



UNESCO Publications Board

PRIORITY GENDER EQUALITY GUIDELINES

Prepared by:

**Division for Gender Equality
Office of the Director-General**

November 2011

Introduction

The purpose of the gender equality guidelines for publications is to ensure that the achievements of UNESCO in implementing gender equality as one of its two global priorities are visible in all its initiatives, including in its publications.

In particular, these Guidelines are intended to help those engaged in preparing/editing/commissioning publications to regularly and systematically take gender equality considerations into account in order to contribute to building commitment, competence and capacity for gender equality efforts both within the UNESCO Secretariat and in its Member States. All those involved with publications are encouraged to recognize and communicate the gender equality implications of their work, such as the gender equality dimensions of political and socio-economical frameworks that govern developments, change or knowledge in their specific field.

Roles and responsibilities for the implementation of the Gender Equality Guidelines:

Gender Focal Points (GFPs) in the Sectors/Divisions/Bureaux/Field Offices/Institutes – (i) will provide information and technical support to their colleagues in the application of the gender equality guidelines in publications; (ii) undertake an assessment of the publication proposals from a GE perspective; (iii) ensure that their assessment is transmitted to the Division for Gender Equality in the Office of the Director-General (ODG/GE) along with the publication proposal before the Publications Board meeting.

The Division for Gender Equality, Office of the Director-General (ODG/GE) – (i) will provide general guidance, advice and technical support for incorporating gender equality considerations in publications; (ii) will monitor compliance through the review of GFP assessments and recommendations during the meetings of the Publications Board

The UNESCO Publications Board: The Board (i) will verify that the GFPs have reviewed the proposals and (ii) that their assessments have been transmitted to ODG/GE.

Objectives and goals of the toolkit

The Gender Equality Guidelines aim to provide UNESCO's Publications Board and all UNESCO staff with tools to facilitate the integration of gender equality in their publications, whether through gender mainstreaming or gender-specific programming.

This booklet should provide necessary information on basic concepts related to gender equality and women's empowerment. It also provides definitions of terms, a checklist and suggestions for further reading.

Reasons to use it

As Gender Equality is one of UNESCO's two global priorities, it is essential for all staff members to ensure that gender equality issues are included in all documents and publications. Thus, all staff members are requested to promote gender equality and women's empowerment in every document or publication they produce and they are invited to show greater sensitivity to the implications of the language they use.

Priority Gender Equality in Publications

All UNESCO publications should take gender equality seriously. This requires adequate attention throughout the publication process, from planning to final production and distribution of publications. Several levels of gender awareness can be achieved in publications:

1. As a minimum requirement all publications should take into account the need for sex-disaggregated data. This data may not always be readily available, but the publication should consider the reasons for the absence of sex-disaggregated data and suggest ways in which this absence could be remedied.
2. Where possible a gendered analysis of the sex-disaggregated data should be carried out. This will imply considering not only the fact of the existence of differences between men and women in a particular area, but also the causes and impacts of these differences.
3. It is desirable to achieve full *gender-mainstreaming* of publications. In other words considerations about the different situations of men and women, the causes of difference and the impacts of policies and practices on men and women should be considered in all aspects of the subject treated by the publication.
4. A further level of gender awareness can be achieved by devoting one chapter or section of a publication to a specific consideration of gender equality and/or women's rights. Although this specific attention to gender equality in one chapter or section of a publication is desirable, it does not remove the need for gender-mainstreaming i.e. the consideration of gender equality issues throughout the publication. It might be necessary to seek specialized expertise to write/develop a publication's gender content.
5. All publications should employ gender-neutral and gender-inclusive language (see below).
6. Images used – photographs, illustrations, book cover – should be gender-balanced and avoid reliance on or promotion of gender stereotypes. Photographs that illustrate the active roles played by women/girls should be encouraged.
7. Publication objectives and plans should incorporate any specific objectives related to gender equality (e.g. to highlight the gender equality dimensions of a specific issue).

Basic principles of gender mainstreaming

UNESCO's gender mainstreaming approach ensures that women and men benefit equally from programme and policy support. Mainstreaming is intended to transform development such that equality becomes both a means and an end. It aims at achieving all international development goals, including but not only, those explicitly seeking to achieve gender equality. Gender mainstreaming means:

- identifying gaps in gender equality through gender analysis and sex-disaggregated data;
- raising awareness about gaps;
- building support for change through advocacy and alliances/partnerships;
- developing strategies and programmes to close existing gaps;
- putting adequate resources and the necessary expertise into place;
- monitoring implementation; and
- holding individuals and institutions accountable for results.

Key Definitions and Terms

Sex

Sex describes the biological differences between men and women, which are universal and determined at birth.

Gender

Gender refers to the roles and responsibilities of men and women that are created in our families, our societies and our cultures. The concept of gender also includes the expectations held about the characteristics, aptitudes and likely behaviors of both women and men (femininity and masculinity). Gender roles and expectations are learned. They can change over time and they vary within and between cultures. Systems of social differentiation such as political status, class, ethnicity, physical and mental disability, age and more, modify gender roles. The concept of gender is vital because, applied to social analysis; it reveals how women's subordination (or men's domination) is socially constructed. As such, the subordination can be changed or ended. It is not biologically predetermined nor is it fixed forever.

Sex-Disaggregated Data

Sex-disaggregated data is data that is collected and presented separately on men and women.

Gender Analysis

Sex analysis is the collection and analysis of sex-disaggregated information. Men and women both perform different roles. This leads to women and men having different experience, knowledge, talents and needs. Gender analysis explores these differences so policies, programmes and projects can identify and meet the different needs of men and women. Gender analysis also facilitates the strategic use of distinct knowledge and skills possessed by women and men.

Gender-Blind

An approach/strategy/framework/programme may be defined as gender-blind when the gender equality dimension is not considered, although there is clear scope for such consideration. This is often as a result of lack of training in, knowledge of and sensitization to gender equality issues, leading to an incomplete picture of the situation being addressed and, consequently, to failure.

Gender Mainstreaming

The official definition of Gender Mainstreaming by the United Nations is the following: ‘... the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as 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 and inequality is not perpetuated.’¹

Gender Equality

Gender equality between women and men exists when both genders are able to share equally in the distribution of power and knowledge and have equal opportunities, rights and obligations.

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Gender Equity

Gender equity is the process of being fair to men and women. To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a means. Equality is the result.

Empowerment

Empowerment is about people -both women and men- taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups.

Women’s Empowerment

Women’s Empowerment is about women taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. Although only the individual can empower herself to make choices, processes that nurture the empowerment of individuals or groups can be supported by others.

Gender Division of Labor

The gender division of labor is the result of how each society divides work among men and among women according to what is considered suitable or appropriate to each gender.

Literacy Gender Parity Index (GPI)

The literacy gender parity index (GPI) is the ratio of the female to male adult literacy rates which measures progress towards gender equity in literacy and the level of learning opportunities available for women in relation to those available to men. It serves also as a significant indicator of the empowerment of women in society.

¹ *Report of the Economic and Social Council for 1997*. United Nations, 1997

Guidelines on gender-neutral language

The representatives of Canada and the Nordic countries at UNESCO raised the issue of sexist language for the first time at the 24th session of the General Conference, in 1987. A call was made for the avoidance of gender-specific language in UNESCO, and the General Conference adopted a resolution dealing with this issue.² The General Conference went on to adopt an increasingly firm stance on the issue at its 25th (1989), 26th (1991) and 28th (1995) sessions.³ This development indicated a growing awareness that language does not merely reflect the way we think: it also shapes our thinking. If words and expressions that imply that women are inferior to men are constantly used, that assumption of inferiority tends to become part of our mindset; hence the need to adjust our language when our ideas evolve.

There is a tendency to use 'gender' as a synonym for 'women'. Care should be taken here to consider what is really meant. In fact, 'gender' is in danger of becoming such a vogue word that it becomes overstretched and virtually meaningless. This would be unfortunate, both for the sake of the language and for the cause of sexual and gender equality. With some rephrasing and careful attention to meaning, it is usually possible to improve the level of accuracy while avoiding giving offence. Where both sexes are meant, it is always preferable to use a term which includes, or at least does not exclude, women. Further details can be found in UNESCO's Guidelines on Gender Neutral Language available at <http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf>

² 24 C/Resolution 14.1 invites the Director-General 'to adopt a policy related to the drafting of all of the Organization's working documents aimed at avoiding, to the extent possible, the use of language which refers explicitly or implicitly to only one sex except where positive measures are being considered'.

³ 25 C/Resolution 109, 26 C/Resolution 11.1 and 28 C/Resolution 1.13.

Priority Gender Equality checklist for publications

A few questions to ask...	YES	NO	Not sure	Ask for help from GFP or ODG/GE
1. Were a gender needs and gender context analysis undertaken as an integral part of the need and context assessments?				
2. Does the publication present clear sex-disaggregated data and statistics?				
3. Does the budget of the publication include a section attributing specific funding to ensure that gender equality and women's empowerment are promoted?				
4. Is the publication raising specific issues related to women's empowerment and gender equality in the subject area?				
5. Was a gender equality specialist - or your Gender Focal Point (GFP) or ODG/GE - involved in the planning drafting of the publication? Were the editors gender-sensitive?				
6. Has the publication been reviewed by your Gender Focal Point (GFP)?				
7. Has the review of the GFP been transmitted to ODG/GE?				
8. Does the publication comply with the Guidelines on Gender-Neutral Language?				
9. Does the publication avoid sexist stereotypes, whether linguistic or visual?				
10. Do the pictures found in the publication promote women's empowerment and gender equality and are they exempt of sexist-stereotypes?				
11. Does the publication promote gender equality and women's empowerment through either (or both) of the following approaches: <ul style="list-style-type: none"> ○ Gender mainstreaming ○ Gender-specific programming? 				
12. Did both women and men participate in the research and/or drafting of the publication?				

Best Practices – good examples of gender mainstreaming at UNESCO

Priority Gender Equality - UNESCO Kathmandu
www.unesco.org/new/en/kathmandu/priority-gender-equality/

Gender Equality in Education - UNESCO Bangkok
www.unescobkk.org/education/gender/

World Water Assessment Programme - Water and Gender Equality
www.unesco.org/water/wwap/water_and_gender/

IIEP Policy Forum on Gender Equality in Education
<http://genderpolicyforum.wordpress.com/>

For more information on work being done within UNESCO, see the website of the Division for Gender Equality at www.unesco.org/genderequality

Other Resources

UN Women's Good practices in Gender Mainstreaming and Implementing the Beijing Platform for Action
www.un.org/womenwatch/resources/goodpractices/

UNDCP's Report on Guidelines for Best Practices on Gender Mainstreaming in Alternative Development
www.unodc.org/pdf/publications/alt-development_gender-mainstream.pdf

Gender Mainstreaming – Good Practices from the Asia Pacific Region
www.nsi-ins.ca/english/pdf/gibb_gender_mainstreaming.pdf

UN Habitat – Gender Mainstreaming in Local Authorities – Best practices
www.un.org/womenwatch/ianwge/member_publications/gender_mainstreaming_in_local_authorities.pdf

Interesting links – Gender Equality and Gender Mainstreaming

United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
www.unwomen.org see also <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm>

United Nations Development Programme (UNDP)
www.undp.org/women/mainstream

International Labour Organization's Gender Equality Tool
www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm

World Health Organization, 'Gender, Women and Health'

<http://www.who.int/gender/mainstreaming/en/>

UNICEF, 'Gender Equality'
<http://www.unicef.org/gender/>

UN Habitat, 'Factsheet on Gender Mainstreaming'
http://www.un.org/womenwatch/ianwge/gm_facts/Habitat.pdf

Action Plan for OECD – 2002, 'Catching Up on Gender Mainstreaming and Gender Equality'
<http://www.oecd.org/dataoecd/14/0/23377303.pdf>

Other Tools

UNDP's Gender Mainstreaming Tools Marketplace
http://www.undp.org/women/tools_marketplace.pdf

UNDP's Gender Mainstreaming in Practice: A Toolkit (Part I)
<http://europeandcis.undp.org/home/show/6D8DEA3D-F203-1EE9-B2E46DEFBD98F3F1>

UNDP's Gender Mainstreaming in Practice: A Toolkit (Part II)
<http://europeandcis.undp.org/home/show/6D8DEA8B-F203-1EE9-BA6D803F347A09E9>

Tools on Gender-Neutral Language

Canadian International Development Agency, 'Gender-Neutral Language'
<http://www.justice.gc.ca/eng/dept-min/pub/legis/n15.html>

Language Portal of Canada, 'Guidelines for Gender-Neutral Language'
<http://www.noslangues-ourlanguages.gc.ca/bien-bien/fra-eng/style/nonsexistguidelines-eng.html>

Media Task Force, Honolulu County Committee on the Status of Women, 'Do's and Don'ts of Inclusive Language' (1998)
<http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/inclusiv.htm>

Language Portal of Canada, Gender-neutral Language Quiz
<http://www.noslangues-ourlanguages.gc.ca/quiz/jeux-quiz-genre-neutre-gender-neutral-eng.php>

Empire State College – State University of New York, 'Gender-exclusive language: introduction and exercise'
http://www8.esc.edu/esconline/across_esc/writerscomplex.nsf/0/564e043922d70d98852569c3006d727e?OpenDocument

University of North Carolina, USA, 'Gender-Sensitive Language'
<http://www.unc.edu/depts/wcweb/handouts/gender.html>

University College Cork, 'Non-Sexist Language: A Guide'
<http://www.ucc.ie/equalcom/language.html>

Purdue University, USA, 'Non-Sexist Language'
http://www.hum.utah.edu/communication/classes/1600_4/wr7.pdf

References

UNESCO

- UNESCO, Priority Gender Equality Action Plan (GEAP) for 2008-2013
- UNESCO, Gender Mainstreaming Implementation Framework (GMIF) for 2002-2007
- UNESCO, Gender Lenses (developed by the Division for Gender Equality, with the support of Ms Linda Pennell, gender-training consultant)
- UNESCO's Gender Mainstreaming Resource Centre, *Gender sensitive education statistics and indicators guide* (prepared by Vittoria Cavichioni) available at: http://www.unesco.org.bd/info_bank/Section%203/3-34.pdf
- 'Addressing Gender Relations in HIV Preventive Education', UIL, 2002
- Gender-sensitivity: a training manual for sensitizing educational managers, curriculum and material developers and media professionals to gender concerns.' UNESCO, 2002.
- 'Promoting Gender Equality through textbooks: methodological guide', UNESCO, 2009

United Nations & UN Agencies

- United Nations' Mainstreaming the gender perspective into all policies and programmes in the UN system
- UNDP's Gender Mainstreaming in Practice: A Toolkit
- UNDP's History of Gender Mainstreaming – <http://hrba.undp.sk/index.php/terms-and-concepts/gender-mainstreaming/gender-and-inequality-and-the-history-and-of-gender-mainstreaming>

Other sources

- OECD, *DAC Source Book on Concepts and Approaches Linked to Gender Equality*
- March, C., Smyth I., Mukhopadhyay M., *A Guide to Gender-Analysis Frameworks*; Oxfam, 1999
- Status of Women Canada, *Gender-Based Analysis: A guide for policy-making*, 1996
- UNIFEM; *Focusing on Women –UNIFEM's expereince in mainstreaming*, 1993
- Molyneux, Maxine 'Mobilisation without Emancipation? Women's Interests, States and Revolution in Nicaragua'; *Feminist Studies* II, 2, 1985.