

**EXTERNAL EVALUATION
of the 2009 – 2012 pilot project
of the GENDER EQUALITY STUDIES
AND TRAINING PROGRAMME**

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ABBREVIATIONS

EDDA	Center of Excellence, University of Iceland
GEST	Gender Equality Studies & Training Programme
MFA	Ministry for Foreign Affairs, Government of Iceland
ODA	Official Development Assistance
RIKK	Center for Women's and Gender Research, University of Iceland
UI	University of Iceland
UNU	United Nations University
UNU-FTP	UNU Fisheries Training Programme
UNU-GTP	UNU Geothermal Training Programme
UNU-LRT	UNU Land Restoration Training Programme

1. EXECUTIVE SUMMARY AND HIGH-LEVEL RECOMMENDATIONS

This report to the Ministry for Foreign Affairs (MFA), Government of Iceland, provides an independent assessment of the first three years – the pilot project phase - of the Gender Equality Studies and Training Programme (GEST) at the University of Iceland.

The original plan for GEST was that, pending positive review at the end of its pilot phase, it would apply for status as the fourth Iceland-based United Nations University (UNU) Programme, taking its place alongside the existing geothermal, fisheries, and land restoration Programmes.

This review comes at an even more critical juncture, as the UNU and the Government of Iceland enter into final negotiations about transforming the Iceland-based UNU Programmes into a multi-programme Iceland-based UNU Institute of Capacity Enhancement for Sustainability; if approved as a Programme, GEST would enter as the fourth partner in such an Institute.

This review thus has three primary purposes and constituencies:

a) it provides an independent review to the Ministry for Foreign Affairs on the effectiveness, impact, sustainability, and relevance of the program that MFA has funded for its three-year pilot term (the pilot term ended in January 2012; an extension has been enacted through 2012);

b) it provides an opportunity for GEST stakeholders, including, importantly, the University of Iceland, as well as the staff, leadership, and stakeholders of GEST, to reflect on the strengths and weaknesses of the program, and to systematically assess future developments and directions;

c) it informs the UNU Programme accreditation process, and further contributes information and context meant to be useful to the decision-making process and structural planning around the future UNU Institute in Iceland.

Overarching conclusions:

This review is overwhelmingly positive in all key aspects. In particular, I would highlight these conclusions:

- GEST is an ambitious program that has achieved considerable successes and solid accomplishments in a short time; it has met and, in some cases exceeded, its original goals and objectives.

- **operational considerations:** in terms of its daily operations, staffing, and budgeting, the GEST Programme is managed with integrity and efficiency, and it is a streamlined and smooth operation; under the capable direction of the GEST staff, the MFA has seen more than good return for its (to date, quite modest) investment.
- **Programme content:** the training course is by all measures a rigorous, high-quality program that combines serious academic grounding with practical training; with only three years of Fellows finishing the Programme, there is already evidence that this Programme is having wide reaching policy impacts as the graduates bring their training home.
- **relationships with the University:** the partnership between the University and GEST has been productive and positive for all parties; the University is a good home for GEST, providing a sound academic context for the training programme, and GEST makes important contributions to the University in expanding its international linkages, visibility, and reputation.
- **advancing the priorities of MFA and the Government of Iceland:** the GEST program both reflects and extends the commitments of the Government of Iceland to gender equality, and provides a platform to further the Government’s global leadership in this domain;
- in its future capacity as a UNU Programme (and, then, presumably, as a member of a four-party UNU Institute in Iceland), GEST foregrounds gender equality as one of Iceland’s main defining characteristics on the global stage, alongside fisheries, geothermal energy, and land management;
- GEST embodies the specific priorities of the Government’s ODA objectives, and on a broader policy scale, GEST furthers the goals and priorities of the MFA in foregrounding gender equality as a pillar of Iceland’s foreign policy.
- **contributions to the partner Programmes within the (proposed) Iceland-based UNU Institute of Capacity Enhancement for Sustainability:** GEST brings social analysis & humanities balance to the work of the other three Icelandic Programmes that are primarily physical-resources and physical sciences based (geothermal, fisheries, and land restoration); GEST contributes gender analysis to the work of those Programmes; in turn, being a Programme in partnership in a single Institute with the other three will bring GEST into the heart of “sustainability” concerns.
- **contributions to the UNU:** in its future role as a member of the Iceland-based UNU Institute, GEST will bring gender into the UNU system: of the current 12 Institutes, 3 Programmes, and more than a dozen degree and non-degree courses identified by the UNU (<http://unu.edu/programmes>), there is none with a primary gender focus; GEST will be the first and sole Programme in the UNU academic universe with a central gender focus. Including gender as a pillar of a Sustainability Institute resonates with core United Nations priorities.

Problems, challenges and recommendations for improvements:

In June 2012, GEST is poised on the brink of two significant changes: it has completed its pilot phase and now must position itself for the long term. At the same time, it is (most likely) about to shift from being an autonomous entity under the auspices of the University of Iceland to being a UNU Programme and, shortly thereafter, one of four collaborating partners in a UNU Institute. This shift will entail new administrative and organizational structures and arrangements -- and new responsibilities as well as new opportunities.

In each section of the report that follows, I draw out specific challenges and opportunities for improvement as the Programme moves forward to meet these changes.

High-Level Recommendations:

- GEST has established its value, integrity, impact, and importance, and this external evaluation uncovered no impediments to its recognition as a UNU Programme. To the contrary, there are strong and evident mutual benefits of bringing GEST into the collaboration: to the other Programmes, to the University, to the MFA, to UNU, and to GEST. Without exception, all stakeholders whom I interviewed for this evaluation are enthusiastic about the GEST Programme entering into the UNU system as a Programme and then as a partner in a four-Programme Institute. My primary recommendation is that this should be enacted as quickly as possible.
- Having successfully completed its pilot phase, GEST now needs to be put on a sound and sustainable budget footing. It should become regularized as a specific designated line item in the MFA budget, with ongoing budget commitment of MFA, at a funding level that is concomitant with its activities and equitable with the other three Programmes.

Further recommendations are explored in detail throughout the report.

2. ORIGINS, GOALS, AND STRUCTURE OF THE GEST PROGRAMME

Origins

GEST in many ways originated as a project of EDDA, the UI strategic research Center of Excellence. The founders were motivated by the understanding that gender discrimination remains pervasive in many dimensions of life in all parts of the world, despite considerable advances in gender equality in recent decades, and that national governments and the international community have yet to fulfill the promises set out in international standards and instruments on women's rights and gender equality. If this is to change, governments and civil society organizations working in support of gender equality must have a stronger voice and role in the discussions and decisions that are being made on global policy issues, from human security to environment – and the professionals working in those organizations must have the skills to do so. In many developing countries, the capacity to train professionals in gender equality analysis and skills is sorely lacking.

The strong commitment of the Government of Iceland to gender equality, the enthusiasm of the then Minister for Foreign Affairs, the commitment of the MFA to develop capacity in developing countries, and the fact that the Government already supported three training Programmes set the stage for GEST's launch. (See Appendix 3 for the original GEST project document).

GEST continues to sustain strong partnering relationships, including complementary programming, with both EDDA (Its "host" at the UI) and the Center for Women's and Gender Research (RIKK) and the cooperative relationships amongst these three entities continues to be pivotal.

Following pre-implementation planning in 2007 – 2008, including a feasibility study, GEST was formally established in January 2009 as a three-year pilot project through an agreement between the University of Iceland and the Ministry for Foreign Affairs. An extension agreement, signed in early 2012, continues the Programme through 2012. From the beginning, the project was designed with the understanding that, upon completion of the pilot period, GEST would seek recognition as a United Nations University Training Programme.

The University of Iceland (UI) is responsible for the implementation and management of the GEST Programme. Following a UI restructuring in 2009-2010, the GEST Programme was placed and formally accepted as part of the School of Humanities, where it now remains. The UI provides institutional and administrative support by ensuring adequate project staffing, by arranging for project facilities and equipment for employees and GEST Fellows, by managing the project's budget, and by facilitating the development and the running of the project. GEST pays rent to UI and fees for ancillary services such as phone and IT services.

Funding for GEST comes from MFA as part of its international development commitments. (See budget section, below).

Goals, Purpose, Activities of GEST

The overall goal of GEST is to educate and train women and men from developing countries and conflict/post-conflict societies in gender equality methods and theories, and to strengthen their professional capacities for advancing and implementing gender sensitive projects in their home countries. The core component of the project is a 20-week training programme held in Iceland every year that brings professionals from developing countries and post-conflict societies to Iceland. The Fellows selected to participate in the training programme typically work for government ministries and agencies, civil society organizations and NGOs, and educational institutes in targeted developing-world countries. The training programme equips fellows with critical thinking skills as well as essential and practical tools for gender sensitive analysis and project management.

In accordance with its original plan, and ahead of the timetable anticipated in that plan, GEST has also started to develop short training courses held in developing countries on specific gender equality topics. More will be offered, on request and in cooperation with collaborating partners from host countries.

The specified goals and objectives of GEST are:

GOALS: The goal of the programme is to promote gender equality and the empowerment of women in developing countries and conflict/post-conflict societies through training and education focusing on capacity development. The immediate objective of the programme is to run a gender equality studies and training programme and short-courses, for professionals and organizations working on gender equality and women's empowerment in Afghanistan, Palestine, Malawi, Mozambique and Uganda.

OBJECTIVES:

- To develop a 20-week studies and training programme for professionals from developing countries and conflict/post-conflict societies facing gender inequality and lack of women's empowerment.
- To create institutional linkages in a wide range of developing countries and conflict/post-conflict societies facing gender inequality and lack of women's empowerment.
- To develop routines for selecting fellows to participate in the training programme.
- To facilitate networking activities among the fellows in future projects.
- To develop courses on special issues related to gender equality and women's empowerment to run in developing countries and conflict/post-conflict societies.

These and other activities ("outputs") are examined in chapter 4. The original Project document is included in Appendix 3.

Staffing and Governance

There are three core GEST staff, with a total staffing capacity of about 2 fulltime equivalents (fte):

- Dr. Irma Erlingsdóttir is the Executive Director. She is responsible for the direction of the Programme's development and implementation on behalf of the UI. She is also Director of the UI Center for Women's and Gender Research (RIKK) and Director of the UI Center of Excellence (EDDA).
- Dr. Annadís Gréta Rúdólfsdóttir, the Director of Studies, is in charge of the development of the GEST curriculum, short courses, and recruitment of Fellows and daily running of the GEST Studies Programme.
- Hildur Fjóra Antonsdóttir, M.Sc in Gender, Development and Globalization, is a Project Manager for the GEST Programme (50% fractional post) and works with the Directors on the daily operations and the planning and development of the GEST Programme.

Special assignment staff (contractual, temporary) extend the capacity of the Programme:

- Lilja Dóra Kolbeinsdóttir, MA in Education and Development, and a specialist in Project Management was hired in 2011 for special assignments that involved a mapping exercise and the development of a framework for GEST's two-week training module on gender, environment, sustainable development and resource management. She was hired again on another contract for the preparation and development of a short training course on gender and climate change for Uganda, and is the lead project specialist in an FAO project.
- Sveinn Mani Johannesson provides part-time administrative support, particularly with the web and IT needs.

During the pilot phase, a five-member Steering Committee provided guidance and oversight. For the 2012 transition and extension phase, the Rector of UI replaced the Steering Committee with direct oversight authority vested in the Dean of Humanities.

A seven-person Studies Committee advises the Directors of GEST on the curriculum, program development, and Fellows issues.

Budget

The core funding for GEST – as for the other three UNU Programmes (geothermal, fisheries, land restoration) – is provided by the MFA as part of its commitment to international development. The Government's "Strategy for Iceland's Development

Cooperation” establishes the basis for this commitment: “Iceland’s ODA will have three priority areas: Natural resources, human capital and peace-building. Within those areas the focus will be on fisheries and renewable energy, education and health, good governance and reconstruction. Furthermore, special emphasis will be given to gender equality and environmental considerations as cross-cutting themes.” (Parliamentary Resolution, adopted June 10, 2011.) The UNU is identified in the Strategy as one of four multilateral agencies targeted for Icelandic support (along with the World Bank, UN Women, and UNICEF). GEST is specifically mentioned in the context of Good Governance, Gender Equality, and the UNU.

In 2009, the funding from MFA for GEST was 20,216,000 ISK; in 2010, 29,616,000 ISK; in 2011, 38,512,000 ISK. The extension budget for 2012 is 43,161,050 ISK.

The GEST staff has sought external funding for special projects, and collaborative funding from other programs and entities at UI for co-sponsored activities that benefit the GEST Fellows.

Fellows Selection and Support

This is a postgraduate training programme. Admission criteria are:

1. The candidate has to have at least one university degree.
2. The candidate has to have at least two years of experience related to his/her chosen theme in the GEST Programme.
3. The candidate has to be able to communicate in English (speak, read and write) since the working language in the GEST Programme is English.
4. Candidates are proposed by institutes/organizations in cooperation with the GEST Programme. The training of the fellows is considered a contribution to the capacity building of the institute/organization and they have to sign a declaration that they will be working in the field of gender equality in their home country for at least two years after the GEST Programme training.
5. The fellows are selected after an extensive personal interview, preferably at their work place, in which the candidates need to be able to: a) explain their work and the role at the institute; b) discuss and identify gender equality issues in their field of work; c) show in-depth understanding of their professional work and how it relates to gender equality; d) outline how they think training and studying in the GEST Programme will increase their capacities in their field of work in the future and how it will benefit their institute/organization.

For 2012, an upper age limit of 35 was imposed in an effort to target young professionals and to ensure that the opportunities didn’t get commandeered by the upper echelons of agencies and government offices.

A mapping of potential partner institutions/organizations for each country is prepared based on a wide definition including state institutions, local and international non-governmental organizations, and inter-governmental organizations, working in the field of development. The selection procedure is narrowed based on recommendations from experts in the field. During missions, members of the GEST Management Team meet with representatives of the selected institutions/organizations and introduce the GEST Programme. Following this,

candidates for GEST Fellowships are identified by two primary methods: through country visits by GEST staff to deepen and develop relationships with institutions and organizations working on development and gender equality, and through them to identify and interview prospective Fellows; and, through direct referrals from GEST alumni (then followed up by a GEST staff interview).

Fellows are provided a stipend of 3.450 ISK per day for living expenses while they are in Iceland. Starting in 2011, they also received a lump sum of 100.000 ISK upon arrival, which included an arrival grant plus a grant to buy warm clothes. Travel expenses to and from Iceland are funded by the GEST Programme, including reimbursement for visa and border-crossing expenses. Accommodations at the University are also provided by GEST. They are provided computers, academic workspace, and access to all UI facilities.

3. EVALUATION OF OPERATIONAL STRUCTURES AND PROCESSES

Funding

The MFA provides the core funding for GEST.

The Programme staff has been especially active in seeking additional funding to supplement its core budget and for special projects. For example, in 2011 alone, GEST secured the following additional funds:

- from the Norwegian Embassy in Kampala, Uganda, to support one Fellow from Uganda (2.426.421 ISK);
- from the Directorate of Labour to partly fund the salary cost of a project specialist who worked on the development and implementation of a short course on Gender and Climate Change (1.042.255 ISK);
- from the UI for the cost for study facilities for the GEST fellows (1.385.000 ISK);
- partial funding (10.288.400 ISK) from the Norwegian Embassy in Kampala to develop and implement a short training course on gender and climate change for Uganda, to be implemented in 2012; ICEIDA in Uganda is funding and supporting the implementation activities of the course pilot training;
- from the Icelandic Ministry for Foreign Affairs to implement the first phase of an FAO-led project, “Gender-Specific Impacts of Climate change on Fisheries Livelihoods” (8.331.660 ISK).

This is an impressive level of fundraising activity, especially for a small staff during a pilot phase project.

Additionally, GEST routinely seeks out co-funding opportunities with other research and academic entities at UI, and creatively uses these partnerships to create opportunities and magnify its reach by co-sponsoring events. RIKK and EDDA are centrally important partners in such endeavors, but the GEST staff has been attentive to building and nurturing collaborative co-sponsoring relationships with a wide range of entities on and off campus. In the three years of the pilot phase of GEST, partners who have co-sponsored events and speakers include: EDDA; RIKK; the UI Institute of Capacity Enhancement for Sustainability; the City of Reykjavik; the Centre for Democratic Control of Armed Forces in Geneva; the Reykjavik International Film festival; the UI Institute of International Affairs; and the Reykjavik International Literary Festival. These co-sponsorships allow GEST to extend its programming reach beyond the capacity of its core budget. This is a strategic and effective way for GEST to magnify its impact. A list of partner programs is included in Appendix 5.

GEST was launched just as the economic crisis in Iceland was unfolding. Despite very strong commitments, interest, and support from the MFA, the funding for GEST has not been concomitantly robust and has been negotiated on a year to year basis.

Compared with the other three Programmes, GEST appears to be underfunded.

MFA Disbursements (ISK) for Iceland-Based Training Programmes:

	2009	2010	2011	2012
Geothermal	220,400,000	194,200,000	187,700,000	203,000,000
Fisheries	174,000,000	152,400,000	157,300,000	165,400,000
Land Rest.	46,000,000	47,570,000	50,000,000	69,600,000
GEST	20,216,000	29,616,000	38,512,000	43,161,000

Some of these differences understandably reflect differences in scale and size; the Geothermal program, for example, routinely brings in a class of 30 – 35 Fellows. And, like the LRT Programme, GEST was designed to start small and scale up, and the budget reflects that trajectory. It also reflects the economic crisis in Iceland, which struck at much the same time that GEST was launched. However, these budgetary understandings notwithstanding, there still appear to be discrepancies in core activity funding. For example, the other three Programmes have funding to send staff each year to interview all candidates in person in their home countries; GEST has had to parse its overseas trips and interviews many candidates by Skype.

GEST’s budgets are audited annually by the University, and each year the Annual Reports include a full budget disclosure. In my view, the staff is exercising meticulous budget management and has put in place appropriate budget firewalls between various project allocations and funding sources.

Staffing

Without fail, all of the people I interviewed had high praise for the staff of GEST. The GEST staff is effective, versatile, committed to the Programme, and passionate about the goals of the Programme. But at 2 ftes, the staff is too small, and as the pilot phase ends and the Programme gears up for full capacity -- a yearly intake of about 18 – 20 Fellows by 2017, along with an “as-needed” increase in the number of short courses – the staff will need to increase concomitantly.

The Studies Committee typically meets twice a year as a whole to review the curriculum and to consider issues in the pedagogy of the Programme. Additionally, the Studies Director regularly draws on the expertise and guidance of individual members. I met with three members of the Studies Committee during this external evaluation (see list of interviewees, Appendix 2), and they all expressed considerable

confidence in the curriculum and were impressed with the high quality of Fellows. They did, however, express an interest in having more opportunities for direct contact with the Fellows.

Teaching staff is discussed in Chapter 4.

Institutional location of GEST

GEST is housed at the University of Iceland, placed in the School of Humanities, hosted by the Center for Excellence, EDDA, the University's strategic research center. Both the staff and students benefit considerably from being embedded in this rich academic setting. Several interviewees observed that GEST was the most "academically" focused of all four training Programmes. Indeed, the mix of scholarly, research, and practical training is one of the most impressive features of the GEST Programme. The School of Humanities, which also houses the Gender Research Center, RIKK, is a welcoming and supportive home for GEST, and with its central concern on culture and human-scale problematics, Humanities is an intellectually compatible location for GEST.

Among other things, the location at UI allows for magnification of efforts through strategic use of complementary programming, as discussed above. But it also allows GEST to draw on a deep pool of faculty resources. GEST draws on teaching faculty, governance faculty, and program faculty from across the breadth of UI, from all 5 Schools that comprise the University (Social Sciences, Education, Natural Sciences, Health, and Humanities).

The organizational and financial division of the UI into Schools can discourage direct institutional links among the 5 Schools. Nonetheless, there are some programs in other Schools that would seem to have a lot to offer GEST – and *vice versa* – but with whom structural collaboration is weak (although in many cases individual linkages remain strong), among them: the Gender Studies program, a small teaching program housed in the Political Science department of the School of Social Sciences, the Institute for Sustainability Studies, the Institute for International Affairs, and Small State Studies. All these programs would benefit from closer collaborations with GEST.

The benefits between GEST and the University are mutual. GEST raises the international profile of the UI abroad. At the same time, the Fellows bring international diversity to the campus. The Programme routinely brings international visitors to campus (or contributes to doing so), including luminaries such as Vandana Shiva and Cynthia Enloe. These activities raise the profile of the University and enhance public outreach and transfer of knowledge.

The University fully supports the transition of GEST to a UNU Programme and from there as a member of the UNU Institute.

GEST has very strong relationships with the other three UNU Training Programmes. The Directors and staff of the four Programmes are in regular contact with one another, sharing “best practices,” seeking advice from one another, and generally keeping well informed about the progress (and problems) of each Programme. This collaborative approach benefits everyone, and when the relationships become more formalized in the Institute, the Programmes have a well-functioning collaborative foundation. There is further discussion of this in Chapter 5.

Selection of Fellows

The GEST team identified a suite of priority countries from which Fellows would be invited. These countries (Afghanistan, Uganda, Mozambique, Palestine; Malawi soon to be included) reflect two considerations: a) the priority countries identified in the Icelandic Development Cooperation strategy and b) GEST Programme’s aims, which include focusing on conflict and post-conflict societies. This does not preclude the possibility of expanding the geographic circle, but certainly during the pilot phase these countries were sensible priorities.

Partner institutions in the developing countries are key to the success of the Programme. A mapping of potential partner institutions/organizations for each country was prepared based on a wide definition of suitable candidate organizations, including state institutions, local and international non-governmental organizations, and inter-governmental organizations, working in the field of development. The selection procedure is then narrowed based on recommendations from experts in the field. During overseas missions, members of the GEST management team met with representatives of the selected institutions/organizations.

The call for Fellows proposals is circulated through these partner institutions/organizations who are either asked to identify staff members who are potential applicants or to generally disseminate the call among staff members. Applications are reviewed by the GEST management team and applicants are interviewed either in person during missions, or via skype or telephone.

The alumni of the Programme are already important – and will become even more so – in identifying possible Fellow candidates. The alumni Fellows with whom I spoke were very enthusiastic about playing this role and have already been valuable in the process of Fellow selection and identification.

The list of developing-country collaborating institutions and contacts (visited by GEST) is included in Appendix 8. By their own measure, GEST agrees that they have not yet fully solidified relationships with these partners. Some of the collaborators, for example, are strong, active partners, while others represent fairly preliminary contacts. In the Strategic Plan (Appendix 7), GEST identifies strengthening these partnerships as a priority.

Financial support of Fellows

The intent of the Programme is that the home-based employer of selected Fellows continues to pay their (usual) salary while they are on leave and in Iceland. Apparently, this is also a mandated requirement written in to the UNU Programme contracts. While this may be, in principle, a sound practice, when it come to the field of gender, GEST is more likely than the other three Programmes to be tapping Fellows (and to *want* to tap Fellows) from small grassroots NGOs or civil society sectors. The Programme has already encountered Fellows whose employers simply can't both lose a staff member for 5 or 6 months and also continue to pay their salary.

Creative planning and engagement of bilateral donors who might be willing to provide the funding (to the employer) as art of a capacity-building grant will be needed. And moreso with GEST than, perhaps, with the other Programmes. It would be a shame if the Programme got to the point that it could not accept candidates from small NGOs.

Future Planning

The GEST staff has already drafted a strategic plan for the next 5 years. (See Appendix 7). This skeleton plan is sound, building on strengths and identifying weaknesses and room for improvement. At this moment, in June 2012, it is impossible for the staff to move much beyond an outline strategic plan, given that critical elements are still in process – this evaluation, the UNU Programme accreditation, the Iceland-based UNU Institute ratification, and future budget commitments from the MFA. But in the face of these uncertainties, the staff are building a solid foundation to take GEST into full capacity functioning by 2017.

RECOMMENDATIONS and CHALLENGES relating to operations:

Recommendations: 1. Funding and budgeting

- GEST's funding needs to be regularized as a designated line item within the MFA budget.
- I urge the MFA to strive for budget equity amongst the four Programmes (concomitant, of course, with scale); core activities funded for one or more of the Programmes should be funded at the same (proportional) level for all Programmes; it is particularly untenable if the GEST program – focused as it is on gender equity – ends up being inequitably funded relative to the other three Programmes with whom it will be equal partners in the UNU Institute.
- It is unclear what additional demands for budget accountability or financial systems will be introduced as the UNU Institute comes on line, but staff in GEST (indeed, in all the Programmes) may need additional support to meet new demands of the UNU; staff of all four Programmes should be involved in negotiating these terms.
- The effort of the GEST staff to secure a diverse range of funds and co-sponsors is impressive, and as the budget becomes more complex GEST staff will need to continue and perhaps enhance its vigilance to ensure there is no comingling of funds, and to continue to ensure the integrity of the ODA funding from the MFA.

Recommendations: 2. Staffing and Governance

- The dissolution of the GEST Steering Committee for the 2012 transition phase makes organizational sense, and a new administrative structure should be activated as soon as the UNU Programme and UNU Institute negotiations are concluded.
- The Studies Committees would benefit from having explicit length of terms of office specified for the members; further, the committee should have a written mandate, outlining the extent of its decision-making authority (if any), its roles, terms of meeting, etc. This may be shaped, in part, by the UNU Institute administrative structure, which is, at this moment, still being negotiated.
- I encourage GEST staff to find opportunities for more structured interaction between the Fellows and the members of the Studies Committee – perhaps an introductory joint seminar as well as a wrap-up session?
- I encourage GEST to continue its initiative to articulate a “vision and mission” values statement; GEST has started this work as part of their 2013-17 Strategic Planning Report (see Appendix 7) and I urge its continuation.

- A staffing plan that will take the GEST Programme to full capacity (by 2017) needs to be developed, approved – and then funded.

Recommendations: 3. Institutional Relations

- GEST should remain, of course, at the UI, and in the School of Humanities; it should sustain its strong complementary linkages with RIKK and EDDA (as well as maintaining and expanding its other on- and off-campus partners).
- GEST should continue its robust record of building partnerships (partners with whom programming can be cosponsored, from whom teaching staff can be drawn, etc). Given its emphasis on interdisciplinarity, GEST should continue its efforts to deepen cooperation with scholars and institutions working in the fields of gender, sustainability, and international studies in other UI Schools, among them Gender Studies, the Institute for Sustainability Studies, Small State Studies, and the Institute for International Affairs.
- It is unclear what additional demands for administrative structuring or institutional relations will be introduced as the UNU Institute comes on line, but staff in GEST (indeed, in all the Programmes) may need additional support to meet new demands of the UNU; staff of all four Programmes should be involved in negotiating these terms.

Recommendations: 4. Fellows Support

- Given a reasonable assumption that the desired profile of GEST's Fellows is somewhat different from that of the other Programmes, gender-sensitive budgeting could be a useful prism through which to view the problem of Fellow salaries. Bilateral support for Fellows, such as GEST arranged in 2011 from the Norwegian Embassy in Kampala, offers one solution, although this is very labor-intensive. The four Programmes together should consider this problem and attempt to craft solutions that work for all.

Recommendations: 5. Collaborating Partners

- As GEST identifies in its own Strategic Plan 2013 – 2017, solidifying relationships with collaborating developing-world partners must now be a priority; this may include developing a 'partnership strategy' and formalizing the terms of collaboration.

4. EVALUATION OF CORE PROGRAMME ACTIVITIES

Training Curriculum

The core purpose of this training programme is to educate and train women and men from developing countries and conflict/post-conflict societies in gender equality methods and theories and to strengthen their professional capacities for advancing and implementing gender sensitive projects in their home countries. The Programme's curriculum builds on scholarship in feminist studies, gender equality, and development studies, incorporating interdisciplinary approaches, scholarly debates and recent methodological practices. The Programme equips fellows with both critical thinking skills as well as the essential and practical tools for gender sensitive institutional analysis and project management.

The curriculum needed to meet these goals is quite demanding. The curriculum is reviewed by the Studies Committee. It is designed in alignment with the academic standards that apply at UI. Over the three year pilot phase, the curriculum has been shaped by student feedback and suggestions, and by taking stock of the successes and failures each year. By 2011, the curriculum structure has settled in to a modular structure that combines methodological skills, institutional analytical skills, feminist scholarship and theory, and content-driven thematic examinations.

In 2011, this was the mix:

The Programme was divided into eight teaching and training modules:

1) Orientation, academic working methods and skills: to familiarise fellows with the university as well as serving as a refresher course for good academic working methods. Fellows are introduced to Icelandic society and culture to provide background to some of the ideas and practices fellows will encounter later in the programme. The module includes intensive sessions in English as a foreign language (spoken and written).

2) Introduction, Theories and Concepts: This module focuses on some of the main concepts used in the GEST Programme and gender equality discourses in general. The theoretical and critical frameworks that these concepts belong to are analysed and discussed with a special focus on how these have been used in relation to the "developing", conflict and post-conflict societies. Gender equality and minority group issues are explored from an historical perspective and embedded in a human rights context. Fellows are encouraged to think about and "map" which differences matter in the societies and organizations they come from as well as reflect on which differences are seen to "matter" in a more global perspective. Fellows also learn about the main international instruments, policies and agreements, such as the Millennium Development Goals, and institutions dealing with gender equality and women's rights. Women's political participation and women's involvement in decision-making processes at all levels is explored, as well as the need for institutional reform and for transforming gendered traditions, values

and symbol systems. The role of civil society and gender equality advocates in women's movements is also discussed. The module explores the notion of "welfare," using the Icelandic and Nordic welfare models as a starting point. Fellows analyse what kind of welfare systems are in place in their own countries and what implications they have for women and men and gender relations.

3) Practical Tools for Gender Sensitive Projects: Fellows are introduced to methods and provided with tools and skills to conduct gender-sensitive analyses of social and cultural conditions, information and policies, and to participate in developing gender-responsive policies. The fellows are provided with skills and trained in gender-sensitive techniques for successful stocktaking, planning and implementation of programme and project initiatives to advance gender equality. A special emphasis also focuses on leadership skills and how to build good relations in project management teams.

4) Gender and the Environment: This module looks at the role of gender in unsustainable/sustainable development and natural resource management. The focus is on gender and climate change, as well as gender relations in fisheries, energy use and production, agriculture, and land management.

5) Gender and Security: The aim of this module is to increase Fellows' ability to understand, discuss and advocate for the gender dimensions of security in practical terms, especially with regards to relevant UNSC resolutions, security sector reform and emergency operations. It examines the concept of human security versus national security and the role of women in conflicts, peace processes and post-conflict reconstruction.

6) Gender and Health: This module focuses on gender and gender relations in the field of health. The module will also focus on gender based violence and discrimination in these contexts. Emphasis will be on introducing strategies for building the capacities of women and marginalised groups so that they can better respond to health challenges and access and have a say about the services needed.

7) Gender, Communication and Advocacy: The module aims to strengthen the Fellows' capacity in communication and social dialogue on gender equality issues and programmes. Fellows are given a brief introduction to contemporary theories of interpretation and representation and introduced to methods for critically analysing and reading media texts, with a special focus on their gendered subtexts. Fellows are introduced to ways and means of advocating and informing about gender issues across audiences.

8) Final Assignment: The final assignment can either be in essay form, addressing a specific gender relations problem and coming up with strategies and suggestions to counter it, or in the form of project proposal that outlines all the necessary steps and activities needed to solve a problem. The Fellows work on the final assignment throughout the duration of the Programme under the supervision of experts. The purpose of the final assignment is to get the Fellows to analyse gender relations in their home countries and reflect on how they would go about

applying some of the methods and skills learned during the training course and reflect on when these would be appropriate. The final assignments are preferably based on data and information from the Fellows' home countries. At the end of the training course, the Fellows give oral presentations of their final assignment.

For completing all of these modules the Fellows receive 30 ECTS and receive a Certificate of Completion at the end of the course.

Other changes in the structure of the course are being made as the pilot project refines its approach and ramps up into a permanent Programme. For example, the number of Fellows (see Appendix 4) has increased from 4 in 2009 to 8 in 2011 and again in 2012; the Draft Strategic Plan (see Appendix 7) anticipates full capacity at 18 – 20 Fellows by 2017. In 2012-13, the timing of the Training Course will switch from the Fall to the Spring term; thus, as a one-time bridge year, there will be training sessions both in Fall 2012 and again in Spring 2013.

More than 25 teachers participate in the Training Programme each year. The teachers are drawn from across disciplines and disciplinary Schools at UI, across academic institutes in Iceland, from public service and government sectors, and from international scholars and experts. The in-class curriculum was supplemented by the lectures and symposia running more or less continuously at UI, as well as field visits to institutions and organizations working in the field of gender equality (7 field trips in 2011).

The Fellows receive constant feedback, assistance, and evaluation on their work in the training Programme. There is continuous dialogue about how the Programme is going, and how each Fellow is doing. The level of academic support is more than appropriate for the Fellows to successfully complete the training Programme.

This is an extraordinarily ambitious curriculum. Its breadth is remarkable and combining practical organizational skills and methodology with a sophisticated academic grounding is, in my experience, unprecedented. "Unique" is an over-used word, but it may well apply here. I know of no other program, anywhere in the world, that combines the elements of developed world capacity building, gender-specific practical training, academic exploration, in an intensive on-site collegium that is both trans-national and feminist.

The inclusion of thematic modules on "gender & security" and "gender & environment" is particularly distinctive. In both these fields, bridges to feminist scholarship and gender have been few and far between, and this is the only gender educational program I am aware of that includes these two -- highly masculinized and typically impervious to gender analysis -- fields.

Fellows' Evaluation of the Training Programme

The GEST Programme used a number of means to assess how satisfied the Fellows were with different aspects of the training programme. Following the completion of every module, the teaching, structure, and content of the module was evaluated anonymously on a special evaluation sheet. The Fellows were also asked to rate the performance of each teacher individually. As part of the "Practical Tools for Gender Projects" module, the Fellows did a "monitoring and evaluation" (M&E) assessment of the Programme as a whole, going through all documents pertaining to the GEST Programme.

Fellows are not reserved about giving informal feedback to teachers and the GEST staff, in addition to the opportunities for formal evaluations and feedback. Their responses are taken seriously by the GEST staff, and many of the improvements and changes made year to year reflect their contributions.

I had access to the original evaluations as well as the summaries (see, for example, Appendix 6). In all aspects, the Fellows' evaluations are uniformly positive. They are all in agreement that the Programme is interesting, relevant, useful, and that the degree of difficulty is appropriate and relevant for understanding gender equality. They give high marks to the teaching, organization, field trips, and degree of support. Indeed, the biggest complaints are about the weather and the accommodations, which in 2011 required a particularly disruptive shift towards the end of term. In their formal evaluations, they offer a number of constructive criticisms and suggestions, many of them dealing with specific content of the modules (see Appendix 6). I incorporate some of the more general student comments in my Recommendations, below, particularly dealing with the desirability of more interaction with Icelandic students, and their interests in maintaining networks.

Further discussion of evaluation is included in the section on "impacts of the programme," below.

Short-Term Courses

In addition to bringing students to Iceland from developing countries, the Icelandic Training Programmes are designed to also offer short-term training programs *in* developing countries, in cooperation with Icelandic and international partners and partners in the target countries, according to demand and capacity. The geothermal and fisheries Programmes have been offering such courses for many years; the land restoration Programme is still a few years away from being able to mount this. GEST was not scheduled to develop and offer these courses during the pilot phase.

However, a strong request from the Icelandic International Development Agency (ICEIDA) in Uganda to develop possible partnerships and cooperation in increasing the visibility of gender-responsive approaches in climate change resulted a request for GEST to lead the development of a short course on Gender and Climate Change

for a diverse group of stakeholders in Uganda. The short course is part of a series of activities to promote gender responsive climate change mitigation and adaptation in Uganda funded by the Nordic development partners in Uganda (Denmark, Iceland and Norway). To ensure local capacity development and ownership in Uganda, the course was developed by a Course Development Team (CDT). The CDT is composed of two specialists from GEST, one from each lead Ministry in Uganda (the Ministry of Gender Labour and Social Development and the Ministry of Water and Environment (Climate Change Unit)), one from Makerere University, School of Women and Gender Studies, and one from the donors. During late 2011 and early 2012, the team set detailed course objectives and outputs and started the work on the development of the course and the course materials. The first session of the course was offered in early 2012, with the second one planned to follow in July 2012. After the first three pilot training sessions, the local team will be able to run the course as needed, with little or no support from the GEST specialists.

Short-term courses are intended to be on an on-demand basis, and subject to the availability of suitable course leaders and partners. For GEST to be so strongly involved in a gender and environment course so early in their development as a Programme is a strong affirmation that these courses are needed, and sends a strong signal that GEST's reputation for high-quality, rigorous, and comprehensive training is already established.

In a related partnership project, in the autumn of 2011, the Government of Iceland requested FAO's Gender, Equity and Rural Employment (ESW) Division to undertake a three-year project to increase knowledge and capacities of member countries with regard to the gender, climate change and fisheries sector livelihoods. The aim of the project is to increase understanding and awareness of the gender dimensions of climate change on fisheries livelihoods, to facilitate cooperation, and to undertake capacity development and knowledge exchanges on appropriate policy options and strategic measures that could be adopted by member countries on adaptation and mitigation. GEST was asked to take part in the implementation in the first phase of the project.

Outcomes and Impacts

In terms of "outputs" expected from the GEST Programme, it has met all expectations. The main outputs expected during the pilot phase as outlined in the 2009 Project Document (see Appendix 3) are:

- Fully developed syllabus and plan for the 20 week GEST Programme in place.
- Institutional partnerships forged with relevant government ministries, agencies, international organizations, educational institutes, civil society organizations and relevant UN agencies.

- Routines and criteria developed for selecting fellows from target countries to enrol in the training Programme.

- A plan for short training courses focusing on different issues of women's empowerment and gender equality.

- Efficient and effective management of the GEST Programme.

- Increased capacity of graduated Fellows and their respective organizations in policy-making, implementation, evaluation, dissemination of information for promoting gender equality.

This evaluation report has already detailed the progress in all these areas except the last, the anticipated "increased capacity" of graduated Fellows.

Some of the measurements of success in this area are subjective, some objective. Starting with subjective reports, in conversations with several Fellows as part of this evaluation, I was told repeatedly that the Programme "changed their lives" (direct quotes). Almost all of my Fellow interviewees reported that they felt more confident speaking with authority (not just on gender issues) within their organizations. One respondent said the Programme "opened doors," gave her "increased knowledge," and positioned her to apply for research opportunities that would have previously been closed. Another said he had already used his training in writing several grants, while several reported that upon returning home they had become the 'go-to' gender experts in their organizations.

Specific, trackable impacts of the Programme on Fellows' effectiveness and capacity include these reports:

- Latifa Hamidi (2009 cohort) wrote her project proposal on gender responsive budgeting. Latifa was working for UNIFEM at the time and they sent her report to be used to make the case for GRB at the Ministry for Women in Afghanistan. She is now a senior programme officer at the National Solidarity Program (NSP), Ministry of Rural Rehabilitation and Development.

- Hafizullah Noori (2009 cohort) set up a civil rights organization with some friends and women's rights activists called Solidarity and Assistance Organization for Afghanistan (SAOA). He is the Programme Development Director and they have organised three projects for women in rural areas of Ghazni province.

- Fazil Ahmad (2010 cohort) is a programme specialist working for UNICEF. He wrote his project proposal on how to increase girls' literacy in rural areas in Northern Afghanistan. This was a project that UNICEF already had in the pipeline but Fazil's proposal has now propelled its implementation.

- Fatima Al-Wahaidy (2010 cohort) works for the Women's Affairs Technical Committee in Gaza, Palestine. On the basis of her GEST training she was asked to sit

on a committee to choose people to work in a women's shelter; she has organised various workshops on gender, and been involved in gender and advocacy training.

- Abdelmonem Tahrawy (2010 cohort) works for the Palestinian Center for Democracy and Conflict Resolution. Since the training, he has held sessions on gender in several institutions and organizations -- including Hamas.

- Dima Saleh (2010 cohort) while working for the Women's Affairs Technical Committee in the West Bank drafted a proposal for changes in the judicial system based on her essay for the GEST Programme.

- Hadijah Namuddu (2011 cohort) who works for the Ministry of Gender in Uganda was asked to sit on the committee in her department reviewing the budget call. Hadijah wrote an essay on gender responsive budgeting for her GEST final project and was asked to brief Ministry staff on GBR.

- Khaled Mansour (2011 cohort) works for UNRWA in the West Bank managed to draw attention to his proposal, developed in his GEST project, on how to increase the number of women on the governing boards of the refugee camps in the West Bank. He was interviewed for the UNRWA Gender Bulletin and his boss sent out a mass e-mail asking everyone to pay special attention to his idea. He is about to be promoted to a Field Gender Officer Post.

These are, in my view, exceptionally strong outcomes for a project just concluding its pilot phase.

RECOMMENDATIONS AND CHALLENGES RELATING TO CORE ACTIVITIES OF THE TRAINING PROGRAMME

RECOMMENDATIONS: 1. Curriculum

- In terms of the time commitment, challenge, skill, academic rigor, and standards, this is a *de facto* Diploma program and should be accredited as such; students would benefit from having this designation and the Programme would benefit from aligning their curriculum more solidly with the UI's accreditation process.
- I recommend that the Programme consider, for long-term planning, launching a MA degree.
- Not all modules have had a core, single leader. This has resulted in a less focus progression of topics than may be optimal. The GEST Strategic Plan already identifies this as an issue and the Programme is moving to put in place a single leader for each module to coordinate and give the module, as GEST says, a 'spine.' I recommend implementing this as soon as possible.
- There is considerable interest – by many parties -- in the possibility of having some UI students take GEST classes (for credit). On the positive side, this would bring the considerable resources of GEST's teachers and the classroom experiences to a wider student body, and it would provide opportunities for closer contact between international and local students. On the con side, one of the strengths of the Programme is that the GEST Fellows bond as a unit, and having 'outsiders' may dilute that effect. I recommend that the Directors and the Studies Committee make a serious assessment of this issue and contemplate 'hybrid' models (some UI students in some modules, not others? Icelandic students paired as partners with the international students?).
- The visiting international teachers have been, to date, from Europe or North America. GEST should explore the possibility of including some visiting teachers from the host countries so that the 'developing world' participants are not only seen as the learners.

RECOMMENDATIONS: 2. Fellows networks

- One of the objectives of this Programme is to create networks of alumni. Currently, the numbers of graduates are small enough that simple email/ Skype/ Facebook communication maintains a sense of connection. However, as the Programme is slated for rapid growth, the staff might do well to consider ways of creating stronger connections amongst students from different years. A reunion every 5 years or so seems desirable, and is one device used in other of the UNU Programmes. A "conference" of alumni is another idea. There are many possibilities, and I urge GEST to put this problem on a high priority list.

RECOMMENDATIONS: 3. SHORT-TERM COURSES

- GEST has come very fast out of the starting blocks. The need for short-term courses and workshops is, clearly, great. In 2011, alone, it has been asked to develop a three-part course in Uganda, and to cooperate with the FAO on another large project. The requests are likely to increase. I anticipate that the GEST Directors will need to pace its commitments, and there may be requests they will have to turn down. In the pilot phase that would have been risky, but now as a mature program the Directors may need to be cautious about not stretching resources too thin or over-stretching their capacities. I strongly urge GEST to take on short-term courses only in the domains already set out in the Training Programme (gendered organizational analysis, environment, health, communication, and security) and to avoid the lure of reaching ever further beyond these core areas.

5. UNU PROGRAMME ACCREDITATION and UNU INSTITUTE PARTICIPATION

Recognition of GEST as a UNU Programme brings powerful benefits for all parties. For the University and for GEST, there is considerable credibility, international visibility, and prestige to be associated with the UNU. For the UNU, desperately in need of bolstering its gender profile, bringing into its cohort such a high-quality gender program with a proven track record of academic excellence and real-world impact, will be a significant benefit. For the other three UNU Iceland-based Programmes, the GEST Programme is already a known high-quality entity with whom they already have strong working relationships.

The Directors of the other three Programmes were clear with me that they welcome the inclusion of GEST and that they view the inclusion of gender capacity in the Programme's domain as being of particular importance. The Directors of the other three Programmes are aware that even in domains such as geothermal energy, there are gendered dimensions that they and their Fellows need to take on board. They view GEST's inclusion as an intellectual challenge, and a welcome one at that.

For GEST, being a Programme in partnership in a single Institute with the other three will bring GEST into the heart of "sustainability" concerns.

For the MFA and the Government of Iceland, GEST foregrounds gender equality as one of Iceland's main defining characteristics on the global stage, alongside fisheries, geothermal energy, and land management; aligning these interests as a bundled set of Programmes, under the auspices of the UNU, brings greater global connectivity and visibility to Iceland's global leadership in these fields.

I end where I began: I see no impediment to accrediting GEST as a UNU Programme, and I urge that this be accomplished as soon as possible.

It is beyond the purview of this evaluation to speak to the pros and cons of combining the Icelandic Programmes into a single Institute. This seems to be an initiative that is already well underway, and one that all parties are eager to enact. The benefits of Programme status, some of which are outlined above, multiply with Institute status.

My only caution, as an external observer of the Institute prospect, is that all four Programmes must be involved in the specific negotiations of terms, as the Programmes will be bearing the brunt of any changes that Institute status necessitates to administrative, financial, or programmatic activities.

APPENDIX 1:

Terms of Reference for the June 2012 external evaluation

Terms of Reference

For the Evaluation of the Pilot Project “Gender Equality Studies and Training Programme”

The project is funded by the Ministry for Foreign Affairs of Iceland in co-operation with the University of Iceland.

The review will be carried out in **May and June 2012**.

1. Introduction

The Icelandic Ministry for Foreign Affairs in cooperation with the University of Iceland is developing a new studies and training programme on gender equality and women's empowerment as a part of the government's development co-operation efforts, by initiating a three-year pilot project on this issue, which has now been extended for one additional year. The Government of Iceland has made the commitment to contribute to development co-operation in the field of gender equality and women's empowerment. It is a signatory to various international conventions on human rights and gender equality, including the Convention on the Elimination of all forms of Discrimination against Women (CEDAW), and has adopted UN Resolution 1325 on Women, Peace and Security. The Project has been implemented by the University of Iceland, more specifically the Centre for Women's and Gender Research and in collaboration with the research cluster EDDA-Center of Excellence. The overall objective of the Project is to develop a 20 week training programme for professionals from developing countries and conflict/post-conflict societies, thereby assisting them in building up or strengthening their own expertise in the area of gender equality and their respective organizations. To be accepted to the Programme, the participants have to have completed a university degree and to have a minimum two year's practical experience of working on gender-related issues in their home countries. As stipulated in the Agreement between the Ministry for Foreign Affairs of Iceland and the University of Iceland, the project shall be evaluated by an external evaluator at the end of the pilot period. This evaluation is a prerequisite for the Programme to apply for accreditation by the United Nations University as a part of the proposed UNU Institute on Capacity Enhancement for Sustainability (UNU-ICES).

2. Background

Reference is made to the Agreement signed on 26 January 2009, between the Ministry for Foreign Affairs of Iceland and the University of Iceland regarding a pilot project on Gender Equality Studies and Training Programme.

Article seven (7) of the above mentioned agreement stipulates that the contracting parties shall agree on an independent review of the project implementation as soon as possible. The Project Document, which took effect on the date of signing has the duration of three years, or 2009-2011; and Annex X to the Project Document includes an extension to the pilot project for one year, or 2012. It is foreseen that pending a positive outcome of the

review, a revised agreement will be signed and that the GEST Programme will become a part of the United Nations University System.

The Ministry for Foreign Affairs has funded the Project, which is implemented by the University of Iceland.

Starting date: 26 January 2009.

Estimated duration: 4 years 2009-2012.

Total budget: 131.496.102 ISK

3. Goal, Objectives and planned Outputs of the GEST Programme

a. Development Goal and Immediate Objective

The goal of the programme is to promote gender equality and the empowerment of women in developing countries and conflict/post-conflict societies through training and education focusing on capacity development.

The immediate objective of the programme is to run a gender equality studies and training programme and short-courses, for professionals and organizations working on gender equality and women's empowerment in Afghanistan, Palestine, Malawi, Mozambique and Uganda, and to be recognized by the UNU, by December 2012.

b. Specific Objectives:

- To develop a 20-week studies and training programme for professionals from developing countries and conflict/post-conflict societies facing gender inequality and lack of women's empowerment.
- To create institutional linkages in a wide range of developing countries and conflict/post-conflict societies facing gender inequality and lack of women's empowerment
- To develop routines for selecting fellows to participate in the training programme
- To facilitate networking activities among the fellows in future projects
- To develop courses on special issues related to gender equality and women's empowerment to run in developing countries and conflict/post-conflict societies

Pending the positive outcome of an independent review, the programme will be recognised as a United Nations University training programme in order to strengthen the expertise of the United Nations University in this important field.

c. Outputs

The outputs of the GEST Programme, as listed in the project document and further outlined logical framework for 2012 are as follows:

- 1) Fully developed syllabus for the 20 week GEST Programme in place
- 2) Institutional partnerships with relevant government ministries, agencies, international organizations, educational institutes and civil society organizations
- 3) Twenty eight fellows/professionals trained in the GEST Programme and applying their knowledge in their home countries
- 4) GEST short courses and seminars developed and implemented
- 5) Information on the GEST Programme produced and disseminated
- 6) Efficient and effective management of the GEST Programme

4. Duties and Responsibilities: Objectives of the Evaluation

This external review is being undertaken as per the Agreement between the Ministry for Foreign Affairs of Iceland and the University of Iceland, signed on 26 January 2009. The purpose of the review is to ascertain the extent to which the goals and the objectives of the project have been achieved. The results and recommendations of the review are to guide the involved parties in their decision-making regarding the future of the Programme, in particular regarding the possibility of becoming a part of the United Nations University System. The review should also provide the personnel of the Programme with information that could assist in planning and implementing future activities.

a. Scope and Focus of the Evaluation

The review will focus on providing information for decision-makers, both at the Ministry for Foreign Affairs, the University of Iceland and the UNU Council, as well as being a learning exercise for the stakeholders.

In general, the review shall;

- Consider the goal and objectives of the project, as well as inputs and outputs
- Consider unintended outcomes of the project
- Provide a description of major constraints and risk factors for project implementation and sustainability
- Assess the degree of project sustainability
- Provide a description of lessons learned in relation to future project implementation;
- Give recommendations on future modifications and improvements in light of the above listed objectives
- Consider the relevance of the GEST Programme for the overall UNU Programme

b. Issues to be covered by the Evaluation

Special attention shall be given to, but not necessarily limited to, the following issues:

Effectiveness

Evaluate:

- The potential of the programme to reach the stated objective
- The extent to which the programme has achieved the stated objective
- What has facilitated or prevented the effectiveness of the project

Efficiency

Evaluate to what extent the resources have been effectively used in the project. This includes an assessment of:

- Project organization on all levels (including management, reporting and monitoring, human resources and technical backup)
- Financial management including disbursement of funds at the different levels and financial reporting
- Staff development and needs for further capacity development
- Infrastructure facilities, equipment etc

- Needs for eventual additional equipment and other capital investment

Impact

Evaluate the overall effects of the Programme, both intended and unintended outcomes. This includes an assessment of:

- The impact of the project activities on the advancement of gender equality and women's empowerment in partner institutes and organizations in the developing and conflict/post-conflict societies
- The impact of the training on the capacities of the fellows in the field of gender and equality and women's empowerment, who have completed the GEST Programme
- The socio-cultural factors affecting project implementation

Relevance

Evaluate the direction and usefulness of the project. This includes an assessment of:

- The GEST Programme with respect to the needs and priorities of the participants in the Programme
- The strategies and policies of the University of Iceland and the Icelandic Ministry for Foreign Affairs
- The need for collaboration with other institutions and organizations
- The relevance of the GEST Programme for the overall UNU Programme

Sustainability

Evaluate the long-term viability of the project/programme, including an assessment of the project potential to survive after donor financial and technical support.

5. Timetable and Deliverables

- ✓ Preparation for the review will commence upon the signing of the contract.
- ✓ The evaluator will conduct fieldwork in Iceland from 4 - 16 June.
- ✓ The evaluator will submit a draft evaluation report for comments to the MFA and University of Iceland by 16 June.
- ✓ Comments by the MFA and the University of Iceland will be sent to the evaluator by 18 June.
- ✓ The evaluator will submit a final report to the MFA and the University of Iceland by 21 June.

The evaluator will have access to relevant background material. The review will be carried out through meetings with key personnel. Discussions will be held either in Iceland or in a teleconference between the evaluator and relevant officials in Iceland. The discussions will allow for the main preliminary findings and recommendations of the evaluator to be presented. The final choice as to the setting for these discussions will be made when more is known about the nature of the findings and recommendations of the evaluator. It is recommended that the findings and recommendations of the report will be presented to the personnel of the GEST Programme and other relevant personnel.

The Ministry for Foreign Affairs will notify the UNU that it is anticipated that a final report will be submitted to the UNU by 21 June (the drafts will be presented to the Bureau of the

Council on 28-29 June 2012 in Paris). To meet this deadline, the evaluator will be given permission to work extra hours per day and to work on weekends, if this proves necessary. With these factors in mind, it is currently estimated that the total time needed for the evaluator to complete the undertaking is a maximum of 28 days while allowing for the possibility of finishing it in 21 days if the draft report is found to be acceptable in that form. Given the uncertain nature of the amount of time needed to complete the report, the evaluator will provide the Ministry for Foreign Affairs with an updated estimate of actual time needed, when he/she submits the draft report. This estimate may be further revised, on receipt of the comments from the Ministry for Foreign Affairs and University of Iceland. Given the number of unknown factors prior to the commencement of the evaluation, it is difficult to predict an accurate estimate of the time needed to complete the evaluation. However, the report will need to be completed in time for it to be considered by the United Nations University (UNU) meeting late June in Paris.

List of Documents:

- Project Document and Logical Framework
- Agreement between the Ministry for Foreign Affairs and the University of Iceland (unofficial translation from the Icelandic)
- Any other relevant material to be presented by the Gender Equality Studies and Training Programme

Contact Persons:

Dr. Irma Erlingsdóttir, Programme Director, GEST Programme

Dr. Annadís G. Rúdólfssdóttir, Studies Director, GEST Programme

Anna Katrín Vilhjálmssdóttir, Director at the Directorate for International Development at the MFA

6. Qualifications and Skills

- An advanced university degree in a field related to these ToR
- At least 10 years professional experience in the field of development, in particular in the areas of: gender equality and sustainability
- Previous experience of working on capacity development programmes will be an asset as well as knowledge in the field of human resource management, capacity development, institution-building and training
- At least 5 years proven experience in the field of monitoring and evaluation related to capacity development programmes targeting developing countries and conflict/post-conflict societies
- Strong analytical skills

APPENDIX 2:

Methodology of external evaluation and interviews conducted

i. METHODOLOGY

1. During May 2012 the external evaluator, in collaboration with the GEST staff, established a work plan; I started advance exploration of the GEST Programme and the UNU.
2. The external evaluator established a “dropbox” site to facilitate web-based sharing of large documents. The GEST staff provided access to the University Intranet system, where I could see detailed curriculum information, evaluation work, coursework, and the like.
3. The external evaluator spent two weeks in Iceland (June 4 – 16), during which time I interviewed 24 people, ranging across all constituencies. Most interviews were conducted in person; GEST Fellow interviews were by phone. Extensive interview notes were taken.

GEST provided an office, a computer, and all necessary support materials on site.

4. In-depth analysis of volumes of documents, including annual reports, curriculum materials, training program evaluation materials, strategic plans, and MFA and other Government documents.
5. Analysis of interview notes and documents.
6. Drafting of report. Submission of draft to MFA and the GEST Directors for correction of factual errors and discussion of any clarifications needed.
7. Completion of final report.

ii. INTERVIEWS CONDUCTED BY EXTERNAL EVALUATOR, JUNE 2012

1. Ms. Vigdís Finnbogadóttir, **former President of Iceland**; Patron of the GEST Programme

MINISTRY FOR FOREIGN AFFAIRS

2. Ms. María Erla Marelsdóttir: Director General, Directorate for International Development, MFA
3. Ms. Palina Matthiasdóttir: Specialist, Directorate for International Development

GEST STAFF, COMMITTEES, and TEACHERS

4. Dr. Irma Erlinsdóttir: Executive Director
5. Dr. Annadis Rudolfsdóttir: Studies Director
6. Ms. Hildur Fjola Antonsdóttir: Project Manager
7. Ms. Lilja Dora Kilbeinsdóttir: Project Specialist
8. Prof. Ingólfur Ásgeir Ingólfsson: Member of Studies Committee
9. Prof. Allyson Macdonald: Member of Studies Committee
10. Prof. Valur Ingimundarson: Member of Studies Committee and Chair of the Board of EDDA
11. Ms. Birna Þórarinsdóttir: GEST teacher (security module)
12. Ms. Auður Ingólfsdóttir: GEST teacher (gender & environment)
13. Dr. Elisabeth Klatzer: GEST teacher (gender budgeting)
14. Dr. Jón Geir Pétursson: specialist at the Ministry for the Environment; GEST teacher (short courses)

GEST FELLOWS

15. Mr. Fazil Ahmad: Former GEST fellow from Afghanistan
16. Mr. Abed El Monem: Former GEST fellow from Gaza, Palestine
17. Ms. Rosalia Pedro: Former GEST fellow from Mozambique
18. Mr. Khaled Mansour: Former GEST fellow from the West Bank, Palestine
19. Ms. Hadijah Namuddu: Former GEST Fellow from Uganda

UNU PROGRAMME DIRECTORS

20. Dr. Tumi Tómasson: Director of the UNU-Fisheries Programme
21. Dr. Hafdís Hanna Ægisdóttir: Director of the UNU-Land Restoration Programme
22. Dr. Ingvar Birgir Friðleifsson: Director of the UNU-Geothermal Programme

REPRESENTATIVES OF THE UNIVERSITY OF ICELAND

23. Dr. Kristín Ingólfsdóttir: Rector of the University of Iceland
24. Dr. Ástráður Eysteinnsson: Dean of the School of Humanities

APPENDIX 3
2009 Project Document for GEST

Gender Equality Training Programme:

A pilot-project, 2009-2011

Gender Equality Training Programme

(JAFNRÉTTISSKÓLI)

PROJECT DOCUMENT

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Ministry for Foreign Affairs



University of Iceland



*Centre for Women's and Gender Studies,
University of Iceland*

Preface

The Icelandic Ministry for Foreign Affairs and the University of Iceland are developing a new training programme on gender equality as part of the Government's development cooperation efforts. The name of the new programme is *Gender Equality Training Programme* to be formally launched in January 2009. It will run as a three-year pilot project, from 2009 throughout 2011. Upon completion of the pilot period the programme will seek recognition as a United Nations University training programme.

The overall objective of the Project is to promote gender equality and women's empowerment through education and training. The specific objective of the Project is to establish a training programme focusing on capacity development of professionals and organisations to strengthen their capabilities in the fields of gender equality work and the promotion of women's empowerment. The main component of the Project is a 20-week training programme organised in Iceland. The Project will also develop short training courses and seminars on gender equality issues, to be organised in Iceland, in developing countries or in countries undergoing post-conflict reconstruction. The 20-week training programme will target professionals from developing countries and post-conflict societies working for government ministries and agencies, as well as professionals working for civil society organisations and educational institutes. The short training courses and seminars will be open to professionals from developing as well as developed countries.

The Government of Iceland, through the Ministry for Foreign Affairs, will fund the Project as part of its commitments to gender equality and international development cooperation. The Project will be implemented by the University of Iceland and overseen by the University's International Research Institute on Gender Equality and Diversity (previously the Centre for Women's and Gender Studies).

In the first year of the pilot phase (2009) four fellows will be invited to participate in a 12-week trial training programme starting in September and ending in December. The first full 20-week training programme will be held in 2010, with estimated six participants, with a gradual increase according to capacity and need. The Project will undergo an external review during the second half of the pilot phase. The outcome of the review will be used as a basis for an application to the United Nations University Council for the Project to become a part of the United Nations University training programmes.

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Acronyms and Abbreviations

AWID	Association for Women’s Rights in Development
BPfA	The Beijing Platform for Action

CEDAW	United Nations Convention on the Elimination of All Forms of Discrimination against Women
DAW	United Nations Division for the Advancement of Women
FAO	The Food and Agriculture Organisation of the United Nations
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IFAD	International Fund for Agriculture Development
ILO	International Labour Organisation
MDGs	The Millennium Development Goals
MDG3	The Third Millennium Development Goal
NGOs	Non-Government Organisations
ODA	Official development assistance
OECD	Organisation for Economic Co-Operation and Development
UI	University of Iceland
UNDP	United Nations Development Programme
UNIFEM	United Nations Development Fund for Women
UNSCR 1325	United Nations Security Council Resolution 1325 on <i>Women, Peace and Security</i>
UNU	United Nations University
WFP	United Nations World Food Programme

PROJECT SUMMARY SHEET

Country:	Iceland
Sector:	Gender Equality (Cross-Cutting Issue)

Executing agency:	University of Iceland
Project title:	Gender Equality Training Programme
Project period:	2009 – 2011 (pilot phase)
Total estimate cost:	ISK 97 millions
Donor:	Government of Iceland – Ministry for Foreign Affairs
Contribution from the Ministry for Foreign Affairs:	ISK 97 millions

Memorandum of Understanding signed between the University of Iceland and the Ministry for Foreign Affairs, on 19 June 2008.

This Project Document is an integral part to a formal agreement signed between the University of Iceland and the Ministry for Foreign Affairs, January 2009.

Development Objective:

To promote gender equality and women’s empowerment through training and education focusing on capacity development of professionals and organisations working to advance gender equality.

Specific Objectives:

- To develop and establish a gender equality training programme focusing on capacity development of professionals from developing countries and post-conflict societies undergoing reconstruction in accordance with UNSCR 1325.
- To develop short training courses focusing on different issues of women’s empowerment and gender equality for professionals, organisations and government institutes engaged in the promotion of gender equality in development, development cooperation and post-conflict reconstruction work.
- To create institutional linkages with international organisations and United Nations bodies which are working in the fields of gender equality and women’s empowerment.

- To create institutional linkages with government organisations, educational institutes and civil society organisations in developing countries and countries undergoing post-conflict reconstruction.
- To develop routines for selecting fellows (students) to participate in the training programme.
- To facilitate networking activities among fellows in future projects.
- To become a forum for transfer of knowledge of gender equality work in Iceland.
- To be recognised as a United Nations University (UNU) training programme, in order to strengthen the expertise of the UNU in this important field.

Expected Outputs:

- A 20-week gender equality training programme focusing on capacity development, organised in Iceland, for professionals from developing countries and countries undergoing post-conflict reconstruction (target countries).
- Short training courses focusing on different issues of women's empowerment and gender equality to be organised in Iceland or in target countries, on request and in cooperation with collaborating partners.
- Increased capacity of the fellows and their respective organisations in policy-making, implementation, evaluation and dissemination of information promoting gender equality.
- Routines and criteria in place for selecting fellows for the training programme.
- Network among fellows after the training.
- Institutional partnerships with United Nations bodies and international organisation working in the fields of gender equality and women's empowerment.
- Institutional partnerships with government organisations, educational institutes and civil society organisations in target countries.
- Submission of an application to the United Nations University (UNU) Council seeking to establish the programme as a UNU training programme.

1 CONTEXT

In accordance with international instruments and standards promoting gender equality and with the work of the United Nations (UN), the Project's key terms are: gender, gender equality, women's empowerment, capacity development and capacity/capabilities.

1.1 TERMINOLOGY

The Project will follow the United Nations Development Programme's (UNDP) terminology of *gender*, *gender equality*, and *women's empowerment*.¹

Gender: “Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relationships between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences in inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.”

Gender Equality: “Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that interests, needs and priorities of both women and men are taken into consideration – recognising the diversity of different groups of women and men. Gender equality is not a “women's issue” but should concern and fully engage men as well as women. Nevertheless, specific attention to women's needs and contributions is typically required in order to address the array of gender gaps, unequal policies and discrimination that historically have disadvantaged women and distorted development in all societies.”

Women's Empowerment: “Women's empowerment has five components: Women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.”

¹ UNDP: *Empowered and Equal: Gender Equality Strategy 2008-2011*.

The Project will use the following terminology of *capacity development*:

Capacity development: “Grounded in ownership, guided by leadership, and informed by confidence and self-esteem, capacity development is the ability of people, institutions and societies to perform functions, solve problems, and set and achieve objectives. It embodies the fundamental starting point for improving people’s lives.”²

The Project will follow UNDP analysis, from 2002, on ten key capacities identified as critical to the achievement of the Millennium Development Goals:

Ten key capacities: 1. To set objectives; 2. To develop strategies; 3. To draw up action plans; 4. To develop and implement appropriate policies; 5. To develop regulatory and legal frameworks; 6. To build and manage partnerships; 7. To foster an enabling environment for civil society, especially the private sector; 8. To mobilize and manage resources; 9. To implement actions plans; 10. To monitor progress.³

1.2 GENDER EQUALITY IN AN INTERNATIONAL PERSPECTIVE

The campaign to promote and protect the equal rights of women – to promote gender equality – has been carried out for more than 100 years. It has taken place at all levels, in the grass roots, nationally and internationally, and it has been upheld by women’s movements, national governments and international organisations. Most of the international instruments and standards promoting gender equality have been drawn and agreed on at the UN.⁴ The current principle international standards and instruments are:

- The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), from 1979.
- The Beijing Platform for Action (BPfA), from 1995.
- The Millennium Development Goals (MDGs), from 2000.
- The UN Security Council Resolution 1325 (UNSCR 1325), from 2000.

² Lopes, C. & Theisohn T., 2003. *Ownership, Leadership & Transformation*, p.1.

³ Lopes, C. & Theisohn T., 2003. *Ownership, Leadership & Transformation*, p.26.

⁴ UN, 1995. *The United Nations and the Advancement of Women, 1945-1995*.

Additionally, all the major UN international human rights instruments ensure women and men equal rights, as well as the core labour standards included in International Labour Organisation's (ILO) conventions.

Despite considerable advances in gender equality in recent decades, gender discrimination remains pervasive in many dimensions of life in all parts of the world. The nature and extent of gender discrimination vary between cultures, countries, and even between rural and urban regions of the same country. Indicators show that the greatest achievements in advancing gender equality have been achieved in developed countries, with the Nordic countries topping most gender equality indexes. But, in no region of the developing world are women equal to men in legal, social and economic rights.⁵ Research shows that gender gaps are widespread in access to and control of resources, income opportunities, representation in public life and decision-making.

The following statistics illustrates clearly these gender gaps. Of the world's 1 billion poorest people, 60% are women and girls. Of the 960 million adults in the world who are illiterate, two thirds are women. Of the 130 million of children who are not enrolled in school, some 70% are girls. Up to half of all adult women have experienced violence at the hands of their intimate partners. In sub-Saharan Africa, 57% of those living with HIV are women, and young women aged 15-24 are at least three times more likely to be infected than men of the same age. Every year, half million women die from child birth and some 9 million women suffer serious injuries or disabilities from preventable complications of pregnancy and childbirth. Women everywhere in the world typically earn less than men, both because they are concentrated in low-paying jobs and because they earn less for the same work. Although women provide about 70% of unpaid time spent caring for family members, that contribution to the global economy remains invisible.⁶

Despite international commitments to set a target of at least 30% of seats for women in national parliaments, women's representation in public life and political decision-making is low all over the world, with a few exceptions such as Rwanda and the Nordic countries. According to the Inter-Parliamentary Union, women make up, on average, only 18.2% of parliamentarians worldwide in 2008.⁷

⁵ World Bank, 2000. *Engendering Development*.

⁶ UNDP, *Gender Mainstreaming*: <http://www.undp.org/women/mainstream/GenderMainstreaming.pdf>

⁷ Inter-Parliamentary Union: <http://www.ipu.org/wmn-e/world.htm>

Furthermore, women in rural areas are responsible for 60-80% of food production in developing countries, but many of these countries prohibit women from acquiring or disposing of land without their husbands' consent.⁸ Women own less than 2% of all land and receive only 5% of extension services worldwide. It is estimated that women in Africa receive less than 10% of all credit going to small farmers and a mere 1% of the total credit going to the agricultural sector.⁹

Overexploitation of natural resources and environmental degradation are among the current global challenges, and they have some very important gender dimensions. Men and women often play different roles in utilisation and management of natural resources and these roles must be taken into consideration when evaluating the impact of environmental changes and planning for how to manage resources. Today, it is an accepted fact that women play the principal role when it comes to issues of the environment and natural resources. There is a growing understanding that many of women's environmental roles and concerns are closely inked to the use, supply and management of energy resources. This calls for specific attention to women's participation in energy activities in strengthening the role of energy in advancing sustainable development.¹⁰

Finally, in contemporary conflicts civilians are targets and entire communities suffer. Yet, women and girls are particularly affected in armed conflicts because of their status in society and their sex.¹¹ While each conflict situation is unique, with particular historical, political, social and cultural factors, many of the phenomena and issues are common. Women's burden of war include gender-based and sexual violence, the spread of HIV/AIDS, lack of mobility and the uses of women as sexual slaves by soldiers. But women may also choose to participate in the conflicts as combatants, or develop coping mechanism and take over non-traditional occupations outside the family and home. Women often organise themselves at grassroots level in order to promote activities of peace, but they do not necessarily get access to formal peace processes. This is all too often the case, although it is a generally accepted fact that inclusion of women in peace processes is essential to achieve sustainable peace. However, where cultures of violence and discrimination against women exist prior to conflict, they will be exacerbated during conflict. Thus, if women are not involved in decision-making structures

⁸ WEDO: <http://www.wedo.org/library.aspx?ResourceID=254>

⁹ IFAD, 2003. *Women as Agents of Change*.

¹⁰ UNDP, 2000: *Sustainable Energy Strategies: Materials for Decision-Makers*.

¹¹ See: UNIFEM, 2002. *Women, War, Peace: The Independent Experts' Assessment on the Impact of Armed Conflict on Women and Women's Role in Peace-building*.

of society, they are unlikely to become involved in decisions about the conflict or the peace process that follows.¹²

1.3 THE PRINCIPAL INTERNATIONAL INSTRUMENTS AND STANDARDS PROMOTING GENDER EQUALITY

Women's rights are human rights and gender equality is considered an important goal in and of itself, and it has been at the centre of international human rights instruments from the beginning. The first Article of the Universal Human Rights Declaration, from 1948, starts with the proclamation: "All human beings are born free and equal in dignity and rights."¹³ The Declaration goes on to say that human rights and fundamental freedoms are for all without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. The basic principle of human rights is that people are created equal and have equal rights and opportunities. All major UN international human rights instruments ensure women and men equal rights and the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), from 1979, specifies that women have a right to gender equality. In 2008, 185 countries, over 90% of the member states of the UN, had become a party to CEDAW.¹⁴

The Beijing Platform for Action (BPfA) was adopted by 197 governments at the UN fourth World Conference on Women, in 1995, in Beijing, China. BPfA is a broad-based agenda for protecting women's human rights and promoting women's empowerment, and it calls for the principle of shared power and responsibility between women and men in all arenas. It obliges national governments and international organisations to address 12 critical areas of concern in relation to women's empowerment: poverty, education and training, health, violence against women, armed conflict, the economy, power and decision-making, institutional mechanisms, human rights, media, environment, and the girl child.¹⁵ Additionally, BPfA established gender mainstreaming as a primary strategy for the promotion of gender equality around the world, adopted by national governments as well as all major international organisations and development institutes.

Gender inequality and poverty go hand in hand in much of the world and women and girls bear the largest and the most direct cost of gender inequalities. In recent decades, there has

¹² UN, 2002. *Women, Peace and Security: Study submitted by the Security- General pursuant to Security Council Resolution 1325.*

¹³ The Universal Declaration of Human Rights: <http://www.un.org/Overview/rights.html>

¹⁴ DAW: <http://www.un.org/womenwatch/daw/cedaw/states.htm>

¹⁵ DAW: <http://www.un.org/womenwatch/daw/beijing/platform/index.html>

been a growing realisation that the cost of gender inequalities has broader social and economic implications which undermines countries' development capacity. Today, there is a consensus among development economists that poverty elimination can only be achieved by addressing the disproportionate burden of poverty, lack of access to education and health service, and lack of production opportunities borne by women. Investing in women and girls is thus not only a matter of human rights—it also makes economic sense. Consequently, promotion of gender equality has become essential to poverty elimination and a key issue in the human development process, and is clearly reflected in the Millennium Development Goals (MDGs).

The MDGs are composed of eight goals, agreed by the world's leaders in 2000, responding to the world's main development challenges and are to be achieved by 2015.¹⁶ The third MDG (MDG3) promotes gender equality and empowerment of women while the other seven goals call for extreme poverty to be cut in half, child mortality greatly reduced, gender disparities in primary and secondary education to be eliminated, and health and environmental indicators improved, all within a global partnership between the developed and developing countries. The MDGs are mutually reinforcing, meaning that progress towards one goal can have positive effects on progress towards the others. Success in the other seven goals will have positive impacts on gender equality, just as progress toward gender equality will help further the other seven.¹⁷ The MDGs have made the promotion of gender equality and empowerment of women a priority in the work of development institutions.

In the 1990s, women's rights advocates pushed for moving the gender equality agenda forward in the peace and security contexts which resulted in the passing of the UN Security Council Resolution 1325 on *Women, Peace and Security* (UNSCR 1325), in October 2000.¹⁸ With the UNSCR 1325 the international community, for the first time, dealt with the disproportionate and unique impact of armed conflict on women, recognised the under-valued and under-utilised contributions of women in conflict prevention, peacekeeping, conflict resolution and peacebuilding, and stressed the importance of their equal and full participation as active agents in peace and security.

UNSCR 1325 addresses the impact of war on women, and women's contribution to conflict resolution and sustainable peace. It calls on women and gender perspectives to become central

¹⁶ <http://www.un.org/millenniumgoals/>

¹⁷ World Bank, 2003. *Gender Equality & the Millennium Development Goals*.

¹⁸ <http://domino.un.org/UNISPAL.NSF/bdd57d15a29f428d85256c3800701fc4/f88d17eda6fedeeef85256a230074c84e!OpenDocument>

in peace and security; ensuring the protection of women during armed conflict, enabling women's participation in the peace process and involving women and incorporating their needs in post-conflict reconstruction programmes. Furthermore, the United Nations Development Fund for Women (UNIFEM) recommends using UNSCR 1325 and CEDAW together to broaden, strengthen and operationalise gender equality in the context of peace and security.¹⁹

The Gender Equality Training Programme will take note of these principal international standards and instruments in formulating its training programme activities.

2 PROJECT JUSTIFICATION

2.1 SUPPORT TO THE PROMOTION OF GENDER EQUALITY

National governments and the international community have yet to fulfil the promises set out in international standards and instruments on women's rights and gender equality. As pointed out in UNIFEM's *Who Answers to Women? Gender Accountability*, there is no shortage of globally-agreed commitments to advance gender equality as a part of inter-linked efforts to achieve development, security and human rights. Lack of accountability and of adequate resources to support gender equality commitments has been, and still is, the problem.²⁰ Thus, the international agreed standards and instruments often seem to be empty rhetoric rather than real political commitments translated into action through allocation of resources, programming and results.

The Social Watch's *Gender Equity Index Report*,²¹ for 2008, concludes that more than half of the women in the world live in countries that have made no progress towards gender equality in recent years.²² Women's rights advocates and development experts have argued that too few resources have been channelled towards women's empowerment and gender equality. A study conducted by the Association for Women's Rights in Development (AWID), analysing official development assistance (ODA), over the period 1999 through 2003, showed that only 0.6% of the total ODA had gender equality as a principal objective.²³ International

¹⁹ UNIFEM, 2006. *CEDAW and Security Council Resolution 1325: A Quick Guide*.

²⁰ UNIFEM, 2008. *Who Answers to Women? Gender and Accountability (Progress of the World's Women 2008/2009)*

²¹ The Gender Equality Index (GEI) is based on internationally available comparable data and it makes it possible to position and classify countries according to a selection of indicators relevant to gender inequity in three different dimensions: education, participation in the economy and empowerment.

²² Social Watch: http://www.socialwatch.org/en/avancesyRetrocesos/IEG_2008/index.htm

²³ AWID, 2006. *Where is the money for women's rights?*

commitments on significant scaling up of ODA to meet the MDGs, such as the Monterrey Consensus, have not translated into sufficient funding for women's empowerment and gender equality. An expert group meeting, organised by the UN Division for the Advancement of Women (DAW) recommended in September 2007 that the share of ODA for gender equality and women's empowerment should be scaled up to reach 10% of all ODA by 2010 and 20% by 2015, if international agreed development and gender equality goals are to be met.²⁴

Furthermore, common challenges have been identified in the implementation of UNSCR 1325, including: lack of funding, lack of political will, lack of capacity, lack of coordination, and lack of monitoring and evaluation.²⁵

The international community has been calling for women's representation and gender perspectives in the discussion and decision-making regarding the most pressing environmental problems the world is facing. The *Rio Declaration on Environment and Development*, from 1992, states that women have a vital role in environment management and development.²⁶ Today, it is widely recognised that women's empowerment and gender equality are at the centre of sustainable development and natural resource management, and social and gender-specific aspects of safeguarding the environment need to be addressed. Yet, further actions are needed to strengthening gender perspectives and women's participation in dealing with environmental challenges and issues. Or as the recent *Manila Declaration for Global Action on Gender, Climate Change and Disaster Risk Reduction*²⁷ calls for, government and civil society organisations working in support of gender equality must have a stronger voice and role in the discussions and decisions that are being made on climate change and disaster risk reduction.

2.2 TARGET COUNTRIES

The Project's target countries are developing countries, as defined by the OECD Development Assistance Committee, and countries undergoing post-conflict reconstruction. The Project will seek a wide geographic representation in selecting fellows to the training programme.

²⁴ DAW: http://www.un.org/womenwatch/daw/egm/financing_gender_equality/EGM%20Report%20Final.pdf

²⁵ UN-INSTRAW, 2006. *Securing Equality, Engendering Peace*.

²⁶ UNEP: <http://www.unep.org/Documents/multilingual/Default.asp?DocumentID=78&ArticleID=1163>

²⁷ The Manila Declaration was adopted the 3rd Global Congress of Women in Politics and Governance on 19–22 October 2008. More than 200 representatives from women and climate-related non-governmental organisations and UN entities, as well as numerous parliamentarians from around the world attended the Congress.

However, at the start, a special consideration will be given to Iceland's partner countries in development cooperation, although not exclusively.

2.3 TARGET GROUPS/BENEFICIARIES

The Project's training programme target group will consist of professionals working in support of gender equality and women's empowerment in development cooperation, developing countries, and in states that are going through the process of peacebuilding and post-conflict reconstruction. For the 20-week training programme the target group includes professionals from government ministries and institutions, civil society organisations and educational institutes from developing countries and post-conflict states. Fellows participating in the 20-week training programme receive scholarships financed by the Government of Iceland. The scholarships cover international travel, tuition fees and per diem in Iceland. Short courses and seminars will, however, also be open to professionals from Iceland and other developed countries. Participants in courses from non-developing countries will bear all costs of the training.

2.4 HOST COUNTRY COMMITMENT

Iceland's commitment to host the Gender Equality Training Programme reflects the Government's commitment to participate in international development cooperation, its commitment to the promotion of gender equality in international development cooperation, and its experience of 30 years in supporting Icelandic based UNU training programmes.

2.4.1 ICELAND'S DEVELOPMENT POLICY

Iceland's policy on development cooperation is founded on the basic values of Icelandic society; respect for democracy, human rights, gender equality and human dignity – a society characterised by tolerance, justice and solidarity.

Iceland's development cooperation works for the eradication of poverty through increased economic growth and social development, sustainable utilisation of natural resources and protection of the environment, as fundamental to enhancing global security. Key points of emphasis are: gender equality, sustainable development, issues relating to women and children, education, health, peaceful resolution of conflicts and the implementation of the

UNSCR 1325 on *Women, Peace and Security*, sustainable use of renewable resources and global environmental issues. Particular emphasis is placed on fields where Icelandic expertise and experience can be beneficial.

In its development cooperation, the Government of Iceland focuses on the least developed countries and countries with high economic disparities. Iceland's development cooperation is implemented in cooperation with partner countries, international organisations, other donors and civil society organisations. The cooperation is based on partner country ownership.

The Government of Iceland believes that its strong commitment to gender equality, the country's experience and success in promoting gender equality, and the accumulated knowledge and research on gender issues at academic institutions are of a great asset for international development cooperation in the fields of gender equality and women's empowerment.

2.4.2 ICELAND'S SUPPORT OF UNU TRAINING PROGRAMMES

The Icelandic Government already supports three training programmes in Iceland as part of its development cooperation: the UNU Geothermal Training Programme, est. 1978, and the UNU Fisheries Training Programme, est. 1998. These programmes have been highly successful with an average of 20 students (fellows) annually completing each programme, making possible an international network of scientists in respective fields working in developing countries. Further, a Land Restoration Training Programme was initiated in October 2007, implemented by the Agricultural University of Iceland in cooperation with the Soil Conservation Service of Iceland. The Programme underwent an independent review in October 2008, and the findings were submitted to the UNU Council in December 2008 in a bid for possible adherence to the UNU network.

2.5 HOST COUNTRY RELEVANCE

The relevance of Iceland hosting the Gender Equality Training Programme is the fact that Iceland is part of the so-called *Nordic tradition of gender equality*: the high status of women and high level of gender equality in the Nordic countries. International statistics demonstrates that the five Nordic countries — Iceland, Norway, Denmark, Sweden and Finland—have shown remarkable success in building up a gender-equal society, in comparison to other countries in the world. In the UNDP Human Development Report for 2007/2008, Iceland

topped the gender-related development index and the country ranked fourth out of 128 countries reviewed on the 2008 Gender Gap Index, published by the World Economic Forum, following Norway, Sweden and Finland.²⁸ Progressive legislation and public policies in Iceland, as in other Nordic countries, throughout the 20th century resulted in a relatively high status of women which has given them access to political arenas and opportunities to influence policy-making, as well as helped women to participate in paid work in the labour market.

Despite many positive developments there are still a number of gender inequality challenges that Iceland shares with the rest of the world: Representation of Women in public decision making and private sector management positions needs to be further increased; the gender pay gap persists at 16-19% while the education gender gap widens as more women than men have graduated with a university degree in the last 20 years; and gender-based violence persists in Icelandic society. Nevertheless, Iceland's progress in closing economic, political, health and education gender gaps is notable as international comparisons show. The path towards women's emancipation has meant a lot of hard work for generations, but the advantage for the Icelandic society as a whole is indisputable.

Another factor of relevance for hosting a training programme in Iceland for professionals from developing countries and post-conflict countries undergoing reconstruction is the country's rapid socio-economic transformation in the 20th century. When Iceland became a sovereign state in 1918, after more than six centuries under colonial rule, it was among the poorest countries in Europe. As late as the 1960s Iceland was defined as a developing country and received development aid until 1976. Three decades later Iceland ranks among the top countries on the UNDP Human Development Index. The country's rapid transformation was driven with industrialisation, innovation, sustainable use of natural resources and extensive public education and health care. In addition, it is a generally accepted fact that gender equality played a major role in Iceland's development success.

2.5.1 THE LEGAL FRAMEWORK FOR GENDER EQUALITY

For more than a century, authorities in Iceland have taken effective measures to pave the way for gender equality through legislations.²⁹ In 1850, Icelandic women were granted equal

²⁸ UNDP Human Development Report 2007/2008, p. 326 and World Economic Forum's Global Gender Gap Report 2008, p. 8.

²⁹ Centre for Gender Equality and Ministry for Social Affairs. *Gender Equality in Iceland*: <http://www.jafnretti.is/D10/Files/equality%20iceland.pdf>

inheritance rights to men. Married women in Iceland gained the right to control their income and personal property in 1900 and 20 years later a new marital law guaranteed equality for spouses. Icelandic women got equal rights to public grants, education (including higher education) and civil service appointments in 1911, the year that the University of Iceland was established. An Equal Pay Act was passed in 1961 and the first comprehensive gender equality act in 1976 (*Act on the Equal Status and Equal Rights of Women and Men*). Four new gender equality acts has been enacted since 1976, with the current legislation passed in 2008.³⁰ Additionally, when the Icelandic Constitution was revised in 1994, a provision stating equal rights of men and women was included.

The current gender equality act emphasises gender mainstreaming in all spheres of society, and promotes actions towards equal influence of women and men in decision- and policy-making. These factors will enable both men and women to reconcile their occupational and family obligations and thus improve the status of women and increase their opportunities in all walks of life. Also, the same will increase education and research on gender equality and facilitate the disaggregation of official data by sex. The new act stipulates that there must be a minimum of 40% of each gender in publicly appointed committees and councils, as well as in boards of government owned firms. Furthermore, the legislation requires government ministries and agencies, and local governments, as well as private enterprises with 25 employees or more, to formulate and implement a gender equality policy and to mainstream gender equality in their human resource policies.

The implementation of the gender equality legislation in Iceland is the responsibility of the Ministry of Social Affairs. The administration of the legislations is in the hands of the Centre for Gender Equality, a national bureau that also provides counselling and education in the field of gender equality for governmental, non-governmental and private sector organisations. Additionally, two government appointed committees have a role in the implementation of the act. First, the Complaints Committee on Gender Equality which is in charge of considering and issuing opinions on whether the provisions of the act have been violated. The decisions of the Complaint Committee are binding and the Centre for Gender Equality can place fines on organisations that do not comply with the Committee's decisions. Second, the Equal Status Council has the role of making systematic efforts to equalise the status and rights of women and men in the labour market.

³⁰ Act on the Equal Status and Equal Rights of Women and Men, No. 10/2008: <http://www.althingi.is/lagas/nuna/2008010.html> (in Icelandic).

2.5.2 POLITICAL PARTICIPATION

Women's participation in the formal political system in Iceland goes back to the year 1882 when widows and single women gained local suffrage. In 1908, all women gained local suffrage and the right to hold a local office, and the same year four women, all from a special "women's list," were elected to the city council in the capital, Reykjavik. In 1915, women gained national suffrage and the right to hold national office. Seven years later the first woman was elected to the Icelandic Parliament, Althing, also from a special women's list. From the 1920s to 1970s women's representation in local and national politics was low, less than 5%, although women's participation in casting votes was always high. The 1980s saw dramatic changes in women's representation in politics and public offices in Iceland. The fourth President of the Republic of Iceland was Ms Vigdís Finnbogadóttir. She was elected in 1980 and stepped down in 1996 after four terms in office. Ms Finnbogadóttir was the first woman in the world to be democratically elected Head of State. Yet, frustrated with persisting low representation of women in the political parties, a group of women formed the Women's List (*Samtök um kvennalista*) to run for local and national elections in 1982 and 1983. The new women's list gained considerable support and as a result, the number of women in local councils and in Althing tripled. The Women's List took part in national politics from 1982 to 1998 and during that period other political parties started to pay more attention to the importance of gender balance and the advancement of women within their own parties. As a result, the number of women in Althing went from 5% in 1982 to 35% in 1999. Today, women are 36% of all council members in Iceland, 36.5% of parliamentarians and hold 33% of ministerial posts. Icelandic laws do not impose gender quotas or gender parity for local and national elections. However, some of the political parties have passed rules imposing gender parity in their party lists.³¹

2.5.3 LABOUR MARKET PARTICIPATION

It is believed that one of the reasons for the rapid economic development in Iceland, in the second half of the 20th century, is the liberation of women and their invaluable contribution to the economy through participation in the labour market. Women in Iceland started entering the job market at an increased rate in the 1970s. This development has been met with childcare for pre-school children, a legal right for parents to return to their jobs after

³¹ See, Althing's web page (<http://www.althingi.is/vefur/women.html>), and Centre for Gender Equality and Ministry for Social Affairs. *Gender Equality in Iceland*: <http://www.jafnretti.is/D10/Files/equality%20iceland.pdf>

childbirth and a generous parental leave system. As a result of this, Iceland has one of the highest rates of employment of women, or close to 80%, yet at the same time the country's birth rate ranks among the highest in Europe, or 2.1 children per woman.³²

The Icelandic parental leave scheme, from 2000, is in many ways unique and has received international attention and great interest from governments in Europe. The total leave period is nine months. Each parent has three months leave which is non-transferable and in addition the parents can divide three months between them as they like. During their leave parents who have been working full time receive 80% of their former salary. Fathers in Iceland have welcomed this opportunity and around 90% use their paternal leave. The parental leave scheme plays a key role in promoting shared family responsibility between women and men, as well as in strengthening women's position in the labour market.³³

2.6 HOST COUNTRY CAPACITY

Iceland's capacity to host the Gender Equality Training Programme is reflected in the Government's commitment to the promotion of gender equality in international development cooperation, the funding of the Project, the country's 30 years of experience in supporting UNU training programmes, its high ranking in international comparisons on gender equality, and, last but not least, the extensive knowledge and research on gender and gender-related issues in Icelandic academic institutions.

2.6.1 UNIVERSITY OF ICELAND

The University of Iceland (UI) will be the implementing agency of the Project and the Project's management will be overseen by UI's new International Research Institute on Gender Equality and Diversity. The new Research Institute will be established in January 2009, replacing UI's Centre for Women's and Gender Studies.

UI is located in the centre of Reykjavik and is a community of over 14,000 students and 3,000 employees. It offers nearly four hundred undergraduate and graduate degree programmes, and is organised into five academic schools and 25 faculties. UI is an internationally

³² Centre for Gender Equality, 2008. *Women and Men in Iceland 2008*: <http://www.jafnretti.is/D10/Files/Women%20and%20Men%202008%20net.pdf>

³³ See, Gíslason, I.V., 2007. *Parental Leave in Iceland – Bringing the Fathers in: Developments in the Wake of the New Legislation in 2000*. <http://www.jafnretti.is/D10/Files/parentalleave.pdf>

renowned research university, with some 40 research institutes, and its academics have received a great deal of international recognition for their scientific work and publication.

UI has been leading in research and teaching in Iceland in the fields of women's and gender studies, and gender equality. Research in the field of women's studies and feminism has been carried out at UI since the early 1970s and in 1991 the Centre for Women's and Gender Studies was established. Apart from domestic research and activities, the Centre has participated in European and Nordic networks and interdisciplinary research projects. UI is the only university in Iceland offering a gender studies programme. The programme is interdisciplinary in scope, offering BA, MA, and PhD degrees, as well as a post graduate certificate in practical gender studies. A number of scholars in diverse academic fields are engaged in gender and gender-related research and teaching at UI. Additionally, UI offers graduate degree programmes in a wide range of academic fields which will be of support to the Gender Equality Training Programme, including development studies, environmental studies and international relations.

Placing the Gender Equality Training Programme management under the auspices of the International Research Institute on Gender Equality and Diversity will facilitate dynamic interactions between academic research and the training programme activities. Also, it will ensure that the programme's curriculums meet academic standards. The Research Institute's mission is to design, administrate and provide funding for research projects; to support capacity building through networking mechanisms, and to host international and local conferences, workshops and seminars. It will promote research on gender equality and gender studies in Icelandic, Nordic and European contexts, as well as in the contexts of development (MDG3), sustainable management of natural resources, and in peace-building and post-conflict reconstruction (UNSCR1325).

3 OBJECTIVES

3.1 DEVELOPMENT OBJECTIVE

While its manifestations may vary in different cultures and countries, gender discrimination remains pervasive in all parts of the world. Gender discrimination remains pervasive in all parts of the world though its nature and context vary between cultures and countries. Gender equality has been central in international human rights legislation from the beginning of the UN and is specifically stated in international instruments such as CEDAW and BPfA. Yet, in

no region of the developing world are women equal to men in legal, social and economic rights. The promotion of women's empowerment and gender equality is believed to be essential to poverty elimination and is therefore one of the top priorities of the world's development organisations as reflected in the MDGs, more precisely in MDG3. Gender equality has become a significant issue in the contexts of peace and security following the adoption of UNSCR 1325. However, international commitments have not necessarily translated into sufficient funding for women's empowerment and gender equality. Among common challenges that have been identified in the implementation of UNSCR 1325 is lack of the following: funding, capacity, coordination, monitoring and evaluation.

The development objective of the Project is to promote gender equality and women's empowerment through training and education focusing on capacity development of professionals and organisations working to advance gender equality.

3.2 SPECIFIC OBJECTIVES

To realise the promises of the international instruments and standards on gender equality there is a need for building up capacity of professionals and organisations engaged in gender equality work. The overall objective of the Project is to meet this need by assisting developing countries and countries undergoing post-conflict reconstruction in building up capacity in this field within their own group of professionals, as well as to strengthen existing capacity. The Project's specific objectives are:

- To develop and establish a gender equality training programme focusing on capacity development for professionals from developing countries and from post-conflict societies undergoing reconstruction in accordance to UNSCR 1325.
- To develop short courses and seminars on different issues of women's empowerment and gender equality for professionals, organisations and government institutions engaged in the promotion of gender equality in development, development cooperation and post-conflict reconstruction work.
- To create institutional linkages with international organisations and UN bodies which are working in the fields of gender equality and women's empowerment.

- To create institutional linkages with government organisations, educational institutes and civil society organisations in developing countries and countries undergoing post-conflict reconstruction.
- To develop routines for selecting students (fellows) to participate in the training programme.
- To facilitate networking activities among fellows in future projects.
- To become a forum for transfer of knowledge of gender equality work in Iceland.
- To be recognised as a UNU training programme, in order to strengthen the expertise of the UNU in this important field.

4 INPUTS AND OUTPUTS

4.1 INPUTS

During the Project implementation period (2009-2011) the Project partners commit themselves to the following:

4.1.1 GOVERNMENT OF ICELAND – MINISTRY FOR FOREIGN AFFAIRS

- Will provide funding for the Project according to a working budget presented in Annex I. The budget is subject to annual approval of the Government's ODA budget, approved by the Parliament of Iceland through the State budget.
- Will, on the behalf of the Project parties, establish formal relations with the UNU in Tokyo, Japan.
- Will, on the behalf of the Project parties, submit an application to the UNU Council for the Project to become a part of the UNU training programmes.
- Will appoint a representative to serve on the Project's management committee (Steering Committee).
- Will arrange for and fund an external review of the Project, to be conducted in the second half of the Project period. The cost of the review is not included in the Project's working budget presented in Annex I.

4.1.2 UNIVERSITY OF ICELAND (UI)

- Will be responsible for the implementation and management of the Project.
- Will provide necessary institutional and administrative support to the Project.
- Will ensure a close relationship with UI's research community to facilitate dynamic interactions between the Project's training programme activities and academic research.
- Will ensure that the Project's training programme curricula is according to academic standards.
- Will provide access to a network of academics and experts who can take on teaching and supervision in the Project's training programme activities.
- Will offer a solid learning and training environment for fellows and participants in the Project's training programme activities.

4.2 OUTPUTS

The following outputs are expected be reached through the Project activities during the implementation period (2009-2011):

- A 20-week gender equality training programme, organised in Iceland, focusing on capacity development for professionals from developing countries and countries undergoing post-conflict reconstruction.
- Short training courses focusing on different issues of women's empowerment and gender equality organised, on request or in cooperation with collaborating partners, in Iceland or in developing countries or post-conflict societies.
- Increased capacity of the fellows and their respective organisations in policy-making, implementation, evaluation and dissemination of information in the field of gender equality work.
- Routines and criteria in place for selecting fellows for the training programme.
- Network among fellows after the training.
- Institutional partnerships with UN bodies and international organisations working in the fields of gender equality and women's empowerment.

- Institutional partnerships with government organisations, educational institutes and civil society organisations, in a considerable number of developing countries and countries undergoing post-conflict reconstruction, engaged in gender equality work.
- Application submitted to UNU seeking recognition as a UNU training programme.

5 ASSUMPTIONS AND RISK

5.1 ASSUMPTIONS

Major assumptions in the Project are that there is commitment by UI and the training programme staff as well as interest and commitment by the fellows who participate in the training programme activities. Another key assumption relies on the political commitment of the Government of Iceland to support the Project.

5.2 RISKS

The most significant risk to the success of the Project is changes in the political and economic environment in Iceland and the administrative environment at the collaborating institutes. This can further be compounded by changes in policies of the Government of Iceland or the UI and collaborating parties.

6 PROJECT ACTIVITIES

The Project's activities concentrate on establishing a gender equality training programme and providing seminars on gender equality issues and capacity building. In formulating its activities the Project takes note of the principle international instruments and standards promoting gender equality: *CEDAW*, *BPfA*, *MDG3*, and *UNSCR 1325*. The Project activities will take into consideration gender and gender equality issues related to environmental issues, such as gender and the utilisation and management of natural resources, including fisheries, geothermal energy and land management. This focus corresponds with the focus areas of Iceland's development cooperation and the accumulated knowledge and expertise with the Icelandic based training programmes in the fields of fisheries, geothermal energy and land management.

To further concentrate the Project's activities, three areas of focus have been identified which provide a framework for the training programme development and design. These three areas of focus are:

- The promotion of gender equality and women's empowerment in development efforts (MDG3).
- The substantive issues covered by the UNSCR 1325, *Women, Peace and Security* (gender perspectives and gender equality in peace-building and post-conflict reconstruction).
- The inclusion of gender perspectives in the sectors of natural resource management, environment and sustainable development concentrating on fisheries, geothermal energy and land restoration (the gender dimension of the Rio Conventions).

These three areas of focus also correspond with the research fields of the new International Research Institute for Gender Equality and Diversity at the UI.

The Project aims to collaborate with developing countries and post-conflict countries undergoing reconstruction in building up capacity within their own group of professionals working to advance gender equality and their respective organisations and institutions. This will be done by offering a fellowship to selected professionals from the target countries to participate in a 20-week training course in Iceland. Fellows participating in the 20-week training programme receive scholarships financed by the Government of Iceland. The scholarships cover international travel, tuition fees and per diem in Iceland.

The Gender Equality Training Programme will follow similar approaches as the two UNU training programmes already successfully operating in Iceland, the Geothermal and Fisheries trainings programmes, as well as the Land Restoration Training Programme at the Agricultural University of Iceland that is seeking recognition as a UNU programme.

As a step towards a fully developed 20-week training programme, a shorter programme will be offered in the first year of the pilot phase, or a 12-week training course in autumn of 2009. A full 20-week training programme will be implemented in 2010 and 2011, open to six to eight fellows. Pending the evaluation of the success of the pilot Project, the training programme will, after that, gradually increase each year, according to demand and capacity.

The Gender Equality Training Programme also plans to offer short training courses, seminars and workshops covering capacity building and different issues of gender equality and women’s empowerment. These activities will be organised in cooperation with Icelandic and international partners, and partners in the target countries, according to demand and capacity. The development of these training activities will take place during the second and third year of the pilot phase drawing on the experience of the first trial of the training programme in 2009.

All the training courses will aim at enhancing the capacity, or capacities, of the professionals and their respective organisations and institutions in the relation to *gender equality and development, gender equality and peace and security, and to gender equality and the environment*. Through the training the fellows are expected to improve their ability to perform functions, solve problems and set and achieve objective. The design of the training takes note of the UNDP analysis, from 2002, on the key capacities identified as critical to the achievement of the MDGs.³⁴ These key capacities are the ability of individuals, organisations and societies to:

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|---|--|
| 1. Set objectives. | 6. Build and manage partnerships. |
| 2. Develop strategies. | 7. Foster an enabling environment for civil society. |
| 3. Draw up action plans. | 8. Mobilise and manage resources. |
| 4. Develop and implement policies. | 9. Implement actions plans. |
| 5. Develop regulatory and legal frameworks. | 10. Monitor progress. |

The training courses are designed to provide the fellows with tools and skills to negotiate and incorporate gender equality issues across a wide range of policy, programme and project initiatives; from *policy-making*, through *implementation*, to *evaluation* and on to *dissemination*. Also, important elements of the training programme are gender theoretical frameworks and international instruments and standards on gender equality, as well as the methods of gender mainstreaming and targeted interventions. The Gender Equality Training Programme is, therefore, designed to provide its fellows with a theoretical base and

³⁴ Lopes, C. & Theisohn T., 2003. *Ownership, Leadership & Transformation*, p. 26.

understanding of gender equality issues as well as with practical methods to enable them to apply programme cycle tools to permit the independent execution of activities, projects/programmes aiming at advancing gender equality in their home countries. Additionally, the training programme will bring together professionals from different development countries and post-conflict societies and thereby facilitate international network building of experts working in support of gender equality.

7 DESIGN AND ORGANISATION

The design of the Gender Equality Training Programme is based on the concept and builds on the experience of the two UNU training in programmes operating in Iceland and the Land Restoration Training Programme at the Agricultural University of Iceland.

7.1 PROGRAMME AND ORGANISATION

By the end of the project pilot phase it is foreseen that a solid 20-week training course have been developed, tested around five themes and comprised of seven modules. A brief description of each theme and module is given below (see also a programme outline in Annex II and programme details in Annex III).

7.1.1 THEMES

The 20-week training course is organised around five themes and respective topics which cover a range of issues related to *gender equality and development*, *gender equality and peace and security*, and *gender equality and the environment*. Fellows choose one of the themes as their focus of study throughout the 20-week training course and use the chosen theme in their modules' assignments and the final project work. Fellows will be advised to choose a theme corresponding to their professional experience and the work of their respective organisations/institutes in their home country. Not all themes will be offered every year during the project's pilot phase (2009-2011). The five themes are:

1. Gender & Governance:	Explores women's political participation, the need for institutional reform, and women's involvement in decision making processes at all levels. The role of civil society and gender equality advocates in women movements will also be covered.
2. Gender & Economy:	Focuses on the different roles of men and women in economic activities, including labour market participation, business and trade, access to credit, and entrepreneurship.
3. Gender & Security:	Brings attention to the importance of gender in the security debate, examines the concept of human security versus national security, and the role of women in conflicts, peace processes and post-conflict reconstruction. Gender-based violence and sexual violence as tactic of warfare will also be of special focus.
4. Gender & Social Capital:	Focuses on the importance of building social capital at the community level, with a special emphasis on gender roles and gender relations, including gender-based violence. This includes looking at community development, poverty reduction and access to public services such as education and health care.
5. Gender & Environment:	Looks at the role of gender in sustainable development and natural resource management. Gender and climate change will be a special focus, as well as women's role in fisheries, energy use and land management.

7.1.2 MODULES

The 20-week training programme consists of seven training modules and the fellows are expected to participate in all the modules. The training modules are designed to provide the fellows with a theoretical base and context of gender equality issues as well as practical methods and tools to incorporate gender equality issues into policy, programme and project initiatives. The seven modules are:

1. Introductory Course: (5 weeks)	The course introduces the main concepts in the gender equality discourse, the main approaches to gender equality in social sciences and philosophy, and gender equality issues in an historical perspective and a human rights context. Fellows will
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	<p>learn about the main international instruments, standards and institutions dealing with gender equality and women’s rights. Fellows will be given a short (refresher) course on academic working methods to prepare them for writing the project proposal and final report for their individual project work.</p> <p>During the introductory course fellows will visit government offices, NGOs and businesses working on gender related issues.</p>
<p>2. Methods: <i>(3 weeks)</i></p>	<p>The module’s objective is to strengthen the fellows’ capacity to use appropriate tools and techniques to negotiate and incorporate gender mainstreaming and targeted intervention strategies across a wide range of policy, programme and project initiatives.</p> <p>The module’s topics include: Gender mainstreaming, targeted interventions, creative and innovative thinking skills training, and negotiation skills training.</p>
<p>3. Policy-making: <i>(3 weeks)</i></p>	<p>The module’s objective is to strengthen the fellows’ capacity in policy-making by providing them with tools and skills required for conducting gender-sensitive analysis and developing gender-sensitive policies.</p> <p>The module’s topics include: Gender analysis and gender SWOT analysis, gender impact assessment, data analysis and sex disaggregated data, practical and strategic gender needs, and gender equality and sector wide approaches (SWAPs).</p>
<p>4. Implementation: <i>(3 weeks)</i></p>	<p>The module’s objective is to strengthen the fellows’ capacity in project management by providing them with gender-sensitive tools to incorporate gender equality issues in programme/project design and implementation.</p> <p>The module’s topics include: Project management, participatory approaches, gender sensitive indicators, gender responsive budgeting, and gender actions plans.</p>
<p>5. Evaluation: <i>(1 week)</i></p>	<p>The module objective is to strengthen the fellows’ knowledge of the role of monitoring and evaluation in assessing progress and performance of policies, programmes and organisations. The main emphasis will be on gender auditing methodology.</p> <p>The module’s topics include: Monitoring and evaluation (M&E) approaches and tools, and gender auditing.</p>

6. Dissemination: <i>(1 week)</i>	<p>The module's objective is to strengthen the fellows' capacity in communication and social dialogue on gender equality issues and programmes.</p> <p>The module's topics include: Public relations and the media, advocacy, sensitisation and awareness-raising, and networking.</p>
7. Project Work: <i>(4 weeks)</i>	<p>Fellows will choose a topic (related to his/her theme) and work on an individual project under supervision of suitable experts. The purpose of the project work is to apply the skills learned during the training, in a practical way, through project work that has some relevance for gender equality issues in the fellow's home country.</p>

7.1.3 ASSESSMENT

Assessment of the fellows' work and progress will be effected throughout the training period by short written exams, class project work and orally in meetings with programme staff and the supervisors during the project work. By the end of the training programme fellows will receive a certificate and a summary of their progress assessments.

7.1.4 REQUIRED QUALIFICATIONS OF FELLOWS AND THE SELECTION PROCESSES

The target group for the 20-week training course is professionals, from developing countries and post-conflict societies undergoing reconstruction, working for government ministries and agencies, as well as professionals working for civil society organisations and educational institutes. The selection of the fellows for the training programme is based on the following criteria:

- The candidate has to have at least one university degree.
- The candidate has to have at least one to two years of experience related to the chosen theme that she/he will focus on in the training course.
- The candidate has to be able to communicate in English (speak, read and write) since the working language of the Gender Equality Training Programme is English.
- Candidates are proposed by ministry/organisations/institutes, in developing and post-conflict countries, cooperating with the Gender Equality Training Programme. The

training of the fellows is considered a contribution to the capacity building of the ministry/organisation/institute.

The fellows to be invited to participate in the training programme will be carefully selected to guarantee that the training will be of value in building and strengthening their own group of experts. The selection phase will therefore involve visits to ministries, organisations and institutes to enhance understanding of the needs in question and to conduct thorough interviews with the candidates.

7.2 PROJECT IMPLEMENTATION

The Ministry for Foreign Affairs will conclude an agreement with UI, and this Project Document is an integral part to the agreement. UI is responsible for the implementation of the Project, its financial administration and provides administrative assistance. The Project's management will be overseen by the UI's Research Institute on Gender Equality and Diversity. The Research Institute will provide professional support to the Project. The University of Iceland will also seek professional support for the Project from other Icelandic universities according training needs and areas of specialisation of respective universities. Other relevant competent institutes may also be approached for professional support according to the needs of the Project as the training programme expands.

7.3 PROJECT MANAGEMENT

The Steering Committee, the Project Manager, the Studies Committee and the Director of the Research Institute are responsible for the running, daily operations and curriculum development of the Project during the three-year pilot phase. The titles, roles and the responsibility of the Committees and Project staff will be reviewed after the pilot phase and revised if the Project becomes a long-term training programme and/or a UNU training programme. See the organogram of the Project in Annex IV.

7.3.1 STEERING COMMITTEE

A Steering Committee of five members is responsible for programme development and the running of the Project: a representative of UI (appointed by the UI Rector), a representative of

the Ministry for Foreign Affairs, the director of UI's International Research Institute on Gender Equality and Diversity, a representative of the Centre for Gender Equality (the national bureau), and an additional member, a specialist with extensive knowledge of capacity development and training and/or of UNU training programmes. The additional member is appointed by the Steering Committee. The Committee is responsible for monitoring and ensuring that the Project's objectives are reached in accordance with the project document, the plan of activities and budget. The Committee reports to the Director of the Research Institute. A draft of terms of reference (TOR) for the Steering Committee is in Annex V.

7.3.2 PROJECT MANAGER

It is the responsibility of the UI to hire an academically qualified Project Manager after the position has been advertised. The Project Manager leads the organisation of the Project and is responsible for training programme's management, daily operations and the studies programme (programme director) with the support and supervision of the Director of the Research Institute. A draft of terms of reference (TOR) for the Project Manager is in Annex VI.

7.3.3 STUDIES COMMITTEE

The Steering Committee appoints an academic Studies Committee of five to seven people. The appointees shall be academics and specialists with expertise in fields corresponding to the training programmes' five themes and in the field of capacity development/building. The role of the Studies Committee is to support the Project staff with the development of training programme curriculums and activities, and to ensure that the training fulfils academic standards. The Project Manager chairs the Studies Committee's meetings and coordinates its work.

7.3.4 DIRECTOR OF THE RESEARCH INSTITUTE

The Director of the International Research Institute is the responsible party towards the University's authorities and the Ministry of Foreign Affairs. He oversees the overall running and management of the programme.

7.4 PROJECT TRAINING CENTRE

The training programme will be run at the UI main campus in Reykjavik. UI will provide fellows with study facilities and access to computer labs and library services on campus.

7.5 CLOSE RELATIONS WITH THE ACADEMIC RESEARCH

Placing the Gender Equality Training Programme under the auspices of the UI's International Research Institute on Gender Equality and Diversity will facilitate dynamic interactions between academic research and the training activities. The Research Institute's mission is to design, administrate and provide funding for research projects; support capacity building through networking mechanisms, and; host international and local conferences, workshops and seminars. It will promote research on gender equality and gender studies in Icelandic, Nordic and European contexts, as well as in the contexts of development (MDG3), sustainable management of natural resources, and in peace-building and post-conflict reconstruction (UNSCR1325).

7.6 HUMAN RESOURCES

At UI there are a number of academics and specialists in gender studies and within a variety of academic fields, such as development studies, environmental studies, international relations, political science, law, social studies, business and management, economics and education, who will provide solid capacity to take on teaching and training of fellows participating in the training programme. The most relevant personnel and their qualifications are listed in Annex VII. To strengthen this capacity, professionals from other universities and institutes are indentified as collaborators as well. To further strengthen the capacity and the quality of the training programme, internationally renowned academics or other professionals within the fields of gender equality and women's empowerment will be invited as guest lecturers each year.

7.7 INTERNATIONAL NETWORKING

The Gender Equality Training Programme will seek collaboration and partnership agreements with local and international development organisations, academic institutes and civil society

organisations. This includes collaboration with UNIFEM, UN-INSTRAW (the UN International Research and Training Institute for the Advancement of Women), FAO, WFP, IFAD, and World Bank, as well as with universities and research institutes in target countries.

7.8 COOPERATION WITH UNU PROGRAMMES IN ICELAND

The Gender Equality Training Programme will cooperate actively with the existing UNU training programmes in Iceland: the UNU Geothermal Training Programme and the UNU Fisheries Training Programme, as well as the Land Restoration Training Programme (as of 2007 undergoing a three-year pilot phase seeking recognition as a UNU programme). The intended cooperation with these training programmes provides a unique opportunity to integrate gender perspectives into training on sustainable utilisation of natural resources such as geothermal energy, fisheries and land management.

8 PLAN OF ACTIVITIES

The Gender Equality Training Programme will be run as a three-year pilot with the objective of building a long-term training programme supported by the Ministry for Foreign Affairs.

During the first project year, 2009, four fellows will be invited to participate in a 12-week trial training course from September to December. In 2010 and 2011 a full 20-week training course will be offered to six to eight fellows each year. An overview of the project timeline and main milestones is to be found in Annex VIII.

9 BUDGET AND FINANCING

The total budget covering all costs of running the Project over the three year pilot period is estimated at ISK 97 millions. A working budget for the running of the Project from 2009-2011 is in Annex I. The budget is subject to annual approval of the Government's ODA budget, approved by the Parliament of Iceland through the State budget.

10 INDICATORS AND MEANS OF VERIFICATIONS

Appropriate indicators and means of monitoring and verification of progress for the Project have been developed as shown in the Project Matrix (section 13). However, detailed Project activities will be developed concurrently with the final preparation of the Project

Implementation Plan. In addition, the Project will undergo comprehensive project cycle management with frequent re-evaluation of results and adjustments where necessary.

11 MONITORING, EVALUATION AND REPORTING

All activities of the Project and individual components will be monitored from the beginning of its initiation. The monitoring and evaluation procedures will be based on an internal monitoring and reporting system applied by UI. Evaluation will be based on this monitoring and reporting system and criteria put forward in the project document. The expected outputs for the Project in general have been identified (Project Matrix). A milestone plan and main activities that will form the basis of evaluation of the progress of the Project components have been established (Annex VIII). Reporting will be based on periodical progress reports to the Steering Committee, annual reports including a description of the state of the Project’s activities execution as well as statistical results and a final report including full description with an evaluation of individual Project elements.

The Project will undergo an external review during the second half of the pilot phase. The outcome of the review will be used as a basis for an application to the UNU Council for the Project to become a part of the UNU training programmes. The review will be arranged and paid by the Ministry for Foreign Affairs. The cost of the review is not included in the Project budget.

12 AUDIT

It is the responsibility of the UI to carry out internal monitoring and evaluation, accounting and auditing. Accounting and auditing procedures will be according to standards for governmental institutes.

13 PROJECT MATRIX

Development objective	Indicators	Risk/External factors
To promote gender equality and empowerment of women in developing countries and post-conflict societies through training	Enhanced capacities of the training programme participants and their respective organisations in promoting and in	Changes in the political and economic environment and development assistance policy in Iceland (focus and funding).

and education focusing on capacity development.	implementing policy and activities aimed at women's empowerment and gender equality.	Identification of professionals who will benefit from the training programme activities.
Specific objectives	Indicators	Risk/External factors
To develop a training programme on gender equality focusing on capacity development targeted at professionals from developing countries and post-conflict societies undergoing reconstruction in accordance with UNSCR 1325 (target countries).	A course plan for a 20-week training programme focusing on gender equality and capacity development; available facilities for up to 15-20 fellows (including working space and accommodation).	Commitment by the participating institutes.
To develop routines for selecting fellows to participate in the training programme.	Interview reports on potential candidates.	Identification of the most relevant institutes and organisations in the target countries.
To facilitate networking activities among fellows in future projects.	Follow-up contacts with the fellows.	Same as above.
To develop short training courses focusing on capacity development of professionals, organisations and government bodies engaged in promoting gender equality in international development and post-conflict reconstruction work.	A list of short training courses covering different issues of women's empowerment and gender equality.	Motivation and commitment and collaborating partners.
To create institutional linkages with government organisations, educational institutes and civil society organisations in the target countries.	Reports from visits to the target countries.	Commitment and capacity of participating government bodies, educational institutes and civil society organisations in the target countries.
To create institutional linkages and with the most relevant international organisations and UN bodies.	Reports from visits to the target organisations and UN bodies.	Commitment by the participating organisations and UN bodies.
To become a forum for transfer of knowledge of gender equality work in Iceland.	The number of meetings, seminars and workshops on gender equality work in Iceland for professionals from developed and developing countries.	Commitments by the Icelandic participating institutes.
To gain recognition as a UNU training programme.	Recognition of the Gender Equality Training Programme as	Positive review of the training programme.

	a UNU training programme.	
Main outputs	Indicators	Risk/External factors
A 20-week Gender Equality Training Programme.	The Programme starts in 2009; Classes start in September 2009 with a 12-week trial training course and four fellows. The number of fellows enrolled in the programme every year will gradually increase.	Available teachers, instructors and supervisors.
Increased capacity of graduated fellows and their respective organisations in policy-making, implementation, evaluation, dissemination of information for promoting gender equality.	A follow-up survey to graduated fellows and their respective organisations.	Commitment by the graduated fellows and their respective organisations to participate in follow-up surveys.
Routines and criteria developed for selecting fellows from target countries to enrol in the training programme.	Formal routines and criteria for selecting fellows to the programme.	Identification of the most relevant institutes and organisations in the target countries.
Network among participants after training.	Follow-up communication with graduated fellows.	Commitment by the graduated fellows to participate in follow-up communications.
A plan for short training courses focusing on different issues of women's empowerment and gender equality.	A plan for short training courses.	Available teachers and instructors; demand for the training courses. Motivation and interest by the collaborating partners.
Institutional partnerships with relevant government ministries, agencies, educational institutes and civil society organisations in the target countries.	A number of working-meetings/visits and correspondence between the Project staff and the ministries/agencies/organisations/institutes in the target countries.	Identifications of the most relevant institutes and organisations in the target countries; motivation and commitment by partner institutions and organisations.
Institutional partnerships with the most relevant UN bodies and international organisations.	A number of working-meetings and correspondence between the Project staff and UN bodies and international organisations.	Motivation and commitment by the participating UN bodies and international organisations.
Seminars on gender equality work in Iceland for professionals from developed and developing countries.	The number of seminars organised; participation in the seminars.	Motivation and commitment by the collaborating partners.
Submission of an application to the UNU Council seeking to	Correspondence between the Ministry for Foreign Affairs/the	Changes in Iceland's development assistance policy

establish the programme as a UNU training programme.	Project and UNU.	(focus and funding); changes in UNU's policy on training programmes and association institutions.
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15 ANNEXES

- Annex I: Working Budget 2009-2011
- Annex II: Programme Outline for the 20-week training course
- Annex III: Training Programme Organisation: Themes and Modules
- Annex IV: Project organogram
- Annex V: Terms of Reference for the Steering Committee – DRAFT
- Annex VI: Terms of Reference for the Project Manager – DRAFT
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- Annex VIII: Project Timeline – Main Stages and Milestones
- Annex IX: Postal address, location, contact information and logo

ANNEX I - Working Budget 2009-2011

No.	Item	2009	2010	2011	TOTAL
1.	Fixed cost (sub-total)	13.568	22.246	24.260	60.074
1,1	Rent - teaching space and study facility	180	297	327	804
1,2	Salaries - permanent staff	8.438	12.600	12.600	33.638
1,3	Programme development	390	1.300	1.300	2.990
1,4	20 week training course - teaching, project work and external course	2.655	4.401	4.916	11.972
1,5	Fellow recruitment cost	675	1.620	2.376	4.671
1,6	Field visits	240	374	508	1.122
1,7	Investment/consumables	990	1.654	2.233	4.877
2	Student cost (sub-total)	3.202	7.082	10.389	20.673
2,1	Travels to Iceland	864	1.546	2.267	4.677
2,2	Accommodation	801	2.058	3.020	5.879
2,3	Other living costs	1.361	3.188	4.676	9.225
2,4	Health care and insurance	176	290	426	892
3	Administrative and running cost (sub-total)	1.158	1.580	1.868	4.606
3,1	IT-service	120	132	145	397
3,2	Telephones	180	264	290	734
3,3	Website and PR material	330	429	472	1.231
3,4	Rent - administration space	180	198	218	596
3,5	Support staff (secretarial support + book-keeping / part-time 25%)	312	468	624	1.404
3,6	Teaching material	36	89	119	244
4	Other cost (sub-total)	450	980	1.078	2.508
4,1	Cooperation with UN organisations and UNU	400	880	968	2.248
4,2	Reports	50	100	110	260
5	Contingencies (sub-total)	1.838	3.188	3.760	8.786
	10% of total project cost	1.838	3.188	3.760	8.786
TOTAL		20.216	35.076	41.355	96.647

**ANNEX II -
Programme
Outline for
the 20-week
training
course**

Modules (7) Themes (5)	Introductory course →	Methods →	Policy-making →	Implementation →	Evaluation →	Dissemination →	Project work
<p>Gender & Governance: Political participation, decision-making & institutions, and civil society & women's movements</p> <p>Gender & Economy: Economic activities, labour market participation, private sector, credit, trade & entrepreneurship</p> <p>Gender & Security: UNSCR 1325, human security, armed conflicts, peace-building, post-conflict reconstruction, security sector and GBV</p> <p>Gender & Social Capital: Education, health, community development, poverty reduction, gender relations and GBV</p> <p>Gender & the Environment: Utilisation of natural resources, sustainable development and climate change</p>	<ul style="list-style-type: none"> - Contexts, Concepts and theories - Academic working methods - Human rights and international instruments, standards & institutions - Seminars on topics related to the relevant themes fellows choose for specialisation -Field visits to public offices, NGOs and businesses working on gender related issues 	<ul style="list-style-type: none"> -Gender mainstreaming -Targeted interventions -Creative & innovative thinking skills training - Negotiation skills training 	<ul style="list-style-type: none"> - Gender analysis - Gender impact assessment - Gender SWOT analysis - Data analysis - Practical & strategic gender needs (gender-specific & gender transformative needs) - Gender Equality in Sector Wide Approaches (SWAPs) 	<ul style="list-style-type: none"> - Project management - Participatory approaches - Gender sensitive indicators - Gender budgeting -Gender Action plans 	<ul style="list-style-type: none"> - Gender audit - M&E: <ul style="list-style-type: none"> * Outcome evaluation * Lessons learned * Impact Evaluation 	<ul style="list-style-type: none"> - Communications: <ul style="list-style-type: none"> *PR & media *Advocacy * Sensitisation & awareness-raising - Networking 	Individual project work under supervision of experts
Weeks (20)	5	3	3	3	1	1	4

ANNEX III - GENDER EQUALITY TRAINING PROGRAMME: DETAILS

Themes and Modules

The Gender Equality Training Programme activities aim at enhancing the capacity, or capacities, of the fellows and their respective organisations and institutes in the relation to *gender equality and development*, *gender equality and peace and security*, and to *gender equality and the environment*. The Training Programme's 20-week training course is organised around five themes and consists of seven modules.

I. THEMES

The 20-week training course is organised around five themes and respective topics which cover a range of issues related to *gender equality and development*, *gender equality and peace and security*, and *gender equality and the environment*. Fellows choose a theme and use it as their focus of study through the seven training modules. Fellows are advised to choose a theme that corresponds to their professional experience and the tasks of their respective organisations in the home country. Not all of the themes will be offered every year during the project's pilot phase (2009-2011).

Theme # 1: Gender & Governance

Political empowerment of women is a key issue in promoting gender equality. Currently, women's presence in national assemblies worldwide counts for 18.4 percent, and has exceeded 30 percent in 22 countries. While this means that some progress has been made, women are obviously still underrepresented. Increased gender balance in public decision making is likely to increase attention to the needs of women, but institutional reforms are also needed to ensure that gender equality is one of the standards against which the performance of decision makers is assessed.

This theme will explore women's political participation, the need for institutional reform, and women's involvement in decision making processes at all level. The role of civil society and gender equality advocates in women movements will also be discussed.

Theme # 2: Gender & Economy

Throughout the world, women play a crucial role in markets and economic activities. However, gender biases in labour markets have meant that women's productive potential is less effectively tapped than men's and that the presence of women has been more concentrated in informal, subsistence and vulnerable employment. According to information collected by the International Trade Union Confederation (ITUC), women are consistently paid less for their work than men. This gender pay gap ranges from 3 percent to 51 percent, with a global average of 17 percent.

This theme will focus on the different roles of men and women in economic activities, including labour market participation, business and trade, access to credit, and entrepreneurship.

Theme # 3: Gender & Security

Men and women have different security needs. For example, crimes against men are predominantly perpetrated in public areas, while women are often assaulted in private spheres. Both the UN Security Council Resolution 1325 on Women, Peace and Security, and Security Council Resolution 1820 on Sexual Violence as a Tactic of Warfare, recognise the need to take gender into consideration when dealing with armed conflict, post-conflict reconstruction and security sector reform. UNSCR 1325, for example, recognises the impact of conflict on women, their role in preventing and resolving conflict, and calls for their equal participation in international security and peace-making efforts.

This theme will bring attention to the importance of gender in the debate on security, examine the concept of human security versus national security, and the role of women in conflicts, peace processes and post-conflict reconstruction.

Theme # 4: Gender & Social Capital

Research shows that in many parts of the world women's power is not only limited in public decision making processes, but also at the household level. Gender equality is an important component in community development, poverty reduction and access to public services such as education and health care.

This theme will focus on the importance of building social capital at the community level, with a special emphasis on gender roles and gender relations, including gender-based violence.

Theme # 5: Gender & Environment

Overexploitation of natural resources and environmental degradation are global challenges that have some very important gender dimensions. Men and women often play different roles in utilisation and management of natural resources and these roles must be taken into consideration when evaluating the impact of environmental changes and planning for how to manage resources.

This theme will look at the role of gender in sustainable development and natural resource management. Gender and climate change will be a special focus, as well as women's role in fisheries, energy use and land management.

II. MODULES

The 20-week training course consists of seven modules that all fellows are expected to participate in. The modules start with an introductory course and end with an individual project work. Modules two to six are designed to provide the fellows with tools and skills to negotiate and incorporate gender equality issues across a wide range of policy, programme and project initiatives, from *policy-making*, through *implementation*, to *evaluation* and on to *dissemination*.

Module # 1: Introductory Course (5 weeks)

The introductory course of five weeks will offer a common theoretical base and the context of gender equality issues. The course will consider the main concepts in the gender equality discourse, explore the main approaches to gender equality in social sciences and philosophy, and examine gender equality issues in an historical perspective and a human rights context. Fellows will learn about the main international instruments, standards and institutions dealing with gender equality and women's rights.

Four three-hour seminars will be organised around each of the five themes during the introductory course. Fellows will participate in the seminars on the theme they have chosen as the focus of their study. The seminars will emphasise interactive learning, giving the fellows a chance to both learn new things and share experience on gender equality issues in their home counties.

Fellows will also be given a short refresher course on academic working methods to prepare them for writing the project proposal and final report for their individual project work.

During the introductory course fellows will visit government offices, NGOs and businesses working on gender related issues. The visits will give the fellows the opportunity to discuss gender equality issues with people working on gender related issues in different sectors; public, private and civil society sectors.

Expected learning outcomes:

- Understanding of and ability to use the main concepts in the gender equality discourse and in gender mainstreaming.
- Overview of main approaches to gender equality and gender issues in social sciences and philosophy.
- Overview of the advancement of women's rights and gender equality in an historical perspective and a human rights context.
- Basic theoretical knowledge of the main issues related to the fellows' focus of study (theme).
- Working knowledge of the main international instruments, standards and institutions dealing with gender equality and women's rights.

- Ability/skills to write a project proposal.

Module # 2: Methods (3 weeks)

Objective: To strengthen the fellows' capacity to use appropriate methods and techniques to negotiate and incorporate gender mainstreaming and targeted intervention strategies across a wide range of policy, programme and project initiatives.

Expected learning outcomes:

- Ability to use practical tools for mainstreaming gender equality issues in policy, programme and projects interventions.
- Ability to use practical tools for women-specific policy, programme and projects interventions (target interventions).
- Ability to use innovative and creative techniques to assess problems and indentify solutions.
- Ability to use negotiation techniques to negotiate incorporation of gender equality in policy, programme and project initiatives, e.g. policy development and allocations of resources.

Topics include:

- Gender mainstreaming and targeted interventions.
- Creative and innovative thinking, negotiation and conflict resolution skills.

Module # 3: Policy-making (3 weeks)

Objective: To introduce methods and provide fellows with tools and skills to conduct a gender-sensitive analysis of information and policies, and to develop gender-responsive policies.

Expected learning outcomes:

- Skills to analyse and understand gender issues in a given situation.
- Ability to assess different effects/potential gender impacts of a given policy.
- Ability to read and use statistical information
- Understanding of the role of sex disaggregated data for policy and programme development.
- Knowledge of main concepts and principles of policy development.

- Ability to identify and develop intervention strategies that take into account gender equality.
- Ability to conduct a gender-sensitive policy analysis of sectoral policies/programmes (e.g. Sector Wide Approaches – SWAPs and Poverty Reduction Strategy Papers – PRSPs)

Topics include:

- Gender analysis and gender SWOT analysis.
- Gender impact assessment.
- Baseline gender theories.
- Practical and strategic gender needs/priorities.
- Data analysis, disaggregated data, and gender statistics.
- Gender equality and SWAPs

Module # 4: Planning & Implementation (3 weeks)

Objective: To introduce methods and provide the fellows with skills and gender-sensitive techniques for successful planning and implementation of programme and project initiatives to advance gender equality. A special emphasis will be on management *for* results and gender responsive budgeting.

Expected learning outcomes:

- Ability to use results based management (RBM) and the logical framework approach (LFA) as project planning and management tools.
- Understanding of the benefits of participatory approaches in project planning and management and ability to apply these approaches.
- Understanding of the benefits of gender-sensitive indicators for project management and ability to formulate gender-sensitive indicators in project design.
- Increased knowledge of gender responsive budgeting and ability to identify gaps between policies and budget allocations.
- Skills to use gender responsive budgeting as a planning strategy.
- Ability to use practical tools for implementing a gender responsive budget.
- Skills to formulate, write and implement gender action plans.

Topics include:

- Project design and management, including Results Based Management (RBM) and Logical Framework Approach (LFA)
- Participatory approaches
- Gender sensitive indicators
- Gender responsive budgeting
- Gender actions plans

Module # 5: Evaluation (1 week)

Objective: To strengthen the fellows' knowledge and understanding of the role of monitoring and evaluation in measuring progress, performance and results of policies and programmes. The main emphasis will be on gender auditing methodology.

Expected learning outcomes:

- Understanding of what evaluation is and its role in assessing progress and performance of policies, programmes and structures.
- Knowledge of different approaches of monitoring and evaluation (M&E).
- Ability to identify appropriate M&E approaches for different tasks.
- Knowledge and understanding of gender audit methodology.
- Ability to apply some of the basic tools of gender auditing.
- Understanding of the importance of communicating evaluation results.

Topics include:

- Monitoring and evaluation (M&E): lessons learned, organisational learning, outcome evaluation and impact evaluation.
- Gender auditing.

Module # 6: Dissemination (1 week)

Objective: To strengthen the fellows capacity in communication, networking and ability to engage in a social dialogue on gender equality issues

Expected learning outcomes:

- Understanding of the importance of disseminating information on gender issues and gender equality activities.

- Skills to formulate strategies to disseminate and communicate information on gender equality issues.
- Ability to engage different social groups and networks in gender equality issues.

Topics include:

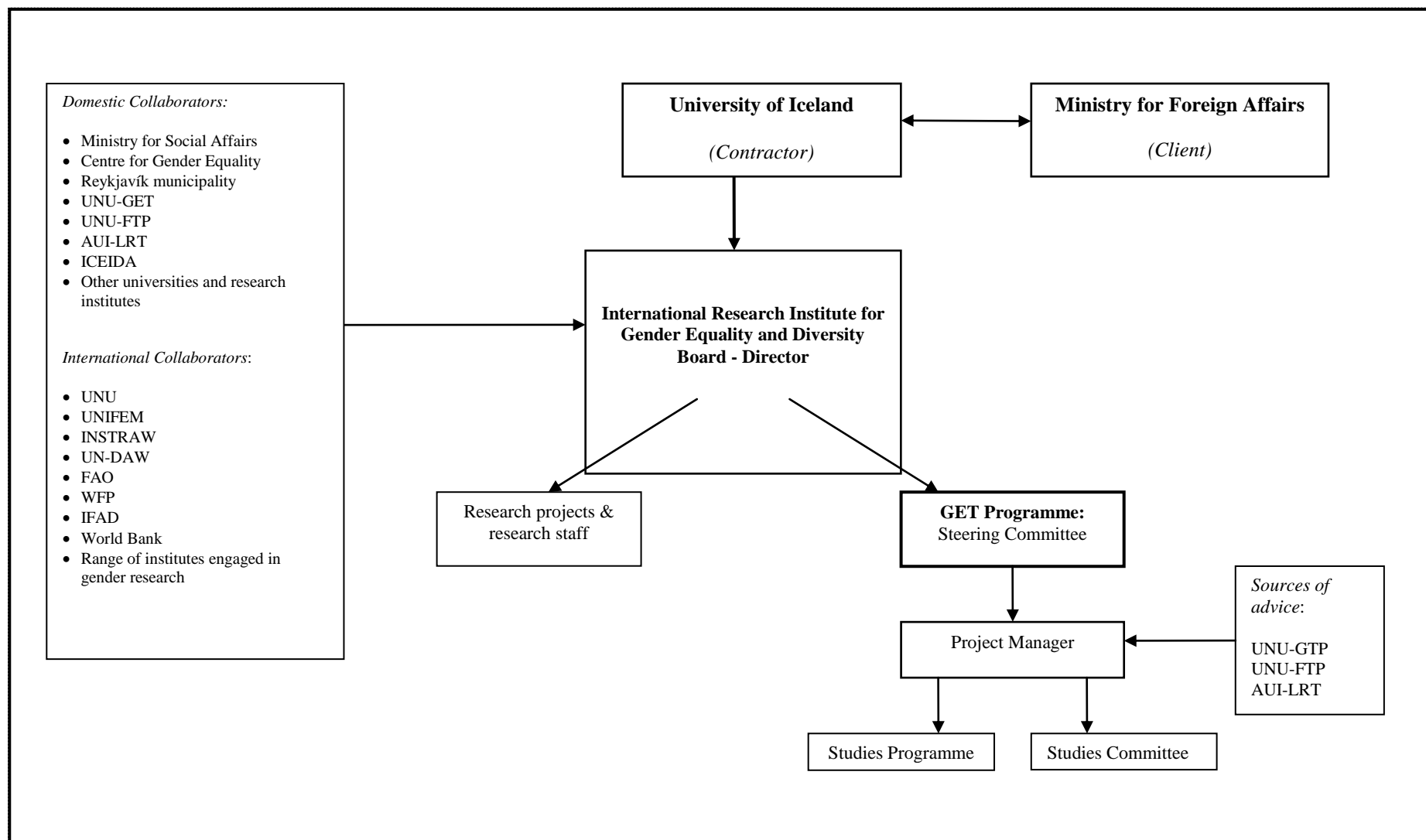
- PR and the media.
- Advocacy, sensitisation and awareness-raising.
- Networking.

Module # 7: Project Work (4 weeks)

Fellows choose a topic related to the focus of their study (theme), and work on an individual project for four weeks under supervision of experts. The purpose of the project work is to apply the methods and skills learned during the training course in a practical way, through an individual project work which has relevance for gender equality issues in the fellows' home country. Preferably, the projects should be based on data and information from the fellows' home countries. In cases where the quality of the data is not acceptable, or where the fellows wish to do comparative studies they may rely on data from other countries, including Iceland.

The fellows will start planning their projects already during the introductory course period writing the first outlines of their project proposal. The proposal will be revisited, reviewed and refined regularly as the course proceeds to ensure a good workable project plan in hand at the start of the project work module. Presentation of the project results is essential to the training. By the end of the training course period the fellows will give oral presentations of their projects.

ANNEX IV – ORGANOGRAM OF THE GENDER EQUALITY TRAINING PROGRAMME – PILOT PROJECT PHASE 2009-2011



**ANNEX V - TERMS OF REFERENCE FOR THE STEERING COMMITTEE
DRAFT
(to be approved by the Steering Committee)**

Responsibility and objective: The Steering Committee is responsible for the management of the Project and for monitoring that the Project's goals, objectives, and results are achieved in accordance with the Project Document, plan of activities and budget. The Steering Committee is responsible to the International Research Institute for Gender Equality and Diversity and its Director.

The overall objective of the Steering Committee is to ensure that the Gender Equality Training Programme Project evolves, within the three-year pilot phase, into a long-term training programme, funded by the Government of Iceland (Ministry for Foreign Affairs as part of Iceland's official development cooperation), and becomes recognised as a United Nations University training programme. To realise this objective the Steering Committee shall be responsible for:

- Formulating strategies to bring about this evolution.
- Providing guidance to the Project Manager during the three-year pilot phase, based on objectives specified in the Project Document.
- Reviewing and approving budgets and finance reports.
- Evaluating results and assessing future prospects.
- Exploring and facilitating strategic linkages with other institutions and programmes.

Membership: The Steering Committee is composed of five members:

1. A representative of and appointed by the rector of the University of Iceland.
2. A representative of and appointed by the Ministry for Foreign Affairs.
3. The Director of the International Research Institute for Gender Equality and Diversity, University of Iceland.
4. A representative of and appointed by the Centre for Gender Equality (the national bureau in charge of administering gender equality legislations in Iceland).
5. A specialist with extensive knowledge of capacity development and training and/or of UNU training programmes, appointed by the Steering Committee.

Meetings: The Steering Committee meets at least four times per year (regular meetings). The Chair of the Steering Committee is responsible for summoning the meetings. Extraordinary meetings can be summoned upon request of the Project Manager or individual members of the Steering Committee.

ANNEX VI - TERMS OF REFERENCE FOR THE PROJECT MANAGER DRAFT

(to be approved by the Steering Committee)

The Project Manager leads the organisation of the Project and is responsible for training programme's management, daily operations and communications with collaborating partners. He is responsible to the Steering Committee and to the director of the International Research Institute.

Specific responsibilities and tasks:

- Ensure the strategic planning, project implementation and accomplishment of the Project's goals, objectives, activities and results, in a timely and effective manner, as set forth in the Project Document and related annexes.
- Prepare an annual Project implementation plan (PIP).
- Liaise with the cooperation and collaborating partners and other relevant institutions and organisations in Iceland.
- Develop relations and links to the United Nations University and prepare the training programme for a formal application to UNU Council for a UNU training programme status.
- Inform and liaise with relevant United Nations bodies and international organisations about the Gender Equality Training Programme; seeking endorsement of the programme and necessary institutional linkages and partnerships.
- Inform and liaise with relevant government, educational and civil society organisations in target countries about the Gender Equality Training Programme; seeking endorsement of the programme and necessary institutional linkages and partnerships.
- Supervise the selection of candidates for fellowships based on site visits and interviews.
- Organise the recruitment of Project/programme assistants, teachers/trainers, and supervisors for the Project.
- Develop detailed study plans and teaching materials for the 12/20-week training course in collaboration with the Studies Committee.
- Develop short training courses/workshops/seminars (during the second and third year of the pilot phase) in cooperation with the Studies Committee and collaborating partners.

- Supervise and organise logistical arrangements relating to the fellows, i.e. resident permit, visa, transport, accommodation, etc.
- Ensure the establishment and maintenance of complete accounting records of the Project activities (budget, commitments and expenditures), control expenditures and ensure adequate and transparent financial management of resources provided for the Project.
- Provide the Steering Committee with periodical reports (at regular meetings) as well as annual reports, and seek approval for decisions concerning Project activities, plans or budget that may not correspond to the Project Document.
- Prepare agenda for Steering Committee meetings with the Chair and write up meeting minutes.
- Coordinate the work of the Studies Committee and prepare and chair its meetings.

Qualifications and requirements:

a) Educational background:

- The Project Manager should have a MA/MSc degree, preferably a PhD degree, in a field relevant to the Gender Equality Training Programme, such as gender studies, international studies, development studies, security and conflict resolution studies, environmental studies and capacity development.

b) Level of experience:

- Experience in project management and research within fields relevant to the Gender Equality Training Programme.
- Experience in teaching and supervision at a university level.
- Experience in working in international environment.

c) General skills:

- Good analytical and communication skills.

Fluent in English, spoken and written.

ANNEX VII - PERSONNEL: ACADEMICS AND SPECIALISTS

List of academics and specialists - please note that this list is not an exhaustive representation of potential lecturers, trainers and supervisor for the Project training activities.

Affiliation	Name	Title/position	Subject Field(s) / Field(s) of specialisation
UI	Allyson Macdonald	PhD/ Professor	Faculty of Education: Professor Doctoral studies, educational studies, science education, and education and development
UI	Alyson J.K. Bailes	MA/adjunct	Faculty of Political Science: Contemporary security and defence policy with special focus on European/Euro-Atlantic defence and security, security, arms control, non-proliferation and 'peace' research, and non-military dimensions of security.
UI	Anna Karlsdóttir	MSc/ Assistant Professor	Faculty of Life and Environmental Sciences: Economic and Human Geography. Regional development, economic development, innovation and economic development, tourism, and gender issues.
UI	Arnar Gíslason	Gender advisor	Gender studies: gender policies, gender-responsive-administration, and action plans
UI	Auður Styrkárdsdóttir	PhD/ Director	Director of the Women's History Archive (at the National and University Library). Political science and gender issues: Gender and governance, women's political participation, political parties and women's movements.
UI	Árelía E. Guðmundsdóttir	PhD/ Assistant Professor	Faculty of Business Administration: Strategy, organisation and management, knowledge management, leadership, and information and communication.
UI	Ásdís Olsen	MA/Adjunct	Faculty of Education: Life skills, edutainment, and gender issues
UI	Björg Thorarensen	LL.M/ Professor	Faculty of Law: Constitutional law, international law, international human rights law, European human rights law, administrative law, and criminal procedure.
UI	Brynhildur Davíðsdóttir	PhD/ Associate Professor	Director of Environmental Studies Programme: Environmental science, resources management, and ecological economics.
UI	Brynhildur Flóvenz	Assistant Professor	Faculty of Law: Women's law, family law, social law, human rights, and the rights of persons with disabilities
UI	Guðbjörg Linda Rafnsdóttir	PhD/ Associate Professor	Faculty of Social and Human Science: Sociology, work, employment and gender issues.
UI	Guðný B. Eydal	PhD/ Associate Professor	Faculty of Social Work: The welfare state and social policy with emphasis on family policies, care policies, social services, poverty; child policies, and crisis management.
UI	Guðný Guðbjörnsdóttir	PhD / Professor	Faculty of Social Education and Leisure Studies: Gender and education, and leadership, management and gender.
UI	Hanna B. Sigurjónsdóttir	PhD/ Assistant Professor	Faculty of Social and Human Science: Disability studies, families and disability, gender and disability; empowerment, family support services, and qualitative methodology.
UI	Hrund Ólöf Andradóttir	PhD/ Associate Professor	Faculty of Civil and Environmental Engineering: Environmental transport processes, physical limnology, water quality, air pollution, and natural resource management.
UI	Ingólfur V.	PhD/ Assistant	Faculty of Social and Human Science: Gender equality, men and masculinities, parental

	Gíslason	Professor	leave, interest organisations and the labour market, and rituals.
UI	Irma Erlingsdóttir	Director	Director of International Research Institute for Gender Equality and Diversity. Literature, French literature, gender issues, and feminism.
UI	Jónína Einarsdóttir	PhD/Associate Professor	Faculty of Social and Human Sciences: Development studies, development, medical anthropology, and anthropology of children.
UI	Kristín Loftsdóttir	PhD/ Professor	Faculty of Social and Human Sciences: Development, culture, globalisation, Africa, and Icelandic development assistance in a local and global context.
UI	Magnfríður Júlíusdóttir	MSc/ Assistant Professor	Faculty of Life and Environmental Sciences: Economic and Human Geography. Gender issues, regional development, population growth and migration, North-South relations, and Africa.
UI	María Elvira Mendez Pinedo	PhD/ Assistant Professor	Faculty of Law: European law, EU and EEA law.
UI	Ragnheiður Bragadóttir	Professor	Faculty of Law: Criminal law and violent crime from women's perspective.
UI	Rannveig Traustadóttir	PhD/ Professor	Faculty of Social and Human Science: Disability studies, gender and disability, disability and family, children, young people and disability, multicultural studies, gender studies, queer studies, minority families, and qualitative research methods.
UI	Sigríður Þorgeirsdóttir	PhD/ Associate Professor	Faculty of History and Philosophy: Philosophies of gender and difference, history of ideas, ethics of nature, and philosophy of religion.
UI	Sigrún Júlíusdóttir	PhD/Professor	Faculty of Social Work: Family research, child welfare, education and professional development in social work.
UI	Silja Bára Ómarsdóttir	MA/ Adjunct	Faculty of Political Science: International relations, security, gender issues, and negotiation and conflict resolution.
UI	Stefán Ólafsson	PhD/ Professor	Faculty of Social and Human Sciences: Modern welfare states, economy and society, and the labour market.
UI	Steinunn Hrafnadóttir	PhD/ Associate Professor	Faculty of Social Work: Third sector and voluntary work, and management of human service organisation.
UI	Unnur Dís Skaptadóttir	PhD/ Professor	Faculty of Social and Human Science: Anthropology, gender, national identity, multicultural society, and globalisation.
UI	Valgerður Anna Jóhannsdóttir	MA/Project Manager	Faculty of Social and Human Science: Journalism, media, and mass communication
UI	Valur Ingimundarson	PhD/ Professor	Faculty of History and Philosophy: International Relations, Icelandic foreign and security policy, the Balkans, international history, and contemporary history.

UI	Þorgerður Einarsdóttir	PhD/ Associate Professor	Faculty of Social and Human Science: Equality and gender equality, feminist theory, family research, globalisation, labour market, and professionalism and professionalisation,
UI	Agnes Sigtryggsdóttir	PhD student	Gender studies: Gender relations, labour market, and employment.
UI	Guðbjörg Lilja Hjartardóttir	PhD student	Political science: Women's rights, human rights, and trade policies.
UI	Gyða Margrét Pétursdóttir	PhD student	Gender studies: Gender relations, labour market, employment, family responsibility and work.
UI	Helga Björnsdóttir	PhD student	Anthropology: Gender and masculinity, and peace-keeping operations.
UI	Helga Þórolfsson	PhD student	Anthropology: Humanitarian assistance, and donor-recipient relations.
UI	Sjöfn Vilhelmsdóttir	PhD student	Political science: Development studies, development cooperation, gender issues, project management/project cycle management, and social capital.
UI	Þorgerður H. Þorvaldsdóttir	PhD student	Gender studies: Public policies, gender equality policies, and human rights policies.
Bifröst University	Elín Blöndal	Associate Professor	Director of the Centre for Research in Labour Law and Gender Equality (at Bifröst University). Law, labour law, labour markets and gender issues.
Bifröst University	Herdís Þorgeirsdóttir	PhD/ Professor	Faculty of Law: Human rights, gender equality, media law
Reykjavík University	Erla S. Kristjánsdóttir	PhD/Associate Professor	School of Business: Intercultural communication, cross-culture communication, organisational communications, and management.
Reykjavík University	Guðrún Gauksdóttir	PhD/ Associate Professor	School of Law: Property law, law of natural resources and human rights law.
Reykjavík University	Margrét V. Kristjánsdóttir	LLM/Assistant Professor	School of Law: Administration law, human rights, and natural resources law.
Reykjavík University	Oddný Mjöll Arnardóttir	PhD/ Professor	School of Law: Human rights, constitutional law, gender equality, gender equality law, and labour law
Reykjavík University	Páll Ásgeir Davíðsson	LLM/ Director	Director of Epikos: International law and human rights in business.
Reykjavík University	Ragnhildur Helgadóttir	S.J.D/Professor	School of Law: Constitutional law, administrative law, legal history, and human rights law.

Reykjavik University	Þórdís Ingadóttir	LLM/ Associate Professor	School of Law: International law, international courts and tribunals, implementation of human rights and humanitarian law in Iceland, and financing international organisations.
University of Akureyri	Ágúst Þór Árnason	MA/ Adjunct	Department of Law and Social Sciences: Constitutionalism, human rights, and philosophy of political science.
University of Akureyri	Hilmar Þór Hilmarsson	PhD/ Associate Professor	Faculty of Business and Science: Development economics, international financial institutions, international trade and finance, and international economics.
University of Akureyri	Joan Nymand Larsen	PhD/ Assistant Professor	Department of Law and Social Sciences: Economic development, community economic development, arctic economies, natural resource based economies, international trade and human development in the Arctic.
University of Akureyri	Rachael Lorna Johnstone	PhD/ Assistant Professor	Department of Law and Social Sciences: Human rights law, international law, gender and the law, legal theory, tax law and policy, and comparative private law.
Centre for Gender Equality	Kristín Ásgeirsdóttir	Director	Gender equality law, legislations, policies, and action plans.
Centre for Gender Equality	Hugrún R. Hjaltadóttir	Gender specialist	Gender equality law, legislations, policies, and action plans.
Centre for Gender Equality	Ingibjörg Einarsdóttir	Gender specialist	Gender equality law, legislations, policies, and action plans.
Centre for Gender Equality	Svala Jónsdóttir	Gender specialist	Gender equality law, legislations, policies, and action plans.
Ministry for Social Affairs	Hildur Jónsdóttir	Gender specialist	Gender equality law, legislations, policies, and action plans
MFA/ICEIDA	Margrét Einarsdóttir	Specialist	Development, development cooperation, and gender issues.
ICEIDA	Þórdís Sigurðardóttir	Deputy Director	Development, development cooperation, and gender issues.
IMPRA (Entrepreneurs & SME Service Centre)	Bjarnheiður Jóhannsdóttir	Advisor	Entrepreneurship, training, and training for women entrepreneurs.
IMPRA (Entrepreneurs & SME Service Centre)	Sigríður Ingvarsdóttir	Manager	Manager of IMPRA Incubator Centre: Entrepreneurship, training, and training for women entrepreneurs

The Human Rights Centre	Guðrún Dögg Guðmundsdóttir	Director	MA in Human Rights Studies: Human rights, international human rights instruments and institutions.
Kvennaathvarfið (Safe Shelter for Women & Children)	Sigbrúður Guðmundsdóttir	Director	Gender-based violence, counselling for survivors, and advocacy
Stígamót (Counselling and Information Centre for Survivors of Sexual Violence)	Guðrún (Rúna) Jónsdóttir	Spoke's woman	Gender-based violence, counselling for survivors, and advocacy.
ASÍ (Icelandic Federation of Labour)	Marianna Traustadóttir	Gender specialist	Gender equality and labour market issues
Independent	Auður H. Ingólfssdóttir	MA/Environment and gender specialist	International relations, conflict resolution, environmental issues, gender issues, and development.
Independent	Auður Magnús Leiknisdóttir	MA/ Gender specialist	Gender studies.
Independent	Guðrún Haraldsdóttir	PhD/	Anthropology: Gender, development, natural resources, and fisheries.
Independent	Hrund Gunnsteinsdóttir	MA/Specialist	Development studies: Gender issues, development, peace-building, post-conflict reconstruction, and UNSCR 1325.
Independent	Katrín Anna Guðmundsdóttir	MA/ gender specialist	Gender studies and business: Gender, gender issues, feminism, gender equality, private sector, marketing, communication and media
Independent	Lilja Mósesdóttir	PhD	Economist: Economic development, gender and labour markets, gender pay gap, women's participation in labour market, and the welfare system.
Independent	Margrét Heindriksdóttir	Human Rights specialist	Law, human rights and gender issues.
Independent	Sigríður Víðis Jónsdóttir	MA/ Specialist	Development studies: conflict resolution and gender issues, and journalism.
Independent	Valgerður Bjarnadóttir	MA/ Gender specialist	Gender equality law, gender policies, and programmes.

ANNEX VIII - Project Timeline - Main Stages and Milestone

	2008	2008	2008	2008	2009	2009	2009	2009	2010	2010	2010	2010	2011	2011	2011	2011	2012	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	
Project Management																		
Visioning, scoping and analysis																		
Project manager employed	•																	
Project support group established	•																	
Steering Committee established					•													
Studies committee established					•													
Project design and planning																		
Programme development																		
Expanding project partnerships																		
Drafting of Project Identification Document																		
Drafting of Project Project Document																		
Contracting																		
Signing of MoU - MFA and UI		•																
Signing of contract - MFA and UI					•													
Implementation and evaluation																		
Selcting candidates for 12-week trial training c																		
First fellows arrive							•											
12-week training course 2009																		
Review/evaluation of training course 2009																		
Selecting candidates for 20-week training c.																		
Arrival of fellows											•				•			
20-week training course																		
External review of the Project																		
Annual report					•				•				•				•	
Concept note to UNU				•														
Communications with UNU																		
Formal application to UNU																	•	
Final evaluation																		

ANNEX IX - ADDRESS, LOCATION, CONTACT INFORMATION AND LOGO

a) Postal address:

Gender Equality Training Programme (GET Programme)

Gimli Building

University of Iceland

Saemundargata 3

101 Reykjavik

ICELAND

b) Location:

Gender Equality Training Programme (GET Programme)

Gimli Building – Room 324 (3rd floor)

Sturlugata

University of Iceland

101 Reykjavik

c) Contact info:

Tel: + 354 525 4278

Fax: + 354 525 6809

E-mail: get@get.hi.is

Website: www.get.hi.is

d) Logo:



APPENDIX 4: **GEST FELLOWS**

2009:

applicants: 13; 4 Fellows positions offered; 2 attended (2 Fellows selected from Palestine were not given travel documents and were unable to attend)

Afghanistan: Latifa Hamidi, UNIFEM, Afghanistan

Afghanistan: Hafizullah Noori, Agency for Assistance and Development of Afghanistan

2010:

applicants: 17; 6 Fellows positions offered; 6 attended

oPt, Gaza: Fatima Alwahaidy, Campaigns specialist, Women's Affairs Technical Committee

oPt, Gaza: Abdelmonem Tahrawy, Project Manager, Palestinian Center for Democracy and Conflict Resolution.

oPt, West Bank: Dima Saleh, Programme Specialist, Women's Affairs Technical Committee

Afghanistan: Fazil Ahmad, Programme Specialist. Head of UNICEF, Maimana Office

Afghanistan: Ghotai Sahibyan, Gender Advisor of the Independent Election Commission

Afghanistan: Fatima Hussaini, Gender Equality Project, Ministry of Women's Affairs

2011:

applicants: 85; 8 Fellows positions offered; 7 attended

Mozambique: Rosalia Pedro, Ministry for the Coordination of Environmental Affairs, Dep't of Gender & Environment

Mozambique: Ester Sumbana, Ministry for Women and Social Welfare

oPt: Jolin Zaghoul, The Independent Commission for Human Rights

oPt: Khaled Mansour, The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

Uganda: Hadijah Namuddu, The Ministry for Gender, Labour and Social Development

Uganda: Susan Asio, ISIS – Women's International Cross Cultural Exchange

Uganda: Moses Sebbale, Essence Consult

2012 (Fall, forthcoming): *applicants: 37; 8 Fellow positions offered; attendance tbd*

3 from Palestinian Territories; 2 Uganda; 2 Afghanistan; 1 Mozambique

APPENDIX 5:

List of Collaborating Institutions and Contacts

Palestine - Partner Institutions / Organizations and Contacts

(Please remember to update contacts)

Name of Institution / Organization	Name of Contact	Position of Contact	Email
Palestinian National Authority, Ministry of Women's Affairs	Fatimah Al-Wahaidy	General Director of Planning and Policies	f_wathaefi@yahoo.com
Palestinian National Authority, Ministry of Women's Affairs	Rabiha Diab	Minister of Women's Affairs	minister_rabiha@mowa.pna.ps
Palestinian National Authority, Ministry of Foreign Affairs	Manal Hamdan	Chief of Protocol	manall_h@yahoo.com
Palestinian Police, Public Relations and Media Department	Major Wafaa Al husain	Director of the Unit of Gender in the Palestinian Civil Police	gender.u@palpolice.ps / wafaa-fn@yahoo.com
Representative Office of Norway to the Palestinian Authority	Tale Kvalvaag	Counsellor	tale.kvalvaag@mfa.no
Representative Office of Norway to the Palestinian Authority	Signe Marie Breivik	Program Advisor	sbr@mfa.no
Palestinian Center for Democracy and Conflict Resolution	Abedelmonem Tahrawy	Project manager	adamagza@hotmail.com
Sharek Youth Foundation	Suzie Sayegh	Program and M&E Officer	suzie.sayegh@sharek.ps
Norwegian Refugee Council	Wafa M.Al-Kafarna	Project Assistant	iclpa.gz@opt.nrc.no
Norwegian Refugee Council	Mona Abed Al-Aziz	Legal Aid Center Lawyer	lawyer1.gz@opt.nrc.no
Norwegian Refugee Council	Fatma AL Sharif	Legal Advisor	lawyer2.gz@opt.nrc.no

Center for Women's Legal Research & Consulting	Zeinab El Ghunaimi	Director	z_ghonaimy@hotmail.com
Women's Centre for Legal Aid and Counselling	Maha Abu-Dayyeh		maha@wclac.org
WATC - Womens Affairs Technical Committee	Samia Bamia		s_bamia@palnet.com
Unifem	Fida Amesheh		fida.amasheh@unifem.org
Unifem	Samar al-Shareef	UNIFEM Head of Office	samar.al-shareef@unifem.org
Unifem	Alia El-Yassir	United Nations Development Fund for Women (UNIFEM)	alia.elyassir@unifem.org
Unifem	Mitushi Das		mitushi.das@unifem.org
Unifem	Oyuntsetseg Oidov		oyuntsetseg.oidov@unifem.org
Unifem	Fabrizia Falcione		fabrizia.falcione@unifem.org
Bir Zeit University	Tania S. Kassis	Administrative & Financial Coordinator	
Bir Zeit University	Islah Jad		
WATC	Rose Shomali	WATC Coalition - Womens Affairs Technical Committee	roseshomali@yahoo.com
Womens Studies Centre	Sama Aweidah		samaweidah@yahoo.com
Women's Affairs Technical Committee,	Rose Shomaly	Director	watcorg@palnet.com
Women's centre for Legal Aid and Counselling	Maha Abu-Dayyeh	Director	
UNICEF	Guðmundur Ebenezer Birgisson	Unicef - Monitoring and Evaluation Officer	gbirgisson@unicef.org
Office for the Coordination of Humanitarian Affairs - Palestine	Elin Asgeirsdottir	Humanitarian Affairs Officer, OCHA oPt	asgeirsdottire@un.org

Afghanistan - Partner Institutions / Organizations and Contacts

(Please remember to update contacts)

Name of Institution / Organization	Name of Contact	Position of Contact	Email
UNICEF	Fazil Ahmad	Programme specialist/ Head of Maimana office	faahmad@unicef.org / drfazilahmad@hotmail.com l.hamidi@nspafghanistan.org
National Solidarity Program (NSP), Ministry of Rural Rehabilitation and Development	Latifa Hamidi	Senior Programme Officer	l.hamidi@nspafghanistan.org
Creative Association International Incorporation (CAII)	Hafizullah Noori	Capacity Development Facilitator	hafnoori@yahoo.com
OPEN ASIA France-Armanshahr Foundation	Guissou Jahangiri	Executive Director	guissoujahangiri@gmail.com ingibjorg.solrun@simnet.is
UN Women	Ingibjörg Sólrún Gísladóttir	Country Director	
	Homa Sabri	Officer in charge	homa.sabri@unwomen.org
Un Women Afghanistan Research and Evaluation Unit	Chona Echavez	Senior Researcher	
Ministry of Women's Affairs (MOWA)		Technical Deputy Minister	
Afghan Women Network	Sameera Hamidi	Country Director	
Afghan Women's Skills Development Center	Mary Akrami	Executive Director	mary.akrami@gmail.com

Uganda - Partner Institutions / Organizations and Contacts

(Please remember to update contacts)

Name of Institution / Organization	Name of Contact	Position of Contact	Email
International Labour Organisation	Grace Rwomushana	National project coordinator	rwomushana@ilo.org / grwomushana@gmail.com
Isis. Women's International Cross Cultural Exchange	Ruth Ojiambo Ocheing	Executive director	isis@starcom.co.ug
Akina Mama wa Afrika	Delphine Sserumaga	Executive director	amwa@akinamamawaafrika.org / delphine@akinamamawaafrika.org
ActionAid International Uganda	Charles Businge	Country director	charles.businge@actionaid.org
ActionAid International Uganda	Harriet Gimbo Robinah	Thematic coordinator - Women Rights and HIV	Harriet.Gimbo@actionaid.org
United Nations Population Fund	Ilaria Michelis	Project development assistant	michelis@unfpa.org
Royal Danish Embassy	Sanne Frost Helt	Counsellor	kmtamb@um.dk
Uganda Investment Authority	Joyce Sserubombwe	Investment executive	erubombe@ugandainvest.com
Uganda Investment Authority	Maggie Kigozi	Executive director	mkigozi@ugandainvest.com
Royal Norwegian Embassy	Kamilla H. Kolshus	First secretary	khk@mfa.no
School of Women and Gender Studies, Makerere University	Consolata Kabonesa	Gender and human development specialist. Dean	kabyanga@yahoo.com / ckabonesa@ss.mak.ac.ug

Mosambique - Partner Institutions / Organizations and Contacts

(Please remember to update contacts)

Name of Institution / Organization	Name of Contact	Position of Contact	Email
Women and Law in Southern Africa, Mozambique	Terezinha da Silva	National coordinator	wlsamoz@tropical.co.mz / coord.wlsa@tropical.co.mz
National Institute for the Development of Small Scale Fisheries, Ministry of Fishing	Rosita A.R.A. Gomes	Deputy director	ara.gomes@yahoo.com.br
United Nations Entity for Gender Equality and the Empowerment of Women	Adélia de Melo Branco	Country programme manager	adelia.branco@unwomen.org
International Union for Conservation of Nature, Mozambique country office	Roberto Zolho	National climate change project coordinator	roberto.zolho@iugn.org / robertoz.iucn@tvcabo.co.mz
University of Eduardo Mondlane National Council for Sustainable Development	Gracinda André Mataveia	Directora adjunta e docente da Faculdade Veterinária	gmataveia@yahoo.com / gracinda@uem.mz
National Directorate for Environmental Promotion, Ministry for the Co-ordination of Environmental Affairs	Sónia da Silveira	National director	sgsilveira@yahoo.com
Forum Mulher	Graca Samo	Executive director	gracasamo@forumulher.org.mz
Canadian International Development Agency	Leontina Virgínia Sarmento M. Dos Muchangos	Specialist	leontina.muchangos@cida-psu.org.mz
Royal Norwegian Embassy	Tahia Carim	Programme secretary	tc@mfa.no
Royal Norwegian Embassy	Nina Strøm	First secretary	nis@mfa.no
Royal Norwegian Embassy	Clarisse B. Fernandes	Advisor	cba@mfa.no
Ministry of agriculture	Zilda Massango	National gender co-ordinator	boliliane@yahoo.com.br
Ministry of Fisheries	Carla Manjete	Assistent to the Minister	carlam@mozpesca.gov.mz

Malawi - Partner Institutions / Organizations and Contacts

(Please remember to update contacts)

Name of Institution / Organization	Name of Contact	Position of Contact	Email
NASFAM - National Smallholders Farmers' Association of Malawi	Dyborn Chibonga	Chief Executive Officer	DCchibonga@nasfam.org ; nasfam@nasfam.org
Bunda College of Agriculture, University of Malawi	Prof. Moses B. Kwapata and Moses Limuwa	Prinsipal Project Manager	mkwapata@yahoo.com ; mrimuwa@yahoo.com
Swedish Cooperative Center, Malawi	Ulf Lindgren	Programme Director	ulf.lindgren@sccrosa.org
NGO Gender Coordination Network	Victor Kondwani Mulidi	Acting Network Coordinator	vic.maulidi@gmail.com
Embassy of Norway in Lilongwe	Solrun Maria Olafsdottir	Programme Officer - Gender	Solrun.Maria.Olafsdottir@mfa.no
Ministry of Gender	Harry Chidengu-Goma	Gender officer	hchidengu@yahoo.co.uk
ICEIDA in Malawi	Vilhjalmur Wium	Country Director	wium@iceida.is

APPENDIX 6:

FELLOWS EVALUATION OF THE TRAINING PROGRAMME (SUMMARY FROM THE 2011 GEST Annual Report)

EVALUATION OF GEST PROGRAMME 2011

The GEST Programme used a number of ways to assess how satisfied the fellows were with different aspects of the training programme. Following the completion of every module the teaching, structure and content of the module was evaluated anonymously on a special evaluation sheet. The fellows were also asked to rate the performance of each teacher individually. In the final week of the programme the fellows were asked to evaluate the programme as a whole. The return of the evaluation sheets was 100%. As part of the module "Practical Tools for Gender Projects" the fellows did an M&E of the Programme as a whole, going through all documents pertaining to the GEST Programme.

The use of questionnaires and in particular the use of a rating scale, is a well established means for getting information about the quality of teaching. The fellows were asked to rate various aspects of the programme put forward in the form of a statement on a 5 point rating scale. All of the rating points were verbalised, ranging from "strongly agree" to "strongly disagree". The rating scales were followed by open ended questions which gave the fellows a chance to elaborate further on what they liked or disliked in the programme and make suggestions for improvements.

In short the Programme as a whole and all of the individual modules were given a favourable rating. The fellows enjoyed the discussions that took place in classes, felt the teaching was of high quality and pointed out that they were learning a lot from the dialogue between fellows and between fellows and teachers. Most of the learning objectives were achieved and the fellows were provided with both theoretical and practical knowledge to deal with various situations relating to gender equality in their home countries.

The module that gets the most favourable rating by the fellows is "Gender and Security". In this module there was a module leader who was present during the run of the whole module. This is preferable as it provides the module with a "spine" and gives a sense of continuity from one teaching session to another. A module leader can direct the fellows to think about how one particular session answers questions raised by another or how answers provided in one sessions might be problematised in the scenarios drawn up in the other sessions. The fellows were also given practical tasks that cemented the knowledge provided in the sessions and encouraged the fellows to think about how they could apply their knowledge to security issues in their home countries.

The evaluation also points to a number of features that can be improved. Some of the topics need more time; whenever possible practical exercises should be included; the fellows would benefit from being able to choose between different modules so that they can streamline the education in line with their needs; and we need to make sure that they do not face disruptions, such as moving from one accommodation to another during critical points in the Programme.

OVERVIEW OF EVALUATION

THE PROGRAMME AS A WHOLE

In general the evaluation of the Programme is positive but includes some constructive criticism that should be useful for improving and developing the programme further. The questionnaire is divided into 4 parts; content, organization, learning outcomes, teaching, learning support followed with open ended questions.

Content:

Judging by the rating scales the fellows are happy with the content of the Programme. They agree it is interesting, the degree of difficulty appropriate and relevant for understanding gender equality. They also agree it is relevant for their work which is important as the programme is meant to build their capacity for working on gender equality issues when they return to their homeland. All the fellows (bar one rating this statement as neutral) agree that the field visits have added to their understanding of the module's content. In the open ended questions they make several suggestions for how the content can be improved further. These include having sessions on women's economic empowerment and microcredit.

Organization:

The organization of the programme is also rated highly. All fellows (bar one giving a neutral rating) strongly agree or agree that it was well organised. The programme is considered to have met expectations in terms of quality and for building capacity to work in the field of gender equality. All the fellows strongly agree that the staff at the Programme are helpful and supportive. The quality of the accommodation provided during the programme run is considered good by all bar one who gives a neutral rating. However, in answers to the open ended questions it is clear that the fellows found the move from the student accommodation, Gamli Garður, to a guesthouse quite stressful and disruptive at a critical stage in the Programme (when they were writing the final assignment).

Learning outcomes:

In this section of the questionnaire the fellows are specifically asked to rate whether the Programme managed to achieve the objectives set out in the project document. The outcome is very positive; the fellows consider their capacity to advance gender equality in their home country to have increased; they understand what the main issues in gender equality studies are; their skills for gender analysis have increased; their skills to disseminate knowledge about gender equality methods have increased, their ability to participate in critical and transnational dialogue on gender issues has increased and they consider themselves (all bar one who gives a neutral rating) to be able to organise and manage projects focusing on gender equality. Answers to the open ended questions support this positive rating. All of the fellows have plans to implement some of the ideas or techniques that they have studied in the programme when they return and some give concrete example of how they will do this.

Teaching and learning support

All of the fellows agree that overall the quality of the teaching and the teaching methods was good; that their prior knowledge was taken account of and that the facilitators were approachable and helpful. They all agree that they were provided with sufficient amount of learning material and all (but one with neutral rating) think the learning material was interesting and engaging. All but one (who gives a neutral rating) agree that they were given opportunities to practise the skills they were learning. Five of the fellows agree that they received sufficient feedback on their progress but two would have liked more. All except two agree that the workload was appropriate. Answers to the open ended questions reveal that what the fellows considered to be one of the most positive feature of the Programme was the transnational dialogue in the teaching sessions between fellows and staff. However, many found writing the final assignment stressful and would have liked more time to do so and more coordination between supervisors and GEST staff.

Next year the programme will be organised so that there will be more available time for the final thesis and also for written coursework. It is hoped that by then the fellows will be awarded a Diploma when they have completed all the work required. Four modules will then be mandatory, but the fellows will choose 3 out of 4 modules, leaving more space for work outside the classroom.

The following actions are suggested based on the 2011 evaluation of the GEST Programme

1. More time dedicated to the writing of the final assignment
2. Initial meeting of GEST staff with fellow and supervisor to go through expectations for the final assignment
3. Make sure that the fellows do not have to change accommodation at a critical time in their study. Preferably that they can stay in the same accommodation during the whole time.

EVALUATION OF MODULE 1: ORIENTATION, ACADEMIC WORKING METHODS AND SKILLS.

Content: Most of the fellows agree that the amount of material covered in the module was appropriate except for one who selects neutral and another who disagrees. The degree of difficulty is seen as appropriate and all fellows agree that the content was interesting and contributed to their understanding of the issues discussed. All bar one who selects “neutral” thinks the material covered will increase their ability to work in the field of gender relations. All but two who are “neutral” agree that the field visits added to their understanding of the module’s content.

Organization:

All of the fellows agree that the module was well organised and that the organization of teaching, field visits and learning activities was good. All except one who chooses “neutral” agree that the statement of learning outcomes was clear.

Learning outcomes:

Here the extent to which the fellows think the module has achieved the objectives it set out to achieve is rated. All but two agree that they can find their way around the university (one is neutral one disagrees) and that they know where the key resources for studies and research are located (two are neutral). All but one who is neutral agree that they know what the main characteristics of good academic essays and reports are like and that their presentation skills have improved.

Teaching and learning support:

All but one agree that they were given opportunities to practise the skills they were learning. All but one who is neutral agree that the facilitators took into account their prior knowledge. All fellows agree that the facilitators were approachable and helpful. All but two (one is neutral and the other disagrees) agree that they were provided with access to sufficient amount of learning material and that the work load was appropriate. From answers to the open questions it is clear that the fellows would have liked more time spent on particular topics, e.g. English as a foreign language and more time in Brekkuskógur, in particular with the students at the Faculty of Sports, Leisure Studies and Social Education at Laugarvatn. However, almost all of the sessions are mentioned in open ended questions about how useful the teaching sessions were. The field visits are considered very valuable.

The following actions are suggested to improve this module based on the 2011 evaluation:

- Increase the amount of sessions focusing on teaching English as a foreign language
- Put more emphasis on providing written feedback for coursework

EVALUATION OF MODULE 2: INTRODUCTION TO THEORIES AND CONCEPTS

Content:

The fellows for the most part appear satisfied with the content of the module. They all agree that the amount covered was appropriate and that it contributed to their understanding of the issues discussed. All but one (neutral) agreed that the degree of difficulty was appropriate; that the content was interesting and that it would increase their ability for doing work in the field of gender equality. All but one (neutral) agreed that the field visits added to their understanding of the module's content. In answers to the open ended questions the session on men and masculinities, involving women in decision making and women in political and public life were singled out as having been particularly interesting. The fellows really liked the roundtable discussions organised following the two films shown in this module. The field visits worked very well with the sessions organised and added to the fellows understanding of the concepts and ideas discussed. The fellows mentioned the field visit to Askja nursery/primary school and Mörk rest and nursing home for the elderly as having been particularly useful but these visits followed sessions on gender and welfare. They also singled out ICEIDA, Amnesty International and UN Women, as having been useful.

Organization:

All fellows agreed that the module was well organised and that the organization of teaching,

field visits and learning activities was good. All but two (neutral) agreed that the statement of learning outcomes was clear. One of the fellows suggested that it would be a good idea to include Icelandic students in especially the roundtable discussions.

Learning outcomes:

The fellows agreed that they understood the relationship between culture, sex and gender, that they could analyse how gender positions us as men and women; that they could think of strategies for how women and minority groups could be given a voice and empowered in public decision making and that they understood that there are different welfare systems and how they have different impact on men and women. All but one (neutral) agreed that the meanings of concepts and practises can change through transnational dialogues and that they understood that public institutions are gendered.

Teaching and learning support:

All fellows agreed that the facilitators were approachable and helpful, that the workload was appropriate and that they were provided with access to sufficient amount of learning materials. All but one (neutral) agreed that the learning materials were interesting and engaging, that they were given an opportunity to practise the skills they were learning, and that the facilitators took into account prior knowledge. Two fellows disagreed and one fellow rated as neutral the statement that sufficient feedback was given on progress. The fellows suggested the use of more visual aids in classes with complex theoretical concepts and also that more time was needed to cover some of the sessions where complex theoretical concepts were being introduced, this applied in particular to the sessions on Globalisation and feminism.

The following actions are suggested to improve this module based on the 2011 evaluation:

- Allocate more time to the sessions that cover complex theoretical concepts.
- Include Icelandic students in chosen sessions
- Provide more written feedback on progress

EVALUATION OF MODULE 3: PRACTICAL TOOLS FOR GENDER SENSITIVE PROJECTS

Content:

All of the fellows agree that the amount of material covered in the programme was appropriate and that it contributed to their understanding of the issues discussed. All but one (neutral) agreed that the degree of difficulty was appropriate; that the content was interesting and that it would increase their abilities for doing work in the field of gender equality. All but two (neutral) strongly agreed that the field visits added to their understanding of the module's content. In answers to open questions the fellows were very complementary of the sessions on gender responsive budgeting and project management. They in particular liked its practical component and felt they had been given skills they could use at home.

Organization:

All fellows agreed that the module was well organised and that the organization of teaching, field visits and learning activities was good. All but one (neutral) agreed that the statement of learning outcomes was clear. The fellows noted that the field visit to the Red Cross complemented the teaching in this module and that it gave them an opportunity to “touch the impact” of a project.

Learning outcomes:

All agree that they understood the benefits of gender sensitive indicators for project management; that they understood the importance of the participation of all stakeholders that take part in the project cycle management; that they can identify whether a log-frame or project is gender sensitive or not; that they can understand the importance of communicating evaluation results. All but one (neutral) agree that they understand the diverse leadership qualities needed for project management; that they are aware of the ethical implications decisions in project management can have; that they can use gender sensitive budgeting as a planning strategy; that they can use practical tools for gender responsive budgeting and that they can identify appropriate M&E approaches for different tasks.

Teaching and learning support:

All fellows agreed that they had been given opportunities to practise the skills they were learning, that they were provided with access to sufficient amount of learning materials and that the facilitators were approachable and helpful. All but one (neutral) agreed that the facilitators took into account their prior knowledge, that the learning materials were interesting and engaging and that the work load was appropriate. However, the fellows would have liked more time and more in-depth coverage of some of the issues and even more practical exercises.

The following actions are suggested to improve this module based on the 2011 evaluation:

- More exercises built into the module
- More time provided for especially Project management.

EVALUATION OF MODULE 4: GENDER AND THE ENVIRONMENT

Content:

All fellows agreed that the degree of difficulty was appropriate; that the content contributed to their understanding of the issues discussed, that the module content was interesting and would increase their abilities for doing work in the field of gender equality. All but one agreed that the amount of material covered in the module was appropriate and that the field visits added to their understanding of the module’s content.

Organization:

All fellows agreed that the module was well organised and that the statement of learning outcomes was clear. They also agreed that the organization of teaching, field visits and learning activities was good. Some regrets were expressed that they could not visit the Recycle Centre in Reykjavík as planned but this was due to reasons beyond our control.

Learning outcomes:

All fellows agreed that they understood what the main issues of environmental concern are both on local and global levels; that they understood how issues of environmental concern are gendered and culture-specific; that they understood and could explain that there are important links between gender, development, globalisation, capitalism and the environment and that they could do gender analysis project in relation to environmental issues such as climate change and natural resource management. All but one (neutral) agreed that they could do gender analysis for environmental impact assessment, and all but two (neutral) agreed that they could design and implement project for the promotion of environmental concern at public and community level and have a critical understanding of how main global treaties and charters of the environment apply to different contexts. All but three (neutral) agreed that they were familiar with the main global treaties and charters of the environment. There were some suggestions from the fellows about how the learning outcomes could be better achieved, e.g. by setting an exercise where the fellows design a campaign using the techniques they have learned.

Teaching and learning support:

All fellows agreed that the materials were interesting and engaging; that the facilitators were approachable and helpful and that the work load was appropriate. All but one (neutral) agreed that they were given opportunities to practise the skills they were learning, and that the facilitators took into account prior knowledge. All but three (neutral) agreed that they had received sufficient feedback on their progress but one fellow would have liked more access to learning materials. The fellows singled out the sessions on gender and water as having been particularly useful both because it highlighted an issue that they had never thought of before but also because it drew attention to its political context. Some of the fellows pointed out that not all of the sessions were relevant, e.g. session on geothermal energy and gendered land rights in Southern Africa.

The following actions are suggested to improve this module based on the 2011 evaluation:

- Make sure all sessions are related to issues relevant to fellows
- More practical exercises where feedback is provided
- More emphasis on the global treaties and charters of the environment

EVALUATION OF MODULE 5: GENDER AND SECURITY

Content:

The fellows agreed that the amount of material and degree of difficulty was appropriate. They also agreed that the module content was interesting and contributed to their

understanding of the issues discussed. They agreed that the material covered would increase their abilities for doing work in the field of gender equality and that the field visits added to their understanding of the module's content. The field visit to the Red Cross was singled out for being particularly useful and illustrating some of the points made in class but the fellows also enjoyed the visit to the Ministry for Foreign Affairs and the Women's Shelter. It was mentioned by one fellow that sessions on masculinity, militarism and security would supplement the content of the module well.

Organization:

All of the fellows agreed that the module was well organised, that the statement of learning outcomes was clear and that the organization of teaching, field visits and learning activities was good. They mentioned in particular how well the sessions linked to each other which gave the module as a whole much value. The fellows mentioned that they would have liked members or professionals working in Security to sit in the classes with them.

Learning outcomes:

The fellows agreed that all of the learning objectives had been accomplished. They agreed that they could understand and explain the link between gender and security; that they could outline positions and roles of women in conflict, peace processes and post-conflict reconstruction; that they could analyse and demonstrate key issues and possible solutions related to gender and security in their home countries and could think of strategies for empowering women in conflict and increase their involvement in peace processes and post-conflict reconstruction.

Teaching and learning support:

The fellows strongly agreed (one agreed) that they had been given opportunities to practise the skills they were learning and that the facilitators were approachable and helpful. They agreed that the facilitators took into account their prior knowledge; that they received sufficient feedback on their progress; that they received sufficient amount of learning materials and that it was interesting and engaging. All but one agreed that the workload was appropriate but one fellow felt it was too heavy. The fellows were highly complementary of the teaching and especially Birna Þórarinsdóttir who led the fellows through the module. One of the sessions was an e-learning course from IASC and the fellows found it both practical and enjoyable.

The following actions are suggested to improve this module based on the 2011 evaluation:

- Include professionals working in the security sector in the classes with the fellows

EVALUATION OF MODULE 6: GENDER AND HEALTH

Content:

The fellows agreed that the amount of material covered in the programme and its level of difficulty was appropriate. They agreed that the content contributed to their understanding of the issues discussed and was interesting. All but two (neutral) felt that the material

covered would increase their ability for doing work in the field of gender equality and all but one (neutral) agreed that the field visits added to their understanding of the module's content. The visit to the Emergency Service of Rape Victims was seen as particularly valuable, as it provided many useful examples of good practice and as complementing the theoretical discussion in class.

Organization:

All fellows agreed the module was well organised, that the statement of learning outcomes was clear and that the organization of teaching, field visits and learning activities was good. One fellow pointed out that the timing of this module was unfortunate as it was run at a time when the fellows were busy working on their project proposal.

Learning outcomes:

All fellows agreed that they could understand and explain the link between gender, health and well-being; that they understood in what ways access to health care is gendered and that they understood the gendered basis of violence and were familiar with strategies to counteract it. All but one (neutral) agreed that they understood why health interventions and campaigns need to address gender and target communities' needs and worldview and all but two (neutral) agreed that they could think of strategies for building the capacities of marginalised groups so that they could better respond to health challenges.

Teaching and learning support:

All fellows agreed that the facilitators were approachable and helpful. All but three (neutral) agreed that they were given opportunities to practise the skills they were learning and all but one (neutral) agreed that the facilitators took into account their prior knowledge; that the learning material was interesting and engaging and that the work load was appropriate. Just over half of the fellows felt that they received sufficient feedback on their progress but two rated this statement as neutral and one fellow disagreed. All fellows but two felt that they were provided with access to sufficient amount of learning materials but one was neutral and one felt they had been given too much material.

The following actions are suggested to improve this module based on the 2011 evaluation

- Run the module at a time when it does not compete with other activities, such as writing project proposal.
- Include more practical exercises where fellows are given feedback on their work.

EVALUATION OF MODULE 7: FINAL ASSIGNMENT

All of the fellows agreed that writing the final assignment gave them a better understanding of the problem/issues addressed and thought that they would be likely to use the assignment as a basis for bringing on changes in their home countries. All but one (neutral) agreed that the quality of the supervision and the support they received while writing the assignment was good. In answers to open questions many of the fellows complimented the guidance they got from the supervisors; some had plans to lobby for funding to implement the project proposed in their final assignment. However, some fellows noted that writing the

final assignment had been stressful and they would have liked more time for writing. The fellows had to hand in a draft on 1. December; the last day of teaching was 12. December and they had to hand in the final assignment on January 13th. One fellow also mentioned that s/he would have liked more coordination between GEST staff and their supervisor so that everyone would be on the same page in terms of expectations and advise. There were also suggestions that the fellows should already have decided on a topic for the final assignment before joining the Programme.

The following actions are suggested to improve this module based on the 2011 evaluation

- A joint meeting with individual fellows, supervisor and GEST staff to discuss the final assignment early in the process
- Fellows hand in a draft at least 2 months before final hand in date.
- More free time in between modules to focus on final assignment.

EVALUATION OF OTHER ACTIVITIES IN THE GEST PROGRAMME

Conferences and workshops:

The fellows took part in a conference organised by the Women's and Gender Research Centre (RIKK) and attended keynote lectures in the conference "Bodies in Crises". All of these experiences the fellows found valuable but again they preferred talks and sessions that specifically addressed issues they could relate to the situation in their home countries.

The fellows also took part in a workshop with a research group on war and conflict led by Professor Sigríður Þorgeirsdóttir. The fellows valued the transnational dialogue but felt it was one sided; they talked about war and suffering but did not get much in terms of feedback from other participants apart from the fellows.

The following actions are suggested to improve this module based on the 2011 evaluation

- All workshops and learning sessions have to have clear objectives and learning outcomes

APPENDIX 7:
LIST of GEST Partners

Contracted Partners		Role and Objectives
University of Iceland		The School of Humanities hosts the GEST Programme and is responsible for the implementation and management of the Programme.
Ministry for Foreign Affairs		Key GEST sponsor. The GEST Programme is included in Iceland's Strategic Development Cooperation Plan 2011-2014 and serves to meet the Ministries objectives in relation to: Gender Equality; Peace/Governance; and the UNU. GEST is also a part of the Parliamentary Resolution on the Gender Equality Action Programme 2011-2014. GEST has invited ministry staff to attend GEST specialized seminars and collaborates with the Ministry in organizing events, including conferences, with international specialists in the field of gender, development and security.
Sister Institutions		
Centre for Women's and Gender Research (RIKK) at the UoI		RIKK was the implementation institution of the GEST Programme during its pilot-phase. RIKKs extensive networks and knowledge has benefited the GEST Programme greatly. RIKK and GEST share staff and collaborate on a variety of symposiums, conferences and seminars.
EDDA - Center of Excellence at the UoI		EDDA is the academic foundation of GEST and GEST is included in EDDA's Research Strategy.
UNU Programmes in Iceland		
Geothermal Programme		Negotiations are underway relation to the establishment of UNU-ICES. Also and advisory partnership on sharing information and identifying teachers.
Fisheries Programme		Negotiations are underway relation to the establishment of UNU-ICES. GEST staff member has taught a class on gender at the Programme. Also and advisory partnership on sharing information and identifying teachers.

Land Restoration Programme
Negotiations are underway relation to the establishment of UNU-ICES. Also and advisory partnership on sharing information and identifying teachers.

Government Institutions and NGO Partners in Iceland

Ministry for the Environment
GEST's representative sits in a joint working group of MofA and MoE on gender and the environment. A specialist at the ministry has worked on developing a gender and climate change short-course that has been implemented in Uganda.

UN Women - Iceland's Country Committee
On-going collaboration in regards to seminars and meetings on gender and development, often with the participation of GEST fellows.

Reykjavík City
Reykjavík City is a key sponsor of the Centre for Women's and Gender Studies. GEST invites staff members of the City of Reykjavík to participate in expert seminars on gender budgeting; GEST fellows participate in events organised by the City.

The Reykjavík International Film Festival (RIFF)
In 2010 GEST partnered with RIFF on a joint symposium in connection with RIFF documentaries on Palestine and Afghanistan. GEST Fellows participated along with directors of the films. Both parties have agree to continue this collaboration.

International Partners

FAO - Gender Division
Implementing partner in a project funded by MoFA: Gender-Specific Impacts of Climate change on Fisheries Livelihoods

OPEN ASIA France-Armanshahr Foundation
GEST collaborated with Armanshahr, a Afghan-based NGO, on developing an application for the UNDEF. The project proposal was titled: Democratic literacy and training for women in Afghanistan. The project did not receive funding.

NORAD - Uganda Office
A key partner in the development and implementation of a shourt-course on gender and the environment. And sponsored an additional GEST fellow in 2011

DANIDA - Uganda Office
A key partner in the development and implementation of a shourt-course on gender and the environment.

ICEIDA - Uganda Office
A key partner in the development and implementation of a shourt-course on gender and the environment.

Makarere University - Uganda

A key partner in the development and implementation of a short-course on gender and the environment.

Collaborating Institutions/Organizations in Partner Countries.

(See excel document titled: List of Partner Institutions and contacts)

Informal Partnerships

The Institute of International Affairs at the UoI

Collaboration on an events and seminars with international academics and specialists.

Reykjavík International Literary Festival

Collaboration on an event and seminar with Nawal El Saadawi.

GEST fellows' visits

The GEST fellows visit a number of organizations/institutions as a part of the GEST Programme, including: Amnesty International, Education and Counseling Center for Survivors of Sexual Abuse and Violence, The Women's Shelter, Mindpower, The Red Cross.

APPENDIX 8: Strategic Plan

Gender Equality Studies and Training Programme Strategic Plan 2013-2017 Strategic Planning Report June 2012 Based on work during GEST staff Away Days 24-25 May

Introduction

The Gender Equality Studies and Training Programme (GEST) was established through an agreement between the University of Iceland and the Ministry for Foreign Affairs on 27 January 2009. It is a three-year pilot project, which has now been extended for one additional year, with the goal of becoming accredited as part of the United Nations University (UNU) in 2013. Here follows a Strategic Plan (SP) for the 5-year period 2013-2017. The SP includes the following sections: vision, mission Statement, values, key stakeholders, activities to be finalized before 2013, logical Framework 2013 – 2017.

Vision

To become a high-level, international, research, education and training programme in the field of gender equality and women's empowerment generating sustainable changes.

Mission Statement

To promote gender equality and women's empowerment through education, training and research in developing and fragile societies

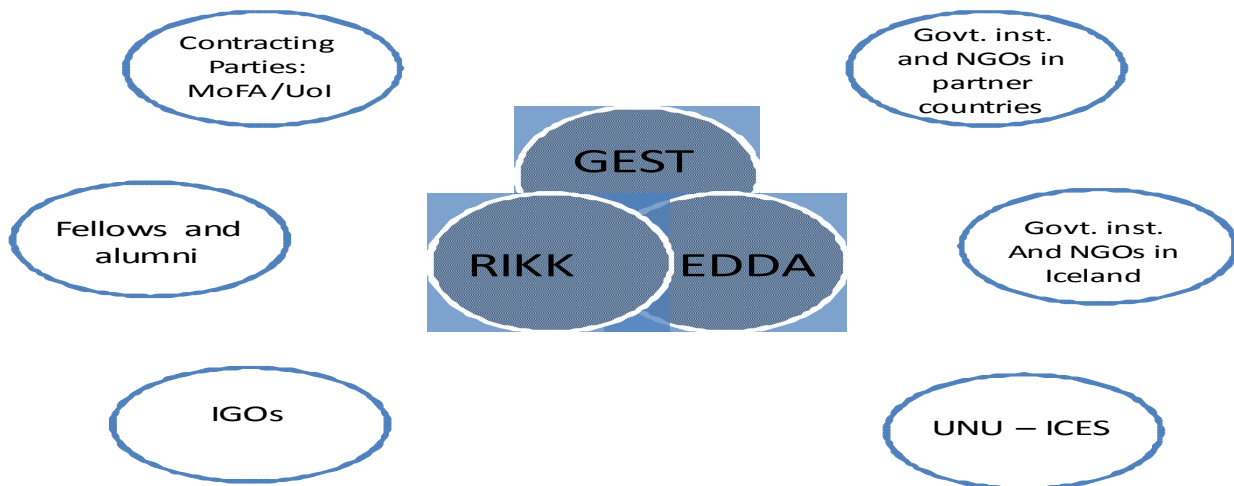
Values

- *Integrity:* We act with responsibility and in accordance with our core feminist principles
- *Reflexivity:* We reflect on our diverse positions of power and how it shapes our interactions.
- *Dialogue:* With dialogue and mutual exchange we seek to promote equality.
- *Creativity:* We generate knowledge and practice leading to positive changes.

Key stakeholders

- Contracting Parties: Ministry for Foreign Affairs and the University of Iceland (UoI)
- Sister institutions: EDDA – Center of Excellence and the Centre for Women’s and Gender Research at the UoI.
- Governmental and non-governmental institutions/organizations in partner countries
- Fellows and alumni
- Governmental and non-governmental institutions/organizations in Iceland
- UNU – ICES
- Intergovernmental institutions such as UN institutions

Key Stakeholders



Activities to be finalized before 2013

- Develop a Code of Ethics for the GEST Programme.
- Develop a Confidentiality Agreement to be signed by staff members and fellows pertaining to confidentiality between fellows and staff during their stay in Iceland.
- Develop a ToR for Study Committee and Module Leaders
- Develop a preliminary research strategy for GEST within EDDA
- Develop ToR for an External Evaluator to design an M&E Framework for an Impact Assessment that will be conducted in 2016.
- Conduct preliminary rapport with high-level UNU personnel on the feasibility of an engendering strategy for the UNU and GEST's role in such a strategy.
- Develop new PR material for the Programme

Logical Framework 2013 - 2017

Development Objective (Goal): To promote gender equality and women's empowerment in developing and fragile countries/societies through training, education and research focusing on capacity development.				
Immediate Objective (Purpose): To run a gender equality studies and training programme and short-courses, for professionals and organizations working on gender equality and women's empowerment in Afghanistan, Palestine, Malawi, Mozambique and Uganda.				
Output 1	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
A fully developed syllabus for the 20-week GEST programme in place and three new optional modules fully developed and implemented.	<ul style="list-style-type: none"> Conduct quarterly Study Committee meetings Coordinate and develop three new optional modules Hire teachers to teach modules Evaluation of teaching sessions by GEST fellows and GEST management team. 	<ul style="list-style-type: none"> No. of Study Committee meetings, by year. Specialization within the study committee, by themes. Specialization of teacher, by themes. Fully tested and evaluated syllabus. Gender balance in the study committee. 	<ul style="list-style-type: none"> The GEST syllabus. Minutes for Study committee meetings. Study committee members' profile. Teachers' profile. GEST fellows' evaluation forms. GEST annual report. Independent evaluation report. 	<ul style="list-style-type: none"> Teachers are willing and available to take part in the programme. Specialists are willing and available to take part in the programme. Continued commitment of all stakeholders.
Output 2	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Strengthen and expand institutional partnerships with relevant govt ministries, agencies, int'l organizations, educational institutes and civil society organizations in Iceland, the Nordic and other partner countries.	<ul style="list-style-type: none"> Identify and select countries for recruitment of fellows. Develop and implement a partnership strategy Develop and implement a co-financing partnership strategy 	<ul style="list-style-type: none"> No. of partnership institutions, by country, type and status. No. of fellows working for the partner institutions, by country, type and status. No. of countries with trained fellows. 	<ul style="list-style-type: none"> GEST monitoring and evaluation reports. Project progress reports. List of partner institutions. Statements form partner institutions. 	<ul style="list-style-type: none"> Institutions in partner countries will have positive attitudes towards GEST. Institutions in target countries will be implementing policy and activities aimed at

	<ul style="list-style-type: none"> • <u>Establish and formalize collaboration and conduct meetings with partners and potential partners.</u> • Establish collaboration and co-financing partnerships with Nordic <u>institutions.</u> • Engendering projects within ICES and UNU 	<ul style="list-style-type: none"> • No. of agreements between GEST and partner institutions/organizations • No. of engendered projects within ICES and UNU 	<ul style="list-style-type: none"> • Annual Reports from ICES and UNU 	<p>women's empowerment and gender equality.</p> <ul style="list-style-type: none"> • ICES and UNU will be susceptible to engendering their programmes/projects
Output 3	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
<p>78 professionals (fellows) trained in the GEST programme, and 4 fellows completed a M.A./M.Sc. degree on a GEST Scholarship and applying their knowledge in their home countries by the end of 2017.</p> <p>Number of students by year: 2013: 12 2014: 14 2015: 18 2016: 18 + 2 M.A./M.Sc. SCHLR 2017: 18 + 2 M.A./M.Sc. SCHLR</p>	<ul style="list-style-type: none"> • <u>Implement recruitment process.</u> • Coordinate and implement the GEST programme • Identify relevant M.A./M.Sc. courses and degrees at the UoI. • Secure funding for increased number of fellows and SCHLRs 	<ul style="list-style-type: none"> • No. of fellows trained, by sex, age, specialization, institution and nationality. • No. of M.A./M.Sc. SCHLR fellows. • No. of post fellows working in the fields of gender equality, women's empowerment and/or social reconstruction. • No. of teachers by sex, subject, and type of training. • No. of permanent teachers, by sex, subject and type of training. • No. of post-fellows members of the fellows' network, by sex and nationality. • No. of projects implemented based on GEST fellows final assignments. 	<ul style="list-style-type: none"> • GEST monitoring and evaluation reports • Project progress reports. • Post-fellows' registry. • Teachers' registry. • GEST fellows' alumni. 	<ul style="list-style-type: none"> • Potential fellows will have positive attitudes towards the GEST programme. • There will be a conducive political environment. • Teachers are willing and available to take part in the programme.
Output 4	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks

GEST Alumni in place and fully functioning by 2013	<ul style="list-style-type: none"> • Implement Country Alumni Meetings in combination with <u>recruitment missions</u> • <u>Publish Annual Newsletter</u> • Keep active social networks 	<ul style="list-style-type: none"> • No. of Country Alumni Meetings held. • No. of Annual Newsletters published. • No. of comments posted on social networks. • No. of (former) fellows commenting regularly on social networks. 	<ul style="list-style-type: none"> • GEST monitoring and evaluation reports. • Project progress reports 	<ul style="list-style-type: none"> • GEST fellows are willing and able to participate in alumni activities.
Output 5	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Workshops, seminars and short training courses developed and implemented on a needs basis. Content in short training courses can include: gender and the economy and gender and violence.	<ul style="list-style-type: none"> • Organise and implement meetings, workshops and seminars. • <u>Coordinate</u> and develop <u>short courses</u> and seminars in partner countries. • Evaluation of short courses by <u>participants</u> 	<ul style="list-style-type: none"> • No. of short courses and seminars held, by themes, modules, length and location. • No. of participants in the short courses and seminars, by sex, institution and nationality. • No. of teachers, by sex, subject, and type of training. 	<ul style="list-style-type: none"> • GEST monitoring and evaluation reports. • Project progress reports. • Course/seminar plans and syllabuses. • Participation lists. • Participants' evaluation sheets. • Teachers' registry. 	<ul style="list-style-type: none"> • Professionals are able to take part in the GEST short courses, workshops and seminars. • Teachers are willing and available to take part in the GEST short courses, workshops and seminars.
Output 6	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Information on the GEST programme produced and disseminated in Iceland, partner countries and within the UNU.	<ul style="list-style-type: none"> • Update of the GEST promotional brochure in 2014 and 2016. • Disseminate information on GEST in Iceland, partner countries and relevant international organizations. • Promote the GEST programme through partner institutions, and 	<ul style="list-style-type: none"> • No. of and type of information material. • No. of dissemination activities carried out, by type. • Updates of web-site and material for fellows and post-fellows. 	<ul style="list-style-type: none"> • Information material. • GEST monitoring and evaluation reports. • Project progress reports. 	<ul style="list-style-type: none"> • All stakeholders will be committed. • Institutions in partner countries will have positive attitudes towards GEST. • Project staff is available.

	UNU.			
Output 7	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Research strategy for the GEST Programme in place and implemented in partnership with EDDA – Center of Excellence	<ul style="list-style-type: none"> ▪ Development of research strategy in collaboration with EDDA ▪ Implementation of research strategy 	<ul style="list-style-type: none"> ▪ No. of research strategies developed. ▪ No. of research-related activities included in research strategy implemented. 	<ul style="list-style-type: none"> ▪ GEST Annual Reports ▪ Research reports and papers. 	<ul style="list-style-type: none"> ▪ Researchers are willing and available to conduct research in relation to the GEST Programme ▪ Research funding secured
Output 8	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Impact Assessment conducted by 2017.	<ul style="list-style-type: none"> ▪ Collect data as stipulated in M&E Framework ▪ Develop a ToR for an External Evaluator to Conduct and Impact Assessment in 2016. ▪ Write an Impact Assessment Report 	<ul style="list-style-type: none"> ▪ No. of data collection activities as stipulated in M&E Framework ▪ Contract with evaluation specialist ▪ Impact Assessment Report 	<ul style="list-style-type: none"> ▪ Data-gathering sheets as stipulated by M&E Framework ▪ Contract with evaluation specialist ▪ Impact Assessment Report 	<ul style="list-style-type: none"> ▪ Former fellows are willing and able to participate in the Impact Assessment ▪ Partner institutions are willing and able to participate in Impact Assessment.
Output 9	Activities	Objectively verifiable indicators	Means of Verification	Assumptions and risks
Efficient and effective management of the Programme.	<ul style="list-style-type: none"> • Programme director takes part, with other ICES directors, in annual ICES board of directors meetings. • Conduct quarterly Study Committee meetings. • Conduct monthly Management Team meetings. • Conduct monitoring and 	<ul style="list-style-type: none"> • No. of project evaluation activities carried out on schedule. • Proportion of financial management fulfilling financial and accounting regulations. • Proportion of planned funding available to the Project. 	<ul style="list-style-type: none"> • Project cost estimation. • Annual budgets. • Accounting and audit reports. • Minutes of meetings (ICES board, Studies Committee and Management team). • Project progress 	<ul style="list-style-type: none"> • MFA policy will be supportive. • All stakeholders will be committed and cooperative. • There will be political stability. • There will be transparency and meaningful

	<p>evaluation activities.</p> <ul style="list-style-type: none"> • Write and submit Annual Reports • Prepare a five-year strategic plan for the GEST Programme to be implemented 2018-2023. • GEST included in a special budget line in the Ministry for Foreign Affairs Budget by 2014 	<ul style="list-style-type: none"> • No. of management meetings held on schedule. • Agreements between the programme and departments within the University of Iceland regarding usage of facilities and student status. • Ministry for Foreign Affairs Budget 	<p>reports.</p> <ul style="list-style-type: none"> • GEST monitoring and evaluation reports. • Ministry for Foreign Affairs Budget 	<p>partnership.</p> <ul style="list-style-type: none"> • A policy on gender equality in Icelandic international development will be favourable.
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