



MINISTRY OF PLANNING AND INVESTMENT



GENDER AUDIT MANUAL

**A SOCIAL AUDIT TOOL TO MONITOR THE
PROGRESS OF VIET NAM'S SOCIO-ECONOMIC
DEVELOPMENT PLAN**



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GENDER AUDIT

Detailed methodo- logical description, including report guidelines and feedback mechanisms

INTRODUCTION AND BACKGROUND

The gender audit is one of four social audit tools piloted in Viet Nam as part of an initiative by the Ministry of Planning and Investment (MPI) and the UN Children's Fund (UNICEF). It is designed to demonstrate the potential of the social audit approach to complement existing mechanisms to plan, implement and monitor Viet Nam's Socio-Economic Development Plan (SEDP), with a focus on the SEDP's social dimensions.¹

Note of caution

Please note that this manual was developed as a supplement to PowerPoint presentations on Gender Audit for training delivered to government officials and research institutes in autumn 2011. It is not meant to be a comprehensive training guide for trainers. Rather, it provides a detailed overview on how to implement gender audits.

Many of the concepts presented in this manual require prior gender-based analysis training. It may not be suitable for audiences such as government officers at sub-national levels unless it is preceded by basic gender-based analysis or gender equality training.

The purpose of the initiative was to build the capacity for the use of the social audit approach to monitor progress in social aspects of Viet Nam's SEDP, in order to enhance the social performance of the SEDP. In particular, the initiative focused on reducing social and economic disparities and the continued improvement in the living standards of Viet Nam's population, especially of vulnerable groups.

The intended users of the methodology are government officials, particularly officials from the Ministry and Department of Labour, Invalids and Social Affairs (MOLISA/DOLISA) and the Ministry/Department of Planning and Investment (MPI/DPI). However, gender audits can be conducted by many key line ministries and departments, such as Health, Education and Training, Agriculture and Rural Development, Finance, etc.

However, before providing details on how to implement a gender audit, here is an overview of the social audit approach and its relevance to Viet Nam.

The social audit approach proposed for Viet Nam

The social audit approach functions as a management and accountability mechanism that offers a range of methodologies, tools and techniques that are used to assess, understand, report on and improve the social performance of an organisation, a plan or a policy. Key features which systematically characterise the practice of social audits include a focus on stakeholder participation and accountability. The participation of rights holders ('people') and duty bearers ('government' or 'service providers') is critical for the success of a social audit. It facilitates transparency (availability and accessibility of information), knowledge generation (by bringing on board people's opinions, perceptions and experiences) and accountability (for the delivery of quality public services and policies). Strengthened transparency, participation in the decision-making process and duty bearer accountability are major conditions for the improved performance of

¹ As part of the project, in Phase 1 four social audit tools were piloted in Viet Nam: a PETS piloted in Tra Vinh, using Programme 167 on housing subsidies as a case, Ho Chi Minh City (HCMC) and Dien Bien provinces; Citizen Report Cards (CRCs) piloted in HCMC and Dien Bien provinces; and community score cards (CSC) and gender audits piloted in HCMC and Quang Nam provinces. In Phase 2, PETS were piloted in HCMC and Dien Bien.

public policy and are thus not only goods in themselves but a means to an end in improved performance. Social audits are therefore assessments not only of performance, but also of the integrity of the process that leads to the performance, and the impact of such performance.

As a pragmatic management tool in line with principles of good governance, social audits aim not only at revealing the normative 'good' but also at providing essential information and feedback for improved management decision making, allocations and service delivery overall. Social performance can be measured and improved in a number of ways:

- Through analysis of the degree of focus on social issues in plans and policies;
- Through analysis of the degree to which this translates into action (including the scope and quality of indicators that measure progress in stated priorities);
- Through assessment of the social impact of plans and policies; and
- Through generation of information through participatory methods that can complement existing information.

The social audit approach is particularly relevant in the current policy environment in Viet Nam, where ongoing 'Doi Moi' reforms aimed at creating a socialist-oriented market economy bring both opportunity and challenges for social policy. Policy discussion highlights a need to improve accountability and transparency and the government recognises the importance of enhanced citizen participation in policymaking and implementation. Recent decisions on planning reform in Viet Nam's SEDP for 2011–2015 reflect these priorities.

Among the key findings and lessons learned from Phase 1 of this initiative, it has been observed in a workshop that all of the piloted tools showed substantial potential as an additional means of assessing the social performance of SEDP based on the views of those to whom the programmes are directed as well as the government officials responsible for planning and assessing programme effectiveness.

The positive nature of the experience was confirmed by participants at a recent workshop on opportunities and challenges in the reform of SEDP's planning, monitoring and evaluation. They concluded that social audits are a powerful tool to collect people's feedback and assess service providers' performance, which can be an effective method for measuring the impacts of the SEDP in a more participatory and comprehensive manner. Introducing the social audit approach has been seen as a process to empower the poor and marginalised people in particular.

GENDER AUDIT OVERVIEW²

Why are gender audits relevant to Viet Nam?

Gender audits are relevant to the Vietnamese context for several reasons. First, Viet Nam has made commitments to promote gender equality. In 1982, Viet Nam ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and enacted national legislation to protect the rights of women. It is accountable to uphold and promote women's rights, as well as to remove barriers that prevent women to fully realise their rights.

Gender audits, gender equality and the human rights-based approach

Gender equality is a question of human rights, guaranteed by CEDAW and Viet Nam's National Legislation on Equality between Women and Men.

Gender audits support efforts to assess the degree to which gender equality is progressing or women's and girls' empowerment is addressed in policies and programmes.

Gender equality means that women and men experience equal conditions for realising their full human potential, and have the opportunity to participate, contribute to and benefit equally from national, political, economic, social and cultural development.

Importantly, gender equality means equal outcomes for men and women.

Second, Viet Nam has developed a policy framework for the advancement of women and gender equality. In 1993, the National Committee for the Advancement of Women was established according to Decision No.72/TTg signed by the Prime Minister on 25 February 1993 and further strengthened according to Decision No. 92/TTg on 11 June 2001. It developed a National Strategy for the Advancement of Women in Viet Nam, which set out five objectives and twenty quantitative targets to eliminate discrimination and ensure women's equal rights in the fields of labour employment, education and health care; to improve the quality of women's participation in economic, political and social fields; and to enhance the capacity of national machinery for the advancement of women, to be achieved in a certain timeframe.

Third, Viet Nam has adopted its own development goals for women that stem from the UN Millennium Development Goals (MDGs). The Viet Nam Development Goals (VDGs) were formulated to better reflect the actual development needs and situation in Viet Nam. The VDGs are based on the MDGs listed above – among others – and make particular reference to the goals of universalising education and ensuring gender equality and women's empowerment.

Viet Nam has made strong commitments to promoting gender equality through many important documents of the Party and national laws. Integration of gender issues in the Five-Year SEDP 2011–2015 is a further step illustrating the political commitment of the Party and government towards the targets of gender equality. Clear gender orientation and consistency of incorporating gender in development sectors and priorities in the SEDP will have a significant influence on the implementation of the targets of gender equality in provincial and city socio-economic development plans.

As the central government agency responsible for national planning and

² This methodology is based on Moser (2005); ILO (2007); Limbu (nd); and Rubin and Missokia (2006).

investment, MPI has a critical role to play in ensuring that all government organisations perform their own functions and

responsibilities in a gender-responsive manner, so that all policies and programmes take account of men's and women's priorities and interests, that gender inequalities are identified and addressed and that the benefits of national policies, SEDPs and programmes are distributed equitably between all members of society. From the line ministries down to the commune level, everyone has a role to play to ensure the rights of women and girls are respected and that they are empowered to realise their rights. This requires that everyone from decision makers to service providers look at policies and programmes through a gender equality and rights 'lens'.

Key steps in the gender audit process:

- Preparatory work;
- Document review;
- Key informant interviews;
- Focus group discussions;
- Self-assessment questionnaires;
- Data analysis and development of an action plan for improved gender mainstreaming;
- Dissemination of the action plan;
- Monitoring of implementation of the action plan.

While Viet Nam has made great strides towards gender equality over the past 20 years, more efforts are needed. The gender audit has proven to be an effective tool to review the adequacy of policies and programmes to promote gender equality. It is also an effective tool to assess the capacity among those responsible for designing, implementing and monitoring the progress of policies and programmes to ensure that they benefit women and men equally and that disparities between them are reduced.

Gender mainstreaming is an approach or strategy to ensure:

- That all governmental efforts consider and address the experiences, needs and priorities of men and women at all stages;
- That socio economic development outcomes benefit women and men equally; and
- That gender disparities are not continued or made worse.

What is a gender audit?

Gender audits are tools for evaluating the degree to which gender issues are mainstreamed into a given office or programme. Through a gender audit, external facilitators work with a work unit to examine all facets of a given subject – be it a policy, a programme or an institution – in order to determine whether gender is incorporated adequately and appropriately into objectives and targets, project

design and implementation and monitoring and evaluation, in order to ensure outcomes and policies align with higher-level objectives on gender. Gender audit tools will vary across institutions, and there is not a single set methodology applicable to every type of situation. The tool should be adapted to the specific context. However, gender audits typically include a combination of document reviews, focus group discussions, interviews and self-assessment questionnaires.

Gender audits typically address some key issues, which can be roughly divided into two groups: questions about programme and policy objectives and implementation, and more internally focused questions regarding gender within the organisation or office itself.

Ideally, a gender audit focuses on both the programme and the organisation but it could focus on one or the other. If conducting all of the gender audit steps is not feasible, an organisation should at least conduct a gender analysis of its programme through a document review.

Gender audits can and should be adapted to the specific topic being audited, but key steps often include a combination of the steps outlined in the box below. The methodology for the gender audit, which can be modelled on these steps, should include determining what methods will be used in the audit, that is, document review, focus group discussions, key informant interviews or self-assessment staff surveys.

Gender audits should be implemented with the assistance of a third party, such as a research institute or a non-governmental organisation (NGO). These gender audit facilitators should have been trained in gender analysis.

Questions concerning objectives, policies and programmes:

- How well is gender included in project objectives, policies and programmes?
- Are there gender-specific objectives, or do objectives include ensuring that men and women are equally impacted?

Questions that could be asked at the policy level, using the SEDP 2011–15 as an example:

Note: These are not exhaustive. They are just a few examples of the types of questions that can be asked by practitioners.

Policy objective: Economic structure transformation

- Is the male/female work force broken down by sector and are there plans to address disparities between men and women?
- Is female labour concentration in lower-skill, lower-paid sectors addressed?

A few examples of questions using a gender lens that could be asked about policies and programmes:**SEDP focus: economic development and private enterprise development**

- Are gender-disaggregated data being collected in all economic sectors?
- What is being done for women whose labour accounts for a large proportion of those employed in the informal economic sector, small businesses, domestic labour, unpaid family labour and migrant labour?
- Are there sectors where female workers are not covered by the labour law and benefiting from the official social security system (e.g. the agriculture sector)?
- Will there be particular challenges for women versus men with increased competition in the labour market, especially as Viet Nam implements World Trade Organization (WTO) commitments to reduce import taxes and open markets in services and consumer goods manufacturing?
- Are women-run businesses facing particular challenges (e.g. access to capital, credit, market information, legal information, etc.) and what is being done to address these challenges, particularly in rural areas?
- What is being done to address land ownership issues faced by rural women?

SEDP focus: education and training

- Are gender-disaggregated data being collected on the completion rate for social groups of Vietnamese society and geographic areas at all educational levels, from primary to university, and are there programmes to address imbalances?
- Are gender-disaggregated data being collected on the number of teachers at all educational levels, from primary to university, and are there programmes to address imbalances?
- What are the obstacles that women versus men, girls versus boys from poor households in rural, remote and/or ethnic areas face in accessing education and vocational training and what provisions have been made to address these?
- Have the needs of illiterate women and girls from various social backgrounds, particularly ethnic minorities, been identified and addressed?
- Has gender bias in textbooks, teaching materials and teacher training curricula been addressed?

SEDP focus: poverty alleviation and social security

- Are gender-disaggregated data by age, social and ethnic group being collected on social benefits and allowances received?
- Are there obstacles to poor women-headed households accessing the social security system? If so, what is being done to address them?
- Is the proportion of women, including older women, enjoying government social benefits and allowances equal to that of men?

A few examples of questions using a gender lens that could be asked about policies and programmes:

SEDP focus: social protection

- Are gender-disaggregated data being collected on the issue of sexual abuse by age group?
- Are gender-disaggregated data being collected on gender-based violence, including physical, sexual and mental abuse and child trafficking?
- What is being done to address sexual abuse of children (boys and girls) and adult women?

SEDP focus: population, family planning and health care

- Are population, family planning and health care data gender disaggregated?
- What is being done to address the reproductive health care needs of poor women and ethnic minority women?
- Is the high maternal mortality rate of women living in rural and remote areas being addressed, particularly for ethnic minority women?
- Is the role and participation of men in population, family planning and reproductive health encouraged and facilitated?
- Do women and men face different risks with regard to HIV infections and, if so, how are these addressed?
- Are the needs of young men and women in terms of knowledge of and skills in reproductive health care and mental health care being addressed?

Looking at how well gender is incorporated into higher-level objectives and priorities can be the basis for exploring whether there is policy evaporation – where policy intentions are not followed through in projects or in practice.

- How well are gender issues mainstreamed into programme implementation?
- Does project planning include specific programmes to target women, or are there mechanisms for ensuring that men and women benefit equally from projects?

This provides an opportunity for determining whether there is international or external resistance to incorporating programmes that specifically target or include women.

- How well is gender included in project monitoring and evaluation?
- Are indicators sex disaggregated? Are there indicators to monitor progress towards increased equity?

This can be an opportunity to explore whether there is policy invisibilisation – whereby policy intentions are followed through, but then not reflected in monitoring and evaluation, thereby losing gender dimensions.

Questions concerning the organisation:

- Is there political will to make gender a priority?
- Do office or programme staff feel that gender mainstreaming is a priority for senior staff?

- Is there the technical capacity to make gender a priority?
- Do staff feel they have the knowledge and skills to mainstream gender in programmes?
- Is there accountability within the office or project for gender mainstreaming?
- Do staff feel that they will be negatively evaluated if they do not include gender in programmes and policies?
- Is there an organisational culture favourable to incorporating gender in policies, programmes and monitoring and evaluation?
- How is gender approached within the organisation? Is there broad support for it, or is there internal resistance to gender mainstreaming?

PREPARATORY WORK

In this phase, facilitators (auditors) must decide what will be audited, and according to which criteria. They must decide on which documents are to be used and on the audit's organisational focus (whole organisation or specific work unit), as well as the reporting framework (e.g. report), to whom or what it will be addressed (e.g. departmental head, minister, provincial legislature, etc.) and its timeframe (e.g. two, three or six months). The timeframe depends on the scope of the gender audit. The larger the programme or organisation, the more time it will take.

In terms of identifying what should be audited, audits can be used in a very localised way, for example examining the extent to which gender is included in a particular document or implemented at district level. However, gender audits can also be used to great effect as vertical tools for measuring how well overall policies or objectives are being implemented by a particular organisation (ministry or department) at every level, or through a particular programme.

In this sense, the focus of the audit should be something with concrete vertical scope, which has both high-level priorities (e.g. increased levels of high school graduation in rural areas) and implementation, monitoring and evaluation. In the SEDP context, this might include looking at an existing component and determining to what extent the gender priorities stated in the overarching document are included and successfully implemented by an affiliated ministry, department or programme.

Important

In terms of stakeholder involvement, it is important to ensure adequate representation of both men and women in social audits so the views of both sexes are reflected in discussions and proposed solutions.

This is also the stage for determining what categories of people will be interviewed, and how these people will be selected. While assessing a programme, it is important to identify people who are very knowledgeable about it. Aside from internal stakeholders, it should include key relevant partners (e.g. other ministries, departments, international development agencies, service providers, etc.) to get an external perspective on the programme or organisation.

Interview questions, focus group discussion guides and self-assessment questionnaires should also be developed at this stage. It is also important to identify how gender mainstreaming will be evaluated, that is, how to measure whether stakeholders effectively translate objectives into action and how to monitor any progress made against the stated objectives.

In finalising a methodology and implementation plan for the gender audit, some key questions to be considered for planning purposes include:

Document review:

1. What are the main documents related to this programme or office?
2. What key documents guide this programme or office (e.g. planning document)?
3. What are the main outputs of this programme or office – are these in document form, or are there related reports?

4. What is the monitoring and evaluation framework of this programme or office?
5. Are there any partnership agreements?
6. Are there budgets for the activities of this programme?

Mapping stakeholders:

1. Who influences the orientation and planning of this programme, project or office? Who are the decision makers?
2. Who are the key implementers in this programme, project or office?
3. What are other key functions in relation to this programme?
4. Who are the key partners?
5. Who are the key project beneficiaries, and will this audit include them in its scope?

These questions should guide facilitators in identifying documents and individuals organised by function (e.g. managers, planners, programme officers, financial officers) who will participate in the audit. This information should be taken into account in mapping out an implementation strategy.

Developing the methodology:

What are the key questions that will be answered by the gender audit?

What method and instruments will help answer them?

Typical gender audit questions:

1. Does programme planning include:
 - A gender-sensitive situational analysis;
 - A sex-disaggregated baseline; and
 - A human rights perspective?
2. Do programme objectives and activities promote:
 - Increased access to and control over decisions and resources;
 - Improved social and institutional norms; and
 - Both men and women being in support of change?
3. Are monitoring and evaluation indicators:
 - Sex disaggregated;
 - Quantitative and qualitative;

- Inclusive of targets;
 - Able to measure progress towards greater gender equality and improved social and institutional norms;
 - Measuring outcomes for both women and men?
4. Do financial management processes integrate gender equality considerations?
 5. What are the accountability mechanisms to obtain gender results and for reporting?
 6. Is there guidance and support available to assist staff in meeting gender equality expectations?
 7. Does the organisational culture support gender mainstreaming?

Deciding on the methodology - key outputs

At the end of the methodology planning phase, facilitators should have identified what exactly is being audited (e.g. a policy, a programme), and who and what documents and resources will be included in the audit.

This is a key step that needs to be given adequate time. Locating key documents such as reports or data on programmes may take time and effort for the ministries or departments involved. It is important to identify clearly which documents are essential for the analysis and communicate this with the appropriate authority as early as possible.

Second comes a draft methodology, including outlines of questionnaires for focus group discussions, interviews and self-assessment activities, as well as a document review matrix. These questionnaires and the document review matrix should be accompanied by a methodology for evaluating gender mainstreaming in the programme or office being evaluated.

This is a key step. Gender audit pilots showed that the language of the tools remained foreign to many respondents, particularly local authorities who have not been exposed to gender concepts before. There should be a pre-test of interview guides and self-assessment surveys in the design stage, particularly for lower-level staff and with the different line ministries involved. Likewise, it is important for focus group discussions to ensure questions are not too broad and are well understood. It is important to share and discuss focus group questions with DPI and line departments in the design stage to ensure questions are focused and the language is clear.

Finally, a detailed implementation plan, identifying key stakeholders to interview, etc., and outlining how the assessment will be conducted must be developed. Local focal points within the office should also be included in this validation plan, to ensure timing is appropriate for them as well. It is necessary to have clear and detailed fieldwork plans, and a proper and detailed description of the research protocol, including all tools and required documentation.

It is also imperative both to document the process for replication purposes and to ensure it is implemented rigorously. It is important to indicate where data collection activities will take place, which category of people will participate, how many and how long it will take. It is also important to know what resources will be needed. This includes staff time, a travel budget and the cost of materials, local transportation, meals and refreshments etc.

The implementation plan must consider:

1. Who needs to be informed of the gender audit and who can convene participants (i.e. MPI/DPI, line ministry department, district, commune, People's Committee);
2. What the logistics are for implementing the gender audit (where, when, who, how long); and
3. The cost of staff time, travel, materials, translation, etc. and who will cover these.

Gender audit reporting frameworks

Gender audit key questions overview:

The following table provides a roadmap of key issues, data collection methods and criteria for gathering data for a gender audit. It is meant simply to provide an overview of key issues; subsequent tables provide more specific matrices by data collection technique. Note that the suggested criteria for analysis (Column 3) go from the minimum requirements for gender awareness to greater gender awareness for each question being assessed.

Overview of gender audit key questions, methods and criteria for analysis

Please note that these are just some of the questions that may be examined as part of a gender audit; they are by no means exhaustive.

Key audit question	Primary methods	Criteria for analysis
<p>How well is gender included in project objectives, policies and programmes?</p> <p>Are there gender-specific objectives, or do objectives include ensuring that men and women are impacted equally?</p> <p>(Looking at how well gender is incorporated into higher-level objectives and priorities can be the basis for exploring whether there is policy evaporation – where policy intentions are not followed through in projects or in practice.)</p>	<p>Document review; key informant interviews. (Focus group discussions and self-assessment can also provide information on these issues, but they can be addressed more directly using the first two methods.)</p>	<p>Inclusion of gender situational analysis in programme plans and monitoring and evaluation which shows gender asymmetries and root causes.</p> <p>Sex-disaggregation of objectives.</p> <p>Do objectives specifically address women's and men's, girls' and boys' situational needs (such as ability of both sexes to provide for their children) and strategic interests (putting in place measures to allow girls and boys to complete education in order to have an equal chance to access good jobs)?</p> <p>Inclusion of a rights perspective (e.g. do programmes acknowledge and reflect adequately international treaties signed on gender equality and national legislation or decrees)?</p> <p>Programme objectives</p> <p>Do programmes include gender-sensitive situational analysis, including an assessment of gender roles and responsibilities?</p> <p>Are there women-specific programme objectives, or are there objectives to ensure gender-equitable benefits from programmes?</p> <p>Do community-level programmes specifically address men's and women's strategic gender interests?</p> <p>Do programme objectives align with or specifically reference the goals, indicators and objectives spelt out in higher-level policies?</p> <p>Programme design</p> <p>Are there programmes designed specifically around women's needs? Or are programmes designed explicitly to ensure men and women benefit equitably?</p> <p>Are programmes designed with the participation of community groups? If so, are women's groups explicitly included in this?</p> <p>Are policy goals clearly reflected or indicated in programme design?</p>
<p>How well are gender issues mainstreamed into programme implementation?</p> <p>Does project planning include specific programmes to target women (if needed), or are there mechanisms to ensure women benefit equally to men from projects (better)?</p>	<p>Document review; key informant interviews with programme staff; focus group discussions with programme beneficiaries.</p>	<p>Programme implementation</p> <p>Are activities designed to bridge the gap between men and women, boys and girls, based on gender analysis?</p> <p>Are implementers (or service providers) aware of gender issues, including gender inequalities, and their causes and equipped to address them?</p> <p>Is training on gender analysis included in the programme to ensure implementers have the appropriate skills?</p>

Key audit question	Primary methods	Criteria for analysis
<p>Monitoring and evaluation</p> <p>Do targets and indicators adequately include gender, in terms of both disaggregated data and progress towards greater gender equality?</p>	Document review.	<p>Are indicators and data collection sex disaggregated?</p> <p>Do programmes include monitoring of beneficiaries by sex?</p> <p>Are programme outcomes/indicators sex disaggregated?</p> <p>Do indicators address progress towards increased gender equality and change in social/institutional norms?</p> <p>Are there indicators/targets for all gender-related objectives in the SEDP (i.e. are all of the gendered objectives being monitored?)</p> <p>Are there budget allocations for activities designed to achieve gender equality outcomes?</p>
<p>Organisational culture and capacity</p> <p>Is the organisational culture conducive to addressing gender issues in programming and within the organisation?</p> <p>Is there sufficient capacity within the organisation to address gender issues?</p> <p>Can staff link programming to a gender and rights-based approach?</p>	Key informant interviews; focus group discussions with programme/office staff; self-assessment questionnaires.	<p>Organisational capacity</p> <p>Is there a perception that it is important to focus on women's issues?</p> <p>Are gender issues (e.g. human resources, etc.) addressed within the organisation?</p> <p>What are the accountability mechanisms for achieving gender equality results?</p> <p>Do staff feel they are accountable for gender-disaggregated results reporting?</p> <p>Do staff feel supported to design programmes that promote gender equality or specifically for women?</p> <p>Individual capacity</p> <p>Do staff understand the concept of gender mainstreaming?</p> <p>Do staff feel they have adequate understanding to address gender issues in programmes/activities?</p> <p>Is there training of programme and project staff in gender planning and analysis?</p>

A few examples of indicators that use a gender lens:

SEDP focus: economic development and private enterprise development:

- Proportion of women versus men in informal sector;
- Reduction in income gap between women and men in the informal sector;
- Increase in percentage of female workers covered by the labour law and benefiting from the official social security system (e.g. the agriculture sector);
- Extent that mitigation measures have been taken to reduce the impact of increased competition in the labour market for both women and men;
- Reduction in the gap between women and men in access to capital, credit, market information, legal information, etc., by geographic area and social group;
- Change in percentage of rural women owning land

SEDP focus: education and training

- Male/female completion rate by social group and geographic areas at all educational levels;
- Existence of gender-sensitive programmes/measures to reduce the gap between boys/girls women/men;
- Change in the ratio of male/female teachers at all educational levels, from primary to university level;
- Change in the percentage of girls/women accessing education and vocational training;
- Change in the percentage of illiterate women and girls by social group and ethnic minority;
- Proportion of gender bias in textbooks, teaching materials and teacher training curricula.

SEDP focus: poverty alleviation and social security

- Evidence of gender-disaggregated data being collected on social benefits and allowances received;
Existence of gender-sensitive programs/measures to reduce the gap between boys/girls women/men;
- Reduction in the gap between women and men, by age, in level of social benefits and allowances received;
- Reduction in the gap between women and men, by age, enjoying government social benefits and allowances.

SEDP focus: social protection

- Evidence of gender-disaggregated data being collected on the issue of sexual abuse by age group;
- Evidence of gender-disaggregated data being collected on gender-based violence, including physical, sexual and mental abuse and child trafficking;
Existence of gender-sensitive programmes/measures to reduce gap between boys/girls women/men.

SEDP focus: population, family planning and people's health care

- Evidence of gender-disaggregated data being collected on population, family planning and people's health care, including HIV/AIDS;
- Existence of gender-sensitive programmes/measures to address the reproductive health care needs of poor women and ethnic minority women;
- Change in the maternal mortality rate of women, by region and social group;
- Existence of gender-sensitive programmes/measures to increase the role and participation of men in population, family planning and reproductive health;
- Reduction in risky behaviour by men and women in reproductive health care and mental health care.

DOCUMENT REVIEW

In this phase, key documents (such as the SEDP at the national and provincial levels and key programme/project documentation) are assembled and reviewed, according to predetermined matrices/criteria, to determine the extent of mainstreaming in policies and programmes, implementation and monitoring and evaluation. It is important to be clear on the documents required for the audit, so as not to burden the department participating in the audit and to allow sufficient time for government authorities to locate relevant documents.

Document review outputs:

- List of key relevant documents;
- Quantitative evaluation of gender mainstreaming, based on identified criteria;
- Qualitative analysis of gender mainstreaming across documents;
- Summary table.

Documents reviewed should include all key programme documents, broader strategy documents, mid-term reports, monitoring and evaluation frameworks, any partnership documents, impact assessments, staff lists, terms of reference, mission reports, etc.

A document review matrix is included below, and should be filled in for each document reviewed. Documents are scored on key criteria 0-2, across a range of indicators. An average across documents can be calculated, but a narrative analysis of strengths and weaknesses is invaluable.

Document review framework

The document review framework has been modified slightly from the document review frameworks found in the International Labour Organization (ILO) gender audit methodology: A Manual for Gender Audit Facilitators (ILO, 2007). The framework consists of qualitative assessment which is quantified to provide an overview of the quality of the documentation in terms of gender mainstreaming.

Programme document review:

The following worksheet examines the extent and manner in which gender is treated in programme documents. Depending on the type of document being analysed, this table may be used in part or in whole, as applicable, and should be modified based on the type of document being evaluated.

For each document, fill in the document assessment worksheet below, scoring criteria on a scale of 0-2, providing comments as necessary. Fill in the score in the column to the right. For ease of use, the worksheet is divided into 'objectives and strategies' and 'monitoring and evaluation'. They can be joined if a document contains both 'objectives and strategies' and 'monitoring and evaluation'.

Note: The worksheet can be modified if needed, or adapted to use a set of criteria that apply to the type of document reviewed.

Objectives and strategies

0 – Statement is not reflected at all in the document

1 – Statement is reflected in a limited fashion

2 – Statement is reflected adequately/extensively in the document

Criteria	Score 0-1-2	Comments (explain scoring – give examples or quote – include page number)
Policy, planning or programme documents		
Gender analysis concepts are used to analyse the situation (such as gender division of labour, access to and control of resources and benefits, practical gender needs and strategic gender interests, recognition of rights of girls/women which may be suppressed by social norms, etc.). 0-1-2		
Policy goals towards increased gender equality are clearly reflected or indicated in programme design. 0-1-2		
Policy-programme objectives specifically address women's situational and strategic needs. 0-1-2		
Document objectives are disaggregated by sex. 0-1-2		
Documents use gender-sensitive language that does not denigrate women or men, boys or girls. 0-1-2		
Document references to women and gender equality are substantive and central to the document, not just a marginal subsection. 0-1-2		
Programme activities are designed specifically around women's needs to address gender asymmetries. 0-1-2		
Community-level programmes specifically address men's and women's strategic gender interests 0-1-2		
Programmes are designed with the participation of community groups. If so, women's groups were explicitly included in this. 0-1-2		
Total score for document – add up scores =		Average score for the document : total/ number of assessment criteria [e.g. 27/9 = 3] =

Monitoring and evaluation

0 – Statement is not reflected at all in the document

1 – Statement is reflected in a limited fashion

2 – Statement is reflected adequately/extensively in the document

Criteria	Score 0-1-2	Comments (explain scoring – give examples or quote – include page number)
Monitoring and evaluation (e.g. frameworks and reports)		
Note: If the planning or programme document includes a monitoring and evaluation framework, analyse as part of same worksheet.		
Programmes include monitoring of beneficiaries by sex. 0-1-2		
There are indicators related to all gender-related objectives and targets outlined in the document. 0-1-2		
Indicators and data collection strategies include sex-disaggregated indicators. 0-1-2		
Indicators address men's and women's strategic and long-term needs, e.g. access to resources, power, etc. 0-1-2		
Total score for document – add up scores =		Average score for the document: total/number of assessment criteria [e.g. 9/4 = 2.25] =

Summary of document review:

In the following summary table, write the type and name of each document reviewed, as well as the score given based on the assessment. Add more lines as needed.

Document type (e.g. planning, programme, monitoring and evaluation)	Document title	Average score
Number of documents analysed	Total score (add up the scores)	Average score: total score/number of documents
=	=	=

Qualitative assessment

The document review should be accompanied by a narrative outlining the strengths and weaknesses found in the document with regard to the inclusion of gender issues, using the document review criteria as a basis. The narrative may include missed opportunities in terms of addressing gender as in the examples below, or suggestions on how gender could be better addressed.

Examples of narrative:

‘Although the Law on Gender Equality was drafted and open for discussion in Viet Nam since 2006, and its major content was sent to relevant offices of authorities at different levels, the spirit of gender and gender equality has not been reflected in the SEDP.’

‘In [title], gender equality targets in the fields of health, education and training are discussed in detail. This can be explained by the fact that the report is written by the provincial board for the advancement of women, a focal point for gender.’

‘The section on socio-economic development orientation in the planning document included neither gender analysis nor direction of impacts of major socio-economic development orientations for men and women, and possible impacts on gender equality in the years covered by the plan.’

‘The provincial education programme planning document does not address the dropout ratio for female and male students. While the primary school female students’ dropout rate has been reduced in recent years, securing the attendance of students and preventing dropouts is something that still needs to be addressed by schools, families and communities with effective strategies. The document did not analyse the underlying causes for girls dropping out, or why girls’ dropout rates are higher than boys’, such as girls having to do more housework than boys and, in the case of poor families, boys often being given higher priority. It does not analyse dropout issues of boys and girls for ethnic communities.’

Image courtesy of Flickr, by motoyen.

Key informant interviews are an important additional source of information and can be used to gain important detailed information on programmes and policies; fill in any missing narrative information; understand accountability and reporting structures; and understand programme sensitivities and other issues which may not come out in group settings, etc.

Key informants should include relevant senior officials, but to the greatest extent possible should also include interviewees from all levels – including programmatic staff, administrative and/or human resource (HR) staff where applicable, beneficiaries, etc. As many interviews as possible (and focus group discussions) should be included in the audit, depending on time constraints. Together, they should represent a good cross-section of the organisation at various levels and of external stakeholders.

KEY INFORMANT INTERVIEWS

Semi-structured key informant interview guide sample questions

Interviewer: focus on the particular policy, plan, programme, organisation, work unit, etc. that is the focus of the audit. Below are sample questions to ask during interviews. The goal of interviews is to find out whether there are processes and systems in place to adequately address gender issues at various levels and whether there are sufficient capacities to do so.

Introduction:

Interviewer should introduce him/herself and provide interviewees with the objectives and background of the study. Interviewees should be reminded that their answers will be kept confidential.

General:

Introductory ice breaker: Please briefly describe your role/position, length of time with the organisation/in current position and overall responsibilities.

1. In your opinion, is gender adequately mainstreamed (systematically integrated) in (e.g. policy, programming, monitoring and evaluation) to ensure greater equality between women and men/boys and girls? Please describe how this is achieved or implemented in practice.
2. What do you consider to be the main strengths or achievements in terms of gender mainstreaming for this? Are there areas that present particular challenges? Please describe or provide examples.

Accountability:

3. What are the mechanisms for ensuring managers and staff are made responsible to ensure gender is mainstreamed and gender equality outcomes are achieved?
4. Do you consider accountability processes and systems effective? If not, what concrete actions could be taken to strengthen them and make them more effective?
5. Who is primarily responsible for ensuring gender is mainstreamed into this policy?

- a) Who is responsible for ensuring staff are aware of the gender equality policies and objectives, they have the skills to implement these in their areas of responsibility and are actually applying the concept of equality and reporting on results achieved?
 - b) Are the responsibilities for gender mainstreaming shared at different levels?
 - c) What are the incentives and sanctions, if any, for ensuring gender is mainstreamed in policy x, plan x, programme x, organisation x, work unit x, etc.?
6. What support (e.g. guidelines, advice, competence development, knowledge-sharing networks, gender focal points, etc.) is available to senior management and staff to ensure they can conduct gender analyses and incorporate the conclusions of these into their area of responsibility?

Mainstreaming of gender equality in the implementation of programmes:

7. Do budget allocations ensure gender equality objectives are fully reflected in all programmatic stages (design, implementation, tracking outcomes, reporting)?
- a) Are there challenges in specific areas or stages of programming?
 - b) What concrete actions could be taken to improve the situation?

Existing gender expertise and strategies for building gender competence:

8. What key competencies do staff in your area of responsibility need to develop to ensure the full integration of gender equality in all aspects of the programme's/office's activities?
- a) How is gender competence distributed between male and female staff? Is this adequate?
9. How is information and knowledge about how to integrate gender shared in the office? Is there a formal system in place?
- a) What methodologies (e.g. training, guidelines, gender focal points) and formats (e.g. group, individual, workshop, website, etc.) do you consider most effective to enhance understanding and application of gender equality concepts?
 - b) How well does it work?
 - c) What improvements do you recommend?

Monitoring and evaluation:

10. In your view, is the monitoring and evaluation system adequate to measure progress in terms of gender equality results?
 - a) In indicators included?
 - b) In processes and systems in place to track and record gender equality results, including required HR and budgets?
 - c) If needed, what concrete steps could be taken to strengthen these processes and systems?

Human resources:

11. Do you consider that recruitment and selection procedures are transparent and gender sensitive at all levels?
 - a) Do recruitment practices and processes pay sufficient attention to the needs of the organisation in relation to the promotion and achievement of gender equality results?
 - b) What changes, if any, should be made to the hiring process?
12. Are new staff made aware of expectations, if any, with regard to gender mainstreaming?
 - a) Is there sufficient guidance and support available to assist new staff to meet these expectations?
 - b) If necessary, what concrete actions could be put in place to improve the current situation?

Future direction – action plan on mainstreaming gender equality:

13. Based on your answers, and in order of importance, what concrete actions should be taken to further improve gender equality/mainstreaming in this programme/office?
14. Do you have any other comments you think would be useful for the gender audit?

Thank you for your cooperation.

FOCUS GROUP DISCUSSIONS

Focus group discussions are one of the key mechanisms for gathering qualitative information regarding gender mainstreaming. They should be held among key programmatic and office staff, and may also be held among project beneficiaries. Among staff, focus groups may be held with staff working on similar issues or across programmes. You should choose three or four questions from those below that you want to discuss in more detail with participants. These are questions or topics that have been raised in interview which you want to discuss further.

Focus groups – as with key informant interviews – should be organised at times that suit the participants. Among beneficiaries, for instance, it is important to take into account their daily roles and responsibilities. Late afternoon, for instance, may be a bad time for women to participate if they need to prepare the evening meal.

Among beneficiaries, auditors should pay attention to key issues such as whether focus groups should be organised by sex in the case where women are not able or comfortable to talk in front of men or vice versa.

Important

Ensure, as much as possible, balanced representation of men and women in focus group discussions. In pilots conducted in 2010, men's participation in discussions for the pilot gender audit was limited. For example, there were only two men among fourteen participants in one of the meetings and they left before the end. This partly reflects a reality in Viet Nam that gender and gender equality is equated with women and therefore responsibility for participation rests on female officers and gender focal points, who are most often women. The importance of having sufficient representation of both men and women in social audits so the views of both genders are reflected in discussions and proposed solutions has to be conveyed to senior management.

A sample focus group discussion template and sample questions are included below. Certain ice-breaker techniques can be used to start discussions. For instance, auditors may distribute papers and markers to participants and ask them first to list major successes in gender mainstreaming in their office/programme in the past year. These papers are collected and taped to a wall where all can see them. A first round of discussion can be held based on these. Following this discussion, participants may be asked to take new pieces of paper and to list the greatest challenges to gender mainstreaming. These sheets can then be posted and discussed as well.

Focus group discussion guidelines

The following guidelines provide an overview of topics to be covered in focus group discussions with programme or office staff. Questions should be adapted to the particulars and scope of the gender audit in question (e.g. project, programme policy, organisational, etc.). Choose from the sample questions below to suit the needs of the gender audit.

If a quantitative output is required, facilitators can ask respondents to provide an individual rating for each of the questions to be discussed and tally and average the responses by question and category of respondent. The discussions should be recorded by a note taker (a facilitator or another person but not a participant of the focus group). Notes should include detailed comments made by participants. It is important to ensure that participants are of the same level

and same programme/unit to generate data that are not too general (e.g. a unit working on monitoring and evaluation or HR, etc., rather than grouping people from different functions or units together).

1. Introduction of focus group facilitators: Begin the meeting with an introduction of the focus group facilitator (should be a gender specialist).
2. Introduction of gender audit objectives: Facilitators should introduce the objectives of the gender audit. Facilitators should stress that this is not in any way an examination; there are no wrong answers and no one's answers will be reported or attributed without their explicit permission.
3. Introduction of participants: Participants should be invited to introduce themselves, and should be encouraged to briefly describe role/position, length of time with the organisation/in current position and overall responsibilities. Participants should indicate if there is an issue about gender equality/mainstreaming in the office/programme that they feel particularly passionate about.

Ice breaker (if needed):

Ask participants to take a minute or two to reflect on the following questions:

- What they consider to be the main strengths and achievements in terms of gender equality/mainstreaming for this office/programme, in particular in the past two years (organisational and programming);
- What they consider to be the main challenges.

Then ask participants to put a couple of key words in large print on a piece of paper to show what they consider these accomplishments and challenges to be.

Discussion follows.

Questions for planning and programme personnel

Strategic orientation and accountability (programme staff):

- 1a) Do you consider you are expected to incorporate gender equality in your work (e.g. is it part of your job description, are there negative consequences if you don't)?

Facilitator: *Record key points of the discussion*

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1b) Are there challenges in specific areas or stages of programming?

Facilitator: *Record key challenges*

2a) Please describe the processes (e.g. reporting responsibilities and budget allocations for gender programming) and systems (e.g. knowledge sharing mechanisms among staff, mentoring, training, etc.) to ensure that gender equality is reflected in the programme.

2b) Is this included in staff performance reviews and job descriptions, including of senior managers?

2c) What concrete actions, if any, could be taken to strengthen them and make them more effective?

Facilitator: *Record key points*

Existing gender expertise and strategies for building gender competence:

3a) Are there support mechanisms (e.g. guidelines, advice, competence development, analysis tools, knowledge-sharing networks, gender focal points, etc.) to ensure you can conduct gender analyses and incorporate the conclusions of these into your work?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b) If needed, what concrete action including training could be taken to improve skills?

Facilitator: *Record key points. Try to get participants to prioritise actions to be taken.*

Monitoring and evaluation:

4a) Are gender equality results and expenditures measured in your office/ programme?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4b) Please describe processes and systems in place to track and record gender equality results and expenditures (and type of indicators used)?

4c) If needed, what concrete action could be taken to strengthen these processes and systems?

Facilitator: *Record key points. Try to get participants to prioritise actions to be taken if needed*

Coordination and joint programming:

5. Do you consider that you and your colleagues have sufficient capacity to play an effective role in the context of coordination efforts in relation to gender equality/mainstreaming when working with partners (e.g. other ministries which share responsibilities for a programme, external partner agency)?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you have further suggestions or recommendations to increase the capacity of the office/programme to integrate gender issues into programming or monitoring and evaluation to improve gender equality results?

Facilitator: *Record key points and suggestions.*

Questions for human resources management personnel

1a) Do recruitment practices and processes pay sufficient attention to the needs of the organisation in relation to the promotion and achievement of gender equality results?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1b) What changes, if any, should be made to hiring processes?

Facilitator: *Record key points and suggestions.*

2a) Are planning/programme staff (including new staff) made aware of expectations with regard to gender equality (if there are some)?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b) Are all staff accountable for gender equality results?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c) Is this included in staff performance reviews and job descriptions, including of senior managers?

Facilitator: *Record key points.*

3a) Are gender equality issues included in the staff orientation processes?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b) If yes, what does it cover? Who has this responsibility?

Facilitator: *Record key points.*

4a) Is there sufficient guidance and support available (e.g. needs assessment, guidelines, knowledge management and sharing systems, analysis tools, training offered, etc.) to assist staff to meet these expectations?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4b) If necessary, what concrete actions could be put in place provide more guidance and support?

Facilitator: *Record key points.*

5. Are relations between men and women respectful at all levels in the office/programme?

0. Not at all	1. To a limited extent	2.To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Facilitator: *Record key points.*

6. Have you had to address a gender-related issue or incident among staff in the past two years? If so, was it resolved to the satisfaction of all parties concerned?

0. Not at all	1. To a limited extent	2.To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Facilitator: *Record key points.*

7. Do you have further suggestions or recommendations to increase the capacity of the office/programme to integrate gender issues into HR management to improve gender equality results?

SELF-ASSESSMENT SURVEY

Self-assessment questionnaires should be distributed to all relevant parties: everyone involved in an office or institution, or everyone involved with the management and implementation of a programme. Self-assessment questionnaires do not need to be distributed to beneficiaries. For the SEDP, where the audit is broad, key informants may be selected at each level (national, regional, local).

Outputs of focus group discussions, key informant interviews and self-assessment questionnaires

All three methods should yield qualitative information on gender mainstreaming. Particularly, these techniques should help to identify:

- The overall importance placed on gender mainstreaming;
- The extent of political will and technical capacity available to mainstream gender policies;
- The levels of accountability applied to gender mainstreaming;
- The likelihood of policy evaporation, invisibilisation and resistance.

For the focus group discussions and key informant interviews, data will be entirely qualitative, and should be analysed and synthesised into a report.

For the self-assessment questionnaires, the results are easier to quantify and aggregate.

A sample questionnaire is included below. Questionnaires provide a quantitative scoring for various aspects of gender mainstreaming in policies and programmes, as well as assessment of institutional and individual capacity. Questionnaires should be collected in such a way that respondents can return responses with complete confidentiality. Whether questionnaires are completely anonymous, even to the auditors, is a choice for auditors, but knowing who said what can be useful in case clarification is required later on. However, participants should always have complete confidence that no one outside of the audits will ever know who said what.

Self-assessment questionnaires should be distributed as soon as the audit commences, to give respondents ample time to respond.

Staff self-assessment survey

A variation of the following questionnaire should be distributed to all programmatic and administrative office staff related to the programme being audited.

Staff capacity and training assessment:

Thank you for taking the time to answer the following questions.

XXX is conducting a gender audit to better understand how gender is incorporated into YYY programme in Viet Nam. As part of this, we would like to hear from staff to better understand how equipped you feel to mainstream gender into policy, programming and other activities.

The results of this survey will be used to help XXX to support improved training and capacity building, to help you better incorporate gender issues into policies, programming and management.

This is not a test – there are no right or wrong answers! We ask questions about your knowledge and perspectives in order to understand the different views and needs within the organisation. We will keep your answers confidential.

The capacity assessment consists of several sections and will take on average 15 minutes to complete.

* * * * *

1. Name (This can be omitted to keep the survey confidential)
2. Female Male Age
3. Position
 - a) Senior management/team leader
 - b) Support staff
 - c) Technical staff (e.g. finance, procurement, other)
4. How long have you been in this position? Years Months
5. What other team(s) or department(s) in the office (s) do you work with?

Understanding and experience with gender issues:

6. In order for you to better mainstream gender into your work, what type of support, e.g. training, improved indicators, more contact with the focal point, knowledge-sharing activities with colleagues, access to best practice examples, etc., would be most useful?
7. Have you attended any gender training or do you have an educational background in gender or women's issues? Yes No
 - a) If you have answered 'yes', please complete the following for each training or educational event related to gender equality or women's issues.

Course title	Year	Duration

- b) If training has been provided during your time at the Ministry of xxx, to what extent did you feel the ministry has supported you attending this training?

- c) Were you given time off or other flexibility in carrying out your other responsibilities?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- d) If you have been given the opportunity to participate in gender-related training, but have not done so, is there a particular reason?

- Lack of time?
- Lack of applicability to your work?
- Lack of interest?
- Anything else?

8. Please indicate which best describes your familiarity with each of the following gender concepts and related terms. If you are applying the concept, use the last column to give an example of how you apply the concept. Please use the back page if necessary in providing examples.

	Don't know	Heard of the concept	Understand the concept	Apply the concept
Difference between sex and gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social relations of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to and control of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical gender needs versus strategic interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal equality versus substantive equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to do a gender analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender mainstreaming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meaning of public–private divide and how it relates to rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progressive realisation of rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex-disaggregated data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examples of how you apply the concepts

9. To what extent do gender issues relate to the work you currently do and how are gender issues addressed in it?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

10. To what extent do you feel gender is a major priority of the SEDP in xx sector?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

11. To what extent are gender equality/gender equity goals and objectives included in the activity design process in this sector/programme?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Reporting on gender:

12. Do you feel you are held accountable for improving gender-related results in your work? If so, please specify in what ways.

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

13. Are you required to report on gender-related achievements and challenges? If so, where/how? (annual report? Indicators? Other type of reporting?)

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

14. Are there gender-specific indicators for measuring success in the projects on which you work? Are they adequate to measure progress on gender equality results?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- 15a) Are you aware of a gender focal point who can provide support or guidance in addressing gender-related concerns in your work?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

- 15b) If so, have you worked with this gender focal point? Why, or why not?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

15c) Has this focal point been useful? Why or why not, and how might this interaction or support be more effective?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Opportunities to improve gender mainstreaming:

16. Do you feel you have been able to integrate gender equality in your work? Why or why not? What has helped or hindered you?

0. Not at all	1. To a limited extent	2. To a moderate extent	3. To a significant extent	4. Fully	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Please share any other thoughts or suggestions on how we can help you to better mainstream gender issues and equality into your work.

Thank you again for your assistance.

DATA ANALYSIS, ACTION PLAN FOR IMPROVED GENDER MAINSTR- EAMING AND MONITORING OF ACTION PLAN

Analysis of the data

The information gathered through the various methods should be analysed and organised by audit topics, for example objectives and planning, implementation, monitoring and evaluation, staff capacity, budgeting, etc. Key findings and recommendations should be presented to the team being audited and discussed in the presence of management before a report is written or the action plan developed.

Action plan outputs:

- An action plan, agreed by senior decision makers and endorsed by programme/office staff, outlining key actions to be undertaken to improve gender mainstreaming. To include timeline and who is responsible for each activity.
- A monitoring plan that identifies timelines, responsibilities and frequency of reporting on the progress of implementation of the action plan.

Developing an action plan

Following all of the stages of the gender audit, and after initial analysis, a key final stage is to elaborate an action plan for improving gender mainstreaming. This plan should be developed based on the analysis and recommendations of the audits. It should be formulated in close collaboration with the team being audited.

In fact, it is desirable that a gender committee be created to develop the action plan. This should include at least one management representative so there is buy-in from both management and staff and to ensure it will be implemented. While the plan should be based on the facilitator's findings, it will not take hold without the support and assured accountability of senior managers and policymakers, and without agreement of office/programme staff on the feasibility and appropriateness of the recommendations.

Example of a preliminary draft of an action plan:

The following action plan was developed during a workshop involving staff and management.

1. Organisational level

Objective	Formulate strategy	Concrete and timed actions	What follow-up support do you need?	How do we measure this?
Create awareness, understanding and application of the gender policy among all staff by June 20XX.	Ensure an understanding and application of the gender policy through various learning and monitoring initiatives.	<ol style="list-style-type: none"> 1. Develop a mandatory e-learning package on the gender policy (as soon as possible). 2. Issue an office circular to all staff to complete the course and be certified within two months. 3. Monitor progress of completion at management and staff meetings. 4. Monitor application of gender policy through staff and work unit work plans. 5. Develop package for new staff as a mandatory step during the initial months (part of the induction period). 	E.g. Office of Learning and Development for support in developing e-learning package.	<p>% of staff certified as having completed the e-learning course at any point in time.</p> <p># of times gender issues are discussed in management and staff meetings, etc.</p> <p>Content analysis of key documents</p> <p>Develop indicators for key actions.</p>
Make gender mainstreaming more visible in horizontal and vertical way (guidelines at national level should also trickle down to lower levels).	<p>Identify previously trained personnel for refresher training.</p> <p>Review the status of gender mainstreaming within document.</p> <p>Retrain personnel to mainstream gender issues to come up with better work plans. Feed this into planning cycle.</p>	<p>January–March: identify and retrain previous personnel.</p> <p>April –June: train to operationalise and identify policies with gender lens (if it exists).</p> <p>Annual programme of work and other policies will be gendered.</p>	<p>Health partners (government, donor/UN agencies, research institutes).</p> <p>One day sensitisation, financial support, health partners.</p> <p>A coordinator should be appointed to follow up on the gender policy.</p>	<p>Annual programme of work captures gender.</p> <p>Data are disaggregated by gender.</p> <p>Progress report reflects gender issues.</p> <p>Regular monitoring and evaluation.</p>

2. Programming level

Key challenge identified in gender audit: e.g. lack of prioritisation of gender.

Objective	Formulate strategy	Concrete and timed actions	What follow-up support do you need?	How do we measure this?
Management and staff committed to factor gender needs/issues into all stages of programming: analysis, planning, indicators, monitoring and reporting.	<p>Gender issues factored into upcoming planning spaces: programme planning, annual workplans (monitoring and evaluation)</p> <p>It is a manager's responsibility to ensure gender is analysed and programmed and progress is measured and reported</p> <p>Management follows up quarterly.</p>	<p>Follow up meeting with gender experts focuses on bringing gender into planning for each sector.</p> <p>Gender factored into situation or context analysis.</p> <p>When updating priorities, include gender (when?)</p>	<p>Management commitment: follow up; make it a priority.</p> <p>Technical assistance (gender expertise) during analysis and planning and follow-up training.</p>	<p>At programme level: ensure gender sensitive indicators are formulated, monitored and reported on in reporting cycle.</p> <p>Follow-up review in 20XX to ensure programming, studies etc. are gender sensitive.</p>
Follow-up on key actions and capacities acquired in gender workshop for all staff.	Include in the office learning plan addressing follow-up issues (this action plan).	<p>Internal orientation meeting to discuss key outcomes and ways forward on gender for all office (specifically for colleagues who didn't attend this workshop).</p> <p>Ensure gender mainstreaming on annual workplan level by sector managers.</p>	Need to allocate resources specifically to gender technical assistance	Internal follow-up processes (reports to senior management).

3. Community level (programme specific)

Key challenge identified in gender audit: Socialisation of boys and girls leads to gender inequality.

Expected result: Boys and girls are socialised differently such that gender imbalance is not being perpetuated.

Objective	Formulate strategy	Concrete and timed actions	What follow-up support do you need?	How do we measure this?
To promote community/ household-level socialisation processes that enhance gender equality in the northern districts over a five- year programme cycle	<p>Upstream: review school curriculum; teacher training (to ensure gender sensitisation).</p> <p>Community: identify entry points: who does what and who takes decisions; understand values held in the community. Awareness creation for community leaders, opinion leaders, customs custodians; drama.</p> <p>Schools: sensitise teachers; review and redesign resource materials in school; child-to-child approaches; use role models; working with school management committees/ parent teacher associations; schools (boys, girls) as change agents in their communities.</p> <p>Communication: micromedia, mass media</p>	<p>Conduct sensitisation meetings.</p> <p>Conduct workshops to identify and verify entry points.</p> <p>Conduct stakeholder identification meetings.</p> <p>Conduct focus group discussions.</p> <p>Review school curriculum and resource materials.</p>	<p>Technical assistance (gender specialist) to Ministry of Education (curriculum review; teacher sensitisation; process indicators).</p> <p>Technical assistance to the target district authorities.</p> <p>Technical assistance for baseline; mid-term review; evaluation at end of five years.</p>	<p>Change in values</p> <p>Changes in how community/ households value boys/ girls:</p> <ul style="list-style-type: none"> • Who does which household chores • Which school subjects are gender exclusive • School enrolment before and after • Gender parity (school) <p>Measures to make schools friendly to girls as well as boys.</p> <p>Change in community values, beliefs, practices and norms regarding boys and girls.</p>

4. Personal level

Key challenge identified in gender audit: How to keep our gender lens at all times, consciously and willingly?

Objective	Formulate strategy	Concrete and timed actions	What follow-up support do you need?	How do we measure this?
To be mindful of gender issues in our daily lives and in the workplace.	Make gender a habit through our actions and workplace policies and actions.	<p>Create a gender-sensitive environment at home and at work through open discussions and in allocation of chores and responsibilities.</p> <p>Practice active listening (using all our senses) at home, at work and in all interactions.</p> <p>Lead and demonstrate by example on all gender issues.</p> <p>Advocate in social groups and workplace on issues of gender (in your own neighbourhood, etc).</p>	Support, understanding and agreement of family (especially elders, spouses), friends and peers and colleagues is needed.	<p>By analysing distribution of chores in the house over a sustained period</p> <p>Fair distribution of roles and responsibilities in the workplace</p> <p>Ask for feedback from family, friends and colleagues.</p> <p>Time allocated during retreats to reflect on gender issues.</p>

Dissemination and monitoring

Ideally, the action plan should be presented to the whole department or unit responsible for the programme and disseminated to all concerned stakeholders, including service providers (e.g. health centres, schools). Senior management should identify a person/unit to monitor progress on the implementation of the action plan. Progress should be reported periodically according to an agreed timeframe.

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