPUT 4.1. UNV digital support system for UNV volunteer management applications are reviewed with a gender lens.				
ACTIVITY	Conduct gender bias analysis in digital products	Analysis undertaken	Gender bias in UNV digital product assessment report	Funding available to carry out the analysis with external provider
	Hold sessions for staff to identify gender and diversity bias in AI	Sessions held	Gender annual survey	
	Conduct annual review of gender in digital products	Review held	Review report	

PRODUCED BY:

Olga Ambot Inyongo

UNV Gender Capacity
Development Specialist

EDITED BY:

Andrew Benton

Online Volunteer

DESIGNED BY:

Neil Claydon

Online Volunteer



**UN
VOLUNTEERS**

United Nations Volunteers



Platz der Vereinten Nationen
53113 Bonn
Germany



unv.org

We are inspiration in action