

# OSCE ACADEMY GENDER MAINSTREAMING STRATEGY FOR 2020 – 2025

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## **Acronyms and abbreviations**

ILO	International Labour Organization
OSCE	Organization for Security and Co-operation in Europe
UN	United Nations

## I. INTRODUCTION

This Gender Mainstreaming Strategy for 2020-2025 provides the institutional framework on gender equality for the OSCE Academy in Bishkek. The Strategy outlines the Academy's efforts to sustain gender equality and sets out the objectives and key actions for the 2020-2025 period.

Respect for human rights and fundamental freedoms, democracy, and the rule of law is at the core of the OSCE's comprehensive concept of security. The Charter for European Security adopted at the OSCE Istanbul Summit declares that: "The full and equal exercise by women of their human rights is essential to achieve a more peaceful, prosperous and democratic OSCE area. We are committed to making equality between men and women an integral part of our policies, both at the level of our States and within the Organization."

Effective gender mainstreaming in order to achieve gender equality will make an important contribution to the full use of human capital among the OSCE participants.

The Strategy defines the vision and goals of the Academy for promoting gender equality and the empowerment of women.

This document outlines the Academy's commitment to maintaining gender equality throughout the organization and ensuring the dignity and respect of all its staff and students.

It articulates the Academy's policy across the whole range of the Academy's activities from staff and student recruitment to sexual harassment protocols.

In general, the policy aims to create an environment and shape a culture conducive to promoting women's human rights and advancing gender equality.

The Strategy will be implemented using intersectionality – the combination of gender with other personal characteristics or identities and analysis of how these intersections contribute to unique experiences of discrimination – as a unifying principle.

The conceptual basis for the Gender Mainstreaming Strategy includes both gender mainstreaming and other ways to achieve gender equality. This dual approach has been set out in the Beijing Declaration and Platform for Action and has also been taken up in the 2030 Agenda for Sustainable Development.

The Strategy will assist the Academy in:

- (a) Complying with all applicable laws and regulations in the course of promoting of gender equality.
- (b) Providing strategic clarity concerning the Academy's priorities;
- (c) Avoiding inadvertent negative or discriminatory consequences.

The Academy Strategy covers five years (2020-2025) and will be comprehensively reviewed at the end of this five-year period.

## II. OBJECTIVES AND PROCESS

The OSCE Academy Gender Mainstreaming Strategy for 2020-2025 establishes the priorities of the Academy for promoting gender equality and for ensuring that its implementation is monitored.

There are three strategic objectives of the Academy's Gender Mainstreaming Strategy for 2020-2025:

- To guide and improve the Academy's programming and results on gender equality;
- To enhance the Academy's interventions for reducing vulnerability to gender-based violence by utilizing a continuum approach;
- To ensure the Academy's own institutional gender mainstreaming throughout all its units and thematic areas.

In order to achieve these goals, the Strategy will address the activities, policies, projects and programmes of the Academy concerning gender mainstreaming.

The following goals objectives will be given priority:

- Providing specific training programmes for the Academy staff on gender awareness and sensitization to gender equality in their daily work, as well as programmes for ensuring consistent gender mainstreaming in policies and programmes coupled with mechanisms for review and assessment;
- Promoting a professional and gender-sensitive management culture that results in a gender-sensitive work and study environment.
- Achieving effective gender mainstreaming in the Academy's activities and policies.

## III. MANDATE

All major global commitments today address gender equality as part of their thematic concerns, and those concerns also inform a range of international, regional, and national norms, standards, and commitments.

The salient global commitments guiding the Academy's efforts to advance gender equality include the following:

- Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW);<sup>1</sup>
- Beijing Platform for Action and the Millennium Declaration and Development Goals;<sup>2</sup>
- United Nations Declaration on the Elimination of Violence Against Women;<sup>3</sup>
- International Conference on Population and Development;<sup>4</sup>

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<sup>1</sup> The United Nations. 1988. "Convention on the Elimination of All Forms of Discrimination against Women." <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>.

<sup>2</sup> Beijing Platform for Action. 1995. "The United Nations Beijing Declaration and Platform for Action." [www.un.org/womenwatch/daw/beijing/platform](http://www.un.org/womenwatch/daw/beijing/platform).

<sup>3</sup> The United Nations. 1993. "Declaration on the Elimination of Violence against Women." A/RES/48/104. <https://www.refworld.org/docid/3b00f25d2c.html>

<sup>4</sup> The United Nations Population Fund and International Conference on Population and Development. 1995. Report of the International Conference on Population and Development, Cairo, 5-13 September 1994. A/CONF.171/13/Rev.1. <https://www.refworld.org/docid/4a54bc080.html>

- Violence and Harassment Convention, ILO, No. 190 and Violence and Harassment Recommendation, ILO, No. 206.<sup>5</sup>

The Academy's mandate on gender equality is to promote equality between all women and men in the world of work and education.

This mandate is grounded in International Labour Organization Conventions that pertain to gender equality and especially the five key equality Conventions. These are the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), Equal Remuneration Convention, 1951 (No. 100), Workers with Family Responsibilities Convention, 1981 (No. 156), the Maternity Protection Convention, 2000 (No. 183) and the Violence and Harassment Convention, 2019 (No. 190).

The mandate is also informed by OSCE Decision No. 4/18 Preventing and Combating Violence against Women (MC.DEC/4/18), 2018 and OSCE Action Plan for the Promotion of Gender Equality (MC.DEC/14/04), 2004, as well as by regional and local legislation.

This Strategy aims to ensure that gender analysis and planning are introduced into all the Academy's activities and at every level. It identifies the provisions necessary to ensure that the Academy's activities have a positive influence on gender equality.

#### **IV. OSCE ACADEMY GENDER CONTEXT AND PRIORITIES**

Gender mainstreaming requires consistent, systematic attention to gender perspectives in the activities of the Academy and also needs adequate monitoring and review mechanisms.

The Academy has a long-standing commitment to the principle of gender equality in its internal structures.

Gender parity, the equal representation of women and men at all levels of the organization, is an explicit goal of the Organization.

Special emphasis is placed on an inclusive, enabling, and bias-free work culture, which is a prerequisite for sustainable progress toward gender equality and gender parity.

The OSCE and the Academy are committed to providing a work environment free of harassment, sexual harassment, discrimination and retaliation.

The Academy reaffirms that, as an inalienable, integral, and indivisible part of all human rights and fundamental freedoms, gender equality is essential to the advancement of development, peace, and security stipulated by OSCE principles.

The Academy now intends to intensify these efforts and translate this firm commitment into its policies and programmes.

The implementation of this gender equality policy requires the unflinching commitment, participation, and contribution of each staff member. Gender Focal Points will have a special role to play as a catalyst. We count upon the full support and sustained efforts of all staff members in carrying out this policy.

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<sup>5</sup> The International Labour Organization. 2019. "Violence and Harassment Convention." No. 190. <https://www.ilo.org/dyn/normlex/en/f?p=1000:12000::NO::> and "Violence and Harassment Recommendation." No. 206. [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100\\_ILO\\_CODE:R206:NO](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:R206:NO)

## V. EXECUTIVE SUMMARY

This document outlines the Academy's commitment to maintaining gender equality across the organization and ensuring the dignity and respect of all staff and students. It articulates the Academy's policy applicable to the entire range of the Academy's activities from staff and student recruitment to its stance on sexual harassment and violence.

The document also outlines the strategies that the Academy will implement in order to ensure any necessary improvement.

The Academy's Gender Mainstreaming Strategy has been prompted by and devised with reference to a policy of the OSCE, which is unique to its participating organizations but has been developed through a structured process designed to provide support and sharing of information.

This policy currently addresses the Academy's activity exclusively and may be updated during the 2021-2022 academic year.

The Academy's policy and Strategy have been initially intended to extend five years (2020-2025). During this period, the Academy will publish annual statistics with comparison to the targets indicated in this document. The entire policy and Strategy will be comprehensively reviewed at the end of this five-year period.

The Strategy includes a comprehensive harassment policy that provides further protections for staff or students who experience harassment or bullying while working or studying at the Academy. The policy affirms that harassment on the grounds of gender, marital status, race, ethnic origin, nationality, disability, religion, sexual orientation, age, or because a person has undergone or is undergoing gender reassignment is not acceptable.

## VI. EMERGING TRENDS AND CHALLENGES

Progress and achievements in establishing gender equality have occurred worldwide.

New commitments have been negotiated in intergovernmental forums, and UN human rights mechanisms have elaborated on those commitments through general comments and recommendations.

A strong civil society movement, including leadership by women's rights organizations, has made significant contributions toward gender equality.

Despite these advances, overall progress has been unacceptably slow. Globally, gender parity stands at 68.6%, Eastern Europe and Central Asia countries have closed 71.3% of the gender gap. Globally, the trend is towards a deteriorating picture in emerging and developing economies, which is offsetting the gains made in OECD countries.<sup>6</sup>

Although educational attainment comes much closer to parity, one important area of concern is that of economic participation and opportunity. To address these deficiencies, workforce strategies must ensure that women are better equipped in terms of improved skills or reskilling.

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<sup>6</sup> World Economic Forum. 2020. The Global Gender Gap Report 2020. <https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality>

Although Central Asian countries had guaranteed equality between men and women in their constitutions, gender-based violence is nevertheless widespread and can take many forms. Gender inequality persists and restrains social progress in every country, no matter how gender-advanced it might be.

Over the past twenty-five years, there has been progress in reforming laws to improve gender equality, but discriminatory laws and gaps in legal protection remain in many non-OECD countries where there are weak anti-discrimination laws and quotas, inadequate legal aid, as well as gaps in the laws that deter violence against women and advance their employment and economic benefits. Even where national laws supporting gender equality exist, they do not always comply with international standards and recommendations.

Therefore, it is necessary to take action to better equip younger generations – particularly in developing nations – with the skills to succeed in the world of future jobs. Increasing formal education attainment is necessary – and the strong gender parity in this area to be applauded.

Diverse hiring is another area for improvement, along with creating inclusive work cultures.

Coherence and coordination of efforts in gender mainstreaming strategy are essential for achieving meaningful results in reaching gender equality.

## **VII. GENDER MAINSTREAMING APPROACH AND STRATEGY FOR 2020 - 2025**

A human rights-based and gender mainstreaming approach to programming is among the principles central to the results of the Academy's programmes.

The obligation to eliminate gender-based discrimination against women in order to achieve gender equality is derived from human rights and is at the core of the international human rights system.

The programming included in the Academy's Gender Mainstreaming Strategy is guided by international human rights standards and principles. These include drawing on the standards and recommendations of international human rights mechanisms.

A transformative approach to gender issues entails making gender equality a focus of interventions and programmes. This means that challenging underlying derogative gender norms and stereotypes must be an integral part of the main objectives of the programmes, and the Strategy incorporates the following specific components.

### ***Institutional mechanism for implementation***

#### ***Mainstreaming gender perspective into the Academy's activities, policies, programmes and projects***

The Academy will ensure that a gender perspective is integrated into all activities, programmes, and projects.

The Gender Focal Point will be included at an early stage in developing new directives, rules, and regulations.

#### ***Roles and responsibilities***

The overall implementation, monitoring, and evaluation of the Gender Mainstreaming Strategy rest with the Academy's management.

The Gender Focal Point facilitates and guides the implementation of the Strategy. In addition to providing overall support for mainstreaming gender equality in employment, the Gender Focal Point is a personnel resource for various actions that would need to be taken.

Responsibility for implementation in daily work rests with each and every staff member. All managers are responsible and accountable for providing active leadership in implementing this Strategy and ensuring that all staff members:

- are aware of this responsibility;
- are empowered and enabled to carry it out;
- achieve the goals and targets set out in this Strategy in their area of responsibility.

#### *Improving gender monitoring and evaluation*

As part of the Academy's efforts to develop evaluation and monitoring tools and indicators, the Academy will designate its own specific gender indicators for monitoring and evaluation. The system should not be extremely labour-intensive and should not demand excessive time to implement. It should also be embedded in the overall monitoring and evaluation systems for programmes and projects and not a separate, duplicative process.

#### *Sex-Disaggregated Data*

Sex-disaggregated data is a minimum standard for planning, implementing, monitoring, and evaluating all types of activities and programmes.

Disaggregating information by sex means that the Academy counts males and females separately when gathering information on development activities and benefits.

Information may also be disaggregated according to other key variables, depending on the type of activities, target group, and context — such as socio-economic group, age, ethnicity, race, religion, or location (rural or urban).

#### *Fostering a gender-sensitive organizational culture*

Promoting equal opportunities within an organization also means creating an organizational culture that is gender-sensitive.

Tackling organizational culture is not only a crucial element in implementing organizational change as part of gender mainstreaming, but also for providing a respectful and empowering atmosphere in the workplace, free from any form of harassment. This includes eradicating discriminatory behaviour and establishing procedures for preventing and dealing with sexual harassment in the workplace.

#### *Staffing and human resources*

To achieve the desired outcomes, adequate human and financial resources will be allocated to the implementation of gender mainstreaming.

#### *Gender-sensitive staff recruitment and performance appraisals*

The Academy believes it is beneficial to achieve as much diversity as possible amongst its teaching and administrative staff. The Academy will give high priority to achieving gender balance among the experts who lead classes and workshops during the five years of the Strategy's implementation.

The Academy will institute fair procedures for staff recruitment and a performance assessment scheme that avoids gender and other biases. Senior managers and human resources staff alike should be sensitized to gender and other biases.

Gender equality and commitment to diversity are currently expressed in the Academy's announcements of vacancies.

Interview panels for employee recruitment should, where possible, be gender-balanced.

The Academy provides a work environment that reflects the values of gender equality, teamwork, respect for diversity, integrity, and a healthy balance of work and life.

The Academy has also rolled out mechanisms for the implementation of a zero-tolerance policy to prevent gender-based violence and harassment.

#### *Equal pay for equal or comparable work done by women and men*

The undervaluing of women's work is one of the main causes of the gender pay gap. Due to gender stereotypes, women's and men's work is often valued differently. The Academy is committed to judging the value of its employees' work without consideration of gender roles or stereotypes.

#### *Promoting work-life balance*

Facilitating the reconciliation of work and family plays a key role in improving the gender balance in staffing patterns; a better work-life balance also helps to increase staff motivation. The Academy is committed to maintaining workloads and schedules that allow ample time for its employees and students to enjoy recreation and being with their families.

#### *Education*

Developing and/or strengthening staff capacity and competency in gender analysis is essential to successful mainstreaming of a gender perspective into policies and programmes.

The Academy uses participatory gender training to promote individual and organizational learning about ways to mainstream gender in order to reach equality between women and men. The Academy's gender training, which is conducted by qualified facilitators, encourages dialogue and reflection among students.

The Academy seeks to instill in all its graduates a passion for gender equality and an understanding of their ability to make change a reality in the future.

As part of the Academy's Gender Mainstreaming Strategy, gender training is mandatory for its staff. The training is to enhance staff members' capacity for promoting human rights and gender equality in their daily work and for taking appropriate action to defend human rights within their job functions.

#### *Student recruitment*



The Academy is committed to ensuring that bias on the basis of gender plays no part in the selection of students for all programmes.

Interview panels for student enrolment should, where possible, be gender-balanced.

In order to ensure that this is the case, the Academy is committed to publishing annual gender statistics for all programmes with a breakdown by gender of all applicants and subsequent offers, and it will ensure gender balance on selection panels for all programmes.

### **VIII. GENDER ANALYSIS TOOLS WITH FOCUS AREA**

The following mechanisms will enable the Academy to monitor implementation of the Gender Mainstreaming Strategy in a more detailed manner and to identify areas that need additional attention:

Monitoring: reporting on the implementation of the Strategy will take place annually through the Gender Focal Point.

The Assessment Toolkit provides specific techniques for assessing the extent to which services and programmes are gender-transformative, including:

- 1) self-assessment questionnaires;
- 2) external gender audit;
- 3) service user interviews and focus groups.

It is advisable to use more than one method to validate assessment findings. At the same time, each method produces some distinct results that are not replicated by other methods.

There are additional methods that may complement assessment, including:

- monitoring service delivery and data on programmes to assess how the needs of particular groups are being met;
- service user satisfaction surveys that focus on gender equality;
- surveys with third parties (such as external experts, partners, contractors, etc.)

The conceptual framework used in this toolkit draws on several approaches. It is based on evidence and lessons learned regarding the key areas that need to be targeted to achieve equal benefits for women and to advance gender equality and women's empowerment.

The Gender Focal Point will meet with the Director, as appropriate and when necessary, to discuss the implementation of the Strategy and other matters related to gender equality and the empowerment of women as they pertain to the work of the Academy.

Mid-term review: a mid-term review of progress will be commissioned by the Academy in the third quarter of 2022. Following that review, modifications deemed necessary may be made to the action plan and implementation of the Strategy.

The timelines for reporting and other processes will be established in the action plan for the present Strategy.

Final independent evaluation: an evaluation will be conducted in 2025, to inform the development of the Gender Mainstreaming Strategy for the period 2025 – 2030.

## **IX. GENDER RESPONSIVE RESULTS AND OUTCOMES**

This Strategy will enhance progress toward gender equality by ensuring that the focus is on results and impact as opposed to processes alone.

The substantive priorities of the Gender Mainstreaming Strategy build on the following outputs:

- collecting and using sex-disaggregated data to guide policy and investments in order to ensure that public expenditures benefit both women and men;
- integrating targets for gender equality and women's empowerment into accountability mechanisms;
- ensuring that a gender perspective is reflected in all organizational practices, policies, and programmes.

### *Reporting and assessing progress*

Progress in achieving results will be measured against the Plan's corresponding outcomes, outputs and indicators.

Progress in implementing the Strategy will be overseen by the Gender Focal Point, who will prepare a report annually to the Academy Director concerning progress on implementation.

## Annex # I

### GLOSSARY

This glossary is largely based on definitions commonly used in the United Nations system. The glossary is not an exhaustive list of commonly used definitions but includes terms mentioned throughout the policy or to those closely linked to these terms.

**Gender** - the term “sex” refers to biological differences between men and women. The term “gender” refers to socially constructed identities, attributes and roles for women and men, and society’s social and cultural meaning for these biological differences, which result in hierarchical relationships between women and men and in the distribution of power and rights favouring men and disadvantaging women. This social positioning of women and men is affected by political, economic, cultural, social, religious, ideological and environmental factors and can be changed by culture, society and community.<sup>7</sup>

**Gender analysis** is a tool to diagnose the differences between women and men regarding their specific activities, conditions, needs, access to and control over resources, and their access to development benefits and decision-making. It studies the links between these and other factors in the larger socio-cultural, economic, political and environmental context. A gender-sensitive or gender-responsive project reflects the application of gender analysis to project design, implementation, monitoring and evaluation.<sup>8</sup>

**Gender awareness** is an understanding that there are socially and culturally determined differences between women and men based on learned behaviour, which affect their ability to access and control resources.<sup>9</sup>

**Gender-based discrimination** - any distinction, exclusion or restriction which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women of human rights and fundamental freedoms is discrimination, even where discrimination was not intended. Direct discrimination against women constitutes different treatment explicitly based on grounds of sex and gender differences. Indirect discrimination against women occurs when a law, policy, program or practice appears to be neutral in so far as it relates to men and women, but has a discriminatory effect in practice on women because pre-existing inequalities are not addressed by the apparently neutral measure.<sup>10</sup>

**Gender-based violence and harassment** means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment.<sup>11</sup>

**Gender equality and gender equity** - inherent to the principle of equality between men and women, or gender equality, is the concept that all human beings, regardless of sex, are free to develop their personal abilities, pursue their professional careers and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. States parties are called upon to

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<sup>7</sup> General recommendation No. 23 on the core obligations of States parties under article 2 of the Convention on the Elimination of All Forms of Discrimination against Women (2010), paragraph 5.

<sup>8</sup> ABC of Women Worker’s Rights and Gender Equality, International Labour Organization (2007).

<sup>9</sup> UNDP, Introductory Gender Analysis & Gender Planning Training Module for UNDP Staff, 2001.

<sup>10</sup> General recommendation No. 28 on the core obligations of States parties under article 2 of the Convention on the Elimination of All Forms of Discrimination against Women (2010), paragraph 5 and 16.

<sup>11</sup> Violence and Harassment Convention, ILO, No. 190 (2019), article 1.

use exclusively the concepts of equality of women and men or gender equality and not to use the concept of gender equity in implementing their obligations under the Convention. Gender equity is used in some jurisdictions to refer to fair treatment of women and men, according to their respective needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.<sup>12</sup>

**Gender identity** - refers to an individual's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth or to gender norms. It includes both the personal sense of the body, which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means, and other expressions of gender, including dress, speech, and mannerisms. The gender identity of intersex and transgender individuals does not always match the sex assigned to them at birth. Transgender individuals generally choose to dress and present themselves as the gender with which they identify, rather than their birth-assigned sex. They may or may not choose to alter their body physically through hormones or surgery. Intersex and transgender people should be treated as the gender with which they identify, and referred to by their chosen name and pronoun.<sup>13</sup>

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

**Gender sensitivity** encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities, and incorporate these into strategies and actions.<sup>14</sup>

**Gender-responsive** policies and interventions associate with actions or concrete measures that reflect the unique needs, aspirations and capacities of men and women.

**Gender-transformative** policies and interventions challenge biased and discriminatory policies, practices, ideas and beliefs. It is an approach that addresses the transformation of unequal gender relations through working with both women and men.<sup>15</sup>

**LGBTI** is an umbrella term for sexual and gender diversity that stands for 'lesbian, gay, bisexual, transgender and intersex'. There are variations on this acronym, which may include 'P' for pansexual, 'A' for asexual, 'Q' for queer, '2S' for two-spirit and/or 'A' for androgynous. A '+' is sometimes added – i.e. 'LGBT+' – to suggest an inclusive understanding of gender and sexual diversity.

**Violence and harassment** in the world of work refers to a range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment.<sup>16</sup>

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<sup>12</sup> General recommendation No. 28 on the core obligations of States parties under article 2 of the Convention on the Elimination of All Forms of Discrimination against Women (2010), paragraph 22.

<sup>13</sup> UNAIDS Terminology Guidelines. Geneva: UNAIDS (2015).

<sup>14</sup> Ibid.

<sup>15</sup> Adapted from 'Scaling Up' Good Practices in Girls' Education, UNESCO/UNGEI, 2005, p. 68

<sup>16</sup> Violence and Harassment Convention, ILO, No. 190 (2019), article 1.

**Sex-Disaggregated Data** is data that is collected and presented separately on men and women, boys and girls. Sex-disaggregated data reflect roles, real situations, general conditions of women and men in every aspect of the society. For instance, the literacy rate, education levels, business ownership, employment, wage differences, dependents, house and land ownership, loans and credit, and debts are included.<sup>17</sup>

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<sup>17</sup> UNESCO's Gender Mainstreaming Implementation Framework (2003).

## Annex # II

### Implementation plan for Strategy 2020 - 2025

Timeline	Action step	Result area	Responsibility
2020	Conducted needs assessment survey related to gender for staff and faculty, and students	Management culture, working and study environment	Gender Focal Point
2021	Adopted the Gender Mainstreaming Strategy for 2020 – 2025 and the Implementation Plan for Strategy	Institutional arrangements	Director
2021	Adopted the Harassment Policy	Institutional arrangements	Director
2021 (On-going)	<p>Ensure gender desegregation of education and employment data and analysis</p> <p>Incorporate extra sex-disaggregated data sets as a matter of routine, including, as a minimum:</p> <p>sex breakdown of all staff by unit, grade, promotion, nationality, and contract type, etc.;</p> <p>sex breakdown of all students;</p> <p>more detailed sex-disaggregated data breakdowns should also be given in the Annual Report;</p> <p>as a standing item includes in all reports sex-disaggregated data and information on the evolution of sex balance.</p>	Institutional arrangements	<p>Gender Focal Point</p> <p>HR Specialist</p>
2021 January - March	Develop and include a specific module on gender mainstreaming in management training, faculty and students training and monitor training providers to ensure compliance	Management culture, working and study environment	<p>Gender Focal Point</p> <p>Head of the Graduate Education Department</p>

			HR Specialist
2021 March - May	Appropriate training on gender mainstreaming made available to the Academy staff to improve capacities to mainstream gender in their work	Staffing, Management culture, working and study environment	Gender Focal Point HR Specialist
2021 August - September	Appropriate training on gender mainstreaming made available to all students	Management culture, working and study environment	Gender Focal Point HR Specialist
2021 September - October	Published and dissemination educational materials on gender equality, gender-based violence and harassment	Management culture, working and study environment	Gender Focal Point Head of the Graduate Education Department
2022 January - March	Make available baseline on composition of students and staffing, recruitment and promotion disaggregated by sex	Institutional arrangements	Gender Focal Point
2022 May - June	Needs assessment survey related to gender for staff and faculty, and students (make sure to keep these surveys anonymous)	Management culture, working and study environment	Gender Focal Point
2022 September	Appropriate training on gender mainstreaming made available to all students	Management culture, working and study environment	Gender Focal Point HR Specialist

2022 September	Mid-term review of progress. Following that review, modifications may be made to the action plan and implementation of the Strategy, if deemed necessary	Institutional arrangements	Gender Focal Point
2023 May - June	Needs assessment survey related to gender for staff and faculty, and students (make sure to keep these surveys anonymous)	Management culture, working and study environment	Gender Focal Point Director
2023 September	Appropriate training on gender mainstreaming made available to the Academy staff to improve capacities to mainstream gender in their work	Staffing, Management culture, working and study environment	Gender Focal Point HR Specialist
2023 September	Appropriate training on gender mainstreaming made available to all students	Management culture, working and study environment	Gender Focal Point HR Specialist
2024 May - June	Needs assessment survey related to gender for staff and faculty, and students (make sure to keep these surveys anonymous)	Management culture, working and study environment	Gender Focal Point
2024 September	Appropriate training on gender mainstreaming made available to all students	Management culture, working and study environment	Gender Focal Point Head of the Graduate Education Department
2025 May - June	Needs assessment survey related to gender for staff and faculty, and students (make sure to keep these surveys anonymous)	Management culture, working and study environment	Gender Focal Point



2025 September	Appropriate training on gender mainstreaming made available to the Academy staff to improve capacities to mainstream gender in their work	Staffing, Management culture, working and study environment	Gender Focal Point  HR Specialist
2025 September	Appropriate training on gender mainstreaming made available to all students	Management culture, working and study environment	Gender Focal Point  HR Specialist
2025 October - December	Revise job descriptions of gender specialists to take account of new needs that may arise from implementation of the gender mainstreaming strategy	Staffing	Director  HR Specialist
2025 October - December	Independent evaluation will be conducted to inform the development of the Gender Mainstreaming Strategy for the period 2025–2030	Institutional arrangements	Gender Focal Point
2025 December	Adopted the Gender Mainstreaming Strategy for 2020 – 2025 and the Implementation Plan for Strategy	Institutional arrangements	Gender Focal Point  Director

### Annex # 3

#### Assessment Toolkit

#### Key questions for an organizational analysis

Gender information management system	<p>Is the information on gender issues available and easily accessible for staff members?</p> <p>What information is needed but missing?</p> <p>Are all statistics produced or used by the organization gender disaggregated?</p> <p>What is an effective way of collecting and disseminating all information and data that is needed to ensure the well-substantiated implementation of gender mainstreaming?</p>
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<p>Equal opportunities within the organization's personnel</p>	<p>What is the gender balance among staff throughout the organization's different levels and fields of activity?</p> <p>Does the organization have equal opportunities plan to promote equal opportunities among its staff?</p> <p>What is an efficient strategy to promote equal opportunities within the organization?</p>
<p>Equal Opportunities for Students</p>	<p>What is the gender balance among students?</p> <p>What is an efficient strategy to promote equal opportunities for students?</p>

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7. Violence and Harassment Recommendation, ILO, No. 206 (2019).
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