

The 2013 Age, Gender and Diversity Survey

REPORT

EXECUTIVE SUMMARY

The 2013 Age, Gender and Diversity (AGD) Survey was organized by the Division of International Protection as part of a broader change process aimed at integrating the implementation of UNHCR's AGD Policy into institutional planning, monitoring and reporting systems. The results of the survey will also enable reporting on staff capacity and competency in gender mainstreaming as required by the UN System-Wide Action Plan on Gender Equality and Empowerment of Women (UN-SWAP), an accountability framework which UNHCR signed on to in 2012. Lastly the exercise will provide valuable input to the revision of the AGD Forward plan, which aims to enhance the implementation of the AGD policy.

In line with UNHCR's approach to protection, the assessment of staff capacities looked at the broader context set out in UNHCR's AGD policy – considering determinants other than gender and the engagement and participation of all members of the communities.

Staff capacity was assessed in three areas: knowledge, skills and attitudes. The survey consisted of short statements with which the respondent could either agree or disagree.

A total of 1,225 staff initiated the online survey and 1,062 (87%) completed it. This participation rate is generally considered satisfactory. The survey revealed that the vast majority of respondents (94 %) believe that AGD is a concern for every staff member in UNHCR. The following table summarizes the demographic profile of the staff who undertook the survey.

Table 1.1

Category	Number	Survey	%
All staff	8,532	1,061	12.4
Female	3,212	562	17.4 (52.9 of all respondents)
Male	5,320	499	9.3 (47.1 of all respondents)

The results of the survey show that the knowledge and self-reported skills and attitudes of respondents concerning age, gender and diversity are of high quality.

The few inconsistencies revealed are best explained by the manner in which some questions were formulated, rather than by gaps in knowledge. Some "twin" questions were asked more than once, phrased differently, to test staff knowledge. This conclusion is strengthened by the responses to the control questions, which make it possible to assess staff knowledge more accurately.

While broadly the same number of female and male staff participated in the survey, the survey results indicate that the knowledge and attitudes of female staff are better aligned with UNHCR's AGD policy. DIP is exploring ways to strengthen the skills, knowledge and attitudes of staff across gender and job profiles.

1. Introduction

Developing and strengthening staff capacity and competency in the implementation of the age, gender and diversity approach is an essential part of UNHCR's AGD policy. While DIP addresses gaps in this regard on a continuous basis through the provision of operational guidance and the development of new learning opportunities for staff at all levels, it is important that these capacity building efforts are informed by a clear and up to date understanding of staff capacity and knowledge. The 2013 AGD Survey was organized by the Division of International Protection as part of a broader change process aimed at integrating the implementation of UNHCR's AGD Policy into institutional planning, monitoring and reporting systems. The exercise will also be valuable for the revision of the AGD Forward plan, which aims to enhance the implementation of the AGD policy. The 2013 AGD survey was launched on 18 October, with an initial deadline of 1 November. The deadline was extended to 8 November 2013 and several messages were sent to all staff reminding them of the importance of participating in the survey.

1.2 Definitions and scope of the survey

UNHCR's approach considers gender equality a subset of what could be called "AGD equality", or the fact that rights, responsibilities and obligations do not depend on a person's specific combination of gender, age and other attributes. In a similar manner, empowerment of women can be seen as a "special case" in UNHCR's overall approach to participation and community-based protection, calling for all persons of concern to have the capacity to make informed decisions and the freedom to take action. In line with UNHCR's approach, the assessment of staff capacities looked at age, gender and diversity, participation of persons of concern, and community-based protection, while ensuring that the survey was compatible with UN reporting requirements on gender equality and women's empowerment.

1.3 Capacity and capacity assessment

In the international development and humanitarian response environment, the term capacity is consistently defined as "the ability to perform appropriate tasks effectively, efficiently, and sustainably". In this context, capacity is generally seen as existing at three levels: an enabling environment (the broad system within which people and organisations function, including policy, legal and regulatory framework, power relations, social and other norms); organisation (including internal structure, policies and procedures, resources, management and accountability); and individual (knowledge, skills and attitudes).¹

The literature on capacity assessment is rich in resources, tools and methodologies but focuses almost exclusively on the enabling environment and organizational levels² and, particularly, on assessing the impact of capacity development programmes.³ Individual capacities are often assessed in relation to the need for training and lead to some form of assessment of training needs. In the past, these were developed through a comparison of competencies and responsibilities and the need to try to match these two more closely to the organization's human resources. The focus now is on assessing an individual's capabilities across a wider spectrum of criteria, including attitudes and values as well as the traditional focus on technical skills and competencies.⁴

¹ *Capacity Development: a UNDP Primer*, UNDP, 2009.

² The World Bank's comprehensive *Measuring Capacities: An Illustrative Catalogue to Benchmarks and Indicators* (2005) does not even consider the individual level.

³ See, for instance, *Measuring Capacity*, UNDP, 2010.

⁴ Kay, M., Tato, S., *Capacity needs assessment methodology and processes*, Rome, 2003, FAO.

1.4 A multi-dimensional approach to individual-level capacity assessment

For the purpose of this survey, staff capacity was assessed under three dimensions:

- Knowledge – Declarative knowledge: what the person knows.
- Skills – Procedural skills: what the person can do.
- Attitudes – Behaviour or respondent traits: what the person thinks (motives, self-perceptions, values, occupational preferences).

These dimensions were investigated through a series of questions divided into three categories:

- Self-assessment – The individual's own perception of his/her knowledge and skills.
- Assessment vs. set standards – Actual competency with respect to what the individual is expected to know or do.
- Experience – Whether the individual has actually used relevant knowledge and skills, or performed required functions or tasks.

All questions consisted of a short statement with which the respondent could either agree or disagree. The questions in the assessment category – making up about two thirds of the total number of questions – were distributed randomly throughout the questionnaire. Positive responses to some statements indicated correct knowledge, appropriate skills and appropriate attitudes concerning a subject; positive responses to others indicated the opposite. For example, a positive response to the statement "Gender refers to the physical difference between male and female" is incorrect, while a positive response to the statement "Gender is attributed by society" is correct.

1.5 What standards?

In order to effectively assess capacities against set standards, some challenges relevant to the UNHCR environment had to be addressed:

- Staff belonging to different levels and functional areas are expected to have different levels of knowledge and skills with respect to AGD.
- A survey of a sample of job descriptions (Annex I) showed that AGD-related accountabilities and responsibilities are mentioned in rather generic terms.
- No mandatory training on AGD policy exists. While AGD policy is incorporated in all e-learning programmes, the AGD e-learning programme has only been available since 2013.

1.6 Practices of other UN agencies

Before initiating the AGD survey, the practices of other UN agencies with regard to assessment of staff skills, knowledge and capacities were considered. In its baseline survey for review of its Gender Strategy, WHO conducted an online survey to assess awareness of WHO institutional gender equality policies/strategies, knowledge of gender concepts, and application of gender analysis skills. The following areas were covered:

- Basic understanding of gender and health.
- Awareness of at least one WHO gender policy or strategy.
- Knowledge of gender concepts.
- WHO staff who agree that gender is relevant to the work of their unit.
- WHO staff who agree that gender is relevant to their work.
- WHO staff who, at least to some extent, are acting on gender and applying gender analysis in their work (disaggregated by sex, WHO category, WHO level and WHO region).

UNICEF carries out regular staff self-assessment surveys on gender mainstreaming. They include questions on:

- UNICEF’s mandate in promoting gender equality and the empowerment of women.
- Familiarity with international agreements and conventions.
- Familiarity with policy on gender equality and the empowerment of girls and women.
- Familiarity with operational guidance on promoting gender equality through UNICEF-supported programmes.
- The impact of gender-related training and coaching on the work of UNICEF staff.
- Support of gender experts.
- Attention to gender equality in assignments.

1.7 Survey design

The length and structure of the survey was informed by current research on the optimal number of questions to generate the highest level of participation and completion. Therefore, it was decided that it was more important to ensure that the answers represented the opinions of all staff than to conduct an in-depth analysis of staff capacity.

The survey addressed 30 questions to all staff, and an additional 16 questions to staff in management, protection, and field functions. At the end of the questionnaire, respondents were provided a space to add their comments. All survey questions consisted of a statement with two options, to agree or disagree. This form of question measures knowledge, attitudes, and behaviour reliably.⁵ Evidence also shows that, if the questions are drafted carefully and appropriately, the information they provide is comparable in depth and quality with the information generated by questions that allow respondents to reflect at more length.

2. Participation

The table below summarises data about the participation of categories of staff that *initiated* the survey. As described later, the percentages change somewhat when staff who *completed* the survey are considered. Based on participation in previous UNHCR staff surveys, and taking into account the fact that many UNHCR staff have unreliable internet connections and work under extreme pressure and in very difficult conditions, **an overall participation rate above 14 percent can be considered satisfactory.**

Table 2.1. Staff who initiated the AGD survey

Category	Number	Survey	%
All staff	8,532	1,225	14.3
Female	3,212	647	20.1 (52.8 of respondents)
Male	5,320	565	10.6 (46.1 of respondents)

⁵ Schuman, H., Presser, S., *The Open and Closed Question*, American Sociological Review, 1979, Vol. 44 (October).

Africa	3,799	356	9.3
Americas	322	109	33.8
Asia and Pacific	1,314	231	17.5
Europe	690	195	28.2
HQ	983	164	16.6
MENA	1,424	137	9.6

With respect to completed questionnaires, which had a drop-off rate of approximately 13%, the overall response rate was 12.4%. Interestingly, the male/female imbalance in participation was lower, indicating that a higher proportion of female staff initiated the survey but did not complete it.

Table 2.2 Staff who initiated and completed the AGD survey

Category	Number	Survey	%
All staff	8,532	1,061	12.4
Female	3,212	562	17.4 (52.9 of respondents)
Male	5,320	499	9.3 (47.1 of respondents)

The drop-off rate for the AGD survey is not in line with the pattern of most surveys. As described earlier, people who are willing to answer 15 questions are usually willing to complete a survey. A high number of respondents stopped the survey immediately after answering the first six administrative questions. Already at question 7, about 13% of the participants did not answer, and the skipped question rate remained fairly constant throughout the entire survey. It would appear that a significant number of participants wanted to see what the survey was about, made up their minds at the first substantive question, and then stopped. The 87% who continued past this point continued all the way through the survey.

3. Results overview

In general, the results of the survey are overwhelmingly positive. With the exception of just two questions, the correct or desired answer was chosen by the vast majority of the respondents. **When probed to a good level of detail, the knowledge and self-reported skills and attitudes of UNHCR staff concerning age, gender and diversity are excellent.** Although, given the nature of this exercise, these positive results cannot be extrapolated to the totality of UNHCR staff with scientific precision, they are consistent with the review of other data sets, indicating high levels of understanding of AGD issues.

If a few gaps exist, this is probably due to the formulation of some of the “twin” questions. As previously explained, these may have created some confusion, since some respondents commented

that the questions were unclear. The presence of control questions allowed for a better assessment of capacities and significantly contributed to the overall positive results. For instance, over one third of respondents agreed that "Gender refers to the physical differences between male and female", which is incorrect. The fact that so many answered incorrectly raises questions about staff knowledge of the very basic concept of gender. However, 84% of respondents agreed with the control question, which stated that "Gender is attributed by society - it determines what is expected, allowed and valued in a women or a man in a given context". The vast majority of staff therefore understand the basic definition of gender, though it is still concerning that as many as 16% do not have a sound understanding. The relatively high share of incorrect answers to the first question may well reflect the way in which the statement was formulated.

Another nuance is the fact that female staff appear to contribute disproportionately to the overall positive results. As shown in the results table in the next section, when broken down by gender, agreement/disagreement percentages indicate that, in most cases, the answers of males were significantly less correct than those of females. For example, the statement "Men and boys are subject to sexual and gender-based violence" was meant to investigate staff awareness of the fact that SGBV is not only a concern for women and girls but also for men and boys. 91.8% of all respondents agreed with the statement, which is excellent. However, when the gender breakdown is considered, there is a 7% difference in the responses of females (95% agreement) and males (88.2% agreement).

Understanding of gender equality was probed with a twin question. The "control" statement, expressed unequivocally ("Gender equality means that women, men, girls and boys enjoy the same rights, responsibilities and opportunities") had an excellent overall agreement percentage (94.8%), with no differences in the gender breakdown. The control statement, reflecting a wrong but not infrequent misunderstanding ("Gender equality is achieved when women do the same things as men") had an overall disagreement percentage of 70.7. The difference between males and females was striking: 77.9% for females versus 62.7 for males. Nearly 2 in 5 male respondents believe that gender equality is achieved when women do the same things as men, whereas only 1 in 5 women believe this.

The survey also revealed that the vast majority of staff (94 %) believe that AGD is a concern for every staff member in UNHCR, and that more than 86 % of staff have the full support of their supervisor when it comes to AGD issues.

On strategic priorities, 95.8% of all respondents agreed with the control question ("Reflecting age, gender and diversity in protection and programming is a priority"), without significant gender differences. 79.5% disagreed with the question "We can think of gender, age and diversity when other, more pressing issues like shelter and food have been dealt with", which again stated an incorrect but not infrequent attitude - still a very good response. In line with the general pattern of the survey, more female staff answered correctly. There was a difference of 8.6 percentage points between the attitude of males (75% disagreement) and females (83.6% disagreement).

More male staff than female staff considered that they had adequate knowledge and skills. 66.7% of females and 70.4% of males agreed with the statement "I think I have sufficient knowledge and skills to deal with age, gender and diversity issues". However, looking at the whole of the questionnaire, men were generally more likely to pick the "wrong" answer, while women exhibited a better understanding of age, gender and diversity.

4. Comments

This section describes the remarks that respondents contributed in the comment box at the end of the survey. They are summarised thematically.

4.1. Training

As many as 28 comments stressed the need for additional training. One respondent captured the general gist of the comments with the statement: "All staff, especially in protection and programme, need further training. It is wrong to assume that staff whether national and international who have worked for UNHCR for many years, have automatically understood and accepted the meaning of empowerment for women." Another respondent said: "Knowledge of gender related issues is not something we learn in the university and many times is not part of our regular education. It is therefore important for the UN system in general and UNHCR in particular to continue making efforts to convey the message. The route to gender equality is a very long and difficult one." Many suggested that the online AGD training should be made mandatory for every UNHCR staff member. It was suggested that staff members should be reminded about the basics of AGD and other core policies through, for example, regular messages and initiatives raising awareness on their purpose and offering examples on their correct use.

4.2. Survey issues

25 comments addressed perceived problems with the questionnaire. A number of comments addressed the formulation of individual questions, and a few complained about the "unclear" or "duplicative" nature of the questionnaire as a whole. This was probably due to the presence of control questions. Many were not satisfied that they only had two response options (agree/disagree) and wanted the opportunity to explain why they gave a certain answer.

4.3. Survey raves

20 colleagues expressed appreciation of the survey and its format. "Kudos! Also appreciated if similar survey could be done for other subjects UNHCR staff is bound to work with."

4.4. Participation

The broad issue of participation ranked fourth in "popularity" (17 comments). Most of these comments spoke about a divide between policies, chosen approaches, and the realities of implementation. On one hand, the fact the participatory assessments have for many become synonymous with participation was widely criticized. "I have noticed that AGD is often seen as the same thing as a participatory assessment, i.e. something that is done once or every two years, and not as an approach or principle that should be mainstreamed in all aspects of our work. Colleagues often say *we did the AGD last year so we're ok and have consulted persons of concern.*" "I fear that the AGD has become for many a once a year exercise rather than a way of working, an approach to everything we do." "It is disappointing that participation continues to be limited to participatory assessment." "I am particularly upset by the fact that many staff think that by meeting with refugees once a year, in the context of AGD, they have ticked the box and they can revert to their regular ways for the rest of the year." On the other hand, there was frustration that – for a variety of reasons – the results of participatory assessments are not properly used to inform programming. "The Programme Unit of the agency must understand the importance of respecting the outcomes of PA in determining resource allocations to IPs." "Often despite efforts, not much importance is given to this crucial exercise except for the need to report on it, PA's outcome should feed into the programmes which is often not the case." "Participatory assessment if given the right amount of recognition and importance can achieve so much more, wonder why it is not taken so seriously."

4.5. Internal Gender Equality

Nine respondents addressed various dimensions of gender equality within the office. Some said “We need more women in P4 and P5 positions in my Office” and “More female staff should be considered for senior positions”. A few male staff members also voiced their concerns. “UNHCR (staff) gender parity attainment has been abused with incompetent women being promoted. Promotion has also been guided by geographical locations of origin as opposed to merit.” “The organisation is pushing hard on gender issues with most female colleagues being given senior positions. If it continues I am afraid men will be marginalized. The aspect of equality should not be forgotten.” “I would like to say that women gender-balance is so much important for the head of our office that he neglects male gender-balance.”

4.6 Resources

Nine respondents commented on the scarcity of resources to properly address AGD. One detailed comment captures the majority. “Undertaking specific AGD activities (such as participatory assessments, being more proactive to train partners, etc.) in the field requires financial resources and physical presence. Being told by HQ that we must do this, that and the other on AGD in the absence of the appropriate allocation of human and financial resources is simply absurd and needs to STOP! Give us the minimum resources to do proper protection work (which includes AGD strategies at every level of protection delivery and assistance programming) OR if you're not going to give us appropriate resources then leave us ALONE to prioritize what is reasonably achievable. The notion of "doing more with less" and having constantly to be responsive to the latest "flavour of the month" initiative from HQ is beyond tiresome and HQ is losing all credibility.”

4.7 Culture

Seven comments highlighted the issue of culture. One respondent said: “While working on AGD there always is a major hurdle of cultural and traditional practices which make the task of UNHCR difficult and complicated”. Some staff members complained about lack of understanding of and support for AGD on the part of some male colleagues, including in management positions.

4.8 Management

Six comments addressed various issues pertaining to management. It was suggested that “senior managers should also be trained on AGD to promote the concept and the PA exercise in any operation”. The key role managers have to play in the promotion of gender equality was stressed. One staff member said: “Senior management needs to be held more accountable for AGD in UNHCR”.

4.9 Diversity

Six additional comments addressed the issue of diversity. One called for more attention to older people, three spoke about sexual minorities. One comment mentioned diversity in the workforce in UNHCR: “There is no focus on disabled staff in UNHCR”.

ANNEX I - Detailed results

The following table presents the results of the survey, with percentages disaggregated by gender.

The initial question and the control question are presented together and, where relevant, a line of comment is provided.

The colour coding is as follows:

Dark green The majority of all respondents have chosen the correct answer.

Light green The difference between correct male and female responses is larger than 3%.

Red The majority of respondents chose the incorrect answer.

4.1 Knowledge

QUESTION	OVERALL AGREE	OVERALL DISAGREE	AGREE FEMALE	DISAGREE FEMALE	AGREE MALE	DISAG. MALE
Gender refers to the physical differences between male and female.	36.4	63.5	32.3	67.6	41.1	58.9
Gender is attributed by society - it determines what is expected, allowed and valued in a women or a man in a given context.	83.9	16.1	83.3	16.7	84.7	15.3
<i>Over a third of the answers to the first question were incorrect. The responses to the control question indicate that there is still a relatively high level of misunderstanding of the basic concept of gender.</i>						
Gender equality is achieved when women do the same things as men.	29.3	70.7	22.1	77.9	32.3	62.7
Gender equality means that women, men, girls and boys enjoy the same rights, responsibilities and opportunities.	94.8	5.2	95.3	4.7	94.4	5.6
<i>Almost a third of the answers to the first question were incorrect. The responses to the control question show that staff have the appropriate level of knowledge.</i>						
Incidents of sexual and gender-based violence are more likely during forced displacement.	86.2	13.8	86.6	16.4	89.4	10.6
If I have consulted the IDP/refugees about their needs and wants, I have fulfilled my duties with regard to participation.	27	73	20.8	79.2	34.1	65.9
Participation means that persons of concern are involved in the analysis of the problems they face as well as in finding and implementing solutions.	97.3	2.7	98	2	96.6	3.4
<i>Over a quarter of respondents answered the first question incorrectly, but the vast majority replied correctly to the control question.</i>						
The roles expected of males and females don't change with time or the context.	19.2	80.1	14.6	85.4	24.4	76.6
Opportunities associated with being male or female are determined by society and change over time.	80.8	15.4	85	15	82	18
<i>Responses to the control question indicate that staff have a good knowledge of the definition of gender.</i>						
Gender equality is primarily a women's issue.	11.8	88.2	10.1	89.9	13.6	86.4
QUESTION	AGREE TOTAL	DISAGREE TOTAL	AGREE FEMALE	DISAGREE FEMALE	AGREE MALE	DISAG. MALE

Gender equality is promoted by focusing only on women.	5.9	94.1	3.7	96.3	7.6	92.4
To promote gender equality you have to work with women and girls, but also with men and boys.	97.9	2.1	98.7	1.3	97.4	2.6
<i>Responses to the control question indicate that staff have a good knowledge of the definition of gender.</i>						
A 17 year old boy and a 60 year old woman have different assistance needs but basically the same protection needs.	54.8	45.2	50.7	49.3	59.7	40.3
<i>This was one of two questions which the majority of the respondent answered incorrectly.</i>						
Protecting the rights of sexual minorities lies outside the scope of work of UNHCR.	8.2	91.8	5	95	11.8	88.2
In a situation of forced displacement, ethnic minorities are often exposed to major protection risks.	97.3	2.7	97.7	2.3	97	3
Men and boys are subject to sexual and gender-based violence.	91.8	8.2	95	5	88.6	11.4
UNHCR has a policy on gender that includes age and diversity.	90.1	9.9	88.8	11.2	91.2	8.8
Women's human rights are the same regardless of the country or specific context they live in.	74.6	25.4	72.6	27.4	76.7	23.3
Empowerment of women means that women have the same responsibility/authority positions as men.	66.2	33.8	58	42	75.6	24.4
Women are empowered when they can take informed decisions and have the capacity to act.	94.4	5.6	96.3	3.7	92.4	7.6
<i>The first of the above questions was one of two questions that the majority of respondents answered incorrectly. Responses to the control question show that staff have an understanding of what empowerment of women means.</i>						
I am aware of the five UNCHR commitments to refugee women and would be able to name at least two.	69.3	30.7	67.3	32.7	71.7	28.3
I could explain what the IASC Gender Marker is.	33.1	66.9	31.6	68.4	34.5	65.5
It is not necessary to provide education for girls past what is considered mandatory by the country of asylum.	6	94	3.8	96.2	8.3	91.7
Distributing sewing machines to only women and training only men as mechanics promotes gender equality.	4.8	95.2	3.8	96.2	5.7	94.3

4.2 Attitudes

QUESTION	AGREE TOTAL	DISAGREE TOTAL	AGREE FEMALE	DISAGREE FEMALE	AGREE MALE	DISAG. MALE
Given my level and the specific nature of my job, age, gender and diversity considerations are not a concern for me.	9.6	90.4	8.7	91.3	10.6	89.4
We can think of gender, age and diversity when other, more pressing issues like shelter and food have been dealt with.	20.5	79.5	16.4	83.6	25	75
Reflecting age, gender and diversity in protection and programming is a priority.	95.8	4.2	96.8	3.2	95	5
<i>Over a fifth of answers to the first question were "incorrect". Responses to the control question show that staff across gender and level view AGD as a priority. ("Incorrect" is in inverted commas because this is an attitude.)</i>						
Age, gender and diversity issues are a concern for every staff member in UNHCR.	94.3	5.7	93.2	6.8	95.6	4.4
In a camp situation, everybody has the same access to goods and services.	37.6	62.4	30.4	69.6	46.1	53.9
Gender equality is too ambitious a goal in emergency and recovery settings.	25.9	74.1	19	81	33.9	66.1
<i>Over a quarter of answers were "incorrect". ("Incorrect" is in inverted commas because this is an attitude.)</i>						
Promoting the empowerment of women is as essential as other protection activities.	94.4	5.6	95.5	4.5	93.6	6.4
Protecting and assisting persons with disability is the responsibility of specialized organisations such as Handicap International.	13.1	86.9	9.6	91.4	17	83
In these times of scarce resources, and with enormous operational challenges, UNHCR has possibly gone too far in promoting a participatory approach.	24.5	75.5	19.1	80.9	29.6	70.4
<i>Over a quarter of answers were "incorrect". ("Incorrect" is in inverted commas because this is an attitude.)</i>						
It is important to collect and analyse population data that is disaggregated by sex and age.	94	6	93.6	6.4	94	6
I feel responsible for advancing gender equality in my office.	90.6	9.4	90.7	9.3	90.3	9.7

4.3 Skills and experience

QUESTION	AGREE TOTAL	DISAGREE TOTAL	AGREE FEMALE	DISAGREE FEMALE	AGREE MALE	DISAG. MALE
My office has carried out a Participatory Assessment during the last two years.	80.3	19.7	79.4	20.6	80.9	19.1
I was involved in organizing or carrying out a Participatory Assessment.	70.1	29.9	69.3	30.7	70.6	29.4
Age, gender and diversity issues are part of my regular work.	81.7	18.3	81.7	18.3	81.5	18.5
I have completed the AGD e-learning training.	29.2	70.3	26.1	73.9	32.2	67.8
<i>While few staff have completed the training programme, there is generally a good understanding of AGD. The fact that staff have not completed the e-learning is not an indication that they are not interested in having further learning opportunities. Many provided additional comments saying that they were interested in additional AGD training.</i>						
I think I have sufficient knowledge and skills to deal with age, gender and diversity issues.	68.6	31.4	66.7	33.4	70.4	29.6
<i>Although many believe they have enough knowledge, many still mention training opportunities.</i>						

4.4 Organisational issues

QUESTION	AGREE TOTAL	DISAGREE TOTAL	AGREE FEMALE	DISAGREE FEMALE	AGREE MALE	DISAG. MALE
In my office, it's not always easy for women to express their ideas and opinions.	16.5	83.5	17.8	82.2	15	85
When it comes to age, gender and diversity issues, I have the support I need from my supervisors.	86.2	13.8	68.6	13.4	87.4	12.6
Age, gender and diversity issues are not properly addressed in my office because of lack of resources.	28.6	71.4	84.6	15.4	87.4	12.6
<i>Lack of resources was confirmed in some of comments provided at the end of the survey.</i>						
In my operation, population data are analysed separately for males and females, as well as for different age groups.	79.3	20.7	75.6	24.4	82.6	17.4
In my operation, persons of concern are consulted regularly.	74.7	25.3	70.7	29.3	78.6	21.4
In my operation, persons of concern are consulted but, for various reasons, their concerns are not reflected at all in programming.	43.6	56.4	44.9	55.1	42.2	57.8
<i>Considering the margin of error, the two answers are almost at 50/50. The difficulties in converting consultation with population of concern into participative programming are also highlighted in some of comments provided at the end of the survey. This could also be highlighted in the report.</i>						

ANNEX II – The UN System-Wide Action Plan

In response to the ECOSOC Agreed Conclusions (1997/2) on “Mainstreaming a gender perspective into all policies and programmes in the United Nations system”, the Chief Executives Board for Coordination (CEB) in October 2006 endorsed a UN system-Wide Policy on Gender Equality and the Empowerment of Women. The UN system-wide accountability framework is designed to measure, monitor and drive progress towards a common set of standards. The UN-SWAP, which was officially launched in April 2012, applies to all entities, departments and offices of the UN system.

The UN-SWAP includes a set of 15 performance indicators that establish

- A common understanding of gender equality and the empowerment of women.
- A common method for advancing towards this goal.
- A common and progressive sliding scale against which to monitor progress and towards which to aspire at the corporate level.

The 15 UN-SWAP Performance Indicators are organized around the six elements of the 2006 United Nations system-wide policy on gender equality and the empowerment of women.⁶ They include accountability, results-based management, monitoring and evaluation, allocation of human and financial resources, staff capacity and information management. UN-SWAP is a self-evaluation tool which permits each entity to rate its performance and address how it will plan to meet or exceed the standard for the specific indicator.

See below the requirements related to the UN-SWAP indicator for capacity (assessment and development).

E. CAPACITY	12. ASSESSMENT		12a. Assessment of capacity in gender equality and women's empowerment for individuals in entity is carried out	12bi. Entity-wide assessment of capacity of staff at HQ, regional and country levels in gender equality and women's empowerment is carried out and 12bii. A capacity development plan is established or updated at least every five years	121ci. Entity-wide assessment of capacity of staff at HQ, regional and country levels in gender equality and women's empowerment is carried out and 12cii. A capacity development plan is established or updated at least every three years
	13. DEVELOPMENT		13a. Working towards ongoing mandatory training for all levels of staff at HQ, regional and country offices	13bi. Ongoing mandatory training for all levels of entity staff at HQ, regional and country offices	13ci. Ongoing mandatory training for all levels of entity staff at HQ, regional and country offices and 13cii. Senior managers receive tailored training during orientation

⁶ A. Strengthening accountability
 1. Policy and plan
 2. Gender responsive performance management
 B. Enhancing results-based management
 3. Strategic planning
 4. Monitoring and reporting
 C. Establishing oversight through monitoring, evaluation and reporting
 5. Evaluation
 6. Gender responsive auditing
 7. Programme review

D. Allocating sufficient human and financial resources
 8. Financial resource tracking
 9. Financial resource allocation
 10. Gender architecture
 11. Organizational culture
 E. Developing and/or strengthening staff capacity and competency in gender mainstreaming
 12. Assessment
 13. Development
 F. Ensuring coherence/coordination and knowledge information management
 14. Knowledge generation and communication
 15. Coherence